

# 3

## International relations

### 3.1 NATIONAL TRAITS

#### IN THIS UNIT

##### GRAMMAR

- subordinate clauses
- modal perfect

##### VOCABULARY

- dependent prepositions
- adjectives of character
- international organisations
- international relations

##### SCENARIO

- stating objectives, giving strong advice
- devising an action plan

##### STUDY SKILLS

- active listening

##### WRITING SKILLS

- a speech



*Nations are always making mistakes because they do not understand each other's psychology.*  
Edward Grey (1862–1933), British Liberal statesman

#### SPEAKING AND READING

##### 1 Work in groups and discuss the questions.

- 1 What views do you think people from other countries have about people from your country?
- 2 How do you think people from your country see themselves? What is important to them?
- 3 Do you think it is possible to talk about 'national characteristics'?
- 4 Are people more defined by their nationality, their local community or their family? Give reasons for your answer.

##### 2a Read these statements, sometimes made about British people. Which do you think are true and which are false?

The British are ...

- 1 serious.
- 2 reluctant to express their feelings.
- 3 extravagant shoppers.
- 4 calm, patient drivers.
- 5 home lovers.
- 6 open and direct communicators.
- 7 interested in social status.
- 8 excessively polite.

##### 2b Work with a partner and compare your ideas. Then read the article opposite and check your answers.

##### 3 Which character traits of the British surprised you most? Why?

##### 4 Which of the character traits listed are the same for your culture/nationality?

##### 5 Complete the phrases with prepositions. Then find the phrases in the article and check your answers.

- 1 have a passion \_\_\_\_\_
- 2 have a love \_\_\_\_\_
- 3 have an obsession \_\_\_\_\_
- 4 have a fascination \_\_\_\_\_
- 5 have a reluctance \_\_\_\_\_
- 6 have the ability \_\_\_\_\_
- 7 be proud \_\_\_\_\_
- 8 be great \_\_\_\_\_

##### 6a Write sentences about your own culture or people's views of your own culture. Use the phrases in Exercise 5.

*A lot of people think we have an obsession with food, but in fact, we have an obsession with ...*

*A lot of people think we have an obsession with food, and it's true.*

##### 6b Work with a partner and compare your sentences.

## VOCABULARY

## ADJECTIVES OF CHARACTER

## 7 Match the adjectives in the box with their meanings.

aloof      charismatic      cultured      devious  
dogmatic      emotional      hospitable  
meticulous      pragmatic      self-effacing

- 1 unable to keep your feelings under control
- 2 rarely boasting about yourself and playing down your achievements
- 3 knowledgeable about art, music and literature
- 4 approaching problems in a rational, practical way
- 5 always certain your beliefs are right
- 6 having a magnetic personality
- 7 distant and unfriendly
- 8 attentive to detail
- 9 using clever tricks and manipulation to get what you want
- 10 welcoming and generous to visitors

8a Are the adjectives in Exercise 7 positive, negative or neutral?

8b To what extent could any of the qualities be applied to your own culture?

## SPEAKING

9a **Reflecting on your culture** Work in groups and discuss the following in relation to your own culture. How do people feel about them? How important are they?

- 1 greetings
- 2 silence
- 3 small talk
- 4 punctuality
- 5 personal space
- 6 gestures
- 7 etiquette and manners

9b What differences have you found when meeting people from other cultures?

## Traits of the nation

Our top national characteristic is talking about the weather, just ahead of a passion for queuing, but other qualities in the top ten are not so endearing; sarcasm, a love of television soaps and curtain twitching were all identified as central to the British identity.

Obsession with class was also high on the list, along with more modern ills such as road rage.

Working long hours, fascination with property prices and the love of bargains also made it into the top fifty.

But it was not all bad news. Stiff upper lip came out high in the poll, with respondents also choosing a reluctance to complain, a good sense of humour and the ability to laugh at ourselves. The results were based on a study of 5,000 adults who were asked to pick out the things – good and bad – they believe make us unique as a nation.

A spokesman for global research company OnePoll.com, which conducted the survey, said that despite some of the negative traits identified, Britons were still extremely proud of their country.

‘This is a brilliant list of characteristics and some of the observations are absolutely spot on,’ he said. ‘You can’t go anywhere or do anything in Britain without someone talking about the weather and we’re almost proud of the fact that we get more rain than anywhere else. What this poll demonstrates really well is how proud we are to be British – more than two-thirds of respondents said they felt honoured to be a part of this country.’

### Top Traits

- 1 talking about the weather
- 2 great at queuing
- 3 sarcasm
- 4 watching soap operas
- 5 a love of bargains
- 6 a love of curtain twitching
- 7 stiff upper lip
- 8 moaning
- 9 obsession with class
- 10 inability to complain
- 11 working long hours
- 12 clever sense of humour
- 13 obsession with property values
- 14 road rage
- 15 being proud of where we live
- 16 not saying what we mean
- 17 the ability to laugh at ourselves
- 18 jealousy of wealth and success
- 19 being overly polite
- 20 an inability to express our emotions
- 21 love of rambling through the countryside
- 22 leaving things to the last minute
- 23 keeping our homes neat and tidy
- 24 achieving against all odds



## SPEAKING

1 What examples of international collaboration can you think of? How successful were they? Think about emergencies and disasters, space programmes, scientific research, etc.

## READING

2a Read the article opposite quickly. Work with a partner and discuss whether you agree with the title. Give reasons for your answer.

2b Read the article again. Are the sentences true, false or not given?

- 1 CERN was originally a Swiss/French laboratory.
- 2 CERN has four main experiments.
- 3 People often work long hours at CERN.
- 4 Most people at CERN seem very happy with their family and social life.
- 5 People have very specific jobs at CERN.
- 6 CERN is organised with traditional structures.

3a **Word sets** Find words in the article which are connected with:

- 1 passion.
- 2 speed.
- 3 working together.

3b Work with a partner and compare your answers.

4 Work in groups and discuss the questions.

- 1 Which information about CERN did you find most interesting? Why?
- 2 The work at CERN requires huge international investment. Do you think this money is well spent?

## GRAMMAR

## SUBORDINATE CLAUSES

5a Look at the title of the article and answer the questions.

(Part A) *After the Higgs hype*, (Part B) *CERN still has as much purpose and passion as ever*.

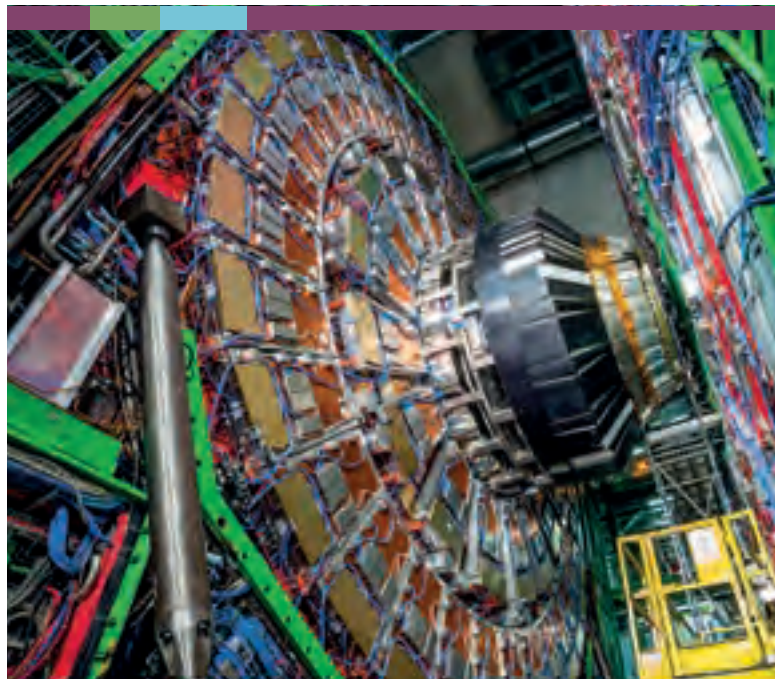
Which part (A or B):

- 1 does not make sense on its own?
- 2 is a main clause?
- 3 is a subordinate clause?

5b Look at four more sentences from the article and identify the subordinate clause in each sentence.

- 1 As the tram trundles through the suburbs of Geneva, a huge lit-up globe lets me know I have arrived at CERN.
- 2 Under my feet are the colliders and detectors that are helping us understand what the universe is actually made of.
- 3 Scientists whose countries are in conflict work together.
- 4 Even someone like me, who is not really up to speed on quarks, strangeness, mass and gluons, can pick up this terrific buzz.

→ Language reference and extra practice, pages 130–131



## After the Higgs hype, CERN still has as much purpose and passion as ever

**You don't need to be a scientist to appreciate the excitement and sense of discovery that pervades CERN, the world's great mecca of particle physics. But what's it like to live and work there?**

As the tram trundles through the suburbs of Geneva, a huge lit-up globe lets me know I have arrived at CERN (the European Organisation for Nuclear Research). Most of it looks like a fairly undistinguished campus. 'The money has not been spent on the buildings,' I am repeatedly told. 'The money is all underground.' Underground, of course, are the tunnels where beams of light are smashed into each other. Under my feet are the colliders and detectors that are helping us understand what the universe is actually made of.

CERN, indeed physics itself, has entered popular consciousness in recent years. Geeks are pretty cool and theoretical physics has replaced philosophy as a signifier of intellectual prowess. I have been wondering about CERN since seeing hordes of people cheering when the announcements about the Higgs boson were made and a recalcitrant Peter Higgs getting the Nobel Prize.

CERN, founded in 1954, has twenty member states, with many other countries cooperating. The atmosphere is collegiate but blokey. The ratio of men to women is about 80:20. The problem seems to be getting women into apprenticeships. Once in, though, there appears to be less of an old boys' network than in many professions. 'As long as you drink coffee, you are in.'

Most people here have four or five languages. CERN employs 2,000 people, but another 10,000 pass through, working on the four main experiments (AMS, CMS, Atlas and LHC).

To live here requires commitment – the surrounding villages either in France or Switzerland are expensive. But it soon becomes clear that people are here for the work and the line between work and leisure is permeable. They often work sixteen hours a day – because they want to.

When I ask most people what they have given up to be at CERN, they look bewildered. It seems a love of physics goes hand in hand with a love of skiing and snowboarding. They love the fact their children are in local schools and are bilingual.

Right across CERN there is movement between different roles: physicists become engineers. Everyone on an experiment will do overnight shifts in the control room. All this produces a less hierarchical way of working.

It is this flattening out of traditional structures that makes this place special, as well as the daily and huge international cooperation. Scientists whose countries are in conflict work together. The fact that the director is well paid, but not on a mega CEO/banker-type salary, helps this sense of common purpose.

I have never been anywhere where I felt such a sense of shared purpose. It is in the canteen at lunchtime, where folk whizz about with trays of food and seemingly no system, as if they were crazed particles themselves, so that one fears a collision. But there is none – just this sense of charged intensity. People talk passionately in every tongue about the problems they are solving. Everywhere one feels these minds working collectively and intently and even someone like me, who is not really up to speed on quarks, strangeness, mass and gluons, can pick up this terrific buzz.



### 6a Join the sentences. Use the words in brackets.

- The scientists use video conferencing facilities. The scientists work together from their labs all over the world. (in order to)
- The main CERN site has a large computer centre. The computer centre contains very powerful data-processing facilities. (which)
- CERN is currently famous for the Large Hadron Collider. CERN also gained prestige through its connection with the beginnings of the World Wide Web. (although)
- In March 2013, CERN made an announcement. They said, 'We confirm that we have discovered the Higgs boson particle'. (announced that)
- The system was shut down on 19 September 2008. A magnet was found to be faulty. (when)
- Peter Higgs' Nobel Prize in physics was controversial. Several other physicists were also responsible for developing the mechanism to predict a particle. (because)
- You could make a personal visit to CERN. You will get a better understanding of its work culture and values. (if)

### 6b Match your sentences from Exercise 6a with these types of clauses.

- |                      |                   |
|----------------------|-------------------|
| a clause or reason   | e clause of time  |
| b conditional clause | f reported speech |
| c clause of contrast | g relative clause |
| d clause of purpose  |                   |

## VOCABULARY AND SPEAKING

### 7a Work in groups and try to work out what these abbreviations for international organisations stand for.

- 1 IMF    2 IOC    3 UNESCO

### 7b 3.1 Listen and check your answers. Then look at Audio script 3.1 on page 168 and check again.

### 7c Work in groups and choose words from the box to write what the abbreviations for international organisations stand for. You can use some words more than once.

administration	aeronautics	Asian	association	Atlantic
aviation	civil	countries	European	exporting
international	national	nations	north	organisation
petroleum	south-east	space	trade	treaty
				union
				world

- |        |         |       |        |
|--------|---------|-------|--------|
| 1 WHO  | 3 ASEAN | 5 EU  | 7 ICAO |
| 2 OPEC | 4 NATO  | 6 WTO | 8 NASA |

### 8a What functions do the organisations in Exercise 7c perform?

### 8b Prioritising Which organisations are the most important? What are the reasons why you prioritised as you did? Work in groups and discuss your ideas.

## WRITING

### 9 Write a short paragraph about one of the organisations in Exercise 7c. Include subordinate clauses.



### MEET THE EXPERT

Watch an interview with Brendan Paddy from the Disasters Emergency Committee, about international aid.

Turn to page 151 for video activities.



## SPEAKING AND READING

**1** What are the three most/least desirable characteristics in an ambassador? Choose from the words in the box.

aloof analytical articulate assertive charming  
committed corrupt devious dignified  
diligent energetic good at solving problems  
impulsive indiscrete observant outgoing  
passionate provocative respectful sensitive  
strong stuffy willing to learn

**2** Read the extracts from interviews with ambassadors. Which of the characteristics from Exercise 1 are mentioned?

## Ambassador Wang

**A Q:** \_\_\_\_\_

**A:** I'm a career diplomat. I had been engaged in diplomatic work for more than twenty years before becoming an ambassador.

A rich diplomatic practice is an excellent way to prepare for being an ambassador. What you study in college does not matter much in determining whether you become an ambassador. The important thing is whether you can develop yourself and acquire certain necessary skills, such as thorough observation, in-depth thinking and analysis, and being good at discovering and solving problems.

**B Q:** \_\_\_\_\_

**A:** Being strong and healthy is very important as an ambassador. You must be able to endure the long meetings and conferences at the United Nations and be energetic all the time. It is a great honour to be an ambassador. I'm very proud to represent a country that is the birthplace of a 5,000-year-old civilisation, now home to one-fifth of the world's population and whose economy has been developing at a rapid pace over the past two decades, which is rarely seen in the world today.

**C Q:** \_\_\_\_\_

**A:** One's knowledge is always limited, no matter how intelligent one is. There are 193 member states in the United Nations. Each country has its own different history and culture. So it is hard to know each culture very well. But I think the important thing is to be modest and eager to learn when you get along with people from a different culture. When you respect others and treat them as equals, you will surely be respected and find it easy to make friends.



## Ambassador Bristol

**D Q:** \_\_\_\_\_

**A:** All independent countries of the world seek to foster good relations with each other and for that reason they appoint citizens to represent the country's interests abroad. For the most part, all nations have the same interests – trade, national security, health, education and so on. But not all of them share the same point of view. This is where an ambassador is called upon to be a diplomat – to be sensitive in her handling of discussions and negotiations on matters which could be of vital interest to her country, while being careful to maintain good relations between her country and others.

**E Q:** \_\_\_\_\_

**A:** Being an ambassador is a job about relationships, so one of the most obvious qualities would be an outgoing personality – someone who is charming, articulate and can think quickly on her feet. Being willing to learn constantly is another very important quality. Representing a small nation brings its own degree of difficulty, so an ambassador for such a nation, like my own Grenada, has also to know how to balance sensitivity to the positions of others while being assertive of her own country's interests. Presenting yourself with dignity and poise – without being stuffy – is indispensable for creating the kind of impression that commands respectful attention. Need I add committed, passionate and diligent?

**F Q:** \_\_\_\_\_

**A:** There is very little not to enjoy about serving one's country and fellow citizens. The reward of assisting others on an individual basis, raising your country's profile within the community of nations or delivering an international agreement that boosts your national economy, gives an ambassador immeasurable satisfaction.



**3** Read the extracts again. Match the questions (1–6) with the ambassadors' answers (A–F).

- 1 What steps did you take to become an ambassador?
- 2 What personal qualities do you need?
- 3 What is the job of an ambassador?
- 4 I would really be interested in knowing what it is like to be an ambassador. You must get very stressed out. Do you often get sick?
- 5 What did you most/least enjoy about being an ambassador?
- 6 How do you know what the proper etiquette is when dealing with different cultures?

**4** What was most surprising about the ambassadors' answers?

## VOCABULARY

### INTERNATIONAL RELATIONS

**5a** Match words from box A with words from box B to make as many collocations about the world of diplomacy as possible.

A cultural diplomatic international overseas summit

B awareness conflict community crisis immunity incident meeting negotiations posting

**5b** Write your own sentences using some of the collocations in Exercise 5a.

## LISTENING

**6a** **3.2** An ambassador's partner often accompanies his/her wife/husband on overseas postings. Listen to an excerpt from a radio interview in which an ambassador's wife talks about her life. How do you think the speaker feels about her role as the partner of an ambassador?

**6b** Listen again and make notes under these headings.

- Problems with overseas postings
- Regrets

**6c** **Inferring attitude** *Inferring* means 'reaching a conclusion based on reasoning and what you already know, rather than explicit statements'. Based on what you know about Elizabeth, what do you think she would like about a more regular life in one place? What would she miss about her current roaming lifestyle?

**6d** What would you enjoy/dislike about moving from country to country or staying in one place?

## GRAMMAR

### MODAL PERFECT

**7a** **3.3** Listen to the extracts from the interview in Exercise 6a and complete the sentences.

- I know I \_\_\_\_\_ some Russian before we went out there, but I didn't have time.
- I suppose I \_\_\_\_\_ a local Russian to give me lessons, but I just didn't have the motivation at that point.

**7b** Look at sentences 1 and 2 in Exercise 7a and at sentences 3–6 below. Match them with functions a–g. Some sentences may go with more than one function.

- The Ambassador needn't have gone through customs.
- You ought to have mentioned that earlier.
- The Ambassador can't have written this.
- She must have lost her passport.

- |                 |                        |
|-----------------|------------------------|
| a possibility   | e absence of necessity |
| b certainty     | f necessity            |
| c impossibility | g regret               |
| d criticism     |                        |

**8** Answer the questions about the sentences in Exercises 7a and 7b.

- Which sentences refer to things that did happen?
- Which sentences refer to things that did not happen?
- In which sentences don't we know?

→ Language reference and extra practice, pages 130–131

**9** Rewrite the sentences using modals. Sometimes more than one answer is possible.

- I'm sure you left your passport on the plane.  
*You must have left your passport on the plane.*
- He was wrong not to pass on the information to the president.
- I'm sure the ambassador didn't say that.
- I finished the report by 5 p.m., but it wasn't necessary.
- It wasn't necessary for me to tell the head of security.
- Maybe the ambassador missed the plane.
- It was a mistake for us to leave the ambassador's reception.
- I'm sure the ambassador enjoyed the reception.

## SPEAKING

**10a** Work in groups. You are all part of the organising committee for a diplomatic reception that was a disaster. Make a list of all the things that went wrong (e.g. the catering, the guest list, an embarrassing incident, cultural mistakes, entertainment).

**10b** Criticise each other using *should have*, *shouldn't have*, *ought to have*, *ought not to have*.

*You should have sent out more invitations.*





## SITUATION

Four days ago, the oil tanker *Poseidon Marquis* was travelling a few kilometres off the coast of Northern Africa when there was an unexpected explosion in its engine room. The tanker's hull was damaged and a huge amount of oil spilled into the sea. The oil slick covers over 200 km<sup>2</sup> and is spreading all the time. The oil spill will have an immediate harmful impact on the coasts of Libya, Egypt and Algeria and will, in the longer term, affect other Mediterranean countries unless swift action is taken.

**1** Read the situation. Work with a partner and list some harmful effects which will probably result from the oil spill.

**2** Read some comments by various people who will be affected by the oil spill and answer these questions.

- 1 Do the comments match the harmful effects that you listed in Exercise 1?
- 2 Which are the three most serious effects, in your opinion? Give reasons for your answer.

**1** 'It could take ten years for the coastline to recover. We'll need to bring in a number of international organisations to provide help, expertise and finance. We've no experience of dealing with this type of problem. Our country does not have the capacity to deal with a disaster of this magnitude.'  
(Minister of the Environment)

**2** 'There'll be no fishing along the coast for some time. There'll be no fish to catch. Many of us will lose our jobs.'  
(a local fisherman)

**3** 'The effect of the oil slick on marine life will be devastating.'  
(Representative – International Wildlife Association)

**4** 'The spill could cause a dramatic increase in cancers and other diseases in the affected areas.'  
(a local medical officer)

**5** 'The cost of dealing with the damage could bankrupt the Poseidon Oil Company.'  
(a local resident)

**6** 'Newspaper reporting of the oil slick will obviously have a negative impact on our tourism industry.'  
(Minister for Tourism)

**7** 'It's probably the most beautiful beach on the coastline. Now it's covered with oil. I wouldn't dream of taking the children there – they'd probably start playing with it!'  
(a local resident)

**8** 'The spill will do irreparable damage to our reputation as an ethical oil company if we don't act quickly to clean up the sea.'  
(Director, Poseidon Oil Company)

**9** 'This will result in massive unemployment for workers who depend on coastal activities.'  
(a financial journalist)

**10** 'The international lawyers will be happy – they'll make a fortune from this disaster.'  
(a company director)



## THE OIL SPILL CRISIS

## KEY LANGUAGE

STATING OBJECTIVES, GIVING STRONG ADVICE

**3a** **3.4** Listen to a conversation between the Chairperson of the Poseidon Oil Company, Julia Leiterman, and a United Nations official. What major objectives does the Chairperson mention in the conversation?

**3b** Listen again. Tick the expressions the speakers use to state objectives.

- 1 Our main objective now is to develop a strategy ...
- 2 Your target must be to contain the oil spill.
- 3 So one of our main goals will be to involve the international community.
- 4 That should be a key objective ...
- 5 We would like to set up regular meetings.

**3c** Look at Audio script 3.4 on page 168 and find expressions the speakers use to give strong advice.

## TASK

DEVISING AN ACTION PLAN

**4** Work in groups and make a list of the action (short- and long-term) that must be taken to deal with the oil spill.

*The company must raise money to finance the work of the clean-up operation.*

**5a** Work in two new groups, A and B. Look at your lists from Exercise 4 and work out an action plan to deal with the oil spill. The action plan will be presented at a forthcoming press conference. It should have three phases.

**Phase 1:** action to be taken in the next month

**Phase 2:** action to be taken in the next three months

**Phase 3:** action to be taken in the next year

In Phase 1, you should include only the action which you think should be prioritised (i.e. the company needs to take urgent action within a month).

**5b** Present your action plans to each other.

**6a** As a class, agree on a joint action plan, which the Chairperson will present at the press conference.

**6b** Discuss who will carry out each action in your plan and who should pay for its cost.

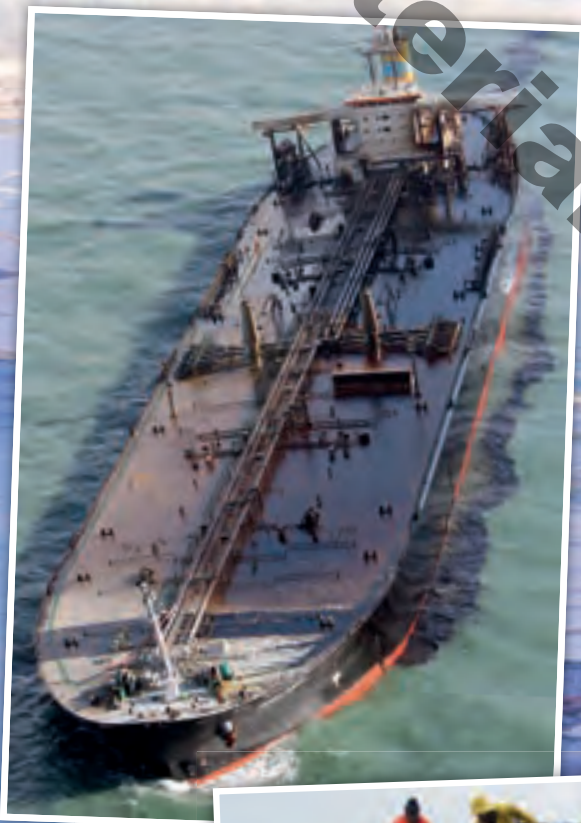
## USEFUL PHRASES

## Accepting

That sounds like a good idea.  
I think it's the right way to go.  
Yes, it's the best way forward.

## Rejecting

I'm not sure it's the right thing to do.  
I'm afraid I don't think it'll work.  
I don't think it's feasible.





## STUDY SKILLS

## ACTIVE LISTENING

## 1 Complete the text with the words in the box.

careful      conscious      distracted      total

The best way to improve your listening skills is to practise active listening. Active listening requires you to make a <sup>1</sup> \_\_\_\_\_ effort to hear not only the words that someone speaks, but also to try to understand the <sup>2</sup> \_\_\_\_\_ message being sent. To do this, you must pay <sup>3</sup> \_\_\_\_\_ attention to the speaker and not be <sup>4</sup> \_\_\_\_\_.

## 2a Prepare a two-minute talk on this topic.

In which overseas country would you like to spend a year studying or working? Give reasons for your answer.

## 2b Work with a partner. Listen to each other's talk and take notes. Give an oral summary of your partner's talk. Your partner listens and corrects any incorrect information.

## 3 Work with a partner and discuss.

- 1 Were your oral summaries completely accurate/almost accurate/inaccurate?
- 2 If it was not very accurate, what do you think was the reason?
- 3 What kind of verbal/non-verbal signals did you give to show you were listening (e.g. nodding your head)?
- 4 Did you interrupt your partner at any time during the presentation? If so, why?
- 5 Did you concentrate throughout?

## 4a What do you understand by the term 'active listening'? Work in groups and discuss the ways in which you show that you are an active listener.

## 4b Make a list of the criteria you will use later to assess your own ability to listen actively.

## 4c 3.5 Listen to a trainer from a communication skills course giving a short lecture on how to become an active listener. Make notes under these headings.

- Focus on the speaker's message
- Show that you are listening
- Give feedback
- Don't interrupt
- Respond positively

## 4d Work with a partner and compare your notes.

## 5a Prepare a three-minute talk on one of these topics.

- 1 An international leader, living or dead, that you particularly admire. Say what he/she has accomplished and explain why you admire him/her.
- 2 An international organisation that you particularly admire. Say what it has accomplished and explain why you admire it.

## 5b Work with a partner and listen to each other's talks.

## 5c Give your partner feedback on his/her ability to be a good listener. Give reasons for your evaluation.

## WRITING SKILLS

## A SPEECH

## 6 Skilled speakers use stylistic devices to help make a speech more interesting, lively and memorable. Match the stylistic devices (1–6) with the extracts from some speeches (a–f).

- 1 **Tripling:** Three words or phrases which follow each other, so that they make an impact.
- 2 **Metaphor:** Comparing two things in a figurative sense.
- 3 **Rhetorical questions:** Questions a speaker asks, but doesn't answer directly. Often used to persuade or emphasise.
- 4 **Repetition:** Words or phrases that recur throughout a speech to emphasise facts or ideas.
- 5 **Alliteration:** Repetition of an initial consonant sound. The consonant is usually repeated in two words which come together, but sometimes in words that are not next to each other.
- 6 **Antithesis:** Emphasising the contrast between two ideas. Often a similar structure is used.

a *That's one small step for man, one giant leap for mankind.* Neil Armstrong, 1969

b *America's faith in freedom and democracy was a rock in a raging sea.* George W. Bush, 2001

c *Marriage is a wonderful institution, but who would want to live in an institution?* anonymous

d *Anyone who trades liberty for security deserves neither liberty nor security.* Benjamin Franklin, 1739

e *A man touched down on the moon, a wall came down in Berlin, a world was connected by our own science and imagination.* Barack Obama, 2008

f *For me, 'revolution' simply means 'radical change'.* Aung San Suu Kyi, 2010

## 7a Read a short, critical speech about the United Nations which will be made to a group of university students. Make notes about the speaker's main points.

## 7b Work in groups and think of arguments why the United Nations plays an effective role in international affairs. Make notes. If you have time, research the topic on the internet.

## 8a Use your notes and research to write a persuasive speech presenting the work of the United Nations in a positive light.

## 8b Work with a partner and take turns to deliver your speech. Imagine that your audience is a group of university undergraduates.

“

May I start by thanking the President of your society for inviting me to talk on the topic 'How effective is the United Nations in International Affairs?'

I'm afraid I'm going to disappoint many of you when I address this question since I believe the United Nations has been largely ineffective, unimaginative and powerless since it was set up in 1945.

What were the main aims of the United Nations Charter? Surely, they were to create an organisation which would stop wars and create harmony among nations through cooperation, tolerance and fairness. Have they succeeded in those aims? The answer, in my view, is emphatically 'no'.

Since the United Nations was founded, there have been more, not fewer, wars than previously and its debates, resolutions and peacekeeping operations have not done nearly enough to prevent wars and conflicts. Let me give you some striking examples.

The United Nations failed to prevent the genocide of one million people in Rwanda in 1994. It failed also to prevent genocide in Darfur. It failed again to intervene in the Second Congo War. Are further examples necessary to illustrate the inability of the UN to deploy its forces where and when they are needed?

The Security Council, the organisation's main decision-making body, is an undemocratic body and can be likened to a tiger with neither teeth nor claws. It is composed of five permanent members (Russia, China, the UK, the USA and France), all of whom have vested interests, and it excludes powerful nations such as India, which has over a billion people. Because of the power of veto granted to its members, it is often powerless to take action in times of international crisis.

Likewise, in the area of disarmament, the UN has been far from impressive. It has failed to stop the proliferation of arms trading around the world and it has been unable to stop powerful nations developing weapons of mass destruction.

The UN is an incredibly expensive institution to maintain and is extremely bureaucratic. Its staff live well, pay no taxes and have no incentive, therefore, to reform the inefficient organisation.

There is an urgent need to reform the United Nations if it is to be an effective organisation. The answer is probably to place less emphasis on its peacekeeping mission and to focus more on its humanitarian work. The UN can provide invaluable support when responding to natural and man-made disasters, such as droughts, earthquakes and food shortages.

I've presented the United Nations in a poor light to you, but I can assure you I'm simply reflecting many people's opinions. The United Nations, in its present form, is totally unable to achieve its objectives.

”





## GRAMMAR

## G1 SUBORDINATE CLAUSES

A sentence consists of one or more clauses. These may simply be two main clauses, joined by *and*, *but* or *or*.

The contract was signed by all parties **and** the meeting ended.

*The contract was signed* and *the meeting ended* are two main clauses.

A sentence often consists of a main clause and a subordinate clause, joined by a subordinating conjunction such as *when*, *because*, *although*, *if*.

Many people couldn't get to the conference **because** the train drivers were on strike.

When subordinate clauses begin sentences, they are often separated by commas.

If you're ever in Geneva, let's visit CERN.

Let's visit Cern if you're ever in Geneva.

Commas are not used before 'that' clauses.

It's quite natural that you should be concerned about the LHC experiments.

A main clause can stand by itself. In the second example above, *Many people couldn't get to the conference* makes sense on its own.

A subordinate clause can't stand by itself: *because the train drivers were on strike* only makes sense when the main clause completes the meaning.

Subordinate clauses are dependent on a main clause; they often express a notion that explains or completes something in the main clause, e.g. a reason or a condition.

- cause/reason (*because*, *as*, *since*)
- result (*so*)
- condition (*if*, *unless*, *provided*)
- purpose (*to*, *so that*)
- time (*before*, *when*, *while*)
- relative (*who*, *which*)
- reported speech (*that*)

## G2 MODAL PERFECT

A modal perfect is a modal verb + *have* + past participle.

Use *must/can't/couldn't have* + past participle to express certainty about something in the past.

He **must have been** really happy when he found out his exam result.

She **can't have arrived** – her coat isn't here.

Marcel **couldn't have written** this – his English isn't good enough.

! The opposite of *must have done* is *can't/couldn't have done*. It expresses impossibility.

Use *may/might/could have* + past participle to express a degree of possibility in the past.

They **might have cancelled** the class – there was no one there.

I **could have finished** my degree but I was too lazy.

Use *should/ought to have* + past participle to express past necessity or criticism.

You really **shouldn't have missed** the exam.

We **ought to have called** your family in advance – they might not be in.

This can also express regret.

I **should have taken** the job they offered me; I'd be a director by now.

Use *needn't have* + past participle to say that we did something, but it turned out not to be necessary or there was no obligation.

I booked the tickets in advance but I **needn't have done** so as there were lots of empty seats.

'I've brought an umbrella for you too.' 'Oh, you **needn't have done** that. I've got my own.'

! Compare with *didn't need to* + infinitive. When we use this, we don't know whether the action happened or not.

We **didn't need to book** tickets as the concert wasn't very popular.

## KEY LANGUAGE

## KL1 STATING OBJECTIVES

Our main objective is to ...

One of our main goals will be to ...

Your priority is to ...

Your target must be to ...

We aim (also) to ...

We would like to ...

That/X should be a key objective.

## KL2 GIVING STRONG ADVICE

It would be advisable for you to ...

I think you ought to ...

It's essential to .../It's vital that you ...

I'd strongly advise you to ...

I strongly recommend you to ...

I urge you to ...

## VOCABULARY

## V1 DEPENDENT PREPOSITIONS

ability to, fascination with, great at, love of, obsession with, passion for, proud of, reluctance to

## V2 ADJECTIVES OF CHARACTER

aloof, charismatic, cultured, devious, dogmatic, emotional, hospitable, meticulous, pragmatic, self-effacing

## V3 INTERNATIONAL RELATIONS

cultural awareness

diplomatic meeting/immunity/posting/crisis/negotiations/incident

international meeting/conflict/awareness/posting/community/crisis/negotiations/incident

overseas conflict/posting/community/crisis/incident summit meeting/negotiations

**G1 1** Join the sentences using the words in brackets. Make any other changes necessary.

- 1 Alex joined the diplomatic service. She wanted to live in different countries. (so that)
- 2 The people were very disillusioned. The election turnout was extremely low. (because)
- 3 The most successful candidate was the young woman. She had the best qualifications. (who)
- 4 I left university last June. I didn't get a permanent job until April this year. (but)
- 5 The police searched for some conclusive evidence. The suspect was questioned. (while)
- 6 The people in this city are very welcoming. You must respect their desire for privacy. (provided)

**G2 2** Read the situations and complete the sentences (a–e) using modal verbs.

- 1 Robert has never had very much money. He doesn't have a very good job and he hasn't got many qualifications. Suddenly he started spending a lot of money and buying expensive things, and then it stopped.
  - a He \_\_\_\_\_ got a better job because he isn't well qualified and because the spending stopped.
  - b He \_\_\_\_\_ come into money somehow.
  - c He \_\_\_\_\_ won the lottery.
  - d He \_\_\_\_\_ inherited money from a relative.
  - e He \_\_\_\_\_ spent it all so fast – he \_\_\_\_\_ saved some for the future.
- 2 You are going to a concert with some friends and you want to eat first. Your friend Jo is late, so you find a restaurant but don't have time to eat much because you're late for the concert. You rush to get there, only to find that the concert is cancelled.
  - a Jo \_\_\_\_\_ arrived late – she knew we wanted to eat.
  - b We \_\_\_\_\_ rushed to get to the concert after all.
  - c We \_\_\_\_\_ spent more time over the meal and enjoyed ourselves more.
  - d The concert hall \_\_\_\_\_ sent a message to our mobile phones.
  - e Someone in the band \_\_\_\_\_ fallen ill suddenly to cancel the concert at short notice.

**KL 3** Complete the conversation. Write one word in each gap.

- A: We want to run a new course on cultural awareness. Our main <sup>1</sup> \_\_\_\_\_ is to get the students to appreciate differences.
- B: That's very laudable. I think you <sup>2</sup> \_\_\_\_\_ to consider the content carefully though.

A: Oh yes. We <sup>3</sup> \_\_\_\_\_ to read a lot about it over the summer.

B: And I'd <sup>4</sup> \_\_\_\_\_ advise you to tread carefully – people get upset about this kind of thing.

A: We know. One of our main <sup>5</sup> \_\_\_\_\_ will be to reduce people's over-sensitivity. We want to get some good guest lecturers in.

B: Yes, that should be a key <sup>6</sup> \_\_\_\_\_. Well, good luck!

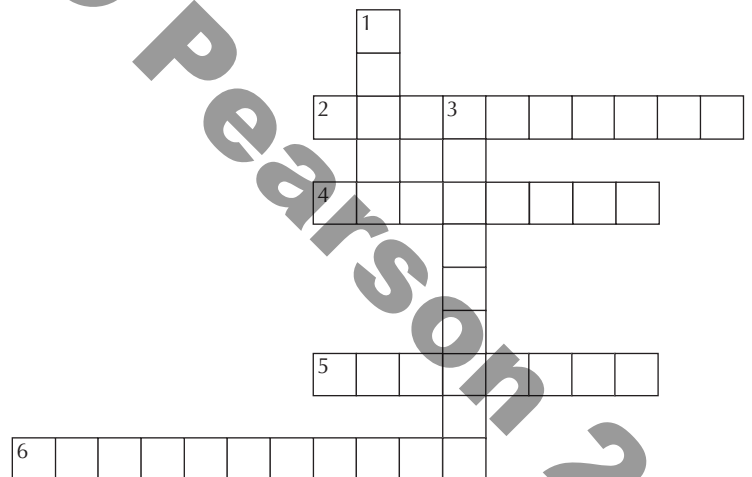
**V1,3 4** Complete the sentences with the words in the boxes. Use one word from each box in each gap.

cultural    fascination    international    overseas  
proud    reluctance

awareness    of    postings    relations    to    with

- 1 My father was in the diplomatic service and had lots of \_\_\_\_\_ to interesting places.
- 2 I've always had a great \_\_\_\_\_ insects.
- 3 Many American people have a(n) \_\_\_\_\_ travel outside their own country.
- 4 Living in a multicultural environment, it's important to have good \_\_\_\_\_.
- 5 It's fine to be \_\_\_\_\_ one's country and its achievements, without being jingoistic.
- 6 In today's globalised world, \_\_\_\_\_ are more important than ever.

**V2 5** Complete the puzzle with adjectives. Use the clues to help you.



- 1 cold and distant, not friendly
- 2 friendly, welcoming and generous
- 3 someone who is sensible and practical
- 4 someone who is self-\_\_\_\_\_ does not push themselves forward
- 5 interested in art, music, literature, etc.
- 6 having a natural ability to attract, interest and impress other people





# MEET THE EXPERT

## 1 EDUCATION AND EMPLOYMENT

**1** You are going to watch an interview with Helen Kempster, a careers consultant. Before you watch, work with a partner and discuss the questions.

- 1 In what ways do you think Helen helps people find a job?
- 2 What do you think are the best ways of preparing for a job interview?

**2** **1** Watch the interview and number the topics Helen discusses in the order she talks about them.

- a what's important when writing a CV
- b different ways she helps people find a job
- c two main types of interview questions
- d her most important advice for people looking for work
- e how to prepare for an interview

**3** Watch the interview again. Are the statements true (T) or false (F)?

- 1 The Careers Group only finds jobs for people who have recently graduated.
- 2 Helen helps create specialised training programmes within academic departments.
- 3 The most important thing for people with little experience is how they look.
- 4 You should create just one CV with all your skills and experience and use this for each job application.
- 5 You should prepare how you are going to answer certain questions in an interview.
- 6 Interview questions are based around what you can offer the company and your reasons for applying for the job.
- 7 Competency-based questions use example situations to test your problem-solving abilities.
- 8 When preparing for an interview, you need to do more than just finding out what the company does.

**4a** Match the competency-based questions with the skills in the box that they are asking about.

creativity	flexibility	independence
leadership	teamwork	

- 1 Tell us about a situation in which you developed a new way of doing something.
- 2 Tell us about a time when you worked with a group of people to solve a problem.
- 3 Describe a situation in which you had to guide a group of people to success. What did you do to motivate them?
- 4 Describe a situation in which you had to change the way you were doing something. What did you change and how did it improve the situation?
- 5 Tell us about a time when you went against the usual way of doing things. Why did you feel this was necessary?

**4b** Choose one of the questions in Exercise 4a and prepare your own answer to it.

**4c** Work with a partner and share your answers.

## 2 TOURISM AND CONSERVATION

**1a** Read the description of Lonely Planet and answer the questions.

**Lonely Planet** is the most successful publisher of travel guides in the world. Founded in the 1970s with just one 94-page guide for budget travellers in Asia, it now produces guidebooks and apps for destinations in 195 countries, in nine different languages.



- 1 What qualities do you think Lonely Planet looks for in their writers?
- 2 What type of information do you think Lonely Planet guidebooks offer?
- 3 What do you think are the benefits of travel, according to Lonely Planet?

**1b** **2** Watch an interview with Noirin Hegarty, the Managing Destination Editor for Lonely Planet, and check your answers.

**2** Watch the interview again and choose the correct answer (a, b, or c).

- 1 What is Lonely Planet's target market?
  - a adventurous travellers on a budget
  - b people going on short trips
  - c all types of travellers
- 2 Which type of information is not mentioned as something Lonely Planet provides?
  - a planning your trip
  - b tips on finding work while travelling
  - c what to do if you have a problem
- 3 Researching a book involves
  - a one author and one editor.
  - b an author travelling for three to nine weeks.
  - c using Lonely Planet's contacts to arrange accommodation for authors.
- 4 What does Noirin say about collecting information?
  - a They only look at new destinations.
  - b They allocate more time and money to lesser-known destinations.
  - c It's an ongoing, year-round process.
- 5 How does Lonely Planet deal with the impact of mass tourism?
  - a It won't provide information on some activities, such as dolphin tours.
  - b It aims to show both sides of the story and let the reader decide.
  - c It avoids recommending places which are not currently tourist attractions.

### 3 Work in small groups and discuss the questions.

- 1 Do you agree that travel is a force for good? Why?/Why not?
- 2 How can we practise responsible tourism? Make a list of things a responsible tourist does.

## 3 INTERNATIONAL RELATIONS

1 You are going to watch an interview with Brendan Paddy, Head of Communications for the Disasters Emergency Committee (DEC). Before you watch, work with a partner and discuss the questions.

- 1 What do you think the DEC does?
- 2 What do you think Brendan's job involves?
- 3 What difficulties do you think the DEC faces?

2 3 Watch the interview and tick the four topics Brendan talks about. Were your ideas from Exercise 1 correct?

- 1 Where he works
- 2 What his job involves
- 3 Successful international collaboration
- 4 Political problems
- 5 Common misconceptions about international aid
- 6 What he doesn't like about his job
- 7 What he likes about his job

3a Work in two groups. Watch the video again and make notes on the questions below.

#### Group A

- 1 What's the most important thing for Brendan when communicating with the public?
- 2 What types of local organisations do their member agencies work with?
- 3 In what situation is it especially important to involve local people in the project?
- 4 What two things make Brendan's job difficult sometimes?

#### Group B

- 1 What channels of communication does Brendan use when communicating with the public?
- 2 What's the most important starting point when dealing with cultural differences?
- 3 What are the benefits of buying things locally rather than shipping them from abroad, according to Brendan?
- 4 What impresses Brendan about people who have been affected by tragedies?

3b Compare your notes with other students in your group.

3c Work with a partner from the other group and share your information.

4 Work in small groups and discuss the questions.

- 1 How can other countries help those affected by disasters, apart from by sending money?
- 2 Would you like to work for an international aid agency? Why?/Why not?

## 4 HEALTH AND CARE

1 You are going to watch an interview with Neil Shah, Director of the Stress Management Society. Before you watch, discuss the questions with a partner.

- 1 What are some stressful aspects of modern-day life which weren't around 20 or 30 years ago?
- 2 What attitudes do people have towards stress in your country?
- 3 What are some of the health issues which may be linked to stress?
- 4 What can you do to alleviate stress in your life?
- 5 What can companies do to manage the stress their employees face?

2 4 Watch the interview. How does Neil answer the questions in Exercise 1?

3a Without watching again, try to complete the notes.

- 1 Nowadays people aren't able to \_\_\_\_\_ with the amount of information they face every day.
- 2 Part of the problem is that we have to deal with \_\_\_\_\_ at the same time.
- 3 In western countries people face problems with a 'stiff \_\_\_\_\_'. They \_\_\_\_\_ their \_\_\_\_\_ up and carry on.
- 4 Eastern cultures have traditionally \_\_\_\_\_ well-being.
- 5 Stress leaves you open to illness as it harms your \_\_\_\_\_.
- 6 \_\_\_\_\_ is a good way to alleviate stress as it produces chemicals which make you feel happier and \_\_\_\_\_.
- 7 Employee morale, productivity, \_\_\_\_\_ and output are ways of measuring what's happening in an organisation.
- 8 A happy workforce will work harder, which means there's a direct \_\_\_\_\_ in making their lives less stressful.

3b Watch the interview again and check your answers.

4a Which of these situations would you find most stressful? Why?

- 1 You have important exams soon and you're exhausted from staying up late every night studying.
- 2 You are constantly distracted by notifications on social networks, emails and text messages. You find it difficult to focus on anything for very long and find it hard to switch off.
- 3 You manage a large team of people. Staff surveys reveal that many employees in your team are unhappy and feel they need more support.

4b Work in groups and discuss the questions.

- 1 What measures could you take to reduce the stress caused by the situations in Exercise 4a?
- 2 Have you been in any similar stressful situations? How did you cope?