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ПРАКТИКА УСНОГО ТА ПИСЕМНОГО АНГЛІЙСЬКОГО МОВЛЕННЯ

Методичні рекомендації
до самостійної роботи студентів 4 курсу
факультету іноземної та слов'янської філології

Суми

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П69 Практика усного та писемного англійського мовлення: методичні рекомендації до самостійної роботи студентів 4 курсу факультету іноземної та слов'янської філології (англійською мовою) / Уклад. С.Ф. Алексенко – Суми: СумДПУ імені А.С. Макаренка, 2023. – 54 с.

Методичні рекомендації «Практика усного та писемного англійського мовлення» містять матеріали до виконання самостійної роботи студентів 4 року навчання з відповідної дисципліни на факультеті іноземної та слов'янської філології.

Зміст методичних рекомендацій підпорядкований тематичному принципу згідно робочої програми дисципліни. Матеріал самостійної роботи студентів охоплює наступні теми: “Politics”, “Judiciary” та “Mass Media and Media Literacy”, в межах опанування кожної з яких студентам запропоновані вправи та завдання, що сприяють формуванню у студентів іншомовної комунікативної компетентності у читанні, аудіюванні, говорінні, письмі, а також лексико-граматичної компетентності.

Усі завдання, запропоновані студентам, ґрунтуються на сучасному автентичному матеріалі з друкованих та електронних англомовних джерел інформації.

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ПЕРЕДМОВА

Загальною практичною метою навчальної дисципліни «Практика усного та писемного мовлення (англійська)» є забезпечення здобувачів достатньо вільним, нормативно правильним й функціонально адекватним володінням всіма видами мовленнєвої діяльності іноземною мовою, тобто забезпечення рівня сформованості іншомовної професійної комунікативної компетентності студентів на рівні програмних вимог.

Метою створення цієї методичної розробки є забезпечення відповідного практичного курсу матеріалами для самостійної роботи студентів в межах розділів «Політика», «Судова система» та «Засоби масової інформації та медійна грамотність».

Кожен розділ складається з вправ, що сприяють формуванню мовленнєвої компетентності студентів на рівні чотирьох видів мовленнєвої діяльності: читання; аудіювання; говоріння (в тому числі тренування лексико-граматичного аспекту); письма.

UNIT 1 “POLITICS”

1.1. Reading

Task 1. Pre-reading task – Contemplate on the following questions:

- What type of political system does your country have?
- What different types of governments are there?
- Which party is now in power in your country? When were they elected?
- Who is the leader of this party?

Task 2. Read and translate the text

Ten Common Forms of Government

Democracy

Democracy is a form of government that allows the people to choose leadership. The primary goal is to govern through fair representation and prevent abuses of power. The result is a system that requires discourse, debate, and compromise to satisfy the broadest possible number of public interests, leading to majority rule. Democracies advocate for fair and free elections, civic participation, human rights protections, and law and order.

Real-World Example

Iceland had numerous forms of government following its settlement in 874 AD. An independent commonwealth, monarchs, and colonial governments ruled the island for thousands of years. After signing a treaty with Denmark in 1918, Iceland became a fully independent and sovereign state. The country founded its republic in 1944 and has since risen to become one of the world's highest-ranked democracies through systems of social welfare, universal health care, and tertiary education.

Communism

Communism is a centralized form of government led by a single party that is often authoritarian in its rule. Inspired by German philosopher Karl Marx, communist states replace private property and a profit-based economy with public ownership and communal control of economic production, such as labor, capital goods, and natural

resources. Citizens are part of a classless society that distributes goods and services as needed.

Real-World Example

The Soviet Union was a one-party, communist state in Northern Eurasia from 1922 to 1991. Most modern communist states embrace Marxism-Leninism, a communist ideology based on Marx and Russian revolutionary and politician Vladimir Lenin's doctrines. Countries that retain single-party, Marxist-Leninist rulership include Cuba, Laos, Vietnam, and the People's Republic of China.

Socialism

Socialism is a system that encourages cooperation rather than competition among citizens. Citizens communally own the means of production and distribution of goods and services, while a centralized government manages it. Each person benefits from and contributes to the system according to their needs and ability.

Real-Life Example

Socialism is the cornerstone of the Scandinavian nations of Denmark, Finland, Iceland, Norway, and Sweden. They all adhere to socialist policies that combine free-market capitalism with extensive public works, including free healthcare, free education, a comprehensive welfare state, and high percentages of unionized workers. This approach essentially combines the collective nature of communism with the private ownership and competitiveness of capitalism.

Oligarchy

Oligarchies are governments in which a collection of individuals rules over a nation. A specific set of qualities, such as wealth, heredity, and race, are used to give a small group of people power. Oligarchies often have authoritative rulers and an absence of democratic practices or individual rights.

Real-World Example

The government that ruled South Africa from 1948 to 1991 was a racially constructed oligarchy. The minority white population exercised dominance and imposed segregation over the nation's majority Black population, controlling policy, public administration, and law enforcement. Following an anti-apartheid movement, the

country adopted a liberal democracy that ultimately gave all ethnic and linguistic groups in South Africa political representation.

Aristocracy

Aristocracy refers to a government form in which a small, elite ruling class — the aristocrats — have power over those in lower socioeconomic strata. Members of the aristocracy are usually chosen based on their education, upbringing, and genetic or family history. Aristocracies often connect wealth and ethnicity with both the ability and right to rule.

Real-World Example

Aristocracy originated in ancient Greece; the term derives from the Greek word, *aristokratia*, meaning "rule of the best." Aristocracies were the dominant governments during most medieval and modern periods across Europe. Aristocrats led major countries, including Britain, Germany, and Russia, until World War I, when other government forms gained popularity.

Monarchy

Monarchy is a power system that appoints a person as head of state for life or until abdication. Authority traditionally passes down through a succession line related to one's bloodline and birth order within the ruling royal family, often limited by gender. There are two types of monarchies: constitutional and absolute. Constitutional monarchies limit the monarch's power as outlined in a constitution, while absolute monarchies give a monarch unlimited power.

Real-World Example

Today, 45 nations have some form of monarchy, though the concept has become increasingly diluted with the evolution of democratic principles. In the United Kingdom, Queen Elizabeth II's role as a monarch is largely symbolic. But monarchs in other countries, including Morocco, Oman, and Saudi Arabia, still have far-reaching political authority.

Theocracy

Theocracy refers to a form of government in which a specific religious ideology determines the leadership, laws, and customs. In many instances, there is little to no

distinction between scriptural laws and legal codes. Likewise, religious clergy will typically occupy leadership roles, sometimes including the highest office in the nation.

Real-Life Example

Iran is perhaps the most important and powerful theocratic state in the world today. The ayatollahs — Shiite religious leaders — rule the country. Among them is a "supreme leader" who serves as head of state, delegates authority to other religious leaders, and presides over the elected president. The Sharia — the Islamic faith's primary legal doctrine — dictates the country's legal, judiciary, and administrative codes.

Totalitarianism

Totalitarianism is an authoritarian form of government in which the ruling party recognizes no limitations whatsoever on its power, including its citizens' lives or rights. A single figure often holds power and maintains authority through widespread surveillance, control over mass media, intimidating demonstrations of paramilitary or police power, and suppression of protest, activism, or political opposition.

Real-World Example

Although North Korea labels itself as the Democratic People's Republic of Korea, it acts as a totalitarian state. Kim Jong-un, the third "supreme leader" in the country's Kim dynasty, rules with singular and unchallenged authority, commanding his public without political opposition. Criticism of the supreme leader or protest against his policies are crimes punishable by death, as are countless other crimes for which due process does not occur.

Military Dictatorship

A military dictatorship is a nation ruled by a single authority with absolute power and no democratic process. The head of state typically comes to power in a time of upheavals, such as high unemployment rates or civil unrest. They usually lead the nation's armed forces, using it to establish their brand of law and order and suppress the people's rights. Dictators dismiss due process, civil liberties, or political

freedoms. Dissent or political opposition can be dangerous or even deadly for the country's citizens.

Real-World Example

There are about 50 nations in the world with a dictator. One of them is Thailand, where General Prayut Chan-o-cha took power in 2014 following widespread protests against the government. Chan-o-cha declared martial law, dissolved the nation's senate, and placed himself in control. Since then, Thailand has persisted under dictatorial military rule. The military junta, called the National Council for Peace and Order, imposes nationwide curfews, forbids political gatherings, threatens arrest for political opponents or activists, controls the media, and enforces widespread internet censorship.

Task 3. Compile the glossary of political terms characterizing each of the forms of government presented above

Task 4. Answer the following questions using the information you have learnt from the text above.

1. What do democracies advocate?
2. How can communism be defined?
3. What does socialism encourage? Due to what characteristic can this form of government be labelled as “socially inclusive”?
4. What do socialist policies pursued by Denmark, Norway and Sweden combine?
5. In your opinion, where does the fundamental difference between oligarchy and aristocracy lie? Substantiate your answer.
6. What two types of monarchy can be distinguished? Which one has outweighed the other nowadays? Why?
7. What determining feature underlies theocracy? How is it impacted on the social life of theocratic countries?

8. What means help to maintain authority under the political order of totalitarianism? What civic activities are punishable by death in North Korea?

Task 5. Read and translate the text. Make up fifteen questions according to its content covering all the information blocks.

Democracy: Origins and Contemporary democratic systems

The etymological origins of the term *democracy* hint at a number of urgent problems that go far beyond semantic issues. If a government of or by the people—a “popular” government—is to be established, at least five fundamental questions must be confronted at the outset, and two more are almost certain to be posed if the democracy continues to exist for long.

(1) What is the appropriate unit or association within which a democratic government should be established? A town or city? A country? A business corporation? A university? An international organization? All of these?

(2) Given an appropriate association—a city, for example—who among its members should enjoy full citizenship? Which persons, in other words, should constitute the *dēmos*? Is every member of the association entitled to participate in governing it? Assuming that children should not be allowed to participate (as most adults would agree), should the *dēmos* include all adults? If it includes only a subset of the adult population, how small can the subset be before the association ceases to be a democracy and becomes something else, such as an aristocracy (government by the best, *aristos*) or an oligarchy (government by the few, *oligos*)?

(3) Assuming a proper association and a proper *dēmos*, how are citizens to govern? What political organizations or institutions will they need? Will these institutions differ between different kinds of associations—for example, a small town and a large country?

(4) When citizens are divided on an issue, as they often will be, whose views should prevail, and in what circumstances? Should a majority always prevail, or should minorities sometimes be empowered to block or overcome majority rule?

(5) If a majority is ordinarily to prevail, what is to constitute a proper majority? A majority of all citizens? A majority of voters? Should a proper majority comprise not individual citizens but certain groups or associations of citizens, such as hereditary groups or territorial associations?

(6) The preceding questions presuppose an adequate answer to a sixth and even more important question: Why should “the people” rule? Is democracy really better than aristocracy or monarchy? Perhaps, as Plato argues in the *Republic*, the best government would be led by a minority of the most highly qualified persons—an aristocracy of “philosopher-kings.” What reasons could be given to show that Plato’s view is wrong?

(7) No association could maintain a democratic government for very long if a majority of the *dēmos*—or a majority of the government—believed that some other form of government were better. Thus, a minimum condition for the continued existence of a democracy is that a substantial proportion of both the *dēmos* and the leadership believes that popular government is better than any feasible alternative. What conditions, in addition to this one, favour the continued existence of democracy? What conditions are harmful to it? Why have some democracies managed to endure, even through periods of severe crisis, while so many others have collapsed?

Differences among democratic countries in historical experience, size, ethnic and religious composition, and other factors have resulted in significant differences in their political institutions. Some of the features with respect to which these institutions have differed are the following.

Presidential and parliamentary systems

Whereas versions of the American presidential system were frequently adopted in Latin America, Africa, and elsewhere in the developing world (where the military sometimes converted the office into a dictatorship through a coup d’état), as European countries democratized they adopted versions of the English parliamentary system, which made use of both a prime minister responsible to parliament and a ceremonial head of state (who might be either a hereditary monarch, as in the

Scandinavian countries, the Netherlands, and Spain, or a president chosen by parliament or by another body convoked specially for the purpose). A notable exception is France, which in its fifth constitution, adopted in 1958, combined its parliamentary system with a presidential one.

Unitary and federal systems

In most older European and English-speaking democracies, political authority inheres in the central government, which is constitutionally authorized to determine the limited powers, as well as the geographic boundaries, of subnational associations such as states and regions. Such unitary systems contrast markedly with federal systems, in which authority is constitutionally divided between the central government and the governments of relatively autonomous subnational entities. Democratic countries that have adopted federal systems include—in addition to the United States—Switzerland, Germany, Austria, Spain, Canada, and Australia. The world's most populous democratic country, India, also has a federal system.

Proportional and winner-take-all systems

Electoral arrangements vary enormously. Some democratic countries divide their territories into electoral districts, each of which is entitled to a single seat in the legislature, the seat being won by the candidate who gains the most votes—hence the terms *first past the post* in Britain and *winner take all* in the United States. As critics of this system point out, in districts contested by more than two candidates, it is possible to gain the seat with less than a strict majority of votes (50 percent plus one). As a result, a party that receives only a minority of votes in the entire country could win a majority of seats in the legislature. Systems of proportional representation are designed to ensure a closer correspondence between the proportion of votes cast for a party and the proportion of seats it receives. With few exceptions, continental European countries have adopted some form of proportional representation, as have Ireland, Australia, New Zealand, Japan, and South Korea. Winner-take-all systems remain in the United States, Canada, and, for parliamentary elections, in Britain.

Two-party and multiparty systems

Because proportional representation does not favour large parties over smaller ones, as does the winner-take-all system, in countries with proportional representation there are almost always three or more parties represented in the legislature, and a coalition government (*see also* coalition) consisting of two or more parties is ordinarily necessary to win legislative support for the government's policies. Thus the prevalence of proportional representation effectively ensures that coalition governments are the rule in democratic countries; governments consisting of only two parties, such as that of the United States, are extremely rare.

1.2. Listening

Task 1. Follow the link <https://study.com/academy/lesson/traditional-types-of-government-definitions-strengths-weaknesses.html> and listen carefully to the information about different types of government.

Takes notes about the strengths and weaknesses of each type. Present your synopsis in the form of the table:

<i>Type of Government</i>	<i>Definition</i>	<i>Strengths</i>	<i>Weaknesses</i>

Task 2. Watch the video about the British Political System <https://www.youtube.com/watch?v=f98HtyjcWxE> and answer the questions according to what you hear in the workshop:

1. How are constituencies represented in the national UK parliament?
2. How often are the general elections held in the UK?
3. In what way do political parties in Great Britain vary (from left-wing to right-wing views)?
4. Who forms the government?
5. Who formed the government in 2010 and how did they do it?

6. What is the main function of the opposition?
7. What are the primary concerns of every party?
8. Why was UKIP set up?

Task 3. Watch the video about the story of human rights

https://www.youtube.com/watch?v=6XXGF_V8_7M

3.1. Master the following topic-related vocabulary:

- To conquer
- To announce
- To be trampled on by those in power
- To overrule the rights of people
- To get the point that...
- To draw up international agreements
- To be terrifyingly close to extinction
- To be desperate for change
- Under the supervision of...
- To die of starvation
- To be abolished
- A treaty

3.2. On watching fill in the gaps:

Human rights are something that apply to everyone irrespective of trade, nationality, age, religion – they are u_____.

According to the United Nations there are over _____ human rights.

Hitler exterminated half the _____ population of earth.

When it was signed, the Declaration of Rights didn't have the f_____ of law.

Problems	The number of toll
Children dying of starvation	
People in prison for speaking their minds	
Adults unable to read	

3.3. Answer the following questions:

1. What are the basic human rights? – the right to l _ _ _ , the right to be f _ _ _ and e _ _ _ _ .
2. Who was the father of human rights?
3. What did they decide in Britain in the year 1215 which was set forth in Magna Carta?
4. Who in France decided to overthrow democracy?
5. Why did Mahatma Gandhi lead protests in India?
6. Who protests against the violation of human rights nowadays?
7. According to Eleonor Roosevelt where do universal human rights begin?

1.3 Grammar and Vocabulary

Task 1. Put each verb in brackets into the present simple or present continuous.

1.1.

- a) I (hear) **HEAR** that you have been promoted. Congratulations!
- b) British people (drink) more and more wine, apparently.
- c) I hope Sarah will be here soon. I (depend) on her.
- d) Please be quiet, David. You (forever/interrupt).
- e) Hey, you! What (you/think) you're doing?
- f) Jane is away on holiday so Linda (handle) her work.
- g) To be honest, I (doubt) whether Jim will be here next week.
- h) You've only just started the job, haven't you? How (you/get on)?
- i) Pay no attention to Graham. He (just/be) sarcastic.
- j) Could you come here please? I (want) to talk to you now.

1.2.

I work in a large office with about thirty other people, most of whom I **KNOW** (know) (1) together, so we have all become friends. In fact, most of my colleagues are so interesting, that I (3) (think) of writing a book about them! (4) (take) Helen

Watson, for example. Helen (5) (run) the accounts department. At the moment she (6) (go out) with Keith Ballantine, one of the sales representatives, and they (7) (seem) very happy together. But everyone - except Helen apparently - (8) (know) that Keith (9) (fancy) Susan Porter. But I (10) (happen) to know that Susan (11) (dislike) Keith. 'I can't stand people who never (12) (stop) apologising all the time!' she told me. 'And besides, I know he (13) (deceive) poor Helen. He (14) (see) Betty Wills from the overseas department.' And plenty of other interesting things (15) (currently/go on). For instance, every week we (16) (experience) more and more problems with theft - personal belongings and even money have been stolen. When you (17) (realise) that someone in your office is a thief, it (18) (upset) you at first. But I (19) (also/try) to catch whoever it is before the police are called in. I'm not going to tell you who I (20) (suspect). Well, not yet anyway!

Task 2

2.1. Revise the use of future tenses and do the exercises below:

- a) According to the latest forecast the tunnel A
A will be finished next year. B will have been finished next year.
C is finishing next year.
- b) Paula's flight is bound to be late although ____
A it arrives at 6.00. B it's due at 6.00. C it's arriving at six.
- c) It's no use phoning Bob at the office, he ____
A will be leaving. B is leaving. C will have left.
- d) Everyone says that this year City ____
A are going to win the Cup. B are winning the Cup. C win the Cup.
- e) I don't feel like visiting my relatives this year so ____
A I won't go. B I'm not going. C I don't go.
- f) You can borrow this calculator, I ____
A am not going to need it. B won't have been needing it.
C am not needing it.
- g) I'm sorry dinner isn't ready yet, but it ____

A is going to be ready in a minute. **B** will have been ready in a minute.

C will be ready in a minute,

h) Can you send me the results as soon as you _____

A hear anything? **B** are hearing anything? **C** will have heard anything?

i) You can try asking Martin for help but _____

A it won't do you any good. **B** it's not doing you any good.

C it won't be doing you any good,

j) Don't worry about the mistake you made, nobody _____

A is noticing. **B** will notice. **C** will be noticing.

2.2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

a) I don't suppose you have heard the news.

won't

You **won't have heard** the news.

b) The Prime Minister expects an easy victory for his party in the election.

believes

The Prime Minister _____ the election easily.

c) I've been in this company for almost three years.

will

By the end of the month _____ in this company for three years.

d) This book will take me two years to write.

have

In two years' _____ this book.

e) Scientists are on the point of making a vital breakthrough.

about

Scientists are _____ a vital breakthrough.

f) Maria is pregnant again.

have

Maria is _____ baby.

g) I'll be home late.

until

I _____ late.

h) No one knows what the result of the match is going to be.

who

No one _____ knows the match.

i) Don't worry; David won't be late.

here

Don't worry; David _____ time.

j) Mary and Alan's wedding is next weekend.

getting

Mary and Alan _____ next weekend

Task 3. Complete the collocations in the text by choosing suitable words from the box

candidate / poll / asylum / campaign / retirement / manifesto /
majority / election / line / ~~vote~~

Well, it's 9.30 at night, and by now almost everybody has cast their (1) ..*vote*. Very soon all our questions will be answered. Were the government right to hold the (2) so soon after the so-called 'dash I for cash' scandal, in which certain applicants were apparently granted political (3) in exchange for financial favours? Will the opposition benefit from the decision of ex-Prime Minister David Howe to come out of (4)..... and stand as a (5) ? Will Mr Howe's famous refusal to toe the party (6) in matters of policy affect party unity? I Will the vicious smear (7) which the government have mounted against Mr Howe backfire on them? Well, all will be revealed pretty soon. Interestingly, an opinion (8) conducted yesterday by 'Express Newspapers' put the government just two per cent ahead, while another, in the 'Daily Mirror', indicated they would be re-elected with an increased (9)

According to the latter poll, people felt that the opposition's election (10) was poor and contained nothing new.

Task 4. Complete the spaces by finding one word which fits in all three sentences. The first item has been done as an example.

a) Channel 4 will, as ever, be *following* the election as it happens.

The Prime Minister was accused of *following* a disastrous economic policy.

Coverage of the sport is postponed *following* the sudden death of President Gonzales.

b) It remains to be seen whether Signer Riva _____ a controlling interest in his business empire if he becomes Prime Minister.

As legal executor in this matter, Mr Tomlinson _____ the right to claim compensation costs.

And it's gold! Muller _____ the title which he won in Sydney.

c) Yesterday's poll shows a significant _____ of public opinion away from the Democrats.

Workmen came to remove the faulty _____ from the park.

I've only been here for two days, so I haven't quite got back into the _____ of things yet.

d) The _____ to ban fox hunting was rejected by five votes.

And now we'll see the goal again in slow _____

The constant swaying _____ of the ship made Jan feel sea sick.

e) You can rely on the Prime Minister to take _____ of the situation.

A new _____-measure has been announced to stem the tide of illegal immigrants flooding the country.

The police were accused of heavy-handed crowd _____ tactics.

Task 5. Answer these questions:

1. Did you vote in the last election? How can we get more people to vote?

2. What type of political system does your country have?
3. Who is the mayor of your city? What characteristics should a good mayor of a city have?
4. What are the main political parties in your country? How do you decide how you will vote?
5. How long is the term of elected officials in your country?
6. Which party is now in power in your country? When were they elected? Who is the leader of this party?
7. How has your political views changed during your lifetime?
8. Is voting an important responsibility of a citizen? Why do you think voting is important?
9. How are elections financed? Do you think too much money is spent on campaigns?
10. How can campaigns be better organized?

1.4. Writing

Task 1. Write a 200-word opinion essay “**My opinion of the British political system**”. Before completing this task read the information below on the structure and useful language in opinion essays.

Opinion essay

Opinion essays are formal in style. They require your opinion on a topic which must be clearly stated and supported by reasons. It is necessary to include the opposing viewpoint in another paragraph.

A successful opinion essay should have:

- a) an **introductory paragraph** in which you state the topic and your opinion clearly;
- b) a **main body** which consists of two or more paragraphs. Each paragraph should present a separate viewpoint supported by your reasons / examples. Another paragraph giving the opposing viewpoint and reasons may be included;
- c) a **conclusion** in which you restate your opinion using different words.

Points to consider

- First decide whether you agree or disagree with the subject of the topic and

make a list of your points and reasons.

- Write well-developed paragraphs consisting of more than one sentence.
 - Begin each paragraph with a topic sentence which summarises what the paragraph is about.
- Linking words should be used throughout your composition.

Useful Language

To express opinion: I believe, in my opinion, I think, in my view, I strongly believe, the way I see it, it seems to me (that)

To list points: in the first place, first of all, to start with, Firstly, to begin with

To add more points: what is more, another major reason, also, furthermore, moreover, in addition to this/that, besides, apart from this, not to mention the fact that

To introduce contrasting viewpoints: It is argued that, people argue that, opponents of this view say, there are people who oppose, contrary to what most people believe, as opposed to the above ideas

To introduce examples: for example, for instance, such as, in particular, especially

To conclude: to sum up, all in all, all things considered, taking everything into account

Task 2. Write a 250-word for-and-against essay “**Voting: a democratic right to exercise or a privilege to indulge**”. Prior to writing it get acquainted with the rules of composing this type of an essay.

“For and against” essay

A “for and against” essay is a formal piece of writing in which a topic is considered from opposing points of view. Outlining advantages and disadvantages.

- In the **first paragraph** we introduce the topic. In articles and compositions, we may use any of the following techniques to make the beginning more interesting to the reader:

- a reference to an imaginary scene or situation
- addressing the reader directly
- a rhetorical question
- a quotation

- The **main body** usually consists of two paragraphs. One presents the points for the issue, along with our justifications or examples. The other presents the points

against the issue with supporting sentences.

- In the **final paragraph** we give our opinion and/or a balanced summary of the topic. To make the ending of the composition more effective, we can use one of the following techniques:

- state a personal opinion

- give the reader something to consider

- use a quotation or rhetorical question

- Do not include opinion words (*I believe, I think, etc*) in the introduction or the main body of compositions, reports and articles.

- Pros and cons can be found in articles, compositions, reports or letters. The style of writing is usually semi-formal or formal.

UNIT 2 “JUDICIARY”

2.1. Reading

Pre-reading Section

Task 1. Contemplate on the following questions:

- What do you think the purpose of the system of law is?
- What motives do governments have in making and enforcing laws?

Task 2. Give the Ukrainian equivalents for the proverbs below, then provide your agreement or disagreement on the ideas lodged in them. Finally, make up your own story illustrating each proverb:

- A fault confessed is half redressed.
- Suspicion always haunts a guilty mind.
- Crime doesn't pay.

Task 3. Read the text for information. Compile the glossary to every topical section.

The common law and civil law traditions

Most nations today follow one of two major legal traditions: common law or civil law. The common law tradition emerged in England during the Middle Ages and was applied within British colonies across continents. The civil law tradition developed in continental Europe at the same time and was applied in the colonies of European imperial powers such as Spain and Portugal. Civil law was also adopted in the nineteenth and twentieth centuries by countries formerly possessing distinctive legal traditions, such as Russia and Japan, that sought to reform their legal systems in order to gain economic and political power comparable to that of Western European nation-states.

To someone familiar with the terminology and process of the US legal system, which is based on English common law, civil law systems can be unfamiliar and confusing. Even though England had many profound cultural ties to the rest of

Europe in the Middle Ages, its legal tradition developed differently from that of the continent for a number of historical reasons, and one of the most fundamental ways in which they diverged was in the establishment of judicial decisions as the basis of common law and legislative decisions as the basis of civil law. Before looking at the history, let's examine briefly what this means.

Common law is generally uncodified. This means that there is no comprehensive compilation of legal rules and statutes. While common law does rely on some scattered statutes, which are legislative decisions, it is largely based on precedent, meaning the judicial decisions that have already been made in similar cases. These precedents are maintained over time through the records of the courts as well as historically documented in collections of case law known as yearbooks and reports. The precedents to be applied in the decision of each new case are determined by the presiding judge. As a result, judges have an enormous role in shaping American and British law. Common law functions as an adversarial system, a contest between two opposing parties before a judge who moderates. A jury of ordinary people without legal training decides on the facts of the case. The judge then determines the appropriate sentence based on the jury's verdict.

Civil Law, in contrast, is codified. Countries with civil law systems have comprehensive, continuously updated legal codes that specify all matters capable of being brought before a court, the applicable procedure, and the appropriate punishment for each offense. Such codes distinguish between different categories of law: substantive law establishes which acts are subject to criminal or civil prosecution, procedural law establishes how to determine whether a particular action constitutes a criminal act, and penal law establishes the appropriate penalty. In a civil law system, the judge's role is to establish the facts of the case and to apply the provisions of the applicable code. Though the judge often brings the formal charges, investigates the matter, and decides on the case, he or she works within a framework established by a comprehensive, codified set of laws. The judge's decision is consequently less crucial in shaping civil law than the decisions of legislators and legal scholars who draft and interpret the codes.

Historical Development of Civil Law

The term civil law derives from the Latin *ius civile*, the law applicable to all Roman cives or citizens. Its origins and model are to be found in the monumental compilation of Roman law commissioned by the Emperor Justinian in the sixth century CE. While this compilation was lost to the West within decades of its creation, it was rediscovered and made the basis for legal instruction in eleventh-century Italy and in the sixteenth century came to be known as *Corpus iuris civilis*. Succeeding generations of legal scholars throughout Europe adapted the principles of ancient Roman law in the *Corpus iuris civilis* to contemporary needs. Medieval scholars of Catholic church law, or canon law, were also influenced by Roman law scholarship as they compiled existing religious legal sources into their own comprehensive system of law and governance for the Church, an institution central to medieval culture, politics, and higher learning. By the late Middle Ages, these two laws, civil and canon, were taught at most universities and formed the basis of a shared body of legal thought common to most of Europe. The birth and evolution of the medieval civil law tradition based on Roman law was thus integral to European legal development. It offered a store of legal principles and rules invested with the authority of ancient Rome and centuries of distinguished jurists, and it held out the possibility of a comprehensive legal code providing substantive and procedural law for all situations.

As civil law came into practice throughout Europe, the role of local custom as a source of law became increasingly important—particularly as growing European states sought to unify and organize their individual legal systems. Throughout the early modern period, this desire generated scholarly attempts to systematize scattered, disparate legal provisions and local customary laws and bring them into harmony with rational principles of civil law and natural law. Emblematic of these attempts is the Dutch jurist Hugo Grotius' 1631 work, *Introduction to Dutch Jurisprudence*, which synthesized Roman law and Dutch customary law into a cohesive whole. In the eighteenth century, the reforming aspirations of Enlightenment rulers aligned with

jurists' desire to rationalize the law to produce comprehensive, systematic legal codes including Austria's 1786 Code of Joseph II and Complete Civil Code of 1811, Prussia's Complete Territorial Code of 1794, and France's Civil Code (known as the Napoleonic Code) of 1804. Such codes, shaped by the Roman law tradition, are the models of today's civil law systems.

Historical Development of English Common Law

English common law emerged from the changing and centralizing powers of the king during the Middle Ages. After the Norman Conquest in 1066, medieval kings began to consolidate power and establish new institutions of royal authority and justice. New forms of legal action established by the crown functioned through a system of writs, or royal orders, each of which provided a specific remedy for a specific wrong. The system of writs became so highly formalized that the laws the courts could apply based on this system often were too rigid to adequately achieve justice. In these cases, a further appeal to justice would have to be made directly to the king. This difficulty gave birth to a new kind of court, the court of equity, also known as the court of Chancery because it was the court of the king's chancellor. Courts of equity were authorized to apply principles of equity based on many sources (such as Roman law and natural law) rather than to apply only the common law, to achieve a just outcome.

Courts of law and courts of equity thus functioned separately until the writs system was abolished in the mid-nineteenth century. Even today, however, some U.S. states maintain separate courts of equity. Likewise, certain kinds of writs, such as warrants and subpoenas, still exist in the modern practice of common law. An example is the writ of habeas corpus, which protects the individual from unlawful detention. Originally an order from the king obtained by a prisoner or on his behalf, a writ of habeas corpus summoned the prisoner to court to determine whether he was being detained under lawful authority. Habeas corpus developed during the same period that produced the 1215 Magna Carta, or Great Charter, which declared certain individual liberties, one of the most famous being that a freeman could not be

imprisoned or punished without the judgment of his peers under the law of the land—thus establishing the right to a jury trial.

In the Middle Ages, common law in England coexisted, as civil law did in other countries, with other systems of law. Church courts applied canon law, urban and rural courts applied local customary law, Chancery and maritime courts applied Roman law. Only in the seventeenth century did common law triumph over the other laws, when Parliament established a permanent check on the power of the English king and claimed the right to define the common law and declare other laws subsidiary to it. This evolution of a national legal culture in England was contemporaneous with the development of national legal systems in civil law countries during the early modern period. But where legal humanists and Enlightenment scholars on the continent looked to shared civil law tradition as well as national legislation and custom, English jurists of this era took great pride in the uniqueness of English legal customs and institutions.

That pride, perhaps mixed with envy inspired by the contemporary European movement toward codification, resulted in the first systematic, analytic treatise on English common law: William Blackstone's (1723-1780) *Commentaries on the Laws of England*. In American law, Blackstone's work now functions as the definitive source for common law precedents prior to the existence of the United States.

Set out below are a few key differences between common law and civil law jurisdictions.

Summary of Differences between Civil law and Common law legal systems

<i>Feature</i>	<i>Common Law</i>	<i>Civil Law</i>
Written constitution	Not always	Always
Judicial decisions	Binding	Not binding on 3rd parties; however, administrative and constitutional court decisions on laws and regulations binding

		on all
Writings of legal scholars	Little influence	Significant influence in some civil law jurisdictions
Freedom of contract	Extensive – only a few provisions implied by law into contractual relationship	More limited – a number of provisions implied by law into contractual relationship
Court system applicable to PPP projects	In most cases contractual relationship is subject to private law and courts that deal with these issues	Most PPP arrangements (e.g. concessions) are seen as relating to a public service and subject to public administrative law administered by administrative courts

Task 4. Drawing on the information from the text above answer the questions:

- What is the geography of application of common and civil laws?
- What does “reliance on the precedent” mean in the legal tradition of common law?
- What is implied by the codification of civil law?
- What are the functions to which the role of the judge is reduced in the framework civil law?
- What countries experienced the influence of ancient Roman law? Where were civil and canon laws taught?
- What were the outcomes of the birth and evolution of the medieval civil law tradition?
- The fruit of what attempts did comprehensive legal codes reveal?
- How did new forms of legal action, established by the Crown after the Norman Conquest, function?
- What circumstance gave birth to the court of equity?

Task 5. Read the text about types of crimes.

Crime

Crime is a term that refers to many types of misconduct forbidden by law. The list of acts considered crimes is constantly changing. For example, people in the United States no longer are charged with witchcraft, though many were accused of that crime in colonial Massachusetts. Today, it is becoming a serious crime to pollute the air and water. In England during the 1700's, it was not a crime for people to steal money entrusted to their care by an employer. Today, this type of theft, called embezzlement, is a crime.

From a legal standpoint, a crime is a violation of the criminal law. Such law deals with actions considered harmful to society. On the other hand, most harmful acts causing injury to another person are violations of the civil law. Some overlapping occurs in this classification. For example, murder and rape are committed against individuals, but the law considers them crimes because they threaten society. For this reason, a crime is regarded as an offense against the state.

An act is viewed as a crime if enough evidence exists to make a police officer, a prosecutor, or a judge believe that a violation of criminal law has taken place. However, the law does not consider accused people to be criminals unless a judge or jury finds them guilty.

Types of Crimes

Crimes may be classified in various ways. For example, they sometimes are grouped according to the seriousness of the offense. For statistical purposes, many governments divide crimes into **offenses against people, against property, and against public order or public morality**. Some social scientists classify crimes according to the motives of the offenders. Such crimes might include **economic crimes, political crimes, and crimes of passion**. Other important kinds of crime include **organized crime** and **white-collar crime**.

Crimes are frequently classified according to their seriousness as felonies or misdemeanors. Generally, felonies are more serious than misdemeanors. Felonies are punishable by death, or by imprisonment for a year or more. A misdemeanor is

punishable by a fine or by imprisonment for less than a year. The classification of crimes as felonies or misdemeanors is inexact. Not all courts draw the same distinction between felonies and misdemeanors.

Crimes against people or property. Crimes against people include assault, kidnapping, murder, and sexual attacks. Such crimes usually bring severe punishment. Crimes against property include arson, motor vehicle theft, burglary, embezzlement, forgery, fraud, larceny, and vandalism. In most cases, these crimes carry lighter penalties than do crimes against people. Robbery is the crime most difficult to classify. The law generally considers robbery a crime against the person. Robbery involves taking property from a person by using force.

Crimes against public order or morality include disorderly conduct, gambling, prostitution, public drunkenness, and vagrancy (having no permanent residence or visible means of support). These offenses generally involve lighter penalties than do crimes against people or property. Criminologists question whether some offenses against public order or morality should be considered crimes.

Organized crime consists of large-scale activities by groups of gangsters or racketeers. Such groups are often called the crime syndicate or the underworld. Organized crime specializes in providing illegal goods and services. Its activities include gambling, prostitution, the illegal sale of drugs, and loan-sharking (lending money at extremely high rates of interest). Many of these activities are often called victimless crimes because both the buyer and the seller take part in them willingly.

White-collar crime originally included only criminal acts committed by business and professional people while earning their living. The term referred to such crimes as stock market swindles and other kinds of fraud. Today, the term covers such acts as cheating in the payment of taxes— which may or may not be done in connection with one's business. It may apply to petty thefts by employees, as well as to million-dollar stock market swindles. It could also include a service station owner's charging for an automobile repair that was not made, or a physician's billing a patient for services that were not performed. The increasing use of computers has created new opportunities for white-collar crime. Computer crimes are difficult to detect but

easy to accomplish once a criminal learns the code or password to activate the system. Thus, automatic bank tellers increase the possibility of fraud or theft. Computer access by bank employees creates additional opportunities for embezzlement.

Political crime became an increasingly serious criminal activity during the late 1900's. It includes acts of terrorism against innocent people and assassinations of leading political figures throughout the world. Unlike many criminals who seek money or personal gain through crime, most terrorists and assassins commit crimes to show support for a political cause. Political crimes, such as airplane hijackings, assassinations, and the taking of hostages, have become more frequent. As a result, most governments have taken steps to guard against terrorists. For example, security at airports, embassies, and other potential targets has been increased, and specially trained law enforcement or military units have been formed.

Task 6. Arrange the crimes mentioned in the text into the following table:

Crimes against people	Crimes against property	Crimes against public order or morality	Organized crime	White-collar crime	Political crime

2.2. Listening

Task 1. Follow the link <https://www.youtube.com/watch?v=nuMIRI8Ypi4>, listen carefully to the information and take notes of the various contexts in which crime vocabulary is used.

Task 2. Listen to the video lesson

<https://www.youtube.com/watch?v=FBXjG6DAYUU> about phrasal verbs related to crime. Make up the sentences of your own to illustrate the meaning of each of them.

Task 3. Follow the link <https://www.youtube.com/watch?v=fcjxI8IKf8o>, listen to the recording of the BBC news and make up a transcript of what you hear. Then compose five questions to the content of the talk about the planned reforms to the British criminal justice system. Note down the considerations you agree and disagree with. Explain what the possible ensuing consequences of the reforms in question might be.

Task 4. Follow the link <https://www.bbc.co.uk/sounds/play/p0143r63> and listen to the story of murder of a three-year old. Compile topic-related glossary.

Task 5. On listening answer the following questions:

1. Under what circumstances did a nearly 3-year-old James Bulger become missing? What did the police undertake to track the boy out?
2. Due to what were the people who had taken James identified?
3. What evidence was there to suggest that the young murderers set out to kill James?
4. What was the reaction of the police station to finding out that the murderers were only ten years old?
5. How would the detectives approach questioning adolescents as opposed to adults?
6. What helped to make one of the culprits – Jon Venables – confess the crime?
7. What did Albert Curby – the detective-in-charge say about his impression of the young killers during the first court hearing?
8. What was the sentence like at trial?
9. Were the criminals given new identities later? Who reoffended?
10. How should, in your opinion, criminals be treated after they have committed a crime?

2.3. Grammar and Vocabulary

Task 1. Both sentences in each pair have the same meaning. Complete the second sentence.

a) The crowd was slowly filling the huge stadium.

The huge stadium **was slowly being filled** by the crowd

b) The inventor of the computer simplified the work of the accountants.

Since the computer _____ the work of accountants _____
simplified.

c) Someone has suggested that the shop should close.

It _____ that the shop should close.

d) 'I'd take out some travel insurance if I were you, Mr Smith.'

Mr Smith _____ take out some travel insurance.

e) The waitress will bring your drinks in a moment.

Your drinks _____ in a moment.

f) Someone used a knife to open the window.

This window _____ a knife.

g) You will hear from us when we have finished dealing with your complaint.

After your complaint _____, you will hear from us.

h) An announcement of their engagement appeared in the local paper.

Their engagement _____ in the local paper.

i) Nobody ever heard anything of David again.

Nothing _____ David again.

j) They paid Sheila £1,000 as a special bonus.

£1,000 _____ Sheila as a special bonus.

Task 2. Rewrite each sentence in the passive, omitting the words underlined.

a) Someone left the phone off the hook all night.

The phone was left off the hook all night.

b) The government has announced that petrol prices will rise tomorrow.

c) A burglar broke into our house last week.

- d) People asked me the way three times.
- e) The fruit-pickers pick the apples early in the morning.
- f) It's time the authorities did something about this problem.
- g) Lots of people had parked their cars on the pavement.
- h) The government agreed with the report and so they changed the law.
- i) You have to fill in an application form.
- j) They don't know what happened to the ship.

Task 3. Put each verb in brackets into an appropriate passive verb form.

- a) The boxes have not been packed (not/pack) yet.
- b) Your food _____ (still/prepare).
- c) The new ship _____ (launch) next week.
- d) Luckily by the time we got there the painting _____
(not/sell).
- e) We had to go on holiday because our house _____
(decorate).
- f) I'm afraid that next week's meeting _____ (cancel).
- g) If we don't hurry, all the tickets _____ (sell) by the time we
get there.
- h) All main courses _____ (serve) with vegetables or salad. At least
that is what is written on the menu.
- i) The second goal _____ (score) by Hughes in the 41st
minute,
- j) The cathedral _____ (build) in the fourteenth century.

Task 4. Underline the correct word in each sentence.

- a) The busy shopping street was thronged *by/with* people.
- b) The emergency exit was concealed *by/from* a red curtain.
- c) The price of excursions is included *in/with* the cost of the holiday.
- d) All through January, the fields were covered *by/from* snow.

- e) The room was crammed *by/with* furniture of all descriptions.
- f) Two of the climbers were injured *by/with* falling rocks.
- g) The island is inhabited *by/from* people of mainly Chinese origin,
- h) The bank was quickly surrounded *from/with* armed police.
- i) The window had been smashed *from/with* a hammer taken from the shed,
- j) The stadium was packed *from/with* cheering fans.

Task 5. Complete each sentence with a suitable preposition.

- a) The tree had been decorated **with** coloured balls.
- b) The answers have been included **in** the book.
- c) After the rugby match, Jim's shorts were covered **in** mud.
- d) The victim was struck **by** a heavy object.
- e) The house was built **with** money that David borrowed from the bank.
- f) The cat narrowly escaped **being** run over by a car.
- g) When the accident happened, Sue was struck **by** flying glass.
- h) The turkey was stuffed **with** chestnuts, and was very tasty.
- i) No one knew that Peter had been involved **in** the investigation.
- j) When I left the casino, my pockets were crammed **with** money.

Task 6. Match the words denoting law breakers with appropriate definitions:

shop-lifter	sets fire to property unlawfully
vandal	steals purses and wallets in crowded places
burglar	murders for political reasons or a reward
murderer	attacks people or places to steal money
kidnapper	is someone who steals things
pickpocket	holds people hostage to a ransom
drug dealer	takes things from a shop without paying
terrorist	fabricates money, signatures, etc.
assassin	murders people

stowaway	betrays their country to another state
thief	breaks into houses or other property in order to steal
hijacker	is a soldier who leaves the army
forger	sells drugs illegally
robber	is a member of a criminal gang
smuggler	takes control of a plane by force and makes the pilot change course
traitor	deliberately causes damage to property
gangster	hides on board a ship or plane to get a free ride
deserter	ties the knot illegally, being already married
bigamist	brings goods into a country illegally without paying taxes
arsonist	uses violence for political reasons

Task 7. Fill in the gaps the correct words denoting criminals:

1. The _____ claimed she had simply forgotten to pay when she left the store with a book.
2. Many _____s selling narcotics on the street are addicted themselves.
3. At first he was afraid to call the police when _____s demanded a \$10 000 ransom for the safe return of his daughter.
4. _____s broke into our office last night and took the computers.
5. Five bank _____s threatened the cashier with shotguns.
6. Two businessmen were taken hostage by _____s while travelling in the Middle East.
7. Don't put your wallet in your back pocket: _____s will steal it.
8. John Lennon's _____ was Mark Chapman.

Task 8. Explain what the words in every line below have in common and where the difference between them lies:

1. assassination/ murder/ manslaughter/ homicide
2. shoplifting/ burglary/ robbery/ theft/ larceny/ pickpocketing/ embezzlement
3. fraud/ forgery/perjury/ slander/ libel
4. taking of hostages/ kidnapping/ blackmail

Task 9. Below are the stages of a procedure of a trial in a jumbled order. Put them in the correct order.

The Procedure of a Trial

- The defending counsel makes a **closing speech** to the jury saying why they should acquit the accused.
- The prosecution counsel put his or her witness(es) in the witness stand and gets them to tell the court what they know. The prosecution also presents all the **evidence (direct, circumstantial, material, documentary)**.
 - The judge passes sentence or sets the accused free.
 - The prosecuting counsel makes a speech saying why the accused is guilty.
 - The defending counsel tries to find fault with what the witness(es) has said.
 - The accused is asked to plead. He can plead guilty or not guilty.
 - The jury make their decision. If the jury cannot reach a **unanimous verdict**, the judge may permit it to bring in a majority verdict provided that there are not more than two dissenters.
- The trial starts with the reading of a formal document called the **indictment** setting out the accusation made against the defendant.
- The prosecuting counsel makes a speech saying why the jury should find the accused guilty.
- The defence counsel makes a speech saying why the accused is innocent, or at least why the prosecution cannot prove the accused's guilt.
- The procedure is reversed: now the defending counsel puts a witness in the stand. The prosecuting counsel can **cross-examine** defence witnesses.

Task 10. Answer these questions:

1. Are there any crimes for which the death penalty should be imposed? Why?
2. Do you think the practice of imposition of the death penalty can curb the crime rate in different countries?

3. Capital punishment is often replaced with a long-term or life imprisonment. What is the purpose and effect of such a replacement?
4. What conditions should there be in prisons?
5. What is the attitude of the society to ex-prisoners? Should it assist the offender to return to normal life as a useful member of the community? Why? / Why not?

2.4. Writing

Task 1. Look at the following quotations and paraphrase them so as to explain the underlying ideas. Write a 100- word opinion essay on each of them.

«The more laws, the less justice» (Marcus Tullius Cicero, ancient Roman lawyer, writer, scholar, orator and statesman, 106 BC-43 BC)

«What makes equality such a difficult subject is that we only want it with our superiors» (Henry Becque, French dramatist, 1837-1899)

«Crime and bad lives are the measure of a state's failures» (H. G. Wells, British novelist, 1866-1946)

Task 2. Write a report “The Causes of Reoffending”. Before writing, read the general guidelines for writing reports intently:

Writing a report: general guidelines

Reports are usually written to present information in formal situations. They are usually divided into sections. Each section is written as a paragraph, in the same way as other types of writing, but the sections are given headings.

You will be given a role (*e.g. You are the secretary of your local music club...*) and specific instructions as to what you should include (*e.g. Write a report outlining the activities held by the club in the last twelve months*).

Reports tend to be about past events or present situations.

A report should contain: an **introduction** in which the reason for writing is stated; the **main body** with headed sections. It is essential to choose appropriate section headings in order to answer the question properly; a **conclusion** in which the main points are summarised. The conclusion may include a reference to future action.

A report is written in formal impersonal style, states the reason for writing at

the very beginning, consists of sections with headings, each section starting with a topic sentence, contains passive structures.

Reports usually begin with the following:

To:

From: } (The exact information you include

Subject: depends on the rubric).

Date:

The first paragraph is usually a short section entitled Purpose or Introduction which gives the reason for writing.

In the conclusion you can:

- summarise the points in the main body
- make a recommendation for future action
- offer a personal opinion
- reassure the target reader

UNIT 3 “MASS MEDIA AND MEDIA LITERACY”

3.1. Reading

Pre-reading Section

Task 1. Comment on the following quotations. What are the underlying ideas in them? Elaborate on them adding your own considerations:

- “Newspapers should have no friends” (Joseph Pulitzer, Hungarian-American Publisher)
- “Journalism can never be silent: that’s its greatest virtue and its greatest fault” (Henry Anatole Grunwald, US writer and diplomat)

Task 2. Read the text below and compile the glossary of new vocabulary. Explain the meaning of the words and expressions in bold.

The Value of Professional Journalism

By Fran Yeoman

I came into journalism just as the internet was really taking off as a source of news. My then employers, like much of the mainstream media, were pretty slow on the uptake, and while the big newsroom beasts **got round to** taking the web seriously, “citizen journalism” and social networking rapidly became powerful forces. Suddenly, everyone was a journalist. While not exactly fantastic for my job security, this was and is an exciting development - democratising the ability to publish, drawing a wider range of perspectives to public attention, and bringing words, pictures and videos from parts of the world where cash-strapped newspapers and broadcasters fear to tread.

But it means that professional journalists became, in many eyes, surplus to requirements. More than that – with information suddenly available from salt-of-the-earth citizens, the snide, aggressive and underhand activities of some elements of the media became more socially unacceptable, and more damaging to the reputation of journalists as a whole. The phone-hacking scandals made things much worse, but in

my experience, having spent plenty of time as a reporter trying to get members of the public to talk to me about even **uncontroversial subjects**, people disliked and mistrusted hacks long before Leveson.

You see, some news reporters are **scurrilous and malevolent** or inexperienced and daft, just like some people in all walks of life. But most who I have met work ridiculously hard for little money and less thanks. I'm not pretending I'm a brain surgeon, but I am trained in media law, can write shorthand to ensure that I take accurate notes and, as a news editor these days, have some ability to rapidly sift through a haystack of information to find the important and interesting needles.

I am currently off work and after six months of receiving news as a punter – via finished newspapers and TV bulletins rather than in the newsroom – I can see how easy it is to see the business of journalism as straightforward. But that is testament to the research, analysis, contact-building, thought, experience and yes, rule-following, that has gone into making those complex finished products so clear, concise and thus apparently simple.

The established media has many problems – it is Oxbridge-dominated (that includes me), **resource-starved** and in many ways hidebound in its outlook, and amateur citizen journalism is a welcome addition to our understanding of the world. But it is not a replacement, and if the value of professional reporters is not recognised soon, society will learn that the hard way.

Which is why I welcome the publication of court advisories as a small insight into the inner workings of professional newsgathering for those who glibly tweet or post on Facebook, thinking that journalism is easy while neglecting to check their facts or the law. It won't reveal much else of what a good reporter does – weeks spent proving a story that gets squeezed out for lack of space; painstaking negotiations with editors and media lawyers to ensure that an article is watertight; days watching court proceedings that nobody cares **to tweet about**, just to get more background information and inform later pieces.

Task 3. Find the following phrases in the text above, explain the contexts in which they are used. Make up the sentences of your own with them so as to best illustrate their meaning:

- *To be slow on the uptake*
- *To be cash-strapped*
- *Salt-of-the-earth citizens*
- *To rapidly sift through a haystack of information*
- *To be hidebound in its outlook*
- *A watertight article*

Task 4. On reading the text above answer the questions below by way of your comprehension check:

1. What does the author mean by saying that “suddenly, everyone was a journalist”?
2. Why did the snide, aggressive and underhand activities of some elements of the media become more damaging to the reputation of journalists as a whole?
3. What activities and / or qualities are presupposed to be carried out by a trained journalist to convert news into complex finished products?
4. Why is the author of the article sure that amateur citizen journalism cannot serve a replacement for professional reporters?

Task 5. Read the text and summarize an overarching idea of every paragraph in one extended sentence.

Don't shoot the messenger

Socrates's bugbear was the spread of the biggest-ever innovation in communications—writing. He feared that relying on written texts, rather than the oral tradition, would “create forgetfulness in the learners' souls...they will trust to the external written characters and not remember of themselves.” Enos Hitchcock voiced a widespread concern about the latest publishing fad in 1790. “The free access which

many young people have to romances, novels and plays has poisoned the mind and corrupted the morals of many a promising youth.” (There was a related worry that sofas, introduced at the same time, encouraged young people to drift off into fantasy worlds.) Cinema was denounced as “an evil pure and simple” in 1910; comic books were said to lead children into delinquency in 1954; rock'n'roll was accused of turning the young into “devil worshippers” in 1956; Hillary Clinton attacked video games for “stealing the innocence of our children” in 2005.

Mr Obama is, at least, bang up to date with his reference to the iPad, which now joins the illustrious list of technologies to have been denounced by politicians, and with his grumbling about the crazy theories circulated by the combination of blogs and talk radio. But such Luddism is particularly curious in Mr Obama's case, given that he is surgically attached to his BlackBerry, his presidential campaign made exemplary use of the internet, and he has used YouTube to great effect to deliver his message directly to viewers, circumventing the mainstream media in the process. Presumably all those are examples of good information (the empowering sort) rather than bad (the distracting or misleading sort).

This distinction, of course, is bogus. Anybody who has ever taken a meeting knows that trying to hold the attention of people with BlackBerrys is like trying to teach Latin to delinquent teenagers. And the devices Mr Obama denounces have many constructive uses. Lectures, language lessons and course materials are among more than 250,000 educational audio and video files available on iTunes. iPads and their ilk may yet turn into a practical alternative to textbooks. Video games are widely used as educational tools, not just for pilots, soldiers and surgeons, but also in schools and businesses. And Larry Katz, a Harvard economist, suspects that video games and websites may have kept the young and idle busy during this recession, thus explaining the surprising lack of an uptick in crime.

Devices and desires

Mr Obama complained that technology was putting “new pressures on our country and on our democracy”. But iPods, iPads and suchlike are not to blame for the crazy theories—about, for instance, politicians' birth certificates—that circulate in

the blogosphere. People have always traded gossip: the internet just makes it easier and quicker. The culprit is human nature, not technology. And new communications technologies tend to strengthen democracy, not weaken it, as revolutionaries have known ever since Thomas Paine and others used the printing press to argue for American independence.

At least Mr Obama got one thing right: the idea that educating people is the best way to enable them to adapt to technological change, and use it for good. But technology is not an alternative to education and empowerment; it can, in fact, help deliver them. America's first web-savvy president should understand that.

Task 6. Provide the synonymous expressions for the underlined parts of the text. Then consult an explanatory dictionary for the notion of Luddism. Why is this 200-year-old movement mentioned in the text about the impact of technology on the modern American society? Elaborate on the hidden meaning of the title of the text.

3.2. Listening

Task 1. Follow the link <https://www.youtube.com/watch?v=4uEf3L1KdRc> and take notes of the vocabulary associated with media.

Task 2. Listen to an interview with Rebecca Skippage, head of the BBC Monitoring Disinformation unit, talking about ways to handle disinformation and propaganda in the mass media <https://reutersinstitute.politics.ox.ac.uk/news/our-podcast-how-bbc-addresses-challenge-disinformation-worldwide#sub1> and answer the following questions:

- 1) How did BBC monitoring conflicting narratives start? What was an impetus?
- 2) What prompted understanding that fake news have a huge impact on the way people look at truth?

- 3) What does monitoring the disinformation strategies involve? What does this kind of monitoring allow BBC fellows to trace?
- 4) What does Rebecca call infodemic and compare it with?
- 5) Which after-effects of disinformation policy does Rebecca draw in? Are they culture-specific or universal?
- 6) What is the BBC Disinformation Monitoring Group on the lookout for when it comes to differentiating newsworthy items of information from pretty innocuous ones?
- 7) How could media literacy serve a solution to the problem of misinformation and propaganda? What key processes must be embedded into newsgathering?

Task 3. Watch an independently organized TED event <https://www.youtube.com/watch?v=sX7EMTjMf6k> on ***“The Power (and Responsibility) of Information”*** given by Lisa Cutter, an American public relations professional turned legislator who has championed media and ethical communications in both of these roles. Note down the core principles of credible news distribution she has highlighted throughout her talk.

3.3. Grammar and Vocabulary

Task 1. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

- a) It was only when the office phoned me that I found out about the meeting.

find

Not until *the office phoned me did I find out* about the meeting.

- b) The facts were not all made public at the time.

later

Only _____ all made public.

- c) The response to our appeal was so great that we had to take on more staff.

response

Such _____ to our appeal that we had to take on more staff.

d) Harry broke his leg, and also injured his shoulder.

but

Not only _____ also injured his shoulder.

e) The police didn't suspect at all that the judge was the murderer.

did

Little _____ as being the murderer.

f) The bus driver cannot be blamed for the accident in any way.

held

In _____ responsible for the accident.

g) If the government raised interest rates, they would lose the election.

raise

Were _____ interest rates, they would lose the election,

h) As soon as I got home, I realised I'd left my bag in the shops.

had

No sooner _____ I realised I'd left my bag in the shops,

i) It was only when I asked a passer-by that I realised where I was.

did

Not until _____ where I was.

j) The minister was interrupted just after starting his speech.

when

Hardly _____ he was interrupted.

Task 2. Complete each sentence with a suitable phrase containing the verb in brackets in an appropriate form.

- a) Should **you need** (need) anything, could you let me know?
- b) Were the plane _____ (take off), everyone in it would have been killed.
- c) Had _____ (study) harder, I would probably have passed all my exams.
- d) Should _____ (be) in the neighbourhood, drop in.
- e) Had _____ (go) to the doctor immediately, your daughter would not be so ill.
- f) Never before _____ (spend) so much money on her daughter's birthday.
- g) Should _____ (feel) hungry, just call room service, and order a meal.
- h) Were _____ (offer) her the job, we couldn't be sure that she would accept.
- i) Had _____ (take) the necessary measures, this political crisis could have been avoided,
- j) Scarcely _____ (get) home when the police called us with news of Geoffrey

Task 3. Complete the text by using the words and phrases from the box.

little such not only under no circumstances

had seldom along ~~no sooner~~ as scarcely

Well, ladies and gentlemen, we've done it again - another election victory. The last four years of office has been a wonderful time for the party, a tale of adversity overcome. **No sooner** had we come to office than the Stock Market crashed. But we survived that scare, and we came out of it stronger for the experience. The opposition claimed we were faltering. (2) _____ have I heard such hypocrisy from a party which continued to squabble internally for the next four years.

Then (3) _____ came a fellow called David Rew, with his new breakaway Democratic party - but he didn't have much success in the opinion polls! (4) _____ did he claim he'd become Prime Minister within three years, he also reckoned that this party was now unpopular with younger voters. (5) _____ did he realise that it would be the young voters who gave us an overwhelming vote of confidence in yesterday's election. (6) _____ had the first votes rolled in when it was obvious that we would be re-elected with a huge majority. (7) _____ was the extent of our victory that the New Democrats obtained a meagre five seats. (8) _____ they known they would perform so poorly, I don't think they would have been quite so scathing in their criticism of our economic policy. But rest assured, ladies and gentlemen, (9) _____ will we rest on our laurels. There is no room for complacency in this government. And I am confident, (10) _____ I'm sure are most of you, that the next four years will be a resounding success. Thank you.

Task 4. Complete each sentence with a suitable phrase from the box.

the least bit waited and waited by no means what we did

not at all as it may seem can't have been none at all ~~do think~~ time and time again

- a) I know you're busy, but I **do think** you could have helped me with the decorating.
- b) It's _____ certain that the president will be re-elected.
- c) You may have lots of restaurants where you live, but there are _____ in this part of town.
- d) I told you _____ about the leaking pipes, but you wouldn't listen.
- e) You don't seem _____ interested in my problems!
- f) Strange _____, the bus is actually faster than the train.
- g) In the end _____ was to call a plumber.

- h) We _____ all day, but Chris never turned up.
 i) Pauline was _____ bothered by our turning up so late.
 j) It _____ Jim that you saw; he is in Germany at the moment.

Task 5. Choose the most appropriate continuation (1-10) for each sentence (a-j).

- a) All of the trains were delayed by fog ____4____
 b) It wasn't so much my qualifications that impressed them __ __
 c) I found that I was spending more time staying late at the office __ __
 d) I don't find that the buses are especially late, actually __ __
 e) Actually, my fridge is in quite good condition, considering its age __ __
 f) I don't find watching television particularly relaxing __ __
 g) I've decided to buy a new stereo after all __ __
 h) This book didn't teach me everything I know about cooking __ __
 i) The flight itself didn't really bother me at all __ __
 j) Actually, I wasn't in the office yesterday __ __.

1. Where I am going to get the money from is another matter.
2. What I really need is a new washing machine.
3. It must have been my assistant whom you dealt with.
4. It was after 10.00 when I finally got home.
5. What really gets on my nerves is people who push into the queue.
6. It was when I got off the plane that I felt ill.
7. What I did in the end was to ask for a pay-rise.
8. It was Sarah who taught me how to make bread.
9. It was because I spoke well at the interview that I got the job.
10. What I like most is a long walk in the country.

Task 6. Complete each space in the text with a word formed from the words in capitals.

Press (1) ...*speculation*. continues over whether the Prime

SPECULATE

Minister is on the point of calling a General Election. An (2) _____ is expected shortly from government headquarters. Political (3) _____ believe that the timing of an election is crucial to the (4) _____ of the government. Michael Lee of the 'Independent' commented: 'We've had repeated (5) _____ from the Prime Minister that no election would be called this year, but present circumstances may just cause him to change his mind.' Six months ago this would have been (6) _____ An election would have been (7) _____ suicide, and would certainly have led to the (8) _____ of the government. The government was coming in for severe (9) _____ because of its education policy. It was also widely attacked for its (10) _____ involvement in the arms export scandal, and for its (11) _____ to address the problem of (12) _____ But according to recent opinion polls, the electorate is impressed at the way the PM has restored party (13) _____ and overcome the internal (14) _____ which were threatening to rip the party apart. Michael Lee comments: There would be some (15) _____ in calling an election pretty soon. In fact, I wouldn't be at all surprised if it happens within the next day or two.'

ANNOUNCE

ANALYSE

SURVIVE

ASSURE

THINK

POLITICS

DOWN

CRITICISE

DISASTER

FAIL

EMPLOY

UNITE

DIVIDE

JUSTIFY

Task 7. Fill the gaps in these sentences with appropriate words from the box below

pamphlet leaflet brochure prospectus flyer booklet manual

1. I've decided to do my own car maintenance, so I've bought the _____ for my particular model.

2. Someone was giving out _____ in the town centre about a demonstration that's going to take place on Saturday.
3. I love looking through holiday _____ and dreaming about flying off to exotic places.
4. I never read political _____; they are so boring.
5. This _____ gives the opening times for the art gallery.
6. I've got this really useful _____ with details of all the local sights.
7. I've read the _____ and like that university; I think I'll apply.

Task 8. Sort this group of eight vocabulary items into two sets of four: one connected with books, the other – with magazines. Use a dictionary if necessary.

spine jacket subscription foreword issue binder edition quarterly

Task 9. From the context guess the most likely meaning of the expressions in bold:

1. There is a new autobiography of the footballer Ricky Rawlings, but it was written by a **ghost writer**.
 - a) someone who didn't have Rawlings' permission
 - b) someone who wrote it on his behalf
 - c) Rawlings wrote it but he used a different name
2. We have decided to go into **desktop publishing** for our sports club's newsletter.
 - a) published by a school or college
 - b) published only on the Internet
 - c) published using a home computer to design it
3. This book is a **facsimile** of an original edition published in 1693.
 - a) an exact reproduction in every detail
 - b) a modernized edition
 - c) a copy made on a fax / photocopying machine

Task 10. Answer these questions:

1. Would you ever consider being a journalist? Why or why not?
2. If someone asked you to be a journalist, what kind of stories would you write about?

3. Would you prefer being a newscaster or a journalist? Give your reasons.
4. Do you think journalists tell the truth when they write their reports? Can they add more / exaggerate information to make the story interesting?
5. Do you trust the information you get from the news?
6. What does accepting information critically presuppose?
7. If you are someone who usually follows the news, has there been a time when you decided to stop? Why and for how long?

3.4. Writing

Task 1. Write a 250-word review of the book for your pleasure reading. Before writing, read the general guidelines for writing reviews intently:

Reviews are brief accounts of books, films, plays, CDs, etc. Their purpose is to inform readers and viewers while also giving opinions and recommendations about whether or not they should buy a CD, read a book, watch a film, etc.

Reviews are usually written for newspapers, magazines, newsletters. etc, and their style (formal or semi-formal) depends on how serious the publication is. The purpose of a review is to give your opinion about a book/film/play/CD/etc.

You might be asked to do a combination of the following:

- ✓ describe (*e.g. the characters in a play, the songs on a CD, the style of writing, etc*);
- ✓ narrate (*e.g. the plot of a film/book, etc*);
- ✓ explain (*e.g. why you think the book/play was (not) successful*);
- ✓ compare (*e.g. two characters/two films/two CDs/etc*).

A review should contain:

- An **introduction** in which you give the main details (e.g. names of film/book, writer/director. main stars/ characters, etc).
- A **main body** which focuses on the details requested by the rubric (e.g. description. narration, analysis, etc).

- A **conclusion** which can contain a summary of the main body and/or a positive/negative opinion. The conclusion usually contains a recommendation.

Present tenses are usually used for reviews (*e.g. The action takes place in a small cottage in the country*).

Past tenses can be used if you are writing a personal account of a performance you have attended, etc. (*e.g. We arrived just before the curtain went up but it was obvious that the audience were already restless; I thought the first act was spectacular.*)

Past tenses are also used to describe the making of a CD/writing of a book/setting up of an exhibition/etc. (*e.g. The band spent six months in the studio before they were satisfied with these remixes.*)

When writing a book or a film review, give your reader a brief idea of the plot (without giving away the whole story). Try to make your description as concise as possible to leave you space to give your own opinion.

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