

Документ подписан простой электронной подписью

Информация о владельце: **МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ**

ФИО: Романчук Иван Сергеевич

Должность: Ректор

Дата подписания: 02.05.2024 14:05:54

Уникальный про

6319edc2b582ffdacea443f01d5779368d0957ac34f5cd074d81181530452479

РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

ТЮМЕНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ИНСТИТУТ СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

О.А. Жеглова, А.Ю. Шевцова

Иностранный язык международного общения.

Учебно-методическое пособие для студентов направления

41.03.01 «Зарубежное регионоведение»

(Дидактические материалы для аудиторной и самостоятельной работы)

О.А. Жеглова, А.Ю. Шевцова. Иностранный язык международного общения. Учебно-методическое пособие для студентов направления 41.03.01 «Зарубежное регионоведение» (Дидактические материалы для аудиторной и самостоятельной работы). Тюмень, 2020. 74 с.

Content

Part I

Political Crimes

1.1. Introductory class	6
1.2. Micro Crimes	10
1.3. Watergate Scandal	13
1.4. Criminal Law: Felony vs. Misdemeanor	15
1.5. Tony Blaire – War Criminal	19
1.6. Miscarriage of Justice	22
1.7. Bribery and Corruption	28
1.8. Benefit Cheaters	31
Supplementary materials	37

PART II

TERRORISM

2.1. Introductory class: What is Terrorism?	41
2.2. Who the "Terrorists" are	44
2.3. Terrorist Faces	50
2.4. Terrorist Organizations	55
2.5. Bioterrorism	58
2.6. Social media and terrorism	63
2.7. Terrorism in Europe	67
Supplementary materials	73

Part I

Political Crimes

1.1. Introductory Class: Crime

I. Think and give all possible associations you have with the notion “Crime”. What is a political crime in your opinion?



II. Rank these with your partner. Put the most serious crimes at the top. Which of these crimes do you consider to be political?

- bank robbery
- espionage
- hacking\ eavesdropping
- arson
- human trafficking
- drug trafficking
- terrorism
- corruption/embezzlement
- sexual harassment

III. Legal Experts

1. Read and translate the terms in bold. Make sure you understand the difference.

US Legal System: Lawyers & Attorneys

Both nouns denote persons who practice law.

Lawyer is the general and most comprehensive term for one authorized to give legal advice to clients and to plead cases in a court of law. E.g. *She called her lawyer after the car accident.*

Attorney is often used interchangeably with ‘lawyer’; however, law experts would use this term in narrower senses. Namely: [1] a lawyer qualified to represent clients in legal proceedings, i.e. in court; [2] a legal agent for a client in the transaction of business. E.g. *Corporate attorneys negotiated the new contract;* [3] this term is used in the following expressions: **District Attorney (D.A.)** - the state

prosecuting officer in a specified judicial district; **Attorney General** - the chief lawyer in a state or of the government in the US.

UK Legal System: Solicitors & Barristers

In the English system, **solicitors** represent people and prepare their cases before they reach court. **Barristers** present and argue the cases in court.

2. Translate the words into Russian:

a magistrate	a Philadelphia lawyer
a judge	a hedge lawyer
a legal eagle	an ambulance chaser
a notary public/notary officer	a devil's advocate

3. Make up sentences (or a short situation) with any two words from tasks 1 and 2.

1. Put together this article from 'Today' by rearranging the sections. (The first section is a.)

A glamorous profession?

a. In the TV series *LA Law*, court-room drama is all in a day's work and full of captivating action. The reality in England is slightly different. Barristers spend many hours in court, but few cases are action-packed. And a solicitor's day is more likely to be spent reading out a will than solving a juicy murder.

b. But spokesman for the Bar Council Graham McMillan believes a life in law can be very glamorous. 'In higher courts you can get a lot of court-room drama, and barristers have to be very quick on their feet'...

c. Both careers take the same initial route – and only the cream of students need apply.

d. It's a fact unknown by people who, seduced by *LA Law*'s exciting plots, write into The Law Society's careers officer Jenny Goddard. "Things are very different here,'... says Jenny. 'A lot of people, though, do see the Crown Court as very

exciting. It's hard to generalize because there are so many different branches of the profession, from personal legal advice to selling your house.'

e. Solicitors do, however, present cases in magistrate's courts. Getting into the profession is not easy. There are only 70,000 solicitors in Britain, and 7,000 barristers – just over 1,000 of whom are women.

f. The main difference between British and American lawyers is that the US legal eagles are all-rounders who both prepare and present cases. Here, solicitors do the litigation (prepare the case) and barristers do the advocacy (present the case) in Crown Court and upwards.

IV. Prosecution and Defense

1. Read and translate the following words:

- | | |
|------------------------------|----------------------------------|
| - a subpoena | - to be found/declared mentally |
| - a trial | incompetent/unfit to stand trial |
| - a mistrial | - prosecution |
| - to go on trial/stand trial | - to bring a prosecution |
| - to give a fair trial | - a prosecutor/public prosecutor |
| - a plaintiff | - a D.A. |
| - a defendant | - a prosecution counsel |
| - a culprit | - a defense counsel |
| | - a defense lawyer/defender |

2. Read and translate the following sentences:

1. Paul McCartney's favorite restaurant faces prosecution over hygiene.
2. Mr. Bennet issued a formal statement saying, 'The District Attorney's office doesn't simply want to prosecute Clifford and Altman, it wants to destroy them.'
3. In the Jesuits murder case in El Salvador, defense and prosecution lawyers continue to argue their case.

4. The Democratic Party has claimed that in many cases defendants were not given access to defense lawyers, but Dr. Hale said that defense lawyers have worked on every case.

5. His lawyers have rejected a prosecution claim that he might try to leave the country. They say he wants to stand trial to prove his innocence so that he can return home.

6. Yesterday, as the trial entered its third week, counsel for the prosecution and defense made their final speeches.

V. Comment on the quotes:

“Poverty is the parent of revolution and crime.” — Aristotle

“For the powerful, crimes are those that others commit.” — Noam Chomsky

“There are crimes of passion and crimes of logic. The boundary between them is not clearly defined.” — Albert Camus

“To have once been a criminal is no disgrace. To remain a criminal is the disgrace” — Malcolm X

“Behind every successful fortune there is a crime.” — Mario Puzo, The Godfather

“Some people steal to stay alive, and some steal to feel alive. Simple as that.” — V.E. Schwab, A Darker Shade of Magic

1.2. Micro Crimes

<https://breakingnewsenglish.com/1610/161026-micro-crime-11.html>



I. Think and give your definition of a micro crime.

Are there any crimes that should not be punished for?

II. How bad are these micro crimes and why? What should the punishment be for them? Talk about them with your partner(s).

- Illegal downloading
- Lying about your age
- Not paying a train fare
- Refilling a drink without paying

- Eating fruit in a store without paying
- Speeding

III. *CRIMES: Rank these crimes with your partner. Put the worst crime at the top.*

- bank robbery
- blackmail
- cyber-bullying
- drugs possession
- corruption
- slander
- car theft
- house burglary

First Listening

IV. *TRUE / FALSE: Read the headline. Guess if the sentences below are true (T) or false (F).*

1. A report says there is a wave of micro crime in Britain.
2. Researchers were not surprised by their findings.
3. The report says three in four British people are hiding a criminal past.
4. The most common micro crime in Britain is related to tax.
5. The middle class commits more micro crimes than the working class.
6. Women commit more micro crimes than men.
7. The second most common micro crime was not paying for shopping bags.
8. Lying about your age to get a better deal is not a micro crime.

1. *SYNONYM MATCH: Match the following synonyms.*

- | | |
|-------------|----------------|
| 2. wave | 8. admitted |
| 3. findings | 9. figure |
| 4. expect | 10. slightly |
| 5. minor | 11. deal |
| 6. likely | a. owned up to |
| 7. commit | b. unimportant |

- c. a little
- d. think
- e. do
- f. flood

- g. bargain
- h. probable
- i. number
- j. discovery

Second Listening

V. GAP FILLING

Put these words into the spaces in the paragraph below.

<i>expect</i>	<i>wave</i>	<i>past</i>	<i>confessed</i>
<i>shocked</i>	<i>least</i>	<i>tax</i>	<i>research</i>

A new report from a British market (1) _____ company says there is a "(2) _____ of micro crime" in the country. Researchers from the organisation YouGov said they were (3) _____ by their findings. Matthew Smith, a data analyst at YouGov, said: "Looking around you, you probably wouldn't (4) _____ that three in every four people you see are [hiding] a criminal (5) _____. Yet that's exactly what is happening as new research...[shows] that as many as 74 per cent of British people are 'micro-criminals' – having [done] at (6) _____ one very minor or 'micro' crime." The most common crime (7) _____ to by the British public is paying someone cash for services, knowing that the person will not pay (8) _____ on it.

Put these words into the spaces in the paragraph below.

<i>admitted</i>	<i>likely</i>	<i>commonly</i>	<i>deal</i>
<i>figure</i>	<i>included</i>	<i>committed</i>	<i>fewer</i>

YouGov says that men and middle-class people were the most (9) _____ to commit these micro crimes. Researchers say 77 per cent of men and 71 per cent of women (10) _____ micro crimes. About 80 per cent of middle-class people (11) _____ to committing micro crimes while the (12) _____ was closer to 70 per cent for working-class people. The second-most (13) _____ committed crime was illegally downloading or streaming TV shows, movies or music. Slightly (14) _____ than 30 per cent of people said they had done this. Other micro crimes (15) _____ not paying for plastic bags in supermarkets, lying about your age to get a better (16) _____, and eating things in a supermarket without paying.

VI. ANSWER THE QUESTIONS:

1. How did the researchers feel about their findings?
2. What did the researchers say three in four British people were hiding?
3. How many micro crimes have 74% of British people done?
4. Which class of people were most likely to commit micro crimes?
5. What percentage of women committed micro crimes?
6. What is the second most common micro crime?
7. How often do people around you commit micro crimes?
8. What kind of micro crimes do people commit in your country?
9. Are you a criminal if you illegally download a song?
10. How easy is it to follow the law and not commit crimes?
11. Why do men commit more micro crimes than women?
12. Why do the middle class commit more crimes than the working class?
13. Who commits the most crimes in your country?
14. What crimes do you worry about in your country?
15. Is lying a crime?
16. What should the punishment be for micro crimes?
17. What things would you like to become a crime?
18. What questions would you like to ask a micro criminal?

1.3. Watergate Scandal

I. *Read and translate the words and phrases:*

- Illegal activities
- Re-elections
- Violate finance laws
- Political opponents
- To try to keep smth. secret
- To be charged with crime
- To admit one's guilt
- Security chief
- Find evidence
- Sabotage and spying against candidates
- Presidential nomination
- To remove the president from office
- Resignation
- Federal Bureau of Investigation
- To bring smth. into the open

First Listening

II. *TRUE / FALSE: Listen and say if the sentences below are true (T) or false (F).*

1. The Watergate scandal is the name given to illegal activities designed to help Washington citizens to get full voting rights.
2. About 100 people were charged with the crimes linked to Watergate.
3. Some high-level authorities admitted their guilt.
4. These activities became known as Watergate because Nixon and his supporters had their office in the Watergate building in Washington, D.C and they planned all the operation there.
5. No one could prove that people who worked for the president was involved into the scandal.
6. Presidential assistants tried to prevent spying and sabotage against candidates.

7. Later the tape with Nixon's voice was found. On this tape he was ordering his assistants to hide the evidence of illegal acts.
8. The President resigned because of two reporters who started the investigation.
9. "Deep Throat" was the President Security chief.
10. He helped the reporters because he had personal dislike for the President.

Second Listening

III. Answer the questions.

- 1) What was the Watergate scandal about? Why did it get this name?
- 2) Who was involved into the scandal?
- 3) What were the consequences of the Watergate?
- 4) How was the truth brought into the open? What evidence was found?
- 5) Why did reporters want to keep the name of their informatory secret?
- 6) What do you think about elections? Do you believe they really show "people's will"? Do you believe in fair elections?

IV. Present the text in a form of a dialogue between Nixon, his assistants and reporters.

For more information, consider the textbook "Insights into Politics and the Language of Politics" by Alecia Jioeva Chapter III, Unit 2 "Watergate: a Political Crime".

1.4. Criminal Law: Felony vs. Misdemeanor

I. In small groups discuss the following:

- What is criminal law?
- What is civil law, as opposed to criminal law?
- What types of criminal punishments do you know (there are four of them)?

II. Read and translate the following words and expressions from today's audio. Make your predictions about the contents of the audio.

- a penalty
- a crime punishable by death = a capital offense
- a state prison/a penitentiary
- a county/local jail
- to charge smb with a crime/bring formal charges against smb
- an infraction – an act that is against the law, but only punishable by a fine
- a traffic violation
- aggravating circumstances/characteristic
- battery
- brass knuckles
- marijuana = pot (slang)
- to prosecute smb for a crime
- prosecution
- an indictment - an official written statement charging someone with a criminal offence
- a preliminary hearing (in court)
- to appeal the conviction
- the right to possess firearms
- a repeat offender = a hardened/habitual offender

First Listening

III. Listen to the audio for the first time and be ready to explain the difference between a felony and a misdemeanor?

Second Listening

IV. TRUE / FALSE: Listen and say if the sentences below are true (T) or false (F).

- 1). In the US, all states maintain a death penalty.

- 2). All crimes punishable by death are felonies.
- 3). All felonies are crimes punishable by death.
- 4). Different states define a felony differently.
- 5). A misdemeanor is generally a crime that is punishable for a year or less in prison, or only in a county or local jail.
- 6). Traffic violations are considered as misdemeanors.
- 7). The use of a weapon is considered as a mitigating circumstance.
- 8). Possession of a small personal amount of marijuana is an infraction.
- 9). An accused can be prosecuted for a misdemeanor in court without an indictment or a preliminary hearing.
- 10). Being convicted of a felony, as opposed to a misdemeanor, can have serious consequences.
- 11). A felon can conceal his status when applying for jobs.

V. Answer the questions:

- 1). What are the two factors that make the dividing line between felonies and misdemeanors?
- 2). In terms of criminal law, what kind of crimes is qualified a ‘wobbler’? Give the two examples of wobblers mentioned in the audio.
- 3). What are the two types of prisons in the US?
- 4). Legal Lad said: “A *repeat felon can face much harsher punishments, especially in states that maintain three-strike laws.*” What is ‘the three-strike law’? Make your guesses.

Now, read the explanation:

The three-strike law imposes longer prison sentences for certain repeat offenders. Specifically, it requires that a person who is convicted of a felony and who has been previously convicted of one or more violent or serious felonies, be sentenced to state prison as follows:

Second Strike Offense: If the person has one previous serious or violent felony conviction, the sentence for a new felony conviction is twice the term

otherwise required under law . Offenders sentenced by the courts under this provision are often referred to as “*second strikers*.” As of March 2004, about 35,000 inmates were second strikers.

Third Strike Offense: If the person has two or more previous serious or violent felony convictions, the sentence for any new felony conviction is life imprisonment. Offenders convicted under this provision are frequently referred to as “*third strikers*.” As of March 2004, about 7,000 inmates were third strikers.

VI. Think about it:

1. Do you find the three-strike law just? Are all ‘third-strikers’ incorrigible criminals? Shouldn’t they have a right to ‘fix’ their life? Isn’t it cruel to deprive them of hope to be released some day?
2. What crimes are considered felonies by the US criminal law? Make your guesses.

VII. ROLE PLAY: In groups of three

You are: [1] a first-time offender; [2] a state prosecutor; [3] a defense lawyer.

Distribute the roles and read the clues. Choose a crime that has been committed.

Act out. Use as many new words as possible. Time-limit: 2 minutes.

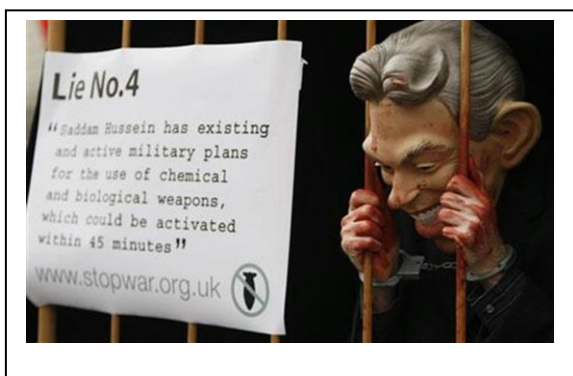
[1] a first-time offender: Try to convince the prosecutor that it was just a mistake. You didn’t mean anything bad! Deep inside you’re a very good person (prove it; maybe you love alley cats and always have a sausage in your pocket to feed poor creatures; or always help old ladies to cross the street, etc.)

[2] a state prosecutor: You are indignant! This criminal must go to jail, and you are determined to do everything you can to put him away! It was a premeditated crime (a felony, by the way!).

[3] a defense lawyer: Your dear opponent tends to overreact and to exaggerate! It was a misdemeanor, it is as plain as day! And there are some mitigating circumstances!

1.5. Tony Blaire – War Criminal

I. Read the following statement. Do you share this opinion?



“The decision by Tony Blair to send British troops to Iraq was the most controversial decision in his ten years as prime minister. The move spurred major protests and resulted in divisions in his Labor party.”

What do you know about British Iraqi policy? Why did it arouse such controversy in the UK as well as in the whole world? What were the reasons and the results of this policy?

II. Read the following words and word combinations. Explain their meaning in English. Give a corresponding Russian equivalent.

- preventative actions
- public sentiment
- to appear before an inquiry
- to be a far cry from
- to be maimed
- to be tried as a war criminal
- to chant a slogan
- to garner support
- to go in (about a military conflict)

- to spur major protests

First Listening

III. Fill in the gaps with the words from the previous task. Don't forget to put the phrases in the proper form. Contextualize the sentences.

1. As Mr. Blair gave evidence to the Iraq Inquiry, protesters outside _____ which has often rung through London's streets over the past seven years.
2. Many of the protesters want to see the former British Prime Minister _____ for his role in what they say is an illegal war.
3. "If it gets proven that we shouldn't have _____ then he should have to pay, he should be prosecuted or something, not just left to walk away."
4. "You know he has been responsible for lots of things - the war itself, committing a country to war where many soldiers _____, injured and died, and I think it's a serious matter."
5. It _____ a protest in 2003 when up to hundreds of thousands poured into London's streets to demonstrate against the war.
6. Even though they are not sitting here marching on the streets in millions, the _____ pushed for the inquiry.
7. The move _____ and resulted in divisions in his Labor party.

Second Listening

IV. Answer the questions:

- 1) What was the public protest in Britain aimed at? Who were the protesters and what were they demanding? Why?
- 2) What is the former British Prime Minister responsible for according to the protestors?

3) What happened in 2003? Was the number of the people protesting this year big? Would you agree to Pat Aerosmith who considers that it's preventative actions that garner most public support? Why?

4) What does the very existence of Iraq Inquiry demonstrate according to the author of the audio? Do you agree?

5) What do you think was Blair's position at the Inquiry?

6) What's your take on the results of the Inquiry? Will the war be proved to be illegal? Will Tony Blaire really be put on trial as a war criminal? Do you consider him guilty of all those deaths happened during the war?

7) What do you know about the British policy in Iraq today? Is it much different from the previous one? What has made the UK change its course?

V. *Read the following words and expressions. Use them together with the words from task 2 and make up a summary of the issues discussed in the audio. Try to come out with a good thesis that might be later developed in an argumentative essay.*

- a public display of anger
- to be testified before a public inquiry
- to remain adamant
- the inquiry panel
- to defend one's decision staunchly
- assessment of risk
- to be menace
- to obtain weapons of mass destruction
- close ties to Bush administration
- an agreement "signed in blood"
- commitment to deal with Saddam
- to stand by the United States
- faulty intelligence
- spice up the intelligence
- to concede mistakes
- links between repressive regimes

VI. Comment on the following. Do you share these positions?

- *Mr. Blair remains adamant the decision to go to war against Saddam Hussein was right and necessary and he'd do it again.*
- *"My assessment of risk prior to September 11th was that Saddam was a menace, that he was a threat, he was a monster."*
- *Mr. Blair said 9/11 changed the mindset.*
- *Mr. Blair countered that it behooves any British leader to foster a close relationship with America's president.*
- *"I didn't want America to feel that it had no option but to do it on its own."*
- *"This is not about a lie or a conspiracy or a deceit or a deception, it's a decision. And the decision I had to take was given Saddam's history, given his use of chemical weapons, given the over one million people whose deaths he caused, given 10 years of breaking UN resolutions, could we take the risk of this man reconstituting his weapons program?"*
- *"When I look at the way that Iran today links up with terror groups I see that a large part of the destabilization in the Middle East at the present time comes from Iran."*

1.6. Miscarriage of Justice

I. Read the article "Victim Served Extra 11 Years Due to 'Lost' Evidence":

Sandra Laville, crime correspondent

The Guardian

Vital evidence which could have secured the release of one of Britain's longest-serving victims of a miscarriage of justice 11 years ago was held in a forgotten forensic science archive on an industrial site in the Midlands, the Guardian can reveal.

Sean Hodgson walked free after 27 years in jail when his murder conviction was quashed yesterday. But an inquiry is being launched into why the Forensic Science Service wrongly told defense lawyers acting for him in 1998 that exhibits in the inquiry had been destroyed.

The court of appeal heard yesterday that had his legal team acquired the exhibits they would have submitted them for DNA testing, which, in all likelihood, would have secured his release 11 years ago. Instead the inquiry went cold; Hodgson, who was in the prison hospital, became more seriously ill and his solicitor was unable to take further instructions. It was not until last March when Hodgson, 57, wrote to a new legal firm, Julian Young solicitors, that efforts were made to search for the exhibits once more.

Hodgson, who suffers from a personality disorder, was jailed for life in 1982 after being convicted of murdering Teresa de Simone, a 22-year-old clerk who worked part-time behind the bar in the Tom Tackle pub in Southampton. Her body was found in her Ford Escort car on December 5 1979. She had been raped and strangled.

As Lord Chief Justice, Lord Judge, quashed Hodgson's conviction for murder yesterday, he said the public would be concerned by the extraordinary case. DNA tests on three samples from the victim's body - which were not available at the time of the conviction - conclusively proved that Hodgson was not the killer. A further 20 exhibits from De Simone's car, clothes and body also contained none of Hodgson's DNA, the court was told.

The court heard that Hodgson, from Bishop Auckland, County Durham, had made several confessions but was a compulsive liar who had also admitted to two murders which had never taken place. A year after the killing, Hodgson had made a confession to a priest while he was serving time in prison for theft, he made further detailed admissions to a prison guard and police officers in which he described seven details of the case which had never been made public. At his trial he pleaded not guilty but was convicted. An appeal a year later failed but Hodgson continued to protest his innocence between bouts of mental illness.

Rag Chand, a barrister who worked on the case, told the Guardian he spent four months looking for the evidence. There were no surviving papers in the case. Instead Chand trawled through local newspaper cuttings to piece together what had happened.

When it came to seeking the exhibits which the legal team wanted to submit for DNA testing, he was repeatedly told - like the legal team in 1998 - that they no longer existed. "The search was the most difficult thing I have encountered in my personal and professional life," he said. "It was like finding a needle in a haystack. But I persevered because I had a gut feeling that something was wrong."

By the autumn of 2008, Chand's tenacity had paid off when his information led the Forensic Science Service to an archive of evidence on an industrial estate in the Midlands which they appeared to have forgotten about. There they discovered exhibits from the investigation in 1979, which included swabs taken from De Simone's body, tapings of her clothes and the seats of her Ford Escort car. It was only then that the DNA testing could take place.

A VICTIM OF TRIAL AND ERROR

THE facts, as they were told at Sean Hodgson's 1982 trial, seemed unassailable.

Although he claimed to be innocent in court, the 27-year-old drifter had previously made detailed confessions to the rape and murder of Teresa de Simone.

He had even written a letter of confession which read: 'I did the murder. Why, I don't know. All I say is that let justice be done.'

The jury was also told that Mr Hodgson knew crucial facts about the murder which it was claimed only the killer could know.

He knew, for example, that one of the legs of Miss de Simone's pair of tights had been completely ripped off during the assault.

And he claimed that as he strangled the barmaid, the saliva in her mouth had 'bubbled' in exactly the same way a pathologist later said it had. There is no way of proving

how Mr Hodgson knew these facts. At the time of his arrest, police interviews were not routinely tape-recorded.

Defence QC Robin Grey said Mr Hodgson was a pathological liar who had confessed to 200 crimes, including murders. Many of these crimes simply hadn't happened. It seems the jury disregarded this.

Yesterday Mr Grey said the jury may have been influenced by trial judge Mr Justice Sheldon, who died five years ago. Mr Grey quoted from his diary at the time which read, 'the judge's extraordinary summing up gave us no chance'.

Mr Grey's junior, Gillian Hammerton, now a human rights lawyer, went further. 'Sheldon repeatedly interrupted Robin's closing speech,' she said. 'He was intimidating. He set the scene for conviction.'

Sarah Whitehouse, counsel for the Crown, told the court yesterday that the forensic regulator had been asked to investigate why the FSS had erroneously said in 1998 that the exhibits in the inquiry had been destroyed. "It is clearly an unsatisfactory state of affairs and we need to know what steps have been taken to ensure this never happens again," she said.

Hodgson's barrister at the original trial, Robin Grey, QC, was there to shake his hand as he was released. "As a human being I feel glad that we no longer have the capital punishment," he said. "As a defense barrister I didn't get him off, and I have bitter feelings of guilt about that."

II. Check Your Comprehension:

- ◆ How many years did Sean Hodgson spend in jail altogether?
- ◆ What were some details of the murder he was convicted of? Where was Sean when he first confessed to committing that crime?
- ◆ Who was the first person Sean made his confession to?
- ◆ What played a crucial role in proving Sean's innocence in 2009?
- ◆ Why did Sean make those confessions of his if he was not a murderer?

III. Vocabulary: Translate the following words and expressions into Russian and contextualize them. Give synonyms if possible:

miscarriage of justice	a compulsive liar
to serve one's time/sentence	to jail smb for life
to release (from prison)	to rape
forensic science/medicine/examination	to strangle
conviction	to plead not guilty
to quash (a charge/conviction)	a trial
to launch an inquiry	a case
a defense lawyer	to have a gut feeling
exhibits	the capital punishment
to submit samples for DNA testing	unassailable (evidence/alibi)
a personality disorder	an assault

IV. Talk about It:

1. Consider the headline of the article: Do you think the headline is adequate? Why or why not?
2. Read the following comments that *Guardian* readers posted on the Web-site:

It is difficult to imagine the horror of being incarcerated for 27 years for a crime you didn't commit. I understand Mr. Hodgson was something of a petty criminal and would no doubt have been caught and served time for his offences. But that grave miscarriage of justice has been discovered and this poor man is being rightly released. I hope Mr. Hodgson can now be left to get on with what remains of his life. I wish him well.

Mike, Brighton, UK

When someone confesses to a murder, they should be locked away as the probable murderer! At the time, there was a reasonable certainty that somebody who confessed was probably 'guilty'. Now this person has 'suffered' a (self-inflicted) miscarriage of justice. Doubtless oodles of compensation will be due to him for 'unjust imprisonment'. You and me, the taxpayers, will have to make up for this person confessing his way into prison? Can someone explain that one to me?

Clive, LA, US

Send a copy of this article to every MP who supports the return of capital punishment. What happened is the best argument against the death penalty. Besides, executing some of these killers is far too good an outcome for them, let them suffer in jail, preferably forever.

Mary-Alice, London, UK

Not really a 'miscarriage of justice' when the only reason he was in prison is because he is a pathological liar who 'confessed', why wouldn't people believe he did it? He is the only person responsible for the fact he has spent 27 years in prison. So, sorry, but I can't feel sympathy for him as I do for those who were wrongly imprisoned on very poor evidence.

Steve, Netherlands

So who did murder the young girl? Or isn't that important anymore? The real killer has avoided capture for this sickening crime and lives as a threat to others still. Her poor family now have to suffer this knowledge on top of their loss.

Timothy, California, USA

3. Choose one comment and discuss it with your partner (in pairs).

V. Think about It (as a group):

- 1). Do you feel sympathy for Sean Hodgson? Why or why not?
- 2). Don't you think that mentally-ill people should be treated in special medical institutions rather than incarcerated?
- 3). Does prison help rehabilitate criminals?
- 4). Are there many miscarriages of justice in Russian courts?
- 5). In case of a miscarriage of justice, who/what is to be blamed:
 - flaws in a country's judicial system in general
 - negligence/laziness/indifference of defense lawyers
 - corrupted judges
 - imperfection of modern forensic science
 - anything/anybody else?

1.7. Bribery and Corruption

<https://breakingnewsenglish.com/0510/051019-corruption-e.mp3>

- I. CORRUPTION:** Spend one minute writing down all of the different words you associate with the word "corruption".



II. CAUSES: What are the causes of poverty? Talk about the following with your partner(s). Put them in order of the biggest causes of poverty.

Laziness Corruption Natural disasters War Geography
Globalization History

III. CORRUPT PEOPLE: What kinds of people are corrupt?

In pairs / groups, talk about how corrupt you think the following people might be.

*What bad things could they do?

*Who suffers from their corruption?

*Are these people corrupt in your country?

*How about in other countries?

- A country's leader
- Police officers
- Journalists
- Local government officials
- Doctors
- Customs officers
- Sports officials
- Election officials

IV. PETTY OR GRAND? In pairs / groups, decide whether the following are examples of petty or grand corruption.

1. Giving a policemen money to escape a speeding fine.
2. A construction company boss rewards a politician to win a big contract.
3. A country's leader puts aid money into his own bank account.
4. A company employee finds a way to secretly receive two salaries a month.
5. A tobacco company illegally gives money to a political party.
6. A customs official allows a flu-infected chicken into the country for \$100.

7. A company CEO fakes accounts, which causes the company's collapse.

First Listening

V. TRUE/FALSE: Listen to the report and say whether these sentences are true (T) or false (F):

- a. An anti-corruption organization issued a report on world corruption.
- b. Corruption is in poor countries only
- c. Iceland is the least corrupt country in the world.
- d. Nigeria experienced increasing corruption.
- e. The report says corruption is a minor cause of poverty.
- f. A top official said corruption was a natural disaster.
- g. The official said leaders must keep their promises to help poor people.
- h. The world has a target to halve extreme poverty by 2015.

VI. SYNONYM MATCH: Match the following synonyms from the article:

- | | | |
|----|------------|----------|
| a. | corruption | media |
| b. | increase | need |
| c. | press | stealing |
| d. | survey | top |
| e. | decline | rise |
| f. | major | aim |
| g. | poverty | fall |

	of highly experienced and qualified people.	
Illegal “gifts” of money to political parties	A drug company executive lies to a newspaper reporter about an impending outbreak of a virus. That information increases the price and sales of the drug.	

1.8. Benefit Cheaters

I. In pairs think and say who are “Benefit cheaters” and whether this phenomenon is common for Russia.

II. Read the article: “Polygraph Tests to Catch Benefit Cheats” by Patrick Wintour, political editor:

The Guardian

Benefit claimants will face lie detector tests and will lose benefits for a month if found guilty of fiddling the system under proposals unveiled by Gordon Brown on the eve of today's Queen's speech. The "one strike and you're out" proposal is contained in a tough summary of the speech released yesterday by the Cabinet Office. The government is also proposing to give the public clearer information, mainly via the Internet, on how criminals are sentenced in local courts. Communities are to be given a bigger role in deciding what form of community punishment local criminals should be forced to undertake.

The proposals mark a break by the Prime Minister from his focus on the economic crisis for the past five months and suggest he knows he needs to broaden his political agenda if he is to claw back lost votes. The introduction of a lie detector test for benefit claimants is the most striking shift to a more populist program, similar to Tony Blair's respect agenda.

So far, 25 local councils administering housing benefit to 500,000 claimants are using "voice risk analysis technology" to test whether a claimant is providing false information. The government introduced the technology in Harrow, north-west London, last year, but says it plans to make the technology available nationwide. In the first three months of using the technology, Harrow saved £300,000, suggesting that levels of benefit fraud may be higher than government estimates. Ministers are cracking down on benefit fraud even though it is officially at its lowest recorded level, down 66% since 2001.

The government currently withdraws 13 weeks of benefit from anyone found making a fraudulent claim twice in five years, but said yesterday it intends to tighten this process by withdrawing four weeks' benefit for first-time fraudsters. The benefit withdrawal will be taken against both those that suffer an administrative penalty as well as those found guilty in a criminal court. Currently the Department for Work and Pensions seeks court penalties only where the alleged fraud is worth more than £2,000.

In other proposals in the Cabinet Office's paper, the power of public servants to use force may be strengthened. The paper says: "The public looks to healthcare professionals, neighborhood wardens and teachers to deal with unacceptable behavior in public places. If they are not able to fulfill that role because they are not sure the law is on their side, or because they do not see it as part of their job, that sends the wrong message about what we as a society are prepared to tolerate."

It also suggests most family intervention projects will grow so they reach 20,000 families with the most severe difficulties. The paper also proposes an alcohol code limiting "all you can drink" promotions, and setting conditions on premises in local hotspots. Lap dancing clubs will be reclassified as sex establishments, allowing councils greater scope to close them.

James Purnell, the Work and Pensions Secretary, was criticized yesterday for plans disclosed on Monday night to tighten the requirements on lone parents and on disabled people to do more to prepare themselves for work or face mounting benefit penalties.

Under Gordon Brown, ministers have played down Blair's respect agenda, believing it played into the theme of a "broken society" promoted by David Cameron. But there have been signs of a rethink over the past three months. The Cabinet Office paper tries to put the emphasis on fair rules in the context of the credit crunch. It says: "As everyone enters difficult economic times ... fair rules will become more important. If people perceive that not everyone is treated equally, that some get preferential treatment, that people who break the rules get away with it, respect for rules is undermined."

III. Check Your Comprehension:

- ✓ What country is the article focused on?
- ✓ Who is Gordon Brown? Who was his predecessor?
- ✓ Who is to face polygraph tests?
- ✓ Where and when has this technology been introduced already?
- ✓ Does this method seem to be effective?
- ✓ What other areas do Gordon Brown Administration's proposals deal with?
- ✓ Why have Gordon Brown Administration decided to rethink their political and social agenda?

IV. Vocabulary: Translate and contextualize the following expression from the article. Give synonyms if possible.

- polygraph tests
- benefits
- a benefit claimant
- to fiddle the system
- one's political agenda
- to claw back lost votes
- a populist program/leadership
- a local council
- housing benefits

- to make sth available nationwide
- to crack down on benefit fraud
- a public servant = a civil servant
- to send the wrong message
- to propose an alcohol code
- local hotspots
- lone parents
- the credit crunch
- preferential treatment

V. *Think about it. Read the following entry from Wikipedia on the Respect Agenda mentioned in today's article:*

The Respect Agenda was launched in September 2005 by Tony Blair in the United Kingdom. Tony Blair described it as being about "putting the law-abiding majority back in charge of their communities". Its aim was to help central government, local law-enforcement agencies, local communities and citizens to work together to tackle anti-social behavior more effectively.

In late December 2007, it was reported that the government of Gordon Brown had effectively ended the Respect Agenda by closing down the Respect Task Force and moving its head to another job inside the Cabinet Office.

Now consider the following extracts from our article:

- In other proposals in the Cabinet Office's paper, the power of public servants to use force may be strengthened. The paper says: "The public looks to healthcare professionals, neighborhood wardens and teachers to deal with unacceptable behavior in public places. If they are not able to fulfill that role because they are not sure the law is on their side, or because they do not see it as part of their job, that sends the wrong message about what we as a society are prepared to tolerate."

- But there have been signs of a rethink over the past three months. The

Cabinet Office paper tries to put the emphasis on fair rules in the context of the credit crunch. It says: "As everyone enters difficult economic times ... fair rules will become more important. If people perceive that not everyone is treated equally, that some get preferential treatment, that people who break the rules get away with it, respect for rules is undermined."

1. Why does Gordon Brown Administration seem to have redefined its attitude towards the Respect Agenda?
2. How this 'striking shift' in its policy is explained?
3. Is Brown Administration sincere in its attempt to crack down on anti-social behavior and benefit fraud, or do you suspect it of pursuing a hidden agenda?

VI. Talk about it:

* **In pairs:** One of you is Gordon Brown (**GB**) and the other one is a journalist (**J**). Use as many new words and expressions as possible.

GB explains his position on redefining the Respect Agenda and enumerates all measure proposed by his administration to help the nation go through tough economic times.

J seems to be skeptical and seems to suspect GB of pursuing a hidden agenda (e.g. trying to claw back lost votes and self-promotion). He also sees using polygraph tests as human rights violation.

* Do you find the Respect Agenda a useful tool to tackle anti-social behavior?

* Do you think a similar approach might work in Russia? Why or why not?

* Are there many benefit claimants in Russia? Is there much benefit fraud in Russia? What's your attitude to possible usage of polygraph tests to catch benefit cheats?

Supplementary materials:

1. Questions for discussion:

1. Do you believe that public executions would deter crime? If so, how?
2. Do you know anyone who has been mugged?
3. Do you think abortion is a crime?
4. Do you think gun control is a good idea? Explain.
5. Do you think police TV dramas are realistic?
6. Do you think policeman should be allowed to carry guns?
7. Do you think that capital punishment is a good idea? Why or why not?
8. Do you think that punishment for violent crimes should be the same for juveniles and adults? Why/why not?
9. Do you think that the death penalty would prevent crime in your country? Why (not)?
10. Do you think there is a link between drugs and crime?
11. Do you think prostitution is a crime?
12. Do you think there will be more or less crimes in the future?
13. Do you think your country is a safe place to live? Why or why not?
14. Does prison help rehabilitate criminals? (Should it?)
15. Have you ever witnessed a crime? What did you do?
16. If a person steals a loaf of bread because he needs to feed his starving family, should he be punished?
17. Is it ever O.K. to break the law? If so, when?
18. Under what situations would you think of committing a crime?
19. What are some things that are legal that you personally think should be illegal?
20. What crimes have you heard about recently in the news?
21. What do you think is the worst crime a person could commit? Why?

22. What makes some people become criminals? Is it poverty, upbringing, lack of education, unemployment or something else?
23. What would you do if you heard a burglar in your house?
24. Why do you think crime is more prevalent in some societies than in others?
(Why is there more crime in some countries?)
25. Who decides what is and isn't a crime?
26. Is a person born as a blank page or does he have some things predetermined like vulnerability to crime?
27. Should adultery be considered a crime?

2. Topics for Writing

- White collar crimes and their consequences
- Guilt society and mind control
- The injustice in the death penalty
- A politician: an impeccable role model or a human-being susceptible to making mistakes

3. Text for Translation

Greed and lust are the essential elements of most political scandals. Other contributing factors often include mendacity, obfuscation, obsession, moral bankruptcy, naïveté, misplaced loyalty or trust, and lapse of good judgment. Frequently, a vigilant investigative press is involved. Usually, the crucial question is Who knew what when? Sometimes the consequences for the perpetrators are dire and destructive, but sometimes the perpetrators get off scot-free. The historical impact of scandals can be transient or lasting and profound. Here are some examples.

Whiskey Ring Scandal

Like Harding, Ulysses S. Grant was seen as a man of great personal integrity. But, also like Harding, Grant was a poor judge of character, and his presidential

administration was awash in corruption. In 1869 Grant's cronies Jay Gould and James Fisk brought on the Black Friday stock market crisis. Before the 1872 election, Grant dispatched Internal Revenue supervisor Gen. John McDonald to Missouri to bolster waning political support. McDonald "rewarded" Grant's trust by establishing the "Whiskey Ring," a multistate criminal network in which whiskey distillers, Treasury and Internal Revenue agents, shopkeepers, and others worked together by manipulating liquor taxes to defraud the federal government of some \$1.5 million per year by 1873. In 1875, as Treasury Secretary Benjamin Bristow was breaking up the ring, Grant appointed a special prosecutor, John B. Henderson. When Henderson began closing in on Grant's personal secretary, Orville E. Babcock, and intimated that Grant might be involved, the president fired and replaced Henderson. Convinced that Babcock was innocent, Grant testified on his behalf. Babcock went free, but 110 of the 237 other individuals who were indicted were convicted.

Iran-Contra Affair

Two actions that had been proscribed by U.S. policy or law were at the center of the Iran-Contra Affair, which unfolded during Ronald Reagan's second presidential term: (1) the secret sale of weapons to Iran in an unsuccessful attempt to win freedom for U.S. hostages held in Lebanon and (2) the use of some of the profits from those sales to provide military support for the counterrevolutionary efforts of the Contras in Nicaragua. Although Reagan had called the Contras the "moral equivalent of our Founding Fathers," he had been unable to persuade Congress to authorize funding of their efforts, which was prohibited under the Boland Amendments. As the layers of the complex scandal were peeled away daily by televised congressional hearings, it was revealed that U.S. Marine Corps Lieut. Col. Oliver North, who worked on the National Security Council, had played a pivotal role in what was characterized by some observers as a "shadow government" covert program to support the Contras. Reagan claimed to have had no knowledge of the diversion of funds; Vice Pres. George H.W. Bush was found to have had no "operational" role in the undertaking. The immunity granted to

many of the participants in return for their testimony and later presidential pardons meant that very few of the transgressors spent much time in prison.

Bill Clinton–Monica Lewinsky Affair

Bill Clinton had been involved in a sexual relationship with a White House intern, Monica Lewinsky. The news went public, and a media firestorm ensued. For some eight months, Clinton—who had already survived earlier allegations of marital infidelity during the 1992 election campaign and again in 1996—vehemently denied having had sex with Lewinsky. When DNA evidence surfaced that proved the affair, Clinton admitted in August 1998 to the relationship with Lewinsky but denied lying under oath, famously couching his defense in a tortured parsing of language: “It depends on what the meaning of the word ‘is’ is,” he said. The House of Representatives impeached Clinton on the grounds of perjury and obstruction of justice in December 1998, but the Senate acquitted him in January 1999.

PART II

TERRORISM

2.1. Introductory class: What is Terrorism?

4. Work in pairs. Answer the following questions:

1. When you hear the word “terrorism” what events come to mind? Make a list of them.
2. Why do some attacks on civilians count as terrorism and others don't?
3. How do the motive, race, ethnic background and/or religion of the attacker affect the way attacks are responded to?
4. What is YOUR definition of a terrorist?



5. Look at the quotes and comment on each of them. What points are they making?

1. ‘I was called a TERRORIST yesterday... Today, I am admired by the very people who said I was one.’ NELSON MANDELA
2. ‘Education is the best answer to terrorism. The pen, not the sword.’ MALALA YOUSAFZAI
3. ‘An eye for an eye makes the whole world blind’. MAHATMA GANDHI
4. ‘To jaw-jaw is always better than to war-war.’ WINSTON CHURCHILL
5. ‘Whoever kills an innocent life it is as if he has killed all of humanity...’ Sura AL-Ma'idah 5:32

6. Study key vocabulary and translate the examples into Russian:

ambiguous (adj.)	Having more than one meaning, not expressed or understood clearly. <i>The definition of terrorism is ambiguous because people can't decide on a single meaning of the word.</i>
deterrent (n.)	Something that makes someone decide not to do something <i>Some say stricter gun laws would be a deterrent to mass shootings. Others say improving mental health services is the answer.</i>
ideology (n.)	The set of ideas and beliefs of a group or political party <i>Many say terrorists are motivated to commit violence because of a political ideology.</i>
magnitude (n.)	The size or importance of something <i>The magnitude of terrorist attacks is often measured by the number of people injured or killed.</i>
perpetrator (n.)	Someone who commits a crime <i>A perpetrator of a mass shooting is not always considered a terrorist. It depends on the perpetrator's motivation for committing the crime.</i>

7. Watch the video (What is the Definition of Terrorism?

<https://www.youtube.com/watch?v=c3XzlmwYnXE>) **and be ready to**

explain:

1. How terrorism is different from the examples in the video (organized crime, mental illness or political oppression).
2. Why there is still no single agreed-upon definition.
3. Is it ever right to use violence to achieve a political goal?
4. What can be done to combat terrorism?
5. Some politicians blame international foreign policy for causing terrorism.

Are they right?

6. Does the aim/goal make any difference, or is violence always wrong?

8. *Read the article ‘Why Are Some Deadly Attacks Considered Terrorism, But Not Others?’ from The Lowdown post <https://www.kqed.org/lowdown/28859/why-are-some-attacks-considered-terrorist-acts-but-not-others> and compare your definition for terrorism with the definition from the article and those given below. Which one do you think is a better definition?*

- Terrorism is the systematic use of violence (terror) as a means of coercion for political purposes. (Wikipedia)
- The calculated use of unlawful violence or threat of unlawful violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological. (The United States Department of Defense)
- "Terrorism is the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives." (The FBI)

9. *How has the definition of terrorism changed over the years? What factors lead to some attacks being considered “terrorism” and not others?*

10. *Group discussion. Revisit your list of events concerning terrorism from activity I. Choose an event and discuss whether or not it should be considered terrorism, based on the information in the video and the article. Use evidence in your arguments.*

11. *Free writing. Choose any question and write an argumentative answer using specific examples.*

1. How should terrorism be defined?
2. Does racism or Islamophobia play a role in who is deemed a terrorist and who isn't?
3. How do you think the government should respond to mass shootings and other acts of violence?
4. What do you think will stop these tragic events from happening?
5. Have recent mass shootings and other violent attacks affected how you feel about your personal safety, especially when out in public?

2.2. Who the "Terrorists" are

I. Discuss as a class

1. What are the intermediate objectives of terrorism?
2. What are the long term goals of terrorism?
3. Is terrorism a product of the 20th century or has it existed in some form throughout the history of the world?

II. Look at the newspaper headline. What historical event is it based on? Do you know the consequences of this meeting?



III. Read the News report and answer the questions after it:

A local militia, believed to be a terrorist organization, attacked the property of private citizens today at the port. Although no one was injured in the attack, a large quantity of merchandise, considered to be valuable to its owners and loathsome to the perpetrators, was destroyed. The terrorists, dressed as natives and apparently intoxicated, were able to escape into the night with the help of local citizens who harbor these fugitives and conceal their identities from the authorities. It is believed that the terrorist attack was a response to the policies enacted by the occupying country's government.

1. Who do you think the terrorist group is?
2. What is their location?
3. Does this event in the news report meet the criteria of a terrorist attack? Why or why not?
4. Does anyone know if this act is from a previous time in history?

III. Work in pairs: read the text, answer the questions after it and decipher the countries A and B.

"The government of Country A is very unhappy with the government of Country B; whose leaders came to power in a revolution that threw out the former Country B dictator. Country A decides to do everything in its power to overthrow the new leaders of Country B. It begins funding a guerrilla army that attacks Country B from another country next door. Country A also builds army bases in the next door country and allows the guerrilla army to use its bases. Country A supplies almost all of the weapons and supplies of the guerrilla army fighting Country B. The guerrillas generally try to avoid fighting Country B's army. Instead, they attack clinics, schools, and cooperative farms. Sometimes they mine the roads. Many, many civilians are killed and maimed by the Country A-supported guerrillas. Consistently, the guerrillas raid Country B and then retreat into the country next door where Country A has military bases."

1. Which, if any, of these activities should be considered "terrorism"?

2. Who are the "terrorists"?
3. What more would you need to know to be more sure of your answer?

Vocabulary to discuss

terrorism/terrorist	crusader, criminal, crazies (3 psychological categories	Abu Nidal Organization (ANO)
terrorist profile/group	Weapons of Mass Destruction (WMD)	hijackings/skyjackings/ marjackings
Hezbollah (Islamic Jihad)	Palestine Liberation Organization (PLO)	Revolutionary Armed Forces of Columbia (FARC)
hoaxes	Taliban	Earth Liberation Front (ELF)
psychological terror	Al-Qaeda	Red Brigade,

IV. What is it that terrorists hope to achieve? Choose suitable answers.

recognition, overreaction by the government, to harass, weaken, or embarrass the government security forces of a nation, extort money and/or equipment, destruction, discourage foreign investment or assistance, influence government decisions, legislation, or other initiatives, free prisoners, satisfy vengeance, or turn the tide in guerilla warfare

- The Olympic Games returned to Germany, they had hosted the event in 1936. The games were held in Munich in 1972. Palestinian gunmen gained access to the Olympic village and took Israeli athletes hostage in the hopes of bringing attention to their cause and demanded the release of prisoners held by European nations and Israel.
- A bomb was set and detonated in the historic Fraunces Tavern in New York City in 1975 where 4 were killed and another 50 injured. Unlike the attack of 55 years prior, this time a terrorist group known as the Puerto

Rican Nationalist Group (FALN) claimed responsibility and 13 other bombings were also tied to this group.

- Members of another PLO faction hijack the ship the Achillo Lauro. A wheel-chair bound Jewish-American named Leon Klinghoffer was murdered and his body dumped overboard to demonstrate their commitment to seeing their demands met, which included free passage and immunity for crimes and the release of other terrorists whom they deemed political prisoners of Israel.

V. *What are the long term goals of terrorism, if any? Complete the list:*

- They hope to cause a monumental event or series of events that will accomplish a revolution, sub-revolution, or permanent establishment such as an Islamic state, a theocracy or regime where only one rule of law prevails by a select few, such as, the Ayatollahs in Iran or the Taliban.
- Terrorist groups are seeking some form of resolution and they feel that they have no other recourse than the use of force.
-
-

VI. *Discuss the following*

1. If a country repeatedly kills innocent civilians while trying to kill terrorists, does that country take part in terrorism?
2. Do you think news stations are neutral when they report on terrorism?
3. Which is worse, terrorism or climate change?
4. Is there a difference between a freedom fighter and a terrorist?

VII. *Read the historical background of terrorism.*

A. *Consider the meaning of the words in italics.*

The history of terrorism is as old as humans' willingness to use violence to affect politics. The Sicarii were a first century Jewish group who murdered enemies and

collaborators in their campaign *to oust* their Roman rulers from Judea. Sicarii comes from the Latin word for dagger *sica*, and means *assassins* or *murderers*. The Sicarii, or "dagger men" carried out murders and assassinations with short daggers.

The Sicarii were led by descendants of Judas of Galilee, who helped *foster revolt* against direct Roman rule in 6 CE, when they attempted to carry out a census of the Jews under the rule of Roman governor Quirinius in Syria, so that they could tax them. Judas famously proclaimed that the Jews should be ruled by God alone.

The word terrorism comes from the Reign of Terror *instigated* by Maximillian Robespierre in 1793, following the French revolution. Robespierre, one of twelve heads of the new state, had enemies of the revolution killed, and *installed a dictatorship* to stabilize the country. He *justified* his methods as necessary in the transformation of the monarchy to a liberal democracy.

Robespierre's sentiment laid the foundations for modern terrorists, who believe violence will *usher* in a better system. For example, the 19th century Narodnaya Volya hoped to end Tsarist rule in Russia.

The rise of *guerrilla tactics* by non-state actors in the last half of the twentieth century was due to several factors. These included the *flowering* of ethnic nationalism (e.g. Irish, Basque, Zionist), anti-colonial sentiments in the vast British, French and other empires, and new ideologies such as communism.

Terrorist groups with *a nationalist agenda* have formed in every part of the world. For example, the Irish Republican Army grew from the quest by Irish Catholics to form an independent republic, rather than being part of Great Britain. Similarly, the Kurds, a distinct ethnic and linguistic group in Turkey, Syria, Iran and Iraq, have sought national autonomy since the beginning of the 20th Century.

International terrorism became a prominent issue in the late 1960s, when *hijacking* became a favored tactic. In 1968, the Popular Front for the Liberation of Palestine hijacked an El Al Flight.

The bloody events at the 1972 Munich Olympics were politically motivated. Black September, a Palestinian group, *kidnapped* and killed Israeli athletes

preparing to compete. Black September's political goal was negotiating the release of Palestinian prisoners. They used spectacular tactics to bring international attention to their national cause.

Religiously motivated terrorism is considered the most *alarming terrorist threat* today. Groups that justify their violence on Islamic grounds- Al Qaeda, Hamas, Hezbollah—come to mind first. But Christianity, Judaism, Hinduism and other religions have given rise to their own forms of *militant extremism*. (From The History of Terrorism <https://www.thoughtco.com/the-history-of-terrorism-3209374>)

B. Complete the statements

1. The history of terrorism dates back....
2. The Sicarii are known to be.....
3. Maximillian Robespierre was the first who....
4. The factors that provoked the rise of guerrilla tactics of non-state actors were....
5. A favored tactic of international terrorism is....
6. The year of 1972 is memorized as....
7. The XXI century terrorism is considered....

2.3. Terrorist Faces

I. Are these examples of terrorism? Circle Yes or No. Try to explain your answers.

- | | |
|---|--------|
| 1 Greenpeace stopping a Japanese whaling boat. | Yes/No |
| 2 The bombing of a medical clinic where abortions take place. | Yes/No |
| 3 The hacking of a U.S. government website. | Yes/No |

II. How old were you when the 9/11 terrorist attacks happened?

What did your parents tell you?

III. Read the text, consider the words printed in bold and answer the questions after it.

Terrorist Leader Osama Bin Laden Dead (May 2nd, 2011)

U.S. President Barack Obama has announced that Al Qaeda leader Osama bin Laden was killed on Sunday, May 1st, 2011. **Spontaneous** celebrations were held across America as the news of the death of America's most wanted man spread. The feeling was **euphoric** in front of the White House. U.S. Marine Jake Diliberto commented "We feel really really **vindicated** that we finally got him." For U.S. soldiers, this is the day they have been fighting for.

Bin Laden was found and killed in a compound in Abbottabad, Pakistan. U.S. intelligence found the compound by tracking one of his personal **couriers**. The name of the courier was received years earlier through "questionable" methods used on terrorist suspects in CIA prisons.

After a short fight, U.S. military forces captured bin Laden's body. The US media reports that the body was later buried at sea to according to Islamic practice of a burial within 24 hours and to prevent a burial site from becoming a **shrine**.

U.S. Secretary of State Hillary Clinton commented that the recent protests in the Arab world against authoritarian governments are another sign of the defeat of al-Qaeda and its **heinous** ideology. Western **allies** are calling the news an achievement. Other leaders, such as Prime Minister Ismail Haniya of Gaza, have called bin Laden a "Muslim and Arabic warrior" who fought two superpowers in the name of jihad.

US embassies are on high **alert**, fearing the possibility of **reprisal** attacks by al-Qaeda.

Bin Laden claimed responsibility for the 9/11 terrorist attacks that killed nearly 3,000 people. He had **evaded** capture for nearly 10 years, despite a 25-million-dollar **bounty** on his head.

IV. Comprehension Questions

- 1) **True or False:** People are protesting in front of the White House.
- 2) How was bin Laden's location found?
- 3) What did the author mean by writing that the methods of questioning suspects by the CIA were "questionable"?
- 4) Where is bin Laden's body presently? Why is it there?
- 5) According to Hillary Clinton, what is another sign of the end of Al Qaeda?
- 6) **True of False:** There have already been counterattacks made by Al Qaeda.

V. Match the words with their meaning as used in the article.

- | | |
|------------------|--------------------------------|
| 1. spontaneous | a. friend, supporter |
| 2. euphoric | b. retaliation, counter-attack |
| 3. vindicated | c. monetary reward |
| 4. courier | d. unplanned |
| 5. shrine | e. justified |
| 6. heinous | f. messenger |
| 7. ally (noun) | g. joyful |
| 8. on alert | h. evil, terrible |
| 9. reprisal | i. watchful, attentive |
| 10. evade (verb) | j. avoid |
| 11. bounty | k. holy place of worship |

VI. Master the language: Connect the below ideas to make a sentence.

1. government / uprising e.g. The government crushed the
uprising
2. spontaneous / celebration
3. euphoric / streets
4. actions / vindicate

5. courier / track
6. heinous / crime
7. U.S. / ally
8. embassy / on alert / reprisal
9. evade / taxes
10. 25 million dollars / bounty

VII. Discussion Questions

- 1) Can you imagine celebrating the death of someone?
- 2) Do you think there is terrorist activity happening in your area?
- 3) How do you think the discovery of the compound will affect US-Pakistan relations?
- 4) **Being a patriot:** would you go to war to fight terrorism?
- 5) **The most wanted:** who are the most wanted criminals in your country?
- 6) Was the US-lead invasion of Iraq in 2003 an act of terrorism?
- 7) **Personal rights:** A month after 9/11, the Bush government signed a law named the US Patriot Act. This law allowed the government to closely monitor telephone calls, emails, and other personal data. Would you support such a law in an emergency?

VIII. Debates. Choose the role and take part in the debates.

Student A:	<p>You don't believe that bin Laden was killed. Why as the body buried at sea? Where is the evidence? Suggest to your partner that the story is just a lie.</p> <p>(<u>extra</u>: many people believe the 9/11 terrorist attacks were done by the U.S. government, and not Al Qaeda. Bring this into the conversation if you want.)</p>
------------	---

Student B:	You are happy that bin Laden has been killed. You are hopeful that the war against terrorism will end soon. Tell to your partner that you are glad the world will soon be peaceful.
------------	---

Student A:	You don't support the use of torture on prisoners, even if it produces important information. You believe these methods were used in prisons such as Guantanamo Bay. Tell your partner the U.S. government needs to respect basic human rights, even when dealing with terrorist suspects.
------------	--

Student B:	You support the use of torture, even horrible torture, to get information from terrorist suspects. Think of reasons to support your argument. Your partner will begin the conversation.
------------	---

2.4. Terrorist Organizations

I. *Read the text “The rise of Al Qaeda and Islamic militancy*



<https://global.oup.com/uk/orc/politics/intro/garner2e/01student/case1/175alqaeda/>

II. **Check your memory and comprehension:**

1. Give a brief historical background for Islamic radicalism and militancy in the Middle East.
2. What is Islamic fundamentalism targeted against today?
3. Why is Afghanistan described as being “a battleground for competing factions” in 1970s? Who were the competitors?
4. What does the word “Mujahideen” mean?
5. What was the political and social landscape like in Afghanistan after the Soviet army had left the country in 1989?
6. When and why was Al-Qaeda formed?
7. What is Osama bin Laden’s background? What made him a natural leader for fundamentalists?
8. What was the reason of bin Laden’s hatred towards the Soviet Union? Why did the fundamentalists hate the US even worse?
9. What factors served to prove to bin Laden that they could destroy the US?
10. What were the main goals of Al-Qaeda?
11. What was the major strategic error of the West in Afghanistan according to the Western policy-makers?
12. Why does the author of the article call 9\11 a serious mistake by Al-Qaeda?

III. *Vocabulary Bank. Translate the words and word-combinations. Provide context.*

- militancy
- be on the rise
- trace back
- geopolitical landscape
- fuel the emergence
- coup d'etat
- insurrection
- withdrawal
- rejoice at
- contending faction
- be a haven for
- eloquent
- ostensibly Christian
- seize control of
- in hindsight
- dub
- eradicate
- defy the power of the West
- aftermath of

IV. Match the phrases, translate them into Russian:

- | | |
|--------------------------|-------------------------|
| 1. be deeply intertwined | a. to the rebels |
| 2. topple | b. sporadic persecution |
| 3. send arms | c. immoral practices |
| 4. be subjected to | d. the monarchy |
| 5. condone | e. with politics |
| 6. far-reaching | f. an image |
| 7. perpetuate | g. consequences |

V. Read and translate the sentences with the words from vocabulary bank.

- 1) Everybody has twenty-twenty hindsight.
- 2) At the meeting they mostly discussed the abortive coup attempt in August 1991
- 3) His very absence is eloquent.

- 4) The fighting was furious. By afternoon the ammunition had run low... and a withdrawal was ordered.
- 5) In the aftermath of that incident, he had to leave town.
- 6) He has too often blessed war, condoned injustice and fudged the racial issue.
- 7) His ideas of winning power quickly toppled down when he learned who his opponent was.

VI. *Comment on the following:*

- The Soviet army invaded Afghanistan in December 1979; it seems that the Americans had begun sending arms to the rebels some months earlier.
- From the US viewpoint, the story of Al Qaeda illustrates the necessity of understanding the motivation of potential allies before offering them support.
- Al Qaeda certainly wanted to remove Western political and cultural influences from countries where Islam had been historically strong.
- Some argue, indeed, that 9/11 should be seen as the beginning of the end for fundamentalist Islamic terror.
- The threat from Al Qaeda should recede, even if it is too optimistic to hope that it will entirely disappear.

VII. *Render the article. Use the scheme for analysis.*

1) Introduction

Rendering:

2) The source of the article (headline, author, newspaper, date)

3) The matter under consideration

4) The content of the article (the structure of the article, main points discussed by the author)

Analysis:

5) The message of the article

- 6) Target audience
- 7) Relevance of the article
- 8) Implicitly expressed problematic issues
- 9) Personal opinion on explicitly and implicitly expressed issues
- 10) Conclusion

2.5. Bioterrorism

<http://www.breakingnewsenglish.com/1702/170221-bio-terrorism.html>



I. What would happen in these catastrophes?

Complete this table with your partner(s).

	What would happen?	How to avoid it?	How to survive it?
Bioterrorism			
Nuclear war			
Internet meltdown			
Rising ocean level			
World War III			
Overpopulation			

II. Rank these with your partner. Put the biggest dangers to the world at the top. Change partners often and share your rankings.

- Overpopulation
- Water wars
- Internet meltdown
- World leaders
- Viruses
- Global warming

- Overconsumption
- Alien attack

III. Match the following synonyms.

- | | |
|-----------------|----------------|
| 1. former | a. start |
| 2. catastrophe | b. participate |
| 3. reasonable | c. conscious |
| 4. aware | d. disaster |
| 5. policy | e. instead of |
| 6. originate | f. previous |
| 7. threat | g. strategy |
| 8. engage | h. see |
| 9. spot | i. fairly good |
| 10. rather than | g. danger |

First Listening

IV. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

1. The ex-boss of Microsoft has said the world is in great danger.
2. The ex-boss said an attack could take in the next 10-15 months.
3. The ex-boss is happy that world leaders are prepared for an attack.
4. The ex-boss wants to be part of government discussions and policies.
5. A virus may be created by computer by terrorists.
6. The ex-boss said nuclear weapons were still deadlier than a viruses.
7. The ex-boss wants countries to take part in germ games.

8. The ex-boss says the world needs an arsenal of weapons and vaccines.

V. Complete the sentences.

1) be in great danger from bio-terrorism. He said the world could _____

- a. facer catastrophe
- b. faze a catastrophe
- c. phase a catastrophe
- d. face a catastrophe

2) there was a "reasonable" chance that a bio-terrorist could _____ 10 to 15 years.

- a. acting the next
- b. act in the next
- c. acting in the next
- d. acted in the next

3) He added that world leaders are not prepared for _____

- a. such the attack
- b. such and attack
- c. such an attack
- d. such any attack

4) He expressed his surprise that very few leaders were even _____

- a. beware off it
- b. a where of it
- c. aware of it
- d. a wear off it

5) become a major part of government discussions _____

- a. and policies
- b. and police's
- c. and poll ices
- d. and Polly sees

6) The next epidemic has a good chance of _____ computer screen

- a. origination on a
- b. originating on a
- c. originated on a
- d. originates in on a

7) better monitoring to spot outbreaks early, and systems to quickly _____

- a. develop back scenes
- b. developed vaccines
- c. develops fact scenes
- d. develop vaccines

8) kill more people than nuclear weapons, but no country on Earth is _____

- a. ready for this thread
- b. readily for this threat

- c. ready for this threat
d. readily for this thread
- 9) prepare for a bio-terrorist attack, like many countries _____ games
- a. engage on war
b. engage in war
- c. engage to war
d. engage at war
- 10) We need a new arsenal of weapons, anti-viral drugs, antibodies, vaccines and _____
- a. new diagnosis
b. new diagnostic
- c. new diagnostic
d. new diagnostics

Second Listening

VI. Answer the comprehension questions.

1. Who warned the world about the threat from bio-terrorism?
2. In which country was the security conference?
3. Within how many years could a bio-terrorism act take place?
4. Who is not prepared for a bio-terrorist attack?
5. What did a man want to be a major part of government discussions?
6. Where might the next epidemic originate?
7. What could a genetically engineered virus be deadlier than?
8. What kind of games did a man suggest governments start engaging in?
9. What do governments need to spot outbreaks earlier?
10. Within what timeframe did the man say we needed to develop vaccines?

VII. Role play. Distribute the roles and participate in the discussion.

Role A — World Leaders

You think world leaders are the biggest danger to the world. Tell the others three reasons why. Tell them why their dangers aren't as dangerous. Also, tell the others which is the least dangerous of these (and why): viruses, alien attacks or water wars.

Role B — Viruses

You think viruses are the biggest danger to the world. Tell the others three reasons why. Tell them why their dangers aren't as dangerous. Also, tell the others which is the least dangerous of these (and why): world leaders, alien attacks or water wars.

Role C — Alien Attacks

You think alien attacks are the biggest danger to the world. Tell the others three reasons why. Tell them why their dangers aren't as dangerous. Also, tell the others which is the least dangerous of these (and why): viruses, world leaders or water wars.

Role D — Water Wars

You think water wars are the biggest danger to the world. Tell the others three reasons why. Tell them why their dangers aren't as dangerous. Also, tell the others which is the least dangerous of these (and why): viruses, alien

2.6. Social media and terrorism

<https://breakingnewsenglish.com/1903/190318-christchurch.html>

I. *Spend one minute writing down all of the different words you associate with the words:*



Temple mosque synagogue pagoda

II. *Share your ideas about how we can love and respect each other more? Will these ways work? Complete this table with your partner(s).*

	Ideas	Will They Work?
Prayer gatherings		
Place of worship visits		
More religious education		
Shared meals		
Sport		
Charity work		

III. Rank these with your partner. Put the best websites at the top. Explain your choice.

- Social media • Weather • Studying English • Games
- YouTube • News • Google • Amazon

IV. Do the matching.

- | | |
|-------------|---|
| 1. massacre | a. A building where Muslims go to pray. |
| 2. mosque | f. Sent or received video and audio material over the Internet as a steady, non-stop flow. |
| 4. spread | g. Put a piece of writing, an image, or other item online, usually on a blog or social media website. |
| 5. streamed | d. The violent killing of many people. |
| 6. posted | e. Move over a large or increasing area. |
| 7. alerted | f. Having something unpleasant such as death, illness, or misfortune as its subject |

8. commenced g. A system of ideas, especially one which forms the basis of economic or political theory and policy.
- 9 ideology h. Giving a very clear picture with lots of detail (usually with bad images)
- 10 graphic i Began, started

First Listening

V. Read the headline. Guess if a-h below are true (T) or false (F). Check while listening.

- a. The video of the terror attack is still online.
- b. The article said most people thought social media sites did enough.
- c. The article says websites asked people to stop sharing the video.
- d. Someone said social media sites do not take down music videos.
- e. Facebook said it acted quickly to remove the video.
- f. Facebook deleted the shooter's Instagram account.
- g. The UK's Home Secretary called the online content "sick".
- h. The UK's Home Secretary said the terrorist didn't want to share ideas.

Second Listening

VI. Answer the questions:

- 1. Where did the article say people were angry?
- 2. Where did the gunman put his video?
- 3. What do many people think social media sites have not done?

4. What did social media users ask people not to do?
5. What did a social media user say sites take down?
6. Who acted quickly to take the video down?
7. Who alerted a social media site about the video?
8. What did accounts did Facebook remove?
9. What did the UK Home Secretary call the online content?
10. What did the shooter want to spread?

VII. Discuss the following quotations:

- 1.“Social media is not a media. The key is to listen, engage, and build relationships.” David Alston
- 2.“By not tweeting you’re tweeting. You’re sending a message.”
Anonymous
- 3.“Don’t say anything online that you wouldn’t want plastered on a billboard with your face on it.” Erin Bury, Sprouted community manager
- 4.“Privacy is dead, and social media hold the smoking gun.”
Pete Cashmore, Mashable CEO
- 5.“You are what you tweet.” Alex Tew, Monkey Inferno
- 6.“When you give everyone a voice and give people power, the system usually ends up in a really good place.” Mark Zuckerberg, CEO & Founder of Facebook

VIII. Role play. Distribute the roles and participate in the discussion.

Role A – Social Media

You think social media websites are best. Tell the others three reasons why. Tell them what is wrong with their websites. Also, tell the others which is the worst of these (and why): video, news or games.

Role B – Video

You think video websites are best. Tell the others three reasons why. Tell them what is wrong with their websites. Also, tell the others which is the worst of these (and why): social media, news or games.

Role C – News

You think news websites are best. Tell the others three reasons why. Tell them what is wrong with their websites. Also, tell the others which is the worst of these (and why): video, social media or games.

Role D – Games

You think games websites are best. Tell the others three reasons why. Tell them what is wrong with their websites. Also, tell the others which is the worst of these (and why): video, news or social media.

2.7. Terrorism in Europe

<https://breakingnewsenglish.com/1511/151122-terror-threats-1.html>

I. Discuss as a group. How are the following notions connected with the topic ‘terrorism’?

- interior minister - ambassador - tolerate
- tighten borders - defend oneself against terrorist - propose amendment
- threat
- refugee - address an issue - air strikes

II. Would these things help to reduce terror attacks? Complete this table with your partner(s).

	Yes (why?)	No (why not?)
Education		
Talking		
Air strikes		
Cut off money		
More soldiers		
Tighter borders		

III. Rank these with your partner. Put the biggest causes of terrorism at the top. Change partners often and share your rankings.

- lack of jobs
- lack of education
- religion
- lack of tolerance
- foreign policy
- the Internet
- migration
- politics

First Listening

IV. Read the headline. Guess if a-h below are true (T) or false (F).

- a. The article says France's president said Europe must wake up.
- b. France's interior minister said European countries must wake up.
- c. The interior minister said Europe must tighten its borders.
- d. One of the Paris attackers may have entered Europe through Greece.
- e. An ambassador to France agreed with the interior minister's words.
- f. France has no plans to talk to the UN Security Council.
- g. Britain's government does not want to take part in air strikes.

h. A Russian passenger plane was bombed in October.

V. Listen and check your predictions.

VI. Match the following synonyms from the article.

- | | |
|--------------|-----------------|
| 1. threat | a. hurt |
| 2. urgent | b. make believe |
| 3. injure | c. join in |
| 4. tighten | d. crucial |
| 5. pretend | e. repeat |
| 6. echo | f. danger |
| 7. tolerate | g. tackle |
| 8. address | h. after |
| 9. take part | i. accept |
| 10. follow | j. strengthen |

VII. Answer the following questions:

1. When were the attacks on Paris?
2. Who is Bernard Cazeneuve?
3. What kind of condition are many of the injured in hospital still in?
4. What does Mr Cazeneuve want Europe to tighten?
5. What was a Paris attacker pretending to be in Greece?
6. Who is Francois Richier?

7. What did Mr Richier say needed to be addressed?
8. What are more and more countries doing?
9. What might British politicians soon do?
10. When was the bombing of the Russian airplane?

VIII. Read the text and answer the comprehension questions.

The world is still recovering from the massacre and bombing in Norway on July 22nd that left 76 people dead. The shooter, Anders Breivik, claimed he was trying to save Europe from multiculturalism and Muslim immigration. He targeted a youth convention, attended by the children of left-wing politicians, in order to punish Norway's governing Labor Party for its tolerant position on immigration.

Police have found a 1,500-page manifesto, written by Breivik, in which he expresses his extreme views and admiration for far right-wing authors. Many of these writers have since denounced Breivik as a psychopath and distanced themselves from his violent actions.

Saturday's tragedy has put the spotlight back on the topic of multiculturalism. The works of Canadian right-wing columnist Mark Steyn are referenced in Breivik's manifesto. Steyn expresses his opinion on immigration in this quotation from August, 2002: "I'm not a racist, only a culturist. I believe Western culture ... is preferable to Arab culture: that's why there are millions of Muslims in Scandinavia, and four Scandinavians in Syria. Follow the traffic. I support immigration, but with assimilation."

In North America, there have traditionally been two models of social integration. One model, labeled the cultural mosaic (or salad bowl) is associated with the Canadian immigration system. Under this model, different cultures mix but remain distinct and keep their own identities. Another model, historically associated with the United States, is the melting pot, under which immigrant cultures "melt together" to become a homogenous whole. Recently, right-wing

governments in several European countries, notably the Netherlands and Denmark, have reversed national policy and returned to monoculturalism.

- 1) Why did Breivik choose the island as the site for his shooting?
- 2) **True or False:** Some authors have expressed support for Breivik's actions.
- 3) What is Mark Steyn's opinion of immigration?
- 4) How would you differentiate the cultural mosaic from the melting pot model?
- 5) What does a policy of monoculturalism mean?

IX. Match the words with their meaning as used in the article.

- | | |
|--------------------|--|
| 1. massacre | a. written statement of political beliefs |
| 2. tolerant | b. distinguishable, unique |
| 3. manifesto | c. mass killing |
| 4. extreme | d. radical, fanatical |
| 5. denounce (verb) | e. the combination of two things so they work together |
| | f. condemn, criticize, reject |
| 6. the spotlight | g. crazy person |
| 7. assimilation | h. uniform, unvaried, the same |
| 8. psychopath | i. open minded, easy |
| 9. integration | j. the centre of attention, focus |
| 10. distinct | k. the act of smaller groups adopting the dominant |
| 11. homogenous | culture |

X. Connect the below ideas to make a sentence.

1. government crush uprising e.g. The government crushed
the uprising.
2. denounce / massacre
3. political party / tolerant

4. manifesto / extreme
5. put / spotlight / multiculturalism
6. assimilation / homogenous / society
7. distinct / culture
8. integration / model
9. psychopath

XI. Work in pairs.

In the past twenty years, many immigrants and refugees have arrived in your country from war-torn countries. These people have not adapted well. Most live in their own communities and do not speak the official national language or follow local customs. This has made it hard for them to get jobs; many live off money from the state. Work together with your partner and think of ideas that could help these people integrate into society. When finished, present your ideas to the class.

XII. Participate in the debates.

Your government has proposed a new restrictive visa system. Under the system, immigrants (and their spouses) will be required to:

- Pass a language test
- Pass a “cultural compatibility” exam that involves questions about education, gender equality, homosexuality, and terrorism.
- Pay a fee of 400 Euros

Student A:	You do not support this idea. Think of reasons to back up your argument. When ready, start the debate by asking your partner what he/she thinks of the government’s new plan.
Student B:	You support this idea. Think of reasons to support your argument. (Your partner will start the conversation.)

XIII. Discussion questions.

- 1) Why is there terrorism in Europe now?
- 2) Does your attitude towards immigration differ from the attitude of the older generation in your country?
- 3) What should Europe do to 'wake up' to terror threats?
- 4) Should European countries tighten all their borders?
- 5) Why are terrorists attacking France?
- 6) Would you describe your country as immigrant-friendly?
- 7) Which model of integration – salad bowl, melting pot, or other – do you support?
- 8) Is immigrant integration a one-way process?
- 9) Should illegal immigrants be sent back to homelands that may be unsafe?
- 10) Do you think this situation will get better or worse?

Supplementary materials

1. Activities for Discussion

➤ ***I would do it differently!*** - What would you do to create a peaceful world if you were one of these people? Choose one person and say what you'd do or wouldn't do if you were them!

- The U.S. President
- A Religious Leader
- A Big Company CEO
- A Leader of Al Qaeda
- A Famous Movie Star
- Korea's President

Example: If I was a leader of Al Qaeda, I wouldn't use violence to spread my beliefs and I'd have peace talks with world leaders.

➤ ***Free Discussion*** – Discuss these questions with your partner.

1. Why do you think people use terrorism? What kind of people use it? Do you think it's effective?
2. How can the world become more peaceful? What can you, personally, do to achieve world peace?
3. Do you remember any terrorist acts other than 9/11? What happened?
4. Who are some people working today or in the past for world peace? What do/did they do?
- 5) Debate - The class will be divided into 2 teams: Team A and Team B. Your opinion is your team's opinion. You can NOT change opinions or teams! Debate about each problem for 2 minutes.

1. Team A: The war on terror VS Team B: The war on terror will never end. terror will end.
2. Team A: World peace is possible VS Team B: World peace is impossible.
3. Team A: Famous people and world leaders can't do anything to create world peace. VS Team B: Famous people and world leaders can do a lot to create world peace.

➤ ***It could never happen to me!*** - Talk in groups about what you would do if you were involved in each event.

Ask: "What would you do if you _____?"

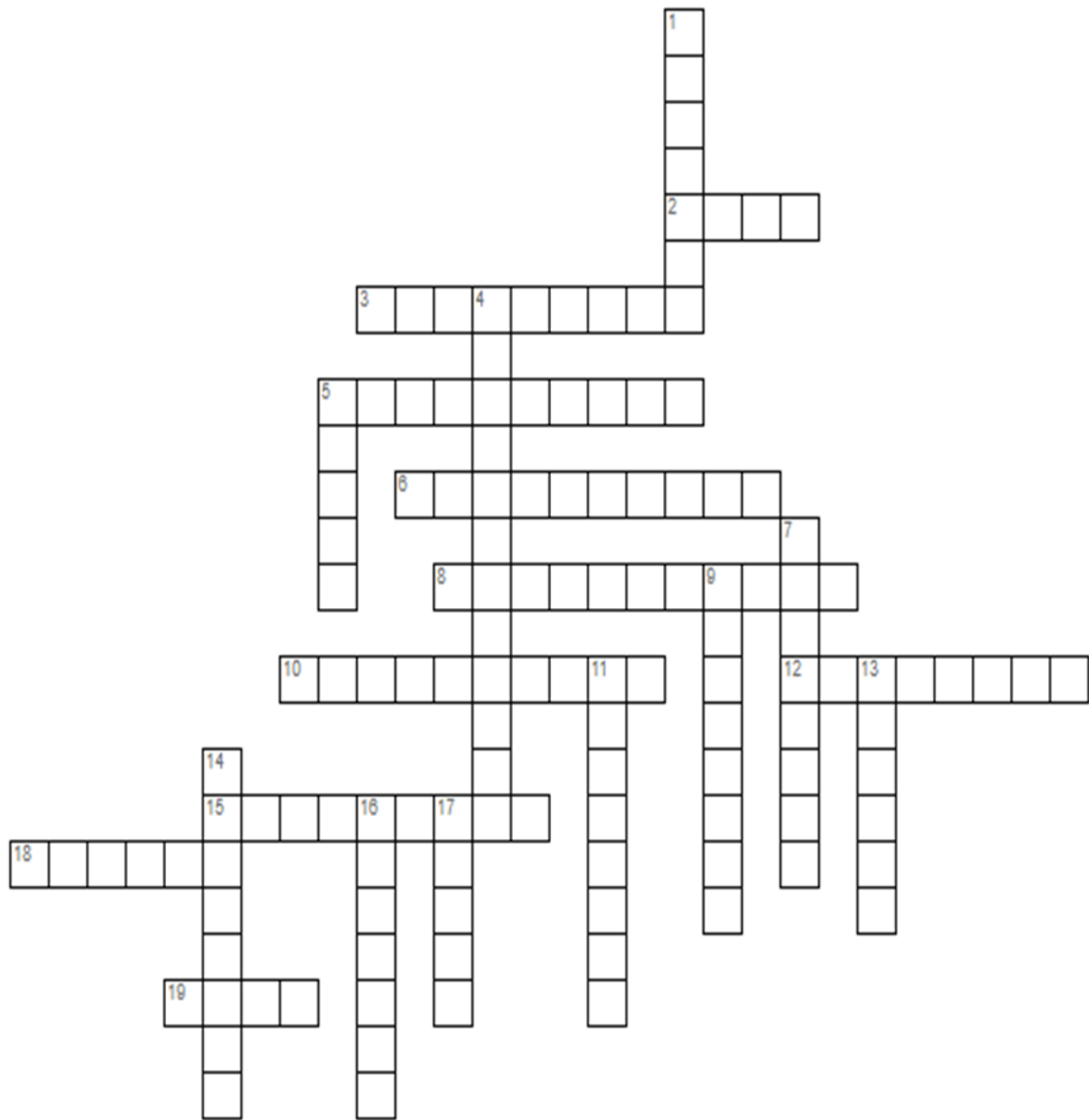
were in an airplane being hijacked	<i>Example: I'd try to fight... I'd write a letter to my family... I'd..... I wouldn't...</i>
were kidnapped	
were lost in a jungle	

knew a terrorist
event was going to
happen

2. Word Puzzle

Terrorism

Solve the crossword



Across

2 To force someone to leave a position of power, job, place, or competition.

3 Having more than one meaning, not expressed or understood clearly.

Down

1 Very bad and shocking.

4 An organized attempt by a group of people to defeat their government and take control of their country,

usually by violence.

- 5 An important official who works in a foreign country representing his or her own country there, and who is officially accepted in this position by that country.
- 6 A maritime theft.
- 8 Someone who commits a crime.
- 10 To cause something to continue.
- 12 The violent killing of many people.
- 15 Something that makes someone decide not to do something.
- 18 A building where Muslims go to pray.
- 19 To deceive, especially by playing a trick on someone.
- 5 Quick to see, understand, and act in a particular situation.
- 7 To begin something.
- 9 Someone who kills a famous or important person, usually for political reasons or in exchange for money.
- 11 To accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.
- 13 A special place in which you remember and praise someone who has died, especially someone famous.
- 14 The set of ideas and beliefs of a group or political party.
- 16 A person who has escaped from their own country for political, religious, or economic reasons or because of a war.
- 17 To avoid or escape from someone or something.