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Английский язык

TED TASKS

Учебное пособие
для работы с видеоматериалами TED.com

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Данное пособие представляет собой сборник заданий к видеоматериалам, размещенным на сайте www.ted.com. Цель пособия – развитие навыков, необходимых для понимания устной речи в сфере профессиональной коммуникации, резюмирования и рецензирования выступлений по специализированной тематике. Темы охватывают такие вопросы, как ораторское искусство, дипломатия и международные отношения, средства массовой информации, эволюция языка, национальная идентичность, лидерство, проблемы современного общества, дискриминация, религия, власть и т.д.

Пособие направлено на достижение уровня C1 по Общеввропейской шкале языковых компетенций.

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Предисловие

Учебное пособие «TED Tasks» представляет собой сборник заданий к аутентичным видеоматериалам, размещенным на сайте www.ted.com¹. Видеоматериалы, задания к которым вошли в пособие, были подобраны по тематическому принципу. Темы охватывают такие вопросы, как ораторское искусство, дипломатия и международные отношения, средства массовой информации, эволюция языка, национальная идентичность, лидерство, проблемы современного общества, дискриминация, религия, власть и т.д.

Пособие состоит из **трех частей**. Каждая из частей имеет свои методические цели и аппарат упражнений. Каждая часть подразделена на темы и далее в рамках тем на уроки.

В **первой части**, предназначенной для студентов III курса бакалавриата, предложены задания, направленные на развитие навыков аудирования в сфере профессиональной коммуникации: понимание общего смысла, восприятие деталей, интерпретация прослушанного. Кроме того, задания типа “Discuss in pairs” развивают навыки говорения, а также способствуют наращиванию словарного запаса в рамках предложенной темы.

Вторая и третья части предназначены для студентов I курса магистратуры. Во **второй части** даны задания, главной целью которых, помимо поддержания и развития навыков аудирования, является аналитическая работа со звучащим текстом и развитие навыка резюмирования. В **третьей части** целью упражнений является развитие критического мышления и навыка рецензирования.

¹ TED (Technology, Entertainment and Design) – некоммерческая организация, известная ежегодными конференциями, проводящимися с 1984 года. Темы конференций: наука, искусство, дизайн, политика, культура, бизнес, глобальные проблемы, технологии и развлечения. TED Talks Usage Policy: <http://www.ted.com/about/our-organization/our-policies-terms/ted-talks-usage-policy>

Аппарат упражнений состоит из:

1) заданий перед просмотром видеоматериалов, цель которых ввести студентов в тему; ознакомить с информацией, которая будет необходима для понимания выступления при его просмотре; развить навык вероятностного прогнозирования;

2) заданий к просмотренному материалу, цель которых - формирование:

- способности принимать информацию при наличии незнакомых языковых явлений, путем ее фильтрации, селекции и приблизительного осмысления;
- умения определить тему прослушанного текста;
- умения определять последовательность событий;
- умения выделить детали;
- умения резюмировать услышанное;
- умения определять отношение говорящего к сказанному;
- умения критически оценить выступление;
- знаний, связанных с особенностями культуры страны, и на их основе социолингвистической и социокультурной компетенций.

3) дополнительных заданий, которые дают студентам возможность закрепить языковой материал, представленный в разделе, и использовать его как отправную точку для другой языковой работы, например дискуссии.

Многие задания в данном пособии предназначены для парной или групповой работы.

Пособие “TED Tasks” направлено на достижение уровня C1 по Общеввропейской шкале языковых компетенций.

Данное пособие в течение нескольких лет используется в практической работе на кафедре английского языка № 1 МГИМО МИД России.

Методическая записка

Учебное пособие разделено на три части: **Watching to understand; Watching to summarize; Watching to review**. Каждая из частей состоит из нескольких уроков (**Workshops**), при этом один урок представляет собой законченный аппарат упражнений к определенной презентации сайта Ted.com. Поскольку данное пособие является вспомогательным по отношению к основному учебнику, работа над одним уроком рассчитана примерно на 30-40 минут.

Аппарат упражнений включает несколько разделов, направленных на развитие различных умений и навыков.

В **первой части** пособия раздел **Vocabulary Notes** содержит лексические единицы, которые могут быть незнакомы учащимся и в то же время являться препятствием для понимания текста. Рекомендуется обращать внимание студентов на данный список, прежде чем приступить к просмотру презентации.

Раздел **Pre-viewing task** предназначен для введения в тему урока и включает вопросы, которые позволяют выявить имеющиеся у учащихся знания по теме презентации и подготовиться к ее восприятию. Обсуждение предлагается проводить фронтально, что будет способствовать максимальному обмену информацией.

Раздел **Watch the presentation and answer the questions** направлен на проверку общего понимания услышанного текста, а разделы **Listen to the presentation and fill in the gaps; Watch the presentation and say if the following statements are true or false** – на проверку понимания деталей (фактов, чисел, дат, конкретных слов и т.п.).

Раздел **Reproduce the context in which each of the following has been used** предназначен для осуществления двух задач: во-первых, обратить внимание на указанные в данном разделе лексические единицы и выражения,

во-вторых, употребить их в соответствующем контексте, таким образом тренируя способность запоминать и воспроизводить не только, ЧТО сказано, но и КАК сказано. В некоторых группах для выполнения задания возможно повторное прослушивание презентации или ее части.

Раздел **Vocabulary practice** направлен на введение и закрепление сочетаемости слов и включает два задания: вставить пропущенное слово в выражение из презентации и затем использовать словосочетание в предложении, близком по смыслу с предложением из услышанного текста.

Разделы **Discuss in pairs** и **Speak up** представляют собой задания, предназначенные для развития навыков диалогической речи. Задания выполняются в парах. По завершению работы в парах преподавателю рекомендуется выяснить результаты обсуждения (в виде фронтального опроса).

Во **второй и третьей частях** пособия отрабатываются навыки резюмирования и рецензирования соответственно. Для этой цели предлагаются вспомогательные задания, каждое из которых направлено на то, чтобы облегчить студентам понимание текста и при помощи парной/групповой работы постепенно подготовить к выполнению главного задания, а именно: резюме выступления или рецензия на него. Задание **Pre-watching task** выполняется до просмотра выступления и готовит студентов к его восприятию, дает общее представление о его теме, предлагает спрогнозировать его содержание, аргументируя свою позицию. Выполняя задания **Identify the topic** и **Identify the thesis of the talk** студенты формулируют сначала в парах/группах, а затем и фронтально тему выступления и его основную идею, то есть элементы необходимые для передачи краткого содержания выступления. Такие задания, как **Expand on the following; Decide whether the statements are true or false (if false, explain why); Comprehension questions; Choose the best answer; Paraphrase the**

statements и т.д. акцентируют внимание студентов на главных тезисах выступления или ключевых высказываниях/выражениях и предназначены помочь студентам точнее понять идеи выступающего, чтобы впоследствии логично и точно передать их в резюме/рецензии, перефразировав их при этом своими словами.

В главном задании **второй части Give the gist/summary of the talk** предлагается сделать устное резюме выступления или коротко передать его содержание, при этом в зависимости от уровня группы задание может варьироваться. Здесь стоит также заметить, что по той же причине работа с заданиями во **второй и третьей частях** и просмотр презентаций могут проходить частично на занятиях, частично выполняться студентами самостоятельно в качестве домашнего задания.

Последний тип заданий во **второй части First expand on the statement, then agree or disagree, give your reasons; Discuss in pairs/groups; With the help of the script analyse..; Watch the talk again and note down how the speaker uses..**, в которых студентам предлагается оценить и проанализировать выступление по разным критериям, помимо развития/поддержания навыка неподготовленной устной речи, предназначен для постепенной подготовки студентов к новому виду работы: рецензированию. Этот навык отрабатывается в **третьей части** пособия, где к вышеперечисленным заданиям добавляется задание **Evaluate the talk in terms of the impression produced, manner of presentation, language used, logic of the arguments and conclusions, accuracy of observation, timeliness and originality**, в котором студентам предлагается всесторонне оценить просмотренное выступление на основании предложенных критериев, рекомендуется на начальном этапе проделать это задание в парах, а затем фронтально.

PART 2. WATCHING TO SUMMARIZE

UNIT I. MODERN SOCIETY

WORKSHOP 1

Richard Wilkinson, public health researcher. July 2011 (16:54).

I. Pre-watching task. Working in pairs brainstorm the questions:

How can the well-being of a society be measured? What does it depend on?

II. For questions *a-f* decide whether the statements are true or false (if false, explain why):

- a) According to Richard Wilkinson life expectancy, health and social problems in developed market democracies correlate with gross national income per capita.
- b) Unlike in the developed countries well-being of societies in poorer states is still dependent on national income and economic growth.
- c) The researchers carried out the surveys in both rich developed countries and poorer countries.
- d) The presentation shows the connection between income inequality within societies and levels of trust, violence, child wellbeing and academic performance.
- e) Greater equality is especially important for the most disadvantaged groups, but is also relevant to those at the top.
- f) Richard Wilkinson does not consider it particularly important how the more equal countries achieved their status.

III. Identify the topic and the thesis of the talk given by Richard Wilkinson, public health researcher.

IV. Expand on the following:

What solution does the author see to the inequality problem?

There seems to be some truth in John Donne's "No man is an island."

V. Give the gist/summary of the talk.

WORKSHOP 2

Robert Wright, journalist, philosopher. February 2006 (19:07).

- I. Pre-watching task.** Working in pairs explain what the title of the talk may mean, what you expect to hear in the talk. If necessary, google the term:

PROGRESS IS A NON-ZERO SUM GAME

II. Identify the topic of the talk given by Robert Wright.

III. For questions *a-i* decide whether the statements are true or false (if false, explain why):

- a) Cultural evolution as well as social organization have been following a trend towards greater complexity.
- b) The speaker believes that the growing complexity of social structure can be explained through the non-zero sum theory.
- c) Non-zero-sum games imply win-win outcomes because of the correlation of people's fortunes.
- d) Non-zero-sum games are a feature of the recent times.
- e) The speaker believes that the non-zero-sum dynamic is only going to grow more intense and positive over time.

- f) The speaker believes that humanity has seen moral progress over time and it is self-interest that has been responsible for it.
- g) Non-zero-sum dynamic is the reason there is as much tolerance toward nationalities, ethnicities, religions as there is today.
- h) The salvation of the world requires focusing exclusively on efforts in arms control and the international regulation of dangerous technologies.
- i) According to Robert Wright, the trends to “growing lethality of hatred” and “death spiral of negativity” leave humanity with no choice but to move towards greater moral progress.

IV. Identify the thesis of the talk.

V. Expand on the following:

- grim inspiration
- moral dimension to history
- moral awareness
- an expansion of your moral compass
- business-class morality
- growing lethality of hatred
- death spiral of negativity

VI. Give the gist/summary of the talk.

VII. Agree or disagree, give your reasons.

- The non-zero-sum dynamic has driven us to the verge of a moral truth, which is the fundamental equality of everyone.
- All the salvation of the world requires is the intelligent pursuit of self-interests in a disciplined and careful way.

WORKSHOP 3

Steven Pinker, linguist. March 2007. (19:15).

I. Pre-watching task. Working in pairs support the statement you agree with:

- Today we are living in the most peaceful time in our species' existence.
- Modernity has brought us terrible violence.

II. Comprehension questions:

- a) What evidence and data does Steven Pinker use to prove that violence has declined over centuries?
- b) Why according to Steven Pinker do many people mistakenly believe that violence has been on the increase?
- c) Why has violence declined?
- d) What are the implications of the decline of violence?

III. Identify the topic and the thesis of the talk.

IV. Paraphrase and explain the following:

to sear into sb's consciousness

a fractal phenomenon

primordial harmony

the Leviathan theory

to have compunctions about

to inflict death and suffering on sb

to deal with the problem by deterrence

to avenge all insults and settle all scores

to invade preemptively

circles of reciprocity

to trade places with sb else

V. Give the gist/summary of the talk.

VI. Expand on the statement you find most interesting, explain your choice:

- Everything that makes it easier to imagine trading places with someone else increases your moral consideration for that other person.
- No one ever attracted observers, advocates and donors by saying that things just seem to be getting better and better.
- It is untenable to privilege your interests over theirs.
- Evolution bequeathed humans with a sense of empathy, an ability to treat other people's' interests as comparable to one's own.

WORKSHOP 4

Michael Sandel, American political philosopher and a professor at Harvard University. June 2013 (14:37)

I. Pre-watching task. Working in pairs support the statement you agree with:

- Money governs access to the essentials of good life, i.e. decent health care, access to the best education, political voice, etc.
- People of different social backgrounds and different walks of life should encounter one another in the ordinary course of life, this is how people come to care for the common good.

II. Identify the topic of the talk given by Michael Sandel.

III. Answer the questions:

- 1) What trend has set in over the last three decades in market economies according to Michael Sandel?
- 2) The trend is worrying according to the speaker. What reasons does the speaker give to explain his concern?
- 3) How does Michael Sandel illustrate his point?

IV. Identify the thesis of the talk.

V. Give the gist/summary of the talk.

VI. Discuss in pairs/groups:

First-come-first-served access to services vs the ability to pay.

What spheres should be governed by non-market norms? Does market have moral limits?

WORKSHOP 5

Kevin Bales, anti-slavery activist. February 2010. (17:58).

I. Pre-watching task. Working in pairs decide what the following words and names may have in common:

production of electronic devices, *Uncle Tom's Cabin*, Alexander II (emperor of Russia), *gold-mining*, the Underground Railroad, coffee/cocoa/ sugar plantations, Abraham Lincoln, *cotton linen*, illegal immigrants, production of rubber tyres, the American Civil War.

II. Identify the topic of the talk given by Kevin Bales.

III. Answer the questions:

- 1) What factors contribute to the scourge of slavery in modern society?
- 2) How do people get enslaved?
- 3) In what way is contemporary slavery different from the phenomenon in the past?
- 4) How can slavery be combated? How much does it cost?

IV. For questions *a-d* decide whether the statements are true or false (if false, explain why):

- a) The number of people in slavery around the world in 2010 was 27 mln.
- b) Slavery is confined to destitute regions of Africa and Asia.
- c) The average price of a human being today (2010) is \$90.
- d) Involuntary labor generates \$40 bln into the global economy each year.

V. Paraphrase and explain:

a harrowing linkage

to abet a crime

to rebuild sustainable freedom

to lift up out of slavery and then dump

sustainable freedom

to become slave-proof, absolutely unenslaveable

VI. Identify the thesis of the talk.

VII. Give the gist/summary of the talk.

VIII. Discuss in pairs/groups:

What types of modern slavery do you know?

WORKSHOP 6

Jamie Drummond, co-founder of the advocacy organization ONE, whose central themes are ending extreme poverty and fighting the AIDS pandemic. June 2012. (12:10).

I. Pre-watching task. Working in pairs discuss:

- What do you know about the Millennium Goals? Who set them? Have they been achieved?
- According to you what are the most challenging problems of modern society?

II. For questions *a-d* decide whether the statements are true or false (if false, explain why):

- a) Jamie Drummond believes that the Millennium Development Goals are an unworthy cause and progress made in this sphere has been insufficient.

- b) Since the Millennium Goals package did not include many global challenges, according to Jamie Drummond we should abandon it and pursue a completely new policy based on crowdsourcing rather than relying on UN technocrats, summits and other conventional ways.
- c) Jamie Drummond advocates a bottom-up process of deciding what goals should be on the agenda and monitoring if the results are delivered.
- d) From Drummond's viewpoint crowdsourcing is to help world leaders to set and implement the goals.

III. Identify the topic and thesis of the talk given by Jamie Drummond.

IV. Paraphrase and explain the following:

treatable diseases

stunting

natural resource governance

access to opportunity

tough tradeoffs

top-down versus bottom-up

crowdsourcing campaign

bottom up

to make smth history

grassroots level

to invert the pyramid

V. Give the gist/summary of the talk.

VI. Discuss in pairs. Jamie Drummond places a high premium on crowdsourcing². How important do you think crowdsourcing is to delivering the Millennium Goals?

² the practice of obtaining needed services, ideas, or content by soliciting contributions from a large group of people and especially from the online community rather than from traditional employees or suppliers. ("crowdsourcing." *Merriam-Webster.com*. 2014. <http://www.merriam-webster.com> (16 June 2014).

UNIT II. DISCRIMINATION AND PREJUDICE

WORKSHOP 1

Paul Bloom, psychologist. January 2014. (16:20).

I. Pre-watching task. Working in pairs support the statement you agree with:

- Prejudice is the child of ignorance.
- Prejudice and bias are natural, they're often rational, and they're often even moral.

II. Identify the topic of the talk given by Paul Bloom.

III. For questions *a-d* decide whether the statements are true, false (if false, explain why) or not given:

- a) Our ability to stereotype people is an arbitrary quirk of the mind.
- b) Ethnicity and nationality should hold no moral sway.
- c) For the most part, we make good guesses both in the social domain and the non-social domain; otherwise we wouldn't survive.
- d) The most effective avenue to combat stereotype and bias is to appeal to people's emotional responses, their empathy, quite often through stories.

IV. Expand on the following:

in-group versus out-group

the principle of impartiality

V. Answer the questions:

- 1) What is the root of stereotype and bias according to the speaker?

2) How can we combat stereotype and bias?

VI. Identify the thesis of the talk.

VII. Give the gist/summary of the talk.

VIII. First expand on the statement, then agree or disagree, give your reasons.

- I don't think it's an exaggeration to say that the major catalyst in America for moral change has been a situation comedy.
- We are but one of the multitude, in no respect better than any other in it.

WORKSHOP 2

Madeleine Albright, former US Secretary of State. December 2010 (12:59)

I. Pre-watching notes. Did you know that

- Madeleine Albright was the first woman to become the United States Secretary of State?
- Albright, born Marie Jana Korbelová, is the daughter of a Czechoslovak career diplomat?
- Her first diplomatic post was Ambassador to the United Nations?

II. Which of the following topics HAVEN'T been broached during the conversation?

- a collection of pins
- too much attention given to high-ranking women's attire
- women's lobby
- pay parity
- women's solidarity
- women's empowerment

harassment

III. For questions *a-f* decide whether the statements are true or false (if false, explain why):

- a) Madeleine Albright started collecting pins for fun, the snake pin being a gift from Saddam Hussein.
- b) She recalls that it might have been much easier to achieve her political aims, if she was a man.
- c) What imbued her with confidence in her work at the UN was the fact that she was to speak for the nation.
- d) From her point of view women are better at empathy and understanding and the international community would benefit from having more of them in power.
- e) Women's empowerment is of profound significance to the well-being of society at large.
- f) The world would be better if it were run by women.

IV. Give the gist/summary of the talk.

WORKSHOP 3

Ashton Applewhite, author, activist. April 2017. (11:37).

I. Pre-watching task. Working in pairs discuss the questions:

At what age do you think people feel happiest?

Who suffers most from ageism?

II. For questions *a-h* decide whether the statements are true, false or not given (if false, explain why):

- a) Ageism hits old people the hardest.
- b) Young people are the most ageist of all; they believe wrinkles are ugly; old people are pathetic; it's sad to be old.
- c) We can't challenge bias unless we're aware of it.
- d) Experience of reaching old age can be better or worse depending on the culture in which it takes place.
- e) People get worried about ephemeral aspects of getting older, running out of money, getting sick, ending up alone.
- f) Shame and fear are exploited by multi-billion-dollar industries.
- g) Changing the culture is a tall order: ageism is invincible.
- h) Age discrimination is rampant in the workforce although not one stereotype about older workers holds up under scrutiny.

III. Expand on the following:

U-curve of happiness

Ageism cuts both ways.

All prejudice relies on "othering".

to get off the hamster wheel of age denial

entitled millennials

age-appropriate

to internalize the messages

senior moment

elderspeak

losing proposition

IV. Answer the questions:

- 1) What do racism, sexism, homophobia, ageism have in common?
- 2) In what way, according to the speaker, is ageism different from other types of discrimination?
- 3) What does ageism feed on?
- 4) Who spreads ageism?
- 5) Why and how should ageism be dismantled?

V. Identify the topic and the thesis of the talk.

VI. Give the gist/summary of the talk.

VII. First expand on the statement, then agree or disagree, give your reasons.

- We assimilate stereotypes from culture; they become part of our identity (internalized), as a result, ageist assumptions become self-fulfilling prophecies.

WORKSHOP 4

Samantha Power, political scientist and journalist. February 2008. (23:09).

Episode A (0:00 – 10:40)

I. Pre-watching task. Working in pairs discuss the questions:

What are genocide and a crime against humanity?

What defines them? Is there a difference?

What anti-genocide movements do you know about?

II. Identify the topic of Episode A.

III. For questions 1-9 choose the best answer:

- 1) The Rwandan genocide exterminated
 - a) 800000 people
 - b) 8 000 people
 - c) 18 000 people

- 2) The Rwandan genocide media coverage was similar to that of the Holocaust in being
 - a) inaccurate
 - b) low-profile
 - c) biased and politicized

- 3) The anti-genocide movement grew up in response to the atrocities in
 - a) Rwanda
 - b) Darfur
 - c) Kosovo

- 4) The anti-genocide movement is comprised of
 - a) students, religious groups and journalists
 - b) academics, politicians and evangelicals
 - c) Jewish and Evangelical groups, college and school students, common people who learnt about the Rwandan genocide from films

- 5) The number of anti-genocide chapters on college campuses is around
 - a) 30
 - b) 3000
 - c) 300

6) The movement has managed to persuade around

- a) 55 universities in 23 states
- b) 52 universities in 25 states
- c) 55 universities in 22 states

to divest their holdings of stocks with regard to companies doing business in Sudan.

7) To stop the Darfur genocide the movement used the following methods

- a) economic pressure and political accountability
- b) bottom-up pressure and international public opinion

8) The Bush administration had to commit itself to

- a) having Darfur crimes referred to the ICC
- b) providing 3 mln dollars for refugee camps
- c) deploying 26,000 American troops in Darfur

9) So far the movement has had a limited effect on the world's atrocities because

- a) it is mainly American
- b) it encountered resistance on the part of American politicians and administration
- c) it lacks financial resources

IV. Identify the topic and the thesis of Episode A.

V. Give the gist/summary of the episode.

VI. Discuss in pairs/groups:

How can you account for the fact that despite the Convention on the Prevention and Punishment of the Crime of Genocide³ the Rwandan genocide was not seen as newsworthy at first? How can the Convention be made to work in order to prevent mass atrocities in the future?

WORKSHOP 5

Shereen El Feki writes on sexuality and social change in the Arab world. April 2012. (15:25)

I. Pre-watching task. Working in pairs support the statement you agree with:

- Laws imposing restrictions on the entry or stay of people with HIV violate international human rights agreements and should be repealed.
- Detaining or deporting HIV positive foreigners the authorities safeguard the citizens' rights.

II. Choose the best answer:

1) According to Shereen El-Feki, stricter laws:

³ The Convention on the Prevention and Punishment of the Crime of Genocide was adopted by the United Nations General Assembly on 9 December 1948 and entered into force on 12 January 1951. So far it has been ratified by 143 countries. It is considered to be the first human rights treaty adopted by the General Assembly of the United Nations.

According to the convention:

Genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

- a) help protect the morals of the state;
 - b) drive HIV underground;
 - c) prevent the transmission of HIV.
- 2) Which of the following categories are NOT mentioned by the speaker as people who are at greatest risk of infection:
- a) babies of HIV infected mothers and people who have had a surgery
 - b) drug users and prisoners;
 - c) homosexuals and sex workers.
- 3) According to the recent estimates, there are
- a) 34 mln people living with HIV;
 - b) 1.8 mln people living with HIV;
 - c) 43 mln people living with HIV.
- 4) The UN Global Commission on HIV and the Law is to
- a) raise money needed for antiretroviral therapy;
 - b) prosecute enemies of the global response to HIV;
 - c) improve the legal environment with a view to helping fight HIV.
- 5) Which of the following measures are NOT part of the harm reduction approach:
- a) providing clean needles and offering opioid substitution therapy
 - b) popularizing heterosexuality;
 - c) providing counseling and condoms.
- 6) Which of the following measures are NOT among the recommendations given by Shereen El-Feki:

- a) raise judges' awareness of flexibilities in the law for them to be able to pass less prejudiced sentences;
- b) repeal all laws one way or another encouraging or turning a blind eye to risk-related behaviors;
- c) make harm reduction available to prisoners.

III. For questions *a-e* decide whether the statements are true or false (if false, explain why):

- a) Today almost all countries impose restrictions on the entry or stay of people living with HIV on various grounds.
- b) Strict laws stigmatizing and discriminating against people living with HIV are grounded in misinformation, prejudice and a selective reading of religion.
- c) The emergence of antiretroviral therapy has helped overcome most problems, and the outlook for the global response to HIV is bright.
- d) After analyzing the evidence from 140 countries, the Global Commission concluded that criminalizing people living with HIV fuels the epidemic.
- e) Civil society activism is key to stopping the spread of HIV.

IV. Identify the topic and thesis of the talk.

V. Give the gist/summary of the episode.

VI. Discuss in pairs/groups, agree or disagree, give your reasons.

Stigma gives unofficial license to treat the stigmatized unlike other citizens.

WORKSHOP 6

Nate Silver, statistician. February 2009. (9:16)

I. Identify the topic of the talk given by Nate Silver.

II. For questions *a-f* decide whether the statements are true, false or information is not given (if false, explain why):

- a) It was established through exit polls carried out in all the 50 states that race was a factor in voting for/against a candidate in the 2008 presidential election.
- b) Nate Silver explains how racially based voting is caused by numerous factors such as income, religion, education, age and mobility.
- c) The General Social Survey revealed that unlike people living in rural communities, an overwhelming majority of city dwellers have a neighbor of another race.
- d) Affirmative action is almost equally unpopular among white voters, irrespective of the neighborhoods they live in.
- e) Nate Silver believes that stigmatizing racially based voting is a fair enough way to destroy racially based voting patterns.
- f) Facilitating interaction with people of other races is a way to address racism.

III. Answer the questions:

- 1) What practical ideas does Nate Silver have as to how facilitate interaction with people of other races? Do you think the ideas are applicable to other countries to address interracial or interethnic prejudice and attitudes?
- 2) Why is it important to understand the root causes of racially based voting?

IV. Give the gist/summary of the talk.

UNIT III. RELIGION

WORKSHOP 1

Karen Armstrong, religious scholar. February 2008. (21:16).

I. Pre-watching task. Working in pairs support the statement you agree with:

- Religion is a force for harmony in the world.
- Religion has been the cause of all the major world wars in history.
- Religion is a kind of fault line.

II. Answer the questions:

- 1) What did Karen Armstrong find out in the course of her study of religious traditions?
- 2) In what way did Karen Armstrong rediscover religion?
- 3) What common tenet do the major world traditions highlight? Sum it up.
- 4) How does the speaker refute the assumption that religion has been the cause of all the major world wars in history?
- 5) What role does she think religion should play in the modern world?
- 6) What does Karen Armstrong call for and how should it be achieved?

III. Paraphrase the statements:

- The *Golden Rule* was first *propounded* by Confucius five centuries before Christ.
- Religious doctrines are meant to be *summons to action*.
- *Pride of place* in this practice is given to compassion.
- Religion, too, has been affected by this *violent ethos*.
- You could not and must not *confine* your compassion to your own group: your own nation, your own co-religionists, your own fellow countrymen.

- This universal outreach is getting *subdued* in the *strident use* of religion -- *abuse* of religion -- for *nefarious* gains.
- These traditions are so often *at loggerheads* now.

IV. Identify the topic and thesis of the talk.

V. Give the gist/summary of the talk.

VI. First expand on the statement, then agree or disagree, give your reasons.

- Any ideology that doesn't promote a sense of global understanding and global appreciation of each other is failing the test of the time.
- It's time that we moved beyond the idea of toleration and move toward appreciation of the other.

WORKSHOP 2

Alain de Botton, philosopher. July 2011. (19:20)

I. Pre-watching task. Working in pairs agree or disagree, give you reasons:

Religion and atheism are incompatible.

II. For questions 1-4 choose the best answer/-s:

1. Which of the following secularized areas of life that are not going too well are NOT mentioned by Alain de Botton in his talk?
 - a) education
 - b) charity
 - c) culture
 - d) art

- e) oratory
- f) health care
- g) literature

2. Alain de Botton posits that

- a) education makes us into better and nobler human beings
- b) institutes of higher learning are in the business of providing information
- c) culture is looked to for guidance, for consolation, for morality

3. According to Alain de Botton

- a) Art is propaganda
- b) Art should be for art's sake
- c) Art shouldn't explain itself
- d) Art is to remind people of what there is to love, fear and hate

4. The speaker highlights that religions

- a) remind people of the important
- b) teach them how to sound convincing
- c) make people forget their sorrows and look on the bright side

III. Identify the topic and thesis of the talk.

IV. Give the gist/summary of the talk.

V. Expand on the following in pairs. Do you agree with the statements?

- 1. The secular world is full of holes.
- 2. Our minds are like sieves.
- 3. Art should be didactic.

4. Religions are massive machines, collaborative, branded, multinational and disciplined.

VI. With the help of the script analyse how the speaker uses the following *a list of three, repetition, simile, contrastive pairs, humour, emphatic constructions, rhetorical question, intonation, speech tempo*. What effect does the speaker achieve?

One of the most common ways of dividing the world is into those who believe and those who don't --into the religious and the atheists. And for the last decade or so, it's been quite clear what being an atheist means. There have been some very vocal atheists who've pointed out, not just that religion is wrong, but that it's ridiculous. These people, many of whom have lived in North Oxford, have argued -- they've argued that believing in God is akin to believing in fairies and essentially that the whole thing is a childish game.

Now I think it's too easy. I think it's too easy to dismiss the whole of religion that way. And it's as easy as shooting fish in a barrel. And what I'd like to inaugurate today is a new way of being an atheist -- if you like, a new version of atheism we could call Atheism 2.0. Now what is Atheism 2.0? Well it starts from a very basic premise: of course, there's no God. Of course, there are no deities or supernatural spirits or angels, etc. Now let's move on; that's not the end of the story, that's the very, very beginning.

I'm interested in the kind of constituency that thinks something along these lines: that thinks, "I can't believe in any of this stuff. I can't believe in the doctrines. I don't think these doctrines are right. But," a very important but, "I love Christmas carols. I really like the art of Mantegna. I really like looking at old churches. I really like turning the pages of the Old Testament." Whatever it may be, you know the kind of thing I'm talking about --people who are attracted to the ritualistic side,

the moralistic, communal side of religion, but can't bear the doctrine. Until now, these people have faced a rather unpleasant choice. It's almost as though either you accept the doctrine and then you can have all the nice stuff, or you reject the doctrine and you're living in some kind of spiritual wasteland under the guidance of CNN and Walmart.

- VII. Watch the talk again and note down how the speaker uses *rhetorical devices, signposting language, humor, intonation and stress*, and to what effect?**

WORKSHOP 3

Mustafa Akyol, journalist. March 2011 (17:08)

- I. Pre-watching task.** Working in pairs answer the question:

Why do you think one and the same religion may have different rituals and traditions in different countries?

- II. For questions *a-f* decide whether the statements are true, false or no information is given (if false, explain why):**

- a) The tradition of seclusion of women predated Islam.
- b) The speaker calls on pious, conservative Muslims to stick to their traditions because they are divinely mandated.
- c) The Koran neither has punishment for apostasy or drinking nor condones stoning.
- d) Authoritarianism is inherent in the political culture of Muslim societies.

- e) Islam created the idea of the individual in the Middle East and saved man from the collectivism of the tribe.
- f) In the 18th century Islamic modernism was advanced by intellectuals and statesmen, not just as an intellectual idea, but also as a political program.

III. Answer the comprehension questions:

- 1) What beliefs or misconceptions about cultural and political traditions of Muslim societies does the author seek to dispel?
- 2) How does he account for the existing practice of dividing men and women and cruel rituals in Muslim communities?
- 3) How did it happen that many Muslim countries tend to be authoritarian?
- 4) What led to the rise of Islamism?
- 5) What point does Mustafa Akyol seek to illustrate talking about the modern and contemporary history of Turkey?

IV. Identify the topic and the thesis of the talk given by Mustafa Akyol.

V. Give the gist/summary of the talk.

WORKSHOP 4

Kwame Anthony Appiah, philosopher, cultural theorist and novelist. May 2014.
(14:40)

I. Pre-watching task. Working in pairs support the statement you agree with:

- Religion poisons everything.
- No important form of social change can be brought about except through organized religion.

II. Identify the topic of the talk given by Kwame Anthony Appiah.

III. Answer the comprehension questions:

- 1) Why does the speaker believe there is no such thing as religion?
- 2) How did very different practices come to be known as religions?
- 3) In what way is Christianity different from other religions?
- 4) What does the speaker seek to prove describing Asante religion in Ghana and his experience in Namibia?

IV. Identify the thesis of the talk.

V. Give the gist/summary of the talk.

WORKSHOP 5

Hans Rosling, global health expert and data visionary. April 2012. (13:20)

I. Pre-watching task: working in pairs support the statement you agree with:

- Religions have nothing to do with the number of children families have.
- It is because Islam encourages big families that Muslim countries have bigger populations.

II. Identify the topic of the talk given by Hans Rosling.

III. For questions *a-g* decide whether the statements are true, false or no information is given (if false, explain why):

- a) The factors that affect the number of children are education, family planning, general mortality and poverty rates.
- b) Some religions encourage families to have more children.
- c) The average number of children in the world is 2.4.
- d) It is irresponsible to have a big family if you don't have the means to support it.
- e) The countries which have many babies per woman are mainly situated in Northern Africa.
- f) The number of children will stop growing when the world population reaches 10 bln.
- g) By the end of this century the number of children will increase by 2 bln.

IV. Identify the thesis of the talk.

V. Give the gist/summary of the talk.

PART 3. WATCHING TO REVIEW

UNIT IV. GLOBAL TRENDS

WORKSHOP 1

Parag Khanna, global strategist. February 2016. (20:35).

I. Pre-watching task. Working in pairs discuss the statement:

Geography is destiny.

II. Answer the comprehension questions:

- 1) What twin mega trends does the speaker describe?

- 2) How does Parag Khanna substantiate the emergence of a global network civilization?
- 3) What challenges can cities and connectivity between them help to address? How?

III. Expand on the following:

connectography

planetary urbanization

sustainable urbanization

IV. In pairs outline the topic, thesis and main ideas conveyed in the talk.

V. Agree or disagree, give your reasons.

- Connectivity, not sovereignty, has become the organizing principle of the human species.
- Countries that have less stake in the system also have less to lose in disturbing it.

VI. Evaluate the talk: in terms of *the impression produced, manner of presentation, language used, logic of the arguments and conclusions, accuracy of observation, timeliness and originality of the ideas expressed, etc.* You may want to use the following expressions:

a thought-provoking/knowledgeable contribution to; to give fresh insights into; a balanced and thoughtful/ sound, concise and compelling analysis; a powerful demonstration that; a stimulating corrective to entrenched views; to seek to explore some novel ways of conceptualizing; to asks the audience to embrace a new maxim for the future; to display a clear style and sound analysis based on; arguably; curiously.

VII. Give a review of the talk, make sure it:

- includes reference to the source, speaker, date, audience, topic;
- outlines the main ideas;
- evaluates the content, power of argumentation, timeliness, manner of presentation, effect produced, strengths and drawbacks (don't forget to clarify and support your assessment with examples);
- sums up the overall impression;
- recommends /does not recommend the talk to your audience.

WORKSHOP 2

Paddy Ashdown, former member of the British Parliament and a diplomat.
December 2011. (18:30).

I. Answer the questions:

1) The speaker believes that

“We are condemned to live at just one of those moments in history when the gimbals upon which the established order of power are beginning to change and the new look of the world, the new powers that exist in the world, are beginning to take form.”

Do you find the idea tenable? How widespread is this perception among experts and analysts nowadays?

2) What three factors does the speaker focus on in his talk?

3) What shifts of power does he describe?

4) What risks and threats can globalization of power pose? What solution does the speaker propose? How feasible is this idea?

5) How should shifts of power affect international cooperation?

- 6) How valid do you think the following prediction is? How does the speaker substantiate it?
 “We're reaching the beginning of the end of 400 years of the hegemony of Western power, Western institutions and Western values.”
- 7) How has the perception of security and hence that of defense of a nation changed over the past decades? Why? Do you think it is a mainstream approach to the problem?
- 8) What does the speaker imply saying that “the paradigm structure of our time is the network”?
- 9) How often does the speaker resort to examples to illustrate his ideas? What effect does it produce?
- 10) Expand on the following:
 “The advent of the interconnectedness and of the weapons of mass destruction means that, increasingly, I share a destiny with my enemy.”
- 11) The speaker starts and ends his talk with a poem. What impression does it produce on you? Why do you think the speaker chose to recite the poems?

"A Shropshire Lad" by A.E. Housman

On the idle hill of summer,
 Sleepy with the flow of streams,
 Far I hear the steady drummer
 Drumming like a noise in dreams.
 Far and near and low and louder
 On the roads of earth go by,
 Dear to friends and food for powder,
 Soldiers marching, all to die.

"No Man is an Island" by John Donne

Each man's death diminishes me,
 For I am involved in mankind.
 Therefore, send not to know
 For whom the bell tolls,
 It tolls for thee.

II. In pairs outline the topic, thesis and main ideas conveyed in the talk.

III. Evaluate the talk in terms of the *impression produced by the talk, manner of presentation, language used, logic of the arguments and conclusions, accuracy of observation, timeliness and originality, etc.* You may want to use the following expressions:

a noteworthy/decent effort to explain; a glimpse into the future; a valuable contribution to; a must-see for anyone interested in; to display a wealth of erudition in the subject; seek to determine the factors which influence /to provide a clearer picture of / to evaluate the effect of / to bridge the gap between / to identify the appropriate role; to challenge the notion that; conceivably, interestingly, presumably.

IV. Give a review of the talk, make sure it:

- includes reference to the source, speaker, date, audience, topic;
- outlines the main ideas;
- evaluates the content, power of argumentation, timeliness, manner of presentation, effect produced, strengths and drawbacks (don't forget to clarify and support your assessment with examples);
- sums up the overall impression;
- recommends /does not recommend the talk to your audience.

WORKSHOP 3

Joseph Nye, diplomat, former assistant secretary of defense and former dean of Harvard's Kennedy School of Government. July 2010. (18:15).

I. Answer the comprehension questions:

- 1) What phenomena does the speaker describe?
- 2) What does privatisation of war imply?
- 3) How does Joseph Nye define power?
- 4) What is smart power?

II. Expand on the following:

- The narratives that we use now tend to be the rise and fall of the great powers.
- [Power] is distributed much like a three-dimensional chess game.

III. In pairs outline the topic, thesis and main ideas conveyed in the talk by Joseph Nye.

IV. Discuss in pairs/groups:

- Power's always zero sum, i.e. my gain is your loss and vice versa.
- Power can be positive sum, where your gain can be my gain.

Which view do you side with?

V. Evaluate the talk in terms of *the impression produced, manner of presentation, language used, logic of the arguments and conclusions, accuracy of observation, timeliness and originality, etc.* You may want to use the following expressions:

a spellbinding talk; characteristically, predictably, oddly, paradoxically, regrettably, a thorough empirical /fascinating /powerful study; a major contribution to the existing perspectives on...; a new perspective on; to build on previous research; to display a good grasp of; to seek to outline the basic principles of / to address some of the gaps that currently exist in

regarding/ to clarify some misconceptions about /to challenge contemporary views on; to offer sharp insights into.

VI. Give a review of the talk, make sure it:

- includes reference to the source, speaker, date, audience, topic;
- outlines the main ideas;
- evaluates the content, power of argumentation, timeliness, manner of presentation, effect produced, strengths and drawbacks (don't forget to clarify and support your assessment with examples);
- sums up the overall impression;
- recommends /does not recommend the talk to your audience.