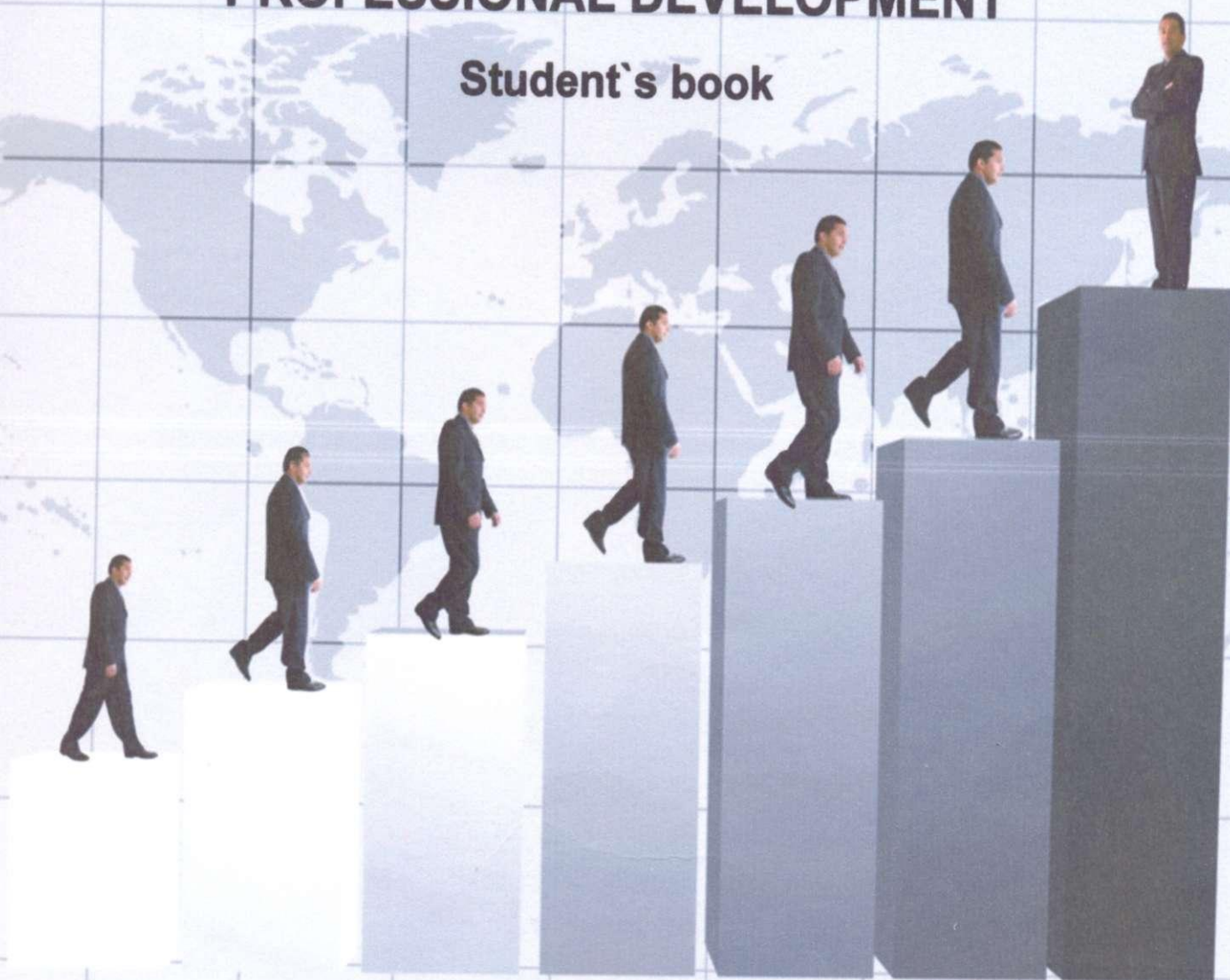


**Bakieva G.H., Iriskulov M.T.,
Isamukhamedova N.N., Kim O.G.**

ENGLISH

**FOR
PROFESSIONAL DEVELOPMENT**

Student's book



Tashkent 2013

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION**

The Uzbek State World Languages University

Bakieva G.H., Iriskulov M.T., Isamukhamedova N.N., Kim O.G.

ENGLISH
FOR
PROFESSIONAL DEVELOPMENT

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English for Professional Development. Coursebook in practical English for students at master's courses specialised in English. - Tashkent, 2011.

This coursebook is designed for students at higher educational institutions in master's courses specialised in English as a foreign language. This coursebook is recommended by the Ministry of Higher and Secondary Specialised Education of Uzbekistan as the main coursebook for the practical English course at the master's level. The book can also be used by advanced learners of English studying independently.

The coursebook is aimed at developing students' communicative competence at an advanced level for professional purposes.

EoKjiena T.X., HpHCi^ynoB M.T., HcaMyxaMe^OBa H.H., KHM O X .

English for Professional Development. OJIHH TatJiHM Myaccacanapn MarHcrpaTypa GymiMH Tajia6anapn VHVH ACOCHH HCT THJIH (HHTJIH3 THJIH) (haHrwaH #apcjniK. - TouncenT, 2011.

Ma3Kyp flapcjiHK Maxcyc OJIHH TatJiHM Myaccacanapn MarHcrpaTypa oyjiHMH TajiaSanapH y*iyH MyjiacajuiaHraH. flapcjiHK Y36eKHCTOH PecnyojiHKacH OJIHH Ba ypTa Maxcyc TaijJiHM Ba3HpjiHrH TOMOHHAan ACOCHH Her THJIH (HHFJIH3 THJIH) (baHHflaH /lapcjiHK CH<baTH,na TaBCHH 3THJiran. /lapcjiHK HHFJIH3 THJIHHH MVCTaiyHji vpraHaeTraHJiapaxaM Kyji Kejia^H.

LapcjiHK Tajia6ajiapHHHr IOKopn Aapaacaaa KacGnn MyjioKOT MaxopaTHHH pHBO>KjiaHTHpHHra napaTHJiraii.

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INTRODUCTION

Who is the book intended for?

The book *English for Professional Development* is designed for students at Masters' courses majoring in English. The book can also be used by advanced learners of English studying independently.

What are the aims and objectives of the book?

The objectives of the book are

- to enable students to speak, read, listen and write on various topics to the level of C1 by Common European Framework of Reference;
- to enable students to use English for research purposes;
- to enable students to use English in their profession (e.g. as teachers, linguists, translators);
- to help students to become autonomous learners of English.

How is it structured?

The book contains 12 units to be covered within 126 hours. Each unit is subdivided into 4 sections. Each unit also contain Language focus section.

What are the key features?

- A wide range of topics of general and professional interest
 - « Authentic texts from various sources (e.g. Internet, magazines, newspapers, encyclopaedia).
- Referenced to Common European Framework
- Specifically designed for Uzbekistan context
- Interactive and communicative in nature involving learners through tasks and thinking questions
- Development of transferrable skills (e.g. time management, debate skills)
- Targeting at English for research purposes (e.g. writing synthesis, literature review, presentation skills)
- References to other sources.

How to use the book?

The following icons are used in the book:



Lead-in

Writing



Listening Audio

Reading



Speaking



Internet sources

Printed sources

Video

UNIT 1. TIME MANAGEMENT

Your study at Masters' courses might be different from your study at the Bachelor's level. First of all, you are expected to study more on your own, to be able to work independently on your research. That might seem that you will have more free time but in reality you will have to plan your time very carefully to manage with your studies. This can be even challenging when there are commitments such as part-time work, family and friends to fit in. So you need to develop good time management skills.

SECTION 1.



WB J LEAD-IN

Check how good you are at time management: How well do you use your time? Answer the following questions and evaluate your time management.

Questions	<i>Not at all</i>	<i>Rarely</i>	<i>Someti mes</i>	<i>Often</i>	<i>Very often</i>
	1	2	3	4	5
1 Do you find yourself completing tasks at the last minute, or asking for extensions?					
2 Do you set aside time for planning and scheduling?					
3 Do you know how much time you are spending on the various jobs you do?					
4 Do you miss deadlines?					
5 Does it take you too long to complete a task?					
6 Do you spend night sleepless to complete a task?					
7 Do you forget what you have to do?					

Score interpretation

7-21 You're managing your time very effectively! Still, check the sections below to see if there's anything you can tweak to make this even better.

22-47 You're good at some things, but there's room for improvement elsewhere. Focus on the serious issues below, and you'll most likely find that work becomes much less stressful.

48 - 107 Ouch. The good news is that you've got a great opportunity to improve your effectiveness at work, and your long term success! However, to realize this, you've got to fundamentally improve your time management skills. Start below!

As you answered the questions, you probably had some insight into areas where your time management could use a pick-me-up. The following is a quick summary of the main areas of time management that have been explored in the quiz, and a guide to the specific tools you can use for each.

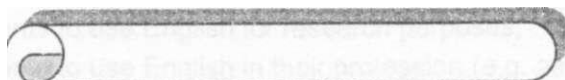
1. Read about Ilhom and compare yourself with him.

Ilhom's Dilemma

(Adapted from ELA Guide: Skills for Life, Managing your time. British Council, 2009)

Meet Ilhom - a 28-year-old lecturer who is a Master's student in English. He is newly married so he should support his family. Besides his study he works part-time at the University and gives private lessons in English.

These are the things that Ilhom had to do on the 16th of November:



1. Conduct lessons from 08.30 till 11.20
2. Attend a lecture and a seminar from 11.50 till 14.50
3. Prepare Reading Log for tomorrow's class
4. Have a meeting with the scientific supervisor.
5. Visit mother-in-law in the hospital



***5**

And below is the Time Log that shows how he actually spent that day.

2. Examine Ilhom's Time Log, see if you can spot Time Management related problems in any of the tasks. Give a brief outline of those problems. For example, Ilhom missed his class as a result of waking up late and is likely to have some negative consequences: administrative follow-up, rescheduling inconveniences, risk of being perceived as an irresponsible person by colleagues and students.

TIME	ACTIVITY
till 07.00	Slept
07.00- 07.30	Kept snoozing through the alarm clock.
07.30- 08.00	Woke up and had breakfast in a rush.
08.00- 08.40	Came to the University. All the students had left because I was 10 minutes late.
08.40- 09.00	Got rebuke from the Dean. I had to write an excuse letter for being late.

09.00-10.00	I went to the Staff room. My colleague asked me to translate a text. I could not refuse and spent one hour on it. But I did not finish it and promised her to finish it at home and bring it tomorrow. But frankly speaking I was regretting that I agreed to help her.
10.00-11.50	Conducted a class. There were 80 students and I spent an hour for checking the attendance and only 20 min for the lecture. Students were bored.
11.50-14.50	Attended the lecture and the seminar classes at Master's courses. I was not ready for the seminar and got unsatisfactory mark ☹
13.10-13.20	During 10 min break I had usual 2 hot dogs and a cold Coke.
14.50-17.00	Unplanned, urgent visit to a dentist because of severe toothache. Had my tooth taken out.
17.00-18.30	Got home and started working on my Reading Log. I started with the cover sheet. I looked for some nice framework for it. I could not find the one I liked best so I searched Internet. Anyway I could not find the one I liked. Had a quick dinner trying to eat and work on the computer at the same time
18.30-19.00	Wanted to start actually doing the task in the Reading Log, but spent 30 min to find the handout with the instructions for the Reading Log among my papers.
19.00-21.00	Took a taxi to go to the hospital with my wife to see my mother-in-law. I did not feel like talking to her mom as I was thinking of tomorrow's classes. On our way home I shouted at my wife for spending ONE hour chatting with her mother while I had so many things to do at home. Argued with my wife because of my lack of time for the family.
21.00-22.00	Checked my e-mails, read news, visited other websites. I was too tired to do the task and the translation for my colleague. I decided to wake up early in the morning and do both of them.
22.00	Suddenly remembered that I forgot to meet my supervisor, I will have to call him tomorrow and apologise.
22.00-01.30	Watched TV.
01.30	Finally fell asleep.

3. Based on Ilhom's Time Log, rate how well he has managed to complete the planned tasks on a scale from 0 to 10 ("0" meaning that the task has not been done at all, and "10" meaning that the task has been completed really well). You can either tick (x) or circle the number of your choice.

- Conduct lessons from 08.30 till 11.20 0...1 ...2...3...4...5...6...7...8...9...10
- Attend a lecture and a seminar from 11.50 till 14.50 0...1...2...3...4...5...6...7...8...9...10
- Prepare the Reading Log for tomorrow's class 0...1...2...3...4...5...6...7...8...9...10
- Have a meeting with the scientific supervisor. 0...1...2...3...4...5...6...7...8...9...10

Visit mother-in-law in the hospital

0...1...2...3...4...5...6...7...8...9...10

4. Now, read the analysis of ilhom's Time Log below and compare it with your own comments.

TIME	ACTIVITY	Comments
till 07.00	Slept	
07.00-07.30	Kept snoozing through the alarm clock.	<i>The "snooze" function of an alarm dock is useful only if it is used once - for taking several minutes to stretch with eyes open. But you should not misuse it.</i>
07.30-08.00	Woke up and had breakfast in a rush.	<i>Rushing in the morning is almost always the result of waking up late.</i>
08.00-08.40	Came to the University. All the students had left because I was 10 minutes late.	<i>Missed class is still a result of waking up late and is likely to have some negative consequences: administrative follow-up, rescheduling inconveniences, risk of being perceived as an irresponsible person by colleagues and students.</i>
08.40-09.00	Got rebuke from the Dean. I had to write an excuse letter for being late.	
09.00-10.00	I went to the Staff room. My colleague asked me to translate a text. I could not refuse and spent one hour on it. But I did not finish it and promised her to finish it at home and bring it tomorrow.	<i>Could not refuse his colleague the favour. This is another common problem and is known as inability to Say "No".</i>
10.00-11.50	Conducted a lecture. There were 80 students and I spent an hour for checking the attendance.	<i>Two problems are evident in this task: poor prioritising and Lack of Delegation Skills. This task could be delegated to the group leaders.</i>
11.50-14.50	Had a lecture and a seminar at Master's courses. I was not ready for the seminar and got unsatisfactory mark ☹	<i>This is a result of Ilhom's Procrastination. This rebuke is a logical outcome of Ilhom's leaving the report to the last minute.</i>
13.10-13.20	During 10 min break I had usual 2 hot dogs and a cold Coke.	<i>Snatched lunches (which lead to health problems later) are typical of people who can't manage their own time and who believe that lunch at the desk is a means of making up for this.</i>
14.50-17.00	Unplanned, urgent visit to a dentist because of severe toothache. Had my tooth taken out.	<i>The lost tooth is a result of leaving the visit to a dentist till the last day. A common problem called Procrastination.</i>
17.00-18.30	Got home and started working on my Reading Log. I started with the cover sheet. I looked for some nice framework for it. I could not find the one I liked best so I searched Internet. Anyway I could not find the one I liked.	<i>Too much time spent on creating the cover sheet. Spending disproportionate time on small details of one task is called Perfectionism.</i>

#	Had a quick dinner trying to eat and work on the computer at the same time.	
18.30-19.00	Wanted to start actually doing the task in the Reading Log, but spent 30 min to find the handout with the instructions for the Reading Log among my papers.	<i>Poor filing system / Being disorganized. Inadequately organized people do not find their things easily, and are often found digging in piles of paper, wasting a lot of time.</i>
19.00-21.00	Took a taxi to go to the hospital with my wife to see my mother-in-law. I did not feel like talking to her mom as I was thinking of tomorrow's classes. On our way home i shouted at my wife for spending the whole hour chatting with her mother while I have so many things to do at home. Argued with my wife because of my lack of time for the family.	<i>Ilhom's aggression is a result of his stress. His mood is projected on other things he is involved in.</i>
21.00-22.00	Checked my e-mails, read news, visited other websites. I was too tired to do the task and the translation for my colleague. I decided to wake up early in the morning and do both of them.	<i>No proper reminder tool is often an evidence of poor planning skills.</i>
22.00	Suddenly remembered that I forgot to meet my supervisor, I will have to call him tomorrow and apologise.	<i>No proper reminder tool is often an evidence of poor planning skills.</i>
22.00-01.30	Watched TV.	<i>TV session is a serious Time Waster if a definite time is not allocated.</i>
01.30	Finally fell asleep.	<i>The later Ilhom goes to bed, the more difficult it is for him to wake up early in the morning, thus increasing the likelihood of the Morning Rush and on with the vicious circle.</i>

5. Make a list of recommendations to Ilhom.

6. SELF-OBSERVATION

Observe yourself using a Personal Time Log for a day or two and analyze it as it has been done in Ilhom's example.

Personal Time Log.

Date

Time	Activities	Comments

SECTION 2.



READING

- 1 Read one of the extracts (A-G) of the newspaper article *Thirteen Timely Tips For More Time Management* by Prochaska-Cue M., Mahar C., S.Preston and summarise it within one sentence. Then share your summary with your peers.

A. 1. SPEND TIME PLANNING AND ORGANIZING. Using time to think and plan is time well-spent. In fact, if you fail to take time for planning, you are, in effect, planning to fail. Organize in a way that makes sense to you. If you need colour and pictures, use a lot on your calendar or planning book. Some people need to have papers filed away; others get their creative energy from their piles. So forget the «*shoulds*» and organize your way. Some people thrive using a daily To-Do list which they construct either the last thing the previous day or first thing in the morning. Such people may combine a To-Do list with a calendar or schedule. Others prefer a "running" To-Do list which is continuously being updated. Or, you may prefer a combination of the two previously described To-Do lists. Whatever method works is best for you. Don't be afraid to try a new system — you just might find one that works even better than your present one!



2. BE FLEXIBLE. Allow time for interruptions and distractions. Time management experts often suggest planning for just 50 percent or less of one's time. With only 50 percent of your time planned, you will have the flexibility to handle interruptions and the unplanned "emergency." When you expect to be interrupted, schedule routine tasks. Save (or make) larger blocks of time for your priorities. When interrupted, ask Alan Lakein's crucial question, "What is the most important thing I can be doing with my time right now?" to help you get back on track fast.

3. CONSIDER YOUR BIOLOGICAL PRIME TIME. That's the time of day when you are at your best. Are you a "morning person," a "night owl," or a late afternoon "whiz?" Knowing when your best time is and planning to use that time of day for your priorities (if possible) is effective time management.

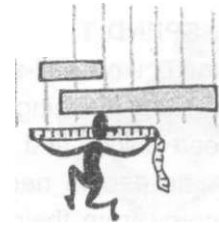


B. 4. PRIORITIZE- Use the 80-20 Rule originally stated by the Italian economist Vilfredo Pareto who noted that 80 percent of the reward comes from 20 percent of the effort. The trick to prioritizing is to isolate and identify that valuable 20 percent. Once identified, prioritize time to concentrate your work on those items with the greatest reward. Prioritize by color, number or letter — whichever method makes the most sense to you. Flagging items with a deadline is another idea for helping you stick to your priorities.

5. ELIMINATE THE URGENT. Urgent tasks have short-term consequences while important tasks are those with long-term, goal-related implications. Work towards reducing the urgent things you must do so you'll have time for your important priorities. Flagging or highlighting items on your To Do list or attaching a deadline to each item may help keep important items from becoming urgent emergencies.

6. PRACTICE THE ART OF INTELLIGENT NEGLECT. Eliminate from your life trivial tasks or those tasks which do not have long-term consequences for you. Can you delegate or eliminate any of your To Do list? Work on those tasks which you alone can do.

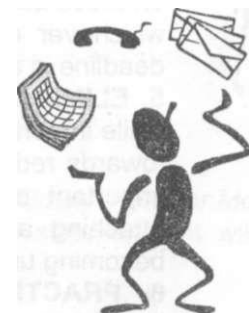
- C. 7. AVOID BEING A PERFECTIONIST.** In the Malaysian culture, only the gods are considered capable of producing anything perfect. Whenever something is made, a flaw is left on purpose so the gods will not be offended. Yes, some things need to be closer to perfect than others, but perfectionism, paying unnecessary attention to detail, can be a form of procrastination. Perfectionism can be thought of as: the irrational belief that you and/or your environment must be perfect striving to be the best, to reach the ideal, and never to make a mistake a habit that keeps you constantly alert to imperfections, failings, and weakness in yourself and others the belief that no matter what you attempt it is never "good enough" to meet your own or others' expectations.



- 8. CONQUER PROCRASTINATION.** Procrastination (Lat. Procrastinatus: pro- (forward) and crastinus (of tomorrow)) is a type of avoidance behaviour which is characterised by putting off actions or tasks to a later time, which often causes negative consequences. The problem with procrastination is that it is a habit — every time you delay a task you don't want to do, it reinforces your negative feeling about it as well as causes negative consequences, like unsatisfactory quality of the report submitted at the last minute; stress level goes up and causes the feeling of guilt or anger with self; health problems and problems with sleep appear; self- confidence suffers and so on.

One technique to try is the "Swiss cheese" method described by Alan Lakein. When you are avoiding something, break it into smaller tasks and do just one of the smaller tasks or set a timer and work on the big task for just 15 minutes. By doing a little at a time, eventually you'll reach a point where you'll want to finish.

- E. 9. LEARN TO SAY "NO."** Such a small word — and so hard to say. You might miss your own deadlines by devoting too much effort and time to issues that are not your responsibility. You will be stressed and resentful if you said "yes" even if you wanted to say "no". You will be overloaded. People around you might stop respecting your time and think that you probably have nothing to do. Focusing on your goals may help. Blocking time for important, but often not scheduled, priorities such as family and friends can also help. But first you must be convinced that you and your priorities are important — that seems to be the hardest part in learning to say "no." Once convinced of their importance, saying "no" to the unimportant in life gets easier.





F. 10. LEARN TO DELEGATE TASKS TO OTHERS. As you probably already know, **delegation** means giving a certain amount of power to make decisions and complete activities to someone else. What you may not know is that by sharing this responsibility, you enable individuals to grow and to further develop their knowledge, skills and abilities. Confirm in your own mind that the task is suitable to be delegated. List the things that you do which could be more effectively done by someone more skilled in a particular area. Identify a suitable person for the task. The task should be beneficial both to you and the person you are delegating to.

- Explain the task clearly. Make sure that you are understood. Leave room in the task description for initiative.
- Clarify understanding by getting feedback from the other person. Make sure they know how you intend to decide that the job is being successfully done.
- Discuss and agree what is required to get the job done. Consider people, location, premises, equipment, money, materials, other related activities and services.
- Agree deadlines
- Keep in touch with the person for support and monitoring progress. Do not get too close. Accept alternative approaches.
- Praise / Acknowledge a job well done.

G. 11. REWARD YOURSELF. Even for small successes, celebrate achievement of goals. Promise yourself a reward for completing each task, or finishing the total job. Then keep your promise to yourself and indulge in your reward. Doing so will help you maintain the necessary balance in life between work and play. As Ann McGee-Cooper says, "If we learn to balance excellence in work with excellence in play, fun, and relaxation, our lives become happier, healthier, and a great deal more creative."



2 Answer the following questions.

- Which of the problems described above do you relate to yourself?
- Which are your strong areas?
- What advice would you give to someone who has one of these problems?

LANGUAGE FOCUS

Collocations

Collocations are words which frequently appear together. Recognising these collocations helps you understand a text better and improve your reading speed.

Collocations usually are formed by:

Adjectives and nouns, e.g. urgent tasks

2. Choose the correct adjective and noun collocation, Use a dictionary to help.

1. _____ priority

a) *big* b) *high* c) *important*

2. _____ the task

a) *to do* b) *to make* c) *to work*

Verbs and nouns, e.g. submit a report

Always record these words together. Find and record collocations from the above-given text.

1. Proverbs

Analyse the following proverbs about time. Which one do you find easiest to agree to? Compare them with the proverbs in your native language.

Time's a great healer.

A stitch in time saves nine

Truth is the daughter of time.

Time is money.

Third time lucky.

3. Complete the sentences with the appropriate verb: *to spend, to waste, to kill, to pass, to lose time*

1. You should _____ a lot of time practising the piano.
2. I'm just standing here. _____ time until the shop opens.
3. Listening to the radio helps her to _____ the time.
4. We _____ quite a lot of time on the journey because of a breakdown.
5. I _____ a whole hour trying to find a garage.

3. _____ the deadline

a) *to miss* b) *to lose* c) *to cut*

4. _____ decisions

a) *to create* b) *to do* c) *to make*

5. _____ the responsibility

a) *to decide* b) *to share* c) *to divide*

6. _____ a to-do-list

a) *to do* b) *to update* c) *to list*

4. In which expressions below you can use the word *time*. Use a dictionary to help.

a matter of _____

see

have an easy _____

for the _____ being

_____ -consuming

_____ keeper

high.

bet your _____

a cushy _____

5. Study the concordance from the British National Corpora and fill in the gaps with *time, the time, a time*. Justify your choice.

... back many years. First he thought _____ he had ridden to Gavin and told him.

...to confess all. I was nearly thirty at _____ I went to the hall in the afternoons...

... work four hours a day. The rest of _____ I devoted to painting or to those other...

...charcoal when it first lights up. And all _____ she had the heat of hatred in her, like...

...caressed her shoulders warmly from _____ to time. It was not, thought Pamela, ..

...would always dwarf the short span of _____ allotted to any man.

... better to pursue his examination. After _____ he straightened again, brushing the..

...for. "Sure ". I said. "But one word at _____, O.K."? She was still hugging the ...
 ... quite cheerfully. "Left mine many _____, only she never knew it. Man in a ...

6. Read the case of Nargiza and in groups help her to produce a weekly plan to manage everything. While doing group presentation you will have to justify your decision.

Nargiza this year has entered the Master's courses. She is married and has a lovely daughter. She works part-time as a teacher in a lyceum, she does not want to give up her job as she loves it. She is one of the hard-working students but finds it difficult to manage with all the commitments in her life.

Help her to manage her time effectively. Her to-do-list for the week:

- To prepare for the classes (both as a teacher and as a Masters student) at least 1 hour for each class)
- To teach 4 classes per week in the lyceum (on Mondays and Thursdays from 8.30 till 11.20
- To attend 3 classes per day from Tuesday to Friday from 11.50 till 16.20
- To go to the library (at least once a week)
- To make preparations for my husband's birthday which is on Sunday.
- To take my daughter to and from the kindergarten. The kindergarten works from 8.00 till 16.30.
- To take my daughter to the puppet show on Saturday at 11.00
- To work on the research proposal as in a week I have to submit it.
- To visit my sister who is in hospital.
- To take my PC for a check and to install antivirus programme. Now it is working ok.
- I promised my friend to go to her place and teach her how to cook a cake (at least 2 hours).



! Note that she has to sleep at least 8 hours, eat 3 times per day and prepare dinner every evening.

SECTION 3.

SUMMARISING

While writing an assignment or the research paper you will have to summarise the main idea of a paragraph, an article or a book. All kinds of tasks - reports, reviews, critiques, thesis - all involve summarising.

1. Samples of summaries

Study the following 2 summaries to the whole text on time management, compare them and answer the questions:

- Which of the summaries do you like more? Why?
- What do you think are the characteristics of a good summary?

A. The authors of the article give the following tips: spend time planning and organizing, be flexible, consider biological prime time, prioritize, eliminate the urgent, practice the art of intelligent neglect, avoid being a perfectionist, conquer procrastination, learn to say "no", learn to delegate tasks to others and reward yourself. I really liked the point about conquering procrastination as procrastination

is a habit - every time you delay a task you don't want to do, it reinforces your negative feeling about it as well as causes negative consequences, like unsatisfactory quality of the report submitted at the last minute. It is really about me. I hope these tips will help me to manage my time more effectively.

116 words

B. The article *Thirteen Timely Tips For More Time Management* by Prachaska-Cue M., Mahar C. and S.Preston outlines several practical tips for managing time effectively. The authors emphasise the necessity to do planning and while doing it consider one's biological time, i.e. time of the day when someone is the most active and allow more flexibility for unexpected situations. They also suggest identifying the priorities between urgent and important and focus on the latter tasks that have long-term impact. Other tips include avoiding procrastination (putting off the tasks), perfectionism, inability to refuse others. To save time the authors recommend learning the art of delegating tasks to others. Celebrating achievements and following the described tips, as the authors state, will help to "maintain the necessary balance in life between work and play".

130 words

2. Read the following tips for summarising. Evaluate to what extent the previous summaries confirm to these tips.

1. **State the thesis statement** that sums up the main point of the source.
2. **Start with acknowledging the author, title and the source of the text.** You can start the summary by doing this. If there is no author, include the title of the text or the name of the magazine or a book from which your summary is taken. For example,
According to James Smith, the founder of Hull House, private charities could not...
James Smith, the founder of Hull House, claimed that...
In an article entitled X, Y makes the point that...
3. **Give the overview of the text and then details.** You can do this by paraphrasing the topic sentence of a paragraph or the thesis of the whole text. Usually the paragraph you are summarising will already have a topic sentence. You will have to find it, paraphrase it and only then fill in with some details.
4. **Keep reminding your reader the source of the ideas.** When your summary is a paragraph or more in length, break into it every now and then to remind your reader that these are someone else's ideas, not your own. This will also help you to avoid being accused of plagiarism. *To quote from x, X states/suggests that.... Referring to x says that...*
As x stated/ wrote/said, X explained/argued that... The author shows/describes/classifies/analyses/argues...
NBI Please note that you can either use Present or Past Simple tenses, but you should be consistent in your choice. That means if you choose Present Simple use it throughout your whole summary.
5. **Avoid using exactly the same phrases from the original, paraphrase them.** If the summary is too close to the original text then you might be accused of plagiarism. If you really like the authors' phrase or think that this is important to leave it intact, put them in

quotation marks. However it does not mean you have to paraphrase every word, for example words like 'and', 'water' etc. But you should paraphrase distinct phrases.

6. **Include one or more of the author's examples or illustrations** (these will bring your summary to life);
7. **Do not include your own ideas**, illustrations, metaphors, or interpretations. Look upon yourself as a summarizing machine; you are simply repeating what the source text says, in fewer words and in your own words. But the fact that you are using your own words does not mean that you are including your own ideas.

WRITING

Prepare a Reading Log. Find an article (not less than 600 words) on time management and try to summarise it in no more than 100-150 words following the advice given above.

SECTION 4 .

1 Exchange your summary with your peer, read it carefully and give feedback.

Use the following questions as guidance:

- What do you like best about your peer's summary? Why?
- Did your peer list the source, and cite it correctly?
- Is the thesis of the original essay clear in the summary?
- Did your peer miss any key points from his/her summary? (If so, what are they?)
- Did your peer include any of his own opinions in his/her summary? (If so, what are they?)
- Did your peer include any unimportant details in his/summary? (If so, what are they?)
- Were there any points in the summary where you were lost because a transition was missing? (If so, where and how might it be fixed?)
- Were there any points where you were lost because some information seems to have been omitted? (If so, where, and what seems to be missing? Why do you think it might be important?)

2 Rewrite your summary based on your peer's feedback.

3 Read the extract B of the article *Thirteen Timely Tips For More Time Management* by Prochaska-Cue M. et al once more. Make notes on the Pareto principle or the 80-20 Rule mentioned in the extract. Make a list of questions that you would like to get an answer to on this topic. Share your list with your peer.



Listening

1. Listen to the talk with Bob Stewart, an economist and take notes.
2. Summarise the talk within 100-150 words. You can ask your teacher to play the recording once more if needed.
3. Share your summary with your peer and give feedback.

Useful

sources

C3 Printed sources

Cottrell, Stella (1999) *The Study Skills Handbook*, Palgrave Macmillan Ltd.
ELA Guide: Skills for Life, British Council, 2009

&

Internet sources

<http://www.glcc.edu/resources/timemanagement.ppt>

<http://www.grad.ac.uk/>

<http://www.mindtools.com/>

UNIT 2. ADVANCED TECHNOLOGIES AND THEIR IMPACT ON PEOPLE

Global information process underway worldwide leads to rapid advancement of scientific and technological progress. Degree and rates of information penetration and technological development in many respects determine the state of economy, living standards, national security, and country's role in the international community.

SECTION 1.

1. -J\J LEAD-IN

The rise of new information and communication technologies - social networking sites, Internet encyclopedias, multimedia-sharing facilities and databases - is said to be 'ushering in a new era'. While new technology is meant to unlock our creative potential, bring us together and enlighten us, we also fear it is transforming our lives for the worse - dumbing down culture, destroying relationships and eroding privacy. Will new technology live up to our greatest expectations or fulfill our worst fears by transforming how we relate to one another? Do we risk confusing technological advances with sociological trends? Are we giving technology too much credit?



DISCUSSION

1. Which of the advanced technologies (Information and communication technologies (ICT) and scientific technology innovations) do you consider to be the most important? Which has changed the world the most? Mark them 1 for the important down to 5 for the least important.

- The computer (Internet)
- The mobile phone
- The television
- The robots
- The products of nanotechnology

2. Work in groups of 4-5. Try to persuade the others that your order is the right one.

3. Talk together as a group. What other technologies would you add to the list? Explain your answer.



READING AND SPEAKING

PRE-READING

1. Read the extract. Give your own reasons of children's watching TV. Suggest some solutions to the given problem.

Why they watch it

D. R. Anderson, Television viewing at home: Age trends in visual attention and time with TV. Child Development, 1999

The high levels of boredom found throughout all ages of children and youth, is directly related to the high levels of excitement, action, and rapid paced theme changes, that are found in our television shows, movies, rock videos, and video games. In comparison to all this, things like studying, reading are all low key items in contrast. Don't expect young people, or children, to develop an imagination or fascination with reading and/or experimentation over night - these all take time. If you have allowed heavy TV. watching, or video game playing, don't try and cut it out cold turkey -- cut back bit-by bit allowing other interests to develop.

2. Answer the questions.

- What consequences may constant TV watching lead to?
- <» What psychological disorder can it cause?
- What measures should be taken to prevent children from spoiling their health?

READING

Read the text and express your opinion on the role of television in children's gender role socialization. To what extent do you agree or disagree with the author of the article.

The influence of television on children's gender role socialization

(by Susan D. Witt, Childhood Education, 2000)

Children often internalize gender role stereotypes from books, songs, television, and movies, children's socialization indicates that television has a great impact on children's lives.

Studies show preschoolers spend an average of nearly 30 hours a week watching television; some spend more time watching television than doing anything else except sleeping. Nielsen Media Research has found that by the time children are 16 years old, they have spent more time watching television than doing anything else except sleeping (Anderson, Lorch, Field, Collins, & Nathan, 1986; Auiette, 1994; Kaplan, 1991). Nielsen Media Research has found that by the time children are 16 years old, they have spent more time watching television than going to school (as cited in Basow, 1992). As a result, children are exposed to about 20,000 advertisements a year (Stoneman & Brody, 1981). By the time a child graduates from high school, he will have witnessed 13,000 violent deaths on television (Gerbner & Gross, 1976).

Television influences both children's prosocial and antisocial behaviors, as well as their attitudes towards race and gender.

Children grow and develop; they take in information and acquire knowledge at a rapid pace. As they develop their cognitive abilities, they assimilate new information and accommodate to what they already know. Children's ideas about how the world works come from the experiences and from the attitudes and behaviors they see around them. The child who believes that only women are nurses and only men are doctors may have developed this understanding because the first doctor he or she saw was a man, who was assisted by a female nurse. This "man as doctor, woman as nurse" idea may have been reinforced further by parents, books, conversations with friends, and television. If the child frequently meets such gender biases and gender stereotypes, this knowledge will be incorporated into future perceptions. Keeping in mind that children with developing minds watch many hours of television, and recalling how television reinforces gender stereotypes, it is not surprising when children develop stereotyped beliefs.

Of the various factors that help shape gender-typed behaviors, role models and imitation are extremely influential. Research suggests that children who view violent programming on television will behave more aggressively with peers. It is also true that children who view prosocial behaviors on television are more likely to exhibit those types of behavior themselves. Children will imitate and repeat behaviors they see on television. Consequently, children may exhibit these gender-biased behaviors and develop the gender-biased attitude that they see modeled on television.

Developing autonomy, initiative, and a sense of industriousness are critical to children's positive development. Children who witness female characters on television programs who are passive, indecisive, and subordinate to men, and who see this reinforced by the environment, will likely believe that this is the appropriate way for females to behave. Female children are less likely to develop autonomy, initiative, and industriousness if they rarely see those traits modeled. Similarly, because male characters on television programs are more likely to be shown in leadership roles and exhibiting assertive, decisive behavior, children learn this is the appropriate way for males to behave.

Research indicates that television has a socializing influence on children regarding the attitudes toward gender roles. Gender role stereotypes seen on television are, in turn, reinforced by parents, friends, and school, contributing to the child's sense of what it means to be male or female in society. Television sends forceful and compelling messages about socially approved gender roles, which are often stereotyped, biased, and outdated. As children continue to develop and grow, they are exposed to more and more examples of such gender biases and stereotypes.

Traditional gender roles, wherein men are encouraged to be decisive and to show leadership qualities while women are encouraged to be deferential and dependent, do not benefit anyone, particularly women. Traditional gender roles discourage the full range of expression and accomplishment. Children should be allowed to develop a sense of self in a gender-free environment that encourages everyone to fully feel a part of society.

SECTION 2.



READING AND SPEAKING

1. Big-group discussion

1. What technical appliances do you have at home? How do they help you with the housework? Give reasons of having them at home. How quickly are they modernized?
2. What innovations in robotics industry do you know?

3. What are the advantages and disadvantages of the quick robotics industry development? Give arguments.

Here are some features of robots. Number them in order of importance. Explain what made you decide which comes first and which comes last.

remotely controllable

mobile

able to manipulate objects

able to respond to vocal commands and gestures

able to move independently

WHILE-READING

1. The five key sentences below have been removed from the text. Read the text and decide where they should go.
 - a. The only question is whether Domestic robots will someday replace our mates.
 - b. Rovic is the house sitter who is always on the job.
 - c. Such robots have already been introduced and are ready and willing to replace household servants, finally offering a solution to the problem that "good help is hard to find."
 - d. Rapidly approaching the humanoids of 1950's science fiction, robots may soon put cleaning ladies everywhere out of business.
 - e. It just follows orders and minds its own business.

2. Read the text write the headlines for each paragraph.

Domestic Robots Today

(by Vincent Abry, Today, 3/04/2009)

Domestic Robots are among us: vacuum, floor cleaner, pool cleaning robot, robot lawn mower... What can we expect from them and Robotics Industry?

Domestic robots are poised to take over the household help market. Don't stop doing your chores or fire your cleaning lady, but be aware that robots are already in the business of helping with the tasks of daily life. 1.....

A.

Robots have been quietly positioning themselves in the help-at-home market for years. The programmable coffee maker providing fresh morning coffee is an early robot that even turns itself off if ignored. Anything that can be programmed to do a chore doesn't require our presence, and responds to environmental conditions can be considered a simple robot. It doesn't move about or interact with us. 2.....

B.

But this changed with the introduction of interactive household robots. The microwave oven teik us when food is cooked and, if we don't remove food promptly, it continues to beep, refusing to stop until we take some action to quiet it, only then assuming a satisfied silence. The coffee maker and microwave are both considered stage one robots, stationary helpers with interactive "smart features."

C.

Next came interactive second stage mobiie bots. The Roomba vacuum from high tech playe robot was quickly followed by the Scooba mop, Verro pool cleaner and Looj gutter cleaner. W< even have Nanda-Clocky, an alarm clock that runs away whiie ringing so we must get up, chas< it and catch it to make it stop

D.

The next generation bots feature advanced interaction capabilities in addition to mobility. In lat< 2008 Hong Kong's WowVVe introduced Rovio, a roving bot to perform live surveillance of ou homes and allowing us to control its movements remotely from any web browser. We can se Rovio to patrol the house and monitor what's going on in our absence. If Rovio detects ai intruder we can call police, or order the intruder to leave using Rovio'; microphone.3.....

II

Bots were introduced in Japanese nursing homes in 2007 to amuse residents and provide company but the residents quickly tired of them. What the elderly really want are robots who will perform the tasks they can no longer perform for themselves, servant robots to help them live on their own.

F.

That would be fourth stage humanoid bots with arms, hands and fingers to manipulate objects plus an ability to sense and respond to the environment. 4.....

G.

Robots can now respond to vocal commands or gestures and move independently around a living space, watering plants, letting the cat out, operating kitchen appliances, even making toast (as well as serving it) and feeding pets. Because the elderly will represent the largest market segment in coming years, developers anticipate a huge demand for servant robots.

5.....For the moment, husbands and wives may not have cause to fear being replaced by a robot but soon, who knows? Perhaps we should be nicer to our partners! It may become possible to buy a robotic facsimile of our ideal partner, designed and equipped so effectively that we forget it's a bot.

DISCUSSION

1. What are the main reasons of technological modernization of domestic robots?
2. What consequences may it lead to in respect of human relationships?
3. According to the text domestic robots will be able to do the whole housework including the ones that require some physical abilities, which serve as physical training exercise. Do you agree that the development of the technologies will affect the health of future generations?

4. What are the best ways to catch up with the quick modernization of new domestic technologies, especially for older generation?
5. Soon robots will be of great help almost in all spheres of our life. Once they are supplied with intellectual abilities will we still feel safe and secure?

LANGUAGE FOCUS

Transitional devices

Transitional devices are words or phrases that bring unity and coherence to a paragraph by indicating the exact relationship between sentences. There are the following types of transitions:

- *To indicate cause and effect:* accordingly, as a result, because, consequently, for this purpose, hence, so, then, therefore, thereupon, thus, to this end, etc.
- *To indicate comparison:* again, also, in the same way, likewise, once more, similarly, etc.
- *To indicate concession:* although it is true that, granted that, i admit that, it may appear that, naturally, of course, etc.
- *To indicate conclusion or summary:* all in all, as a result, as has been noted, as indicated, in any event, in conclusion, in short, therefore, to conclude, to summarize, to sum up, etc.
- *To indicate contrast:* although, but, despite, even though, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, regardless, still, though, yet, etc.
- *To indicate example:* after all, for example, for instance, in fact, specifically, such as, the following example, to illustrate, etc.
- *To indicate place:* above, adjacent to, below, beyond, closer to, elsewhere, far, farther on, here, near, nearby, opposite to, there, to the left(right), straight ahead, etc.
- *To indicate sequence:* and, and then, besides, finally, first (second, third, etc.), furthermore, next, still, etc.
- *To indicate time:* after a bit, after a few days, after a while, afterward, as long as, at iast, at that time, before, earlier, immediately, in the meantime, in the past, later, lately, meanwhile, now, presently, simultaneously, since, so far, until, when, etc.

In each group complete the sentences with suitable transitional devices.

Contrast I however although despite even though

1. _____ I can't speak much Spanish, I can understand a lot.
2. ! can't speak Spanish well. _____, I can understand most things.
3. He can't speak Spanish well, _____ he lives in Spain.
4. _____ living in Spain, he can't speak Spanish.

Cause and effect such...that so as since because so...that

1. I didn't sleep well last night, _____ I am tired.
2. I'm tired _____ I didn't sleep well last night.
3. I wanted to go, but _____ it was late, I decided not to.

4. _____ John can't be here today, I've been asked to chair the meeting.
5. He always looks _____; _____ innocent _____ he gets away with murder.
6. He's _____ a terrible liar _____ no one believes him.

when (ever) while as (soon as) until after **Time**
since

1. I called you _____ I could.
2. He refused to talk to the police _____ his lawyer arrived.
3. I feel sad _____ I hear that song.
4. They were burgled _____ they were away on holiday.
5. I've known her _____ I was a small child.
6. I'll help you with this exercise _____ I've had dinner.

SECTION 3.

SKILLS OF ARGUMENTATIVE ESSAY WRITING

Answer the following questions:

1. What is an essay?
2. What kinds of essay do you know?
3. What are the similarities and differences between them?
4. What peculiarities of an argumentative essay writing do you know?

Find some more information about an argumentative essay.

Guidelines of writing argumentative essay

Argumentative essay is a kind of essay, we not only give information but also present argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argument issue. We should clearly take our stand and write as if we are trying to persuade an opposite audience to adopt new beliefs or behavior. The primary objective is to persuade the reader to change beliefs that many of them do not want to change.

Features of argumentative essay writing

1. So, what *do* you write about? Pick a well-defined, controversial issue. Readers should understand what the issue is and what is at stake. The issue must be arguable, as noted above. After stating your thesis, you will need to discuss the issue in depth so that the reader will understand the problem fully. *
2. A clear position taken by the writer. In your thesis sentence, state what your position is. Using the first person weakens your argument. The thesis can be modified elsewhere in the essay if you need to qualify your position, but avoid hedging in your thesis.
3. A convincing argument. An argumentative essay does not merely assert an opinion; it presents an argument, and that argument must be backed up by data that persuades the reader that the opinion is valid. This data consists of facts, statistics, and testimony of others through personal interviews and questionnaires or through articles and books, and examples. The writer of an argumentative essay should seek to use educated sources that are nonbiased and to use them fairly.

4. A reasonable tone. Assume that your reader will disagree with you or be skeptical. It is important, therefore, that your tone be reasonable, professional, and trustworthy. By anticipating objections and making concessions, you inspire confidence and show your good will.

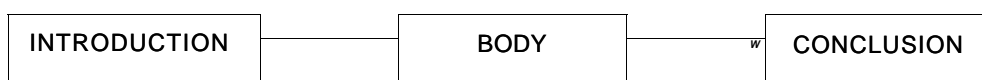
Steps of Research

1. Decide on a topic. Make sure it is one you are interested in and that it is not too broad or too narrow to analyze adequately.

2. Begin your library research. Start with the card catalogue or computer subject headings. Use the periodical index. Your best bet may be to find a few general books on the subject, and then study the bibliographies in the back of the books. Oftentimes, the very best sources are found this way. Use encyclopedias, reference books, newspapers, microfilm, the librarians, the World Wide Web, and other professors' advice. Research is a back-and-forth, in-and-out process, rather like the strategy of a good card game.

3. Write the outline, rough draft, and the final paper. Then rewrite it to make it sound as professional as possible.

Structure of Argumentative essay Introduction



The introduction is the first paragraph in your essay, and it should accomplish a few specific goals.

1. Capture the reader's interest

You may start with:

- » stating an opinion, e.g. We hope in the nearest future there will be some measures taken by the police to prevent petty crimes in ...
- making reference to a strange scene or situation, e.g. The development of domestic bots has reached their top...
- addressing the reader directly, e.g. Have you ever used the Internet to get information before making a purchase?
- starting with a quotation or rhetorical question, e.g. Being a journalist are you eager to get the information that will strike everybody?
- starting with the problem that needs a solution, e.g. Many people feel strongly that health services should be provided by the government...

2. Introduce the topic

The next few sentences should explain your first statement, and prepare the reader for your thesis statement.

3. Make a claim or express your opinion in a thesis statement.

Your thesis statement should provide your specific assertion and convey clearly your point of view. Here are a few points to remember about the thesis statement (later TS):

1. *TS should be expressed in a complete sentence.* And since it makes a statement, it not be written as a question.

Not TS:

My fear of the dark.

TS:

My fear of the dark has made my life miserable.

2. *TS expresses an opinion, attitude, or idea, it does not simply announce the topic that will develop.*

Not TS:

I am going to discuss the effects of radiation.

TS:

The effects of radiation are often unpredictable.

3. *TS should express an opinion, it should not express a fact.* Since TS expresses an opinion, or idea about a topic, TS is really a statement that someone could disagree with. Therefore, TS is a statement that needs to be explained or proved.

Not TS:

There are many advantages and disadvantages to going to college.

TS:

The advantages to going to college far outweigh the disadvantages.

Body

The body of the essay will include two-three paragraphs, each limited to one main idea that supports your thesis. The goal of each body paragraph in argumentative essay is to make an argument, and then back it up with two-three or even more sentences of support. Ideally, these paragraphs are connected to each other by *transition words and phrases* that help the reader follow your ideas.

Conclusion

The conclusion does not need to be long. The conclusive paragraph may:

- state a personal opinion, e.g. I strongly believe..., In my opinion...
- give the reader some point to consider, e.g. It would be easier for working women to combine work and taking care of their children if ...
- summarize the essay, e.g. To sum up...
- end with quotation or rhetorical question.

The following transition words that signal the conclusive paragraph may be used:

In conclusion

Finally

Therefore

Consequently

Clearly

On the whole

In other words

Generally speaking

Types of argumentative essay

There are four types of argumentative essay:

1. outlining advantages and disadvantages of a certain question,
2. giving opinion on a subject,
3. providing solutions to problems,
4. discursive essays.

Giving Advantages and Disadvantages

Introduction	Main body		Conclusion
Paragraph 1	Paragraph 2	Paragraph 3	Final paragraph
State topic	Advantages/arguments for	Disadvantages/arguments against	Give a balanced consideration of your own opinion.

Remember:

1. present both sides in a fair way giving equal details objectively,
2. start with the statement of a topic,
3. give advantages and disadvantages in two separate paragraphs,
4. write the advantages before the final paragraph if you believe that they outweigh the disadvantages,
5. end your essay with a well-balanced consideration of the discussed points without using strong, emotional or personal expressions.

Expressing Opinions

Introduction	Main body		Conclusion
Paragraph 1	Paragraph 2-3-4	Paragraph 5	Final paragraph
State opinion	Arguments and reason to support your opinion	Give the other side of the argument and reasons	Restate opinion

Remember:

1. express personal opinion both in the introduction and conclusion;

2. expressing your opinion use such phrases as "In my opinion", "I believe", "In my etc.;
3. include the other side of the argument in a separate paragraph.

Providing solutions to problems

Introduction	Main body		Conclusion
Paragraph 1	Paragraph 2	Paragraph 3	Final paragraph
State the problem	Suggestion 1 and reason	Suggestion 2 and reason	Summarize opinion, give best suggestion and reason

Remember:

1. state the problem and the reason why it has arisen;
2. mention that there are several solutions;
3. go through each suggestion in turn, including any expected results or consequences;
4. summarize your opinion or give the best suggestion.

Discursive essays

Introduction	Main body		Conclusion
Paragraph 1	Paragraph 2	Paragraph 3	Final paragraph
State topic	One point of view (e.g. religious)	Another point of view (e.g. political)	Give your own opinion based on the points already mentioned

Remember:

1. make a general statement about the topic explaining the past/current situation;
2. state various viewpoints, each in a new paragraph;
3. include a topic sentence, personal opinion and an opposite opinion in each paragraph;
4. include some of the following aspects: psychological, religious, scientific, artistic, economic, educational, social, political, moral, historical, etc.

SECTION 4.



WRITING

1. Study the following pairs of statements. Tick those you consider to be thesis statements for a 300-350 word essay. Explain your answer.

1.	Drinking should be considered illegal.	Using strong drinks in public
----	--	-------------------------------

			places should be considered illegal	
1	If we are under the age of 30 and want a healthy life, we should definitely get a bicycle instead of a car.	1	We should decide whether we want a bicycle or a car	
r	Are you one of those who think cheating is not good for students?		Cheating helps students learn	
4.	Considering its geological position, Turkey has an important geopolitical role in the EU		Considering its geopolitical role, we can clearly say that the EU cannot be without Turkey.	
5.	Nowadays finding food has taken a back seat to other priorities, such as career and education.		What is the main priority today?	
6.	Success is a good planning.		Hopefully a careful plan will not lead to a surprise but rather to the expected result and success.	

Study the following statements, which are not thesis statements. Rewrite each of the sentences to make it a thesis statement for an argumentative essay. The first one is done for you.

- I am going to give reasons why I have decided to have a gap year.
Choosing to have a gap year was an exciting but a very difficult decision.
- There are many positive effects working mothers have on the family.
- Good health and sport are inseparable.
- Beer advertising is a popular topic for a hot discussion.
- Global warming leads to weather changes.
- Overeating is the problem of the New World.

Match the first paragraphs with the last paragraphs. Which techniques are used for the first/last paragraphs? Write a plan and a title for each topic.

	First paragraphs		Last paragraphs
1.	Many teachers prefer to assign homework to their students every day. Some people may think that	a.	Some people think that computers have made life complex and stressful. They may not be very

	daily homework is unnecessary and that it may be even an extra burden to children. I believe, however, it will definitely help students study their subjects well. Assigning homework to students is totally necessary for their study.		familiar with computers or do know how to work with a computer efficiently. It does not matter, after a few weeks of training, I can probably easily enjoy the convenience of computers for socializing, reading news and doing research job.
2.	If I could study a subject that I have never had opportunity to study, I would choose to study how to use the Internet. There are a lot of advantages that the Internet can bring to us. For example, it can get us informed timely, expose us to a lot of chances of knowing other peoples and their cultures, and help us obtain the materials for our studies conveniently, if I know how to use it, I can take the advantages of it.	b.	Overall, it is a good idea for teachers to assign homework to students every day. It can encourage them to spend more time studying and eventually lead to success at study. It can also help students learn responsibility and self-discipline that will benefit them in social life in the future. For these reasons, I think that all teachers should assign homework to students everyday.
3.	Everyone has the experience of playing games with others. Why do we play games? One obvious reason is that we want to relax, to enjoy our life, to have fun. Anyway, some games, including tennis or badminton, will produce the winner and the loser. In my opinion, I disagree that only the winner has	c.	In conclusion, I believe that children should play more not only because they will be more creative, but also because they will be more able to learn when they grow up. Therefore, I strongly hold the view that parents should not push children into studying too early.
4.	Some people say that computers have made life more complex and stressful, but I totally disagree. In my opinion, computers have really made our lives easier and more convenient in communicating, getting informed and doing research work, if you have known how to work with a computer.	d.	In short, if I could choose a subject to study, I would definitely choose to study the Internet for its timely updating news and convenience. I would also like to travel to new worlds and meet different peoples. That will be very helpful for me to live a successful life.
5.	There is much discussion when should children begin to study? Some people think that children should start learning as early as possible. Other people, however, argue that children could begin to study late. As far as I am concerned, children should spend most of their time playing and not begin studying too early.	e.	Taking into account all of these factors, we may safely arrive at a conclusion that both winning and losing in play games give us fun.

4. Read the parts of argumentative essay that *expresses the opinion* on the topic "Influence of computers on our lives". Put them in the right order. Enumerate the parts from 1 to 5 as they should appear in the essay. Explain your answer.

	The news on the Internet is being broadcasted 24 hours everyday and tailored to your specific interests. You can always connect your telephone and modem with a computer to read them. Listening to radio or watching television you can be informed with what are happening around you conveniently too, but just on the computer you can easily read the specific news in which you are interested without having to buy newspapers. So, up to now, it is the most convenient way to read news at home.
	Some people say that computers have made life more complex and stressful, but I totally disagree. In my opinion, computers have really made our lives easier and more convenient in communicating, getting informed and doing research work, if you have known how to work with a computer.
	Besides, it is very convenient and much easy to do research work with a computer turning on. You can save your work on computers too easily more than just typing a few letters, no matter what your work is, even audio or video data. You can also type a few keys to print them out neatly. Also, you can search whatever materials you want without the trouble of looking for books or magazines in libraries.
	Some people think that computers have made the life complex and stressful. They may not be very familiar with computers or do not know how to work with a computer efficiently. It does not matter. Only after a few weeks of training, they can probably easily enjoy the convenience of computers in socializing, reading news and doing research job.
	The e-mail service and Internet based on computer make us communicate with others much easily and conveniently. In the past, we had to write letters or have some special meetings in order to communicate. The mails seemed to take forever to arrive and meeting people meant to put out a lot of efforts. Now, the e-mail is only a few seconds to send and to receive messages and letters and we can always meet new people even foreigners in chat room whenever we set up our computers. It really makes our socializing easier.



DISCUSSION

1. What is Internet Dating?
2. Why do people go online in search of new acquaintances?
3. Do you agree that Internet is a kind of modern cupid that hits the hearts of singles all over the world and lets people be happy in their marriages? Give arguments.
4. How can people be scammed via Internet Dating?

3& Listening

Listen to three people sharing their opinions on the Internet Dating and fill in the chart according to the audio information.

Speakers	Name	For/Against	Arguments
1.			

WRITING

Express your opinion about the following statement in your argumentative essay within 250-300 words.

Internet Dating has proved that it is a good alternative to traditional dating with hundreds and thousands of serious and lasting relationships and marriages which came from Internet Dating communication.

Suggested topics for argumentative essay writing:

1. The influence of television violence on criminal behavior
2. Internet addiction - a serious public health issue that should be officially recognized as clinical disorder.
3. The replacement of men by the robots
4. Advantages and disadvantages of distant education.
5. The replacement of books by new technologies as the main source of information.
6. The restriction of the use of mobile phones in the public places.



Internet sources

- www.monash.edu.au
- www.bestessays.co.uk
- www.nanotech-now.com
- www.iop.org
- www.allbusiness.com/technology
- www.worldscientific.com
- www.uza.uz
- www.jahon.mfa.uz
- www.uzreport.com

UNIT 3. BIOETHICS

Nowadays there are many technological advances in the field of biology and medicine. However there are debates since ancient times on how we should decide what is right and what is wrong. Bioethics - is the discipline dealing with ethical questions that arise as a result of advances in medicine and biology.

SECTION 1.

LEAD-IN

In accordance with ethical norms

by Malika Abdullahojaeva, Uzbekistan Today, 28.09.2007

Modern medicine is inseparable from bioethics, which assumes observance of the national legislation and international legal documents. Observance of medical secret, maintenance of high quality of treatment, and also carrying out of clinical tests of new methods of preventive maintenance, diagnostics and treatment only with the consent of the patient are the principles of work, which are widely advocated and applied by doctors in the country. In Uzbekistan clinical tests are carried out only with the permission of the National Ethical Committee which confirms competence of researchers, and that they can provide work strictly according to the legislation. So there are all bases to tell that development of the medicine of Uzbekistan occurs within the limits of the international ethical standards.

Which of the bioethical issues do you have strong feelings about? Which of them do you think should be legal in Uzbekistan? Why?

- » organ donation and transplantation
- genetically modified food
- family planning
- abortion
- surrogacy
- euthanasia
- human cloning



READING

Read the facts about cryonics and answer the questions below.

Cold facts about cryonics

(adapted from R. McKie, The Observer, Sunday 14 July 2008)

Cryogenics is the study of low temperature physics, the chilly research terrain in which scientists analyse the way that organisms, proteins and atoms behave when they are dipped in super-cold baths of liquefied gases. However, it is the specialist branch of the field - cryonics - that causes most interest.

Cryonics, which began in the sixties, is the freezing - usually in liquid nitrogen - of human who have been legally declared dead. The aim of this process is to keep such individuals in a state of refrigerated limbo so that it may become possible in the future to resuscitate them of the condition that killed them, and then restore them to functioning life in an era when medical science has triumphed over the activities of the Grim Reaper.

The first cryonics patient was Dr James Bedford, a psychology professor from the University of California. He set up a trust fund for himself in the early Sixties and was frozen in January. In 1982 his body was transferred to the cryonics company Alcor and lies, still frozen, in vaults. Since then several thousand other people have paid to have their bodies frozen at death, in a similar manner. The hope is that at ultra-low temperatures their bodily parts will decay and will still be functioning once they have been thawed out in a later century.

As proponents point out, living creatures, as well as samples of human tissue and brain, have been already frozen in liquid nitrogen, exhibiting no signs of life until they were heated and restored to functioning normal life. On the other hand, no one has ever frozen humans, put them in a vault and then thawed them back to life. Only scientists in the distant future will be able to do that, adherents admit, though they remain enthusiastic about the prospects of cryonics to live long, healthy lives in the distant future.

Answer the following questions:

1. Do you know what cryonics is?
2. Would you like to be a cryonics patient? Why? Why not?
3. In which areas/situations cryonics might be helpful?
4. Should cryonics be legalised in Uzbekistan? Justify your opinion.

SECTION 2.



READING AND SPEAKING

1. Answer the following questions.

- What is cloning? What kind of research in this area do you know?
- Do you think cloning is ethical? Why? Why not?
- Do you think human cloning should be banned? Why? Why not?

2. Read the text and match the headlines (1-7) with the paragraphs (A-G).

1. Why do it?
2. How is it done?
3. Why ban human cloning?
4. Is human cloning legal?
5. What is cloning?
6. What about cloning humans?
7. What is stem cell research?

Human cloning

Global debates about human cloning are raging following claims that experiments are set to start.

Jane Perrone explains the issue.

A.

The Human Genetics Advisory Commission has defined cloning as "producing a cell or organism with the same nuclear genome as another cell or organism".

B.

Scientists began cloning frogs in the 1950s. When a team from the Roslin Institute in Edinburgh successfully cloned an adult mammal for the first time in 1996, the possibility of human cloning came a step closer to reality. No one has managed to clone a human being yet, but several groups have announced that they plan to do so.

C.

Dolly the sheep was cloned by transferring the nucleus of a body cell into an egg which had already had its nucleus removed. This is also known as nuclear transfer, it is likely that an attempt to clone humans would be based on the same method.

D.

A supply of donor organs, eradicating genetic diseases and allowing infertile couples to reproduce are some of the more mainstream reasons to clone humans. Then there are the more outlandish reasons for cloning, including cloning dead people and seeking eternal life by cloning as old age approaches.

E.

The Food and Drug Administration has prohibited human cloning in the US, and the House of Representatives has voted to ban human cloning for any purpose. In Britain, Alan Milburn, the health secretary, announced that the UK will ban human cloning in a bid to lay to rest the "twin specters" of human cloning and a "genetic underclass".

F.

Stem cells are the master cells found in early stage embryos. They evolve into all the different tissues of the body, and doctors hope to treat many diseases by directing the cells to develop into needed implants. At present, scientists usually obtain them from human embryos discarded during fertility treatments. However, human cloning techniques could create a continuous supply of stem cells for such research.

G.

Most mainstream scientists are set against attempts at reproductive human cloning, including Ian Wilmut, the British embryologist who led the team which cloned Dolly the sheep, and Richard Gardner, who chaired a Royal Society working group on human cloning. The most persuasive argument is that the risks are far too great at present, it is feared that human cloning would be cruel, because the process may result in a large number of miscarriages and deformities before a human could be successfully cloned. For instance, it took 272 attempts to create Dolly. Even then, the child could not be guaranteed ongoing good health. As Prof Gardner put it: "Our experience with animals suggests that there would be a very real danger of creating seriously handicapped individuals if anybody tries to implant cloned human embryos into the womb." Many religious groups, including some Roman Catholic and Muslim organisations, also object to cloning. There are many ethical arguments for a ban, including fears that cloning humans will lead to "designer babies" with genetic traits selected by their parents, or a black market for embryos, and the creation of a "genetic underclass".

3. Fill in the table using the information in the text.

Cloned what?	When?	Who did it?
frogs	1950s	

4. Make notes of pros and cons of human cloning based on the text

Pros

- availability of donor organs
-
-

Cons

- danger of creating handicapped individuals
-
-

Euphemism – the use of pleasanter, less direct name for something thought to be unpleasant, e.g. *pass away, go to heaven* are euphemisms for 'die'.

Using euphemisms in medicine is very common in English. This is also one of the requirements of bioethics.

In the above text Grim Reape euphemistically – a name Death in stories and literatur shown in pictures as a human in long black clothes that also head, carrying a large scythe (cutting crops).

Match the words in the left column with their euphemisms in the right column.

crippled	senior citizen, pensioner
dead	capital punishment
death penalty	illegal substances
drug addict	departed, deceased, late, lost, gone, passed
drugs	casualty
drunk (adj)	overweight, chubby, portly, stout, plump
false teeth	intoxicated, inebriated, tipsy
fat	substance abuser
killing of innocents	disabled, physically challenged
old person	dentures
old persons' home	john, WC, men's room, restroom, bathroom, washroom, lavatory
retarded	collateral damage
toilet	convalescent hospital, retirement home, rest home, nursing home
victim	special, slow, mentally challenged



WRITING

Write an essay answering the following question to an educated reader with no special background within 300 words. Support your ideas with examples, statistics and facts.

To what extent do you agree that human cloning should be banned?

SECTION 3.

SKILLS OF DEBATING

Answer the following questions:

What is a debate?

Have you ever taken part in a debate?

Were you successful or not? Why?

f

VIDEO

Watch a video fragment of a debate and think of the following questions:

Which of the teams do you like most? Why?

Which speaker seemed to be the most persuasive? Why?

Which speaker do you think was not persuasive? Why not?

Based on your own experience and the video fragment make a list of recommendations on how to be successful in a debate. Write in a form of Do's and Don'ts.

Successful debating

	Don'ts
<i>.g. keep an eye-contact with the audience</i>	<ul style="list-style-type: none">• <i>read from the prepared notes</i>•••

Read the text below and find more information about debating. Include tips from the text to the list in Task 3.

The Art Of Debating

Debate is, basically, an argument. That is not to say that it is an undisciplined shouting match between parties that passionately believe in a particular point of view. Debating has rules of conduct and quite sophisticated arguing techniques and you will often be in a situation where you will have to argue the opposite of what you believe in.

The **topic** changes from debate to debate. They are often about current issues of public importance ("That Smoking should be banned in public places") or about general philosophies or ideas ("That beauty is better than brains"). As in other arguments there are two sides to any topic. The side that agrees with the topic is called the **AFFIRMATIVE** (or the **proposition** in parliamentary debating) and the team that disagrees with the topic is called the **NEGATIVE** (or the **'opposition'** in parliamentary debating).



There are many techniques that each speaker can use in their speech but there are three main areas that you should keep in mind: *matter*, *method* and *manner*.

Matter is what you say, it is the substance of your speech. You should divide your speech into arguments and examples.

An argument is a statement "The topic is true (or false depending on which side you are on) because of x", where the argument fills in for the x. For example in the topic "That zoos should be closed" an argument may be: "the zoos should be closed because they confine animals in an unnatural environment".

An example is a *fact or piece of evidence* which supports an argument. If our argument is "that zoos should be closed because they confine the animals in an unnatural environment" then an example might be: "that in the lion cage at Taronga Park Zoo in Sydney they only have about 200 square metres where in the wild they would have 200 kilometres to roam in."

Any examples that you use should be *relevant* to the topic at hand. Examples with very little or nothing to do with the topic only make a speech look weak and unconvincing.



Matter cannot be just a long list of examples. You do not win a debate by creating the biggest pile of facts. Facts are like bricks in a wall, if you just pile them up, cement them together properly then they are useless. Similarly, you cannot win a debate solely by proving that some of the facts of the other side are wrong. It may weaken their case a little, the same way that removing a few bricks from a wall will, but you really need to attack the main argument that the other side presents to bring the whole wall crashing down.

Where matter is what you say, **method** is how you organise what you say.

1. **TEAM.** Good team method involves unity and logic. Unity is created by all team members being aware of the definition, what the other speakers have said and what the team line is. Each member of the team needs to reinforce the team line and be consistent with what has already been said and what will be said by the other members of their team. You may as well shoot yourself in the foot as change the team line mid debate just because you think it isn't working. Your team will look poorly organised and will be severely penalised by the adjudicator.

2. **INDIVIDUAL.** You must structure your own speech well. The first step is to have a

clear idea of your own arguments and which examples you will be using to support your arguments. As you speak, make a clear division between arguments and let the audience know when you are moving from one argument to the next, this is called signposting and is a very important debating tool. The key thing to remember is that although you know what you are saying the audience has never heard it before and will only hear it once, so you have to be very clear about it.

When you are presenting one particular argument make sure that the argument makes sense and that you make clear links between your team line and the argument, and between the argument and the examples that you will use to support it.

Rebuttal should be organised the same way. Attack each argument that the other team presents in turn. Spend a little while on each and then move on to the next. The other team's case is completely demolished.

Manner is how you present what you say and there are various aspects of manner that you need to be aware of. There is no one prescribed way of presenting your argument, it's true, no matter what Paul Keating thinks, that the best way of being convincing is to shout and thump on the table. The best advice you can get is to develop a manner that is natural to you. Here are some tips and pointers.

CUE CARDS. Do not write out your speech on cue cards. There is even a current, and indeed deplorable, trend towards computer generated cue cards. Debating is an exercise in lively interaction between two teams and between the teams and the audience, not in reading a speech. Use cue cards the same way you would use a prompt in a play, they are there for reference if you lose your spot.



2. EYE CONTACT. Is very closely related to cue cards. If you look at the audience you will hold their attention. If you spend your time reading from cue cards or looking at a point just above the audience's head they will lose concentration very quickly. When you've got them by the eyeballs their hearts and minds will follow.

3. VOICE. There are many things you can do with your voice to make it effective.

You must project so that you can be heard but constant shouting will become very annoying very quickly. Use volume, pitch and speed to emphasise important points in your speech.

A sudden loud burst will grab your audience's attention while a period of quiet speaking can draw your audience in and make them listen carefully.

4. BODY. Make hand gestures deliberately and with confidence. Move your head and upper body to maintain eye contact with all members of the audience.

SECTION 4.

Read some guidelines of the debate procedure.

Roles:

- Proposing team - 4-5 speakers
- Opposing team - 4-5 speakers
- 1 moderator
- Time-keeper
- 2-3 judges

Debate procedure:

1. Moderator introduces the topic and the speakers of the proposing and opposing teams as well as the judges.
2. Proposing speaker 1 speaks for 3 minutes stating the position of the team, outlining main arguments and presenting the first argument.
3. Opposing speaker 1 speaks for 3 minutes stating the position of the team, outlining main arguments and presenting the first argument.
4. Proposing speaker 2 speaks for 2 minutes presenting argument 2.
5. Opposing speaker 2 speaks for 2 minutes presenting argument 2.
6. Proposing speaker 3 speaks for 2 minutes presenting argument 3.
7. Opposing speaker 3 speaks for 2 minutes presenting argument 3.
8. Proposing speaker 4 rebuts the arguments of the opposing team for 2 minutes.
9. Opposing speaker 4 rebuts the arguments of the proposing team for 2 minutes.
10. Moderator announces question and answer period for 10 minutes.
11. Moderator gives the floor to the judges.
12. Judges announce the results of the debate.
13. Moderator closes the debate.

Organize a debate on the given topic following the guidelines of the debate procedure.

Topic: Euthanasia should be legalized in Uzbekistan.

Introduction: cue card for the moderator

Euthanasia also known as mercy killing is a way of painlessly terminating one's life. The "humane" motive of ending his suffering. Euthanasia came into public eye during the Terri Schiavo controversy where her husband appealed for euthanasia. Terri's family claimed differently. This is a classical case shedding light on the pros and cons of mercy killing. Albania, Belgium, the Netherlands, Oregon, Switzerland, Luxembourg are the countries where euthanasia or assisted suicide has been legalized. Let's have a look at the debate that will help us understand the reasoning for / against mercy killing.

Let's have a look at the debate that will help us understand the reasoning for / against mercy killing.

Pro Euthanasia Arguments: cue card for the affirmative group

Legalizing euthanasia would help alleviate suffering of terminally ill patients. It is inhuman and unfair to make them endure the unbearable pain. In case of individuals from incurable diseases or in conditions where effective treatment wouldn't affect the life; they should be given the liberty to choose induced death. Also, the motive of euthanasia to "aid-in-dying" painlessly and thus should be considered and accepted by law. Although an attempt to defend oneself is far different from mercy killing, law does not approve.

In an attempt to provide medical and emotional care to the patient, a doctor does prescribe medicines that will relieve his suffering even if the medications cause side effects. This means that dealing with agony and distress should be the priority even over the life expectancy. Euthanasia follows the same theory of dealing with torment in a way that one dies peacefully out of the compromising situation.

Euthanasia should be a natural extension of patients' rights allowing him to decide his life and death for him. Maintaining life support systems against patients' wish is unethical by law as well as medical philosophy. If the patient has the right to refuse treatment why would he not have the right to shorten his lifetime to escape the anguish? Isn't the pain of waiting for death frightening and unbearable?

Family heirs who would misuse the euthanasia rights for wealth inheritance does not exist. The reason being even in the absence of legalized mercy killing, the relatives can withdraw life support systems that could lead to the early death of the said individual. This is considered as passive involuntary euthanasia. Here they aren't actively causing the death but passively waiting for it without the patient's consent.

It can be inferred that though euthanasia is banned worldwide, passive euthanasia has been out there which can also be called as passive killing and moreover law doesn't prohibit it. Disrespect and overuse of (passive) euthanasia has always existed and will be perpetuated by surrogates with false motives. These are the ones who don't need a law to decide for the patient. Present legal restrictions leave both the incurable patients as well as pro euthanasia activists helpless who approve euthanasia as good will gesture for the patient's dignity. Health care cost is and will always be a concern for the family irrespective of euthanasia being legalized.

Cons of Euthanasia - Reasons Against Euthanasia: cue card for the opposing group

Mercy killing is morally incorrect and should be forbidden by law. It's a homicide and murdering another human cannot be rationalized under any circumstances.

Human life deserves exceptional security and protection, Advanced medical technology has made it possible to enhance human life span and quality of life. Palliative care and rehabilitation centers are better alternatives to help disabled or patients approaching death live a pain-free and better life.

Family members influencing the patient's decision into euthanasia for personal gains like wealth inheritance is another issue. There is no way you can be really sure if the decision towards assisted suicide is voluntary or forced by others.

Even doctors cannot predict firmly about period of death and whether there is a possibility of remission or recovery with other advanced treatments. So, implementing euthanasia would mean many unlawful deaths that could have well survived later. Legalizing euthanasia would be like empowering law abusers and increasing distrust of patients towards doctors.

Mercy killing would cause decline in medical care and cause victimization of the most vulnerable society. Would mercy killing transform itself from the "right to die" to "right to kill"?

Apart from the above reasons, there are some aspects where there is a greater possibility of euthanasia being mishandled.

How would one assess whether a disorder of mental nature qualifies mercy killing? What if the pain threshold is below optimum and he perceives the circumstances to be not worthy of living? How would one know whether the wish to die is the result of unbalanced thought process or a logical decision in mentally ill patients? What if the individual chooses assisted suicide as an option and the family wouldn't agree?

Useful sources

(^Internet sources

- *Uzbekistan Today* www.ut.uz
- UNESCO in Uzbekistan www.unesco.uz
- www.buzzle.com
- www.beep.ac.uk

UNIT 7. EQUAL OPPORTUNITY AND DIVERSITY

SECTION 1



LEAD-IN

Answer the questions:

- What does it mean for you to provide equal opportunities for everyone?
- Can your society be called diverse? In what terms?

Read the information from the British Council website and answer the question

Equal opportunity is focused on legislating against unjustified discriminatory treatment of specific groups. It's about treating people fairly, identifying and removing barriers that get in the way of this and redressing existing imbalances, so that groups that are disadvantaged gain access to opportunities for full participation in the wider society.

Diversity is focused on making effective use of the differences and similarities of all people. It's about creating working environments that value a range of differences and that understanding and managing these can lead to organizational and societal benefits.

When we talk about equal opportunity and diversity, we focus on 7 main areas

- Age
- Disability
- Ethnicity/race
- Gender (which includes transgender)
- Religion/belief
- Sexual orientation
- Work-life balance.

We believe the best way to manage diversity is to ensure that it is built into all our functions, considered as part of all policy decisions, and present in all our programmes from start to finish. This is what we mean by mainstreaming diversity.

Taken from www.britain.gov.uk

- What is the attitude of your society to providing equal opportunities for all of the mentioned 7 main areas?



LISTENING

1. Listen to the talk about how the Equal opportunities and Diversity policy are implemented in an international organization. Take notes.
2. In groups, think about ways of raising people's awareness of equal opportunities and diversity in your institution. Be ready to present your ideas to the whole class.



READING AND SPEAKING

Answer the following question, give definition:

- *How do you understand the word "tolerance"? Give your definition.*

Now, read the text below paying special attention to the definition of the word "*tolerance*".

Declaration of Principles on Tolerance proclaimed and signed by the Member

States of UNESCO on 16 November 1995

The Member States of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at the twenty-eighth session of the General Conference, from 25 October to 16 November 1995,

Adopt and solemnly proclaim this Declaration of Principles on Tolerance

Resolving to take all positive measures necessary to promote tolerance in our societies, because tolerance is not only a cherished principle, but also a necessity for peace and for the economic and social advancement of all peoples, We declare the following:

Article 1 - Meaning of tolerance

1.1. Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

1.2. Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements of these fundamental values. Tolerance is to be exercised by individuals, groups and states.

1.3. Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.

1.4. Consistent with respect for human rights, the practice of tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others do theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others.

Article 6 - International Day for Tolerance

In order to generate public awareness, emphasize the dangers of intolerance and react with renewed commitment and action in support of tolerance promotion and education, we solemnly proclaim 16 November the annual International Day for Tolerance.



DISCUSSION

Answer the following questions:

- We can make a conclusion that tolerance in a society is progress of Tolerance generates progress and success. Do you agree or disagree statement?
- What does the sentence "Tolerance does not mean toleration of social injustice, abandonment or weakening of one's convictions" mean?

SECTION 2.



READING AND SPEAKING

Read the questions in the first column and write your answers in the second column

Questions	My opinion	The opinion
What is religion? What is the definition of it?		
How many religions are there in the world approximately?		
What ideas or characteristics unite the religious people?		
Do you think religions have shaped the cultures?		

Now, read the text below and make notes in the third column of the table about similarities and differences in your and the author's opinion.

It is extremely difficult to provide a definition that can describe religion. The most v definition is the one given below: religion is an organized system of beliefs, c practices and worship that centre on one supreme God (though for others, religion number of Gods, still others practice their own religions, beliefs largely inde organized religion). But it is very important to point out that all people who follow of religion do believe that a divine power created the world which influences thei life. People practice religion as a part of their national heritage, tradition which gi feeling of security, protection and provides answer to the question: what is the between right and wrong?

There are many religions in the world out of which the following ones are said to be ones: Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto and Some of these religions traditionally base its faith on the life or teachings individuals who are considered to be God's messengers on the earth: Prophet M for Islam, Jesus Christ for Christianity, Confucius for Confucianism, Gautama E Buddhism, Abraham and Moses for Judaism.

The religions trace a general pattern of development underlined by God's r (prophets) that individuals have to follow in their lifetime. It is the teachings of pro shape the lives of believers in God.

The teachings of religion shape the culture of its believers. If Islam played a very crucial role in the development of Middle Eastern culture and culture of some oth

Christianity influenced in the formation of Western culture. Hinduism Buddhism, and Confucianism have shaped the cultures of Asia.

The architecture, music, paintings, sculptures, literature have also been inspired by religion. The characteristic features of religious people are as follows: belief in God, following the teachings of prophets, following the code of conduct, keeping to sacred stories and keeping to religious rituals/ceremonies. These rules of conduct are maintained and passed from generation to generation by holy, sacred writings. These sources are Koran for Muslims, Bible for Christians, Vedas for Hindus and so on.

READING

- What do you understand by religious tolerance?
- How religion can contribute to the development of spirituality and world civilisation?

Read the text paying attention to the role of religion in contributing to the development of spirituality and world civilization.

Religious Tolerance

Freedom and tolerance are the notions which are very much connected with each-other. As it is well-known freedom is the ability to make choices. To have complete freedom there must be no restrictions, limits on how people think and speak, they must have power, will and opportunity to make choices.

Tolerance "is the quality of allowing other people to have their own attitudes or beliefs or to behave in a particular way, even if you do not agree or approve" (Collins Cobuild English Language Dictionary). According to Macmillan English Dictionary for Advanced Learners tolerance when "someone who is willing to accept other people's beliefs, way of life etc without criticizing them even if they disagree with them".

Thus freedom presupposes tolerance and vice-versa, tolerance presupposes freedom.

In his speech at the Oliy Majlis (February 23, 1995) the President of the Republic of Uzbekistan said the following: "Great contribution to the cause of moral education is requested from the religious workers. They are bringing the essence of values and precepts of the Islamic religion, ideas of kindness and morality to the people's hearts".

Let us not forget that Islam is the religion of our fathers and grandfathers, that for us it means both belief and morality, conscience and enlightenment. Our people accept this enlightenment and follow good precepts. They are trying to be kind, merciful, conscientious and honest.

Whatever period of our ancient history we recollected, the progressive religious leaders were always summoning people to capability to manage themselves to multiple good qualities; get rid of the bad, to live looking forward to better days, to strengthen their will, to love neighbours • >d be merciful to each-other....

Religion has always been greatly contributing to the development of spirituality enlightenment, to the world civilization. And today, speaking about statehood, about • prospects, we must treat religion with respect as it is both our national and common human value....

The Constitution of the Republic of Uzbekistan, adopted in 1992, states: "Freedom of conscience is guaranteed for everybody. Everybody has the right to believe in any religion or his or her choice or have no religious faith. Religious conviction is not imposed on anyone against his or her own will". Religion is separated from state and all the religious organizations;

are equally regarded. The state has no right to interfere in the activities of organizations.

Since Uzbekistan gained its independence, the overall attitude towards religion has changed. Within the framework of law, religious organizations have been granted open activity in the society.

Uzbekistan is a secular state. The religious way of life and thinking lives in harmony with secular in the country. The Law of the Republic of Uzbekistan "On freedom of religious organizations" of 1998 secures the right of public to profess any religion individually or in group, observe religious customs and rites, offer a pilgrimage to holy sites.

Most of the population of Uzbekistan follows Sunni Islam. Besides, there are represented more than 15 religious confessions in the country. They are Christians, Catholics, Protestants, Jews, and others. All of them act for the sake of prosperity of Homeland, consolidation of national independence, as well as promotion of political and social stability.¹

Present-day stability in the country, its perspectives and progress are determined by groups of the society".²

Thus, the Constitution of the Republic of Uzbekistan provides religious freedom and since society doesn't impose unjust, unnecessary and unreasonable restrictions. Both state and government are concerned with morality. They work together if the moral goals of the state and the religion (or religions) are the same. It is natural that there is no freedom or tolerance. The laws of every organized society work out a complicated balanced norms of freedom and tolerance. The major reason for restricting freedom is to prevent doing harm to others. In order to achieve the goal of equal freedom and tolerance for everyone, a state may restrict the liberty of certain individuals or groups to protect interests of the country. In a democratic society everybody enjoys equal rights.

So far there have not been any interconfessional disagreement or confrontation in which illustrates harmony and consistency of the policy of the government of the Republic of Uzbekistan.

LANGUAGE FOCUS

Coordination and subordination

Coordination and **subordination** are the two most common means of combining sentences in English. **Coordination** is the process of combining ideas of equal importance by means of coordination conjunctions or correlatives: *and, but, or, yet, nor*, etc.

In **subordination** those ideas, considered less important than the main idea of the sentence, are expressed in modifying or dependent constructions. These dependent constructions are grammatically subordinate to the main clause, which expresses the dominant idea, the following subordinate conjunctions: *when, as long as, rather than, since, if only, unless, while*, etc.

The Republic of Uzbekistan. Encyclopedic reference. The State scientific publishing house. "Uzbekiston entsiklopediyasi" Tashkent-2003. pp. 294-295.

²1.A.Karimov. Basic Principles of social life, political and economic development of Uzbekistan. Tashkent-2003.

1. Complete the following clauses with an appropriate form of coordination and subordination.

(The material is taken from "Islam and secular state" Tashkent 2003)

- a. Many democratic states provide to all of their citizens freedom of conscience...
...religious institutions play a great role in spiritual and moral self-improvement in man's life.
- b. In today's Europe one no longer speaks about the need for separating religion from state...
...this issue is off the agenda for good.
- c. It is crucial to stress ...
...the Prophet never put himself in a confrontational position in the age of Meccan and Medinan rivalry.
- d. However, this hadith does not mean ...
...the Muslim is obliged to swear to the caliph ...
... it refers to his oath of faithfulness to the Prophet himself.
- e. Muslims...
...challenge the principle of state secularism ...
... consciously accept and approve this are generally known as Islamists. They believe ...
...the ideal of a secular state is compatible with Islam.
- f. An active migration of people between the ex-colonial powers and their former colonies, now free from their dominance has been observed since 1945. As a result of this migration process ...
... has continued over many decades, Islam has become a strong and important factor in the makeup of most European societies. For example, in France Islam now is the second religion after Catholicism, quite ahead of Protestantism, Judaism and other beliefs.
- g. The Prophet Muhammad has been regarded as a figure ...
... combined in himself both religious and state functions. The Prophet was not only the spiritual leader of the Muslim community ...
...he was also its political administrator.
- h. The whole world recognizes the names of such great scholars as al-Biruni, Ibn Sina and Ulughbek, ...
... greatly contributed to the development of science.
- i. The law occupies a special place in Islam ...
...is not restricted to religion only. Islam is both a dogma and a law.
- j. It is necessary to distinguish the concept of statute law, ...
... comprises the arrangements ...
... derive from the realization of the concluded social contract.

2. Indicate which of the given statements should precede the one below to make sense.

(The material is taken from "Islam and secular state" Tashkent 2003)

- A. Of decisive importance is mankind's new awareness within the cosmos...
- B. An individual begins to reflect upon the rationality of existing laws...
- C. The postulate about the divine right of kings and their God given rule indicate ...

1... that the idea of recognizing man's dignity as an ultimate justification of authority was quite advanced.

A. An active migration of people between the ex-colonial powers and their former colonies, now free from their dominance...

B. Islam has already branched out from the Near and Middle East - regions of its expansion and growth...

! Africa.

A. In formulating a platform on this matter the leading role is assigned to the interest

B. Considering the above-mentioned we can draw the conclusion ...

C. The secular authorities were predisposed to separate the secular and religious spheres each - other...

3... that the relationship between the secular and religious in Muslim Central Asia has its own unique features.

A. The socio-political model they suggested was new for the religious world and ...

B. Considering the main approaches of the Jadidists to the problem of the relationship between Islam and the state ...

C. The population believed that the traditional Muslim state was called upon to keep justice in social life ...

4... one should take into account, first of all, the factor of external influence.

A. Today it is very well-known that...

B. Incorporation of new disciplines into the educational programs of madrasah considerably changed the worldview of the students and ...

C. These five concepts and their corresponding notions introduced in a seminar greatly changed our position and ...

5... Ideal religious education is an instrument to provide real religious tolerance at the world.

SECTION 3.

LETTER OF REFERENCE

1. How others see me?

For the game, prepare A4 sheets of paper and write down names of the people in the class. Attach the papers on the wall or put them on desks. Mingle around the class and choose an adjective to describe the personality of the person. For example,

Once everybody has written an adjective about each student, stop the game.

Now, your teacher will collect the papers and read the adjectives written about a person in your group. You will have to guess who this is.

Write down words that start with each letter of the alphabet to describe your personality.

Example, A- ambitious.

A.		O.	
B.		P.	
C.		Q.	
D.		R.	
E.		S.	
F.		T.	
G.		U.	
H.		V.	
I.		W.	
J.		X.	
K.		Y.	
L.		Z.	
M.			
N.			

3. Categorise the following adjectives into positive and negative.

adaptable	responsible	imaginative	fair
agreeable	sensitive	intelligent	obnoxious
ambitious	talkative	self-confident	conscientious
alert	selfish	considerate	volatile
bright	bossy	lazy	sulky
vivacious	moody	reserved	resolute
coherent	modest	impulsive	shrewd
confident	trustworthy	impatient	honorable
cooperative	easygoing	hardworking	impartial
courageous	generous	cheerful	thick-skinned
credible	endurable	energetic	youthful
dashing	enchanted	enthusiastic	steadfast
decisive	eager	entertaining	reflective
discreet	dynamic	efficient	punctual
independent	extroverted	jealous	fabulous
xenophobic	thoughtful	upbeat	unbiased
submissive	zany	vigorous	ambiguous
flexible	self-reliant	zealous	open-minded
exuberant	hilarious	painstaking	faithful

Now, go back to task 2 above and revise your personality A-Z using the words from this

Which of the adjectives can be used while giving a reference for a job/study?

4. Letter of reference

A *letter of recommendation* or a *reference letter* is one that is requested by someone evaluating the abilities of the person, whom the letter commends. The letter is generally for, when a person either applies for a job or sends in his application for further. According to most recommendation letter formats, the writer of the letter is generally expected to evaluate the characteristics, qualities and abilities of the person who is being recommended. It is a character evaluation of the person and an assessment of the person's ability to perform specific functions, or educational capabilities.

Study the given 2 sample reference letters and note any similarities and differences.

Reference Letter #1

284 Abigail Street
Arlington, Ohio 98562
September 13, 2010

Solomon industries, Inc.
Tenth Avenue and 14th Street
New York, NY 10011
Dear Mr. Whittingstough:

This is a response to your recent request for a recommendation letter for Alberth McKinsey who has been working for our company Miscatonic Inc. for 3 years.

Mr. McKinsey worked under my direct supervision for a period of 2 years ending in November 2008. I have to state that throughout the mentioned period he was one of the least successful employees our company ever had. When making him a job proposal we hoped that he would manage to hone the skills he obtained during his period of pre-work training, but our hopes were futile. Not only did he miss ten out of twenty training days, but the only thing that he seemed to have actually learned was making excuses for his constantly being late for work.

Mr. McKinsey proved himself to be dull, unimaginative and purposeless worker incapable of performing complicated tasks that were set to him. His problem solving skills were far from being perfect. His decisions were always made on impulse and often led to unpredictable consequences. There was not an instance when he would not miss the deadline set.

Mr. McKinsey failed to demonstrate any leadership qualities, he could hardly run a team that consisted of more than two people and his functioning as a team member could be referred to as mediocre at best.

Mr. McKinsey's written and communication skills are ordinary. He does not get along well with his colleagues.

In conclusion, on the ground of my experience of working with him, I can hardly recommend Alberth McKinsey to you for any senior or other management position. Should you need additional information, please feel free to contact me at 333 333 333.

James Brown

Miscatonic Inc CEO

Reference Letter # 2

284 Abigail Street
Arlington, Ohio
98562
September
13.2010

Solomon Industries,
Inc. Tenth Avenue
and 14th Street New
York, NY 10011

Dear Mr. Whittingstough:

This is a response to your recent request for a recommendation letter for Alberth McKinsey, who has been working for our company Miscatonic Inc. for 3 years.

Mr. McKinsey worked under my direct supervision for a period of 2 years ending in November 2008. I should say that during the mentioned period, he was much more than a perfect employee: those were the years when I could witness his professional growth from the inexperienced trainee to one of the best sales managers of the company extremely knowledgeable in his field. He demonstrated outstanding leadership potential and maintained a clear sense of purpose.

Mr. McKinsey proved himself to be a bright, energetic, and results-oriented worker capable of performing tasks set to him quickly and effectively. He did always manage to easily catch the essence of the problem and find the most appropriate ways of solution. I cannot remember an instance when he missed a major deadline.

Mr. McKinsey demonstrated outstanding leadership qualities and did not only function well as a team leader when it was required of him, but also worked efficaciously as a team member under the direction of other team leaders.

Mr. McKinsey has superior written and verbal communication skills. He gets along extremely well with both the staff under his supervision and with colleagues at his own level, and is held in highest respect by colleagues and clients alike

In conclusion, on the ground of my experience of working with him, I can unhesitatingly recommend Alberth McKinsey to you for any senior management position. Should you need any additional information, please feel free to contact me at 333 333333.

James
Brown

Miscatonic
line **CEO** _____

5. Outline of a reference letter

Here is the general outline for a Reference letter. Is it followed in the given samples?

Reference Letter Format

Address _____

Salutation

If you are writing a personal letter of reference, include a salutation (Dear Dr. Smith, Dear Mr. Jones, etc.). If you are writing a general reference letter, say "To Whom it May Concern:" or Dear Sir/Madam:.

Paragraph 1

The first paragraph of the reference letter explains your connection to the person you are recommending, including how you know him/her, and why you are qualified to write a reference letter to recommend.

Paragraph 2

The second paragraph of the reference letter contains specific information on the person you are writing about, including why he/she is qualified, what he/she can contribute, and why you are providing a reference letter. If necessary, use more than one paragraph to provide details.

Paragraph 3

When writing a reference letter referring a candidate for a particular job opening, the letter will include information on how the person's skills match the position he/she is applying for.

Summary

This section of the reference letter contains a brief summary of why you are recommending the person. State that you "highly recommend" the person or you "recommend without reservation" or something similar.

Conclusion

The concluding paragraph of the reference letter contains an offer to provide more information. Include a phone number within the paragraph include the phone number and e-mail address in the return address section of your letter, or in your signature.

Sincerely or Faithfully (if you do not know who you writing to),

Writer's Name
Title



WRITING

Write a letter of reference to your peer applying for a job or studying abroad.

Here are some general tips for you to keep in mind:

- Explain how you know the applicant and how long you have known him/her.
 - In what respect this person is exceptional to others you have known with a similar background. List the applicant's exceptional qualities and skills, especially those that are related to the applicant's field of interest or job search. Give specific examples to back up what you have written.
 - Refer to the requesters competency in a specific field and/or prior experience, organizational and communication skills, academic or other achievements, interaction with others, sound judgment, reliability, analytical ability, etc.
 - Omit weaknesses. If you can't write a positive letter of reference, you should diplomatically decline when you are first approached.
-

- State your own qualifications. Why should the reader be impressed with your reference letter?
 - Emphasize key points that you want the reader to take note of on the resume or application. Be sure to elaborate meaningfully; don't simply restate what he/she has already written.
 - Unless it is absolutely relevant, do not refer (either in a direct or implied reference) to the applicant's race, religion, national origin, age, disability, gender, or marital status.
 - Don't be too brief, but be succinct and make every word count. Generally speaking, a letter of reference should be one or two pages.
 - List your own contact information if you are willing to receive follow-up correspondence or answer questions.
 - Make the ending strong without overdoing it. Undue praise can be viewed as biased or insincere.
 - Proofread! The letter of reference represents both you and the applicant.
 - Be careful with "power words"! Some words that seem harmless in every day conversation can carry both positive and negative connotations when written and presented to a prospective employer. Here are a few positive adjectives: *honest, articulate, effective, sophisticated, intelligent, observant, significant, expressive, creative, efficient, cooperative, imaginative, dependable, reliable, mature, and innovative.*
 - Avoid adjectives and adverbs that carry a mediocre connotation such as: *nice, good, fair, fairly, adequate, reasonable, decent, and satisfactory.*
-

SECTION 4.



Put the sentences within each paragraph in order.

Paragraph 1

- It is not confined to any country, but is a global threat.
- Since every part of the world is characterized by diversity, escalating intolerance potentially menaces every region.
- In the modern world, tolerance is more essential than ever before.
- It is an age marked by the globalization of the economy and by rapidly increasing mobility, communication, integration, interdependence.

Paragraph 2

- It also requires that economic and social opportunities be made available to each person without any discrimination.
- Tolerance at the State level requires just and impartial legislation, law enforcement and judicial and administrative process.
- Mass-media and education are two the most effective means of preventing intolerance.

Paragraph 3

- Tolerance should be taught among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.
- This means devoting special attention to improving teacher training, curricula development content of textbooks and other educational materials.
- It is them, teachers, who can do very much in educating children to be committed to the appreciation the value of freedom, respect differences, prevent conflicts and non-violence.

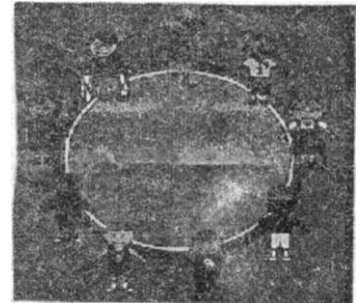


DISCUSSION

Answer the following questions

- ~ To what extent do you agree that "mass-media and education are two the most ef means of preventing intolerance"?
- ~ How mass-media can prevent intolerance?
- ~ How education can prevent intolerance?

1. in groups, make up a list of strategies that would help teachers to respond to diversity in a classroom.



2. Read the following recommendations for teachers to tackle diversity in a class *Which ones you mostly agree with? Give examples.*
 - Use terms of equal weight when referring to parallel groups: men and women rather than men and ladies?
 - Use both he and she during lectures, discussions, and in writing, and encourage your students to do the same?
 - Recognize that your students may come from diverse socioeconomic backgrounds
 - Refrain from remarks that make assumptions about your students' experiences, such as "Now, when your parents were in a University ...?"
 - Refrain from remarks that make assumptions about the nature of your students' families, such as, "Are you going to visit your parents over spring break?"
 - Avoid comments about students' social activities that tacitly assume that all students are heterosexual?
 - Try to draw case studies, examples, and anecdotes from a variety of cultural and social contexts?
 - Convey the same level of respect and confidence in the abilities of all your students:
 - Don't try to "protect" or "favour" any group of students.
 - Whenever possible select texts and readings where language is gender-neutral and free of stereotypes.
 - Give assignments and exams that recognize students' diverse backgrounds and special interests.

3. Discussion clubs

To raise people's awareness of respecting diversity, teachers can organize discussions on stories, films, pictures from magazine etc. For example, the film **Bend it Like Beckham** can be a stimulus to discuss such issues as gender, ethnicity, age, family values.

Make your own contribution to promoting diversity. Organise discussion among your class and/or your students. For this:

- Select a short story or a film in English that reflects certain diversity issues in a society. Make sure that the story/film and the issue is appropriate to discuss with the specific group of people (e.g. adults, children etc.).
- Prepare 6-8 discussion questions
- Facilitate the discussion.
- Prepare a short report on this experience, in your report mention the following:
 - ~ a short description of the story/film
 - ~ which issues are addressed in the story/film
 - ~ the audience
 - ~ the discussion questions
 - ~ general impressions.

UNIT 5. MEN AND WOMEN

SECTION 1.

Society,; x roles and statuses' problem is an update from the perspective of sociobiology and anthropoloc, like gender-based language is in linguistics.



LEAD-IN

Social equality

When talking about social equality we cannot help touching upon sex roles and statuses consideration. This issue has had a significant impact on the development of jurisprudence and anthropology.

It is well-known that the most common occurrence has been male domination over women which shows gender inequality. Recent studies prove that the sex that controls the valued goods of exchange in a society is the dominant gender and, since this is a matter of cultural variation, male authority is not biologically predetermined. Even so sexual or gender equality depends on the social equality. But since social equality is still far from being a reality in many parts of the world the social and political statuses of women remain unsolved. According to Maxme Margalis it is ideology which is still a very effective force in keeping women subordinate.



DISCUSSION

1. Do you have any arguments as to whether different behavior by men and women is inherited or learned?
2. What field of science studies the reasons of different behavior by men and women?
3. Can you describe distinctive sex roles characteristic of different societies?
4. What is your opinion on the assumption that sex roles are largely arbitrary?
5. Can the higher or lower social statuses of sex be changed in the society?
6. Is the belief that the distinctive behavior of females and males influenced significantly by their differing physiology?
7. What about ethnographic challenges? Are they convincing?
8. What is your opinion about the following statement:

If women and men naturally are inclined to view each other in programmed ways regardless of their class or culture and are predisposed to act toward each other in similar uniform ways, it is reasonable to conclude that the sex roles are different, i.e. female human nature is distinct from that of males and that acting law goes against nature. As an (active) proponent of the acting laws on social equality and an opponent to all sorts of sexism one may be troubled by such a conclusion, but unable to dismiss it.



READING AND SPEAKING

Read the facts about gender roles of male and female in different societies of the world to compare it with the situation in our country. Justify your opinion.

Society and sex roles.

(By Ernestine Friedl. Anthropology. 1994/95. Annual Edition. pp. 124-129)

The social relationship between men and women has emerged as one of the principal disputes occupying the attention of scholars and the public in recent years. Although the discord is sharpest in the United States, the controversy has spread throughout the world. Numerous national and international conferences, including one in Mexico sponsored by the United Nations, have drawn together delegates from all walks of life to discuss such questions as the social and political rights of each sex, and even the basic nature of males and females.

Glossary:

to emerge

Whatever their position, partisans often invoke examples from other cultures to support their ideas about the proper role of each sex. Because women are clearly subservient to men in many societies, like the Yanomamo, some experts conclude that the natural pattern is for men to dominate. But among the Semai no one has the right to command others, and in West Africa women are often chiefs. The place of women in these societies supports the argument of those who believe that sex roles are not fixed, that if there is a natural order, it allows for many different arrangements.

Par

to ir

subsi

The argument will never be settled as long as the opposing sides toss examples from the world's cultures at each other like intellectual stones. But the effect of biological differences on male and female behavior can be clarified by looking at known examples of the earliest forms of human society and examining the relationship between technology, social organization, environment, and sex roles. The problem is to determine the conditions in which different degrees of male dominance are found, to try to discover the social and cultural arrangements that give rise to equality or inequality between the sexes, and to attempt to apply this knowledge to our understanding of the changes taking place in modern industrial society.

To

As Western history and the anthropological record have told us, equality between the sexes is rare; in most known societies females are subordinate. Male dominance is so widespread that it is virtually a human universal; societies in which women are consistently dominant do not exist and have never existed.

Virt

Choose the best definition for the following words:

to emerge:

- a) *to come out of something or out from behind something*
- b) *to stop being involved in a difficult situation or period of time (to emerge from something)*
- c) *to become known*

discord:

- a) *formal disagreement between people*
- b) *a strange sound in a piece of music*

dominance

- a) *a situation in which one person or thing has more influence than any other*
- b) *a situation in which one person or thing has more power than any other*

partisan:

- a) *showing strong and usually unfair support for one particular person, group or idea*
- b) *a member of a group that continues to fight secretly against an enemy who has taken control of its country*

to invoke:

- a) *to use a law or rule to achieve something*
- b) *to mention a law, idea in order to support an idea, argument*
- c) *to make the spirits of dead people appear by using magic power*

subservient:

- a) *too willing to obey other people*
- b) *considered less important than something else.*

LANGUAGE FOCUS

Gender and language

Gender-specific terms are the terms that show sexism - that is, prejudice and discrimination based on person's gender. The term *chairman*, for example, is often used to refer to a person who is the leader of the meeting, a committee, or an organization. But *chairman* implies that the position is always held or can only be held by a man. Instead, a **gender-neutral** term such as *chair* or *chairperson* can be used.

In English, it is difficult to be gender-neutral when using pronouns. Grammatically, "a good doctor submits his reports on time" is correct.

1. nMn Listening

Listen to the lecture given by the professor of linguistics. The title of the lecture is < Language. Discuss the following questions with the group:

1. What is "gender-specific" term? Can you think of some examples?
 2. What is "gender-neutral" term? Can you think of some examples?
 3. Why is it difficult to be gender-neutral when using pronouns?
 4. What do the pronouns used with the words indicating jobs imply about?
-
2. Rewrite the paragraph using plural nouns and pronouns where appropriate, you can avoid sexism and also avoid using *he/she*, *his/her*, or *him/her*. You need to change verbs to agree with the subject. Compare your completed with other students.

^According to an articCe I just read, the quality of a university does i depend on the teacher teachers, hut on the student. The teacher has to ma his/her Cessions are chaCCenging and stimuCating. "But the student responsiBCe for doing her homework, Bringing her ideas to the cCa discussions, and contributing her own opinions on the topic. 3-fe/she mus sure that he is not being passive, hut are making fuCC use of the oppon that are Being offered to them at the university, for exampCe, the student Be ready to join cCuBs and participate with her/his cCassmates on speciafp Jfe/she can aCso (earn a Cot By having ajoB that wit!Bring him into conta aCC the memBers of the university. These activities aCso contriBute to a su> coCCege experience.

SECTION 2.



READING AND SPEAKING

PRE-READING

Answer the following questions.

- What is the name of the document that contains the set of basic laws or princi country that describe the rights and duties of its citizens and the way in which governed?
- What do you know about current legislation of the Republic of Uzbekistan abo rights of men and women?
- What do you understand by "function of motherhood and custodian of home"?

WHILE-READING

Read the text and match the headlines (1-4) with the paragraphs (A-D).

1. The list of rights and freedoms which are the same for women and men

2. Violation of freedom and equality of women	
3. Equality of all citizens before the law	
4. The Family Code (FC) of the Republic of Uzbekistan	

Current Legislation of the Republic of Uzbekistan about Equal Rights of Men and Women.

A) All citizens shall be equal before the law and court and definitely the state guarantees equality of rights and freedoms of people, irrespective of their gender, race, nationality, language, religion, social origin, convictions and beliefs and social status (Article 18, Constitution of the Republic of Uzbekistan) and also women and men shall have equal rights and freedoms (Article 46, Constitution of the Republic of Uzbekistan), and equal opportunities for their implementation. This enables us to make a conclusion that these provisions clearly illustrate that women of Uzbekistan share same equal rights as men.

B) Thus, it follows from, what have been said above, that legally women have the same rights as men to **exercise** the rights and freedoms of citizens, namely:

1. Protection from crimes and punishment of those who attacked them;
2. No one shall **be** subject to torture, violence or any other **cruel** or humiliating treatment or punishment;
3. No one may be arrested or taken into custody except on lawful ground and **by** the sentence of a court. Before the sentence of a court such a person may not **be** detained for more than **48** hours;
4. Motherhood, childhood and family are under protection of the state;
5. Every citizen is entitled to the right for housing;
6. Every one is entitled to receive qualified legal support;
7. Every one is guaranteed court protection of his/her rights and freedoms. Decisions and actions (or in operation/negligence) of government agencies, local self-governing agencies, social associations and officials may be appealed in the court;
8. Rights of citizens encroached by crime and violated shall be protected by law. The state provides a victim access to justice and compensation of caused damage.

C) All the above listed provisions may be continued and expanded, but we think we can stop with one of the most important issues and touch upon legal provisions concerning equality of genders in family relations.

The Family Code (FC) of the Republic of Uzbekistan that was adopted in April 1998 covers a number of Articles on equality between women and men concerning family relations.

Article 2 of the FC openly stipulates that regulation of family relations is executed on the principle of voluntary marriage union between women and men, equality of private and property rights of spouses that, as it was stated above, is fixed in Article 46 of the Constitution of the Republic of Uzbekistan approved on December 8, 1992. Whatever are the achievements of women in professional, social and political activities, after she gains equality with man in various respects, she does not lose only one tremendous function that she has been entitled - the function of motherhood and custodian of home. When often we quote about equality between women and men, we should emphasize that this phrase does not bear accurate meaning. The point is that women share all rights equally with men and these rights are guaranteed by the state to its citizens, but alongside with this the legislation stipulates a number of rights that can be exercised only by women. These rights are protected by the state because a woman is a mother and motherhood in our country is recognized as a social function and it does not violate the principle of equality between

genders and is considered to be its component part.

D) As we have already mentioned, the Constitution provides women equal rights in the spheres of public and social life, guarantees voluntary entrance into marital status, protects her honor, merits and dignity. She exercises equal private and property rights. Survivals of the past, religious and national way of life from time to time are manifested in the life of our society and this violates the freedom and equality of women. For example, forcing woman to marry or/and to hinder her marriage. This kind of violation is stipulated in the current criminal legislation, Article 136 of the Criminal Code and we think that it is directed against violation of women's freedoms and equality.

The following actions may be identified among this kind of negative aspects:

- forcing woman to marriage;
- forcing her to continue marriage life;
- hindering women's marriage;
- kidnapping woman for marriage purposes.

At the basis of this crime is violation of women's will, honor and dignity.

POST-READING



mm

DISCUSSION

1. What is it "equality of genders in family relations"?
2. What actions are identified as negative?
3. What does "exercise of individual's and/or citizen's rights and freedoms shall not encroach on the lawful rights and freedoms of other citizens"?
4. How should one explain that "legally women have the same rights as men"? What are the rights?

Vocabulary

Match the words from the text with their definitions and try to translate them into your native tongue.

- | | |
|-------------------|--|
| 1. implementation | A. respect that other people have for you (or that you have for yourself). |
| 2. provision | B. to gradually take something such as power or authority from someone else. |
| 3. to exercise | C. to use your power rights or influence. |
| 4. violence | D. to recognize someone and be able to say who they are. |
| 5. to encroach | E. the use of physical force with the |

	or injury or death to people.
6. to stipulate	F. to do something that is in opposition to a law, agreement etc,
7. custodian	G. the caretaker
8. to violate	H. making something (plan, idea, law ...) start to work.
9. to identify	I. giving someone something that they want or need.
10. dignity	J. to say what is allowed or what is necessary.

SPEAKING

Grammar. Answer the questions:

1. What is the difference between grammatical and ungrammatical sentences?
2. Are ambiguous sentences grammatical or ungrammatical?
3. What's your opinion about the ambiguity of legal texts. Are they compatible with ambiguity?
4. Which of the following sentences are ambiguous?
After having identified them try to paraphrase each of these sentences in two different ways to show that you understand the ambiguity involved:
 - 4.1. Flying planes may be dangerors.
 - 4.2. John loves his wife and so does Jim.
 - 4.3. My neighbour is a dirty street fighter
 - 4.4. Every one is entitled to receive qualified legal support
 - 4.5. Every citizen is entitled to the right for housing
 - 4.6. The governor's appointment was shocking
 - 4.7. Smoking leaf can be nauseating
 - 4.8. Motherhood and childhood are under protection of the state.

SECTION 3.

SYNTHESIS

Answer the following questions:

1. What is synthesis?
2. What do you associate this word with?
3. What role does it play in research writing?
4. Have you ever written any synthesis essays?

5. Did you succeed in doing it?
6. What should you do to write a successful synthesis essay?

Synthesis is a written discussion that draws on one or more sources. A synthesis is a brief text that is intended to explore a specific subject or concept through the examination of multiple ideas on that topic. It is typical for synthesis essays to be research-based and to explore a subject or concept through scholarly secondary sources.

Key Features of a Synthesis

- Report information from the sources using different phrases and sentences
- Organize so that readers can immediately see where information from the sources overlap;
- Make sense of the sources and help readers understand them in greater depth

Stages of synthesis writing

1. Find minimum three texts on the chosen problem.
2. Read each of your sources carefully and summarize main ideas.
3. Analyze your sources to identify the similarities and differences or group similar together; generalize from these similar ideas
4. Assemble the various generalizations in a logical and coherent way.
5. Focus on the ideas, not the authors of those ideas (your essay should not sound like a list of unrelated ideas by unrelated people).
6. Develop a thesis. If you posed a question, present a tentative answer. Begin your essay with the thesis, clearly outlining the ideas you will develop.
7. It is highly recommended that you use direct quotes when referring to texts, but make sure you situate your quotes and integrate them into the paper both in terms of content and writing.
8. If your thesis/question lends itself to this, you can present and refute arguments that challenge it.
9. Whenever possible, make an effort to pepper your paper with real-world examples that support your overall argument.
10. In conclusion you should summarize your main thesis and outline questions, which remain open or issues that ought to be further explored.

Structure

a. The introduction:

- Write a thesis statement that sums up the focus of your synthesis.
- Introduce the texts to be synthesized:
 - Give the title of each source;
 - Provide the name of each author for each source;
 - Provide (if necessary) background information about the authors, about the texts to be summarized, and about the general topic from which the information is drawn.

b. The body:

The organization of the essay is the most important part of a synthesis.

Each paragraph should:

- Begin with a sentence or phrase that informs readers of the topic of the paragraph;
- Include information from more than one source;
- Clearly indicate which material comes from which source using transitions and topic sentences, and in-text citations. *[Beware of plagiarism: Accidental plagiarism most often occurs when students are synthesizing sources and do not indicate where the synthesis ends and their own comments begin or vice versa.]*
- Show the similarities or differences between the different sources in ways that make the paper as informative as possible;
- Represent the texts fairly-even if that seems to weaken the paper! Look upon yourself as a synthesizing machine; you are simply repeating what the source says in fewer words and in your own words. The fact that you are using your own words does not mean that you are in anyway changing what the source says.

c. Conclusion:

Write a conclusion reminding readers of the most significant themes you have found and the ways they connect to the overall topic.

Read the sample of the synthesized body paragraph and compare how the above given instructions are followed in it.

SAMPLE OF SYNTHESIS

Gender Roles Stereotypes: Social explanation

By: Susan A. Basow

Regardless of any physiological predisposition, society plays the determining role in the development of aggressive behavior, a point dramatically illustrated by the classic cross-cultural studies of Margaret Mead (1935). Rather than males always being more aggressive than females, she found one New Guinean tribe where both sexes were nonaggressive (Arapesh); and one, where females were aggressive and males passive (Tchambuli). J.H. Block also notes that in more modern western cultures as well, norms regarding aggressiveness by males vary. Compared to England and Scandinavia, the United States particularly encourages aggression in males. Parents seem more tolerant of certain forms of aggression in their sons than in their daughters (for example, physically defending oneself in a fight with a same-sex peer) although they generally discourage other forms (such as picking fights with someone younger or weaker or, for boys, with girls). Peers, too, appear to reinforce boys more than girls for their aggressive behavior, even at the toddler stage (Fagot & Hagan, 1985). The male role in the United States incorporates expectations of both aggressiveness and chivalry (Eagly, 1987), a complexity that may account for the moderate effect size found for gender in aggregated research on aggressive behavior. Many stereotypically male activities, such as team sports and military service, deliberately encourage aggressive behavior. Thus differential gender roles may give rise to gender differences in aggressive behavior.

SECTION 4.



READING AND SPEAKING

PRE-READING

1. Answer the following questions:

- What do you think about working mothers?
- Do you have any personal experience with this problem?
- What difficulties do they usually come across?
- What are the advantages and disadvantages of maternal employment?

2. Read the following titles of the texts

1. **Working mothers' children unfit**
2. **Choosing Between Career and Kids**
3. **Take Your Child to Work With You**
4. **New Initiative Focuses on Opportunities for Women**

3. Now answer the following questions:

- What do you think the text is going to be about?
- What is the purpose of the text?
- Who do you think is the intended audience of this piece?

1. **Working mothers' children unfit**

Children whose mothers work are less likely to lead healthy lives than those at home" mothers, a study says.

The Institute of Child Health study of more than 12,500 five-year-olds found working mothers less active and more likely to eat unhealthy food.

Other experts said more work was needed to see if the results applied to other areas.

The study is in the Journal of Epidemiology and Community Health.

About 60% of mothers with children aged up to five are estimated to be in work.

Results

The mothers were asked about the hours they worked and their children's activity levels and sedentary activities.

A third of the mothers had not worked since the birth of their child, but the mothers employed were spending an average of 21 hours a week at work.

They took into account factors likely to influence the results, such as the mother's education and socioeconomic circumstances.

They found that five-year-olds whose mothers worked part-time or full-time were more likely to primarily consume sweetened drinks between meals.

They used their computers or watched television for at least two hours a day compared with children of "stay at home" mothers who spent less than two hours on these activities.

They were also more likely to be driven to school compared to the children of "stay at home" mothers.

mothers who tended to walk or cycle.

The children whose mothers had a flexible working pattern did have healthier lifestyles but when other factors were taken into account the researchers said there was little evidence that these children behaved more healthily.

'Time constraints'

Professor Catherine Law, who led the study, said they had not looked at fathers in this study because fathers' employment levels had not changed whereas the numbers of working mothers had increased dramatically.

She said: "For many families the only parent or both parents will be working.

"Time constraints may limit parents' capacity to provide their children with healthy foods and opportunities for physical activity.

"Our results do not imply that mothers should not work.

"Rather they highlight the need for policies and programmes to help support parents."

The same children took part in an earlier study by the Institute of Child Health (ICH) which found that those with working mothers were more likely to be obese or overweight by the age of three.

In the latest study, many of the five-year-olds were engaging in health behaviours likely to promote excess weight gain: 37% were mainly eating crisps and sweets between meals, 41% were consuming sweetened drinks and 61% used the television or a computer at least two hours daily.

'Controversial research'

Glenys Jones, nutritionist with the Medical Research Council Human Nutrition Research, said the study was interesting because of limited research so far on the impact of maternal employment on child health choices.

"More work is needed to take into account factors such as how related health behaviours are affected and if the age of the child alters the relationships observed."

Sally Russell, a spokesman for Netmums, said: "The stress and guilt associated with being a working mum is something we are all too well aware of. This report adds to that guilt.

"With many more mums having no choice but to work these days and with government policy actively encouraging it, it is difficult to know how mums can do better."

A Department of Health spokesman said: "Our Change-Life movement is already helping over 370,000 families eat well, move more and live longer by helping them to understand the harm that fat and added sugar can cause to children's health, and offering them simple yet effective ways to make changes to their diet and increase their activity levels."

1. Choosing Between Career and Kids

How to Make the Decision to Stay at Home or Pursue a Career

May 16, 2009 Michelle Carchrae

Trying to decide whether to go back to work or stay with your baby? Career options, your child's age and the ability to change your mind make this a flexible decision.

Every modern mom has had to decide, whether during the last months of maternity leave or while sitting at her desk at work, "Am I going to stay home with For how long?" Whether the decision seems easy or difficult, it is important enough careful thought and some introspection.

Working Mom or Stay at Home Mom?

If you're gazing down at your newborn trying to imagine putting on your work clothes and going out the door again, remember that this is not a black or white decision! Choosing to stay at home for a while doesn't mean that you have to stay at home forever, and going back to work either full or part time does not mean that you will miss every special event in your child's life. Remember to keep your eyes peeled for career options that can allow you to achieve the work/life balance that suits you best, such as freelancing or becoming a consultant, sharing, part time work, working from home or starting your own business.

Career Decisions Depend on the Age and Needs of Your Child

Apart from your own financial and intellectual needs, your child's needs can be a major factor in making the decision whether to go back to work and when. Certain situations where your child is more likely to need you or another dedicated caregiver willing to provide one-on-one care.

- Developmentally and emotionally, an infant needs his mother most during the first year.
- Does your child have an intense temperament, special needs or health issues?
- Are you exclusively breastfeeding your baby? If so, are you willing to pump and switch to formula when you go back to work?

If the decision to go back to work or stay home with your baby has been a difficult one, remember that you can always change your mind. It is easy to think that the grass is greener on the other side of the fence, and sometimes you've got to go over there to see if it's really like that. Choosing between career and kids is a choice that you can't have an instant answer to by looking into different career options, making new choices as your child grows, and most importantly, it's a choice that needs to feel right in your heart.

2. Take Your Child to Work With You

How to Make Your Time Together Productive and Fun

Sep 20, 2008 Denise Oliveri

Children can certainly learn a lot from their parents, and that is why many parents enjoy taking their child to work with them.

There is a national "Take Your Child to Work" day, but some schools do not recognize it as a day and your child could be counted absent. However, the summer is another time when parents may be tempted to bring their child to work. The kids can see and participate in the workday and will learn a lot to boot. Here are some suggestions if you plan on taking your child to work with you.

Get Permission First

Obtain permission from your boss or supervisor before allowing your child to come to work with you. Otherwise, you may have to turn right around and take your child back home.

do not have a sitter for your child, you may be taking an unexpected vacation day.

Set Rules Ahead of Time

Set rules for your child. Let him/her know what is expected. Depending on the type of job you have you will want to make sure that all safety codes are observed and that your child understands what is and is not acceptable behavior at your job. Remember to use this as an opportunity to teach your child about what you do all day at work.

Assign your child age-appropriate tasks to do at your work, even if it is as simple as stapling papers together or allowing older children to answer your phone or make copies. You can even try to schedule some interesting things into the day such as a tour of the building or a meeting that your child can attend.

Be Prepared

Bring along activities that your child can do, if he becomes bored. The last thing you want is him/her running up and down the halls all day. Coloring books, computer games, and even hand-held game devices will help your child get through the day if it starts to drag.

Other Tips to Keep in Mind

Make sure your child is well rested before taking him/her to work with you. You want avoid him/her being cranky to your co-workers. Here are a few other tips you will want consider for this fun occasion:

- Only invite children that are old enough to understand simple commands. Babies won't do well in a work environment. They need too much of your constant attention.
- Keep your child close to you. There may be people at your workplace that do not appreciate children in toe.
- Watch out for sharp objects that can injure your child while on the job. Keep him/her away from such objects, or place them out of his/her reach.
- Don't take multiple children to work with you. Let them take turns, even if it means long wait in-between opportunities.

Taking your child to work with you can be a fun experience for the two of you. Keep it to a minimum, maybe once a year, and your boss and coworkers are more likely to like the idea, too. Use the time to teach your child about how you earn money, so it is productive. Lastly, enjoy this quality time together.

3. New Initiative Focuses on Opportunities for Women

Doing Business has launched a two-year initiative to identify legal and regulatory barriers facing businesswomen in 178 countries, and to advocate change.

Doing Business will form partnership with governments and women's groups. The primary objectives will be to:

- Identify laws and regulations that discriminate against women.
- Investigate which reforms on business regulations have the highest impact on opportunities for women. This research will utilize data from the World Bank's Enterprise Surveys website, which has employment data on women and data on women entrepreneurs.
- Prepare case studies of women entrepreneurs to describe the reasons for their success and obstacles they faced.

"Doing Business 2008 finds that the benefits of reforming business regulations and the playing field are especially significant for women," said IFC Executive Vice President Thunell on Oct. 19. "Countries with higher rankings for the ease of doing business women entrepreneurs and more women in the workforce. Reform is good for women and fuels development."

Payoffs from reform can be large. Higher rankings on the ease of doing business are associated with more growth, more jobs and a smaller share of the economy in the informal sector. The benefits are especially large for women. Countries with higher scores on the ease of doing business have larger shares of women in the ranks of both entrepreneurs and workers.

4. In small groups of 4-5 students discuss main topic of each reference piece and develop your own opinion. Try to answer the following questions:

- Which of your predictions turned out to be true?
- Are there any differences/similarities between the main ideas expressed in the texts? What are they?
- How do the facts agree/disagree/qualify your opinion?

4. Write a draft synthesis essay.

5. Organize peer editing.

6. Write the final draft

Useful sources

Printed sources

1. I.A.Karimov. About measures to increase the role of women in public and social construction of the Republic of Uzbekistan. Tashkent, 1995;
2. I.A.Karimov. About increase of public social support to families with children. Tashkent, 1995;
3. I.A.Karimov. About measures to strengthen social protection of families. Tashkent, 1995;
4. Protection of electoral rights of women are provided by the Laws "About Refinement of Electoral Rights of Citizens" and "Guarantees of electoral rights of citizens" and others.

Unit 6. EDUCATION

Unhappy is the person who has received education, but who didn't educate others in return. I'm happy that i received education and tried to teach others.

Rudaki

I learnt to be silent from a talkative person, tolerance - from an intolerant, and kindness - from an unkind person; but it is surprising that I feel affection and gratitude to neither of my these teachers.

D.Jebran

An educated person considers his education incomplete and this distinguishes him from an uneducated one.

George Sand

SECTION 1.

LEAD-IN

Learning is a fundamental mechanism for adapting to our environment. It involves a more or less permanent modification in behavior that results from experience. Since learning is critical to social life, societies do not leave it to chance. Many societies transmit certain attitudes, knowledge, and skills to their members through formal, systematic training - the institution which is called education. Some people assume the status of teacher and others the status of student, and both carry out their associated roles. Education is one aspect of the many-sided process of socialization by which people acquire those behaviors essential for effective participation in a society.

With the emergence of large scale economic, cultural and other organizations there came a need for an abundant training of literate and educated people. The educational organizations became the primary source of nation's intellectual capital.



READING AND SPEAKING

PRE-READING

1. Discuss the following questions.
 - a. What is education?
 - b. What functions does the educational institution play in modern societies?
 - c. What is intellectual capital? Why are the educational institutions considered to be the primary source of nation's intellectual capital?
 - d. Is education the only means in many-sided process of socialization?
 - e. What are the other sources to acquire essential knowledge for effective participation in a society?

The world book encyclopedia. 1997. Volume 6. Stephen M. Fain, the contributor o
article,

B.

The psychomotor area includes the development of a person's muscular or mechanical skills. These abilities are often related to courses in handwriting, speech, and art education, and to vocational and technical courses. The skills may be as simple as learning to use crayons or as complicated as learning an intricate ballet movement.

— **C**

D.

The school systems of all modern nations provide both general education and vocational education. Most countries also provide special education programs for disabled or gifted children.

Adult education programs are provided for people who wish to continue their education after completing full-time school.

JE_____

General education aims at producing intelligent, responsible, well-informed citizens who take an active interest in the world around them. It is designed to transmit a common cultural heritage rather than to develop trained specialists.

Almost all elementary education is general education. In every country, elementary school pupils are taught skills they will use throughout life, such as reading, writing, and arithmetic. They learn moral values and the rights and duties of citizenship. They also receive instruction in a variety of subjects, including geography, history, and science....

Vocational education aims primarily at preparing individuals for a job. Some high schools, called vocational high schools, specialize in vocational programs. Technical high schools are vocational high schools that are specially equipped to teach more technical subjects, such as automobile repair, carpentry, and electronics. Vocational high school students are also required to take some general education courses. Community and junior colleges and specialized schools offer advanced vocational and technical training. Universities and separate professional schools prepare students for careers in such fields as architecture, business, engineering, law, medicine, nursing, teaching, and theology.

F.

Many businesses and industries conduct vocational programs to help their employees develop new skills and improve the quality of products and services. One type of education, known as human resources development (HRD), helps employees learn precisely what to do in their jobs and who to work as part of a team. HRD is usually referred to as training. Specialists in HRD are generally called trainers rather than teachers.

Vocational education is especially important in countries striving to develop an economy based on modern technology. Vocational schools help to build the country's economy, students there are encouraged to take courses in such fields as agriculture and industry.

Special education provides educational opportunities for disabled and gifted people.

2. Read the text and match the headlines (1 -6) with the paragraphs (A-F)

1. General and Vocational education
2. Types of education
3. Education as the most important area of public life
4. The goals of education
5. What is education
6. Human resource development

POST-READING

Answer the following questions. Compare your answer with that of a partner. Do choices, if they are different.

1. What area of education do we talk about when we say that the largest part of educational objectives involves the development of abilities?
2. What educational area deals with feelings, values, and appreciation?
3. If we want to develop a person's muscular or mechanical skills what education shall we have to apply to?
4. What is the average percentage of the world population involved directly in education?
5. Describe special educational programs for disabled, gifted children and adults.
6. What is the common word that expresses the process by which people acquire knowledge, skill, habits, values, or attitudes?
7. Education involves two processes. How are these processes called?
8. What is the relationship between education and civilization?
9. How do we call society if its members have achieved high level of knowledge in art, industry, agriculture, commerce and so on?
10. Some educators speak of three types of educational objectives. Do you agree with them? If not try to justify your position.
11. What schools are called vocational? What is the situation in Uzbekistan in this regard?
12. What are the subjects that are studied at university which are not studied at school?

Vocabulary

Match the words and phrases in the left-hand column with the definitions in the right-hand column.

- | | |
|--------------------------|--|
| 1. Acquire – | A. training to develop a person's muscular or mechanical skills |
| 2. Affective – | B. pencil or stick of soft coloured chalk, wax or oil used for drawing |
| 3. Civilization – | C. things such as works of art, cultural achievements, folklore that have been passed on from earlier generations |
| 4. Cognitive – | D. made up of many small parts put together in a complex way, and therefore difficult to follow or understand |
| 5. Crayon – | E. training concerning, profession, qualification or skill for future work |
| 6. Cultural heritage – | F. action or process of acquiring knowledge by reasoning or by intuition, or through the senses |
| 7. Intricate – | G. advanced state of human social development and way of life of a people, nation or period representing a stage in the development of organized society |
| 8. Vocational training – | H. training for developing moral and spiritual values and healthy attitudes and emotions |

9. Psychomotor (locomotor) training / . gain smth by one's own ability, efforts or behaviour:

acquire a good knowledge of English

SECTION 2.



Jigsaw listening

1. Answer the following questions:

- Have you ever studied abroad? If yes, will you share your impressions?
- t What do you know about the system of education in Great Britain?
- How does the educational system of Great Britain differ from the system of education in Uzbekistan?

2. Two small groups listen to 2 people from Uzbekistan, who speak about their study experience in Great Britain. They speak about similar topics, but in different orders. Take notes about:

- a) the place they studied in
- b) the thing(s) they were impressed by
- c) the similarities and differences between educational systems of Uzbekistan and Great Britain
- d) the students' life in Great Britain

3. When you have listened to and written down the necessary information, find a partner from the other group and swap information.



READING AND SPEAKING

Read the brief information about education in England and Wales trying to compare it with educational system in the Republic of Uzbekistan.

The system of Education in England and Wales.

A. Most children in England and Wales follow this route in the state system (= free education).

Age

3 some go to nursery school

5 everyone starts primary schools

11 pupils go to a secondary school (American English = high school). This may be a comprehensive (= mixed ability) or a grammar school (= children selected for their academic ability)

16 they leave school and get a job, or go to a college for vocational (= job) training, e.g. hotel management, secretarial courses; or stay at school for two more years.

^___^ - go to university

18 they leave school and get a job or _____ go to a college for further education/training, e.g. teaching, business studies.

If you want to go to (= enter) university, you must first pass examinations that must be taken at the age of eighteen (called 'A' levels). Most students take three 'A' level examinations in three different subjects and they must do well in order to get/obtain a place at university because the places are limited. At the moment, approximately 30% of students go to university in Britain.

If you get a place at university, the tuition (= the teaching) is free, and some students receive a grant (= money to pay for living expenses, e.g. food and accommodation). Students at university are called undergraduates while they are studying for their first degree.

Most university courses last (= go on for / continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period, students can say that they are doing/studying history, or doing/studying for a degree in history, for example. When they finish the course and pass their examinations, they receive a qualification when you complete a university course successfully). This can be a BA (Bachelor of Arts) or a BSc (= Bachelor of Science), e.g. I have a friend who has a BA in history and another who has a BSc in chemistry.

C. Postgraduate courses

When you complete your first degree, you are a graduate. (In the US, students use the word as a verb and say, they 'graduated in history' or 'graduated in chemistry', for example). Some students then go on to do a second course or degree (postgraduate course/degree). These students are then postgraduates. There are usually three possible postgraduate courses:

MA (Master of Arts) or MSc (Master of Science); usually one year

MPhil (Master of Philosophy); usually two years

PhD (Doctor of Philosophy); at least three years

When people study one subject in great detail (often to find new information), we say they are doing research (conducting/doing/carrying out research (U)); e.g.

I'm doing some research into/on the languages of different African tribes.

D. School vs. university

At school, you have teachers and lessons, at university, you have lecturers and lectures.

When a lecturer gives/does a lecture, the students listen and take/make notes (= write down important information), but do not usually say much, except to ask occasional questions.



DISCUSSION

Answer the following questions.

1. What is the main difference between the educational systems of Uzbekistan and Great Britain?
2. What is the age of children to join nursery and primary schools in our country?
3. Compare the systems of secondary schools in the two countries. Write about similarities and differences?

- f. How many terms are there in a school year (secondary, vocational schools and University)?
5. What do you call in English the money some students receive if they get a place at British or Welsh University?
6. What is the difference between the tuition and a grant in the Great Britain educational system?
7. What is the difference between words a graduate, postgraduate?
8. What are three possible degrees postgraduates get after the graduation of master's courses? How long do they have to study to get these degrees?
9. What is our country's equivalent of the British (Welsh) Bachelor and Master's courses?
10. How similar is university education in our own country? If possible, compare your answers with someone else in the group.

JGUAGE FOCUS

ish and American English

ay everybody knows about World English.

lish as state national language is spoken in some countries. But the most widespread lish are British and American.

pie in Britain and America understand each other perfectly most of the time, but there are *ifferences* in grammar, vocabulary, spelling and pronunciation. With vocabulary, the same *i* may have different meaning, e.g. British chips are American french fries: and American **s a r e** British crisps. Sometimes there are completely different words for the same thing: a ;in British English is called a truck in American English.

Fry to find at least five differences in vocabulary, spelling and pronunciation in **the** texts n in this unit or in other texts and dictionaries and write them using the following table.

Spelling

British English	American English
centre	center

Vocabulary

British English	American English
petrol	gas

stigate the usage of items that have come into English from particular segments of the srican culture.

- \. A good dictionary will tell you if a verb or adjective is usually followed by a special preposition. Sometimes the preposition or prepositions is/are shown after the verb or adjective. Sometimes it is illustrated in the example sentences. Use a dictionary to find the preposition(s) that often follow(s) these words.

omplain	Similar....
pply	Surprised ...
elong ...	Full
gree	Different ...
uffer	Responsible

To apologise

Aware

B. Fill in these questions with the correct preposition then write a short answer to

1. What is the world community worrying... education?
2. What subjects are you and your friend good...?
3. What job are you going to apply ... after graduation?
4. What programme do you usually listen ... after University classes?
5. Have you ever complained your parents ... a dull lecture at your university?
6. What did the lecturer apologise ...?
7. Who does this dictionary belong ...?
8. If the professor asks you to help him to perform a science experiment with decision depend ...?
9. I guess you were angry but whom were you shouting ...?
10. My family always watches educational programme. Is your family also in that?
11. What does character education (or citizenship training) aim ... ?
12. Can education help a person understand social changes and provide them with adjusting ... them?



READING AND SPEAKING

Read the text about the system of education in the Republic of Uzbekistan. Work with it.
Discuss the details of education in the country and compare it with the educational system in the UK.

Education in Uzbekistan.

(The Republic of Uzbekistan. Country and people. Administrative division. History. State structure Economy Education-Science-Health care. Public life. Culture. Encyclopedic reference. The State scientific publishing house. "Uzbekiston entsiklopediyasi" Tashkent-2003).

A proper development of an individual, extending his/her well-being, offering him/her quality education, as well as change of obsolete stereotypes of thinking and social behaviour is the main purpose and driving force of fundamental transformations in Uzbekistan.

Early days of Uzbekistan independence saw the necessity for changes in the education and cadres training, upbringing younger generations, and extending the potential of the country.

The basic principle of the cadres training given the new realities is a priority of education, which primarily envisions its development, new public attitude towards education, knowledge, intelligence vis-à-vis modern legal and market relations. Other important parameters are the continuity of education, which is ensured through constant development and improvement of general educational and professional training, continuity of science and production for national history and traditions, as well as preservation and enrichment of culture.

According to the law "On education" of 1992 and other normative acts, a number of

where specialized institutes were established in the country. The system of entrance examinations is the main entrance examination to higher and special educational institutions.

Reforms were introduced with structure and content of economic and other educational curricula. Leading educational institutions, where the economics is taught, are extended with business schools being established there. Business and marketing centers at high schools, network of colleges with specialized teaching are on the rise in the country. Also specialized lyceums are established at higher educational institutions.

Adoption of the National Program for Cadres Training promotes cardinal reforms in the entire system of education.

At the level of **preschool education** the program provides creation of conditions for spiritual and moral education, effective preparation of the youth for the school.

Starting with the age of three, the preschool education is carried out in family environment and kindergartens until the age of six. The network of the home-based kindergartens and the "from-kindergarten-to-school" programs are developing nationwide. Annually nearly 250,000 children are taught in specialized centers, preparatory groups in kindergartens, and weekend schools. More than 1000 groups on teaching children foreign languages, music, art, and computer courses operate in the country.

Primary Education includes 1st to 4th grades and begins at the age of 6 or 7 years. Centers on professional orientation and determination of a level of preparation are created on the basis of all regional (urban) departments of educational bodies.

General Education is obligatory for everyone. It begins at the age of 10-11 years. General education is structured to develop the intellectual and moral potential of the young generation. Different approaches to training students according to their abilities and opportunities are considered.

Most schools have computer equipment. The modern system is introduced to improve the educational level at all schools, and introduce the students to Internet access. Students are successfully participating in international and republican Olympiads on different subjects. Winners of these competitions are awarded privileges of various kinds.

In comprehensive schools, a great deal of attention is paid to the study of foreign languages such as English, French, German, Spanish and Eastern languages.

A network for new types of schools and general educational centers is developing. Lyceums function.

The programs such as "Sog'lom Avlod Uchun", "Manaviyat va marifat", "Economic education", "Village schools", "Rehabilitation of students with different diseases" are implemented in the country.

More than 6 million students attend schools, and there are nearly 450,000 teachers nationwide.

To increase the authority of teachers in Uzbekistan, the President of Uzbekistan has decreed October 1st as "Teacher's Day". This day is celebrated annually as a national holiday, and some teachers are awarded high government awards on this occasion.

Vocational training continues for about three years and is built on the basis of specialized schools and operates at academic schools and vocational colleges.

Intellectual development is provided at academic schools for talented students. At colleges, along with fundamental and general educational preparation, students learn modern trades and receive profound theoretical knowledge in various disciplines. A education (9+3=12) is compulsory.

Governmental standards of education, which include basic educational programs at secondary schools, academic lyceums, and vocational colleges nationwide.

The Center of secondary specialized and vocational education is planning to set up lyceums and colleges which will meet the requirements of a specific national model.

Higher education usually begins at the age of 18-19 and continues for at least four years, divided into two stages – Bachelor's and Master's Courses.

Bachelor's Course is the first stage of higher education. The training lasts not less than four years and is completed with the reception of a diploma of higher education and specialization.

Master's Course – Higher education course on particular specialty, lasting for two years. A Master's degree is obtained after a state exam and defending a dissertation.

Ph.D. Course is the final stage where a maximum of 3 years of study is necessary to obtain a candidate degree. Three additional years of research are required to obtain a doctorate degree, Ph.D.

Higher education system of Uzbekistan consists of 61 institutions, including 17 universities and 42 institutes. More than 200,000 students attend, and 18,500 teachers work in educational institutions, of which 52 percent are doctors and candidates of sciences.

Progressive methods for the placement of new students at educational institutions are considered on the basis of various tests and methods of evaluation of their knowledge.

In accordance with the high demand towards the quality of teaching, the teaching staff is involved in research in different fields. The High Attestation Committee was established. Currently there are more than 4,000 post-graduate students in Uzbekistan.

In order to upgrade the qualification of the teaching staff, 23 institutes, 16 colleges, and 14 courses for upgrading the professional level of attendees were established in the country.

In the field of education, Uzbekistan actively develops cooperation with international organizations.



DISCUSSION

1. Are the following sentences true or false? Correct the false ones.

1.	The Center of Secondary specialized education at the Ministry of Higher Education is considering opening new colleges and lyceums.
2.	Higher Education in Uzbekistan consists of two stages: Bachelor's and Master's courses, where students study four years.

	students. About 40% of lecturers are doctors or candidates of sciences.	
4.	Students pass entry examinations in order to become students of Higher Educational Institutions.	
5.	"Teacher's Day" is celebrated in the beginning of the academic year.	
6.	Bachelor's Course is the first stage of higher education. The training lasts four years.	

W. WRITING

1. Write about state or University grants in the two countries: Uzbekistan and Great Britain. There are some differences. Try to reveal them and explain advantages and disadvantages of the two systems.
2. Now you have some knowledge about education in general and education in the Republic of Uzbekistan and in Great Britain. You are going to become a specialist in the English language. Write an essay entitled "Why I learn English".
 - S* begin with a statement of why and how long this language has been important for you;
 - s* dig deeply into your memory to relate an early reminiscence that is tied to your choice to pursue this dream;
 - s* write about a particular case or person that especially affected your choice;
 - s* throughout your essay use questions to help your reader understand your opinion on the way of life;
 - J* end your essay with a series of direct statements relating positively to your future profession.

SECTION 3.

A P P L I C A T I O N L E T T E R W R I T I N G

Answer the following questions:

- Have you ever written an application letter?
- What is an application letter?
- What is the purpose of application letter writing?
- What is the structure of application letter?

Some more information about application letter writing.

Writing an application letter

A **letter of application** (also known as a cover letter) is a document sent with the applicant's CV to provide additional information on skills and experience the applicant possesses. The application letter should let the employer know what position the applicant is applying for, why the employer should select this applicant for an interview, and how the applicant will follow-up.

General points to remember when you write a cover letter:

- Keep it brief. You don't need to give a lot of details. What you are aiming at is a clear and concise explanation of your suitability for the job.
- Avoid inappropriate language such as slang or technical jargon.
- Use brief, informative sentences and short paragraphs.
- Check your spelling, grammar, and punctuation carefully. Some employers routinely discard job applications that contain such mistakes.

Here are some useful key phrases to use in your own job application letters.

- *I am writing in response to your advertisement for...*
- *As you can see from my enclosed CV, my experience and qualifications match this position's requirements.*
- *During ..., I improved (furthered, extended, etc.) my knowledge of...*
- *I look forward to an opportunity to speak with you in person (or to speak to you personally).*
- *I have enclosed a copy of my CV for your information.*
- *I believe I possess the right combination of skills.....*
- *My current position as has provided the opportunity to*
- *I look forward to your reply.*
- *Should you require any further information please do not hesitate to contact me.*

Application Letter Format

Applicant's contact details

Name
Address
City, State, Zip Code
Phone Number
Email Address

Date

Employer Contact Details

Name
Title
Company
Address
City, State, Zip Code

Salutation

Dear Mr./Ms. Last Name, (You must leave out this space if you do not have information as to whom to address or you may simply write Dear Sir/Madam. A comma after salutation is typically put. In some countries, dear is not used in a job application letter, since it is considered a business letter. You should check your region's letter writing etiquettes before using 'Dear

may alternatively use simple Sir/Madam/Ma'am or Respected Sir/Madam.

First Paragraph

The first paragraph must include details on why you are writing the letter. You must mention the job you are interested in and applying for. You should mention where you saw the job [advertisement or where you heard about the vacancy. If you heard it from someone already working for the company, mention their names and position.

Middle Paragraph(s)

This paragraph(s) describes what you have to offer the company/employer. You should mention your educational background and how your qualifications are best suited for the job you are applying for. You need not include every job experience you ever had, just state the ones that are relevant to the post you are applying for. Clearly specify the responsibilities you had carried and also mention any honors or awards you received for your good work. Do not make it sound like a resume. Remember, that it is an application letter which is a sort of interpretation of a resume.

Final Paragraph

The final paragraph must be a concluding one, in which the applicant should thank the employer for considering him/her for the job position. You should mention about any other document or attachment (including the CV) that you are inclosing, and also express willingness to provide any other information that the concerned reader may like to know. The last sentence could be something like this "I appreciate your effort of reviewing my application and resume and I will look forward to your response."

Complimentary Close

Faithfully/Sincerely/Respectfully yours,

Name

Signature_____

Now read the sample of the letter of application and put the parts of it in the right order

Job Application Letter Sample

Brooklyn NY 11288
36 Mininova Avenue

Director of Campus Relations
Ms. Heather Thompson
AMC Corporation
Albany, NY 10056
14 West Fifth Street

Dear Ms. Thompson,

As you can see from my resume, the internship I had with XYZ Corporation, provided me with an opportunity to gain practical experience with account maintenance and cold-calling new accounts. I have also worked as a waiter for the past four years, learning firsthand how to effectively deal with customers and their demands. I have been formally commended by management several times and have been rewarded with the title of "Employee of the Month" several times.

I would like to have an opportunity to discuss your specific needs and my overall abilities regarding the announced position. You can contact me at (718) 234-6767. You can email me at alex.wilson@mail.com. Thanking you for considering me for this position.

I am interested in applying for the Sales Executive position recently advertised in The New Times. The marketing skills I have developed from my past work experience and education background support my candidacy for the announced position.

April 11, 2009

Sincerely,
Alex Wilson.

Enclosure(s)

SECTION 4.



WRITING

Write a cover letter to apply for the position of a teaching assistant in response to the following advertisement:

Teaching Assistant

Job Details

Headteacher: Mrs A. Wall

Required as soon as possible, a flexible, enthusiastic, cheerful person for the post of Learning Support Assistant to work with a child in our Foundation setting who has Special Educational Needs.

We require an adaptable person able to work effectively as part of a team and on his/her initiative within a class. He/she will be expected to promote the learning and the welfare of the pupil by providing practical learning support and dealing with intimate care needs.

The job is linked to funding for a statemented child and the post will remain as long as the statement and pupil remain in the school.

Applicants are encouraged to seek more details and arrange a visit to the school.

Completed applications to be returned directly to the school

Closing date: 15th October 2010

Interviews for this post will take place on 21st October 2010. If you have not heard from us by this date, please assume you have not been short-listed for interview for the post. Many thanks for your interest in this vacancy.

Please be aware that this job closes at 12:00PM on 15/10/2010



SPEAKING

Make 3 groups discuss these questions and then share and compare the opinions with the whole group.

1. How can the nation's successful education be measured?
2. How should an educational institution be governed? What is the share of the administrative faculty and the students?
3. What is the correlation (ratio) of academic and social life in the educational establishment?

4. What is the ratio of loyalty of the faculty staff to their discipline and campus governance?
5. What are the ways and means of improving students' creativity?
6. Is effective teaching and commitment to students' knowledge enough for faculty staff or they have to make research work and publish them in order to be promoted?
7. Should the education at tertiary level pursue narrow or wider vocationalism? Which of them meets the demands of marketplace? Which of the vocationalisms are preferable?
8. What are the essential prerequisites for an academic success: reading, writing competence or all of them taken together?
9. What is the role of government in improving the system of education?
10. Who should provide discontinuity between schools and higher educational institutions?
11. What are the roles of parents in solving the above-given issues?

UNIT 7. PUBLIC SPEAKING

SECTION 1.

Speech is power: speech is to persuade, to convert, to compel.

Ralph Waldo Emerson



LEAD-IN

History of public speaking

By Francis Murray

Public Speaking is one of the oldest forms of communication known to mankind. The of speaking publicly is extremely important. The first manual for public speaking was around 4500 B.C. by the people of ancient Egypt. Public speaking was the first know communication process. Throughout history civilizations would rely on powerful, as v eloquent speakers to inform, pass laws and uplift audiences. Ancient nations such as Africa and China used public speaking. Aztecs and Central and Southern American used systems for speaking to massive groups. They would set up "relays" where the "relayers" would repeat what was being said. In Greece and Rome public speaking b principal and more intergraded in the prospective cultures. The Greeks and Romans as a way of education. Talking to large amounts in a group was very common place. and Plato used to teach their philosophies, math and history in front of the eager list Imagine being able to theorize on deep and meaningful things and not be able to exp talk about those things due to fear or some other reason. The question I would ask n this, what would be the point of actually thinking about a subject, coming to conclusi not being able to effectively tell anyone about it? History provides prime examples of solving techniques that work for humankind. Public speaking is no different; the anci peoples valued it, taught it and practiced it.



DISCUSSION

Discuss the following questions.

1. What is a presentation?
2. What are the differences between a presentation and a common conversation



READING AND SPEAKING

PRE-READING

1. Have you ever tried to present any topic?
2. What difficulties does a presenter usually come across?
3. How do the presentations differ depending on the country where it is delivered? Give examples.

WHILE READING

1. Read the article about some specific features the presenter should remember while giving a presentation in different countries and write down your remarks on the details mentioned in the article.

Presentation within national business culture

Kolontay Mikhail, "Sales Business", 2007

Each country has its business culture and its own expectations of the material delivery on presentations, if they are not taken into account, it's difficult to obtain the desired result.

American presentation

In business-schools of the USA it is accepted not only to give the knowledge, but also to work out the skills. Among such compulsory skills is the presentation delivery.

From the American businessmen's point of view, presentation must have a clear structure, it begins with the title of the subject whereupon the structure of the report is briefly stated. Afterwards goes the plot of the report, then - conclusion (with the summary of the above said), the presentation finishes with the striking slogan.

In the USA people expect the presenter to use fun and humor in their reports. The reporter may begin the talk even before meeting memorizing the childhood or recent event on street. But this subject must be connected with the actual problem and contemporaneity, rather than lead away from the main subject of the meeting.

The Americans are not quite interested in the distant prospects. So it is useless to attract them with the profit, which they will not get soon. But the advertisement, even the most frank, is considered to be rather appropriate. It is possible even to foist their goods, to offer to buy or book it immediately on the presentation. If the presenter does not manage to get the purpose, he uses the bright image or unusual quoting to make the listeners remember the presentation. The presentation passes quickly since, wanting to hear all possible_____

advantages and advantages of the offer, American businessmen are not ready to spend more than half an hour on it.

German presentation

In Germany circumstantiality is valued very high so it is possible to speak about good service for about an hour. This time is considered to be enough for detailed consideration of any business offer. It is necessary to take into account that emotional part can be left and it is better to concentrate on technical details. The more figures and exact data in speech, the better.

The presentation should be well structured: introduction, the main part, short conclusion. The German businessmen expect a great amount of the handouts on the presentation. They certainly, good price of the product. It is better to list all useful characteristics of the product or describe practical value of the service, but as for fashionable details, they may not be mentioned. The presenter should look respectable. The unusual suit, as well as jokes in such situations is inappropriate.

French presentation

French mentality is double-faced - in spite of external lightness of the contact such people appreciate distance, etiquette and any kind of display of respect to the partner. The mentioning of France in the introduction of the presentation is an indispensable condition for success.

This audience first of all pays attention to availability, practical benefit and advantage of the offer. It is necessary to use minimum of quotations and funny stories - logics is valued much above. However the style of the presenting the material must be bright and figurative.

Japanese presentation

Presentation in Japanese business implies the adherence of the formalities. One of them is a vivid respectful attitude to the audience. It is advisable for the presenter to look grateful according to the principle "meeting with you is a holiday for me". It is better not to tell funny stories or digress from the main subject. After short report about the essence of the offer and advantages of goods or facilities it is necessary to mention what is its origin. The representatives of the Japanese culture appreciate the novelties and original discoveries. If you can present something unusual, and moreover profitable, they will be delighted. It is necessary to say about high reputation of the company and to praise the reputation of the partners. The business offer should be characterized as the most valuable.

It is useless to speak the tongue twister or be in a hurry, as if you have lunch with Americans who hasten to hear all business news immediately. On the contrary, in the West and in eastern offices whatever country you are in it is necessary to keep serenity. The audience is ready to listen to you for an hour.

Russian presentation

In Russia it is better to begin the presentation with references to reliability of the brand of the company-producer. It is enough to mention it only once.

In our country special attention is paid to the goods appearance (rather than reliability as in Germany, and originality, as in Japan). The listeners will be interested in the immediate

profit they extract from the offer. For this reason abstract speech about prestigiousness and profit of "the use of such sort of things" should be left out and you'd better pass down immediately to the definite profit of the presented product, it is much better to continue with its demonstration. If on some reason it is impossible to do it, show the pictures.

The Russians appreciate reliability both in relationships and in goods. So you should mention about the warranty of the product. Some people think that some kind of aggressiveness during the presentation will allow them to control the audience. But it is not so. Having met a too active presenter, listeners understand that nothing depend on them, and lose any interest to the commercial offer. The more respect you will demonstrate to the listener, the more successful you will be.

Even free distribution of goods will not let you keep the attention of the Russian listeners for more than half an hour. Our people, especially in the world of business, hurry to deal with their own business. Inviting them to the sales presentation, do not forget to mention that it will take less than 20-30 minutes of their time.

2. Fill in the table using the information in the text.

Country	Structure of presentation	Much attention paid to	Jokes and funny stories	Presentation time	Other peculiarities
Germany	Well-structured	Technical details	Left out	1 hour	A lot of handouts



DISCUSSION

Answer the questions:

1. Which of the presentation(s) described in the text do you consider to be close to you? Why?
2. Do you know any peculiarities of presenting topics in the Uzbek culture?
3. What similarities and differences of the Uzbek presentations with the above mentioned ones can you give?
4. **LISTENING AND SPEAKING**

PRE-LISTENING

1. Have you ever attended the dissertation defense process?
2. Are there any differences between the presentation of a product (service) and dissertation paper defense? What are they?



VIDEO

Watch two video fragments of presentations and make notes of some differences and similarities you find. These headings will help:

- Appearance;
- Content;
- Language;
- Body language;
- Visual aids, etc.

POST-LISTENING

Work in groups of three-four.

Discuss the written notes and report on the differences and similarities between two watched presentations.

SECTION 2.



READING AND SPEAKING

PRE-READING

In small groups of four – five discuss the following questions and work out the points on each question. Each group should present the points.

1. What kinds of presentation do you know?
2. What preparations should be done to give a successful presentation?
3. What are the criteria of the language used during the presentation?
4. What hints of presentation delivery do you know?
5. How can the attention of the audience be got?
6. What are the elements of the introductory part of the presentation?

WHILE-READING

Now read the text and write down the main elements that should be included into the introduction.

The presentation as a journey

The presentation is like a journey for your audience. Before taking this journey they first want to know some basic information about it. As soon as they know it they are with you. They are ready to follow you wherever you lead them to till the very end of the journey you offer them. Step by step they will know more and more interesting information you have prepared for them.

So at the start you are to answer four questions*: Who? Why? What? and How?

Who?

Speak about yourself. You need to describe your position, knowledge, or experience - whatever qualifies you to speak. Still much of this information depends on the presentation you are giving. If you are to present some topic to your colleagues then you may not give your name and background. Your presentation in this case might be quite informal. But if you are to give the presentation to a new client you must identify yourself and try to establish your credibility in more details. The presentation here should be given in a formal way.

Why?

Tell the audience the purpose of your presentation. You should inform the listeners about the reason of their coming and listening to you and about the main aim of your talk. The audience will follow you only if they know why they need to have this journey with you. The answer to this question leads to the conclusion, to the main benefit of their attendance.

What?

Give the main points of your presentation. Your audience should know the roadmap of the journey, the outline of the presentation allows them to have some clear understanding of what you are going to speak about and how it will be organized. This way you show your ability to be well-planned and prepared. The main points should be mentioned on some reasons. It makes the audience listen better and remember the structure of the presentation easily. Using the "ordering" (firstly, secondly, thirdly, next, last, etc.) helps the audience recall more information.

How?

Inform your audience about some other organization details of your presentation. You need to let them know how much time your presentation will take; some ideas on note taking, handouts, visual aids; when the question period is. It is better to give the answer to these questions in the introductory part of your presentation.

The introduction shouldn't be too long. The evidence shows that a minute and a half is a good time in order not to lose the listeners' attention. Effectively used this period of time helps to create a good impression, which is the key to the hearts of the listeners.

Presentation skills

Study some information about the components of Introduction.

Starting a Presentation

In modern English, Presentations tend to be much less formal than they were even two years ago. Most audience these days prefer a relatively informal approach. However, there is a certain structure to the opening of a Presentation that you should observe.

1. Greeting
2. Capture listeners' attention.
3. Introduce yourself, establish your credibility.
4. State the topic and the purpose of your presentation.
5. Speak on the main points of the presentation.
6. State time duration.
7. State how you want to deal with questions

Get people's attention

- If I could have everybody's attention.
- If we can start.
- Perhaps we should begin?
- Let's get started.

Introduce yourself

- My name's Jane Shaw. I'm responsible for...
- For those of you who don't know me, my name's Tom Stotter.
- As you know, I'm in charge of public relations.

State the topic and the purpose of your presentation

talk about = to speak about a subject

- Today I'd like to talk about...
- I'm going to be talking to you about...

report on = to tell you about what has been done.

- I'm going to be reporting on...
- Today I will be reporting on...

tell you about = to speak to someone to give them information or instructions

- First, I will tell you about...

show = to explain something by doing it or by giving instructions.

- The object of this morning's talk is to show you how...
- Today I'm going to show you how to ...

discuss = to talk about ideas or opinions on a subject in more detail.

- I'm going to discuss ...
- After a brief overview of the results, I'd like to discuss

Speak **on** the main **points**

- i **will** try to reveal three main points, they are...
- To prove the statement I am going to cover the following
 - » I will only give you a brief outline and explain...

State time **duration**

- It will take me only 10 minutes to ...
- Within 7 minutes I will reveal...
- I will take only 8 minutes of your precious time.

State how you want to deal with questions.

- If you have any questions, I'll be happy to answer them as we go along.
- Feel free to ask any questions.
- Perhaps we can leave any questions you have until the end?
- There will be plenty of time for questions at the end.

POST-READING

1. Read through these phrases and write which component of the introduction they refer to.

- I'm going to develop three main points...
- Let me introduce myself. My name is...
- Today I am going to give you a general overview of...
- The presentation should last for about five minutes.
- My objective today is to...
- If you have any questions, I'd be grateful if you could leave them until the end
- I would like to start with...And then...Lastly...
- Please feel free to interrupt me at any time if you have a question.
- The reason we are here today is...
- I'm going to outline three proposals. Firstly, I'll... Then, I'd like to...and finally...

2. Read the text and say which of the given techniques would be most effective in a classroom presentation. Explain your answer.
-

Nine techniques for gaining and keeping audience attention

Experienced speakers know how to capture the attention of an audience and how to maintain that attention during a presentation. Here are eight proven techniques.

- A promise. Begin with a promise that keeps the audience expectant (for example, "By the end of this presentation I will show you how you can increase your sales by 50 percent").
- Drama. Open by telling an emotionally moving story or by describing a serious problem that involves the audience. Throughout the presentation include some other dramatic elements, such as a long pause after a key statement. Change your vocal tone or pitch. Professionals use high-intensity emotions like anger, joy, sadness, and excitement.
- Quotation. Find something original or exciting in newspapers, magazines, books, press releases or on the Internet. Make it clear that you are using somebody else's words (for example, "In today's newspaper it was stated "The Internet is the aggressive revolutionary army of our age. It will kill our children").
- Eye contact. As you begin, command attention by surveying the entire audience to take in all listeners. Take two-five seconds to make eye contact with as many people as possible.
- Movement. Leave the lectern area whenever possible. Walk around the conference table or between the aisles of your audience. Try to move toward your audience, especially at the beginning and the end of your talk.
- Questions. Keep listeners active and involved with rhetorical questions. Ask for a show of hands to get each listener thinking. The response will also give you a quick gauge of audience attention.
- Demonstrations. Include a member of the audience in a demonstration (for example, "I'm going to show you exactly how to implement our four-step customer courtesy process, but I need a volunteer from the audience to help me").
- Samples/gimmicks. If you're promoting a product, consider using items to toss out to the audience or to award as prizes to volunteer participants. You can also pass around product samples or promotional literature. Be careful, though, to maintain control.
- Visuals. Give your audience something to look at besides yourself. Use a variety of visual aids in a single session. Also consider writing the concerns expressed by your listeners on a flipchart or on the board as you go along.
- Self-interest. Review your entire presentation to ensure that it meets the critical "What's-in-it-for-me?" audience test. Remember that people are most interested in things that benefit them.

3. Choose one of the topics of the previous units, narrow it down, making it more specific or give your own topic as the topic of your presentation. Try to finish the phrases below giving the reasons of making this presentation.

This is important to you because...

I'm telling you this because...

The reason you need to hear this...

What you will gain from this is...

The benefit to you is...

If you..., you will...

4. Prepare a two-minute introductory speech. Mind the above-given hints. Describe your audience before you start your presentation.

SECTION 3.



DISCUSSION

Answer the following questions:

1. What is a "body" of the presentation?
2. What is the aim of it?
3. What is the structure of a body?
4. What supporting material should be used to prove the main points?
5. What body language should be used during presentation?
6. What details are used to lead the audience smoothly through the presentation?
7. What visual aids can be used in the presentation?

Presentation skills

Organisation of the main points

Each main point introduces one idea, or makes one claim, that helps to advance the central idea (thesis) of the presentation.

LIMIT the number of main topics in the body of the presentation. Develop between two to five main points. Audiences often have trouble following a presentation that tries to cover too many major topics.

STATE main points as concisely as possible. Use simple, declarative sentences to introduce each point you wish to make in the presentation.

BALANCE the development given to each main point. Each topic should receive roughly the same amount of time. If some points are developed at great length while others are just briefly noted, the presentation gives the impression that some main points are unimportant.

CONNECT each main point to the thesis of your presentation. The best way to avoid wandering off on a tangent is to ask yourself why this particular point is pertinent to the central idea of the presentation you are giving. Avoid the temptation to explore amusing facts and ideas which have very little to do with the central goal of your presentation.

USE clear transitional statements to indicate movement to a new point. Transitions alert the audience that you are finished with one point and are moving on. Without them, you risk leaving your audience behind as you advance to a new topic.

There are several options for structuring the presentation:

- **Timeline:** points that are arranged in sequential order.
- **Climax:** The main points are presented in increasing order of importance.
- **Problem/Solution:** A problem is presented and you offer a suggested solution while also mentioning the benefits that come with it.

- **Classification:** You can classify and present important items as major points in presentation.
- **Simple to complex:** Points are listed from the simplest to the most complex. Can be done in reverse order.
- **Cause/Effect:** It organizes material by describing the cause of a problem and then presenting the effects of the problem.

Topical: It is used when several ideas relate to your theme, each distinct idea becomes a main point.



SPEAKING AND WRITING

1. Practice main points and details writing

1. In small groups of two-three choose one of the topics from the previous units and prepare with three main points, minding the options given before. Write down the main points on the separate piece of paper. (5-7 min.).
2. Exchange the papers with other groups and identify the order in which the points are organized.
3. Write down 2-3 possible details on each main point. (6-8 min.)
4. Discuss the details within the whole group.

2. Identify the order of the given main points:

- A.
 1. "you" in the Old English;
 2. "you" in the Middle English;
 3. "you" in the Modern English.
- B.
 1. the present conditions of living on the Aral seashore;
 2. measures taken by the locals;
 3. suggestions on the solutions of the problem offered by the United Nations.
- C.
 1. morphs and morphemes;
 2. lexes and lexemes;
 3. simple sentences.

LANGUAGE FOCUS (1)

Signposting

When we are giving a presentation, there are certain key words we use to 'signpost' different stages in our presentation. These words lead the audience through your presentation smoothly.

When you want to make your next point, you 'move on'.

Moving on to the next point.

I'd like to move on to the next point if there are no further questions

When you want to change to a completely different topic, you 'turn to'.

I'd like to turn to something completely different.

Let's turn now to our plans for the next year.

When you want to give more details about a topic you 'expand' or 'elaborate'.

I'd like to expand more on this problem we have had.

Would you like me to expand a little more on that or have you understood enough?

I don't want to elaborate any more on that as I'm short of time.

When you want to refer back to an earlier point, you 'go back'.

Going back to something I said earlier...

I'd like to go back to something Jenny said in her presentation.

To just give the outline of a point, you 'summarize'.

If I could just summarize a few points from John's report.

I don't have a lot of time left so I'm going to summarize the next few points.

To repeat the main points of what you have said, you 'recap'.

I'd like to quickly recap the main points of my presentation.

Recapping quickly on what was said before lunch.....

For your final remarks, you 'conclude'.

I'd like to conclude by leaving you with this thought.....

If I may conclude by quoting.....

Write suitable headings for the groups of phrases that follow to summarize what each is signaling. As a guide to completing the task, a heading for group 1 has been given.

Ne	Phrases	Heading
1.	I'd like to sum up now; Let me summarize briefly what I've said; If I can just sum. up the main points.	Giving the outline
2.	Let me turn now to... Turning to...	

3.	Let's look now at... I'd like now to... Let's move on to...	
4.	Let me remind you, finally, of some of the points I've made. Let's recap, shall we?	
5.	Where does that take us? What does that mean for us? Let me elaborate on this point and say...	
6.	To conclude my talk I'd like to say... Concluding the speech I state that...	



READING AND SPEAKING

Read the text about body language. Fulfill some post reading tasks

Using your body to communicate

(Michael Osborn, "Public speaking", 2001)

Communication with your audience begins before you ever open your mouth. Your expression, personal appearance, and air of confidence all convey a message. language is a nonverbal message that accompanies your speech. For public speaking effective, your body language must reinforce your verbal language. Be sure that you and words both "say" the same thing.

Facial expression and eye contact

The eyes are the most important feature of facial expressiveness. In American c frequent and sustained eye contact suggests honesty, openness, and respect. They tl a person's eyes as windows into the self. If you avoid looking at your audience while y talking, you are drawing the shades on these windows of communication. A lack c contact suggests that you do not care about listeners, that you are putting something o them, or that you are afraid of them. Other cultures view eye contact differently. For ex in Japan downcast eyes may signal attentiveness and agreement, while Ch Indonesians, and rural Mexicans may lower their eyes as a sign of deference, and American Indians may find direct eye contact offensive or aggressive.

When you reach the podium or lectern, turn, pause, and look at your audience. This s that you want to communicate and prepares people to listen. During your speech, try to eye contact with all sectors of your audience. Don't just stare at one or two people. Y

people at the front of the room, then shift your focus to the middle, finally look at those in the rear. You may find that those sitting in the rear of the room are the most difficult to reach. They may have taken a back seat because they don't want to listen or be involved. You may have to work harder to gain and hold their attention. Eye contact is one way you can reach them.

Start your speech with a smile unless this is inappropriate to your message. Your face should reflect and reinforce the meanings of your words. An expressionless face in public speaking suggests that the speaker is afraid or indifferent. The frozen face may be a mask behind which the speaker hides. The solution lies in selecting a topic that excites you, concentrating on sharing your message, and having the confidence that comes from being well prepared.

Movement and gestures

Your gestures and movement should grow out of your response to your material. They should always appear natural and spontaneous, prompted by your ideas and feelings. They should never look contrived and artificial. For example, you should avoid making a gesture fit each word or sequence of words you utter. Perhaps every speech instructor has encountered speakers like the one who stood with arms circled above him as he said, "We need to get around this problem." That's not a good way to use gestures!

Effective gestures involve three phases: *readiness*, *execution*, and *return*, in the readiness phase you must be prepared for movement. Your hands and body should be in a position that does not inhibit free action. For example, you can not gesture if your hands are locked behind your back or jammed into your pocket, or if you grasp the lectern as though it were a life preserver. Instead, let your hands rest in a relaxed position either at your sides, on the lectern, or in front of you, where they can obey easily the impulse to gesture in support of a point you are making. As you execute a gesture, let yourself move naturally and fully. Don't raise your hand halfway, and then stop with your arm frozen awkwardly in the air. When you have completed a gesture, let your hands return to the relaxed readiness position, where they will be free to move again when the next impulse to gesture arises.

Do not assume that there is a universal language of gesture. This can get you in big trouble with a culturally diverse audience. For example, the American sign for A-OK (thumb and index finger joined in a circle) has an obscene meaning in some cultures, and nodding the head up and down may mean "no" instead of "yes".

Personal appearance

Your clothing and grooming affect how you are perceived. These factors also affect how you see yourself and how you behave. A police officer out of uniform may not act as authoritatively as when dressed in blue. A doctor without a white jacket may behave like just another person. You may have a certain type of clothing that makes you feel comfortable and relaxed. You may even have a special "good luck" outfit that raises your confidence.

When you are scheduled to speak, you should dress in a way that puts you at ease and makes you feel good about yourself. Since your speech is a special occasion, you should treat it as such. By dressing a little more formally than you usually do, you emphasize to both yourself and the audience that your message is important. Your appearance can serve as a presentation aid that compliments your message. Like any other aid, it should never compete with your words for attention or be distracting. Outside the classroom it is best to follow

audience custom concerning grooming and dress. Always dress in good taste in the situation you anticipate.

POST-READING

1. In groups of three try to work out the list of undesirable elements of nonverbal
2. Discuss how the nonverbal behavior differs in Uzbekistan in comparison with t

Presentation skills

Visual aids

There is a list of the most commonly used aids to presentations. Each has its own advantages and drawbacks. You will need to take into account the size and nature of your audience, the size and nature of the venue, the amount of time you have to prepare your materials, the skills you may need to produce those materials, say as a video package as opposed to a computer-based display.....and etc.

Types of aids

- FLASHCARDS
- HANDOUTS
- FLIPCHART
- AUDIO
- OVERHEAD PROJECTOR
- SLIDE PROJECTOR
- VIDEO
- COMPUTER

Flashcards

Flashcards have limited use. They may not be big enough in some situations to be visible. You need to be sure that they are not dull!

Handouts

Handouts are for taking away! Don't distract your audience with reading material – they should be listening to you! It is suggested that handouts might be used to cover finer detail. Well yes, but after your show is over - or even before it begins.

Flipcharts

A flipchart is very good for involving your audience. It is also an excellent medium for providing responses to questions. However, it will be seen to have limited scope in a crowded room, especially when the seating isn't raked, as it is relatively small in size.

Audio

Audio is often overlooked but can be a most effective aid. Equipment and materials are commonly available. It is simple to use, unless a highly professional result is required in countries mentioned in the text. Give examples.

Overhead projector

The OHP, as it is known (and so is the transparency placed on it) is one of the simplest of devices used to deliver images to an audience. It is a good, all-round aid that has no real need of "high-tech" skills. It can be quite versatile and offers variety. Transparencies can be made by writing, drawing, painting, photocopying and printing and all in color if required. Overlaying can be simply achieved so that one transparency laid on another adds new information to the first image and so on.

Slide projector

Color or black and white photographic transparencies are highly detailed and descriptive. However, they may need a skilled camera operator to produce them, though sometimes a snapshot can be effective. You may need lots of time to programme them into your production. Slide material and processing and mounting it for projection can be costly, but nothing rivals it for definition. A single film can offer as many as 36 pictures, if you get them all right.

Video

Video is of course an excellent means of delivery, especially where movement is important. Professional results need lots of time and planning, as well as highly skilled operatives. It may though be easier than you think to produce a short, simple and effective programme, the video equivalent of the snapshot.

Computer

The computer shares with a video camcorder the ability to display simultaneously the work being generated on it. The large difference is that the computer has a wider variety of input systems that will work with it. Any comparisons are of course superfluous, as they are in general two very different tools, with different jobs to do.

Presentation software applications can be used to deliver all kinds of data in a visually pleasing way. It can easily import and present, as an on-screen slide, data from other applications such as spreadsheets, databases, drawings and photographs and, of course, simple text documents. Any of these can be output to print, to OHP, to video and to photographic materials, to be displayed by those systems already discussed. They are, of course, usually displayed on the computer monitor.

There is one other facility which the computer shares with video and that is that they can both be output to a video/data projector.

I f

Look at the list of above given visual aids and write down what advantages and disadvantages for each visual aid, with particular reference to your own presentation, there might be.

SECTION 4.



DISCUSSION

Answer the following questions:

1. What is a conclusion?
2. What is the structure of the conclusion in presentation?
3. What signposts of a conclusion do you know?
4. How to deal with the questions asked at the end of the presentation?



READING AND SPEAKING

Read the text and say which of the suggested strategies is appropriate for your conclusion.

Developing a Conclusion

(Aaron Wyatt & Linda Bannerman)

We all know how important first impressions are. But did you know that last impressions are almost as important? Humans tend to remember those two moments of an encounter: the first and the last. . . better than any other parts. How do you do this? Easy!

First, think of the conclusion as a separate unit from the rest of the speech but still connected, somewhat like a separate paragraph in an essay. The moment when you leave the body of your presentation and enter the conclusion must be obvious to the audience. You can do this in several ways. One way is to make a one sentence transition to the conclusion. Make the sentence short and a little clever, if you can. In addition to saying a transition sentence, you should use a subtle platform movement and an appropriate hand gesture. A signal to your audience that you have made a major content shift in your presentation. Things will signal to the audience that the presentation is about to conclude.

After you have signaled to your audience that your conclusion is underway, you should spend about one minute using one of the following strategies to conclude your presentation.

- **Summarize the main ideas.** This is a somewhat unimaginative conclusion strategy. If you use it, just enumerate each of the main points you made in the body of your presentation. If, for example, your presentation is especially long or complicated, say, the audience is trying to learn or memorize the main ideas of your presentation, this might be the best way to go. Creativity is less important than practicality; you should certainly use this method if the situation demands it.
- **Ask a question.** This conclusion strategy is sometimes called the "rhetorical question" strategy because, when you use it, you ask a question you want the audience to think about but not actually answer out loud. The trick here is to ask a thought provoking question. Just asking any old question that relates to your speech isn't good enough. You must spend some time thinking up a good rhetorical question.
- **Use the envelope.** Envelopes wrap around things and enfold them in a nice,

pauKayc. ilie clivciupc sucucyy, high, uuco uiio iu yuuu ^it^inonuii **uy**

conclusion to something you set up in the introduction. Say, for example, you begin your presentation with an anecdote, which is a very useful attention getting device. If you decide to use the envelope strategy for your conclusion, leave off the story in your introduction at an exciting moment. Then, go on and give the body of your speech. When you get to the conclusion, refer back to that story you never finished in the introduction and ask the audience if they remember it. In the conclusion, finish the story, making sure that the point of your speech affected the story in some important way.

- **Retell the story.** This strategy is actually just a different version of the envelope. In this scenario, however, you tell the entire story in the introduction. Next, give the body of the speech. But then, in the conclusion, remind the audience of the introductory story you told in the introduction and retell the ending such that things have changed dramatically because of the main idea of your speech!
- **Quote someone famous.** Reciting a quote taken from an important person, for some reason, gives audiences the sense that the speech is over and gives them all something to think about. You find something that seems to fit the content of your speech especially well and use that in your conclusion (often the last line).
- **Say something shocking.** You could end with an appropriate statistic or fact which makes your audience see your point.
- **Draw a conclusion.** Maybe your speech has been leading up to something important. It makes sense, that your conclusion would draw some sort of inference from your data. Give your audience something to think about!
- **Predict the future.** You might just imagine what the future will be like in light of the information you have presented. People think of imagining the future as an activity they do when they are at the end of thinking about something. Have the audience imagine along with you.
- **Use your imagination.** The number of concluding strategies is limited only by your own imagination. Some of the best conclusions are ones which are not slick formulas but ones which follow naturally from your own data.

Presentation skills

Structure of a conclusion

- **Give a brief summary of the main points of your speech.**
Briefly summarize your speech in a few lines to make sure the audience has retained the main points. State the point of the speech; give the essential message to retain; list the main points and what you want the audience to remember; review informally or indirectly by using a quote, a comparison or example.
- **Present a short conclusion,**
Give a message that logically comes out of the ideas developed in the speech. This could be a commentary, the lessons learned, some recommendations, or the next steps
- **Thirdly, thank the audience for attending.**
- Invite the audience to ask questions or open a discussion.
Be prepared intellectually and psychologically to give control to the audience and able to answer any questions.

LANGUAGE FOCUS (2)

Signposting

When you need to summarize:

- I'd like to summarize/sum up
- At this stage I would like to run through/over the main points...
- So, as we have seen today....
- As I have tried to explain this morning BT finds itself in.....

When you want to recommend or propose something:

- As a result we suggest that.. In the light of what we have seen today I su
- My first proposal is.....

When you want to express your conclusion:

- In conclusion I would like to say that.....
- My final comments concern....
- I would like to finish by reminding everyone that.....

You may wish to distribute your handouts.

- I've prepared a slim folder of the proposals....;
- In the sheets that are now being distributed you will find a breakdown of 1

When you invite the listeners to ask questions.

- I'd be happy to answer any questions....
- If there are any questions please feel free to ask.
- Thank you very much for your attention and if there are any questions....

1. Prepare your conclusion minding the above given hints. Be ready to present your presentation together.

Presentation skills

Tips for dealing with questions

1. **Thank the listener for the question.**
2. **Listen carefully to the question and repeat it aloud** - Make sure you the question correctly and that your audience knows the question to which responding.
3. **Answer directly.** Look directly at the person asking the question. Give s

answers to simple questions. If the question demands a lengthy reply, agree to discuss it later with anyone interested.

4. **Refer to your Speech.** Whenever possible, tie your answer to a point in your speech.
5. **Anticipate areas of questioning.** Prepare factual support material in three or four areas in which you anticipate questions.
6. **Be friendly, always keep your temper** A cool presentation creates an aura of confidence.
7. **Always tell the truth.** If you try to bend the truth, you almost always will be caught.
8. **Treat two questions from the same person as two separate questions.**
9. **Don't place your hands on your hips or point at the audience.** These are scolding poses and give you the appearance of preaching.
10. **Keep things moving.** There is a rhythm to a good question-and-answer exchange. Keep your answers brief and to the point with many members of the audience participating.
11. **Conclude smartly.** Be prepared with some appropriate closing remarks. End with a summary statement that wraps up the essential message you want the audience to remember.

Hints about the answer

When you don't want to answer:

- To be honest, I'm not really the person to ask about that.

When someone interrupts you:

- Sorry, could I just finish?

When you realise they don't understand what you said:

- Perhaps I didn't make myself clear. What I was trying to say was ...

If you don't want to tell everyone:

- Perhaps we can talk about it when I have finished.

To close off the presentation:

If there are no more questions, we should stop there.

2. Reorganize the dialogue.

- ☐ a. Thank you for the question. So, your question is when and where it will be held. We hope to keep it ...
- ☐ b. That's right. We want to check how effective our methods are.
- ☐ c. Good, but can you tell us when and where the experiment will take place?
- ☐ d. Yes, I have a question. You said that you will have some experiment.
- ☐ e. Are there any questions?

3. Complete the dialogue with the words below.

- other?
- Yes, can I? How long will the?
- I'm I can't that at this But obviously I will people keep their or get another
- But can you us it will be over?
- As I said, I answer that

stage	crisis	when	help	afraid
working places	tell	yet	any	ask
can't	job	last	answer	questions



SPEAKING

Present the chosen topic minding all instructions on presentation preparation and be ready to answer the questions of the audience.

Some more suggested topics for presentations:

1. Ecology problems
2. Mass media
3. Cross-cultural communication
4. Phobia
5. Satire and humor

6. Supernatural phenomena

Internet sources

www.public-speaking.org

www.selfgrowth.com/public.htm!

UNIT 8. CRIME AND PUNISHMENT

SECTION 1.

The punishment of criminals should be of use; when a man is hanged he is good for nothing"

Voltaire

All crime is a kind of disease and should be treated as such.

Mahatma Gandhi

?! LEAD-IN

Read the accounts of 4 court cases. In each one the sentence imposed by the judge has been dashed. Say what you think the sentence should have been.

Former judge sentenced over driving offences

A 61-YEAR-OLD former High Court judge, who gave a false name when stopped for speeding while disqualified, pleaded guilty yesterday to attempting to pervert the course of justice. The disgrace of former judge Vivian Price, of Redwall, Farmhouse, Linton, Kent, was chronicled in Maidstone Crown Court as he

His council Mr George Carman, QC, said that for a former deputy High Court judge to "plead guilty to a charge of trying to pervert the course of justice in a unique situation as far as I know in the courts of this county."

He added that "the law has often reserved its most severe punishment for those in position of public eminence. Great privilege carries with it great responsibility."

Miss Hearther Hallett, prosecuting, said Price gave his correct date of birth when stopped for speeding but the name of a member of his family. He continued the deceit by pressurizing a member of his family to take the blame. He had been disqualified for drink-driving the same year. The first offence took place on the Canterbury by-pass where he was stopped after driving at 98 mph at Coxheath, near Maidstone, in a 30 mph limit.

For attempting to pervert the course of justice he was sentenced to

For driving while disqualified the first time. For the second driving offence, he was sentenced to He was also banned from driving for

Driver

A drink-driver who killed a man while fleeing from police was at Birmingham Crown Court. It was the second conviction involving drinking and driving in five months for Shabar Sabar, 30, who ran down Stanley Crofts, 51.

for mob leader

TERRY LAST, the ringleader of the Chelsea Mob who planned violence at Britain's football grounds was _____ today.

His Honour Judge Shindler described 24-year-old solicitor's clerk Last as a man who "glorified and reveled in violence" and who had a "perverted lust for violence." The judge, who lists watching soccer as a hobby in his Who's Who entry, said Last and his gang of four, other Chelsea fans had brought terror to the terraces forcing ordinary fans to stay away.

How Erica put drug dealer behind bars

DRUG dealer Anthony Dorrington has been _____ after he was trapped by a police operation code-named 'Erica'. Throughout the summer weeks of last year crack drug squad officers from Herts mounted a secret surveillance operation on Dorrington's flat. They logged down all the visitors before mounting a raid on the premises in Abbey View, Garston. Dorrington, 35, and flatmate Neil Hornsby, 27, were both arrested after officers found unknown substances, syringes and needles. It turned out the pair had been dealing in heroin.

Accurint Computer Fraud and ID Theft:

On March 5, a federal judge sentenced five men for conspiracy to commit computer fraud and identity theft tied to intrusion of the Accurint database. Using Trojan horses, social engineering, and other techniques, the defendants obtained user login IDs and passwords and then made unauthorized entries into the Accurint database, which is widely used by law enforcement. All five men _____ in restitution to Lexis/Nexis (Accurint's owner) and the Port Orange Fla., Police Department.

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DISCUSSION

1. The sentences imposed were as follows:

- five years' youth custody
- a fine of £110
- two years
- four years' imprisonment
- ten years' imprisonment

- are restricted from using computers and were ordered to pay \$105,750.29

In your opinion, which sentence goes with which court case?

2. After you have decided, your teacher will tell you the answers.

- Do you think the decisions were fair?
- Was anyone treated unduly harshly or leniently?
- Did the sentences reflect a proper order of priorities; that is, was the most serious crime punished most severely?



READING AND SPEAKING



DISCUSSION

Answer the following questions:

1. What is the role of discipline in the formation of law-abiding citizens since early childhood?
2. To what extent is it necessary to punish children and make them feel responsible for their actions?
3. How does the punishment vary depending on the age and delinquency of the child?

How Should Kids Be Punished

It is the sole duty of the parents to discipline their kids so that they grow up to be responsible individuals. The behavior instilled in kids during younger years forms the foundation of their personality. Thus, it is quite important to make sure that children know what is right and wrong and also know that punishments will be given for those who commit mistakes. However, parents should also understand what kind of punishment should be given for what kind of misbehavior. More often than not, a little yelling and overt anger is enough to get children back on track; sometimes, certain issues happen that call for a little more than just yelling.

Punishment can be essentially divided into five broad categories:

- Penalty Punishment
- Verbal Punishment
- Physical Punishment
- Withholding Rewards
- Time Out Discipline

Penalty Punishment

This is an effective discipline tool and helps in sobering down kids. In this, you charge a sum of money from the kid for his mistake. For instance if the kid has broken a window, he does not get allowance for a week. This not only teaches the kid the value of money, but also shows that parents are serious about instilling good behavior and that, bad behavior will not be tolerated.

Verbal Punishment

Verbal punishment should be controlled and too much of it is not considered effective by experts of parents. Verbal punishments should be limited to scolding verbally and showing respect or making the child realize his mistake through verbal anger. But when you start with insulting and taunting the child, it lowers the child's confidence and self-esteem. Remember that children reflect everything their parents do and at a young age, they are more likely to imitate the parent's behavior.

Physical Punishment

More often than not, frustrated parents, in a bid to discipline children, end up harming them physically. Physical punishment should be kept as a last resort and in fact should be avoided as much as possible. At the most, you can make the child stand in a corner of a room for a time-out. Never, ever hit the child. Even a mild spanking will indicate that violence is an accepted form of behavior. Though it may instill how serious you are, the child may learn to fear you due to fear.

Withholding Rewards

This is an effective tool for disciplining kids and punishing them if they commit a mistake. For instance, if a child skips homework, he/she is not allowed to watch TV. You don't let the child do what he/she enjoys until they learn from their mistake and make amends to improve. If the child throws a tantrum, simply ignore. They will get the message that tantrums don't work!

Time Out Discipline

This is one of the mildest yet very effective tools of disciplining kids. Time out essentially involves isolating the child for sometime to make him/her realize as to what they did wrong and that shall not be accepted by anyone. This kind of disciplining works on children as young as 18 months of age. In fact, psychologists say that young toddlers should be introduced to time out discipline.

1. What is the role of discipline in the formation of law-abiding citizens since early childhood?
2. To what extent is it necessary to punish children and make them feel responsible for their actions?
3. How does the punishment vary depending on the age and delinquency of the child?

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This is an effective discipline tool and helps in sobering down kids. In this, you charge a kid with a task and if he/she fails to complete it, you take away a portion of allowance for a week. For instance, if the kid has broken a window, he/she must clean it or pay for the cost of the window. This not only teaches the kid the value of money, but also shows that bad behavior is serious and will not be tolerated.

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Verbal punishment should be controlled and too much of it is not considered effective by psychologists. Verbal punishments should be limited to scolding verbally and showing disappointment or making the child realize his mistake through verbal anger. But when you start insulting and taunting the child, it lowers the child's confidence and self-esteem. Remember, children reflect everything their parents do and at a young age, they are more likely to imitate the parent's behavior.

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Time Out Discipline

This is one of the mildest yet very effective tools of disciplining kids. Time out essentially involves isolating the child for sometime to make him/her realize as to what they did was wrong and that such behavior shall not be accepted by anyone. This kind of disciplining works on children as young as 2 months of age. In fact, psychologists say that young toddlers should be introduced to time out discipline from a very early age.

a young stage so that they are not taken aback by it as they grow older. The severity of time-out increases gradually with age. After the time out, the child is usually asked if he/she knows why the time-out was given in order to re-enforce the idea. If the child fumbles, you need to remind what went wrong and what is expected.

SECTION 2.



READING AND WRITING



DISCUSSION

Answer the following questions:

1. What helps the police identify the criminal?
2. What is the role of fingerprints in person identification?
3. Although it is accepted that prints are unique, why do courts continue to have questions about using them to make IDs?
4. What do you think about the following newspaper facts?

-In 2004, the Boston Police Department was forced to shut down its fingerprint lab after a "glaring mistake" led to a wrongful conviction.

-That same year(2004), the FBI's top fingerprint analysts were forced to admit that they were wrong after claiming to be "absolutely confident" that a fingerprint had linked a lawyer in Oregon to the Madrid train bombings. The Los Angeles Police Department is now reviewing nearly 1,000 fingerprint cases after an internal review that found two people had been wrongfully accused by fingerprint "matches."

-In 2007, a Maryland judge threw out fingerprint evidence in a death penalty case, calling it "a subjective, untested, unverifiable identification procedure that purports to be infallible."

5. Why are there huge database of fingerprints kept by the police?

WHILE-READING

1. Read the text and write headlines for the paragraphs in the boxes above each paragraph.
2. Put some remarks on the margins to express your agreement or disagreement with the ideas expressed in the text.

Fingerprints - How Fingerprints Solve Crime

By Ash Barnard

Fingerprints are something most people don't spend too much time thinking about on a daily basis. In fact, unless someone is trying to remove pesky fingerprints from furniture or mirrors, it's unlikely an average person thinks about fingerprints at all.

A.

However, for some, fingerprints are a vital part of their work life. Law

enforcement officers and forensic specialists spend hours thinking about how fingerprints solve crimes, and trying to find, collect, record and compare these unique identifiers that can connect a specific person to a specific crime. These Individuals understand that a basic human feature that most people take for granted, can be one of the most effective tools in crime solving.

B.

Every person is born with his/her own unique set of fingerprints. No two fingerprints have ever been found to be exactly alike; not on identical twins (although these are extremely similar), not even on a person's own hand. The unique whorls and lines that make up an individual's fingerprints are formed in the foetal stage and remain the same throughout the entire life span. This makes for a unique mark that can positively identify one individual against another, particularly useful when a person of interest already has a recorded set of fingerprints on file with police, military or other government institutions.

C.

Fingerprints are made up of a collection of swirling lines. The way these lines form and pattern themselves is what makes each fingerprint unique. Despite the incredible number of different fingerprints, there are only seven different types of lines that make up fingerprints. These lines may start, stop or split at any place within the print. The formations, angles, lengths, heights and widths make billions and billions of different prints.

D.

With their unique qualities, it becomes easy to see how fingerprints can help solve crimes. Leaving a fingerprint is like leaving a calling card at the crime scene. There are a few different ways fingerprints get left behind by careless crooks. The most common way is from fat or oil that is transferred from the finger to an object like a doorframe or table. Amino acids from the finger may also leave a discernable mark. Fingerprints can also be detected as an impression in a soft substance such as putty. Finally, they can be made by a substance on the finger such as blood or paint.

E.

Uncovering fingerprints to help solve a crime can be done in a few ways. Adhering powders to fresh fingerprints will cause the powder to stick to the grease and make the fingerprint visible. Another method is by using a few drops of cyano-acrylate or superglue. When these drops are heated, they vaporized and the smoke attaches to the fingerprint leaving a clear white print. Specialised crime scene laboratory equipment can also find fingerprints, but not all authorities have access to all equipment.

Fingerprints can be saved for further investigation in a number of ways, including:

- take a photograph of the print
- store it on a rubber lifter or tape
- keep the original ground the print is on

- copy the print using digital technology

Ideally, from a crime-solving perspective, it is hoped the interconnected nature of our society will eventually lead to having all fingerprint databases linked for easy cross-reference. However, there are several issues to be dealt with, such as funding, jurisdictional bickering, security and privacy to consider before such a fingerprint system can exist.



WRITING

Write an argumentative essay (expressing your opinion on the basis of the marginal remarks) on the following topic "Sufficiency of fingerprints in identification of a real criminal"

LANGUAGE FOCUS

Formal and informal words

Words of all the languages in the world are divided into formal and informal ones. We can also call this situational use of words. One has to be very careful when using word and check whether the word you are going to use is suitable in the situation or not. The **formal** English is more common in writing, in conferences meetings, talks. **Informal** use of words is more common in spoken English, compare:

Formal	Informal
children	kids
to purchase	to buy
to commence	to begin
to speak	to have a word
man	guy
toilet	loo
quite	pretty

Dictionary will tell you if a word is formal or informal.

1. **Use dictionaries to find out the difference between the pair of words and expressions given below from this point of view. Use them in sentences.**

arrange meeting - fix up meeting
 what is the matter - what is up
 bright - intelligent
 this - so
 can't-to be unable to
 to stop - to apprehend
 convenient - handy
 to resume - to start again
 terrific - marvelous
 to collect - to pick up

2. **Comment the following statement regarding language usage:**

"Usage is to grammar as etiquette is to behavior" (Pooley 1957 p. -106).

3. Through a class discussion respond to the following two sentences:

Change in language improves the language.
Change in language corrupts the language.

SECTION 3.

MOCK TRIAL

1. A **Mock Trial** is an act or imitation of trial. Mock trials simulate low-court trials.

MOCK TRIAL PROCEDURES

Before participating in a mock trial, it is important to be familiar with the events that take place during the trial and the order in which they occur.

Observe the following rules in the courtroom AT ALL TIMES:

- Rise when addressing the judge;
- Direct all remarks to the judge or witness.
- Ask permission from the judge before approaching the witness or bench.

1. OPENING OF THE COURT

A. The bailiff calls the court to order. The bailiff announces to the parties, attorneys, and audience: "All rise. The _____ Court of Hawaii is now in session, the Honorable Judge _____ presiding."

Everyone remains standing until the judge enters AND is seated. The bailiff then says, "Be seated."

B. The judge asks the clerk to call the day's calendar (also called the "docket"), at which time the clerk says, "Your Honor, today's case is _____."

The Judge may ask team members to introduce themselves.

2. SWEARING IN THE WITNESS

The clerk will stand and raise his/her right hand. The clerk says: "Please raise your right hand. Do you promise that the testimony you are about to give will faithfully and truthfully reflect the facts and rules of the mock trial tournament?"

Witness should answer, "I do."

Clerk responds by saying: "Please be seated. State your name for the court and spell your name."

3. OPENING STATEMENTS

A. Plaintiff (or prosecution) begins with the opening statements.

Attorneys should introduce the case in the future tense, (i.e., "...the evidence WILL be presented, the witness WILL testify...")

B. The defense attorneys follow with their opening statements. The defense attorney presents their opening statements after the plaintiff or after the plaintiff presents their evidence.

U. DIRECT EXAMINATION

The plaintiff's attorney conducts the direct examination or questioning of all of its own witnesses. At this time, testimony and other evidence is presented. The purpose of direct examination is to allow witnesses to develop the facts in support of the case.

11

15. CROSS-EXAMINATION

After the attorney for the plaintiff has completed questioning of the witness, the defendant's attorney cross-examines the witness. The cross-examiner seeks to clarify or cast doubt upon the testimony of opposing witnesses. Inconsistency in stories, bias, and other damaging facts may be pointed out to the judge through leading questions.

After plaintiff calls its final witness, the plaintiff should inform the court that the plaintiff has no further witness and rests its case.

The defense will begin its case by calling its first witness.

S. CLOSING ARGUMENTS

A closing argument is a review and analysis of the evidence presented.

A. Attorney for the plaintiff reviews and analyzes the evidence as presented, indicates how the evidence has satisfied the elements of the charge or claim, points out the law applicable to the case, and argues for a judgment for the plaintiff. Plaintiff's attorney may reserve time left over for rebuttal. Rebuttal is limited to the scope of the defense's closing argument.

B. The closing argument for the defense is essentially the same as for the plaintiff. It should indicate how the evidence does not satisfy the elements of the charge or claim, stresses the facts favorable to the defendant and asks for a judgment for the defense.

C. Rebuttal (optional) by plaintiff's attorney.

J.

SPEAKING

Organise a mock trial on the following case.

Ponosov's case

From Wikipedia, the free encyclopedia

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Aleksandr Ponosov

purposes of this tournament, the defense attorneys WILL give their opening "statements following the plaintiff.

4. DIRECT EXAMINATION

The plaintiffs attorney conducts the direct examination or questioning of all of its own witnesses. At this time, testimony and other evidence is presented. The purpose of direct examination is to allow witnesses to develop the facts in support of the case.

5. CROSS-EXAMINATION

After the attorney for the plaintiff has completed questioning of the witness, the defendant's attorney cross-examines the witness. The cross-examiner seeks to clarify or cast doubt upon the testimony of opposing witnesses. Inconsistency in stories, bias, and other damaging facts may be pointed out to the judge through leading questions.

After plaintiff calls its final witness, the plaintiff should inform the court that the plaintiff has no further witness and rests its case.

The defense will begin its case by calling its first witness.

6. CLOSING ARGUMENTS

A closing argument is a review and analysis of the evidence presented.

A. Attorney for the plaintiff reviews and analyzes the evidence as presented, indicates how the evidence has satisfied the elements of the charge or claim, points out the law applicable to the case, and argues for a judgment for the plaintiff. Plaintiffs attorney may reserve time left over for rebuttal. Rebuttal is limited to the scope of the defense's closing argument.

B. The closing argument for the defense is essentially the same as for the plaintiff. It should indicate how the evidence does not satisfy the elements of the charge or claim, stresses the facts favorable to the defendant and asks for a judgment for the defense.

C. Rebuttal (optional) by plaintiffs attorney. _____ - _____



SPEAKING

Organise a mock trial on the following case.

Ponosov's case

From Wikipedia, the free encyclopedia

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flfcvww.rbe.rtf *>

^ajTTWW fled***

Aleksandr Ponosov

Ponosov's case is an action against Aleksandr Ponosov, a teacher and principal in Sepych village of Perm Krai of Russia. Aleksandr Ponosov was charged with use of unlicensed (pirate) copies of Microsoft Windows and Microsoft Office being used in the school (article 146.3 of the Russian Criminal Code) and of 266,593.63 rubles (about 10,000 USD) to Microsoft Corporation. The charges carry years of imprisonment. The unlicensed copies were pre-installed on the original equipment manufacturer prior to the school's purchase. This case is a controversy in Russian mass media and blogs as well as among Russian lawyers (especially copyright law experts).

Case details

In early 2005, Ponosov's school bought 20 new PCs with preinstalled Microsoft software. In May 2006, a preclusive inspection revealed unlicensed copies of Microsoft software on 20 computers. When the academic year began in September 2006, students were unable to use information science in front of inoperative computers.

On 3 February 2007, Microsoft Corporation's Russian office published a statement that Microsoft does not consider this case a malignant copyright violation, and it will not claim in the future any civil suit against Ponosov.

SECTION 4.



IIP READING

Read the article and prepare a 2 minute speech to support or oppose the idea expressed in the text. Use strong arguments to support your position.

Honor Crime

Honor Violence and Murder is Still Legal in Some Countries

Sasha Arms

Sep 30. 2009

As police in London prepare to ramp up the fight against honor crime following recent convictions, honor killings are still legal in many countries across the world.

There are an estimated 5,000 honor-based incidents in the UK every year. In the UK, more than 1,000 women and 300 men are killed every year in honor violence. Figures for honor crime are often estimates, however, as many incidents go unreported or do not get recorded as 'honor crime'. In the United States, the Department of Justice does not collect statistics on honor crime by religion, ethnicity, age or immigration status of either victim or murderer, as honor crime statistics are largely based on assumptions.

What is Honor Crime?

Honor crime or honor violence is a crime motivated by a desire to protect the honor of a family or community. An honor killing is when the victim is murdered by a family member to restore honor. They may have felt the victim brought dishonour upon the family by actions which include wearing unacceptable clothes or engaging in some sexual acts. Honor crime is mostly associated with Muslim women, although some gay men and people with disabilities have emerged as being victims recently too.

Difficulty in Solving Honor Crimes in the West

In the UK, police have been accused of failing to protect honor crime victims from honor-based violence, marriage, rape and murder. In some high profile cases, such as the murder of

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READING

Read the article and prepare a 2 minute speech to support or oppose the idea of honor crime. Use strong arguments to support your position.

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What is Honor Crime?

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Difficulty in Solving Honor Crimes in the West

In the UK, police have been accused of failing to protect honor crime victims from honor violence, marriage, rape and murder. In some high profile cases, such as the murder of

in south London, the police came under fire for ignoring her cries for help in the months leading up to the killing. In response, the Association of Chief Police Officers (ACPO) and the Crown Prosecution Service (CPS) have launched new guidelines in an attempt to bring more honor crime offenders to justice. Every police officer in London will receive honor crime training and new guidance will advise them to record more cases as being honor crimes, even if there is only a small amount of evidence. The hope is that victims will be protected more quickly, preventing them from further violence, forced marriage and any other fate their family might have planned for them.

Some suggest that the reporting of and response to honor crime in the United States is lagging behind the European response, due to a fear of being accused of being insensitive to other cultures.

Honor Killings - Legal in Some Countries

Honor killings have been described as complicated, deeply rooted cultural practises and are known to occur across the world. As the act of honor killing can be interpreted as being entwined in a wider culture or religion, the laws surrounding honor crime vary depending on the country concerned.

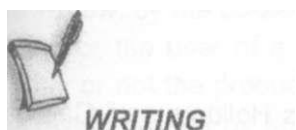
In Jordan, the law is interpreted to mean that men are allowed to kill their female relatives either in a pre-meditated way, or as a crime of passion (in flagrante delicto) if the relative has committed adultery.

In Syria, Morocco, Brazil, Colombia, and more than sixty other countries in the Middle East, Africa, Asia and Latin America, men are permitted to kill female relatives in honor killings, as long as it was a crime of passion and not pre-meditated.

Honor killing is not legal in other countries, but is still known to happen in them - widely in certain countries.

Honor Suicides

In some countries, notably Turkey, 'honor suicides' have started to emerge, whereby women are apparently ordered to commit suicide by family members. It is thought that the families in countries where honor crime is illegal use this method to avoid the strict penalties imposed on those committing honor killings.



Write an essay expressing your opinion about **the prohibition of capital punishment**. Prove your point of view with examples, facts and other reliable information. Use no more than 350 words.

UNIT 9. REVIEWS

A **review** is an evaluation of a publication, such as a film, video game, musical comp book, or a piece of hardware like a car, home appliance, or computer. In addition to a statement, the review's author may assign the work a rating to indicate its relative **mt** loosely, an author may review current events or items in the news. In scientific literat literature review is a category of scientific paper, which provides a synthesis of resea topic at that moment in time.

SECTION 1.



Discussion

1. Do you often read reviews when you want to buy a book, watch a film, or TV programme, or play?
2. Where do you find them?
3. Do you find them useful?
4. Have you ever written reviews yourself?

1. Analysing reviews

Look through the texts (A-C) and answer the questions:

1. What type of reviews are they?
2. Would you like to buy these products after reading the reviews? Why/Why not?
3. What similarities/differences (e.g. in the layout, symbols, words, expressions) see in these texts?
4. What do stars (**) in the texts mean?
5. Where do you think these texts were taken from (newspaper, magazine, internet)?
6. To what extent the reviews written in English are different from those written in your native language?

A.

Mr Bean's

Holiday

Dir: Steve Bendelack

1h 25 mins (PG)

Rowan Atkinson crosses
the English channel

* ●

You have to admit the nerve of Mr Bean's Holiday, sail Shoard in The Sunday Telegraph. Not only is the film a deliberate echo of the classic French comedy Monseigneur Holiday, the action takes place in France, which is bumbling Mr Bean (Rowan Atkinson) winds up after winning at his church fete. In a "post-Borat world", surely there for Mr Bean's "antiquated fusion of Jacques Tati, Pee-wee and John Major", said Steve Rose in The Guardian. But this will be Bean's final cinematic appearance. If Atkinson have the heart to kill off his creation, "I'll gladly throttle necktie myself. For a British export which **has** made people around the world roar with laughter, Mr Bean is an extraordinary amount of vitriol", said Henry Fitzherbert in Express. His latest escapade may not be particularly so but it doesn't deserve the critical mauling to which it subjected. Atkinson has "a real gift for physical comedy" and a willingness to make a complete prat of himself. His manner not the critics - will be left "smiling by this amusing, if good-natured misadventure".

B



Men Who Stare at Goats 15 (Contains strong language and comic drug references)

Rating: 3.5/5

Journalist, Bob Wilton (Ewan McGregor) travels to Iraq to do some 'serious' reporting and get over the break-up of his marriage.

C.

The Practice of the English Language Teaching

By Mr. Nicolas H. Dawson "NickDawson" (U.K.)

Harmer provides very thorough coverage of all the main issues in the English Language Teaching. He does not hide the difficulties and problems but provides practical, "can do" advice to trainees and practicing teachers. The DVD in the new edition shows lessons by a wide range of teachers followed by sympathetic discussions between Harmer and the teachers. This book is essential reading for trainee teachers and a broad and stimulating analysis for experienced practitioners. Every reader will find new ideas and thought-provoking consideration of issues. The excellent bibliography directs teachers to further discovery.

2. Read the Wikipedia entry on Review and answer the questions:

Who do you think the reviews (A-C) represent a consumer review, an expert review or a peer review?

Which review would you believe more: consumer review or expert review while buying a product or a service?

Review

(Adapted from Wikipedia)

A **peer review** is the process by which scientists assess the work of their colleagues that has been submitted for publication in the scientific literature. A **software review** is also a form of peer review, by the co-workers. A **consumer review** refers to a review written by the owner of a product or the user of a service who has sufficient experience to comment on reliability and whether or not the product or service delivers on its promises. An **expert review** usually refers to a review written by someone who has tested several peer products or services to identify which offers the best value for money or the best set of features. A **bought review** is the system where the creator (usually a company) of a new product pays a reviewer to review his new product. Primarily used in the car, film and game industry this system creates a kind of undercover advertising. Bought reviews obviously are often biased, although exceptions occur.

SECTION 2.

WRITING A FILM REVIEW

1. What is your favourite film?

Work in pairs and tell each other about your favourite film and say why you like it. Try to persuade your partner why it is worth watching.

Top 10 Films

">.e Newspaper Times has published a rating of 100 top films ever made.

Which films do you think are on the list?

Check the website for the whole list:

http://www.time.com/time/2005/100films/the_complete_list.html

- Have you seen them?
- Do you agree with the listing?

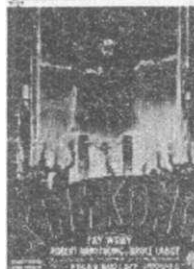
Some of the films that are on the list:

Goodfellas (1990)



The Fly (1986)

King Kong (1933)



The Godfather, Parts I and II (1972, 1974)

Schindler's List (1993)



The Lord of the Rings (2001-03)

Some Like It Hot (1959)



Work in groups of 3-4 and make a list of 10 top films in Uzbekistan.

Share your list with the whole class.

3. Analysing Film Reviews

Analyse the following reviews and answer the following questions on each

The Fourth Kind 15
(Contains strong psychological horror)

Rating: 2/5 4t4t

Paranormal Activity's unlikely run atop the box office chart may have come to an end, but the film going public's nascent fascination with otherworldly phenomena the unfriendly variety, in particular — shows no signs of waning. The Fourth Kind, a supernatural thriller from writer-director Olatunde Osunsanmi, represents Hollywood's latest attempt to capitalize on this peculiar trend.

Disney's A Christmas Carol in Disney Digital 3D PG
(Contains mild threat, scary scenes and mild language)

Rating: 3/5 # # #

Not content to let the lifeless zombies of 2004's Polar Express define his legacy as a pioneer of 3-D Christmas films (a genre to which, incidentally, he remains the sole contributor), director Robert Zemeckis is back for another go at it, and this time his inspiration isn't just some fly-by-night Caidecott Medal winner; it's Charles Dickens' A Christmas Carol, perhaps the most cherished piece of Christmas fiction of all time.

A Secret

BY: Total Film May 9th 2008 **FILED UNDER:** Cinema reviews

Released Date May 9th 2008

Genre: Drama



The trauma of Nazi-occupied France is revisited in writer/director Claude Miller's polished and suspenseful melodrama. It opens in the mid-'80s with psychologist Francois (Mathieu Amalric) recalling his sickly, anxious childhood in Paris some three decades earlier. His parents Maxime (Patrick Bruel) and Tania (Cecile de France) are athletic types striving to conceal their Jewish identities. Shock lies in store for the 15-year-old Francois as he learns the tragic circumstances of how mum and dad became a couple. Artfully structured and fluently edited, A Secret has a visual lushness that counterpoints its exploration of loss and guilt. Fine performances.

	Review A	Review B	Review C
Where do you think the review appear? In a magazine, internet, DVD cover etc.			
How would the film be classified? (drama, comedy, horror, science fiction, documentary)			
What features of the film does the reviewer discuss?			
What features of the film, if any, does the reviewer like?			
What features of the film, if, any, does the reviewer dislike?			
What specific descriptive words are used in the review to illustrate the writer's opinions of the plot, acting, or other elements of the film?			
Does the reviewer recommend seeing			

What start rating, if any, does the reviewer give the film?			
Does a photo accompany the review? If so, who or what is shown in the photo? What predictions can you make on the type of film based on the photo?			
Have you heard of this film prior to reading this review? If so, did this review change your opinions of the film, and why? If not, does this review encourage you to see the film, and why?			

4. Make a list of information that you think will be important for you to know while choosing a film?

Examples: date of release, genre, etc.



WRITING

Choose a film and write a review keeping in mind a particular audience (choose one of the options):

1. A review of a film in English that you want to recommend to learners of English.
2. A review of a film in English that you want to recommend to teachers of English.
3. A review of an Uzbek film to foreigners coming to Uzbekistan.
4. A review of a film to publish in a Film Reviews website.

How to write a film review

Keep on the following steps while writing your review:

1. Review the film thoroughly.

On your first viewing, enjoy. Good films cannot be properly appreciated if they are only watched because compulsory for your course. The difference between a good film review and an excellent one often depends on the author's ability to understand the underlying themes and emotions woven into the text. So, think about it: paint pictures of the characters in your mind and try to appreciate what it offers you as a viewer.

2. Identify main themes

When you have completed the initial viewing, take out a piece of paper and brainstorm the main themes and key characters and concepts of the film. Don't be afraid of writing down trivial points - these could be more important than you think! Simply scribble down everything that comes to mind without reserve — save the analysis for later. At this stage it is also a good idea to briefly write a synopsis or summary of the film. These notes will provide you with easy access to basic concepts and themes of the film as you continue to plan your review.

3. View the film again.

This time, view the film analytically, paying close attention to some of the deeper themes and concepts that emerged upon your initial viewing. As you come across scenes that catch your attention, note them. It is a good idea to have a transcript of the film (eg. <http://sfy.iv.ru/scripts.html>), and/or the actual film at hand. As you view the film, write down other themes and concepts you might have missed in the initial viewing, as these could

important when you begin to script the review.

4. Research, research, research!

Break this into four areas:

- **Historical Background:** If you are unfamiliar with the historical/social context in which the film was set, it will show in your assignment. At this preliminary stage, you should briefly investigate the history of the region, and the era in which the film was set.
- **Material relevant to your theme:** You may find some of the information written relevant to your theme valuable, even if it does not specifically mention your film.
- **Resource materials:** Items specifically written about the film, such as online lesson activities, chapter notes or teaching resources will give you some ideas about the sorts of things that should feature in your article.
- **Other film reviews (NOT ONLY ON YOUR FILM!):** By viewing other film reviews, you will see the basic layout and ideas that should be included in your article. However, by viewing a review on your film, you run the risk of accidentally adopting the arguments of the aforementioned review.

5. Formulate a Plan

Now that you have viewed the film twice, and thoroughly researched the topic, turn back to the notes that you have made. These need to be refined and consolidated into key arguments. Some people find it useful to create a mind map, using the most prominent themes as a basis. Others use matrices or lists - it's really up to you. Whichever vehicle you use should ensure that you end up with a list of your key arguments, and the points that you want to make in the article.

- For a good essay of 1000 words, you should have 3-4 main points.

6 Start Introduction/ Formulate hypothesis

To write a good introduction, engage in a bit of creative thought! By this stage, you will have a large amount of information on the film — far too much to write straight from. The best way to shorten this is to imagine that you have just bumped into someone who knows nothing about the film, but is very interested in what you have to say. Try to explain the crux of your essay in as little time as possible — one minute should do it. Write this into sentences, polish it, and you have completed your hypothesis — the summary of your argument.

7. Construct the Body

Using the detailed plan you constructed in **step 5**, write a paragraph on the first key argument you listed. Begin the paragraph with a topic sentence — a sentence that succinctly states the crux of the concept you wish to address in the paragraph. To tease out the topic sentence, use the same process as outlined in **step 6**. Next, elaborate on the content of the argument, using persuasive and well-written sentences. Try to keep these succinct, don't get carried away on trivial points that will confuse your audience, and support your statements with factual evidence from the film. To conclude your paragraph, create a sentence that restates the main argument and provides a coherent link to subsequent paragraphs.

Repeat this process until all key points established in step 6 are adequately covered.

8. Write a Conclusion

To end the article, write a concluding paragraph that cohesively links the key points discussed throughout the paper, by briefly reiterating them.

A strong conclusion is brief yet informative, and serves as a means of amalgamation, bringing the review to a collective and concise conclusion that reaffirms your analysis of the film.

All reviews should include the following:

- Names of stars of the film
- Name of the director
- Rating
- Length of film

Evaluation of the plot of the film
 Evaluation of actors' performances
 Any other elements of the film that make this film unique (soundtrack cinematographer or producer, etc.)
 Clear opinion of the film illustrated throughout the review, apparent in the of the plot, characters, and other elements of the film
 Use of descriptive language throughout the review (use a thesaurus!)

LANGUAGE FOCUS

Common words and phrases used in film reviews that you might want to use in j reviews.

spectacular visual effects, excessive violence, breathtaking, poorly, unsuccessful, unexpected plot twists, disappointing, confusion/confused, fake, unoriginal, thrilled, w, moving portrayal, credible, captivating, thought-provoking

Which of the words and phrases would you consider as negative or posit in the table below.

Positive remarks

e.g. breathtaking

Negative remarks

excessive violence

SAMPLE FILM REVIEW

Hero will Rise: A Review of *Gladiator*

By: Ashleigh Viveiros, SNN Reporter, Garden Valley Collegiate, Winkler, MB.



If you want to see a truly spectacular epic that takes place in Ancient Rome, this is defi one to see. Set in the time when Rome was the world, this film gives you a sense of wt like to be a Roman. Directed by Ridley Scott (Blade Runner) and with a group of actors fit their parts, Gladiator is destined to be a box office hit.

Starting off with a fast-paced battle scene between the famous Roman army and the C tribes, this film starts right off by showing you that it isn't for the squeamish. With he other body parts flying around, it can at times be disgusting, but the camera angles are done in such a way so that you really only get a sense of the bloody battle as opposed your face" bloodbath.

Enter Maximus, a brilliant warrior and a beloved leader of his troops. Russell Crowe is cast as this Roman war hero who just wants to get home to his farm. Emperor Marcus (played by Richard Harris) joins Maximus after the battle, and tells him that he wants i

was.

This decision upsets Aurelius's son, Commodus (Joaquin Phoenix). A wicked, spoiled brat who feels that because his father sees that he isn't capable of being emperor it means he doesn't love him. So Commodus kills Aurelius and sends Maximus to be executed. Maximus escapes, only to find upon returning home that Commodus also had his wife and son murdered as well. After being captured by a slave merchant and trained to be a gladiator, Maximus soon finds himself fighting in the Coliseum right in front of Emperor Commodus. I won't give anymore of the story away, but let's just say that rest of the film is great. The fight scenes in the Coliseum are both fascinating and disturbing as you watch thousands of people cheering for the slaughter of innocent men and animals.

The visual effects in *Gladiator* are amazing. Suddenly the ruins in Rome become massive structures, like the Coliseum. While watching Maximus travel through the city, you can't help but find yourself in awe of the scale of it.

Gladiator is definitely a film for history buffs, and one of the best films I've seen in awhile. It is the first really good film of this century.

SECTION 3.

WRITING A BOOK REVIEW



LISTENING

Listen to the tape and answer the questions:

What book features did the speakers mention: e.g. content, language, etc?

Which of the books recommended by the speakers would you be tempted to read?

Why?



READING AND SPEAKING

Study the following extracts of two book reviews. Answer the questions after the texts.

Teaching Academic Writing

reviewed by Neil McBeath, Oman



Teaching Academic Writing

Patricia Friedrich (Ed)

Continuum International Publishing

ISBN 978-0-8264-9533-4 pp. 246

This is an important collection of 10 papers, in which the editor has made every effort to be as comprehensive as possible in her coverage of the topic. The book examines History, Disciplines, Pedagogy, Tasks, Feedback, Support, Technology, Diversity, Community and Academic Integrity, making it hard for even the sternest critic to find fault.

Friedrich's own contribution "'I want to be Part of the Club': Raising Awareness of Bilingualism and second Language writing among Monolingual Users of English" (pp. 177-191) is written from an American perspective, but raises an international concern. It is a timely reminder that

To what extent do the reviews given above correspond to these suggestions?

How to write a book review

Book reviews are a special form of academic writing. They have well-known structures familiar components. Here, James Hartley of the School of Psychology, Keele University consults with academics on writing the perfect book review and presents a potential checklist for book reviewers.

When writing book reviews colleagues use a variety of phrases that carry hidden meanings. Consider, "This is a surprising book" or "This is a useful book for the library". What these phrases really mean are, "This book is better than I expected" and "This book is not worth buying for your personal use".

When we are familiar with the format and the hidden meanings of sentences we know that we are reading a particular text genre - in this case a book review. Essentially we can always tell when we are reading a book review from the language and the structure that it employs. Writing book reviews typically progress through four stages, as follows:

1. They introduce the book by:

- o outlining the general topic
- o indicating who the book is for
- o placing the book in its field.

2. Next, they often outline the content of the book by:

- o giving a general view of its organization
- o stating the topic of each chapter/section.

3. Then they highlight parts of the book by:

- o selecting particular chapters or themes for evaluation
- o criticizing the argument of the book.

4. And finally, they evaluate the book by:

- o commenting on aspects of the content
- o indicating how it meets the readers' needs
- o remarking on its format, price, and value for money
- o making recommendations for purchase or otherwise.

When we examine book reviews we find that most, if not all of these components are present, even if they are not always given in the order listed. Some reviewers, for example, like to start with items from Stage 4 - evaluation - then move to Stage 3 and finally conclude by justifying their original opening evaluation.



WRITING

Write a book review to a specialised magazine. You should use about 500 words. You can choose to review a book that is used in your course. Use the review structure below as guidance

Review Structure

1. Details of the book under review (title, author(s)/editor(s), Place and year of publication)
2. Name of the reviewer.
3. Introduction or opening paragraph. It should introduce the general topic and the outline of the book. Do not forget that this should be attention-grabbing.
4. Body of review. This will be a series of short paragraphs.
5. The review should give some account of the work's positive qualities.
6. A typical review might take into account any of the following topics:
 - **What is the intended audience?**
 - **Is it physically well produced?**
 - **Is it pitched at the right level?**
 - **Does it have any unusual features?**
 - **What distinguishes it from similar publications of this type?**
7. Concluding paragraph (50 words maximum). This can summarise the reviewer's opinion and may offer a personal flourish which echoes the introduction.
8. The review should be accompanied by a graphic file of the book jacket. These can be taken from the publisher's site, from Amazon.



Some Do's and Don'ts

Do give examples

A brief quotation to illustrate good qualities of the work will brighten up your review. But keep it very short. Alternatively, use it as a 'pull quote'. This is a statement which can appear separated from the main text of your review - placed in a box or highlighted in some way. These are usually chosen to capture the flavour of the work under review.

Don't go on too long

Reviews which are short and to-the-point are more effective than ones which go on at great length. Unless you have lots of interesting things to say, readers will quickly become bored.

Don't be over-negative

If you think something is entirely bad, then it's probably not worth writing the review. After all, why bother giving publicity to bad work? There are only a couple of exceptions to this. One is if you wish to counter other reviews which you think have been mistaken or over-generous. The other is if the author is very well known and seems to you to have written badly. In such cases, make sure you give convincing reasons for your negative opinions - otherwise you risk seeming prejudiced.

SECTION 4.

LITERATURE REVIEW

1. Read the information about literature review. Think about how literature review is different from a book review.

A literature review surveys scholarly articles, books and other sources (e.g. dissertations, conference proceedings) relevant to a particular issue, area of research, or theory, providing description, summary, and critical evaluation of each work. The purpose of a literature review is to offer an overview of significant literature published on a topic. A literature review constitutes an essential chapter of a thesis or dissertation, or may be a self-contained review of writings on a subject.

2. Study the different approaches to organising a literature review. Discuss benefits and limitations of each approach.

how to organise literature review?

As long as a literature review consists of several books/articles reviews one should carefully organise them.



There are several ways of how to organise a literature review:

- a. Organizing a literature review **by book/article/project summaries**. For example, a sub-section may describe/summarize a particular book/article/project in detail and the most significant references to it.
- b. Organizing a literature review **by ideas**. A very good way to do a literature review is reviewing ideas, and then bringing in various books/articles/projects and citing relevant to that idea. Ideas are typically abstractions that you may have made while reading many papers. Ideas may be presented either as a set of subsections of related ideas (where one will flow from the next), or even better as a framework that shows inter-relations between ideas as well as their structure.
- c. Organizing a literature review **by history**. Another nice way to do a literature review is from a historical perspective.

3. Study the sample literature review (see the end of the section) and consider the following

- Does it explain why the topic is important?
- ~ To what extent are the transitions between the studies clear?
- Does it show the connections between the studies?
- ~ What verb tense is used to describe the previous research?
- ~ How the review is structured: by project summaries, by ideas or by history?
- ~ Does it sum up the main findings of the literature review and relate it to the thesis?



WRITING

Write a literature review (about 1000 - 1500 words) on the topic of your research interest (the topic of your dissertation paper).

Sample literature review

As interest in teaching writing in a foreign language grows, contrastive analyses of different languages and cultures to identify salient differences in the practice of writing become more

more important. Cultural differences in writing have been studied extensively within the field of contrastive rhetoric (CR) since Kaplan's, 1966 study, where he has tried to illustrate graphically typical paragraph structures by speakers of several languages: extensive parallel constructions in the Semitic group, an "indirect" approach to the topic in the Oriental group, and frequent digressions in Romance and Slavic groups. Although it is now often criticized for being too simplistic and for assuming the English rhetorical model to be "straight" or "normal," Kaplan's theory is still extremely valuable because it points out the nature of those rhetorical differences which, although obvious to English native speakers, are often "felt" rather than understood.

Since Kaplan's research, numerous studies have emerged seeking to reveal cultural influences in students' writing. Li (1996) in her study found that good Chinese writing tended to have a moral message, whereas Americans seemed to value exploration of self. Ho (1998 cited in McCarthy S. et al. 2005) having interviewed 20 EFL writers in Taiwan suggested that many Taiwanese writers preferred memorization and imitation as writing strategies, as opposed Americans' encouragement of developing the individual voice. Another significant issue was concerned with plagiarism which was regarded as "violations of honor and morals" in the Western society (Ramanathan & Atkinson, 1999, p. 62), Chinese writers have been assumed to regard borrowing as flattering to the writer of the original text. Wu and Rubin's (2000) have studied Taiwanese and US college students and found that their writing tended to reflect the relative values of collectivist versus individualistic societies. Features such as indirectness, use of proverbs, and consideration for the family and the society tended to show up in Taiwanese students' writing.

Although less prominent than textual studies in CR research, research into the differences in writing instruction in different educational systems is an important area which offers insights into the ways certain writing patterns are promoted by educational practices (see, for example, Liebman. 1992).

In fact, a number of studies admit that one of the striking differences between Anglo-American and post-Soviet education seems to be writing, "in its place as a discipline and, more generally, in its role as a means of intellectual and professional development" (Yahontova, 2001). It is acknowledged that Anglo-American education system puts a significant emphasis on developing writing skills of learners and offers comprehensive guidance on developing effective writing through numerous publications, researches, workshops, etc. In contrast, Russian educational system, which influenced all former Soviet countries, has taken writing skills for granted. Writing has usually been assessed in terms of grammar, orthography, content, neglecting textual organisation patterns. Russian writing instruction is referred to as development of "verbal art" (Yahontova, 2001, p. 399) or "language culture" (Zydek-Bednarczuk, 1997 quoted in Petric 2005). Writing has been mainly taught in literature classes prevalingly.

Similarly a significant difference also exists in Anglo-American and Russian academic writing. In the Russian educational system even the term "academic writing" hasn't been established until recently. Alternatively scientific writing was taught in stylistics as a type of functional style as opposed to belles-lettres. The described divergent attitude towards academic writing in Anglo-American and Soviet educational set-up has also influenced rhetorical conventions established in academic discourse (Petric, 2004).

These studies suggest that linguistic and cultural differences play an important role in students' rhetorical styles and instructional context also seem to contribute to the differences. However no research has been found on the contrastive analysis of English and Uzbek languages in terms of writing patters. Therefore this paper seeks to investigate the importance of raising learners' awareness of linguistic and cultural differences in English and Uzbek in improving their writing skills.

Unit 10. HEALTHCARE

SECTION 1.

Health care includes all the goods and services designed to promote health, including "preventive, curative and palliative interventions, whether directed to individuals or to populations". Two systems of medicine are available in the world today: Conventional and Alternative or Complementary Medicine. Each of them takes priority of the other in treatment of various diseases.

LEAD-IN

Islamic Medicine: 1000 years ahead of its times

Within a century after the death of Prophet Muhammad the Muslims not only conquered new lands, but also became scientific innovators with originality and productivity. They transferred the source ball of knowledge over the fence to Europe. By the ninth century, Islamic medicine practice had advanced from talisman and theology to hospitals with wards, doctors who passed tests, and the use of technical terminology. The Baghdad General Hospital incorporated innovations which sound amazingly modern. The fountains cooled the air in the wards of those afflicted with fever; the insane were treated with gentleness; and the pain of the restless was soothed by soft music and storytelling. While Paris and London were places of mud streets and hovels, Baghdad, Cairo and Cordoba had hospitals for both male and female patients; staffed by attendants of both sexes. These hospitals contained libraries, pharmacies, the system of interns, externs, and nurses, were mobile clinics to reach the totally disabled, the disadvantaged and those in rural areas. There were regulations to maintain quality control on drugs. The extent to which Islamic medicine advanced in the fields of medicine was really great.



DISCUSSION

1. Express your opinion on the reasons of the achievements of great height in Islamic medicine.
2. What discoveries were made by the Islamic scholars in the following fields of medicine in the Middle Ages?

- bacteriology
- anesthesia
- surgery
- pharmacology
- psychotherapy

3. Can you name any representatives of the great school of Islamic medicine?



READING AND SPEAKING

Read some information about one of the greatest scholars of the Middle Ages. Write down facts you did not know before.

Ibn Sina (980 - 1037) - the Boy Genius

Gloss an'

Ibn Sina was born in 980. He showed exceptional intellectual powers even as a child. At the age of 8, he already had memorized the Qur'an. During the next six years he studied Muslim law, philosophy, natural science, logic, geometry, and advanced mathematics.

summon

amir

flee

At the age of 17, he started to study medicine and found it "not difficult". By the age of 18 he had a reputation as a great physician and was summoned to take care of the king. In exchange he asked only to be allowed to use the royal library. He eagerly read the contents of the library. At the age of 21 he wrote his first book.

hygiene

cardiac

contagious

After many years of working for different rulers, he moved to Ray, Iran and established a busy medical practice. When Ray was attacked, Ibn Sina fled to Hamadan where he cured that city's amir and was made Prime Minister. Soldiers rebelled against him and he was imprisoned. But then the amir again became sick, so Ibn Sina was released and returned to his position and cured him again!

anesthetic

application

baffle

After the amir died a few years later, Ibn Sina fled to Isfahan. He spent his final years in the service of the ruler of that city. Friends advised him to slow down and take life easier, but this was not in his character, "I prefer a short life with width to a narrow one with length," he replied. Worn out by hard work and hard living, Ibn Sina died in 1037 at the age of 57 years.

Ibn Sina's most important medical work is the al-Qanun al-Tibb ("Canon" or Encyclopedia of Medicine) which represents the final bringing together of Greek and Arabian thoughts on Medicine. He wrote about such matters as fatal illnesses, ideas about cleanliness and hygiene, remedies and cures, anatomy, and cardiac drugs. The Canon, or Encyclopedia contains about one million words and is divided into five books.

Ibn Sina first recognized the contagious nature of tuberculosis - a disease of the lungs, and the spread of disease by water and soil. He described diseases caused by intestinal worms. He pointed out the importance of diet, climate, and environment on health, and the surgical use of oral anesthetics. Ibn Sina advised surgeons to treat cancer in its earliest stages and to remove all the diseased tissue. The Canon, or Encyclopedia identifies 760 drugs, with comments on their application and effectiveness. He recommended the testing of new drugs on animals and humans prior to general use.

Ibn Sina noted the close relationship between emotions and the physical condition and felt that music had a definite effect on patients. Of the many psychological disorders that he described in the Canon, or Encyclopedia, one is "love sickness"! (Ibn Sina diagnosed this condition in a Prince who lay sick and whose illness had baffled local doctors. Ibn Sina noted a fluttering in the Prince's pulse when the name of his beloved was mentioned. The great doctor had a simple remedy: unite the sufferer with the beloved.)

The Encyclopedia was translated into Latin. It became the textbook for medical education in the schools of Europe from the 12th-17th century.

Ibn Sina is known as the 'doctor of doctors'.

Vocabulary

1. Match the following words with the definition used in the text:

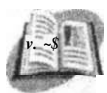
1. to summon to confuse very much
- 2- amir habitual cleanness generally
3. to flee. officially to come
4. hvoiene
" _____ substance that produces an inability to feel pain
5. C3rcii3c
.....passed from one person to another by touch
6. contagious
.....connected with the heart disease
7. anesthetic
.....the act of putting something to use
8. application
.....Muslim ruler in Asia
9. to baffle
.....to escape by hurrying away

2. Work in small groups to fulfill the following tasks:

1. prepare a short report about Ibn Sino taking into account the information you have just known;
2. organize a poster with the main achievements of the scholar to help you during the report presentation;
3. the representative of each group makes a report;

3. One student apart from the small groups summarizes the presented information.

SECTION 2.



READING AND SPEAKING

PRE-READING

1. What is medicine, its aims and the role in human life?
2. What types of medicine do you know? Give differences.
3. What international health organizations do you know? What are their functions?

WHILE-READING

1. Read the first paragraph of the text about two types of medicine and answer the questions.
 - What is the attitude of the author towards two types of medicine? How do you know that?
 - What do you know about the presented types of medicine?
2. Now read the full text and write the headlines for each paragraph.

Conventional and Holistic Medicine

4

by Norman Cousins

~A~

"

Standard, conventional, or orthodox medicine, also called allopathy, defines health as the absence of disease. This definition is based on a negative. In contrast, holistic medicine concurs with the definition of health used by the World Health Organization (WHO), which posits that it is a state of complete physical, mental, and social well-being. "Despite the insights of some eminent doctors, medicine still focuses on disease, giving it a failure orientation. Its practitioners still act as though disease catches people, rather than understanding that people catch disease by becoming susceptible to the seeds of illness to which we are all constantly exposed. Although the best physicians have always known better, medicine as a whole has rarely studied the people who don't get sick. Most doctors seldom consider how a patient's attitude towards life shapes that life's quantity and quality." (by Bernie S. Siegel, M.D.)

B.

The allopathic and holistic definitions of health differ greatly in regard to the diagnosis and treatment of illness. People who use conventional medicine usually do not seek treatment until they become ill; there is little emphasis on preventive treatment. The main causes of illness are considered to be pathogens bacteria or viruses or biochemical imbalances. Scientific tests are often used in diagnosis. Drugs, surgery, and radiation are among the key tools for dealing with the problems. Holistic medicine, in contrast, focuses on preventing illness and maintaining health. It views health as a balance of body systems - mental, emotional, and spiritual, as well as physical. All aspects of a person are seen as interrelated - a principle called holism, meaning "state of wholeness." Any disharmony is thought to stress the body and perhaps lead to sickness. To fight disease, alternative medicine uses a wide range of therapies to bolster the body's own defenses and restore balance. The best illustration of this approach is the fact that ancient Chinese doctors were paid only when their patients were healthy, not if they became ill.

Natural medicine, which follows a holistic approach, views illness and disease as an imbalance of the mind and body that is expressed at the physical, emotional, and mental levels of a person. Although allopathy does recognize that many physical symptoms have mental components (for example, emotional stress might promote an ulcer or chronic headaches), its approach is generally to suppress the symptoms, both physical and psychological. Natural medicine assesses the symptoms as a sign or reflection of a deeper instability within the person, and it tries to restore the physical and mental harmony that will then alleviate the symptoms.

D.

Holistic medicine recognizes that the human body is superbly equipped to resist disease and heal injuries. But when disease does take hold, or an injury occurs, the first instinct in holistic healing is to see what might be done to strengthen those natural resistance and healing agents so they can act against the disease more effectively. Results are not expected to occur overnight. But neither are they expected to occur at the expense of dangerous side effects.

E

Mura') healing is more or less an attitude. For example, when you have a headache, instead

of immediately reaching for aspirin, which may injure the lining of your stomach or cause more serious side effects, you reach for a pillow and try taking a nap. Backache? Instead of reaching right away for valium, which can cause fatigue, loss of coordination, and worse relaxing those muscles with local applications of heat. Severe back pain? Instead of going immediately to potentially addictive pain relievers, consider an osteopathic manipulation which will often remove the cause of the pain. Chronic severe backache? Before going to surgery, consider first an exercise program, which in many cases can make sure surgery unnecessary.

3. Take notes of the ideas and details about described types of medicine based on the

Conventional medicine	Alternative (holistic) medicine
<ul style="list-style-type: none"> • Absence of disease • • • 	<ul style="list-style-type: none"> • A state of complete well-being • • •

4. In groups of three brainstorm on the advantages and disadvantages of each type of medicine. Share your ideas with other students through presentation.

DISCUSSION

1. The representative of which medicine would you like to be treated? Why?
2. Express your opinion about the reasons that underlie the preference of some people use either alternative or conventional medicine?
3. Which type of medicine is popular in our country? Why?



READING AND SPEAKING

Read the text about reasons for conventional practitioners' refusal to study alternative medicine.

Why Don't More Doctors Use Alternative Medicine?

Two systems of medicine are available in the world today: Conventional Western (Allopathic) Medicine and Alternative or Complementary Medicine. Conventional medicine is comprised of drugs that suppress the body's natural immune responses. It is the world of the American Medical Association (AMA) which is aligned with the multibillion dollar pharmaceutical industry. There is no better medicine when it comes to surgery, emergency and trauma.

- B But there is no question that Alternative Medicine, which is more cost effective over the long term, works better for just about everything else, especially for diseases like cancer, heart disease, rheumatoid arthritis, asthma, gastrointestinal disorders, headaches, sinusitis, etc. Alternative methods work by assisting your body to heal itself instead of introducing strong drugs. They emphasize prevention and treat causes rather than symptoms. The Chinese have a saying about the wisdom "walking on both feet," which means using the best of both Eastern and Western

procedures. Many alternative doctors do just that.

You may wonder why these methods are not being used by more doctors. Although they are being used by many, too many mainstream doctors today become so specialized that they treat the body parts and forget they are treating the whole body. This is fine for surgery, emergency or trauma but not for perpetuating good health.

1. One reason for this specialization is that medical schools are organized into organ-specific departments with no common link between them. Although disease usually appears as a local symptom, it is always related to the entire system. So you must treat the whole person to cure the disease, otherwise you are just treating the symptom. The medical school department heads ignore or deride this idea to defend their own orthodox concepts.

2. It takes time for new ideas to be accepted. In the 1800s, a Viennese doctor suggested that his colleagues wash their hands after they finish working on cadavers, instead of using their unwashed hands to deliver babies. After 30 years of ridicule and debate this idea finally caught on. How many babies died waiting for this idea to be accepted? How many cancer, heart and AIDS patients are dying today for the same reason?

Many doctors today are refusing to accept the common sense truths that have existed for centuries. The "cut, burn and poison" mentality of fighting the war on disease that exists today, completely ignores the importance of the immune system. In fact, it often weakens an immune system that is already under assault.

The important truth that is ignored is - it is not the doctors job to fight the war on disease. It is the patient's own immune system that must win that war. The doctor's job is to help the immune system and provide the tools with which it can fight. Since this is not being done in the U.S., American doctors are winning many battles but losing many wars. The majority of cancer patients who are given a "clean bill of health" die within five years. No attention is being paid to the immune system because this area is out of the realm of drugs and modern medicine.

3. Also one of the most powerful industries in America, the pharmaceutical industry, provides a huge amount of funding for the medical schools with the intent of marketing their medicines. There is a great deal of pressure from this industry to keep alternative methods from being taught. However, due to popular demand, some alternatives are now offered as electives. It's a small step - but it's a step in the right direction. Perhaps, 30 years from now, we may be living in a new era when we look back with great disgust at the many lives unnecessarily lost at the hands of conventional medicine.

4. Why don't we hear more about natural medicine from the news media? We are hearing more and more from the news media every day. But have you ever counted the pharmaceutical advertisements during a typical one hour program - especially if it's a movie where one of the characters has a specific health problem? How many drug ads do you think you would see during an expose of the drug industry or a show on the benefits of alternative medicine? The news media, like everyone else, is in the business of making money. Much of those revenues come in the form of advertising dollars. The pharmaceutical giants spend dearly on advertising.

5. Young doctors leaving medical school find themselves in a system that rewards "rescue medicine." That is what they are taught. There is no reward, and there may well be scorn from fellow doctors, for those who take the time to prevent illness or correct the deficiencies that may cause it. To do so would hurt the pocketbook of the medical establishment. Medical insurance supports this view. Financial rewards follow

only from sticking to the model of ill-health and treatment. As educated consumers, we need to be keenly aware of the politics of conventional medical care.

6. Malpractice is another great fear for doctors. The definition of malpractice is not whether the treatment is good or bad for the patient, but rather if the practice in question is what other doctors in the given locality normally do or prescribe. Did you ever wonder why some therapies are only available in certain localities or why you may have to travel to a big city for a particular treatment?

7. We, the public, need to change our attitudes toward the "practice" of medicine. It's not about "medicine" or treating bad health. It's about producing good health. Drugs won't get you there and most of the time they will set you back by suppressing a symptom that is pointing to the real problem. Instead of treating the symptom, treat the cause. The symptom will then disappear. Only then will you experience a true cure.

Vocabulary

Find words in the text that mean the same or similar to the following. The indication of the paragraphs will help to find the word.

Par A - quell, stop

Par B - to cure

Par C - injury

Par D - ridicule, laugh at

Par 4 - announcement, notice

Par 5 - inferiority, defect, inadequacy

LANGUAGE FOCUS

Prefixes and suffixes

Learning about **prefixes and suffixes** can also help to guess the meaning of unfamiliar words. For instance prefix *mono* means *one/single*, so the *monopoly* and *monarchy* mean single leadership.

TABLE OF PREFIXES

Prefix	Meaning	Example
A-, an-	<i>without, not</i>	asexual, abnormal,
Ab-, abs-	<i>apart, away from</i>	abduct
Amphi-, ambi-	<i>round, both sides</i>	amphitheatre, ambivalent
Anthro-	<i>man</i>	anthropology
Aqua-	<i>water</i>	aquarium
Audio-	<i>hear</i>	audiocassette, auditory, audible
Auto-	<i>self</i>	automatic
Bi-	<i>two</i>	bicycle, bisexual
Bene-	<i>well, favourable</i>	benefit, benevolent
Bible-	<i>book</i>	bibliography, bibliophile
Bio-	<i>life</i>	biology, biography, bio-active
Caco-	<i>bad</i>	cacophony
Circum-	<i>around</i>	circumlocution
Demos-	<i>people</i>	democracy
di-	<i>two</i>	

Dia-	<i>across, through</i>	diagonal, dialogue, diagnosis
Dis-	<i>Not, apart</i>	disappear,
Geo-	<i>earth</i>	geology , geography, geopolitical
Hetero-	<i>mixed</i>	heterogeneous, heterosexual
Homo-	<i>Same, alike</i>	homogeneous, homosexual
In-, im»	<i>not</i>	infinite, immoral
Inter-	<i>between</i>	interact, interpret
Legis- (lex)	<i>law</i>	legal, legislature
Lexis-	<i>word</i>	lexical, lexicon
Macro-	<i>large</i>	macroeconomics
Mal-	<i>bad, abnormal, undesirable</i>	malnutrition
Micro-	<i>small</i>	microscope, microorganism
Mono-	<i>one, single</i>	monopoly, monarchy
Paleo-	<i>very old</i>	paleogeographic
Peri-	<i>around</i>	periscope
Philo-	<i>love</i>	philosophy, philanthropy
Poly-	<i>many</i>	polygamy, polyphony
Pre-	<i>before</i>	premier, preview
Pro-	<i>before, in favour of</i>	pro-active
Proto-	<i>first</i>	prototype
Psyche-	<i>soul, mind</i>	psychology
Tele-	<i>distance</i>	telephone, telegraph, television
Trans-	<i>across</i>	transport
Vide-, visibii-, vis-	<i>see</i>	video , vision, visible

TABLE OF SUFFIXES

<i>Suffix</i>	<i>Meaning</i>	<i>Example</i>
-al	<i>relating to</i>	maternal
- turn	<i>place of</i>	aquarium, stadium
- dom	<i>quality, state</i>	freedom, kingdom,
- gram	<i>something written, a record of something</i>	telegram, programme,
-ic	<i>relating to</i>	heroic
-ism	<i>forms nouns and means "an act, quality, state or theory of</i>	capitalism, criticism, optimism
- ist	<i>forms nouns, which mean the one who practises</i>	dentist, biologist
-ology	<i>study of</i>	biology
- ous	<i>quality, state</i>	famous
-phobe	<i>the one who fears a specified thing</i>	claustrophobic
-phone	<i>sound</i>	telephone

What do you think the meaning of the words below is?

1. contradict_____
2. inject_____
3. cacophony_____
4. progress_____
5. technophobe
6. pedestrian_____
7. diagram_____
8. malpractice_____
9. wisdom_____
10. gastrointestinal



DISCUSSION

1. Do you agree with all the reasons given in the text? Why?
2. Can you add any other causes that prevent doctors of Allopathic medicine from learning Complementary medicine?
3. Express your inference about future of both types of medicine relying on the present development and expansion of both.



WRITING

Find more information about Alternative (Complementary) and Conventional medicine. Using the found information and your observation, write an argumentative essay about possibility or impossibility of co-operation of both types of medicine in the light of present quick development of technologies.

SECTION 3.

POSTER DESIGNING



DISCUSSION

1. Answer the following questions.
 - What is a poster?
 - What is the difference between poster and the visual material used during oral presentation?
 - Where can the poster be used?
 - Have you ever tried to design a poster? What was the topic? Was the poster successful?
 - What is necessary to know to organise a good poster?
2. Look at three posters on different topics and answer the following questions:
 1. Which poster do you like most of all? Why?
 2. Which poster is more attractive? Why?

What changes would you like to make and why?

- Use appropriate classroom strategies

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- * Teach scientific vocabulary item at the end of the lesson

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JEC • 113

Software Frameworks for Geoscience Data Analysis and Visualization

Mary Haley and Tim Schettin
Visualization and Enabling Technologies Section • National Center for Atmospheric Research • Boulder, Colorado

Velocity Potential via Spherical Harmonics

Divergent Wind Chi scaled by 1e5 m/s

Wind Vector Plotting

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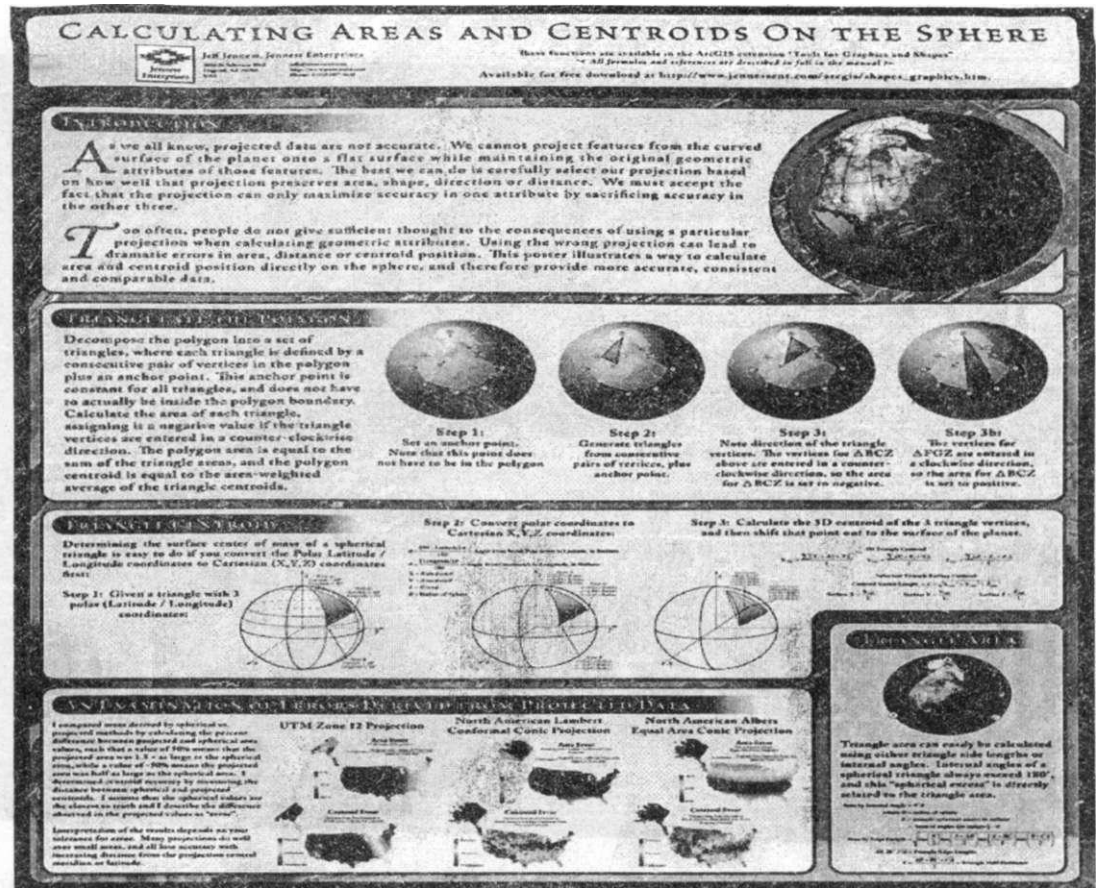
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c)

WATCHING

1. In groups of 3 students look at three more posters. Each group takes one poster for discussion. Write down successful and unsuccessful elements of the discussed poster.

Successful elements	Unsuccessful elements	Some recommendations
e.g. bright and colorful pictures	too many pictures	take only pictures with... .

2. Each group presents their table and answers the questions of the other groups

Read the text about poster designing

Posters are a special type of presentation. The primary purpose of a poster at a scientific meeting is communication of information and ideas to one's colleagues. The poster form has become an increasingly popular form of communication.

Rules of design:

1. **The title of an effective poster should quickly orient the audience.** Here are some guidelines for poster titles:

- Make the title the most prominent block of the text on the poster (either centered or left justified at the top).
- » Do not typeset the title in all capital letters (such text is difficult to read).

- Use small words such as *of, from, with, to, the, a, an, and and* to separate details in the title.
2. The **text material included on a poster should be extremely brief**. The most successful is placement of a succinct statement of major conclusions at the beginning of the poster — perhaps as an expanded subtitle. The supporting text is then presented in brief segments along with appropriate illustrations.
 3. Use **elements of different sizes and proportions**. Same-size and same-proportioned components result in a boring design. For areas of particular emphasis try different shapes to attract viewers' attention. Remember, all lettering should be legible from 1.2-1.5 meters.
 4. **Color** is as complex, and it is not possible to give any set rules, just some advice:
 - The less important parts of the poster — the necessary background information, the supporting data — will seem to recede into the background if done in cool or cool-neutral colors (blues, greens, and some grays).
 - The featured parts can be highlighted by using warm colors (reds and yellows), or black if the background colors are soft, or white if the background colors are bright or deep.
 - When choosing a background to frame the components of your poster, remember that neutral or grayish colors in your selection of poster or matte board will be easier on the eyes than a bright color. Dark backgrounds will make a dark photo seem brighter and vice versa. Color photographs look best when mounted on a grayish backing.
 5. **Leave some open space in the design**. Blank space highlights and offsets the information. Be sure to align all edges of paper. Place related materials (e.g. photo with accompanying text) close together, then offset it by surrounding it with blank space.
 6. **Space your information proportionally and in order**. A good way is to divide your poster either horizontally or vertically into three or four sections, and place your materials within those sections. It also should be obvious where to start inspecting the poster and where to go from there (generally left to right, top to bottom). As this progression is vital, the component parts should either be numbered to facilitate this or have arrows that graphically lead the viewer through the display.

Use appropriate pictures, photos, diagrams and graphs. A large and/or bright center of interest can draw the eye to the most important aspect of the poster — a simplified, bold cross-section illustrating a structural feature, a colorful paleogeographic map, a blowup of a photo of a new species, or a large outcrop photo illustrating depositional environments. Try to scatter plots, bar graphs, triangular diagrams and other elements of your poster.

SECTION 4.



READING AND SPEAKING

Read the text about one type of the alternative medicine - homeopathy. In groups of 3-4 prepare a short text (50-60 words) for the poster based on the information of the given text. Think over the illustrations appropriate for the context.

What is so different about homeopathy?

(by Dana Ullman, July , 2008)

Homeopathic medicines are not just composed with different medicinal ingredients, are not just the use of smaller doses of medicines. Homeopathy represents a approach to understanding disease and health.

Like modern-day physiology and pathology, homeopaths understand that symptom just something "wrong" with the person but that symptoms are defensive adaptatic human body in its best efforts to fight infection and/or to adapt to stress. F perspective, it does not make sense to use pharmacological therapies to inhibit c suppress symptoms since such methods tend to reduce the body's inherent se responses.

Instead, homeopaths use medicinal agents that have been found to cause in health the similar syndrome of symptoms that sick people experience. The very word "home" is derived from two Greek words, "homoios" which means *Similar* and "pathos" which means *Suffering* or *Disease*. This is why the basic premise of homeopathy is called the "principle of similars." Because symptoms are the ways that the body is trying to heal itself, it makes sense to use medicines that are similar to and that augment their body's wisdom, not to suppress it. It is not a coincidence that immunizations and allergy treatments are two of the very few conventional medical treatments that help strengthen the immune system to fight or treat disease, and they use relatively small doses of substances for conditions that are known to cause an overdose.

What also makes homeopathy different (and sometimes more difficult) than conventional medicine is that homeopathic medicines are not prescribed to treat a specific disease but are prescribed to treat specific syndromes of symptoms of which one is only a part. In other words, two people may have the common cold, but one would have a watery nasal discharge that irritates the nostrils, frequent sneezing, and a mild headache, all of which are aggravated in warm rooms. The other would have thick yellow discharge that doesn't irritate the nostrils, nasal congestion alternating with nasal discharge, a cough that is relieved in the open air, and no thirst.

It is remarkable how many normally smart people, including many health professionals, mistakenly assume that people with the same conventional diagnosis should be given the same medicine even though they tend to have such different symptoms. While it is more easy and convenient to give people with the same diagnosis the same medicine, individualization of treatment makes sense... and in homeopathy, it works wonderfully.

In homeopathy, a medicine is not prescribed based on the disease that the person has, but on the unique pattern or syndrome of symptoms that are experienced. In the above example, the first person would be prescribed *Allium cepa* (the common onion), while the second person would be given *Pulsatilla* (a herb called windflower).



WRITING

Prepare a poster on the following topics. The topics present different types of the Complementary and Alternative medicine (CAM). Narrow down the topic to a more specific one.

1. Ayurvedic medicine (India)
2. Shiatsu (Japan)
3. Acupuncture (China)
4. Yoga (India)
5. Reiki (China)
6. Aromatherapy (Greece, Egypt, Ancient Roman Empire)
7. Homeopathy (America)

UNIT 11. LEADERSHIP AND MANAGEMENT

SECTION 1.

Leadership ; the ability to get others to willingly move in a new direction in which they are not naturally inclined to move on their own.

Harry S. Truman

People ask the difference between a leader and a boss... The leader works in the open, and the boss in covert. The leader leads, and the boss drives.

Theodore Roosevelt

Leadership has a harder job to do than just choose sides. It must bring sides together.

Jesse Jackson

Managers are people who do things right, while leaders are people who do the right thing.

Warren Bennis

LEAD-IN

Check whether you are a leader or a manager by nature. Fill in the table. Tick (-/) "true" if you agree, "false" - disagree.

1. I think more about immediate results than I do about mentoring others.
2. People will be motivated if you pay them enough.
3. It's nice to know about people's long-term goals, but not necessary to get the job done.
4. If you have a consistent recognition system that rewards everyone in the same way, then that is enough.
5. The best way to build a team is to set a group goal that is highly challenging, maybe even "crazy."
6. My greatest pleasure in my job comes from making the work process more effective.
7. It's better not to know anything about the personal lives and interests of the people who report to me.
8. I like to surround myself with people who are better at what they do than I am.
9. It's my job to know everything that goes on in my area.
10. I pay close attention to how and where I spend my time, because the priorities I put into action are the ones that other people will observe and follow.
11. I've worked hard to get along with or understand people who are very different from me.

True	False

Now read the suggested interpretation of each item and discuss it with group. To what extent do you agree or disagree with it?

1. Managers focus on the process and immediate efficiency more than leaders do. Leaders think about how they invest their time to develop the strongest talent so that those people can grow and do more and more over time. Leaders figure if they do that, those people will do better job of watching and improving processes than they themselves will. **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

2. Leaders understand that pay is a satisfier, not a true motivator. Once the satisfier is in place at an acceptable level, people are motivated by the nature of the work and challenging opportunities to learn and grow, and based on whether or not they feel their bosses support care about them. **"True"** is more of a manager's answer, and **"False"** is more of a leader's answer.

3. Someone once said that managers get "work done through people," but leaders get "people done through work." Since leaders need to know what makes individual people tick, they want to know long-term goals and aspirations, so they can craft ways to combine personal goals with the work at hand, or even the organization's goals. **"True"** is more of a manager's answer, and **"False"** is more of a leader's answer.

4. Leaders recognize that everyone is motivated a little differently, and so consistency is not an absolute virtue in recognizing people. Some people may like public praise, and others may emphasize more the opportunity to have flexible family time, for example. Since managers emphasize systems more than they do people or personalities, **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

5. Managers tend to think more in terms of what has been done before and try to make minor incremental improvements, while leaders like to challenge people to bring out their best in ways they themselves may not have imagined possible. The best way to build team coherence is to take people through a shared, difficult challenge. **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

6. This is a classic manager's priority, deriving most pleasure from process and efficiency. Leaders enjoy that a lot too, but they tend to enjoy most when they can help people and organizations grow. **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

7. Leaders try to learn what makes each person tick, so that means knowing how to understand them in a more personal way, without being invasive or inappropriate. Managers tend to be more cut-and-dried in their work relations. **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

8. This is a classic leadership statement, since leaders are all about finding and cultivating talent and are not threatened by it. Managers may tend to want to feel more in control of their surroundings - not least of all because highly talented people can be very independent and difficult to "manage!" Since leaders tend to have stronger social skills than managers do, and are better prepared to deal with other strong egos, **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

9. Since leaders focus more on knowing the people who know what is going on, rather than the details of everything that is going on, **"True"** is more of a manager's response, and **"False"** is more of a leader's response.

10. Leaders realize that the little things they do ripple out in wider and wider ways, and that their actual priorities will be mimicked throughout an organization. As a result, they make their choices wisely, knowing that people, and other managers or supervisors, do imitate the "boss," who sets the ultimate tone. **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

11. As headstrong as many leaders can be, they know from experience that being so headstrong can be a liability, and they have learned to work hard at accepting and listening to other points of view. Managers may be more focused on what they believe to be the "right way" to do some job or work process, and may be less open to widely divergent views. Leaders may not always enjoy hearing other views, but they often have learned the critical importance of the saying, "Let the best idea win!" **"True"** is more of a leader's response, and **"False"** is more of a manager's response.

Now count the answers and learn what suits you more, being a leader or a manager.



*****READING AND SPEAKING**

PRE-READING

1. Big-group discussion

1. Are leaders born or grown great?
2. What characteristic traits are peculiar to great leaders? Why? Give Examples.
3. What is the role of time, place, political and social situation in the process of leader formation?
4. How do these factors influence the formation of different types of leaders?

2. Jig-saw reading

Read the texts about famous leaders and think how similar and different they are. Give reasons.

Tamerlane (Amir Temur. Temur the Great) (1336-1405) was a man of a complex, multi-faceted personality. He forged his own destiny and became a prominent historical figure.

It was near Samarkand, in the town of Kesh, which later was given the name Shakhrisabz. Shakhrisabz ("a green town"), where in 1336 to the chief of a small tribe was born a son.

The boy was named Temur. The wounding of his right leg by an arrow made him lame. That is why he is known as "Lame Temur" or "Tamerlane" in English.

From his youth he appeared on the political scene as an active politician and military figure. Having become the ruler of Samarkand he built a great army and carried on many annexationist campaigns. Thus he expanded his empire that stretched from the Volga River and the Caucasian ridges in the west to India in the Southwest. But the center of the empire was in Central Asia.

Tamerlane made an outstanding contribution to the national state system, education and culture, and general development of his state. He promoted the construction of monumental historic buildings, especially in Samarkand. Some of them can be seen today. The inscription on the portal of Tamerlane's Palace Ak-Sarai in Shakhrisabz, reads "If you doubt our might, look at our

buildings". The impressiveness of the architecture was aimed at the demonstration of greatness of the empire. All possible means and every effort were exerted to construct the magnificent buildings. A vast range of building materials from neighboring regions, famous architects, suppliers, and a great number of workers were brought to work.

Tamerlane led an enormous army and departed on his last and most fantastic campaign to conquer China when he was close to seventy years old. He was too weak to walk and had to be carried in a litter. Timur's health had suffered from the severity of the journey and he was seriously ill. On 17 or 18 February 1405, Tamerlane died. His body was carried back and buried at the Gur-i-Mir, Samarkand.

Alexander the Great is known as the most powerful military leader and conqueror of the ancient world. Before he turned 30 years old he conquered an empire stretching over 3,000 miles from Greece to India.

He was born in 356 BC in Macedonia, known today as northern Greece. Alexander's parents were Philip II and Olympias and his father ruled Macedonia at that time. Philip II hired Aristotle the famous Greek philosopher to live at his royal residence and educate his son Alexander.

His first mission was to conquer the Persians who lived in a country known today as Iran. At that time the Persians were powerful and ruled an immense territory. After Alexander defeated the Persians in Egypt, he instituted a new city, which he named after himself, Alexandria. It soon became a superior city of education and commerce. In 331 BC Alexander was 25 years old and began his most celebrated crusade. In Persia, King Darius had once again gathered a large army so Alexander and his forces returned back to Persia.

Once, he came upon a small city and found people living there who spoke Greek. He was mystified and discovered they were descendants of a people that were once his country's enemies. He instructed his soldiers to kill the whole city in honor of his ancient people. He was known for his horrendous temper, particularly when he had been drinking and in his later years he drank heavily. Alexander was considered a dictator even though he admired the Greek idea of democracy. He wanted people to worship him and some reported that he truly believed he was a god.

At the age of 32, Alexander became afflicted with malaria. Soon after he came to terms with his own death and called for every Macedonian soldier in his army to pass through his tent for a final farewell.

Julius Caesar (102-44 BC) was a military and political leader of ancient Rome, in what is now called Italy. The Roman Empire was the largest empire the world had known, and it expanded its conquests based on superior Roman military technology and organization. Caesar was one of history's greatest generals, a great orator, and published the accounts he wrote of his most successful military campaigns and conquest in Gaul, which is now France.

After assuming control of government, he began extensive reforms of Roman society and government. He was proclaimed dictator for life (dictator perpetuus), and heavily centralized the bureaucracy of the Republic. However, a conspiracy of senators, led by Caesar's former friend Marcus Junius Brutus, assassinated the dictator on the Ides of March (March 15) in 44 BC, hoping to restore the normal running of the Republic.

More civil war followed, and then power was given to Julius Caesar's chosen heir Octavian, also called Augustus Caesar or the Emperor Augustus, who was later proclaimed a god. As Rome's first emperor, Augustus brought expansion and peace. Roman urban planning, road construction, vineyards, Roman law, and the Latin language spread with the Empire, leaving European aqueducts and road routes used to this day, as well as forming, from classical Latin, the modern Romance languages such as French, Italian, Spanish, and Portuguese.

an American mother, was educated at Harrow and Sandhurst. Churchill was a British politician known chiefly for his leadership of the United Kingdom during World War II. He served as Prime Minister from 1940 to 1945 and again from 1951 to 1955. A noted statesman and orator, Churchill was also an officer in the British Army, historian, writer, and artist. He is the only British Prime Minister to have received the Nobel Prize in Literature and the second person to be made an Honorary Citizen of the United States. Many of the Churchill leadership traits were grown and developed whilst working in these fields. Many of his leadership traits are products of his complex personality: intuitive, romantic, emotional, brave, inventive, hard working, hedonistic, nationalistic, unselfconscious, risk taking, determined, witty, sociable and social reforming family man with a strong sense of his own destiny.

Winston Churchill died on 24 January 1965 in state for three days in the Palace of Westminster and a state funeral service was held at St Paul's Cathedral. As his coffin passed down the Thames from Town Pier to Festival Pier on the Havengore, dockers lowered their crane jibs in a salute. In the fields along the route, and at the stations through which the train passed, thousands stood in silence to pay their last respects.

3. Fill in the table with the details from the text

	Origin	Outstanding features	Achievements
Tamerlane			
Alexander the Great			
Caesar			
Winston Churchill			

WHILE-READING

Read the article and underline the attitude words and word combinations that help identify the author's tone (such tones as corny, sarcastic, condescending, etc.).

Leaders - Some Are Born Great, Some Achieve Greatness And Some....

(by Jonathan Farrington, 2007)

Leadership is partly a confidence trick, and those who practice it cannot afford to be too predictable. Some have alternated ruthlessness with generosity. (This was one of Caesar's trademarks). Others have appeared at times to be listless and drifting, only to spring suddenly to life. (This was Stanley Baldwin's style). The one trait a leader must have in abundance is....

Shakespeare was good about leadership, as about most other things. The spoof letter which caused poor Malvolio to make such a fool of him contains words that say a lot about the subject. "Some men are born great, some achieve greatness, and some have greatness thrust upon them". Greatness and leadership are so closely akin that the words give us a useful point of departure.

"Born great" has two possible meanings: either being born to a great position, such as that of an hereditary monarch, or possessing natural talents and/or virtues of an exceptional kind. Clearly not everyone born to a great position is worthy of it, and relatively few have the qualities of a great leader. But the greatness of certain offices can rub off on their occupants, who may not otherwise have qualities out of the ordinary.

Some appear to have the gift of leadership, but are found to lack it when tested. Tacitus wrote of an early Roman emperor that he would have been thought capable of ruling if only he hadn't actually been called upon to rule. Others are recognised as "born leaders" and exercise effective

leadership up to a certain level, but prove disastrous failures beyond that level. It is very judge the point beyond which a person will be overpromoted.

"Some achieve greatness" denotes, above all, those whose greatness is self-made. But a really great leaders must be regarded as achievers, whatever their advantages of bi training. Alexander the Great was born to kingship and inherited a strong army. With Aris his tutor, he was perhaps the most privileged person, educationally, that there has eve Nevertheless, what he achieved in his short life was beyond anything that could remote been expected of him.

Much the same is true of Julius Caesar. He was a young Roman aristocrat whose careei as a demagogic politician, but who turned out to be a military commander of geni trajectory of his career could never have been predicted.

Napoleon is the supreme example of the utterly self-made leader - the man who "a greatness" by his own unaided efforts. When he was on his way to St Helena, he was still younger than John F. Kennedy at the time of his assassination. And Napoleon was millionaire's son. Of course, he was privileged in another way, having the good luck to be a revolutionary period, when opportunity beckoned to a man of his phenomenal talents, f is a precondition of most human achievements. Natural leaders know how to exploit th<

Most of those who achieve anything in the world are ambitious, and some have very ambitions which they have never the chance to realise. A few rise higher than they or else could have imagined, and then prove equal to the challenge. Like those bom to greai who prove, against the odds, worthy to hold them, such people have "greatness thru them". A case in point was Harry S. Truman. He was not born great, and seemed unl achieve greatness beyond the level of a US Senator. Only Franklin D. Roosevelt's in casual, last-minute choice of him as running-mate for the 1944 election, soon folio Roosevelt's death, precipitated him into a situation where, as he said, he felt that the mc stars had fallen on him. But he grew in the office of President and achieved a stati surprised everyone, including probably himself. He was a man who seemed to be overprt but was not.

Churchill and de Gaulle, two of the greatest leaders of modern times, also depende chance for the fulfillment of their potential. But they had formidable talent and limitless sel Destiny seemed to wait on them. They were manifestly above the ordinary run of human made no attempt to conceal the fact.

By contrast, Mahatma Gandhi, though no less extraordinary a person achieved his appez Indian masses by seeming to identify with them. His style was studiedly anti - charismati gave him a charisma that was quite unique. Like many effective leaders, he used dre weapon.

Democratic leaders have the difficult task of both guiding the people and seeming to res the popular will. Autocrats are obviously freer to exercise leadership, but among them tr successful have been aware of the need to be loved and admired as well as feared, just a of the best democratic leaders have been natural autocrats, restrained only by conscier realism. The essential qualities of a good leader are much the same, whatever the envirc.

Of all the qualities needed for leadership, only one is indispensable - courage. Without it others are more or less useless. Courage has been shown by all who we recognise leaders, from Alexander to Thatcher. A leader must have the ability to take hard decisic calculated risks. This rule applies at all levels and in all situations - in school, factory, bos or sporting arena, no less than on the battlefield or in the council chamber.

Leaders have to give courage to others, while creating the illusion that they know exact

they are doing. In Shaw's *Caesar and Cleopatra*, when one of Caesar's officers says something intended to lift his spirits, he replies witheringly: "Do you presume to encourage me?"

POST-READING



DISCUSSION

Answer the following questions.

1. To what extent do your answers in pre-reading discussion coincide with the ideas given in the article?
2. What do the following underlined statements from the text mean:
 - Tacitus wrote of an early Roman emperor that he would have been thought capable of ruling if only he hadn't actually been called upon to rule.
 - Others have appeared at times to be listless and drifting, only to spring suddenly to life.
3. How does the author define the following:
leadership, born great, achieved greatness, greatness thrust upon them, courage
4. What is the purpose of the article?
5. What kinds of assumptions underlie the idea?
6. What is the author's tone expressed in the text? Discuss the underlined items.

LANGUAGE FOCUS

Attitude words

Attitude words are the words or phrases that are used to express the opinion or attitude of writers or speakers toward some problem, issue, opinions, etc. e.g. *obviously, naturally, ideally, strictly speaking, presumably, basically, anyway, apparently, etc.*

Match the attitude words with the definitions of their functions underneath the paragraph.

I know you don't like Susan, but (a) **quite honestly**, I think I'm old enough to look after myself now. (b) **After all**, I'm nearly thirty, and a lot of my friends have been married for ages, (c) **By the way**, did you hear that Glynn and his wife have had twins? No, not a boy and a girl, two girls, (d) **actually**. I wish you'd realize what a lovely girl Susan is. (e) **Anyway**, I love her, and that's all there is to it.

1. _____ I am changing the subject to introduce something new.
2. _____ What I said before doesn't matter. This is the main point.
3. _____ I am trying to persuade you by presenting an argument that you have not properly considered.
4. _____ This is my honest opinion.
5. _____ I am correcting you by pointing out a fact that you were not aware of.

SECTION 2.

READING AND ANALYSING

PRE-READING

DISCUSSION

Read the text about the suffragette movement and answer the questions that follow.

On 6 February 1918, the British Parliament passed an important law. This law gave women the right to vote for the first time. The right to vote is also called suffrage. The women who fought for this right were called suffragettes. The suffragette movement started in the middle of the 19th century. Women demanded not

only the right to vote, but also better education for girls. However, there was strong opposition. Many men argued that women were less intelligent and more emotional than men, and therefore could not make important decisions.

Gradually, opinion changed. In 1928, all women of twenty-one could also vote.

1. Have you ever heard about suffragettes before?
2. Why did the Parliament pass the law and let women vote?
3. How has the status of women in society changed since suffragettes strived for the right to vote?

WHILE-READING

1. Scan Reading

Read the text quickly and decide what the purpose of writing the article was.

2. Active Reading

Now read the article in more detail. While you are reading the text use the pencil to make marginal remarks expressing your reaction to some of the words, phrases used by the author and ideas expressed in the text.

Rebecca A. Proehl and Kathleen Taylor, 1997

This paper uses two theories of adult development to frame an exploration of gender and leadership. In the last decade, the definition of an effective leader has shifted from charismatic decision maker to steward, designer, and builder of learning organizations. During the same period, some researchers have suggested that women are inherently more suited to these new leadership approaches. Drawing on Kegan's (1982, 1994) theory of development, we propose that the qualities that make for effective new-style leadership are a function not of gender, but of complexity of mind. However, we also draw on the model of Women's Ways of Knowing (1986) to suggest that, assuming the requisite cognitive complexity, women's greater capacity for relational-based approach to knowing and learning may make them more

effective in the new leadership roles.

The debates over what is a successful leader and how leaders are developed are as old as the written word. A new wrinkle in this old polemic, however, centers around the role of women in leadership positions. Just a short decade ago, in their ground breaking book *Women's Ways of Knowing*, Belenky, Clinchy, Goldberger, and Tarule (1986) wrote, "It is likely that the commonly accepted stereotypes of women's thinking as emotional, intuitive and personalized has contributed to the devaluation of women's minds and contributions, particularly in Western technologically-oriented cultures, which value rationalism and objectivity". Given that successful leaders have historically been characterized as decisive, analytical, individualistic, powerful, and willing to make the hard decisions, it has also been a given that women's ways of leading have been devalued.

However, in the past decade, influential thinkers have pointed to the need for a new style of leadership to meet the complex demands of the workforce and the organizations of the future — a style that defies the old stereotypes of leadership. Instead of being devalued, it has been suggested that women are ideally suited to the new style of leadership and, in fact, are better leaders than men are in today's workplace (Applebaum & Shapiro, 1993; Smith & Smits, 1994). What is this new and increasingly prevalent leadership paradigm? What factors contribute to successful leadership? And how do women leaders fare in today's vertiginous times?

Leaders for the Future

In separate works, Senge and Block have described facets of leadership needs for the future. According to Peter Senge (1990), the era of the leader as charismatic decision maker is over; future leaders will have to build *learning organizations* wherein people can expand their "capabilities to shape their future" (p. 8). Such leaders will be *designers* and *teachers*, helping organizational members identify and deal with underlying causes of problems. They will empower their employees to look at the world in new ways rather than simply adapting to external forces and events.

Peter Block (1993) also describes a new approach to leadership. He suggests that leaders adopt the principles of *stewardship*, which he defines as "holding something in trust for another (p. xx). Rather than acting from self-interest, leaders as stewards would act out of *service* and would choose responsibility over entitlement. Instead of attempting to control, they would create partnerships and would hold themselves accountable to those over whom they hold power. Furthermore, stewards would act out their spiritual and ethical values while still contributing to the financial viability of their organizations.

Other well-known authors suggest that old forms of leadership styles must be transformed. Stephen Covey outlines a model known as principle-centered leadership; Caela Farren and Beverly Kay suggest that leaders must be facilitators, appraisers, and forecasters; Marshall Goldsmith proposes that leaders are most effective when they communicate, learn, follow up, and grow; and Charles Handy discusses the need for distributed leadership (Hesselbein, Goldsmith, & Beckard, 1996).

Some organizations have successfully undertaken these new challenges and are often touted in the literature. Senge (1990) finds, however, that in most organizations, the old leadership still prevails with its focus on

controlling and directing employees. This is underscored by our discussions over the last 15 years with hundreds of adult students who represent scores of private, public, governmental, non-profit, "mom-and-pop," midsize, and multinational organizations. For the most part, a substantive shift in how leaders think and behave has *not* yet occurred. Some would-be leaders may articulate the concepts of steward, coach, and teacher, but many do not seem to act in accordance with them.

Are Women Really Better Leaders?

A controversy in the literature of leadership (as well as in the classroom) focuses on whether women may be better able to meet these new definitions of leadership than are men. Judy Rosenar (1990) was one of the first researchers to suggest that resolving conflict, building networks, listening to customers and employees, and sharing power and information — skills identified as contributing to effectiveness in the modern workplace — are relationship-building skills into which women have historically been socialized. From a historical perspective, women have been relegated to positions in organizations where these skills — which were not always associated with leadership qualities — were useful and further developed.

In *Women Lead*, Rosenar (1990) observed that a growing number of women succeed in leadership positions precisely because they have learned to use these supposedly feminine skills and approaches. Rosenar's controversial claim was that women leaders are generally more willing than men to share information and power, to encourage employee participation in problem solving and decision making, and to be comfortable in sharing credit and recognition. This claim was in part substantiated by an extensive meta-analysis review conducted by Eagly and Johnson (1990). After reviewing 162 studies comparing male and female styles of leadership, they found that women were more likely to adopt a participative or democratic style of leadership, while men assumed autocratic or directive styles.

Using data from her study on women-run organizations, Beienky (1996) continues this discussion by identifying ways in which female leaders perform their leadership role differently than men. She suggests that women as leaders are centered on promoting human development, and they have "developed themselves as public leaders by extending and elaborating women's traditional roles and women's ways to an extraordinary degree" (p. 412).

Those who disagree with the contention that women are more effective leaders in today's workplace suggest that this line of thinking is contributing to false stereotypes about men and women, the same stereotypes that formerly kept women out of leadership positions, and, furthermore, that neither the practice nor the theory of leadership is served by focusing on gender-based dichotomies. Schein as early as 1984 persuasively argued this point:

At first glance, the new priority given to femininity and a feminine leadership style would seem to be a boon for women [in] leadership positions. In my opinion, however, this entire line of reasoning is both a foolhardy and dangerous one to pursue. It will not add to our understanding of leadership effectiveness, for it takes a narrow and simplistic approach to what is a broad and complex set of issues and activities, (p. 155)

Nearly a decade later (1991), in an article where readers responded to Rosenar's article, others echoed similar sentiments:

I believe it is time to reconsider the excessive and inappropriate sex typing that takes place, whether offered in the service of improving women's situations or restricting them. Women ought to be in management because they are intelligent, adaptable, practical and efficient—and because they are capable of compassion, as are other human beings. The category is "people," not "men and women." (Debate, p. 151)

Not Gender, but Cognitive Complexity

We hope to transcend this debate by suggesting that trying to identify as inherently more masculine or more feminine the capacities, attributes, or skills that make a good leader is beside the point. Rather, we propose that effective leadership — the kind which leads to stewardship and the creation of learning environments — is a function not of gender but of epistemology and the level of cognitive complexity, by which we mean the sophistication and depth of one's perceptions as well as how one understands, evaluates, and makes meaning of what is perceived. Specifically, we will describe a theory that relates the development of "higher orders of consciousness" — that is, more evolved meaning making — to the capacities, attributes, and skills associated with the new leadership (Kegan, 1994).

That said, however, we will also suggest that some ways of knowing (epistemological preferences or "styles") in which women predominate (Belenky, Clinchy, Goldberger, & Tarule, 1986) may, in fact, make them more effective leaders of the kind described by Senge, Block, and others. We do not intend to imply, however, that women make the best leaders *because they are women*. The abilities, traits, and accomplishments associated with women's ways of leading are not gender specific. Rather, we suggest that they derive from a way of knowing that is observed more frequently in women than in men, but which can be learned by people of both genders.

POST-READING

1. Answer the following questions addressing your marginal remarks:
 - How logical are the author's ideas? Do you agree with them?
 - Are the arguments and presented reasons representative enough to be persuasive?
 - Are the assumptions credible?
 - What is the structure of the article? How does it help follow the ideas?
2. Write a review on the article within 300-350 words from a perspective of four concerns (article's ideas, language, tone, structure)

SECTION 3.

ROUND-TABLE DISCUSSION

Round-table discussion is usually used as an expression for a group or team to sit down to discuss an issue, share opinions, strategies, tactics, creation, maintenance, outcomes assessment, or just to brainstorm (throwing forth any ideas, no matter what they may be). At these meetings, individuals should be open, honest, and direct with others around the table; always showing mutual respect for the opinions of others. This happens when there are multiple perspectives on one issue. Note it is a **ROUND**-table discussion. In other words, the table has no

beginning and no end. There is no head of the table (so to speak). In other words, every one input should be considered equal.

Procedure:

- Teacher or students choose a topic for round-table discussion based on some definite topic, for example, *How to reduce the risk of global warming.*
- If in the group there are more than 8-9 people the group can be divided into two groups and have two round-table discussions in turns on the same or different topic.
- One of the group members is nominated as a moderator, whose task is to chair the discussion, to sparkle the discussion and keep it on track, to prevent conflicts between the members, to make sure that every member has a chance to speak up.
- The moderator introduces the problematic issue and invites suggestions from the group members.
- The discussion lasts for 30-40 minutes.
- At the end the moderator summarises the discussion.

Moderating a Discussion:

- Determine a quorum
*a quorum is the minimum number of persons who must be present at a meeting to conduct business
- Open the meeting
*call to order
- Control the meeting.
*chair is responsible for moving a group through the agenda in an orderly way
- Monitor debate.
***keep** reminding the group of what is going on

Problems to avoid in a discussion

There are many different types of problems that can arise during a meeting, here are a few you should watch out for.

1. Blocking

Blocking is the interference with the process of a group by going off on tangents, or arguing too much on one point, maybe even focusing on irrelevant material.

- Blocking can cause the meeting to get off track and waste important time.
 - « When a person blocks in a meeting he may be unaware of what he is doing, or he may consciously do it to express anger or problems with the leadership of a group.
- It is the job of the leader and maybe of other members to put an end to this behavior.
- Blocking does not solve anything it just adds to problems in group relationships.

2. Power Seeking

Power **seeking** is the attempt of a member of a group or a group of members to take over the leadership position of the group.

- To gain more power, or even to become the new leader of the group, members may try to create followers and turn them against the leader.
- « Small groups should watch for power hungry members and make sure that they do not destroy the group.
- Groups must beware," When a group's structure is based on a hierarchy of power and status, the door is open for members to do all they can to gain more power in the group" (Leland P. Bradford)

3. Clowning

Clowning is a problem in which a group member or members try to make the meeting into a joke, telling stories or jokes that get the group off track

- Joking around at meetings can tend to give the wrong atmosphere to a meeting.
- Members get the feeling that they would rather play than work.
When in a meeting the tone does not always have to be serious and a joke once in a while can lighten everyone up.
- Members should be aware that sometimes this clowning can get a group far off the subject and unable to complete the task at hand.

4. Physical Environment

The physical environment can add to problems in meetings, things like procedures, arrangement, and setting can effect the meeting drastically.

- Room arrangement can determine how much a group member is free to participate in a meeting.
- A special seating order can and many times does indicate a kind of rank or pecking order.
- The group members that sit closer to the leader tend to have more impact on the decision making process.
- Members that sit farther away may be less heard or not included in some of the conversation.

1 @ VIDEO

Watch a fragment of a round-table discussion and answer the following questions:

1. How are the guidelines of keeping a round-table discussion followed?
2. What is the problem of the discussion?
3. Is the problem of the discussion solved? If yes, how? If not, why?
4. What solutions are offered by the participants of the discussion?

SPEAKING AND WRITING

1. Organize a round-table discussion on the topic "How can leadership be developed?" (in the family, at school, at the University, at work).
2. Write a summary (within 300-350 words) of the discussion which will reflect the discussed problem and ways of solving this problem.

SECTION 4.

WRITING

Write an argumentative essay within 300-350 words to express your ideas about solution to the offered by Harry Brignull problem. Try to be as persuasive as possible.

If you were a leader of a 3rd world country, would you buy OLPCs (One Laptop per Child)?

Imagine you are the benevolent leader of a small fictional country somewhere in the third world. Your resources are limited. While your country isn't as poor as some other third world countries, many of your citizens can't read or write, and some live in complete poverty. Much of the population lives in slums, and people are currently migrating in droves from rural areas to the city. Your country and the world around it is changing.

Since you are a nice leader and you care for your people, you want to start increasing your yearly spend on education (as well as healthcare and housing). Last month some Westerners in shiny suits came to visit and tried to talk you into buying OLPCs. Everyone else in your position seems to be buying them.

It seems like a good idea, but on the other hand, you can't really afford them. Buying them would involve cutting back on other things. It's a substantial decision. You firmly believe that computers and Internet are the future, but are they the right thing for you to buy right now, with what little money you have?

And you suspect that the men in shiny suits don't really know how things will pan out for the children of your country. You're worried the OLPC might be a white elephant. It almost feels like a big experiment carried out by the west, but funded by you.

What do you do?

Blow your cash on a lot of OLPCs. Trust that teacher training and infrastructure will emerge organically, as a result of being 'connected'.

Don't buy any OLPCs yet. Instead spend the money on old-fashioned, unsexy stuff like teacher training, books, school buildings and blackboards. Then, watch what happens in other countries like yours that have adopted the OLPC. Perhaps in the mean time some alternatives will appear on the market,
or... something else? Your suggestions please!

Useful sources

internet sources

[http://www.gumer.info/bibliotek Buks/Linguist](http://www.gumer.info/bibliotek/Buks/Linguist)

http://www.psbtt.org/general/women_leaders

<http://www.ad2000.org/celebrate>

<http://psvchologv.about.com/od/developmentalpsvchologv/a/parenting-stvle.html>

http://www.apa.org/releases/good_leaders.html

UNIT 12. CONTINUOUS PROFESSIONAL DEVELOPMENT

One of the ways of developing professionally is reading and writing professional articles. Professional articles are beneficial both for writers and readers in their professional development. You as young professionals are encouraged to read more professional articles and start contributing with your own ones.

As reading and writing professional articles can be good not only for practicing your English but also help to develop research and critical thinking skills, build up credibility among your peers and self-confidence and thus contribute to your development as a researcher, linguist, teacher.

Writing articles seem as something very difficult, and that you are not able to write it. _____



3 LEAD-IN

How can reading and writing articles contribute to professional development?

Fill in the table.

Reading articles helps to...	Writing articles helps to...
<ul style="list-style-type: none"> obtain new knowledge, different beliefs, ideas, attitudes and experience 	<ul style="list-style-type: none"> share your own experience

SECTION 1.

Are articles in English and my mother tongue different?

Study articles in English and your native language and note down any similarities and differences.

You can look for articles in the following magazines and journals:

English language teaching journal, Modern English Teacher, Ounonoaua Macananapu, Tun ea adaSuem maTsnuMu, lrfHocmpaHHbie a3biKU e uiKone.

mk LISTENING

Listen to professionals speaking about what makes a good journal article and differences they feel in writing articles in English and their mother tongue. Do the following tasks:

- Which of the ideas are mentioned by the speakers? Circle the right answers.

A good article...

- tells you something new
- has a 'catchy' start
- contains examples and evidence
- thought-provoking
- well-referenced; doesn't contain plagiarism
- targeted at a certain audience
- has an appropriate and interesting title
- has a clear abstract

- i. has visual support (charts, tables)
- j. gives practical ideas
- k. has clear language
- 1. is logical

2. Are the given characteristics more relevant to the English, Uzbek and Russian languages? Put a tick in the appropriate column(s).

	English	Uzbek	Russian
'we' is used to refer to the author of the article			
can be more informal in style			
can address the reader			
short sentences			
use of Passive Voice			

3. Answer the following questions:

- 1. Do you agree with the speakers' opinion? Why?
- 2. Do you disagree with the speakers' opinion? Why?
- 3. Can you find the proof for the speakers' opinion on writing articles from journal articles?

SECTION 2.

Abstracts

Abstract is a shortened form of a speech, article or a book giving only the most important facts or arguments.

1. Answer the following questions:

- a. What is the role of an abstract?
- b. Why do many journals provide them?

Continue the list:

- to attract the readers' attention
- to save the time of a reader

2. Here are four possible abstracts for the same article. Read them and decide:

- 1. Which one do you prefer? Why?
- 2. Which one gives you the most information?
- 3. How are they structured? Where is the main idea of the article stated?
- 4. What sort of a journal would you expect to find these in? Why?
- 5. Which verb tense(s) is(are) used in the abstracts? For what purposes?

Abstract 1

This article describes an experiment in which, with the aid of individually kept, confidential diaries, a group of teachers consciously reversed role: they became

Abstract 2

This article provides an accessible format for similar experiments which could be part of a programme of action research set up by teachers anywhere. It describes a diary-

learners of a foreign language. This article describes the nature of the experiment, and presents an edited compilation of some of its findings, as expressed in a public seminar. Though this was a one-off experiment designed to give individual teachers an opportunity to develop their personal awareness, two important issues emerged. First, many of the issues raised seem to have general relevance to language teachers. Second, the format of the experiment itself seems to provide an accessible model for similar experiments that could be set up by teachers anywhere, as part of a programme of action research.

Abstract 3

A group of teachers who took part in a twelve week experiment in which they took on the role of foreign language learners for a change, keeping personal diaries which described their reactions to the experience. This article describes the experiment and presents some of the main findings. The author suggests that some of the issues raised could be of relevance to all language teachers and that a simple experiment of this type could be a model for teachers anywhere who wish to investigate their professional practice.

study, which was a one-off experiment designed to give individual teachers an opportunity to develop their personal awareness, and presents an edited compilation of some of its findings. The study involved a group of teachers who consciously reversed role: they became learners of a foreign language and kept individual, confidential diaries from which some important issues emerged. = •

Abstract 4

How does it feel to be a language learner? Can teachers remember? This article follows the experiences of a group of teachers who wanted to put themselves in the learner's shoes and remind themselves. They recorded their reactions and some interesting issues emerged.

(Taken from D.Lubelska. Article Writing as a form of Professional Development. Handout, British Council Workshop, Tashkent, 2007)

3. Once you've discussed the abstracts draw conclusions and choose the characteristics of a good abstract.

A good abstract should....

- contain the main message of the article
- state how the article can be applied
- follow the structure of the article
- contain new information that is not covered in the article
- have a rhetoric question, a proverb or a saying of a famous person
- include information about the author
- not include any abbreviations unknown to the general public
- be one sentence long
- include keywords of the article
- be in tone (formal, semi-formal, informal) of the magazine, journal
- contain lots of jargon
- state the limitations or restrictions using such words as "might", "could", "may", and "seem"
- 1st sentence should contain the main message
- the last sentence should state how the article can be applied

READING AND WRITING

Find an article on the topic which interests you and write up a short, appropriate abstract to appear in a journal.

SECTION 3.

Openings / Introductions

1. Read the opening of an article and try to answer the following questions:
 - What do you think the articles will be about?
 - Which of the articles would you be tempted to read? Why?
 - What makes this opening/introduction so attractive?
 - How are they different?
 - Will the article tell about someone's experience, or report a research, or suggest an opinion? Other?
 - Would you expect to find such openings/introductions in your native language?

Compare your predictions with your partner.

A. In this paper, I shall draw on two corpora of U.S. and U.K. business magazine features to explore the metaphors, most notably the WAR metaphor, used in the description of businesswomen. In particular, by comparing the metaphorical description of women managers to that of their male peers, I will examine how the attested metaphorical expressions, mainly those of WAR, tie in with the notion of hegemonic masculinity. The central nature of this concept in business discourse is questioned by also looking for alternative metaphors in the data. By bringing in metaphor as the central feature, this study is poised to enrich the previous work in the gender aspect of business aspect (Tannen 1994; Coates 1995; Kendall and Tannen 1997).

The paper is structured as follows: first, I provide the theoretical framework of combined cognitive metaphor theory and Critical Discourse Analysis that my study is embedded in. This theory then yields the hypothesis upon which this paper is based. Next, I describe the two corpora of business magazine features on female and male executives that I used for this empirical study. I then proceed to elaborate on the terminology used in the description of the data and the method employed to extract them from the corpora. The main part of this paper deals with the results of the empirical study and the conclusions to be drawn from them. That part provides a presentation and discussion of the quantitative evidence of descriptive metaphorical expressions in the corpora, which is then supplemented by a qualitative analysis. Finally, I summarise the findings and their relevance to my theoretical elaborations and give a brief outlook on possible future research in this area.

Koller V 2004 Journal of Sociolinguistics

8/1: 3-22 "Businesswomen and war metaphors:

'Possessive, jealous and pugnacious'?"

B. Several years ago, when I was exploring topics for my first paper in masters program I was taking, I noticed that many of the students in our department would become incapable of making choices when faced with completing assignments and taking tests. It seemed that these individuals were so fixated on obtaining the highest mark possible they were reluctant to make mistakes, even when they were unsure of the answer to a question; they were unwilling to make an attempt because they would lose marks. There were competent students who did not have test anxiety; rather it was a fixation on getting the highest mark possible. These students had lost sight of the purpose of education - learning - to focus on the visible trappings of marks. This helped to inspire 'Learning with Confidence: Encouraging Risk and Failure in the Classroom' being written.

Yurkiw S 2006-2 IATEFL TTED & ESOL SIG Newsletter
" Reflective journaling for the 21st century"

C. Whatever the situation may be as regards actual teaching practices, communicative language teaching (CLT) is well established as the dominant theoretical model in ELT. There have been recurrent attempts to take stock of CLT and to identify its characteristic features (e.g. Richards and Rodgers 1986) and in areas such as teacher training the principles of CLT are largely treated as clearly understood and accepted (see, for example, Harmer 1991). Despite this apparent unanimity, many teachers remain somewhat confused about what exactly CLT is. At the more abstract end, there is general agreement that CLT involves an emphasis on communicating by means of the foreign language (the way in which this idea is expressed tends, as here, to be so vague as to make it difficult to disagree with): at the practical classroom end, CLT is strongly associated with a number of particular activity types, such as problem-solving and pair work. But in the middle ground, the area where theory meets practice, things become less certain. For example, what exactly does CLT set out to teach? Is there such a thing as a communicative language syllabus? If so, what does it consist of? Is it simply a notional-functional syllabus under a new name? Or does CLT only exist as a methodological approach, a way of helping learners to practise the skills needed to put their knowledge of the foreign language into use?

(Thompson 1996 ELT J 50/1)

D. Issues of culture and ideology are central to any analysis of literature. They are particularly important in translated children's literature because of the dual role such literature plays both in shaping the child's cultural identity and world-view, and in broadening the child's knowledge and understanding of other cultures. The specific case of the translation of English children's literature into Russian is especially interesting given the very different cultural context of the two literatures, and the changes in translation practice that have taken place in Russia... This article focuses specifically on two examples of fantasy stories and their translations into Russian: *The Lion, the Witch, and the Wardrobe* (Lewis 1950), a classic English fantasy story, and *Harry Potter and the Philosopher's Stone* (Rowling 1997), a modern blending of fantasy with the traditional English school story. These stories were chosen for their strong cultural and ideological content, as both are firmly rooted in an English context. Certain features of the works are examined in different translations, to investigate to what extent translators play a mediating role in order to make the works more accessible to a young Russian reader.

Judith Inggs *Meta*, XLVIII, 1-2, 2003 02.Meta 48/-1-2.

"Strategies for the Transfer of Culture and Ideology in Russian Translations of Two English Fantasy Stories"

2. Draw conclusions on the introductions/openings and continue the list of characteristics of a good introduction.

A good introduction/opening should...

- tell the main points of the article
- state the problem/topic of the article
- introduce the previous research in the area of the article topic



WRITING

Write an introduction to your article that will be published as a Collection of Postgrad-Students' Articles. Work with your peer providing feedback to each others' writing.

LANGUAGE FOCUS

Maximisers and minimisers

Good writers try to persuade readers by well-chosen words. They may try to maximise the

its in favour and to minimise the points against their opinion using words such as those mentioned in the text below.

? can **use the following phrases to maximise or minimise the points in your article:**

,,! seem that...

would appear...

olly recognised that....

is a little doubt that..

9 is little evidence of

1. Read the following text and fill in the gaps with the appropriate words from the box below.

The traditional approach to parenthood is _____unsatisfactory. Women have to spend many hours in child-rearing. Those with professional skills may sacrifice their career_____for the benefit of only one child. Because women spend time caring for their children, the services of many expensively trained teachers, nurses, doctors and other professionals are_____lost to society. Even if child-rearing is shared by the father, it_____means that two people waste time on an unproductive task for which they may be_____ill-equipped. Society would be _____better served if parenthood was **made** the responsibility of well-trained professional parents who would look after groups of children as a paid occupation. This would end amateur child-rearing and allow the biological parents to_____develop their careers for the benefit of society. Critics may argue that children reared in this way would feel rejected,_____, by their natural parents. This is_____untrue. Evidence from societies where collective child-rearing is practised shows that children merely experience minor upsets and are_____affected by the separation.

completely	hardly	in all respects	at least
entirely	quite	to some extent	altogether
fully	simply	much	

2. Read the text with and without the words in the box. What effect do these words have?

3. Categorise the words in the box to Maximisers and Minimisers.

Maximisers	Minimisers
<i>completely</i>	<i>hardly</i>

SECTION 4.

CONCLUSIONS

1. Study the following conclusions (1-4) and match them with the introductions (A-D) from the previous section.

- Given the fairly dramatic change in attitudes not only to language but also to learners and teachers that came with the development of CLT, it is not surprising that it has taken some time to work out the implications for all aspects of the teaching/learning process. It is, however, worrying that many people's perceptions of CLT seem to have got stuck at its early stage of questioning and experimentation (admittedly sometimes over-enthusiastic), before some of the key issues were fully resolved. CLT is by no means the final answer - no doubt the next 'revolution' in language teaching is already under way somewhere. But whatever innovations emerge, they will do so against the background of the changes brought about by CLT, and will need to accommodate or explicitly reject those changes. Certain of them are too important to lose: the concern with the world beyond the classroom, the concern with the learner as an individual, the view of language as structured to carry out the functions we want it to perform. In order to ensure that these changes are not pushed aside in future

developments, it seems essential to attempt to clear away misconceptions that might otherwise be used to damn them and CLT as a whole.

2. Nothing presented here is revolutionary. The benefits of reflective journaling are well known. Blogging software is well established. However, the purpose for incorporating a reflective blogging process is being recommended here as one step to help make pre-service teachers better risk-takers and to have an attitude to accept and channel student failure to a greater extent than is already done. The belief is that teaching professionals, who have a solid understanding of how pedagogical theory translates into practice, and who are able to reflect on their experiences in order to determine how to consistently improve their practice, will be better able to bring out the same qualities in their students. This is but one part of a process that also needs to focus on helping teaching professionals collaborate to a greater extent and to develop strong communities of practice, but that's an article for another day...

3. To conclude, it can be said that by looking at metaphorical expression used for the description of corporate executives in business magazines, this study has shown the centrality of the WAR metaphor in the sub-discourse, both quantitatively, in terms of frequency, and qualitatively, as regards the wide range covered by the AGGRESSION AND COMPETITION complex in which the WAR metaphor can be located... The topic of this study provides numerous further research possibilities, four of which I would like to single out here. Firstly, it would certainly be very rewarding to go beyond journalistic texts and look at metaphorical descriptions of businesswomen and men in other text types brought forth by business discourse. Spoken discourse, in particular, could yield interesting results in this respect. Secondly, a question not addressed in this paper is that of magazine-specific metaphor usage. Since I included both U.K. and U.S. publications in my corpora, this question is inextricably linked to the issue of culture-specific use of metaphors...

It is especially such self-descriptions that bring to mind Virginia Woolf's essay "Three Guineas", written on the eve of World War II, in which she explored the interrelations between patriarchy, fascism and war. At that point in history, when women were only just beginning to enter the professions, Woolf asked the following anxious question:

In another century of so if we practise the professions in the same way, shall we not be just as possessive, just as jealous, just as pugnacious... as these gentlemen are now (Woolf 1929/1938:191)

Looking at my data, I cannot help thinking that some women, at least, have decided to answer this question in the affirmative.

4. This article attempted to examine certain strategies used by translators of two English fantasy stories, both of which are firmly rooted in an English landscape and in English culture. The analysis shows that the approach to translation is largely random, with no consistent strategies identifiable. In the translations of *The Lion, the Witch and the Wardrobe*, there is some evidence of simplification as a strategy, and some confusion over the appropriate translation of cultural items in the translations of *Harry Potter and the Philosopher's Stone*. Generally, however, the translators are shown not to have attempted to situate the stories in a Russian context, and have retained intact both the cultural backdrop and the moral values put forward in the works. Such an approach to the translation of these texts therefore depends on extensive background knowledge on the part of the target text reader. The translators expect their readers to share the knowledge that both the implied and actual source text reader are assumed to possess. The target text readers then have to bridge the gap between themselves and the source text readers, if the work is to have the same effect and arouse the same associations. Given the current increasing access to the Internet, it may be that contemporary readers are assumed to possess a wider knowledge than their predecessors. Whether or not that is true, there is little doubt that the translation of such works contributes to the spread of English culture and values across the world. While it was not possible in the article to focus on the reception of

such works by young readers, such a study would provide valuable information about the success or failure of the translations discussed above. _____

2. Choose the characteristics of conclusions.

The conclusions should

- ... reiterate the main points
- ...tell about how it can be applied
- ... include a quotation, a metaphorical expression, a poem
- ... reinforce the main idea of the article
- ... outline the areas for further investigation
- ...tell who the author is
- ...state the limitations of the article
- ... be about 10% of the whole article
- ... include examples to support the main idea of the article
- ... state the structure of the article



Giving feedback

Write a draft of your own article to be published as a collection of the Postgraduate Students' Assignments.

Exchange articles with your peer and give feedback. Use the following checklist to give feedback.

Peer review checklist

	Comments
Content Does the article say something new or give ideas, guidelines, tips that the reader can use in their context? Does the article show that the writer is up to date with current literature and has conducted a broad survey of the field? Does the text do what it says it will do (answer the question, solve the problem?) Does it make sense?	
Structure Is the structure of the article logical and clear? (introduction, headings, sub-headings, questions, conclusions etc) Is each paragraph organised round one main point? Are there linking words used appropriately? Is the abstract clear, concise and accurate? Is the opening effective? Why/why not? Is the conclusion suitable, clear and complete?	
Evidence Is the argument backed with evidence, examples, details and/or research?	
References Is the source of the information clear? Are any quotations accurate? Are references written correctly?	
Style Is the text easy to read? (sentences are of	

reasonable length and uncomplicated) Is terminology used correctly? Is the language suitable for the intended audience?	
Presentation Does the text follow any presentation guidelines (length, format, font and font size, etc.)?	
Language Accuracy Grammar Spelling Punctuation	

Useful sources

- English Teaching professional www.etprofessional.com
- Modern English Teacher www.onlinemet.com
- English Language Teaching Journal. OUP eltj.oxfordjournals.org
- Forum <http://exchanges.state.gov/englishteaching/forum-iournal.html>
- Internet TESL Journal www.itesl.org (on-line only)
- Humanising English Teaching www.hitmag.co.uk (on-line only)
- English Language Teacher Education and Development (ELTED) www.elted.net (on-line only)

WHAT'S NEXT?

You are almost to finish your English language course but that does not mean your work on your English should stop.

1. *Which areas of English do you think you have to work on ?*

Prioritise the language skills and areas that are important for you to improve. Justify your choice.

- Vocabulary
- **Grammar**
- » **Pronunciation**
- **Listening**
- **Reading**
- **Writing**
- **Speaking**

2. *What do you think what people can do to improve or keep up with their English ?*

In groups, make a list of the possible ways and then share your lists.

Example,

- Listen to English songs
- Read fiction in English
- Write e-mails to friends in English
-

3. Read the extract from the article **70 ways to improve your English** and see which of the ways you have mentioned are stated in the article. Which of the ways seem interesting to you?

1. Write a news diary. Another daily writing task that can work for people who would be bored by writing about their own routines in a diary is to write about the news that you read and listen to everyday. If you include your predictions for how you think the story will develop, this can give

you a good reason to read old entries another time, at which time you can also correct and mistakes you have made and generally improve what you have written.

2. Listen to MP3s. Although buying music on the Internet is becoming more popular in many countries, not so many people know that you can download radio speech such as audio books (an actor reading out a novel). Not only is this better practice for your English than listening to English music, from sources like Scientific American, BBC and Australia's ABC Radio it is also free.

3. Sing karaoke in English. The next stage after understanding and memorising a song is obviously to sing it. Although some words have their pronunciation changed completely to fit in with a song, most of the words have the same sounds and stressed syllables as in normal speech. Remembering which words rhyme at the end of each line can also be a good way of starting to learn English pronunciation.

4. Only search in English. Switching your search engine to the English language version of msn, yahoo, Google etc. can not only be a good way of practising fast reading for specific information in English, but could also give you a wider choice of sites to choose from and give you an idea of what foreigners are writing about your country and area.

5. Read English language magazines. Like books, if you can read two versions of the same magazine (Newsweek in your language and in English, for example), that could make understanding it much easier.

6. Teach your children or friends some English. Recent research has shown that elder children tend to be a couple of IQ points above their younger siblings, and the most likely reason is that explaining things to their little brothers and sisters gives them an intellectual boost. In the same way, teaching someone lower level than you the English you already know is a great way of permanently fixing that knowledge in your own brain.

7. Keep a list of language to learn, e.g. a vocabulary list. Even if you don't often find time to go through your vocabulary list and it keeps on building up, just the act of choosing which words you need to learn and writing them down on a special list can help you learn them.

8. Go through your vocabulary list several times every day. If ticking off words on a vocabulary list on the train to work is inconvenient or embarrassing for you, you can keep your list of words to learn as an entry in your electronic dictionary, as a mobile phone to do list or as a text file in your MPS player (e.g. iPod). Although the time spent transferring the information between different formats like these may seem wasted, in fact any time you spend using the vocabulary like this will help you learn it.

9. Online chat. The closest thing to speaking for people who don't have the chance to speak English is online chat, as you have to think and respond quickly, and the language is short and informal just like speech.

10. Set goals. Deciding how many hours you want to study, how many words you want to learn or what score you want to get in a test are all good ways of making sure you do extra study.

4. Write down your own plans on how you are going to keep up with your English during the coming one year. Be realistic about the time available to you as you might have other responsibilities (job, family etc.) as well. Be as specific as possible, like not just I will read English newspapers, but indicate which newspapers and where you are going to take them.

Make two copies of the list. Keep one copy with yourself and the other give to your friend. In 6 months ask your friend to check how well you are doing with your action points. You can use this table for action planning.

How I am going to keep up with my English		
Actions	Time	Why
e.g. To watch TV news in English	Every Sunday	It will help me to practice listening and learn new words.

APPENDIX !

Assignment Ns 1

Narrow down the topic given by the teacher and make a title. Research the chosen problem and choose one professional article from the magazine, book or on-line. Follow the suggested structure:

1. Attach photocopied scientific material (2-3 pages)
2. Write why you have chosen this article, (up to 60 words).
3. Report on sources.
4. Within 3 sentences express negative and positive sides of the material you have read. (50 words)
5. Organize a cluster (in scheme using only phrases) on the basis of the attached material.
6. Write a summary (200-250 words)
7. Glossary (min. 15 items)
8. Give a problematic question on the basis of the chosen article.
9. Try to answer the problematic question. (200-250 words)

Assignment Ne 2

Narrow down the topic given by the teacher and make a title. Research the chosen problem and choose one professional article from the magazine, book or on-line. Follow the suggested structure:

1. Attach 2-5 pages of photocopied material
2. Write report on the specific material used in the article.
(Subdivide material into groups: statistics, facts, anecdote, evidence, testimony, etc.)
3. Report (150 words)
Write report on:
 - What you have read;
 - Why you have read;
 - How you have read.
4. Give brief summary of the article (150-200 words)
5. Express critical comments on the article.
6. Glossary (min 15 items)
7. Source

Assignment Na 3

Narrow down the topic given by the teacher and make a title. Research the chosen problem and choose 3-5 professional articles from the magazine, book or on-line. Follow the suggested structure:

1. Attach 3-5 photocopied materials (total 8 pages)
2. Write a synthesized overview statement
3. Write a list of authors, books, periodicals
4. Report on sources (150 words)

Assignment Ns 4

Narrow down the topic given by the teacher and make a title. Research the chosen problem and choose four professional articles from the magazine, book or on-line. Follow the suggested structure:

1. Attach 4 articles from different sources (show the source)
2. Underline in red the main idea in each chosen passage

3. Write a synthesized paragraph (300 words)
4. Glossary (min.20 items)
5. Source

Assignment Ns 5

You need to research the given problem and express your opinion in the argumentative essay (300 words).

Sample statement: *"Men and women have different kinds of brain, so it follows naturally that men and women have different inherent skills and abilities."*

Assignment Ns 6

Narrow down the topic given by the teacher and make a title. Research the chosen problem and choose one professional article from the magazine, book or on-line. Follow the suggested structure:

1. Attach 6-7 photocopied pages (active reading underline and react in red)
2. Write a critical review (400-500 words) on the article paying special attention to:
 - Idea of the article (how logical, persuasive, realistic etc. it is, what assumptions underlie the idea, etc.);
 - Language of the article (clear, pompous, jargon-laden, vague, etc.);
 - Tone of the article (pious, corny, sarcastic, etc.);
 - Structure of the article (dear thesis, long/short sentences, coherent idea expression, etc.).
3. Glossary
4. Bibliography

Assignment N5 7

Use the following questionnaire (developed by Ijtimoiy Fikr Public Opinion Study Center, 2004) to make your own survey. Write a report on the results you get.

A. WOMAN AND EDUCATION

1. What education do you have?

Incomplete secondary
 Complete secondary
 Secondary specialized
 Incomplete higher
 Higher
 Candidate for science
 Doctor for science

2. Should a woman try to get a higher education?

1. Yes, she surely should
2. Yes, she should
3. No, she should not
4. Difficult to answer

3. What education would you like to get?

1. Secondary specialized
2. Higher

4. What particular secondary specialized education would you like to get?

(Write down)

6. Japan
7. South Korea
8. Turkey
9. United Arab Emirates
10. in any other country? (Write down)_____

18. Why would you like to work in this particular country?
(Write down)_____

19. Should a woman have an economic independence?

1. Yes, she should
2. No, not necessarily
3. Difficult to answer

20. Do you consider yourself personally to have an economic independence?

1. Yes, I do
2. No, I do not
3. Difficult to answer

SOME ADDITIONAL MATERIAL FOR ASSIGNMENT WRITING

1. THE FORMATION OF A NEW BALANCE BETWEEN SECULARITY AND RELIGIOSITY IN THE REPUBLIC OF UZBEKISTAN

by **prof., Dr. Zahidulla Munawarov**

The concept of the separation of religion and state is originally based on the idea of freedom of thought and on the development of secular rational thinking. Yet, in the countries of the Muslim East, including Central Asia, until recent times it was not considered as purposefully as was the case in the West throughout the centuries. This vital scientific problem, which for centuries has occupied a key place in the general spectrum of the main trends of European socio-political science, has gained a particular relevance for the countries of Muslim East only on the threshold of the third millennium. Its actualisation for the states of Islamic world, caused, first of all, by the global geopolitical shift which occurred in the world in the second half of the 20th century, and by the newly begun process of building the so-called "new world order", has completely changed the attitude of the scientific community towards this problem, pushing it into the ranks of the most intensively studied scientific problems as demanded by the times themselves. This fact is based, all else aside, on the psychological effect produced by the geopolitical changes and manifested partially in the activation of different forces with their political, ideological and other ambitions.

However, the lack of specialised research on the issue of the formation of the rational balance between religiosity and secularity in the scientific heritage of Islamic scholars, by no means, implies the absence of this problem in the life of traditional societies in the Muslim East. Actually, this issue has always been an important issue in the process of the practical organisation of life in a traditional society such as Central Asia. In other words, in practically all the states of medieval Central Asia, a constant invisible struggle was waged between those political forces which asserted a limited role for the Muslim clergy restricted to the sphere of spiritual life and moral-ethical questions, and those who fought for the overwhelming role of religion in the organisation of life in traditional society. This is attested to by numerous facts from the life of the states of this region and even the empire established by Amir Timur (1370-1405) in the last decades of the 14th century.

As the founder of one of the most powerful centralised states of the Middle Ages, Amir Timur, particularly at the dawn of his political activity, faced pressure from the clergy represented by Sufi leaders, which exerted their influence on the tribal aristocracy, for instance in one of the

main religious centres of that epoch - Termidh. This, in part, spurred Him to a conscious close relationship with the highly respected Shaykh Sayyid Baraka (d. 1403-04), well-known in history as a spiritual teacher of Amir Timur. The sources mention that the most influential representatives of the clergy had unconditionally recognised the superiority of Sahibqiran's decisions and publicly blessed practically all his initiatives, including war campaigns. This fact can be seen as one of the well-considered tactical-strategical steps which relieved tensions between secular authorities and the 'ulama' (clergy), established a rational balance between secular and religious forces in socio-political life and, consequently, strengthened the power of his state.

Observing the history of Mawarannahr in the Middle Ages and the new time, it becomes clear that whenever a reasonable consensus was reached between the political forces in power, on the one hand, and the clergy, which had assumed indisputable authority over the military-tribal and urban aristocracy, on the other hand, the rate of general progress in the state increased. It is also important to note that such periods, tentatively speaking, were marked by the superiority of the secular political forces, responsible for decision-making on issues of secular or worldly character. One of the most convincing examples of this can be found in the time of Amir Timur's rule. The proviso "tentatively" is used here to stress that, with regard to that epoch of the region's history, as, by the way, with regard to the rest of the vast Islamic world, it seems to be very difficult to define the exact boundary between the domains of the secular and of the religious/spiritual authorities.

Yet, whenever the balance between these two constituents was setup and the clergy's influence on political issues became stronger, this caused socio-political chaos, which sometimes even led to the physical elimination of rulers. Evidence of this can be found in the socio-political situation in the region at the end of the 15th - beginning of the 16th century, when the influence on socio-political life of the Naqshbandi Sufi brotherhood, headed by such authoritative religious leaders as Khwaja 'Ubayd Allah Ahrar (d. 1490), Makhdum-i A'zam (d. 1542), Mawlana Lutf Allah Chusti (d. 1571) and Khwajas of Juybar (16th-17th centuries) reached its apogee. In that period of Central Asian history all the negative consequences soon became apparent of the gradual transformation of Islam into a religion whose ideology was predominantly determined by the clergy. This furthered the intensification of subjectivism in interpretations of the fundamental provisions of Islam, as well as their transformation into a delicate social mechanism reacting to all more or less serious changes in socio-political and socio-economic life. We can judge this from the rapid development in this period of a special literary-philosophical genre, dedicated to providing rulers with recommendations on various questions regarding the governance of a state.

One of the characteristics of that historical epoch of Mawarannahr was the intensification of the process of its socio-political fragmentation, which led, in turn, to a noticeable worsening of the socio-economic stagnation in the region. In fact, since the end of the 18th - beginning of the 19th century, the factor of external influences, which played a disintegrative role in the socio-political life of Mawarannahr and all Central Asia, was significantly increased due to the contest between Russia and Great Britain for control over the region and the strengthening of military-political expansionism in the foreign policy of Russian czarism towards this part of the world. However, the intensified involvement in this period of the clergy, represented by influential shaykhs and the 'ulama', who were often manipulated by certain forces aspiring to achieve their own aims in political affairs, also played its unconstructive role, furthering internecine strife. Finally, in the 18th century those processes led to a political schism in Mawarannahr and the emergence of three small state formations on its territory - the khanates of Bukhara, Khiva, Khoqand.

Nevertheless, with regard to the process of state formation on the territory of Central Asia in general, it is obvious that the predominant feature of the evolution of the interrelation between religiosity and secularity in questions of governing traditional Central Asian society remained the steady strengthening of the role and significance of secular political forces, on the one hand, and the constant narrowing of the sphere of influence exerted by religious circles mainly to questions of spiritual and moral character, on the other hand. The fact that the history of Mawarannahr in the Middle Ages and in later periods did not witness an emergence of states

inclining to theocratic methods of rule bears eloquent testimony to this. Thus, without diminishing the role of religion, namely Islam, in the organisation of social life in Central Asia, it can be concluded that although it is always significant, this role never becomes dominant.

Russia's conquest of Central Asia led to a substantial change in the position and role of Islam in socio-political life. Essentially, it resulted in the maximum possible exclusion of Islam from the socio-political scene. The colonial authorities tried to achieve their aim mainly in two ways: firstly, completely ignoring the Muslim clergy and gradually ousting them from social life; secondly, undermining their economic basis. For all that, in their relationship with the Muslim clergy the colonisers conducted themselves cautiously, avoiding any open confrontation.

The Soviet epoch was to some extent different from the czarist time, its main characteristic was a strong tendency to minimise the role of religion in social life. This aspiration was realised by the methods of militant atheism, a total offensive against the clergy and religious institutions, and the denial of any positive potential of religion in general. The attempts of the Turkestanian Jadidists to urge the use of Islam's educational potential were also rejected. The pressure put on the clergy and the religious institutions grew steadily stronger: the illusions of building an atheistic community turned out more and more persistently to be the reality. Yet, such a policy, of course, could not guarantee the eradication of religion from the life of the Muslim community, which had been formed over the centuries: despite the physical liquidation of a significant part of the 'ulama' and the destruction of the absolute majority of Islamic institutions, the Islamic factor did not disappear from the social scene; its role merely changed - it became highly particular. In consequence of those policies, religion went partly underground, transforming into an oppositional force. This tendency did not weaken even after the period during World War II when the Soviet authorities, under the pressure of specific historical circumstances, were forced to permit some indulgences in the religious sphere, as manifested, for instance, in the establishment of the Spiritual Board of Muslims of Central Asia and Kazakhstan (1943-1992).

Moreover, the underground movement of the radical part of the Muslim clergy, which considered itself an oppositional force, steadily gained strength. It became a dangerous political factor posing a threat to the future well-being of the ruling regime itself. The movement, known in the Western countries as "parallel Islam," became fertile soil for radical religious activists. From the end of the 1980s, when it finally became apparent that the process of the disintegration of the former Soviet Union had become inevitable, some of them began openly to lay claim to the role of spiritual leaders of the nation. This revealed the absence of a classical hierarchical structure in Islam - a fact that created favourable conditions for the initiatives of these activists pursuing their particular goals. The experience of the independent development of the Central Asian states in the last decade confirms that it soon develops into a striving of certain forces towards the establishment of political parties and organisations with a religious tint. They aspire to exert their influence over new territories, as widely as possible. The degree of influence of the ideas disseminated by such parties and organisations steadily increases due to the socio-economic problems and weakness of democratic institutions in these countries - problems that are typical for transitional periods.

In this way, by the beginning of the 1990s, an urgent need for restoring the harmony of religious and secular values, without any exaggeration, became one of the decisive and fateful factors in the life of our country. Since the first days of independence, the leadership of the Republic of Uzbekistan has faced the need for a distinct and principle formulation of its approach to the religion. Convincing argumentation for the new attitude of the state towards religion has been provided by President Islam Karimov as follows: "The fact of the stable existence of religion, including Islam, through the centuries is testimony to the fact *that* it has deep roots in human nature and fulfils a number of inherent functions. Religion, being above all a sphere of the spiritual life of society, group and individual, has absorbed and reflected universal human moral norms, transforming them into generally obligatory rules of behaviour, has substantially influenced culture, and has contributed and continues to contribute to overcoming man's isolation and his alienation from the other people." The task of forming a new relationship between secular and religious values, responding to general national interests, has become one

of the main elements in the process of the revival of the national values in Uzbekistan in the course of building a newly independent state. The evolution and content of this process have been defined by the combined effect of a whole range of objective and subjective factors. We point out the main ones:

The restoring of the genuine role of religion in spiritual and social life as a result of the fundamental change of the state's attitude toward religion. This factor has manifested itself in the sharp increase in the number of mosques and religious educational institutions, state support for Muslims in organising hajj and 'umra, and the official recognition of religious feasts, which before were totally forbidden.

The unprecedented burst of activity of radical religious activists and the nationalistic forces behind them. The politicization of their activity became apparent as early as the beginning of 1990s, when militarised organisations began to emerge, shrouded beneath the masks of Islam and humanity ("Islam lashkarlari" - "Warriors of Islam", "Adalat" - "Justice", "Adamiylik va-insaniylik" - "Humanness and humanity" etc.).

The noticeable activation of different foreign religious ideological centres towards all of Central Asia, particularly Uzbekistan. This has been reflected particularly in the attempts of the Party of Islamic Revival to establish a branch in Uzbekistan and in the efforts of "Hizb al-tahrir al-islami" (The Party of Islamic Liberation) to involve our country in the sphere of their activities. One can name other organisations of this kind. Activists of such organisations have contributed much to undermining internal political stability and have caused inter-ethnic and inter-religious tensions in society.

In circumstances marked by the radicalisation of religious consciousness under the influence of purposeful campaigns launched by certain forces, which have turned in some cases to violent means and methods of a terrorist nature, the acute need has been felt for the introduction of a number of practical measures in the legal sphere. One such measure was the adoption of the "Law on Freedom of Conscience and Religious Organisations" in June, 1991. It was the first legal document of this kind in the modern history of Uzbekistan and guaranteed real freedom of conscience. Yet the developments in the field of spiritual religious life in the first half of the 1990s, particularly the strengthening of the politicization of some forces acting under cover of religious slogans, created a need to bring some provisions of the Law into conformity with the demands of the times. Therefore, in May, 1998 a new edition of the Law was adopted¹ which stipulates criminal and administrative responsibility for any attempts to use religion for political purposes, as well as for stirring up inter-ethnic and other hostilities.

Thus, the formation of the new balance between religiosity and secularity in the conditions of building a civil society in Uzbekistan has not always gone smoothly. Along the way, complications have arisen, chiefly as a result of the vigorous purposeful activity of certain forces engaged in the radicalization and politicization of the religious consciousness of the Muslim population. One of the concrete manifestations of this tendency around the turn of this century was the diversionary propaganda tactics of "Hizb al-tahrir al-islami" by means of the dissemination of leaflets among the population of the larger cities in the country and, especially, its capital - Tashkent,

Despite all the attempts of the radical religious groups, which have received moral; and material support from external sources, the decisive force in the deepening process of the formation of a new balance between secular and religious values is now the tendency towards the separation of functions according to the principles formulated in the Constitution of Uzbekistan: the state has its individual functions, religion - its own. With this, modern Uzbek society in its predominant, majority supports and welcomes the wholesome role of religion in the education and upbringing of the highly righteous and noble man,

2. CLIMATE CHANGE IN RUSSIA'S ARCTIC TUNDRA: 'OUR REINDEER GO HUNGRY. THERE ISN'T ENOUGH PASTURE'

Luke Harding
Guardian News & Media, 2009

For 1,000 years the Nenets people have migrated along the 450-mile-long Yamal peninsula in northern Russia, in summer they travel northwards, taking their reindeer with them. In winter they return southwards.

But global warming is now affecting this remote region of north-west Siberia. Normally the Nenets travel across the frozen River Ob in November and build their camps in the southern forests around Nadym. These days, though, this annual winter journey is delayed. Last year the Nenets and their many thousands of reindeer had to wait until late December until the ice was finally thick enough for them to cross the river.

"Our reindeer were hungry. There wasn't enough food," Jakov Japtik, a Nenets reindeer herder, said. "The snow is melting earlier, quicker and faster than before. In spring it's difficult for the reindeer to pull the sledges. They get tired," Japtik said.

Herders say that the peninsula's weather is becoming more and more unusual - with unseasonal snowstorms when the reindeer give birth in May, and milder longer autumns. In winter, temperatures used to go down to -50°C. Now they are normally around -30°C, according to Japtik. "Obviously we prefer -30°C. But the changes aren't good for the reindeer and in the end what is good for the reindeer is good for us," he said.

Here, in one of the most remote places on Earth, there are clear signs the environment is under pressure. Last year the Nenets arrived at a regular summer camping spot and discovered that half of their lake had disappeared after a landslide. Landslides can occur naturally but scientists say there is clear evidence that Yamal's ancient permafrost is melting. The Nenets report other curious changes - there are fewer mosquitoes and a lot more flies. "It's an indication of the global warming process, like the opening of the Arctic waters for shipping this summer," says Vladimir Tchouprov, Greenpeace Russia's energy unit head. The melting of Russia's permafrost could have catastrophic results for the world, Tchouprov says. It would release into the atmosphere billions of tonnes of greenhouse gases that were previously trapped in frozen soil.

Russia - the world's biggest country by geographical area - is already warming one-and-a half-times faster than other parts of the world. If global temperatures go up by 4°C, as many scientists believe, the impact on Russia would be disastrous. Much of Russia's northern region would become a swamp. Houses in several Arctic towns are already beginning to sink into the ground.

Many Russians, however, do not believe that climate change exists. Others say that it might bring benefits to one of the world's coldest countries, with oil and gas exploration in the Arctic, and a longer season for growing food. Russia's scientists seem sceptical about global warming and the government doesn't appear to regard the issue as an important domestic problem; public awareness of climate change in Russia is lower than in any other European country.

Western politicians, however, say that Russia should take action on climate change and seek ambitious targets. "There is 5,000 miles of railway track built on permafrost. It could be destroyed if the permafrost melts," Ed Miliband, the UK secretary of state for climate change, said during a recent visit to Moscow.

However, even Russians working in the Arctic do not believe that their country has a serious climate-change problem. "It's rubbish, it's invented. People who spend too long sitting at home have invented climate change," Alexander Chikmaryov, who runs a remote weather station on the Yamal peninsula, said. A small community of Nenets hunters live nearby; otherwise there's nobody for a hundred kilometres. The weather here is extremely cold; the sea freezes for nine months of the year.

In fact, Chikmaryov's own data show that global warming is a real problem here too. In 2008 the ice was 164cm thick; this year it is 117cm. Winter temperatures have gone up too - from lows of

-SOX- in 1914 to -40°C today. Every year large pieces of the coast fall into the sea. And there are other unnatural signs. On 15th August a large polar bear was seen looking for food in the station's rubbish bin. "it was 7pm. The bear was enormous. We set off a flare. It ran off," said one of the station's workers. Sightings of polar bears are becoming more and more common - with the bears coming south in search of food.

Back on the tundra, Japitik was rounding up his reindeer. "I've lived all of my life in the tundra," he said. "The reindeer for us are everything - food, transport and accommodation. The only thing I hope is that we will be able to carry on with this life."

3. WANT RESPONSIBLE ROBOTS? START WITH RESPONSIBLE HUMANS

Science Daily, July 31, 2009

When the legendary science fiction writer Isaac Asimov penned the "Three Laws of Responsible Robotics," he forever changed the way humans think about artificial intelligence, and inspired generations of engineers to take up robotics.

In the current issue of journal *IEEE Intelligent Systems*, two engineers propose alternative laws to rewrite our future with robots.

The future they foresee is at once safer, and more realistic.

"When you think about it, our cultural view of robots has always been anti-people, pro-robot," explained David Woods, professor of integrated systems engineering at Ohio State University. "The philosophy has been, 'sure, people make mistakes, but robots will be better - a perfect version of ourselves.' We wanted to write three new laws to get people thinking about the human-robot relationship in more realistic, grounded ways."

Asimov's laws are iconic not only among engineers and science fiction enthusiasts, but the general public as well. The laws often serve as a starting point for discussions about the relationship between humans and robots.

But while evidence suggests that Asimov thought long and hard about his laws when he wrote them, Woods believes that the author did not intend for engineers to create robots that followed those laws to the letter.

"Go back to the original context of the stories," Woods said, referring to Asimov's robot among others. "He's using the three laws as a literary device. The plot is driven by the gaps in the laws - the situations in which the laws break down. For those laws to be meaningful, robots have to possess a degree of social intelligence and moral intelligence, and Asimov examines what would happen when that intelligence isn't there."

"His stories are so compelling because they focus on the gap between our aspirations about robots and our actual capabilities. And that's the irony, isn't it? When we envision our future with robots, we focus on our hopes and desires and aspirations about robots - not reality."

In reality, engineers are still struggling to give robots basic vision and language skills. These efforts are hindered in part by our lack of understanding of how these skills are managed in the human brain. We are far from a time when humans may teach robots a moral code and responsibility.

Woods and his coauthor, Robin Murphy of Texas A&M University, composed three laws that put the responsibility back on humans.

Woods directs the Cognitive Systems Engineering Laboratory at Ohio State, and is an expert in automation safety. Murphy is the Raytheon Professor of Computer Science and Engineering at Texas A&M, and is an expert in both rescue robotics and human-robot interaction.

Together, they composed three laws that focus on the human organizations that develop and deploy robots. They looked for ways to ensure high safety standards.

Here are Asimov's original three laws:

- A robot may not injure a human being, or through inaction, allow a human being to come to harm.
- A robot must obey orders given to it by human beings, except where such orders would conflict with the First Law.
- A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.

And here are the three new laws that Woods and Murphy propose:

- A human may not deploy a robot without the human-robot work system meeting the highest legal and professional standards of safety and ethics.
- A robot must respond to humans as appropriate for their roles.
- A robot must be endowed with sufficient situated autonomy to protect its own existence as long as such protection provides smooth transfer of control which does not conflict with the First and Second Laws.

The new first law assumes the reality that humans deploy robots. The second assumes that robots will have limited ability to understand human orders, and so they will be designed to respond to an appropriate set of orders from a limited number of humans.

The last law is the most complex, Woods said.

"Robots exist in an open world where you can't predict everything that's going to happen. The robot has to have some autonomy in order to act and react in a real situation. It needs to make decisions to protect itself, but it also needs to transfer control to humans when appropriate. You don't want a robot to drive off a ledge, for instance - unless a human needs the robot to drive off the ledge. When those situations happen, you need to have smooth transfer of control from the robot to the appropriate human," Woods said.

"The bottom line is, robots need to be responsive and resilient. They have to be able to protect themselves and also smoothly transfer control to humans when necessary."

Woods admits that one thing is missing from the new laws: the romance of Asimov's fiction - the idea of a perfect, moral robot that sets engineers' hearts fluttering.

"Our laws are little more realistic, and therefore a little more boring," he laughed.

4. ALISHER NAVOI AND HIS EPOCH IN THE CONTEXT OF UZBEKISTAN ART, CULTURE DEVELOPMENT. (To the 565th-anniversary)

<http://www.sanat.orexca.com>

For many centuries, genius of great Navoi and brilliant galaxy of philosophers, poets, artists, calligraphers and ornamentalists, working beside him and creating remarkable products, has excited imagination of researchers, artists and amateurs of art. Their art will remain in history of

world culture forever. They founded schools and art trends. They were followed by many imitators and interpreters.

At the beginning of the 21 century, a century of information and computerization, otherwise, dynamics of high-tech civilization, we again address to Alisher Navoi's heritage and his epoch. So, we not only render a worthy tribute to the founder of the Uzbek language and literature, but find answers to eternal questions of human being: what is a human nature, his searches for harmony in the nature and society and his aspiration to spirituality and beauty. Searches for self-identification of Uzbek national art in the period of independence, new conceptualization of historical and cultural heritage and necessity to base on own "genealogy" of art traditions made researchers turn again to Alisher Navoi. Opening of National Park named after Alisher Navoi, construction of monuments to the great poet in Tashkent (E. Aliev, N. Bandeladze, V. Degtyarev), Chirchik (A. Rahmatullaev, L. Ryabtsev) and Navoi (A. Rahmatullaev, P. Podosinnikov), reproduction of his image in painting, graphics, theatre, cinema, music and literature show a keen interest not only to individuality of a great philosopher, but also to traditions of his poetry bearing high spirituality.

Why does Alisher Navoi seem so much attractive to the contemporary? First, as N. Conrad noted, surprising is universalism of Alisher Navoi's minding that reached a global level. This is not simple universalism of Navoi who combined talents of a poet, artist, musician, theorist of literature, historian and calligrapher. This is universalism concerning the conceptual basis of artistic culture in general which covers achievements of different peoples, different historical epochs, different religions and artistic traditions. Let's look again at heroes of "Hamsa": Farhad is the Chinese. Kais - the Arab, Shirin - the Armenian, Shapur - the Persian and Iskander - the Greek. That means that principles of global consciousnesses, synthesis of the national and panhuman and dialogue of cultures, turned so vital in the 20th century, were absolutely normal for artistic culture of Navoi's epoch and foundations of its ideology.

Second, a dominating principle of the poet is humanism. Love, sympathy and mercy to a person sound in all of his works. These feelings become the most desired by people having survived historical, political, ideological, social, ecological and other cataclysms of the 20th century. Unfortunately, sociological interviews in cities of some countries showed that schoolchildren perfectly know terminology of western pop culture, but have no ideas about "mercy".

Personages of Navoi fight for personal freedom, love and happiness, therefore they are close, clear and loved by readers of all times and all peoples.

Thirdly, Alisher Navoi is unprecedented example of patronage upon culture. Historians Mirhond and Hondemir, musicians Hussain Udi and Kulmuhammed Nai, artists Bihzad and Shah Muzaffar, calligraphers Sultan Ali and Mir AN, as well as many other artists entered the world of culture thanks to protection of Alisher Navoi. The epoch formed Navoi, and Navoi created the epoch.

Zahiriddin Babur wrote that in Herat "everybody tried to reach perfection in his business". It was a major criterion of creative activity, first of all, of Navoi himself. That is, fourthly, Navoi and his epoch show professionalism of high level, full devotion to art, searches and knowledge. At last this is Alisher Navoi's boundless love for native land, people, culture and language. Let's remember the work by Navoi "Ideas on two languages" where the great poet proved advantages of native language, its rich lexis, variety and felicity of poetic forms. Some scholars wrote that "he convinced contemporary poets to write in the native language how he did and preached up a status of native language as literary language".

What new has the art of the period of independence contributed in creative interpretation of spiritual heritage of Alisher Navoi and his epoch?

Certainly, this is searches of artists for new solutions of portrait characteristics of Alisher Navoi and his famous contemporaries. Abdulhak Abdullaev, one of the famous Uzbek portrait artists of

the 20th century, turned to the image of the great poet many times. He pointed out: "understanding that my people have no other name being dearer than Navoi required such strong intension i could not assume and even expect.... Sometimes it seemed that I almost felt his breath and I was carried back to that far and unknown world, another epoch and other customs, i as if heard the voice of history and its far echo...".

Among author's variants there is Alisher Navoi's portrait on the background of window, through which Herat is seen (1970-1980s) and portrait of Navoi on the background of city panorama (1970-1980s). Right at the beginning of the 1990s, the artist gave one more interpretation of Navoi's image. Probably, it imitates the previous composition - the poet against the city panorama. At the same time, the artist enriched the psychological characteristic of his favourite image. While his early works accented majesty and spiritual height (the first work), dramatic destiny, fine nature and vulnerability of Navoi (the second work), A. Abduilaev's work of 1991 accents wisdom and highness of the character exalted not only over the city, but over the history. This work gives the image of a great poet and shows love of his grateful descendants for him. Such interpretation became a basis for some monumental works devoted to Navoi in the period of independence of the republic.

It is difficult for artists to overcome a stereotype of Navoi's image which may shade the inner life of Navoi, interpreted by different artists in their own way. Sometimes, it seems that we know about Navoi everything, but at the same time we feel own weakness before the genius and lack of self-confidence in attempts to open his inner life and to give own interpretation, capable to convince the most experienced spectator. The artists give both realistic and conditionally metaphorical interpretations. For example, in M. Fozili's work of "Great Navoi", the artist placed Navoi and his personages in cosmos. He as if emphasizes highness and, immortality of the poet and his spiritual heritage which is out of Time and Space. Another meaning of this work could be: Navoi's poetry is Sufi comprehension of the world which can not be understood without adequate and scrupulous interpretation of symbols. M. Fozili's picture as if illustrates a Sufi idea: the God - Absolute exists outside of us and at the same time inside us, and harmony of the world is possible only in integration and merge with the Creator.

In contemporary art of Uzbekistan the worthy place belongs to works devoted to contemporaries of Navoi, in particular, Kemaleddin Bihzad. For example, T. Sagdullaev's "Kemaleddin Bihzad and Alisher Navoi" (2000), A. Ikramdjanov's "Kemaleddin Bihzad" (1996), Dj. Mirtadjiev's "Kemaleddin Bihzad" (2003) and others. Original and deep is the work by A. Ikramdjanov devoted to Bihzad. Placing the great artist in some conditional decorative space, A. ikramdjanov tried to show Navoi's inner life surprising by harmony, purity and contact with rhythms of the universe. The image of Bihzad as if embodies the universe in spite of seeming detachment. The artist and his art merge, as if affirming value and primacy of the true and sacred.

The works illustrating Alisher Navoi's poems occupy a special place in today's art of Uzbekistan. These are B. Djaialov's illustrations to "Hamsa" (1986), S. Muhamedjanov's to "Farhad and Shirin" (2002), G. Kamalov's "Bahrom and Dilorom" to Navoi's poem "Seven planets" (2004), P. Shabaratov's "Bahrom at hunting" - to the same poem (2001), V. An's "Dilarom and Bahrom at hunting" (2000) and others. Let's remember the subject of "Seven planets" finishing "Hamsa" where great Alisher Navoi refused from traditional interpretation of Bahrom, an ancient Iranian king, as a debauchee and drunkard. A. Navoi interpreted him as bold Iranian shah capable to love sincerely his country.

For example, G. Kamaiov exposed a scene of hunting of Bahrom and Dilorom, which caused their parting. By means of miniature painting canons, the artist shows feeling of love and happiness of personages which do not guess about coming parting and troubles. Besides illustrations to Navoi's works in contemporary art of Uzbekistan, there are works reproducing ethic and aesthetic values, spiritual searches and philosophical foundations of artistic culture of Navoi's epoch. These are N. Holmatov's "Tariqat" (1996), A. Nur's "Wheel of eternity" (2001), Dj. Usmanov's "Seven planets" (1998), F. Ahmadiyev's "Dervishes" (2003), P. Annenkov's "Legend

about the ship" (1995), S. Shoahmedov's "East beauty" (2002), N. Hoimatov's "Path of knowledge" (1996). Canvas, oil, B. Babanazarov's "Cradle of life" (1998), T. Karimov's "Laili" (1999), M. Isanov's "Pomegranate in love" (2001), T. Fadeeva's "Dedication to Alisher Navoi" (2003) and many others. In spite of the works can be done in style of contemporary directions - avant-garde and postmodernism, they are united with Navoi's epoch by world vision, philosophy and poetic character.

For example, T. Fadeeva used postmodernist means to create her conditional composition in the work of "Dedication to Alisher Navoi" - installation consisting of fragments from ancient manuscripts, burning candles and spatial volumes. It gives feeling of play, theatre, uncertainty and performance, but at the same time its spatial solutions as if revive Alisher Navoi's epoch and spirit of his works, that emotionally influence on spectators much.

E. E. Berteis wrote: "Art of Navoi is not a museum exhibit, but a piece of history. It lives and will live further. We are studying him, but have studied not so well yet. To venerate memory of the great poet and to study his heritage is an issue of honour of Uzbek people...".

In the epoch of Navoi, Sufi communities were environment where formed the spiritual elite, which searches promoted ideas of universalism, humanism and everything best that became a spiritual heritage of Uzbek people. According to some scholars, the philosophical content of that epoch was expressed metaphorically. The intuitive self-discovery, contemplation of the God deepening in the soul, beauty as a sense of divine comprehension, dismissal from small events, harmony of the world, correlation of microcosm and macrocosm, idea of perfect person, philosophy of love - many of these ideas became close and clear to people of the 20th - 21st centuries.

5. HEALTH RISKS OF NANOTECHNOLOGY: HOW NANOTECHNOLOGIES CAN CAUSE LUNG DAMAGE, AND HOW THE DAMAGE CAN BE BLOCKED

Science Daily, June 11, 2009

Scientists have identified for the first time a mechanism by which nanoparticles cause lung damage and have demonstrated that it can be combated by blocking the process involved, taking a step toward addressing the growing concerns over the safety of nanotechnology.

Nanotechnology, the science of the extremely tiny (one nanometre is one-billionth of a metre), is an important emerging industry with a projected annual market of around one trillion US dollars by 2015. It involves the control of atoms and molecules to create new materials with a variety of useful functions, including many that could be exceptionally beneficial in medicine. However, concerns are growing that it may have toxic effects, particularly damage to the lungs. Although nanoparticles have been linked to lung damage, it has not been clear how they cause it.

In a study published online in the newly launched *Journal of Molecular Cell Biology* Chinese researchers discovered that a class of nanoparticles being widely developed in medicine - ployamidoamine dendrimers (PAMAMs) - cause lung damage by triggering a type of programmed cell death known as autophagic cell death. They also showed that using an autophagy inhibitor prevented the cell death and counteracted nanoparticle-induced lung damage in mice.

"This provides us with a promising lead for developing strategies to prevent lung damage caused by nanoparticles. Nanomedicine holds extraordinary promise, particularly for diseases such as cancer and viral infections, but safety concerns have recently attracted great attention and with the technology evolving rapidly, we need to start finding ways now to protect workers and

consumers from any toxic effects that might come with it," said the study's leader, Dr. Chengyu Jiang, a molecular biologist at the Chinese Academy of Medical Sciences in Beijing, China.

The first nanomaterial was developed by German scientists in 1984. Nanomaterials are now used in a variety of products, including sporting goods, cosmetics and electronics. The fact that unusual physical, chemical, and biological properties can emerge in materials at the nanoscale makes them particularly appealing for medicine. Scientists hope nanoparticles will be able to improve the effectiveness of drugs and gene therapy by carrying them to the right place in the body and by targeting specific tissues, regulating the release of drugs and reducing damage to healthy tissues. They also envision the possibility of implantable nano devices that would detect disease, treat it and report to the doctor automatically from inside the body. The US Food and Drug Administration has approved some first generation nanodrugs. One example is Abraxane, a nanoformulation of the anti-cancer chemotherapy paclitaxel.

Lung damage is the chief human toxicity concern surrounding nanotechnology, with studies showing that most nanoparticles migrate to the lungs. However, there are also worries over the potential for damage to other organs.

"Those results, taken together, showed that autophagy plays a critical role in the nanoparticle-induced cell death," said Dr. Jiang.

The scientists then tested their findings in mice. They found that introducing the toxic nanoparticles significantly increased lung inflammation and death rates in the mice, but injecting the mice with the autophagy inhibitor 3MA before introducing the nanoparticles significantly ameliorated the lung damage and improved survival rates.

"These experiments indicate that autophagy is indeed involved in lung damage caused by these nanoparticles and that inhibition of this process might have therapeutic effects," Dr. Jiang said. "We will likely need to look for additional new inhibitors to block lung damage as this particular compound is not stable in humans, but this gives us a promising lead for the first time."

"Our study has identified the principle for developing such compounds. The idea is that, to increase the safety of nanomedicine, compounds could be developed that could either be incorporated into the nano product to protect against lung damage, or patients could be given pills to counteract the effects," Dr. Jiang said, adding that the findings could also provide important insight into how nanoparticles cause other toxic effects.

It is not clear whether other types of nanoparticles would cause lung damage via the same mechanism, but some may, Dr. Jiang said. The group's research also suggests that blocking autophagic cell death could perhaps be useful in combating other causes of lung damage.

6. LEADERSHIP IN THE FAMILY

A. J. Schuler, Psych. D.

The lessons of leadership apply not only to our organizations and community associations, but also to the family unit. Here are a few ideas and tips that flow from the study of organizations - including the family as an organization.

Let me start with a disclaimer: the point of view that I'm describing here is NOT meant to replace any person's religious or other closely held conviction. Please take what you may think to be useful in what's here and discard the rest - I certainly mean no offense to anyone's sensibilities or beliefs, and I understand that ideas of "the family" can be fraught with controversy, depending on one's point of view. I write here as a psychologist and student of effective organizations.

The purpose of a family is to support the growth and development of its members.

This is true for all family constellations, including traditional families of two biological parents and their offspring, as well as other varieties more common today. All members of the family should have their growth, development and health supported through the medium of the family, even the adults. Obviously, children have greater and more immediate needs, generally speaking, and it is best if adults choose to have children once they are mature and strong enough to defer their more personal, individual needs enough to attend to those of the children first. While all members have material needs that are likely to be met through the family - needs for food and shelter - all members also have personal and emotional needs to be met through the family as well - needs for understanding, support, encouragement and the development of individual talents among them.

Leadership in the family involves balancing the needs of all members at the same time.

Note that this point of view explicitly includes provision for the needs of adults, while many ideas of the family speak as if the sole purpose of a family is to provide exclusively for the needs of children. But some families do not include children, either because all the children are now adults or due to other choices or circumstances. Those families are still families, and whether or not children are present, leadership in the family involves the exercise of some balance so that the needs of all members can be met as well and as creatively as possible at all times - that's the hard part!

In healthy families with children, adults gain support from other adults and not primarily from children.

Yes, it's great when a child comes over to an adult after a particularly long day and says, "I love you, Mommy," sensing perhaps that Mom needs a hug. This is a great developmental exercise of empathy on the child's part, and a sign of healthy growth. But adult parents, ideally, should be able to support each other well enough personally to be able to draw on each other for support and strength so that children can feel secure in their environment. This is what creates the conditions for healthy child development, and adults make a potentially grave error when they garner too much personal support from their children, rather than from other adults or adult partners. It can be tough for single parents to find other adult support, but friends and other adult family members can play a positive, healthy role in supporting single parents and, by proxy, their children. No matter what the family type, leadership in the family means letting the kids be kids so that adult fears and tensions can be handled together by other adults.

Families can get off track when the needs of at least one adult begin to dominate those of other family members.

At any given moment in time, one family member's needs might dominate, for example, when someone is ill and requiring immediate medical care. But generally speaking, healthy, functioning families maintain a balance, while problem families do not. Literature is replete with examples of families that get off track. I'm suddenly thinking of an older movie with Harrison Ford, called "Mosquito Coast," where the father's ideal of living a certain kind of ideologically inspired, reclusive life blinded him to the needs of his children to grow socially and interact with non-family members. Sometimes the needs of adults to have their families adhere to a preconceived ideal, however worthy, can interfere with a child's (particularly an adolescent's) need to go out into the world and learn some things on their own, mistakes and all. Leadership in the family involves, sometimes, knowing when to let go, while it also requires that we teach children when to defer to the needs of others, including their siblings, no matter what their

immediate wants may be. This is part of the role of families with children to prepare those children for adult membership in civil society.

Families can also get off track when the needs of one child or all children begin to dominate those of other family members.

This can occur, for example, when one child in the family has special needs or developmental disabilities that require special care and attention, as in the film "What's Eating Gilbert Grape?" (which also, come to think of it, represents an example of a family with an adult member whose needs begin to dominate those of other members, as in the discussion above). When a family with a special needs child struggles to maintain a healthy balance, outside resources and supports may be needed, as long as those supports are well chosen (these are always hard choices, and can include extended family members, of course, as part of the solution). But the point I want to make here is to say that there are times when the adult leader or leaders of a family need their own time. Adult partner/parents need time for each other to continue to get to know and understand each other outside of the context of their roles as parents, to renew and keep their relationships alive, in order to meet their own mutual growth and support needs, and also to provide the kind of strong foundation that allows for healthy child growth and development. Not to take such time, through whatever form it may take, is to fail in the family leadership role. The balancing act of family leadership requires attention to all members, and not just to children. How often have we seen married partners become strangers to each other over the years as children grow, so that the relationship founders or ends when the nest becomes empty - or even sooner?

Having a wider mission or purpose can be an aid to healthy family life.

Purely from my own observation, I find that families of all kinds tend to do better when they are animated by some purpose greater than themselves, without sacrificing their own essential growth needs. I've seen couples without children do very well when their relationships are animated by some common purpose, set of values or shared enterprise - for example, the owning and running of a bed and breakfast that provides hospitality and comfort to guests, and a medium for the expression of both partners' talents, while also paying the couple's bills, etc. Healthy intimate, partnered relationships may begin well through the usual (or unexpected!) attractions and desires, but they often are helped to last over time when they are founded on some shared sense of purpose that transcends the couple.

For many couples, the raising of children provides that purpose - sometimes a bit sooner than they may have planned! But for childless couples, too, some other jointly shared creative enterprise, mission or activity can help keep both partners growing together, challenging each other, discovering each other, etc. Even families with children fare better when children are raised with some set of values that transcends mere self-interest. While religious identity or conviction can often supply this ingredient, from my observations, non-religious, altruistic or creative endeavors can also perform the same function. (Note: I am not here trying to make any judgments, or political or religious statements, pro or con - I'm just trying to offer some of what I believe I see as an observer of families as organizations, speaking also as a trained psychologist.)

Often, these "wider missions" can emerge organically from the relationship of the two intimate/married partners involved, whether they are recognized or not. But I sometimes wonder how much leadership in the family might be helped at times by articulating, or trying to make explicit, what those wider values or missions might be, in answer to the questions, "What are we about? What do we believe in?" The answers to such questions can be helpful guideposts for all involved in the family, as long as the answers do not become rigid clubs used in the end to stifle the continuing growth and development of all family members. Values statements, like a good mission statement for a corporation, should be relevant enough to add meaning and context in specific situations while broad enough to remain applicable through changing times and circumstances.

APPENDIX II

Fiction Discussion

Use these questions to analyse some fiction works. Some stories are offered below. Choose the questions that you think are most appropriate to your group and the novel/story you've read.

1. What made you want to read it? What made you suggest it to the group for discussion? Did it live up to your expectations? Why/why not? Are you sorry/glad that you suggested it to the group?
2. Did you think the characters and their problems/decisions/relationships were believable or realistic? Did the male/female author draw realistic male and female characters? Which character could you relate to best and why? Talk about the secondary characters. Were they important to the story?
3. How was the book structured? Did the author use any structural or narrative devices like flashbacks or multiple voices in telling the story? How did this affect the story and your appreciation of the book? Whose voice was the story told in (from whose point of view is the story told)? How do you think it might have been different if another character was telling the story?
4. Talk about the author's use of language/writing style. Was the language appropriate to the story? Was it more poetic or vernacular? Did it stand in the way of your appreciation of the story, or enhance your enjoyment of the book? If poetic, did the characters speak in vernacular language, or in the poetic language of the author? Was the dialogue realistic sounding? Was there a rhythm in the author's style, or anything else that might be considered unique about it?
5. Was the author fairly descriptive? Was he or she better at describing the concrete or the abstract? Was the author clear about what he or she was trying to say, or were you confused by some of what you read? How did this affect your reading of the book?
6. What were some of the major themes of the book? Are they relevant in your life? Did the author effectively develop these themes? If so, how? If not, why not? Was there redemption in the book? Did you think the story was funny, sad, touching, disturbing, moving? Why/why not?
7. Compare this novel/story to others your group has read. Is it similar to any of them? Did you like it more or less than other ones you've read? What do you think will be your lasting impression of the book? What will be your most vivid memories of it a year from now? Will it just leave a vague impression?
8. Talk about the location. Was it important to the story? Was the author's description of the landscape/community a good one? Talk about the time period of the story (if appropriate). Was it important to the story? Did the author convey the era well? Did the author provide enough background information for you to understand the events in the story? Why or why not for all of the above? Finally, what else struck you about the book as good or bad? What did you like or dislike about it that we haven't discussed already? Were you glad you read this book? Would you recommend it to a friend? Did this book make you want to read more work by this author?

SOME ADDITIONAL MATERIAL FOR FICTION DISCUSSION

1. A PAIR OF SILK STOCKINGS

by Kate Chopin

LITTLE MRS. Sommers one day found herself the unexpected possessor of fifteen dollars. It seemed to her a very large amount of money, and the way in which it stuffed and bulged her worn old *porte-monnaie* gave her a feeling of importance such as she had not enjoyed for years.

The question of investment was one that occupied her greatly. For a day or two she walked about apparently in a dreamy state, but really absorbed in speculation and calculation. She did not wish to act hastily, to do anything she might afterward regret. But it was during the still hours of the night when she lay awake revolving plans in her mind that she seemed to see her way clearly toward a proper and judicious use of the money.

A dollar or two should be added to the price usually paid for Janie's shoes, which would insure their lasting an appreciable time longer than they usually did. She would buy so and so many yards of percale for new shirt waists for the boys and Janie and Mag. She had intended to make the old ones do by skilful patching. Mag should have another gown. She had seen some beautiful patterns, veritable bargains in the shop windows. And still there would be left enough for new stockings—two pairs apiece—and what darning that would save for a while! She would get caps for the boys and sailor-hats for the girls. The vision of her little brood looking fresh and dainty and new for once in their lives excited her and made her restless and wakeful with anticipation.

The neighbors sometimes talked of certain "better days" that little Mrs. Sommers had known before she had ever thought of being Mrs. Sommers. She herself indulged in no such morbid retrospection. She had no time — no second of time to devote to the past. The needs of the present absorbed her every faculty. A vision of the future like some dim, gaunt monster sometimes appalled her, but luckily to-morrow never comes.

Mrs. Sommers was one who knew the value of bargains; who could stand for hours making her way inch by inch toward the desired object that was selling below cost. She could elbow her way if need be; she had learned to duth a piece of goods and hold it and stick to it with persistence and determination till her turn came to be served, no matter when it came.

But that day she was a little faint and tired. She had swallowed a light luncheon — no! When she came to think of it, between getting the children fed and the place righted, and preparing herself for the shopping bout, she had actually forgotten to eat any luncheon at all!

She sat herself upon a revolving stool before a counter that was comparatively deserted, trying to gather strength and courage to charge through an eager multitude that was besieging breast-works of shirting and figured lawn. An all-gone limp feeling had come over her and she rested her hand aimlessly upon the counter. She wore no gloves. By degrees she grew aware that her hand had encountered something very soothing, very pleasant to touch. She looked down to see that her hand lay upon a pile of silk stockings. A placard near by announced that they had been reduced in price from two dollars and fifty cents to one dollar and ninety-eight cents; and a young girl who stood behind the counter asked her if she wished to *examine their* line of silk hosiery. She smiled, just as if she had been asked to inspect a tiara of diamonds with the ultimate view of purchasing it. But she went on feeling the soft, sheeny luxurious things — with both hands now, holding them up to see them glisten, and to feel them glide serpent-like through her fingers.

Two hectic blotches came suddenly into her pale cheeks. She looked up at the girl.

"Do you think there are any eights-and-a-half among these?"

There were any number of eights-and-a-half. In fact, there were more of that size than any other. Here was a light-blue pair; there were some lavender, some all black and various shades of tan and gray. Mrs. Sommers selected a black pair and looked at them very long and closely. She pretended to be examining their texture, which the clerk assured her was excellent.

"A dollar and ninety-eight cents," she mused aloud. "Well, I'll take this pair." She handed the girl a five-dollar bill and waited for her change and for her parcel. What a very small parcel it was! It seemed lost in the depths of her shabby old shopping-bag.

Mrs. Sommers after that did not move in the direction of the bargain counter. She took the elevator, which carried her to an upper floor into the region of the ladies' waiting-rooms. Here, in a retired corner, she exchanged her cotton stockings for the new silk ones which she had just bought. She was not going through any acute mental process or reasoning with herself, nor was she striving to explain to her satisfaction the motive of her action. She was not thinking at all. She seemed for the time to be taking a rest from that laborious and fatiguing function and to have abandoned herself to some mechanical impulse that directed her actions and freed her of responsibility.

How good was the touch of the raw silk to her flesh! She felt like lying back in the cushioned chair and reveling for a while in the luxury of it. She did for a little while. Then she replaced her shoes, rolled the cotton stockings together and thrust them into her bag. After doing this she crossed straight over to the shoe department and took her seat to be fitted.

She was fastidious. The clerk could not make her out; he could not reconcile her shoes with her stockings, and she was not too easily pleased. She held back her skirts and turned her feet one way and her head another way as she glanced down at the polished, pointed-tipped boots. Her foot and ankle looked very pretty. She could not realize that they belonged to her and were a part of herself. She wanted an excellent and stylish fit, she told the young fellow who served her, and she did not mind the difference of a dollar or two more in the price so long as she got what she desired.

It was a long time since Mrs. Sommers had been fitted with gloves. On rare occasions when she had bought a pair they were always "bargains," so cheap that it would have been preposterous and unreasonable to have expected them to be fitted to the hand.

Now she rested her elbow on the cushion of the glove counter, and a pretty, pleasant young creature, delicate and deft of touch, drew a long-wristed "kid" over Mrs. Sommers' hand. She smoothed it down over the wrist and buttoned it neatly, and both lost themselves for a second or two in admiring contemplation of the little symmetrical gloved hand. But there were other places where money might be spent.

There were books and magazines piled up in the window of a stall a few paces down the street. Mrs. Sommers bought two high-priced magazines such as she had been accustomed to read in the days when she had been accustomed to other pleasant things. She carried them without wrapping. As well as she could she lifted her skirts at the crossings. Her stockings and boots and well fitting gloves had worked marvels in her bearing—had given her a feeling of assurance, a sense of belonging to the well-dressed multitude.

She was very hungry. Another time she would have stilled the cravings for food until reaching her own home, where she would have brewed herself a cup of tea and taken a snack of anything that was available. But the impulse that was guiding her would not suffer her to entertain any such thought.

There was a restaurant at the corner. She had never entered its doors; from the outside she had sometimes caught glimpses of spotless damask and shining crystal, and soft-stepping waiters serving people of fashion.

When she entered her appearance created no surprise, no consternation, as she had half feared it might. She seated herself at a small table alone, and an attentive waiter at era

approached to take her order. She did not want a profusion; she craved a nice and tasty bite — a naif dozen blue-points, a plump chop with cress, a something sweet — a creme-frappee, for instance; a glass of Rhine wine, and after all a small cup of black coffee.

While waiting to be served she removed her gloves very leisurely and laid them beside her. Then she picked up a magazine and glanced through it, cutting the pages with a blunt edge of her knife. It was all very agreeable. The damask was even more spotless than it had seemed through the window, and the crystal more sparkling. There were quiet ladies and gentlemen, who did not notice her, lunching at the small tables like her own. A soft, pleasing strain of music could be heard, and a gentle breeze was blowing through the window. She tasted a bite, and she read a word or two, and she sipped the amber wine and wiggled her toes in the silk stockings. The price of it made no difference. She counted the money out to the waiter and left an extra coin on his tray, whereupon he bowed before her as before a princess of royal blood.

There was still money in her purse, and her next temptation presented itself in the shape of a matinee poster.

It was a little later when she entered the theatre, the play had begun and the house seemed to her to be packed. But there were vacant seats here and there, and into one of them she was ushered, between brilliantly dressed women who had gone there to kill time and eat candy and display their gaudy attire. There were many others who were there solely for the play and acting. It is safe to say there was no one present who bore quite the attitude which Mrs. Sommers did to her surroundings. She gathered in the whole — stage and players and people in one wide impression, and absorbed it and enjoyed it. She laughed at the comedy and wept — she and the gaudy woman next to her wept over the tragedy. And they talked a little together over it. And the gaudy woman wiped her eyes and sniffled on a tiny square of filmy, perfumed lace and passed little Mrs. Sommers her box of candy.

The play was over, the music ceased, the crowd filed out. It was like a dream ended. People scattered in all directions. Mrs. Sommers went to the corner and waited for the cable car.

A man with keen eyes, who sat opposite to her, seemed to like the study of her small, pale face. It puzzled him to decipher what he saw there. In truth, he saw nothing — unless he were wizard enough to detect a poignant wish, a powerful longing that the cable car would never stop anywhere, but go on and on with her forever.

2. IF I WERE A MAN

by Charlotte Perkins Gilman

"IF I WERE a man,..." that was what pretty little Mollie Mathewson always said when Gerald would not do what she wanted him to — which was seldom.

That was what she said this bright morning, with a stamp of her little high-heeled slipper, just because he had made a fuss about that bill, the long one with the "account rendered," which she had forgotten to give him the first time and been afraid to the second — and now he had taken it from the postman himself.

Mollie was "true to type." She was a beautiful instance of what is reverentially called "a true woman." Little, of course — no true woman may be big. Pretty, of course — no true woman could possibly be plain. Whimsical, capricious, charming, changeable, devoted to pretty clothes and always "wearing them well," as the esoteric phrase has it. (This does not refer to the clothes — they do not 'wear well in the least — but to some special grace of putting them on and carrying them about, granted to but few, it appears.)

She was also a loving wife and a devoted mother possessed of "the social gift" and the love of "society" that goes with it, and, with all these was fond and proud of her home and managed it as capably as — well, as most women do.

With the eyes of a man and the brain of a man; with the memory of a whole lifetime of free action wherein the hat, close-fitting on cropped hair, had been no handicap; she now perceived the hats of women.

The massed fluffed hair was at once attractive and foolish, and on that hair, at every angle, in all colors, tipped, twisted, tortured into every crooked shape, made of any substance chance might offer, perched these formless objects. Then, on their formlessness the trimmings — these squirts of stiff feathers, these violent outstanding bows of glistening ribbon, these swaying, projecting masses of plumage which tormented the faces of bystanders.

Never in all her life had she imagined that this idolized millinery could look, to those who paid for it, like the decorations of an insane monkey.

And yet, when there came into the car a little woman, as foolish as any, but pretty and sweet-looking, up rose Gerald Mathewson and gave her his seat. And, later, when there came in a handsome red-cheeked girl, whose hat was wilder, more violent in color and eccentric in shape than any other when she stood nearby and her soft curling plumes swept his cheek once and again he felt a sense of sudden pleasure at the intimate tickling touch and she, deep down within, felt such a wave of shame as might well drown a thousand hats forever.

When he took his train, his seat in the smoking car, she had a new surprise. All about him were the other men, commuters too, and many of them friends of his.

To her, they would have been distinguished as "Mary Wade's husband," "the man Belle Grant is engaged to," "that rich Mr. Shopworth," or "that pleasant Mr. Beale." And they would all have lifted their hats to her, bowed, made polite conversation if near enough especially Mr. Beale.

Now came the feeling of open-eyed acquaintance, of knowing men as they were. The mere amount of this knowledge was a surprise to her the whole background of talk from boyhood up, the gossip of barber-shop and club, the conversation of morning and evening hours on trains, the knowledge of political affiliation, of business standing and prospects, of character in a light she had never known before.

They came and talked to Gerald, one and another. He seemed quite popular. And as they talked, with this new memory and new understanding, an understanding which seemed to include all these men's minds, there poured in on the submerged consciousness beneath a new, a startling knowledge what men really think of women.

Good, average, American men were there; married men for the most part, and happy as happiness goes in general. In the minds of each and all there seemed to be a two-story department, quite apart from the rest of their ideas, a separate place where they kept their thoughts and feelings about women.

In the upper half were the tenderest emotions, the most exquisite ideals, the sweetest memories, all lovely sentiments as to "home" and "mother," all delicate admiring adjectives, a sort of sanctuary, where a veiled statue, blindly adored, shared place with beloved yet commonplace experiences.

In the lower half here that buried consciousness woke to keen distress they kept quite another assortment of ideas. Here, even in this clean-minded husband of hers, was the memory of stories told at men's dinners, of worse ones overheard in street or car, of base traditions, coarse epithets, gross experiences known, though not shared.

And all these in the department "woman," while in the rest of the mind here was new knowledge indeed.

The world opened before her. Not the world she had been reared in where Home had covered all the map, almost, and the rest had been "foreign," or "unexplored country," but the world as it was man's world, as made, lived in, and seen, by men.

It was dizzying. To see the houses that fled so fast across the car window, in terms of builders' bills, or of some technical insight into materials and methods; to see a passing village with lamentable knowledge of who "owned it" and of how its Boss was rap'idiy aspiring in state power, or of how that kind of paving was a failure; to see shops, not as mere exhibitions of desirable objects, but as business ventures, many were sinking ships, some promising a profitable voyage this new world bewildered her.

She as Gerald had already forgotten about that bill, over which she as Mollie was still crying at home. Gerald was "talking business" with this man, "talking politics" with that, and now sympathizing with the carefully withheld troubles of a neighbor.

Mollie had always sympathized with the neighbor's wife before.

She began to struggle violently with this large dominant masculine consciousness. She remembered with sudden clearness things she had read, lectures she had heard, and resented with increasing intensity this serene masculine preoccupation with the male point of view.

Mr. Miles, the little fussy man who lived on the other side of the street, was talking now. He had a large complacent wife; Mollie had never liked her much, but had always thought him rather nice he was so punctilious in small courtesies.

And here he was talking to Gerald such talk!

"Had to come in here," he said. "Gave my seat to a dame who was bound to have it. There's nothing they won't get when they make up their minds to it eh?"

"No fear!" said the big man in the next seat. "They haven't much mind to make up, you know and if they do, they'll change it."

"The real danger," began the Rev. Alfred Smythe, the new Episcopal clergyman, a thin, nervous, tall man with a face several centuries behind the times, "is that they will overstep the limits of their God-appointed sphere."

"Their natural limits ought to hold 'em, I think," said cheerful Dr. Jones. "You can't get around physiology, I tell you."

"I've never seen any limits, myself, not to what they want, anyhow," said Mr. Miles. "Merely a rich husband and a fine house and no end of bonnets and dresses, and the latest thing in motors, and a few diamonds and so on. Keeps us pretty busy."

There was a tired gray man across the aisle. He had a very nice wife, always beautifully dressed, and three unmarried daughters, also beautifully dressed Mollie knew them. She knew he worked hard, too, and she looked at him now a little anxiously.

But he smiled cheerfully.

"Do you good, Miles," he said. "What else would a man work for? A good woman is about the best thing on earth."

"And a bad one's the worst, that's sure," responded Miles.

"She's a pretty weak sister, viewed professionally," Dr. Jones averred with solemnity, and the Rev. Alfred Smythe added, "She brought evil into the world."

Gerald Mathewson sat up straight. Something was stirring in him which he did not recognize yet could not resist.

"Seems to me we all talk like Noah," he suggested drily. "Or the ancient Hindu scriptures. Women have their limitations, but so do we, God knows. Haven't we known girls in school and college just as smart as we were?"

"They cannot play our games," coldly replied the clergyman.

Gerald measured his meager proportions with a practiced eye.

"I never was particularly good at football myself," he modestly admitted, "but I've known women who could outlast a man in all-round endurance. Besides, life isn't spent in athletics!"

This was sadly true. They all looked down the aisle where a heavy ill-dressed man with a **bad** complexion sat alone. He had held the top of the columns once, with headlines and photographs. Now he earned less than any of them.

"It's time we woke up," pursued Gerald, still inwardly urged to unfamiliar speech. "Women are pretty much *people*, seems to me. I know they dress like fools, but who's to blame for that? We invent all those idiotic hats of theirs, and design their crazy fashions, and, what's more, if a woman is courageous enough to wear common-sense clothes and shoes which of us wants to dance with her?

"Yes, we blame them for grafting on us, but are we willing to let our wives work? We are not. It hurts our pride, that's all. We are always criticizing them for making mercenary marriages, but what do we call a girl who marries a chump with no money? Just a poor fool, that's all. And they know it.

"As for Mother Eve, i wasn't there and can't deny the story, but I will say this. If she brought evil into the world, we men have had the lion's share of keeping it going ever since how about that?"

They drew into the city, and ail day long in his business, Gerald was vaguely conscious of new views, strange feelings, and the submerged Mollie learned and learned.

3. THE PEOPLE ON PRIVILEGE

by E.Gardam

Drenching, soaking, relentless rain. Black cold rain for black cold winter Dorsetshire. Edward Feathers loved rain but warm rain, falling through oriental air, steam rising from sweating earth, dripping, glistening drops that rolled across banana leaves, rain that wetted the pelts of monkeys.

Bloody Dorset, his retirement home. He was cold and old. He was cold and old and going out to lunch with a woman called Dulcie he'd never much liked. His wife Betty had been dead some years. 'I am rich,' announced Feathers - Sir Edward Feathers QC - to his affluent surroundings. On the walls of the vestibule of his house hung watercolours of Bengal and Malaya painted a hundred years ago by English memsahibs under parasols, sitting at their easels out of doors in long petticoats and cotton skirts with tulle and ribbons and painting aprons made of something called 'crash'. Very good, too, those paintings, he thought. Worth a lot of money now. Under his button-booted feet was a rug from Tashkent. Nearby stood a throne of rose-coloured silk, very tattered. Betty had fallen in love with it once, in Dacca. Nearby was a brass and ironwood umbrella stand with many spikes sticking out of it. Feathers turned to the umbrella stand, chose an umbrella, shook it loose: a fine black silk with a malacca handle and initialled gold band. He did not open it in the house on account of the bad luck this would unleash. A fresh wave of rain lashed at the windows. 'I could order a cab,' he said aloud. He had been a famous barrister and the sound of his voice had been part of his fortune. The old 'Oxford accent', now very rare, comforted him sometimes.

'I am rich. It's only a few minutes away. The fare is not the issue. It is a matter of legs. If I lose the use of my legs,' he said, for he was far into his eighties, Tm finished. I shall walk.'

Rain beat against the fanlight above the front door. There was a long ring on the bell and a battering at the knocker. His neighbour stood there in a dreadful anorak and without

an umbrella. 'Oh yes, Veneering,' said Feathers, unenthusiastic. 'You'd better come in. But I'm just going out.'

'May I share your car?' asked Veneering. 'To Dulcie's?'

Tm not taking the car.' (Veneering was the meanest man ever to make a fortune at the Bar except for old what's-his-name, Fiscal-Smith, in the north.) 'By the time I've got it out of the garage and turned it round I could be there. I didn't know you were going to Dulcie's.'

'Oh yes. Big do,' said Veneering. 'Party for some cousin. We jll walk together, then. Are you ready?'

Feathers was wearing a magnificent twenty-year-old double-breasted three-piece suit. All his working life he had been called Filth not only because of the old joke (Failed In London Try Hong Kong) but because nobody had ever seen him other than immaculate: scrubbed, polished, barbered, manicured, brushed, combed, perfect. At any moment of his life Feathers could have been presented to the Queen.

'Are you ready?' he asked.

'I'll take the anorak off', said Veneering, his scruffy old rival who now lived next door, 'when we get there. Don't you need a coat?'

'I have my umbrella,' said Feathers.

'Oh yes, I could borrow one of your umbrellas. Thanks.'

And Veneering stepped in from the downpour bringing some of it with him. He squelched over to the Benares pillar and started poking about, coming up with a delicate pink parasol with a black tassel. Both men regarded it.

'No,' said Feathers. 'That's a lady's parasol. Betty's.'

Veneering ran his arthritic fingers down the silk. Outside the rain had hushed. 'Just for down the road,' he said. 'I'd enjoy carrying it. I remember.it'

'It's not on offer,' said Feathers. 'Sorry.'

But Veneering, like some evil gnome, was over the doorstep again, introducing the parasol to the outer air. It flew up at once, giving a glow to his face as he looked up into its lacquered struts. He twirled it about. 'Aha,' he said.

Down came the rain again and Feathers, with a leonine roar of disgust, turned back to the umbrella-stand. Somewhere in the bottom of it were stubby common umbrellas that snapped open when you pressed a button. Right for Veneering.

'We 'll be late,' said Veneering from the drive, considering Feathers's old man's backside bent over the umbrella-stand, floppy down the backs of his thighs. (Losing his flanks. Bad sign. Senile.) Veneering still had the bright blue eyes of a young man. Cunning eyes. And strong flanks. 'In fact we 're late already. It's after one.' He knew that to be late was for Feathers a mortal sin.

So Feathers abandoned the search, checked his pockets for house keys, slammed the front door behind him and sprang off down the drive on his emu legs under an impeccable black dome, overtaking Veneering's short but sturdy legs, that thirty years ago had bestridden the colony of Hong Kong and the international legal world - and quite a few of its women.

Veneering trotted, under the apricot satin, way behind.

One behind the other they advanced up the village hill beneath overhanging trees, turned to the right by the church, splashed on. It was rather further to walk than Feathers had remembered. On they went in silence except for the now only murmuring rain, towards Privilege Road.

Dulcie's address was Privilege House, seat at one time, she said, of the famous house of the Prive-Lieges who had arrived with the Conqueror. Those who had lived in the village all their lives - few enough now - were doubtful about the Prive-Lieges and thought that as children they had been told of some village privies once constructed up there. Dulcie's husband, now dead, had said, 'Well, as long as nobody tells Dulcie. Unless of course the privies were

Roman.' He had been a lawyer too and had retired early to the south-west to read Thomas Hardy. He'd had private means, and. needed them with Dulcie.

There had been some Hardy-esque dwellings around Privilege House with thatch and rats, but now these were glorified as second homes with gloss paint and lined curtains and polished

door knockers. The owners came thundering down now and then on Friday nights in cars like Iraqi tanks stuffed with food from suburban farmers' markets. They thundered back to London on the Monday morning. Gravel and laurel had appeared around the cottages and in front of Duicie's Norman demesne. A metal post said 'Privilege Road'. The post had distressed her. But she was an unbeatable woman.

Feathers paused at the top of the hill outside a cot (four bed, two bath) and called over his shoulder, 'Who the hell is this?' For a squat sort of fellow was approaching from a lateral direction, on their port bow. He presented himself into the rain as a pair of feet and an umbrella spread over the body at waist level. Head down, most of him was invisible. The umbrella had spikes sticking out here and there, and the cloth was tattered and rusty. A weapon that had known campaigns.

When it came up close, the feet stopped and the umbrella was raised to reveal a face as hard as wood.

'Good God!' said Veneering. 'It's Fiscal-Smith,' and the rain began to bucket down again upon the three of them.

'Oh, good morning,' said Fiscal-Smith. 'Haven't seen you, Feathers, since just after Betty died. Haven't seen you, Veneering, since that embarrassing little matter in the New Territories. Nice little case. Nice little milk cow for me. Pity the way they went after you in the Law Reports. Are you going to Dulcie's?'

'I suppose you're the cousin,' said Veneering.

'What cousin? I was a friend of poor old Bill till he dropped me for Thomas Hardy. Come on, let's keep going. I'm getting wet.'

In single file the three old judges pressed ahead: black silk, apricot toile and bundle of prongs.

Fiscal-Smith made uncouth noises that in another man might have indicated mirth, and they reached Dulcie's tail main gate, firmly closed. Through the wrought iron there was very much on view a lawn and terrace of simulated stone and along the side of the house a conservatory that was filled with coloured moons. They were umbrellas all open and all wet.

'Whoever can be coming?' said Feathers, who originally had thought he was the only guest. 'Must be dozens.'

'Yes, there was some point to the cousin,' said Veneering, 'but I can't remember what. She talks too fast.'

'It's a monk,' said Fiscal-Smith. 'Not a cousin but a monk. Though of course a monk could be a cousin. Look at John the Baptist.'

'A monk? At Dulcie's?'

'Yes. A Jesuit. He's off to the islands to prepare for his final vows. This is his last blow-out. She's taking him to the airport afterwards, as soon as we've left.'

Feathers winced at 'blow-out'. He was not a Catholic, or anything, really, except when reading the Book of Common Prayer or during the Sunday C of E service if it was 1666, but he didn't like to hear of a 'blow-out' before vows.

'What airport?' asked Veneering. 'Our airport? The airport at the end of the universe?' for he sometimes read modern books.

Feathers, who did not, suspected nastiness.

'Dulcie's a kind woman,' he said, suppressing the slight thrill of excitement at the thought of her puffy raspberry lips. 'Very kind. And the wine will be good. But she's obviously asked a horde,' he added with a breath of regret. 'There are dozens of umbrellas.'

In the conservatory trench six or so of them seemed to stir, rubbing shoulders like impounded cattle.

Feathers, the one who saw Dulcie most often, knew that the wrought-iron gate was never unlocked and was only a viewing station, so he led the way round the house and they were about to left-wheel Into a gravel patch when a car - ample but not urban - pounced up behind them, swerved in front of them, swung round at the side door and blocked their path. Doors were flung open and a lean girl with a cigarette in her mouth jumped out. She ground the cigarette stub under her heei, like the serpent in Eden, and began to decant two disabled elderly women. They were supplied with umbrellas and directed, limping, to the door. One of them had a fruity cough. The three widowed judges might have been spectres.

'God!' said Fiscal-Smith. 'Who are they?'

'It's the heavenly twins,' said Feathers with one of his roaring cries. 'Sing In the church choir. Splendidly.' He found himself again defensive about the unioved territory of his old age and surprised himself. When had Fiscal-Smith last been near a church? Or bloody Veneering? Never.

'Who's the third?' asked Fiscal-Smith. 'Is she local?'

'She 'll be the carer,' said Feathers. 'Probably from Lithuania.'

This is going to be a rave,' said Veneering, and Feathers felt displeased again and almost said, 'We 're all going to get oid one day,' but remembered that he'd soon be ninety.

A blaze of yellow light washed suddenly across the rainy sky, ripping the clouds and silhouetting the tree clumps on Privilege Hill. He thought: I should have brought something for Dulcie, some flowers. Betty would have brought flowers. Or jam or something. And was mortified to see some sort of offering emerging from Veneering's disgusting anorak and - great heaven! - something appearing in Fiscal-Smith's mean paw. Feathers belonged to an age when you didn't take presents or write thank-you letters for luncheon but he wasn't sure, all at once, that Dulcie did. He glared at Fiscal-Smith's rather old-looking package.

'It's a box of tea,' said Fiscal-Smith. "Christmas-pudding flavour from Fortnum and Mason. I've had it for years. I'm not sure if you can get it now. Given it by a client before I took Silk. In the sixties.'

'! wonder what the monk will bring,' said Veneering. He seemed to be cheering up, having seen the carer's legs.

And here was Dulcie coming to welcome them, shrieking prettily in grey mohair and pearls; leading them to the pool of drying umbrellas. 'Just drop them down. In the conservatory trough. It's near the hot pipes. It's where I dry my dahlias. They love it. Don't they look pretty? Sometimes I think they'll ail rise into the air.'

(She's insane, thought Feathers.)

'And I must run to my souffle,' she called. 'Do go in. Get a drink. Awful rain. So good of you to come out. Introduce yourselves.'

In the sitting room there was no sign of the guest of honour. The carer was pouring herself an enormous drink. The cleaning lady of the village, Kate, was handing round titbits. She knew the guests intimately. 'I told you not to wear that shirt until I'd turned the collar,' she hissed at Veneering.

They all drank and the rain rattled down on the glass roof of the umbrella house. The clocks ticked.

'What's that over there?' asked Veneering.

A boy was regarding them from a doorway.

'A boy, I think,' said Feathers, a childless man.

'Maybe this is the cousin. Hello there! Who're you? Are you Dulcie's young cousin?'

The boy said nothing but padded after them as they carried their drinks into another room, where he continued to stare. 'Hand the nuts round,' said Kate the cleaner. 'Be polite,' but the boy took no notice. He approached Veneering and inspected him further.

'Why ever should I be Granny's cousin?'

Veneering, unused for many years to being crossquestioned, said, 'We understood we were to meet a cousin.'

'No. It's a monk. Do you play music?'

'Me?' said Veneering. 'Why?'

'I just wondered. I play cello and drums.'

'Oh. Good!'

'In America. I'm an American citizen. I don't come over often.'

That explains everything.' (God, I'm hungry!)

'What do you mean?'

'Don't you say "sir" in America? I thought all American children were polite now.'

'Actually, not all. Sir. I know one who goes straight over to the fridge in people's houses and looks in to see what they've got.'

(Fiendishly hungry.)

'Would you have guessed I was American? I don't do the voice. I can do the voice but only at school. My parents are British. I won't salute the flag either.'

'You have a lot of confidence. How old are you?'

'I'm eight. But I'm not confident. I don't do anything wrong. I believe in God. I say my prayers.'

'I think we're all getting into deep water here,' said Fiscal-Smith, carrying away his gin-and-mixed. 'Off you go, boy. Help in the kitchen.'

The boy took no notice. He was concentrating on Veneering. 'Sir,' he said, 'do you, by any chance, play the drums?'

'Off you go now!' cried Dulcie, sweeping in and pushing the child under her grandmotherly arm out of the path of the three great men. 'This is Herman. My grandson. He's eight. I'm giving my daughter a break. Herman, pass the nuts.'

'My wretched monk,' Dulcie said. 'I don't think we'll wait. Oh, well, if you're sure you don't mind. The soufflé will be ready in about ten minutes and then we can't wait a moment more.' (Feathers's tummy rumbled.)

'But do you play the drums?' insisted Herman, circling Veneering before whose face hardened criminals had crumbled. Herman's face held up.

'I do, as a matter of fact,' Veneering said, turning away to take a canapé.

'They've given me some. Granny did. For my birthday. Come and see.'

And like Mary's lamb, Judge Veneering followed the child to a chaotic playroom where drums in all their glory were set up near a piano.

'I didn't know there was a piano here,' said Veneering to himself, but aloud. 'And a Bechstein.' He sat down and played a little.

Herman hove up alongside and said, 'You're good. I knew you'd be good.'

'Are you good?'

'No. Not at piano. I do a bit of cello. It's mostly the drums.'

Veneering, feet among toys, began to tap his toes and the Bechstein sang. Then it began to sing more noisily and Veneering closed his eyes, put his chin in the air and howled like a dog.

'Hey. Great!' said Herman, thumping him.

'Honky-tonk.' Veneering began to bob up and down.

'What's honky-tonk? D'you want to hear some drumming? Sir?'

'Herman,' called his grandmother.

'Better go,' said Veneering. Then he let his voice become a black man's voice and began singing the Blues.

"Better not," said Herman. 'Weil, not before lunch.'

The child sat close against Veneering at the table, gazing up at his yellow old face.

'Herman, pass the bread,' said Dulcie, but all Herman did was ask, 'Did you ever have a boy like me that played drums?'

'I did,' said Veneering, surprising people.

'After lunch can we have a go at them?'

'Eat your souffle,' said Dulcie, and Herman obediently polished it off, wondering why something so deflated and leathery should be considered better than doughnuts or cake.

There was a pause after the plates were taken away and, unthinkably, Veneering, his eyes askew with gin and wine, excused himself and made again for the piano, Herman trotting behind.

'Oh no, I won't have this,' said Dulcie.

'America, I suppose,' said Feathers.

A torrent of honky-tonk flowed out of the playroom and some loud cries. The drums began. Bass drums, floor-torn, normal-torn, cymbals. High-hat, crash-ride, thin crash! And now, now, the metallic stroking, the brush, the whispering ghost - listen, listen - and now the big bass drum. Hammers on the pedals, cross arms, cross legs, tap tap, paradiddle, paradiddle, let go! Hammer on pedal now then - HIGH HAT! CRASH RIDE! THIN CRASH!

The glass doors of the conservatory, now filming up, shook as if they'd received the tremors of a not-too-distant earthquake, and a new sound joined the drums as Veneering began to sing and almost outstrip the tremors. Not a word could be heard round the dining table and Dulcie rushed out of the room. As she left, came the crescendo and the music ceased, to reverberations and cackling laughter.

'Herman! Please return to the table. Don't dare to monopolise Judge Veneering.'

And Herman, staggering dazed from the mountain tops, let his small jaw drop and fell off his perch, scattering instruments.

Veneering sat on at the piano, hands on knees, chin on chest, enwrapped in pleasure. Then quietly, he began to play again.

'No - I'm sorry, Terry' - she had remembered his nasty little name - 'I'm sorry but i think the latecomer has just arrived. Come at once.'

There was a commotion going on in the hall.

'Dear Terry - please. It's boeuf bourguignon.'

Veneering jumped up and embraced her, grinning. 'Honkytonk!' he said. 'He's good, that boy. Tremendous on the normaltom. Could hear that bass a quarter-mile away. Beautiful brush on the snare.' He went back to the dining room rubbing his hands. 'Been playing the Blues,' he said to one and all.

'You haven't,' said Herman.

'Well, the Pale-Rose Pinks,' said Veneering. 'Near enough.'

'Veneering, more wine,' said Feathers warningly.

'Much better not,' said Fiscal-Smith.

The two damaged sisters sat, making patterns on the damask with their fingers.

'Hey! Could he play as well as me, your son?' asked Herman in an American accent.

There was a pause.

'Probably,' said Veneering.

'Did he make it? Was he a star? In music?'

'No. He died.'

'What did he die of?'

'Be quiet, boy!' Feathers roared.

'Now,' said Dulcie. 'Now, I do believe - here is our monk.
 Father Ambrose. On his way to St Umbrage's on the island of Skelt.'

'Bullet,' said Veneering. 'Soldier.'

'It's stupid to be a soldier if you can play music'

'As you say. Quite so. Now, get on with your lunch, boy.
 We've plainsong ahead of us.'

But the plainsong was not to be. Nor did the monk join them for lunch. Kate the cleaner put her head round the diningroom door and asked to speak to Dulcie for a moment - outside.

And Dulcie returned with stony face and sat down, and Kate, unsmiling, carried in the stew. 'Take Father Ambrose's place away,' said Dulcie. 'Thank you, Kate. It will give us more room.'

Cautious silence emanated from the guests. There was electricity in the air. In the very curtains. Time passed. The carer thought that she would kill for a cigarette.

'If he's not coming in, Granny,' asked Herman, loud and clear, 'can I have some more stew? It's great.'

Dulcie looked at him and loved him, and there was a chorus about the excellence of the stew, and Fiscal-Smith said it was not a stew but a veritable daube as in the famous lunch in To the Lighthouse.

'I've no idea,' said Dulcie grandly. 'I bought it for freezing.

From the farmers' market, months ago. I don't think I've ever been to a lighthouse.'

'Virginia Woolf couldn't have given us a stew like this. Or a daube,' said one of the sisters (Olga), who had once been up at Oxford.

'She wasn't much of a cook,' said the other one (Fairy).

'But you don't expect it, when people have inner lives.'

'As we must suppose', Feathers put in quickly, before Dulcie realised what Fairy had said, 'this monk has. He is certainly without inner manners.'

Everyone waited for Dulcie to say something but she didn't. Then, 'Granny, why are you crying?' and Herman ran to her and stroked her arm. 'Hey, Granny, we don't care about the monk.'

'He - he suddenly felt - indisposed and - he vanished.'

Her lunch party - her reputation as the hostess on Privilege Hill - gone. They would all laugh about it for ever.

Dulcie couldn't stop imagining. She could hear the very words. 'That brought her down a peg. Asked this VIP bishop, or archbishop, or [in time] the Prince of Wales, and he took one step inside the house and went right out again. And she'd offered to drive him to the airport. What a snob! Of course, Kate knows more than she'll say. There must be something scandalous. Drunken singing and drums. African drumming. Yes - at Dulcie's. But Kate is very loyal. They'll all be leaving her a nice fat legacy.'

'A funny business. He probably caught sight of the other guests.'

'Or the dreadful grandson.'

Etc.

Then someone would be sure to say, 'D'you think there was a monk? Dulcie's getting . . . well, I'll say nothing.'

'Yes, there was someone. Standing looking in at them over that trough of umbrellas. Some of them saw him. Dripping wet;

'Didn't he have an umbrella himself?'

'No. ! don't think they carry them. He was wearing seethrough plastic, it shone. **Round** his head was a halo.'

'On Privilege Hill?'

'Yes. it was like Star Wars.'

'Well, it makes a change.'

The story died away, the Iraq war and the condition of the Health Service and global warming took over. The weather continued rainy. The old twins continued to drowse. The carer had home thoughts from abroad and considered how English country life is more like Chekhov than The Archers or Thomas Hardy or even the Updike ethic with which it is sometimes compared. She would write a paper on the subject on her return to Poland.

But the startling image of the dripping monk remained with her. She felt like posting him an umbrella.

Kate, the ubiquitous cleaner, told her friend the gardener, 'Oh yes, he was real all right And young. And sort of holylooking.'

The gardener said, 'Watch it! You'll get like them. They're all bats around here.'

'I feel like giving him an umbreila,' Kate said. 'Wonderful smile.'

And one day Dulcie, in the kitchen alone with the gardener, Herman visiting Judge Veneering for a jam session, said, 'Don't tell anyone this, but that day, Father Ambrose in the rain, I kept thinking of Easter morning.

The love that flowed from the tomb. Then the disappearance. I want to give him something.' She splashed gin into her tonic.

'Don't have another of those,' said the gardener to his employer.

Later, to old Feathers, who had called to present her with his dead wife's pink umbrella, having wrested it the day before with difficulty from Veneering, she said: 'I want to give him something.'

'Come, Dulcie. He behaved like a churl.'

'Oh, no. He must suddenly have been taken ill. I did know him, you know. We met at a day of silence in the cathedral.'

'Silence?'

'Yes. But our eyes met.'

And he wangled a lunch and a lift?'

'Oh, didn't wangle. He wouldn't wangle. We talked for a few minutes.' 'A fast worker.'

'Well, so was Christ,' said Dulcie smugly.

Feathers, wishing he could tell all this rubbish to his dear dead wife, said, 'You're in love with the perisher, Dulcie.'

'Certainly not. And we 're all perishers. I just need to fill the blank. To know why he melted away.'

'He probably caught sight of Herman.'

'How dare you!'

'No - I mean it. Monks have to keep their distance from small boys.'

And Dulcie yearned for her dear dead husband to kick Feathers out of the house.

'I have a notion to send that. . . person in the garden - an umbrella,' said one twin to the other. 'I shall send it to Farm Street. In London. The Jesuit HQ. "To Father Ambrose, from a friend, kindly forward to St Umbrage on Skelt."' The other twin nodded.

Fiscal-Smith, who never wasted time, had already laid his plans. On his train home to the north on his second-class return ticket bought months ago (like the stew) to get the benefit of a cheaper fare, he thought he would do something memorable. Send the monk a light-hearted present. An umbrella would be amusing. He would send him his own. It was, after ail, time for a

new one. And he had had a delightful day. Staunch fellow, he thought. Standing out there in the rain. Veneering phoned Feathers to see if Feathers would go in with him on an umbrella for that fellow at Dulcie's on the way to the Scottish islands, the fellow who didn't turn up.

Feathers said no and put the phone down. Feathers, a travelled man and good at general knowledge, had never heard of an island called Skelt or a saint called Umbrage. No flies on Judge Feathers. Hence Veneering because the pleasure of the lunch party would not leave him - the boy who liked him, the Bechstein, the drumming, the jam sessions to come - amazed himself by ordering an umbrella from Harrods and having it sent.

Five parcels were delivered soon afterwards to Farm Street Church. One parcel had wires and rags sticking out of it. And because it was a sensitive time just then in Irish politics,

and because the parcels were all rather in the shape of rifles, the Farm Street divines called the police. Old Filth was right. The Jesuits had never heard of Father Ambrose. So they kept the umbrellas (for a rainy day, hoho) except for Fiscal-Smith's. And that they chucked in the bin.

4. WHOSE FACE DO YOU SEE?

by Melvin Burgess

I don't know what I am. Not a person. Not a picture, although a lot of people look at me. Perhaps I am a window, or a decoration, or even a mirror. People come in and out of the room where I lay. I can't move so I don't see them very well but sometimes, someone comes up close in front of me and then I can see them properly. There's a woman with a fat little face and short black hair who's always staring at me. For a while I thought she was looking at me, but actually she is looking at herself. That's why I wonder if maybe I am a mirror. Once, after she'd been looking very closely at me, she turned round and said to someone else, "I look and look at her, but all I ever see is my own face."

She's always holding things up in front of me - a teddy bear, a CD cover, clothes, photographs of people. She gets very talkative sitting next to me, although there's no one here to talk to. There's someone she's looking for called Marianne. She calls for Marianne over and over again. I'd like to tell her that Marianne isn't here. There's no one here. But I can't speak.

Hospitals have always made me anxious. All those ill people! Surely if you go into a hospital you'll fall ill and die yourself. I remember as a child going with my mother to a hospital — we were visiting someone, I can't remember who — and we walked past a sign saying infectious diseases. I asked Mum what infectious meant and she told me 'It means an illness other people catch easily,' she said, and I thought, Oh! If you went down there you'd be risking your life.

This hospital is different. It's not me that I'm scared for this time. Now I know that the worse things don't happen to you — they happen to your children. Ant said to me, 'When the children bury the parents, that's natural. But when the parents bury the children, that's tragedy.'

Marianne is already buried, deep inside herself where no one can dig her up. The hospital is warm and smells of disinfectant and boiled cabbage school meals' smell. I trot briskly

down the corridor. I've been coming here for so long now it doesn't feel strange any more. It's like a second home.

Sister Charlene is on duty. Any change today?' I ask.

'Just the same.'

She leads the way briskly to the room where Marianne lies, opens the door and walks cheerfully up to the bed.

'Good colour today. Rosy cheeks! Nice and healthy,' she says.

It's true. Her cheeks are a bright, pretty red, as if she's been out for a crisp walk.

'Well, I'll leave you to it. Cup of tea? Yes? I'll get one sent in. Good luck. Goodbye, Marianne,' says Sister Charlene. She always says goodbye to Marianne like that. It's good manners. For a long time the doctors told us it was possible that Marianne could hear every word. I don't think anyone believes that any more — not even me and Ant. But we have to be careful, just in case.

I put the Spice Girls on the CD player. I'm teasing, really. Marianne always loved to be teased, it used to make her shriek, if she were here now she'd shriek like a kettle and say, 'No Mum, not them, they're for babies, I never listen to them any more, you know that!'

'Yes, but you used to, Marianne. Do you remember? You used to know every song backwards. You and Jill and Zoe used to do the dance routines. It was only three years ago, and already you think you were a baby then.' I hold up the CD cover.

'Remember?' I ask her.

Marianne lies with her head pushed a little back into the pillow, her eyes half open, her mouth ajar like a door. Tubes go into her mouth and up her nose. She never even flinches.

'Remember?' I ask again. I hold her hand. 'Give a little squeeze if you can hear me,' I say. I wait.

Maybe it'll take a long time for the muscles to move. She has to find them again. The doctors have said that if she ever comes back to us, it will start in a tiny way, so little you might almost not notice it.

So I wait. I close my eyes. I try to feel the slightest, tiny pressure on my fingers, but there's never any response.

'Remember?' I beg. 'Please, Marianne. Can you hear me?' Nothing. I bend and kiss her.

I would give everything I have for her to kiss me back. I sit waiting for my tea, stroking her face, her arm, her hands.

Something happened today. I had a memory. I never had one of those before.

It began with the woman, the sad one who comes in every day to stare at her reflection in my eyes.

'Marianne, Marianne, can you hear me? Can you hear me? Marianne, Marianne...'

What do you want? Why can't you leave me alone? I don't know who this Marianne person is — why does she keep calling me by her name? Perhaps she's teasing me. If I could, I'd block her out altogether. But it's nice to feel her warm breath on my face. She touches me with her cold hand. Sometimes she remembers to warm her hands on her breath before she touches my cheek. Then one time, she put her head close to mine so our cheeks were touching, and she lay like that, gently against me, for so long that I think I fell asleep, and that's when I had my memory.

This is my memory. I was lost. I can't remember how I got lost, I think I'd just wandered away too far. I remember tall houses behind the hedgerow. I remember the road, which was dark and speckled with little white and brown stones, and I had no idea how to get home.

Then I was in a house with some people who must have taken me in. One of them asked me if I wanted something to eat, and although I was hungry I was too shy to accept, so I said no. Then, my mum came to fetch me, and I was so happy, so happy to see her. I ran to her when she came into the room and flung my arms around her, and I can remember smiling and smiling and smiling at her, endlessly smiling, I was so happy to have her back. She was trying to be cross but she was smiling too, because I was so happy, and all the people in the room at the table were smiling at me, because I was so, so happy to have my mum back

Then I realised what all this is about. Once upon a time, you see, I was a person, too. I was a girl called Marianne. I had a mother. The woman with the black hair — you see? A father — the small man she calls Ant who smells of cigarettes who comes in with her sometimes. And who knows? Brothers and sisters and friends.

It was long ago. Then something happened. The woman, the mother, thinks that I'm still Marianne. Poor woman! I wish I could tell her that Marianne is gone. Once I was, but then something happened and I got turned into this instead.

'I don't believe she's in any pain,' says Dr Morris patiently.

I nod, but I can't get it out of my mind. What if she's lying there in agony, day after day, week after week, month after month? And she can't say a word.

'The real question is not if she's in any pain, but whether or not she's ever going to wake up. It's been eight months now,' says Dr Morris. 'Physically she's perfectly healthy, but we have no evidence of any personality at all.'

My Marianne. She's perfectly healthy but she has no personality. And now the hospital has had enough. There are so many patients and not enough staff, not enough beds, not enough doctors. Of course, she has a right to life, but there is an alternative. We can simply withdraw support. No drugs to kill her, but no medicines to fight off infection, and no food and drink to sustain her. She would be heavily sedated, there would be no discomfort — assuming she is capable of discomfort, which none of us believe any more anyway. She would pass quietly away without any fuss or distress within a week.

Ant squeezes my hand. We've talked about this before. We knew it was coming. Probably it's the right thing to do. Probably is a big word. Ant clears his throat. The doctor looks up.

'What are the chances that she might come round after so long?' he wants to know.

'Very small.' The doctor shakes his head. 'Brain activity is very low. I would be most surprised if there was ever any improvement. In our opinion. . . .'

'In your opinion, she should die.' My voice jars in the little consultation office. Doctor Morris purses his lips.

'In my opinion, Marianne is already dead, Mrs Sams. At this stage we're just making a recommendation. The decision is yours. I understand how painful this must be.' Ant nods. 'While there's life, there's hope,' he says.

The doctor bows his head. 'In this case very little hope, I'm afraid.'

'But there is some,' I insist.

'Very little,' he repeats.

Ant and I nod, like dogs in the back of a car. We go into her room and watch her. Is that my daughter? Is there anyone here apart from us? While there's life there's hope, but hope can be cruel. What about the rest of us? Our son, Simon. Poor child, he's had little enough of my attention this past year. The strain is crushing us. Marianne is silently ruining our lives. The coma goes on and on and on. She is not my daughter any more. She is, to put it bluntly, a vegetable.

I sit on the bed and hold up her things. Her little tank top, 'Do you remember, Marianne? Nana bought you this, you wore it until it got so tight it looked ridiculous and I had to hide it from you. Her necklace of wild pearls. Do you remember this Marianne? Marianne? Marianne? Please wake up, darling...'

'Marianne, wake up, Marianne, wake up! You have to wake up, darling, please, it's getting very late. Marianne!'

Ant takes my arm. I'm shouting.

'She can't hear you, Julie.' I stand up. I take a breath. 'We can't be sure. We can never be sure. But.'

'Give her another week. One week.' He smiles. A bit longer than that, perhaps. There's no hurry.'

'We've waited this long.'

'It's her birthday next month. Let's wait for that.'

Why one month? Why not two or three? Why not forever? It's all so far, far away. Mum? Are you still there? You see, I'd like to come back, even if it was just to say goodbye. But I can't quite make it.

I can remember a lot now. I can remember her, my mother. I can remember my father and Simon, and my friends. I remember the music she plays and the things she shows to me, over and over again. They used to belong to Marianne. What I can't remember is myself. It's just like the doctor says — I'm not here. I'm like a mirror. I reflect things — my mother, my teddy bear, my CDs, my clothes. But I'm gone. I can't remember who Marianne was. I can't remember who she used to be, what she used to do, or feel or think. I can't remember her face. I can't remember anything about her.

Marianne's body is here — her memories are here — but she has gone forever.

I have no present. I have no future. I only have a past.

I'd like to tell them that it's right. Marianne would agree if she were here. She wouldn't want everyone to keep coming into the hospital, year after year, watch her get older and older. So yes, please. Turn me off, pull out my tubes. I've done nothing but lie here for all this time and I'm still so, so tired. I just want it to stop.

Another month. It's more than enough for me.

Ant and I are clapping along the corridors, surrounded by people. We're carrying armfuls of streamers and balloons, and plastic boxes full of sausage rolls, jelly and other goodies.

Hospitals are always so quiet. Hush, people are ill, don't make any noise. But today is different. Today Marianne is thirteen years old. She's going out with a bang. The doctors didn't terribly approve. A party in a hospital? Loud music? Friends, dancing? Well... there are other people in here, you know. Sick people... But it makes me feel better. We've got used to the idea that she's gone; now we just want to celebrate her life. Happy birthday Marianne! Goodbye, darling. Look, Simon is here, and Nana and Granddad and Jill and Zoe. They didn't let us bring Daisy the cat — animals in the ward were just too much — but everyone else is here. Who knows, if we make enough noise, maybe we'll wake you up.

Open the door. There she is, head pushed back as always. All together now...

'Happy Birthday, Marianne!'

Happy Birthday, Marianne!

It was a good party. They all enjoyed themselves — well, they looked as if they did, anyway. Now, Mum and Dad are sitting on my bed, each holding a hand. There are streamers all over the bed, balloons rolling on the floor.

They popped so many that the nurse came in and said we'd give the other patients a heart attack if we made any more noise. There was a cake with candles, there was jelly and sausage rolls. We played the music really loud! Jill and Zoe did a dance around the room and nearly knocked the heart monitor over. Mum and Dad turned out the lights and lit the candles and everyone sang Happy Birthday, and they blew the candles out for Marianne.

Marianne would have enjoyed it. It's a pity she couldn't come.

Yes, I know. I've let you all down. I didn't dance or sing, didn't even blink. But I did enjoy it. I wish I could say.

'Goodbye, darling. I'm so, so sorry. Goodbye,'

'Goodbye, Marianne.'

'Goodbye.'

Yes, goodbye, Mum, goodbye Dad! It was good of you to try for so long. I'm sorry, but the doctor's right; Marianne isn't here. It's just this old shell and these old memories. They lot the same, but they don't mean anything, really.

But poor old Mum, she has to try. One last time. Here she goes again, holding the things up before me. Teddy bear, clothes, CDs. Picture of Marianne with her mum and dad. Picture of

Marianne dancing with Jili and Zoe. Poor Marianne. Poor Mum and Dad! Tonight they take the tubes out. it won't hurt they've told them that, it's the best thing.

Mum stands up. She puts the things back in the box by the side of the bed. She straightens the photographs by the bedside. Marianne would be happy, but she's gone away, Mrs Sams. Honestly. I'll give her your love if I see her where I'm going.

'We'd better go.'

Yes, Mum, go. It's all for the best.

But although my dad is saying let's go, he isn't going himself. He has something in his hand..

'Worth a try. We haven't tried this for a while.' And my dad moves something in front of me.

It's a mirror. At least, I think it's a mirror, but perhaps it's not. Because in the mirror is a picture of Marianne.

'Darling, look. It's you.'

It's Marianne.

'It's you, darling. Marianne, can you see?'

No, it's not me. It's Marianne

'Can you see, Marianne?'

Is it? Is it me? Ami... ?

'She moved, Julie, look, she moved! Her mouth moved!'

I never move.

'Are you sure? It's your imagination.'

I can't blink, I can't move. I'm not here...

'She moved, I saw her! God! Marianne, do it again — look. Oh, Lord, do it again for your mother, darling. See, that's you, that's you there in the mirror. Just smile, darling, just do it again — oh, please, please, I know I saw you... just try to smile, Marianne.'

Like this...

'Oh my God, she moved. She tried to smile. Oh, God! God God God!'

'Marianne! It's really you...'

Is that really me? Was that me all the time? Really? I never dreamt that was me...

Now Mum grabs hold of my hand. 'Squeeze Marianne, squeeze hard if you can hear me.' And Dad's shouting and jumping around the room, and I want to cry too, because it really is me, you know. I saw it - I moved my mouth!

The door opens and the doctor comes in.;

"What is it?"

'She moved. She tried to smile. She moved!'

'That's not possible.'

The doctor comes to the bed and leans over into my face. MY face. There is a long pause while I look around for the muscles. Where have they gone?

'Take her hand. Take her hand. Marianne, squeeze. Squeeze for the doctor. Marianne, please?'

I can feel his hand resting in mine. I squeeze.

Hello doctor. I'm Marianne. I just found out.

5. THE COPY

by Paul Jennings

I was rapt. It was the best day of my life. I had asked Fiona to go with me and she said yes. I couldn't believe. I mean it wasn't as if I was a great catch. I was skinny, weak, and not too smart at school. Mostly I got Cs and Ds for marks. And I couldn't play sport at all. I hated football, always went out on the first ball at cricket and didn't know which end to hold a tennis racquet. And Fiona had still said she'd be my girlfriend.

Every boy in year eleven at Hamilton High would be jealous. Especially Mat Hodson. it was no secret that he fancied Fiona too. I grinned to myself. I wished I could see his face when he found out the news. He thought that he was so great and in a way he was. He was the exact opposite to me. He was smart (always got As for everything), captain of the footy team, the best batsman in the cricket team and he was tough. Real tough. He could flatten me with one punch if he

VO. \ ^-ped hfc \ooV> **ftxgWn** gocrj grace about Fiona and me. I didn't want him for an enemy.

I headed off to Crankshaft Alley to see my old friend Dr Woolley. I always went to **see him when** something good happened. Or something bad. I felt sort of safe and happy inside his untidy old workshop and it was fun seeing what crazy thing he was inventing. Everything he had come up with so far had been a flop. His last invention was warrH clothes pegs to stop people getting cold fingers when they hung out the clothes. They worked all right but no one would buy them because they cost two hundred dollars each. All of his inventions had turned out like that. They worked and they were clever but they were too expensive for people to buy.

I walked on down past all the other little shop-front factories until I reached Dr Woolley's grubby door. I gave the secret knock (three slow, three fast) and his gnomish face appeared at the window. I say gnomish because he looked just like a gnome: he was short with a hooked nose and he had a white beard and a bald head surrounded with a ring of white hair. If you gave him a fishing rod and a red cap and sat him in the front yard you would think he was a little garden statue.

He opened the door. 'Come in Rodney,' he said.

Tim, I corrected. He always called me the wrong name. He had a terrible memory. 'Where's that screwdriver?' he said. 'It's always getting lost.'

'In your hand,' I told him.

Thanks, Peter, thanks.'

'Tim', I sighed. I don't know why I bothered. He was never going to call me by my right name. It wasn't that he didn't know who I was. He did. I was his only friend. Everyone else thought he was a dangerous crackpot because he chased them away from his front door with a broken mop. I was the only person allowed into his workshop.

'Are you still working on the doner?' I asked.

His face turned grim and he furtively looked over at the window.

'Sh ... Not so loud. Someone might hear. I've almost perfected it. I'm nearly there. And this time it is going to pay off.' He led me across the room to a machine that looked something like a telephone box with a whole lot of wires hanging out of it. Down one side were a number of dials and switches. There were two red buttons.

One was labelled COPY and the other REVERSE.

Dr Woolley placed a pine cone on the floor of the Cloner. Then he pressed the button that said COPY. There was a whirring sound and a puff of smoke and then, amazingly, the outline of another pine cone, exactly the same as the first, appeared. It lasted for about ten seconds and then the machine started to rock and shake and the whirring slowly died. The image of the second pine cone faded away.

'Fantastic,' I yelled.

'Blast' said Dr. Woolley. 'It's unstable. It won't hold the copy. But I'm nearly there. I think I know how to fix it. 'What will you use it for?' I asked. 'What's the good of copying pine cones? There are plenty of pine cones already. We don't need more of those.'

He started to get excited. 'Listen, Robert.'

'Tim,' I said.

'Tim, then. It doesn't only work with pine cones. It will work with anything.' He looked up at the window as he said it. Then he dropped his voice. 'What if I made a copy of a bar of gold, eh? What then? And then another copy and another and another. We would be rich. Rich.'

I started to get excited too. I liked the way he said 'we'.

Doctor Woolley started nodding his little head up and down. 'All I need is time: he said. 'Time to get the adjustment right. Then we will show them whether I'm a crank or not.'

We had a cup of tea together and then I headed off home. That was two good things that had happened in one day. First, Fiona saying she would go with me and second, the Cloner was nearly working. I whistled all the way home.

I didn't see Dr Woolley for some time after that. I had a lot on my mind. I had to walk home with Fiona and every night I went to her place to study with her. Not that we got much study done. On weekends we went hiking or hung around listening to records. It was the best time of my life. There was only one blot on the horizon. Mat Hodson. One of his mates had told me he was out to get me. He left a message saying he was going to flatten me for taking his girl.

His girl! Fiona couldn't stand him. She told me she thought he was a show-off and a Bully. But that wasn't going to help me. If he wanted to flatten me he would get me in the End. Fortunately he had caught the mumps and had to stay at home for three weeks.

Someone had told me it was very painful.

I decided to go round to see Dr Woolley about a month later. I wondered if he had perfected his Cloner. When I reached the door I gave the secret knock but there was no answer. 'That's strange,' I said to myself. 'He never goes out for anything.'

I looked through the window and although the curtains were drawn I could see the light was on inside. I knocked again on the door but still no answer. Then I started to worry. What if he had had a heart attack or something? He could be lying unconscious on the floor. I ran around to the back, got the key from the hiding spot in an old kettle and let myself into the workshop. The place was in a mess. Tables and chairs were turned over and crockery was lying smashed on the floor. It looked as if there had been a fight in the workshop. There was no sign of Dr Woolley.

I started to clean the place up, turning the chairs up the right way and putting the broken things into the bin. That's when I found the letter. It was in an envelope marked with four names. It said, 'John', 'Peter', 'Robert', and 'Tim'. The first three names were crossed out. Dr Woolley had finally remembered my name was Tim after four tries. Inside the letter said:

TIM, IF YOU FIND THIS LETTER SOMETHING TERRIBLE HAS HAPPENED. YOU MUST DESTROY THE CLONER AT ONCE.

WOOLLEY

My eye caught something else on the floor. I went over and picked it up. It was another letter exactly the same as the first. Exactly the same. It even had the three wrong names crossed out. Dr Woolley really was the most absent-minded person.

I looked at the Cloner with a feeling of dread. What had happened? Why did he want me to destroy it? And where was Dr Woolley? The Cloner was switched on. I could tell that because the red light next to REVERSE was shining. I walked over to it and switched it over to COPY. I don't know what made me do it. I guess I just wanted to know if the Cloner worked. I should have left it alone but I didn't.

I took a Biro out of my top pocket and threw it inside the Cloner.

Immediately an image of another Biro formed. There were two of them where before there had only been one. I turned the Cloner off and picked up both pens. As far as I could tell they were identical. I couldn't tell which was the real one. They were both real.

I sat down on a chair feeling a bit dizzy. This was the most fantastic machine that had ever been invented. It could make me rich. Dr Woolley had said that it could even copy gold bars. All sorts of wonderful ideas came into my mind. I decided that nothing would make me destroy the Cloner. I went over and switched the machine on to REVERSE. Then I threw both of the pens into the Cloner. I was shocked by what happened. Both of them disappeared. They were gone. For good. I turned it back to COPY but nothing happened. I tried REVERSE again but still nothing. It was then that I noticed a huge blowfly buzzing around the room. It flew crazily around my head and then headed straight into the Cloner. It vanished without a trace.

The Cloner was dangerous when it was switched on to REVERSE. It could make things vanish for good. I wondered if Dr Woolley had fallen into the machine. Or had he been pushed? There were certainly signs of a struggle.

I thought about going to the Police. But what could they do? They couldn't help Dr Woolley if he had fallen into the Cloner. And they would take it away and I would never see it again. I didn't want that to happen. I had plans for that machine. It was mine now. I was the rightful owner. After all, Dr Woolley had said that 'we' would be rich. Unfortunately now it was just going to be me who was rich.

I went back to Fiona's house and spent the evening doing homework with her. I didn't tell her about the Cloner. I was going to give her the first copies I made from it. At ten o'clock I walked home through the darkened streets, keeping an eye out for Mat Hodson. I had heard he was over his mumps and was looking for me.

The next morning I borrowed Mum's gold cameo brooch without telling her. I decided not to go to school but instead I went to Dr Woolley's workshop. Once inside I turned the Cloner on to COPY and threw in the brooch. Immediately another one appeared. I turned the Cloner off and took out both brooches. One was a mirror image of the other. They both had the same gold setting and the same ivory face. But on one brooch the face looked to the left and on the other it looked to the right. Apart from that they were identical.

I whistled to myself. The copy was so good I couldn't remember which way Mum's brooch had faced. Still it didn't matter. I would put one of them back where I had got it and give the other to Fiona.

Next I decided to experiment with something that was alive. I went outside and hunted around in the long grass. After a while I found a small green frog with a black patch on its left side. I took it in and threw it straight into the Cloner. In a flash there were two frogs. They jumped out on to the workshop floor. I picked them up and looked at them. They were both alive and perfectly happy. They were both green but one had a black patch on the left and the other had it on the right. One was a mirror image of the other.

This Cloner was wonderful. I spent all day there making copies of everything I could think of. By four o'clock there was two of almost everything in the workshop. I decided it was time to go and give Fiona her cameo. She was going to be very happy to get it. I never made it to Fiona's house. An unpleasant surprise was waiting outside for me. It was Mat Hodson.

"I've been waiting for you, you little fink," he said "I heard you were hiding in here." He had a pair of footy boots hanging around his neck. He was on his way to practice. He gave a nasty leer. "I thought I told you to stay away from my girl."

"She's not your girl", I said hotly. "She can't stand you. She's my ..." I never finished the sentence. He hit me with a tremendous punch in the guts and I went down like an exploding balloon.

The pain was terrible and I couldn't breathe. I fought for air but nothing happened. I was winded. And all I could do was lay there on the footpath wriggling like a dying worm.

"You get one of those every day", he said. "Until you break it off with Fiona." Then he laughed and went off to footy practice.

After a while my breath started to come back in great sobs and spasms. I staggered back into the workshop and sat down. I was mad. I was out of my mind. I had to think of some way to stop him. I couldn't go through this every day and I couldn't give up Fiona. I needed help. And badly. But I couldn't think of anyone. I didn't have a friend who would help me fight Hodson except Fiona and I couldn't ask her.

My mind was in a whirl and my stomach ached like crazy. I wasn't thinking straight. That's why I did the Stupidest thing of my life. I decided to get inside the Cloner and turn it on. There would be two of me. Two Tims. I could get The Copy to help me fight Hodson. He would help me. After all, he would be the same as me. He would want to pay Hodson back as much as I did. The more I thought about it, the smarter it seemed.

I would make an exact copy of myself and together we could go off and flatten Hodson. I wondered what my first words to the new arrival should be. In the end I decided to say, "Hello there, welcome to earth." I know it sounds corny but at the time it was all I could think of.

I turned the Cloner to COPY and jumped in before I lost my nerve. In a twinkling there was nother 'me' standing there. It was just like looking into a mirror. He had the same jeans, the same jumper and the same brown eyes. We both stood staring at each other for about thirty seconds without saying a thing. Then, both at the same time we said, "Hello, there, welcome to earth."

That gave me a heck of a shock. How did he know what I was going to say? I couldn't figure it out. It wasn't until much later I realized he knew all about me. He had an exact copy of my brain. He knew everything I had ever done. He knew what I had been thinking before I stepped into the

Cloner. That's why he was able to say the same sentence. He knew everything about me. He even knew how many times I had kissed Fiona. The Copy wasn't just a copy. He was me. We both stood there again for about thirty seconds with our brains ticking over. We were both trying to make sense of the situation. I drew a breath to say something but he beat me to it.

'Well,' he said. 'What are we waiting for? Let's go get Hodson.'

The Copy and I jogged along the street towards the football ground without speaking. I wondered what he was thinking. He didn't know what I was thinking. We shared the same past but not the same future or present. From now on everything that happened would be experienced differently by both of us. I didn't have the faintest idea what was going on in his head. But I knew what was going on in mine. I was wondering how I was going to get rid of him when this was all over.

'Fiona will like that brooch,' said The Copy. I was shocked to think he knew about it. He was smiling to himself. I went red. He was probably thinking Fiona was going to give him a nice big kiss when she saw that brooch. It was me she was going to kiss, not The Copy.

At last we reached the football ground. Hodson was just coming out of the changing rooms.

'Well look,' he said. 'It's little Tim and his twin brother. Brought him to help you, have you?' he said to The Copy. Well, I can handle both of you.' He screwed up his hand into a tight fist. Suddenly he looked very big. In fact he looked big enough to wipe the floor with both of us.

I felt like running for it. So did The Copy. I could see he was just about to turn around and run off, leaving me on my own. We both turned and fled. Hodson chased after us for a bit and finally gave it away. 'See you tomorrow, boys,' he yelled. I could hear the other footballers laughing at us. It was humiliating. I knew the others would tell Fiona about what a coward I was.

I turned to The Copy. 'A fat lot of use you turned out to be,' I said.

'What are you talking about?' he replied. 'You're the one who turned and ran off first. You knew I couldn't handle him on my own.'

I realized The Copy was a liar. I decided to go home for tea. He walked along beside me.

'Where do you think you're going?' I asked.

'Home for tea.'

'We can't both turn up for tea. What's Mum going to say when she sees two of us? The shock will kill her,' I told him.

We both kept on walking towards home. The Copy knew the way. He knew everything I knew. Except what I was thinking. He only knew about what had happened before he came out of the Cloner. He didn't know what was going on in my mind after that. I stopped. He seemed determined to come home with me. 'Look,' I said. 'Be reasonable. Think of Mum and Dad. We can't both sit down for tea.'

You go somewhere else.'

'No,' he said. 'You go somewhere else.'

Finally we came to the front gate. 'All right,?' I said to The Copy. 'You go and hide in the bedroom. I'll go down to tea and afterwards I'll sneak you up some food.'

The Copy didn't like it. 'I've got a better idea,' he told me. 'You hide in the bedroom and I'll bring you up something.'

I could see he was only thinking of himself. This thing was turning into a nightmare. 'All right,' I said in the end. 'You go down to tea and I'll hide in the bedroom.' So that is what we did. I sneaked up and hid in my room while The Copy had tea with my parents. It was roast pork. My favourite. I could smell it from my room and it smelt delicious.

The sound of laughter and chattering floated up the stairs. No one knew The Copy wasn't me.

They couldn't tell the difference. A bit later he came up the stairs. He poked his head around the corner and threw me a couple of dry biscuits. This is all I could find. I'll try and bring you up something later.'

Dry biscuits. I had to eat dry biscuits while The Copy finished off my tea. And I just remembered

Mum had been cooking apple pie before we left. This was too much. Something had to be done. Just then the doorbell rang. 'I'll get it,' shouted The Copy before I had a chance to open my mouth. He ran down the stairs and answered the door. I was trapped. I couldn't go down or Mum and Dad would see there were two of us.

I could hear a girl's voice, it was Fiona. A bit later the door closed and all was silent. The Copy had gone outside with her. I raced over to the window and looked out. It was dark but I could just see them under the wattle tree. The street light illuminated the scene. What I saw made my blood boil. The Copy was kissing Fiona. He was kissing my girlfriend. She thought he was me. She couldn't tell the difference and she was letting the creep kiss her. And what is worse she seemed to be enjoying it. It was a very long kiss. I sat down and thought about the situation. The Copy had to be sent back to where he came from. This whole thing had turned out to be a terrible mistake. I had to get The Copy back to the workshop and get rid of him.

After about two hours The Copy came up to the bedroom looking very pleased with himself. I bit my tongue and didn't say anything about him kissing Fiona. 'Look, I said. 'We can't both stay here. Why don't we go back to the workshop and have a good talk. Then we can figure out what to do.'

He thought about it for a bit and then he said, 'OK, you're right. We had better work something out.'

I snuck out of the window and met him outside. We walked all the way to the workshop in silence.

I could tell he didn't like me any more than I liked him.

I took the key out of the kettle and let us in. I noticed the Cloner was still switched on to COPY. I went over and turned it on to REVERSE without saying anything. It would all be over quickly. He wouldn't know what hit him. I would just push him straight into the Cloner and everything would be back to normal. He would be gone and there would be just me. it wouldn't be murder. I mean he had only been alive for a few hours and he wasn't really a person. He was just a copy.

'Look,' I said, pointing to the floor of the Cloner. 'Look at this.' I got ready to push him straight in when he came over.

The Copy came over for a look. Suddenly he grabbed me and started to push me towards the machine. The Copy was trying to kill me. He was trying to push me into the Cloner and have Fiona for himself. We fell to the floor in a struggling heap. It was a terrible fight. We both had exactly the same strength and the same experience. As we fought I realized what had happened to Dr Woolley. He had made a copy of himself and they had both tried to push each other in. That's why there were two letters. Probably they had both fallen in and killed each other.

The Copy and I fought for about ten minutes. Neither of us could get the upper hand and we were both growing tired. We rolled over near the bench and I noticed an iron bar on the floor.

But The Copy had noticed it too. We both tried to reach it at the same time. But I won. I grabbed it and wrenched my arm free. With a great whack I crashed it down over The Copy's head. He fell to the floor in a heap.

I dragged his lifeless body over to the Cloner and shoved him inside. He vanished without a trace. It was just as if he had never existed. A feeling of great relief spread over me but I was shaking at the narrow escape I had experienced. I turned and ran home without even locking up the workshop.

By the time I got home I felt a lot better. I walked into the lounge where Mum and Dad were sitting watching TV. Dad looked up at me. 'Ah there you are, Tim. Would you fill out this application for the school camp? You put in the details and I'll sign the bottom.'

I took the form and started to fill it in. I was looking forward to the school camp. We were going skiing.

After a while I looked up. Mum and Dad were both staring at me in a funny way.

'What's up?' I asked.

'You're writing with your left hand,' said Dad.

'So?

'You've been a right harder aill y o u r life.'

'And your hair is parted on t're wrong side,' said Mum. '**And** that little mole that used to be on your right cheek has rciovod to the left side.'

My head started to swim. I ran over to the mirror **on** the wall. The face that stared back at me was not Tim's. St was tho face of **The** Copy.

FOR NOTES

ENGLISH FOR PROFESSIONAL DEVELOPMENT

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