

WHAT'S NEW?

Communication Objectives: Ss will be able to:
 - use expressions for evaluating different standpoints and tentative expressions.
 - use vocabulary, phrases and idioms related to international events.

Educational Objectives: Ss will address issues of the impact of events that have occurred within recent years.

Connected Topics:

- Nobel Peace Prize	- Peaceful solutions
- Diplomacy	- EU versus US
- Events making headlines	- Anti-war theatre
- European Union	- Technology and warfare
- Conflicts around the world	- Civilians and war
- Natural disasters	- Rogue states

Grammar:	Adjectives	Collocations	Idioms
Key Vocabulary:	abduct	founding member	repressive
	be at odds	immunity	rival
	bulwark	initiative	secular
	civilian	intent on	surpass
	counterpoint	irritant	suspend a law
	coward	largesse	uprising
	credit worthiness	mission	void
	crude	obliterate	windfall
	draft <i>n</i>	pet project	withhold
	envoy	profiteer	witness <i>v</i>
	extradition	recall <i>v</i>	
	foe	reclaim <i>v</i>	

The BIG question: WILL WE EVER HAVE PEACE?

This question deals with the fundamental issue of the innate nature of humans. Are we by nature violent beings?

VIEWPOINT

Facts: Reasons for winning Nobel Peace Prize: Shirin Ebadi for promoting children and women's rights in Iran; Mohamed El Baradei for trying to identify a nuclear weapons programme in Iraq before the US invasion in 2003; Wangari Maathai's work with deforestation relates to a larger more complex issue of the roots of warfare. In many instances, war happens when resources are scarce.

Source:
<http://nobelprize.org/peace/>

EQ: *What is the significance of the Nobel Peace Prize? Should people promoting peace be recognised? Should these people have been recognised? Are Peace Prize recipients as well known as war leaders?*

Quote: Lester B. Pearson (1897–1972) was the Prime Minister of Canada from 1963 to 1968. He won the Peace Prize for ending the Suez Canal crisis.

EQ: *How important is diplomacy for your country? Internationally? Can you think of any instance where diplomacy helped solve a possible conflict? If so, what happened? Do you think diplomacy and talking about issues really solves anything?*

1 WORD POWER

A gets students to practise their knowledge of adjectives and word partners.

1 WORD POWER A**Answers**

1 c	2 a	3 b	4 h	5 g	6 f	7 d	8 e
nature		natural		disaster			
diplomacy		diplomatic		envoy			
population		popular		uprising			
terror		terrorist		attack			
region		regional		conflict			
finance		financial		crisis			
politics		political		corruption			
peace		peaceful		protest			

B 1 gets students to look at how these common world events have affected the own country.

2 gets students to create dialogues using phrases from **Language Bank 11**. It would be worthwhile to have students role play these dialogues together.

ARTICLES**Chavez, Seeking Foreign Allies, Spends Billions**

This article discusses the growing tensions between Venezuelan president Hugo Chavez and the United States. The United States is strongly opposed to Chavez because of his left-leaning policies. An admirer of Fidel Castro, Chavez supports wealth redistribution and is opposed to US economic policy in Latin America. Many Latin Americans blame US policies for the continuing widespread poverty in the region. Chavez is trying to export his Bolivarian Revolution to other countries in the region by giving these countries financial help to offset US influence.

EQ: *What do you think of Hugo Chavez? Should countries with great inequalities of wealth try to redistribute this wealth? How would you feel about this if you were one of the poor or one of the very wealthy?*

Hope Ends 29-year March of Mothers of the Plaza de Mayo

This article discusses the legacy of the Mothers of the Plaza de Mayo. Formed at the beginning of the 'Dirty War' in Argentina, these women worked tirelessly to protest against the injustice that was happening in their country. Their non-violent protests have eventually led to a slow and steady recognition in Argentina of a need to reconcile the past.

EQ: *How would you react in these women's position? Would you continue this long?*

2 READING

A is a skimming activity that will help students with the Reading section in the CAE exam.

2 READING A**Answers**

A For: Fidel Castro (friend and political ally), Brazilians (supports Samba parades), poor Mexicans (eye surgery), poor US citizens (subsidized heating fuel),
Against: US government (anti-communist history), George Bush (has had war of words with Chavez), Antonia Ledezma (political opponent), Heritage Foundation (right-wing think tank)

B relates to a type of question in the Trinity exam which requires students to speculate on the unstated feelings of people. You should make sure students provide some information from the article to support their opinions.

C 1 This question touches on United States' foreign policy in Latin America and the rest of the world. Students will get to practise the conditional here.

2 You can give the students some help by pointing to several countries which have had to deal with this problem: South Africa after apartheid, post-Cold War Russian / US relations, Germany after reunification.

3 SPEAK YOUR MIND

This section covers the topics of recent world events, UN peace-keeping, citizen's protests, what makes good and bad government.

A EQ: *How do you think the world has changed because of these events? How have these events affected your country? Have there been any significant events in your country which have affected the world? Do you think people will care about these events 25 years from now?*

B EQ: *What conflicts are going on at the moment? Does your country provide UN peace-keeping troops?*

C EQ: *Have you ever protested against anything? Did it help? What issues do you feel strongly enough about to protest?*

D EQ: *Are all governments good, bad or something in between? How good is your present government? Why?*

4 LISTEN

DVD

While much of the world is aware of the 2004 Asian Tsunami, few save neighbouring Caribbean countries remembers the impact of the torrential flooding that hit Haiti and the Dominican Republic in the same year. While both countries had significant losses from the event, the floods were worse in Haiti due to the deforestation in the mountains and its endemic poverty. It is by far the poorest country in the Western hemisphere with 80 per cent of the country living in poverty and 3.5 per cent of its 8.1 million inhabitants living with HIV / AIDS.

A Photos: Some disasters: hurricanes / typhoons, flooding, mudslides, tsunamis, earthquakes, avalanches, ice storms, tornados, hailstorms, lightning storms.

4 LISTEN C

Answers

C 1 60 cm 2 10–20 3 wood and propane

5 TEAMWORK

This activity is designed to get students to think about reasons for war and to brainstorm creative ways of resolving these issues. Students can create whichever solutions they want. The third part of this activity is controversial.

6 CONTROVERSY

Relations between the United States and the European Union can be difficult. Recently, the US government has emphasised a need for a more dominant role for the US in world politics, placing US interests over those of possible rivals. While several countries including the UK and Italy have been able to maintain close ties, on trade the EU and US have had several bitter disputes on issues such as GM (genetically modified) foods, internet trade, Boeing / Airbus subsidies and steel tariffs as well as disagreements over the handling of international conflicts and diplomatic issues.

The US today prefers bilateral agreements and negotiations to take advantage of its immense military and economic advantage compared to the EU, which continues to favour multilateral institutions like the United Nations. The reality remains that

the US and the EU need each other for trade and for security.

Sources:

Transatlantic Economic Disputes: The EU, the US and the WTO, Ernst-Ulrich Petersmann

Managing EU-US Relations, Rebecca Steffenson
www.eurunion.org

http://europa.eu.int/comm/external_relations/us/intro
www.useu.be

EQ: *Why do you think the US and the EU seem at odds today? What do you think the future relationship between the two powers will be like? Are the US and the EU right in their current attitudes toward each other? Which one do you think developing countries favour? Why?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

See local newspapers for examples of announcements. Entertainment announcements are likely the best examples.

B Sources:

See the website of most major media outlets for examples of world event coverage.

www.bbc.co.uk

www.guardian.co.uk

www.cnn.com

8 DRAMA in English [CLIL]

Theatre and the arts in general have often expressed divergent viewpoints. Anti-war protest pieces have existed since the beginning of Western theatre in ancient Greece. Present-day activism does not come without a price. Actors, especially film actors like Susan Sarandon and Tim Robbins, have come under considerable criticism for expressing anti-war views in the United States over the Iraq War.

EQ: *Does anti-war theatre have as much impact as protest rallies? Do you think old anti-war plays are still relevant? Why / Why not? What do you think of street theatre as a form of protest? How political or activist are actors and theatre groups in your country? Should actors give their political views in public?*

Think of five things people often protest about. Choose one and develop a short plot summary for a drama or comedy that protests against it.

Note:

The quote from *Hair* is derived from a 1967 anti-speech by civil-rights activist Stokely Carmichael.

Sources:

The Oxford Dictionary of Plays, Michael Patterson
www.sfmt.org/
www.lysistrataproject.com/
www.thawaction.org

9 FURTHER DISCUSSION

This section covers involvement in conflicts, civilians in war, technology and war, and rogue states.

A Try to get students to think about their country's role in world politics and its role in any international disputes, whether as a combatant, a peacekeeper or negotiator.

EQ: *Was your country right to join this? Can you foresee any future possible conflicts? What effect does being the victor or loser in a battle have on a country? What effect does being the aggressor in a conflict have on a country? Can a country ever escape its past?*

B Try to get students to think about the reality of living in a war zone.

EQ: *What would it be like to live in a war zone? Why are civilian deaths so under-reported?*

C Try to get students to think about new weapons developed since medieval times.

EQ: *Name five early (medieval) weapons and five modern weapons. Which weapon / military vehicle has had the biggest impact: knife, horse, gun, chemical weapon, fighter jet, tank, nuclear bomb, submarine, aircraft carrier? How has the nuclear bomb changed international diplomacy and war?*

D Some countries considered rogue nations by the US: Syria, North Korea, Iran, Sudan and Cuba.

EQ: *What do you think of Syria, Iran, North Korea, or Cuba? Are they dangerous? Should people in your country be worried about them?*

10 Your answer: WILL WE EVER HAVE PEACE?

This question tries to get students to address the most fundamental question regarding peace. There are obviously many obstacles to overcome ranging from dictatorships to ignorance and greed. Beyond this, we need to ask the fundamental question: is it in human nature to be peaceful? Is war a normal means of solving international conflict? Is war an extension of the violence in society? Do people care when wars are fought in far off countries?

WORKBOOK

1 WORD POWER

This activity will get students to practise evaluating different standpoints and using tentative expressions from **Language Bank 11**.

1 WORD POWER

Sample answers

1 Historically speaking, regional conflicts have often been a threat to stability in the world.

Perhaps, it's hard to say.

2 If you look at it from another perspective, I am optimistic that the world will always send money and help after natural disasters. **Maybe you're right. Who knows?**

3 While I respect your position, I think peace comes from understanding others; globalisation will help increase both. **Well, I guess we'll have to wait and see.**

4 If you look at it from another perspective, the UN needs forces for peace-making as well as for peace-keeping. **Well, I'm not so sure.**

5 If I were playing devil's advocate, I'd say all elections should be monitored by international observers. **Perhaps, it's hard to say.**

6 On the other hand, you need to consider that civilians should never be caught up in wars. **Maybe, you're right. Who knows?**

7 While I respect your position, I think peaceful protest is the best way to change things. **Maybe you're right. Who knows?**

8 While I respect your position, I think political corruption nearly always leads to a financial crisis. **Well, I'm not so sure.**

2 WRITING

A Sources:

Peacemonger, John Murray.

We did Nothing: Why the Truth Doesn't Always Come Out When the UN Goes In, Linda Polman
www.un.org/Depts/dpko/dpko/index.asp

B Sources:

The Penguin Companion to the European Union,
Timothy Bainbridge
http://europa.eu.int
www.euobserver.com

3 SPEAKING STRATEGIES: The power of three

This activity is one of the techniques to help students give better presentations. This provides students with a great way to make their presentations more interesting and compelling.

3 SPEAKING STRATEGIES					Answers
1 d	2 c	3 b	4 f	5 a	6 e

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS					Answers
1 f	2 a	3 e	4 c	5 b	
<p>1 to bury the hatchet = to make resolve differences, make peace 2 to build a bridge = to make contact to resolve differences / conflicts 3 to reopen old wounds = to go back / to bring up old differences / reasons for past conflict 4 to pick up the pieces = to begin to sort things out after something difficult has happened 5 to explore every avenue = to try / investigate any possibilities</p>					

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *How does history affect international relations?*
 - Many countries have trouble *burying the hatchet* over old grievances.
 - I think many countries prefer to *build bridges* when there are obvious economic benefits.
 - I think it is hard not to *reopen old wounds* whenever a dispute happens. Look at China and Japan.
- *How will the EU develop in the future?*
 - I hope they will *explore every avenue* of cooperation with the US.
 - I think the EU has sometimes been left to *pick up the pieces* in former Communist countries.
- *What can your country do to help find peace in the Middle East?*
 - I hope we could help *build bridges* between warring parties.
 - I think we could help them to *explore every avenue* towards a peaceful resolution.
 - I hope we could help *pick up the pieces* when the conflicts are resolved.