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Методичні рекомендації

з дисципліни «Англійська мова за професійним спрямуванням»

для самостійної роботи студентів 2-го року навчання

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А. А. Юмрукуз

Методичні рекомендації з дисципліни з дисципліни «Англійська мова за професійним спрямуванням» для самостійної роботи студентів 2-го року навчання спеціальності 052 Політологія. Одеса, Магістр. 2021. 32 с.

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Методичні рекомендації покликані допомогти студентам 2-го року навчання у виконанні самостійної роботи в межах тем, передбачених робочою програмою навчальної дисципліни «Англійська мова за професійним спрямуванням» спеціальності 052 Політологія. Посібник має на меті поглибити знання з англійської мови за фахом та сприяти формуванню лінгвістичної і соціокультурної компетентностей студентів.

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ПЕРЕДМОВА

Самостійній роботі студентів приділяється особлива увага в умовах реформування системи вищої освіти в Україні

Відповідно до рекомендацій Ради Європи, освітньо-професійної програми спеціальності 052 Політологія та робочої програми навчальної дисципліни «Англійська мова за професійним спрямуванням» результатом вивчення згаданої дисципліни повинна стати здатність спілкуватися англійською мовою за професійною тематикою, читати та перекладати англійськомовну літературу за фахом, аналізувати англійськомовні джерела інформації для отримання даних, необхідних для виконання професійних завдань, готувати публічні виступи з галузевих питань англійською мовою тощо. Тому запропоновані методичні рекомендації для самостійної роботи здобувачів освіти спрямовані на поглиблення знань студентів з англійської мови професійного спрямування, формування їхньої лінгвістичної та соціокультурної компетентностей під час самостійного опрацювання навчального матеріалу.

Методичні рекомендації містять вісім розділів та список рекомендованої літератури. Кожен розділ пропонує завдання на ознайомлення з новим лексичним матеріалом, а також вправи для його закріплення. Більшість завдань мають інтерактивний характер та представлені у вигляді онлайн-ігор, онлайн-квізів і т. ін.

У списку рекомендованої літератури пропонується перелік базової та додаткової літератури, яка наявна в бібліотеці університету, а також інформаційних ресурсів за фахом.

1. Study the vocabulary following the link below. Write it down and memorize. Do the quiz .

https://www.engvid.com/political-vocabulary-expressions/

2. Study the vocabulary following the link below. Translate the words and word combinations into Ukrainian.

https://quizlet.com/503880267/match

3. Watch the following video on the types of legitimacy.

https://www.youtube.com/watch?v=lvvYZxqPYuo

4. Having watched the video, answer the questions:

1. What is legitimacy?

2. What are the types of legitimacy?

3. What are autocratic systems?

a. they are governed by few having more power

b. they are governed by those having more supporters

4. How do autocratic systems maintain power?

5. Give examples of autocratic systems.

6. What is traditional legitimacy?

7. What does conservativism proclaim?

8. What is natural law?

9. For which political system following hierarchy is most typical?

10. Who was the author of the theory that common social benefit could be achieved even if all people act in exclusively personal interests?

5. Make a comparative table of the three types of legitimacy.

6. Study the vocabulary following the link below. Translate the words and word combinations into Ukrainian.

https://quizlet.com/154001593/political-vocabulary-quiz-104-5-flash-cards/

7. Watch the video fragment on the types of political systems and answer the questions below.

https://www.youtube.com/watch?v=CDR1zwy9h2Q

1. What are the roots of terms 'left wing' and 'right wing'?
2. What do the representatives of the left wing claim?
3. What are the main features of communism?
4. What are the main features of fascism?
5. What do those occupying 'central' position claim?

8. Prepare a comparative table on the features of the left, right and central directions.

1. Study the vocabulary following the link below. Write it down and memorize.

https://www.youtube.com/watch?v=IpSm0EQc9h4

2. Watch the inaugural speeches of

      D. Trump (https://www.youtube.com/watch?v=sRBsJNdK1t0),

      B. Obama (https://www.youtube.com/watch?v=JwcR00oGbv0),

      J. Kennedy (https://www.youtube.com/watch?v=PEC1C4p0k3E),

      G. W. Bush (https://www.youtube.com/watch?v=7UgUZw6YG4I)

3. Analyze them and compare covering the following points:

1. Who uses more vivid speech?
2. Who describes more concrete political steps?
3. Who promises most to the American nation?
4. Who sounds more patriotic? Why?
5. Whose campaign seems to be more realistic?

4. Listen, watch and read the following speeches of American Presidents.

https://www.americanrhetoric.com/speeches/fdrfirstinaugural.html F. Roosevelt

https://www.americanrhetoric.com/speeches/abrahamlincolninauguraladdress.htm – A. Lincoln

https://www.youtube.com/watch?v=Tu33kA83Rfo – B. Clinton

2. Answer the following questions about each speech.

1. What problems in the state are mentioned in the address?

2. What steps to solve them are suggested?

3. What positive things about the USA are mentioned in the address?

4. Are discrimination issues (racial, sexual) raised in the speech?

5. What future is seen for the USA?

3. Watch, listen and read the most outstanding address ever by M. Luther King "I have a dream". Answer the following questions.

https://www.americanrhetoric.com/speeches/mlkihaveadream.htm

1. What is its main aim?
2. Who is it aimed at?
3. What is the key word of address?
4. What is Dream in this speech?
5. Does the speech sound in general positive or negative?

4. Translate the following phrases into Ukrainian.

- the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination – _____
- America has defaulted on this promissory note - _____
- the bank of justice is bankrupt - _____
- Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood - _____
- the Negro's legitimate discontent - _____
- the whirlwinds of revolt will continue to shake the foundations of our nation _____

5. Read the following conversation where Peter continues to explain to his Spanish friend Juan the meaning of important vocabulary used to talk about political elections in English. From the context, try to guess what the meaning of the words/phrases in bold are.

Juan: 'Are you going to vote in the election in two weeks?'

Peter: 'Yes, I'm going to vote. Why do you ask?'

Juan: 'It's the first election that has happened since I've lived in Britain. What happens in elections here?'

Peter:'Well, before the election all the different political parties each do a **campaign**. They do lots of events, meet voters in the street, pay for advertisements on the TV, radio etc...'

Juan:'They do campaigns to convince people to vote for them in the election?'

Peter:'Yeah. People from the different political parties also participate in debates normally on television before the election as well.'

Juan:'What are those?'

Peter:'A **debate** is where candidates from the different political parties appear together in front of the public and are asked questions and then criticise each other.'

Juan:'So, **candidates** is the name for the members of the political parties who want to serve in parliament or congress?'

Peter:'That's right. They are the people who are actually **running for** election, who people will vote for. The candidate who wins (gets the most votes) in the election, then gets a **seat** in parliament.'

Juan:'But some of the candidates in elections already have a seat in parliament, don't they?'

Peter:'Yes they do. If a political candidate currently has a seat in parliament, they are looking to be **re-elected**, to win their seat again. The other candidates who are competing against him or her obviously don't want that to happen.'

Juan:'How do the candidates know how well their campaigns are going before the election happens?'

Peter:'Before the the actual election happens, different organisations try to predict who will win or lose. They do this by asking a large number of voters who they intend to vote for. The is called a **poll**. And political parties use these polls to see how well or badly their campaign is going.'

Juan:'They do polls before elections in Spain as well. But what I don't understand is why there are two elections here this year. There's the election for the government in two weeks and then the election in November to decide if Britain stays or leaves the European Union?'

Peter:'But what is happening in November is not an election, it's a **referendum**.'

Juan:'What's the difference? People have to vote in both.'

Peter:'In an election, people vote for a political party to be in charge of the government or a council. In a referendum, people don't directly vote for a political party, but on an issue or proposal. Like should Britain be in the European Union or should guns be made illegal/banned in the country.'

Juan:'So what do people do on the day of the election here? Where do they vote?'

Peter:'To vote here, you have to go to a **polling station**.'

Juan:'It's called that! I thought a poll was a prediction of who people would vote for.'

Peter:'It is, but for some reason they call the place where people vote a polling station. Normally, the polling station will be in a school hall or in a church.'

Juan:'So, they go there and vote?'

Peter:'Yeah. When they are in the polling station, they are given a **ballot**. Which is a piece of paper where they mark which political candidate they want to vote for. After they have done that, they then put their ballot into a **ballot box**. When they've done that, they've voted and they leave.'

Juan:'How do they know how many people who could vote, have voted?'

Peter:'The **turnout** for the election is calculated by the polling stations counting how many people they have given ballots to. In some elections the turnout could be low (e.g. 35% of all people who have the right to vote, actually vote). Whereas in other elections, voter turnout can be a lot higher (e.g. around 70%).'

Juan:'So, after they've closed the polling stations and finished counting the votes/ballots. How do they decide how many seats in parliament to give to the different political parties? Is the number of seats calculated on the percentage of votes each political party gets. So if the Conservative Party gets 40% of all the votes in the election, they get 40% of the seats in parliament?'

Peter:'That type of electoral system (where seats are given to a political party based on the percentage of all votes they received) is called **proportional representation**, but it isn't used in most elections in Britain (apart from elections for the European Parliament and some elections in Scotland and Wales).

For elections in the British Parliament, we use a electoral system called **first-past-the-post**. Each seat in parliament is for a specific part of the country (e.g. there's a seat for a town or for a part of a big city). The candidate who gets the most votes in that specific part, wins the seat in parliament for there.'

Juan:'So a political party could get 15% of all the votes in the country, but if none of its candidates get as many votes as those from other political parties in the places where each seat in parliament comes from, it would mean that they would have no seats in parliament?'

Peter:'In an electoral system which is first-past-the-post, that could happen.'

Juan:'So, I suppose the political party that wins the most seats in parliament becomes the government of the country?'

Peter:'That's right. If one political party has more seats in parliament than all the other political parties put together, they become what is called a **majority government**.'

Juan:'And if one political party doesn't have more seats than all the other political parties combined?'

Peter:'Then two or more political parties have to agree to run the government together. When this happens, it is called a **coalition government**.'

6. Write the correct word.

1. The piece of paper which people use to vote on in an election, is called a _____

2. The electoral system where the number of seats/positions a political party gets in a parliament is the same as the percentage of votes they receive, is called _____

3. The place where people vote in an election, is called a _____

4. When one political party has more seats/positions in the main national parliament than all the other parties combined, they become the _____

5. The place in a polling station where people leave their vote, is called a _____

6. The electoral system where the number of seats/positions a political party gets in a parliament is not the same as the percentage of votes they received, is called _____

7. When two or more political parties agree to run/govern a country together, they form/create a_____

8. The percentage of people who went and voted in an election, is called the _____

9. A position/place in a parliament is often called a _____

10. The results of asking people who they are planning to vote for in an election, is called a _____

11. The people who are trying to win a seat in parliament in an election, are called the _____

12. When people vote to decide an issue/proposal (e.g. for a region to become independent), it is called a _____

13. When the candidate who is the current holder of a political position/seat wins it again in an election, they are _____

14. A different way to say that a person is *'trying to win'* a position/seat in a parliament, is _____

15. An event where candidates from different political parties come together and are asked questions in front of the public, is called a _____

16. All the activities which political parties do to get people to vote for them in the months before an election happens, is called their _____

Unit 3. Freedom of Speech

1. Study the vocabulary following the link below. Write it down and memorize.

https://quizlet.com/508987459/politics-1-flash-cards/?new

2*. Listen to explanation of words from exercise 1, make sure you understand them and get ready to write a quiz.

https://www.youtube.com/watch?v=MddtFs1k7vk

3. Give the Ukrainian equivalents of the political vocabulary mentioned in the video fragment:

https://www.youtube.com/watch?v=45e99fofgJc

4**. Read the instructions on preparing Presidential speech. Write and record a 5 min video of presidential campaign speech.

https://grademiners.com/blog/how-to-write-a-presidential-speech-example#post-anchor_h2-6

5. Watch the following video-fragments about freedom of speech.

https://www.youtube.com/watch?v=CZDDYFli108

https://www.youtube.com/watch?v=Zeeq0qaEaLw

https://www.youtube.com/watch?v=Vtpd0EbaFoQ

https://www.youtube.com/watch?v=NL93bGkDOZE

6. Prepare a Mind map about what freedom of speech is. For making Mind Map you may use http://www.mindmeister.com/

1. Study the vocabulary following the link below. Write it down and memorize.

https://quizlet.com/509942566/%D0%9F%D0%BE%D0%BB%D1%96%D1%82%D0%B8%D0%BA%D0%B0-flash-cards/?new

2. Do the test.

https://study.com/academy/exam/course/political-science-course.html

3. Answer the following questions.

1. Which of the following is true of a constitutional democracy?

    a. Majority rule is limited.

    b. All minorities combined must have power equal to that of the majority.

    c. Minorities must have their own representation in the legislature.

    d. Elections are free and fair but held very infrequently.

2. When the military dominates a political system,

    a. the government is always headed by a single individual

    b. it often rules as an institution

    c. there is little chance of a return to civilian rule

    d. large-scale public works projects are often instituted

3. Totalitarian governments see _____ as their enemies.

    a. specific members of the previous regime

    b. specific members of opposition groups

    c. whole categories of people within the society

    d. whole categories of democratic programs

4. The recent histories of France, Germany, and Japan demonstrate that

    a. democracy will flourish whenever a country is prosperous

    b. strong executives can lead to weak judiciaries

    c. it is possible to provide a stable social environment despite inadequate

economic growth

d. constitutional democracy is highly adaptable

5. Political power in Western Europe and the United States has increasingly shifted to the

    a. legislative branch

    b. judicial system

    c. executive branch

    d. regulatory agencies

6. The principle of utilitarianism states that

    a. government is an institution intended to enforce

    b. rules are meant as guidelines for most but not all

    c. the moral action is one that maximizes well-being

    d. the means justify the ends

7. China's Great Leap Forward caused serious consequences to

    a. the government's ability to maintain authoritarianism

    b. the leadership abilities of Mao Zedong

    c. Chinese political and military structures

    d. Chinese economic stability 8. Monoculture, an obstacle facing many developing countries, is the

    a. dominance of one ethnic group

    b. practice of raising one major crop

    c. concentration of power in one political group

    d. lack of diversified populations

9. The United States government has historically viewed terrorism as a _____ problem.

    a. political

    b. social

    c. military

    d. religious

10. Imperialism refers to

    a. rule by a monarchy

b. influence by one nation over another

c. mercantilism

d. superiority of one race over another

11. How do American political parties meet the definition of a party?

a. They are centralized.

b. They ensure cohesion in policymaking.

c. They control those who run under their label.

d. They recruit and support candidates for political office.

12. Jean-Jacques Rousseau proposed enlightenment theories that considered

a. the absolute power of kings

b. internal political order

c. equality of citizens

d. a powerful military presence

13. "Balance of power" in international relations refers to

a. comparing the policies of European nations

b. flexibility and stability of states

c. policies of non-alliance

d. matching the power of one state against the power of another

14. What is the chief instrument of foreign policy?

a. Elections

b. Intelligence

c. Diplomacy

d. The United Nations

15. John Locke's political theories on power centered around the

a. defense of the divine right of kings

b. absolutist theory of government

c. executive power of the laws of the state versus nature

d. right of making laws and employing the community to execute those laws

16. Thomas Hobbes believed that humankind had to accept a(n) _____ in order to achieve a

relatively peaceful society.

    a. social contract

    b. powerful ruler

    c. equitable distribution of resources

    d. binding agreement

17. Plato's Republic is an excellent example of political philosophy because he described

    a. the ideal state and its functions

    b. a Kingship and its expectations

    c. the spirit of democratic laws

    d. a study of Athenian constitutions

18. International system analysis concentrates on the interaction, and foreign policy analysis on the

    a. states

    b. actors

    c. external performances

    d. wealth and power of nations

19. Mills' On Liberty supports

    a. national self-determination

    b. freedom of expression

    c. the right to bear arms

    d. a fair judicial system

20. Left-wing dictatorships

    a. seek government control of business and the economy

    b. are pro-religion/anti-education

    c. seek to impose free-market institutions on the government

    d. are pro-business/anti-military

Unit 5. Religion and Politics

1. Watch the video. Study the vocabulary following the link below. Write it down and memorize.

https://www.e-ir.info/2018/03/09/student-feature-religion-and-culture/

2. Answer the following questions.

1. What do most religions concern with?
2. What do most religions promote?
3. What is the downside of involving religious leaders into politics?
4. Do most religions promote matriarchal or patriarchal views?
5. What aspects do religious conflicts usually include?
6. Is religious involvement into politics always positive or negative?
7. What is NGO?

3. Watch the following video and prepare its short summary.
https://www.youtube.com/watch?v=VlilgTMxQp4&frags=wn&ab_channel=VictorPinchukFoundation

1. Watch the video. Study the vocabulary following the link below. Write it down and memorize.

https://quizlet.com/530691938/democracy-flash-cards/?new

2. Watch the video and answer the questions. https://www.youtube.com/watch?v=lRMmIbV9AZU&ab_channel=WoodrowWilson Center

1. What are the challenges of being a democratic journalist?

2. What are the advantages of being a MP?

3. How does the speaker characterize the current situation in Ukraine?

4. What are the advantages of using Facebook and Twitter in sharing political views according to the speaker?

5. What is the question of choice for Ukrainian people? Comment on it.

4. Watch the following video.

https://www.youtube.com/watch?v=2cfIBQWsETo&ab_channel=WoodrowWilsonC enter

5. Give the context these phrases were used in the video and translate them into Ukrainian.

Media coverage -
……………………………………………………………………………………

Destill the events -
……………………………………………………………………………………

Collective action -

…………………………………………………………………………………

The spirit of the army -

…………………………………………………………………………………

Successful case story -

…………………………………………………………………………………

At this particular juncture - …………………………………………………

Unit 7. Political Regimes and Their Types

1. Read the following texts about political regimes.

A. Western polyarchies

Western polyarchies are broadly equivalent to regimes categorized as liberal democracies or even simply democracies. Their heartlands are therefore North America, Western Europe and Australia, although states ranging from India and Japan to the "new" South Africa all exhibit strongly polyarchical features.

The term "polyarchy" is preferable to liberal "democracy" for two reasons. First, liberal democracy is sometimes treated as a political ideal. Secondly, the use of "polyarchy" acknowledges that these regimes fall short, in important ways, of the goal of democracy.

All states that hold military elections have polyarchical features. Nevertheless, polyarcies have a more distinctive and particular character. They are marked not only by representative democracy and a capitalist economic organization. But also by a widespread acceptance of liberal individualism.

Western polyarchies are not alike, however. Some of them are biased in favour of centralization and majority rule, and others tend towards fragmentation and pluralism. A system of constitutional democracy is particularly appropriate to societies that are divided by deep religious, ideological, regional, cultural or other differences.

Consensual or pluralistic tendencies are often associated with the following features:

☐ Coalition government

☐ A separation of powers between the executive and the assembly

☐ An effective bicameral system

☐ A military system

☐ Proportional representation

☐ Federalism or devolution

☐ A codified constitution and a bill of rights

B. Post-communist regimes

The collapse of communism in the eastern European revolutions of 1989-91 undoubtedly unleashed a process of democratization that drew heavily on the western liberal model. The central features of this process were the adoption of multiparty elections and the introduction of market-based economic reforms. In that sense it can be argued that most (some would say all) former communist regimes are undergoing a transition that will eventually make them indistinguishable from western polyarchies. Nevertheless, for the time being at least, there are reasons for treating these systems as distinct. In the first place, the heritage of their communist past cannot be discarded overnight, especially when, as in Russia, the communist system had endured for over 70 years. Secondly, the process of transition itself has unleashed forces and generated problems quite different from those that confront western polyarcheis. One feature of Post-communist regimes is the need to deal with the politico-cultural consequences of communist rule. A second set of problems stem from the process of economic transition. The "shock therapy" transition from central planning to laissez-fair capitalism, advocated by the International Monetary Fund, unleashed deep insecurity because of the growth of unemployment and inflation, and it significantly increased social inequality. Important differences between Post-communist can also be identified.

The most crucial of these is that between the more industrially advanced and westernized countries of "central" Europe and more backward "eastern" states. In the former group, market reform has proceeded swiftly and relatively smoothly; in the latter, it has either been grudging and incomplete or it has given rise to deep political tensions.

C. East Asian Regimes

The rise of East Asian the late 20th century may ultimately prove to be a more important world-historical event than the collapse of communism.

Certainly, the balance of the world's economy had shifted markedly from the West to the East in this period. However, the notion that there is a distinctively East Asian political form is a less familiar one. The widespread assumption has been that

modernization means westernization. Translated into the political terms, this means that industrial capitalism is always accompanied by liberal democracy.

This interpretation, however, fails to take account of the degree to which polyarchical institutions operate differently in an Asian context from the way they do in a western one. Most importantly, it ignores the difference between cultures influenced by Confucian ideas and values and ones shaped by liberal individualism.

East Asian regimes tend to have similar characteristics. First, there are oriented more around economic goals than political ones.

Secondly, there is broad support for "strong" government. Powerful "ruling" parties tend to be tolerated, and there is general respect for the state. Although, with low taxes and relatively low public spending usually below 30% of GDP (gross domestic product), there is little room for the western model of the welfare state, there is nevertheless general acceptance that the state as a "father figure" should guide the decisions of private as well as public bodies, and draw up strategies for national development. This characteristic is accompanied, thirdly, by a general disposition to respect leaders because of Confucian stress on loyalty, discipline and duty. Finally, great emphasis is placed on what the Japanese call "group think" restricts the scope for the assimilation of ideas such as individualism and human rights, at least as these are understood in the West.

D. Islamic regimes

The rise of Islam as a political force has had a profound affect on politics in North Africa, the Middle East, and parts of Asia. In some cases, militant Islamic groups have challenged existing regimes, often articulating the interests of an urban poor. Islam is not, however, and has never been, simply a religion. Rather, it is a complete way of life, defining correct moral, political and economic behavior for individuals and nations alike. Political Islam aims at the construction of a theocracy in which political and other affairs are structured according to "higher" religious principles. Nevertheless, political Islam has assumed clearly contrasting forms, ranging from fundamentalist to pluralist extremes.

E. Military regimes

Whereas most regimes are shaped by a combination of political, economic, cultural and ideological factors, some survive through the exercise, above all, of military power and systematic repression. In this sense, military regimes belong to a broader category of authoritarianism.

Military authoritarianism has been most common in Latin America, the Middle East, Africa and South East Asia, but it also emerged in the postwar period in Spain, Portugal and Greece. The key feature of a military regime is that the leading posts in the government are filled on the basis of person's position within the military chain of command. Normal political and constitutional arrangements are usually suspended, and institutions through which opposition can be expressed, such as elected assemblies and a free press, are either weakened or abolished.

Although all forms of military rule are deeply repressive, this classification encompasses a number of regime types. In some military regimes, the armed forces assume direct control of government. The classical form of this is military junta, most commonly found in Latin America. This operates as a form of collective military government centered on a command council of officers who usually represent the three armed services: the army, navy and air force. The second form of military regime is a military-backed personalized dictatorship. In these cases, a single individual gains preeminence within the junta or regime. In the final form of military regime, the loyalty of the armed forces is the decisive factor that upholds the regime, but the military leaders content themselves with "pulling the springs" behind the scenes.

3. Answer the following questions.
A.

1. Why is the term "polyarchy" preferable to liberal democracy?

2. What is the distinctive feature of western polyarchies?

3. What societies is a system of constitutional democracy appropriate for?

B.

1. What are the key features of democratization in postcommunist countries?

2. Will former communist regimes become indistinguishable from western polyarchies some time? Why?

3. What are important differences between post-communist states?

C.

What are "pros" and "cons" of westernization mentioned in the text?

D.

What is the aim of political islam with its particular features?

E.

What are the key features and forms of military regimes?

4. Match notions with their definitions

1. Polyarchy 2. Consociational democracy 3. Communism 4. Confucianism 5. Theocracy 6. Authoritarianism

a. Forms of government claiming to be governed by God or by gods, usually through human lieutenants, or by the revealed law of God.

b. An electoral and civil arrangement that attempts to incorporate and share power throughout the various politically salient subgroups within a given society.

c. Form of governance that advocates public ownership and communal control of the major means of production, distribution, transportation, and communication.

d. "Rule by many", a representative democracy in which all social classes and demographic groups regardless of race, ethnicity, religion, or gender have roughly equal political access and power within the government.

e. Form of political governance in which a ruler exercises absolute control over a state or group of people with the ultimate goal being preservation of power.

f. A system of ethics that concerned itself with the twin themes of human relations and the cultivation of the self.

5. Write out the vocabulary from the videos below. Prepare a list of the terms with the translation into Ukrainian and memorize it.

https://www.mprnews.org/story/2018/07/16/citizen-guide-to-political-jargon

https://www.youtube.com/watch?v=80kiK7Je2Hg&ab_channel=CNN

https://www.youtube.com/watch?v=NZLGSxJL8Vg

Unit 8. Political Protesting

1. Read the following text about political protesting. Translate the words in bold into Ukrainian.

Already this year there have been **anti-government protests** in Tunisia and Egypt, where people have **taken to the streets** to voice their anger. Turn on the news and you can see people holding up **placards** and **banners**, on which they have written **slogans**. Demonstrations and protests are also noisy: people use microphones or **megaphones**, or they **chant** their protests all at once.

In many cases, protests are peaceful, but in some occasions, they can turn violent. The police react by trying to contain the demonstrations, but the demonstrators in some cases erect **barricades**, then throw missiles from behind them.

In the UK, police practise the controversial **kettling** technique, where they pin protesters into a small holding area, not allowing anyone out. **Mounted policemen** might also **charge** protestors in order to disperse the crowd

In other countries, the police or army sometimes use **teargas**, **water cannon**, or more drastically, **impose a curfew** .

2. Match the words in bold from the text in ex. 1 with their definitions below.
to demonstrate along with others - _____

a cone-shaped instrument - _____

to run towards - _____

barriers reinforced by whatever is available - _____

message written on a rectangular piece of cardboard, and attached to a stick - _____

like a powerful hosepipe - _____

on horses - _____

message written on a long strip of material - _____

short messages - _____

when nobody can be outdoors after a particular time - _____

a spray that makes your eyes water - _____

3. Watch the following video and write out the vocabulary related to protesting. Translate the words into Ukrainian.

https://www.simpleenglishvideos.com/protests-and-racism-english-vocabulary/

4. Read the following letter of protest.

42 Mill Lane
Greenford
JK4 9PM

Councillor Mary Jones
Town Hall
Greenford
JK4 7GH

4 April 2013

Dear Mrs Jones,

I am writing to protest against the planned closure of the public library in the centre of Greenford. I understand that it is to close at the end of the year.

I am particularly concerned about the primary and secondary school students who currently use the library to research homework assignments and projects. It is important to recognise that the library is of crucial importance to young people in the town.

In addition, many elderly and less well-off people might not be

that the library is of crucial importance to young people in the town.

In addition, many elderly and less well-off people might not be able to afford to buy many books. The fact is that the closure is bound to adversely affect many such people who rely on the library as their only source of reading matter.

Furthermore, the library serves as a social centre where people drop in to read the papers and meet their friends. The consequences of the closure will be very damaging to people who use the library in this way.

It is for these reasons that I think the council should reconsider its decision and keep the library open for the benefit of all the citizens of Greenford.

I look forward to your response.

Yours sincerely,

June Knight

June Knight

5. Find and underline in the letter nine phrases from the list below.

Useful phrases for a letter of protest

opening the letter
I am writing to protest against ...
I wish to register my opposition to ...
I am writing to express my concern about ...
1. _____

Introducing your reasons for protesting
I am very worried about/that ...
I am particularly concerned about ...
I fear that (it) will lead to ...   It is clearly unfair to/that ...
In addition .../Furthermore ...
2. _____

making a point forcefully
It is important to recognise that ...
The fact is that ...   What you don't seem to realise is that ...
3. _____

describing ill effects
... will do serious damage to ...
... will lead to the collapse/destruction/death etc. of ...
... is bound to adversely affect ...
The consequences of ... will be very damaging ...

... is bound to adversely affect ...
The consequences of ... will be very damaging ...
4. _____

requesting action
It is for these reasons that I think...
Please put a(n immediate) stop to ...
Please do everything in your power to ...
5. _____

6. Add one of these phrases to each group from ex.5.

It is / I find it difficult that ...

I would like to point out that ...

I wish to object in the strongest possible terms ...

I urge you therefore to reconsider your decision / proposal (to) ...

... will have a devastating effect on ...

7. There is a new retail park to be built in the centre of your city. Write a letter of protest using the phrases given above.

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