

3

International relations

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Vocabulary

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Scenario

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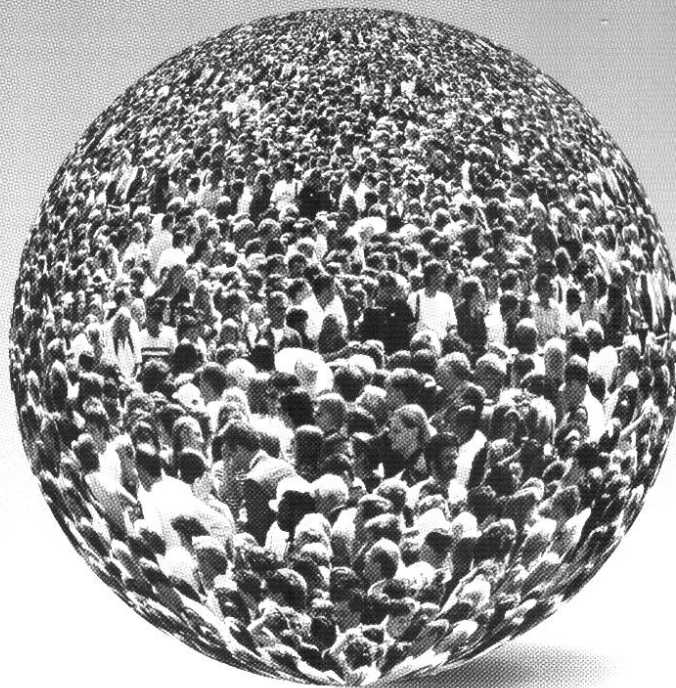
Study skills

- active listening

Writing skills

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3.1 NATIONAL TRAITS



READING

1 In small groups, discuss the questions below.

- 1 What do you think defines people from your country?
- 2 What is important to them? What do they value?
- 3 How do you think people from other countries see you?

2a Read the statements below about British people. Which do you think are true and which are false?

The British are ...

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

2b Compare your ideas with a partner and then read the article on page 27 and check.

To say nothing, especially when speaking, is half the art of diplomacy.

Will Durant (1885–1981) US writer

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

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

5 Scan the article and add the correct dependent preposition.

have an obsession with

- 1 have a fascination _____
- 2 have a reluctance _____
- 3 have a passion _____
- 4 are proud _____
- 5 are great _____
- 6 have a love _____
- 7 have an ability _____

6 Make sentences about your own culture using the phrases above.

http://www.telegraph.co.uk/

Telegraph.co.uk

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HOT TOPICS Football Royal Mail China The Dog Who Came In From The Cold

TRAITS OF THE NATION

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

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

Working long hours, fascination with property prices and the love of bargains also made it into the top 50.

But it was not all bad news. Stiff upper lip came out high in the poll, with respondents also choosing a reluctance to complain, a good sense of humour and the ability to laugh at ourselves.

The results were based on a study of 5,000 adults who were asked to pick out the things – good and bad – they believe makes us unique as a nation.

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

'This is a brilliant list of characteristics and some of the observations are absolutely spot on,' he said.

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

- 1 Talking about the weather
- 2 Great at queuing
- 3 Sarcasm
- 4 Watching soap operas
- 5 A love of bargains
- 6 A love of curtain twitching
- 7 Stiff upper lip
- 8 Moaning
- 9 Obsession with class
- 10 Inability to complain
- 11 Working long hours
- 12 Clever sense of humour
- 13 Obsession with property values
- 14 Road rage
- 15 Being proud of where we live
- 16 Not saying what we mean
- 17 The ability to laugh at ourselves
- 18 Jealousy of wealth and success
- 19 Being overly polite
- 20 An inability to express our emotions
- 21 Love of rambling through the countryside
- 22 Leaving things to the last minute
- 23 Keeping our homes neat and tidy
- 24 Achieving against all odds

VOCABULARY: adjectives of character

7 Choose adjectives from the box below which describe people who:

- 1 are unable to keep their feelings under control
- 2 rarely boast about themselves and play down their achievements
- 3 are knowledgeable about art, music and literature
- 4 approach problems in a rational, practical way
- 5 are always certain their beliefs are right
- 6 have a magnetic personality
- 7 are distant and unfriendly
- 8 are attentive to detail
- 9 use clever tricks and manipulation to get what they want
- 10 are welcoming and generous to visitors

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

8a Which of the adjectives in Exercise 7 are positive / negative / neutral?

8b Could any of the qualities be applied to your own nationality, do you think?

SPEAKING

9a In small groups, discuss the following in relation to your own culture.

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

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

SPEAKING

1a In groups, try to work out what these abbreviations for international organisations stand for.
IMF IOC UNESCO CERN

1b **1.15** Listen and check your answers on page 173.

READING

2a Read the article on page 29 quickly. In pairs, discuss whether you agree with the heading. Give reasons for your answer.

2b Read the article again. According to the article, are the statements below true, false or not given?

- 1 CERN was originally a French laboratory.
- 2 One of the reasons it was set up was to make research into atomic physics more affordable.
- 3 CERN has four main aims.
- 4 The LHC is the most powerful particle accelerator because of its huge circumference.
- 5 Most of the scientists involved in experiments at CERN are not based there.

3 Find words and phrases in the article which mean the following.

- 1 on both sides of
- 2 shared undertakings
- 3 got bigger than
- 4 to provide financial support for
- 5 smash together
- 6 working groups of people in the same profession

4 Work in groups and discuss the following questions.

- 1 Can you think of other examples of successful international cooperation?
- 2 Do you think CERN is a huge waste of money?
- 3 Think of some examples of failed international cooperation. Why do you think they failed?

GRAMMAR: subordinate clauses

5a Look at this sentence, taken from the article, and answer the following questions.

(Part A) Once a research project has been reviewed and accepted by the committee (Part B) the scientists involved in the project collaborate.

Which part:

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

5b In subordinate clauses we cannot usually change the order of the events in the clauses, because it changes the meaning. In the following sentences, which event comes first?

- 1 When the project was accepted by the committee, the scientists worked together.
- 2 When the scientists worked together, the project was accepted by the committee.

6 Find and underline other sentences in the article that contain subordinate clauses.

➡ Language reference and extra practice, pages 138–139

7a Combine the sentences below into one sentence using the words in brackets.

- 1 The scientists use videoconferencing facilities. The scientists work together from their labs all over the world. (in order to)
- 2 The main CERN site has a large computer centre. The computer centre contains very powerful data-processing facilities. (which)
- 3 CERN is currently famous for the Large Hadron Collider. CERN also gained prestige through its connection with the beginnings of the world wide web. (although)
- 4 In April 1993, CERN made an announcement. They said 'The web will be free to all'. (announced that)
- 5 The LHC is buried 100m below ground. The LHC has a circumference of 27km. (buried)
- 6 The system was shut down on 19 September 2008. A magnet was found to be faulty. (when)
- 7 I think the LHC is very dangerous. We don't know what will happen. (because)
- 8 The LHC experiment might work. Then it will revolutionise our understanding. (if)

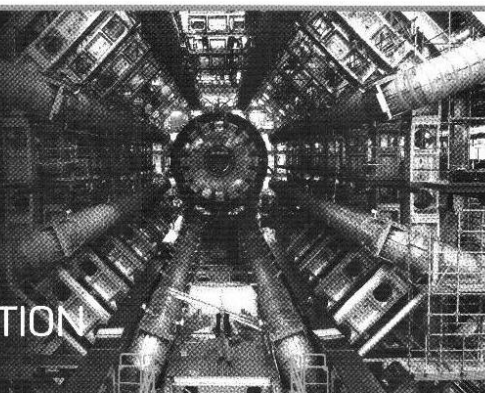
7b Now classify the combined sentences from Exercise 7a according to the list below:

- | | |
|--------------------|---------------------------|
| a) cause or reason | e) time |
| b) condition | f) reported speech |
| c) contrast | g) relative clause |
| d) purpose | h) non-finite verb phrase |

Science Weekly

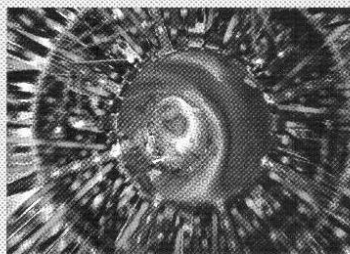
CERN

A SHINING EXAMPLE OF INTERNATIONAL COOPERATION



Situated about 10 kilometres north-west of Geneva and straddling the border between France and Switzerland, CERN is the world's largest laboratory for research into particle physics (the study of the elements of matter and how they interact with each other and with energy). It was originally established in 1954 as one of Europe's first joint ventures to bring together the best scientists in Europe and to allow member countries to share the significant costs of setting up and running an atomic physics laboratory. Today it has 20 member states, more than 2,500 full-time staff and provides the infrastructure and scientific instruments for the research projects of around 8,000 scientists and engineers who represent 80 nationalities and 580 universities and research facilities.

Although the organisation has long outgrown its original European dimensions and its focus on nuclear physics, its original aims have remained the same. These are to sponsor and help organise research projects that will lead to a better understanding of the universe, to push to the limit advances in different technologies, to educate the scientists of the future and to encourage international cooperation through science.



The main scientific instruments at CERN are particle accelerators and particle detectors. Scientists use the accelerators to send beams of particles towards each other at very high energy. They then cause the particles to collide with each other or with stationary targets and observe and record the results with the detectors. CERN is famously home to the Large Hadron Collider (LHC), which, with a circumference of 27km, is the largest and most powerful particle accelerator in the world.

While the smallest experiments at CERN may concern only a handful of scientists, the largest involve thousands. However, CERN itself employs comparatively few scientists and often only on a temporary basis. Most of the researchers remain based in their various universities and research institutes around the globe. Once a research project has been reviewed and accepted by peer committees, the scientists involved in that project collaborate, often simply via Internet-based conferencing facilities, to design, build and run their own experiments. All members of the team have free access to the data and share the results equally. It is a shining example of international cooperation.

VOCABULARY AND SPEAKING

8a In groups, combine words from the box to make the full titles of the organisations (1–8) below (each word may be used more than once).

Asian association Atlantic committee
countries european exporting fund health
international monetary nations north
olympic organisation petroleum southeast
trade treaty union wildlife world

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

8b What functions do the organisations (1–8) perform? Discuss your ideas in your groups.

8c Which of the names are acronyms?

WRITING

9 Write a short paragraph about one of the organisations listed in Exercise 1a or Exercise 8a. Try to include at least one subordinate clause.

SPEAKING AND READING

1 Choose three of the most/least desirable characteristics in an ambassador.

cultured articulate charming pragmatic
persuasive intuitive aloof analytical
observant meticulous good at solving problems
strong energetic modest sensitive eager
to learn respectful devious provocative
impulsive

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

Ambassador
Lavrov



A Q: _____

A: It's a tough job. In addition to promoting the interests of your country in a way that makes them understood by others, you have to also take into account the interests of your partners and work to forge a consensus that would embrace both.

B Q: _____

A: You have to be well versed in the history and culture of other countries and to be able to present your arguments clearly and persuasively. Any education which helps you to achieve these qualities would do.

C Q: _____

A: The hardest part of the job is to be woken up in the middle of a night to discuss a new crisis about which you don't have instructions. Then you have to go by your instincts and hope that they are right.

D Q: _____

A: My workday starts at 9.00 a.m. by reading cables from Moscow. Then I attend various UN meetings which last until late afternoon. After that, I have to write my reports and suggestions (hoping they will be accepted), which typically lasts until late night every day.

E Q: _____

A: Ambassadors are appointed by presidents. How they select ambassadors, I don't know. I never served as President!

Ambassador Wang



F Q: _____

A: I'm a career diplomat. I had been engaged in diplomatic work for more than 20 years before becoming an ambassador. A rich diplomatic practice is an excellent way to prepare for being an ambassador. What you study in college does not matter much in determining whether you become an ambassador. The important thing is whether you can develop yourself and acquire certain necessary skills, such as thorough observation, in-depth thinking and analysis, and being good at discovering and solving problems.

G Q: _____

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

H Q: _____

A: One's knowledge is always limited no matter how intelligent he or she is. There are 191 member states in the United Nations. Each country has its own different history and culture. So it is hard to know each culture very well. But I think the important thing is to be modest and eager to learn when you get along with people from a different culture. When you respect others and treat them as equals, you will surely be respected and find it easy to make friends.

3 Read the extracts again. Match the questions (1–7) below to the answers (A–H) in the interviews above.

What steps did it take to become an ambassador? F

- 1 Could you please tell me how ambassadors are selected?
- 2 What is the hardest part of your job?
- 3 How do you know what the proper etiquette is when dealing with different cultures?
- 4 What is the job of an ambassador?
- 5 What kind of education do you need to become an ambassador?
- 6 I would really be interested in knowing what it is like to be an ambassador. You must get very stressed out.
- 7 What is your workday like?

4 What do you think was most surprising about the ambassadors' answers?

VOCABULARY: the diplomatic world

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

A	B
diplomatic	meeting
overseas	conflict
summit	awareness
international	immunity
cultural	posting

5b Make your own sentences using some of the collocations.

LISTENING

6a 1.16 Elizabeth is the wife of an ambassador. She accompanies her husband on his overseas postings. Listen to an excerpt from a radio interview in which she talks about her life. How do you think she feels about being the wife of an ambassador?

6b Listen again and make notes under the following headings:

- Problems with overseas postings
- Regrets

GRAMMAR: modal perfect

7a 1.17 Listen to the following extracts from the interview and complete the gaps in the sentences.

- I know I _____ some Russian before we went out there, but I didn't have time.
- I suppose I _____ a local Russian to give me lessons, but I just didn't have the motivation at that point.
- It _____ at least a year before I felt happy in Moscow.

7b Look at the three sentences in Exercise 7a (1–3) and at sentences (4–10) below. Match them with the functions a–h and say if they express:

- He might have caused a diplomatic incident.
- You didn't have to bring such an expensive gift, but thank you.
- The ambassador didn't need to go through customs.
- The ambassador needn't have gone through customs.
- Our codes may have been broken.
- You ought to have mentioned that earlier.
- The ambassador can't have written this.

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

8 Answer the following questions about the sentences from Exercise 7a and 7b.

- In sentence 1, did she learn some Russian before she left?
- In sentence 5, did somebody bring an expensive gift?
- In sentences 6 and 7, did the ambassador go through customs?
- In sentence 10, did the ambassador write the letter?

➔ Language reference and extra practice, pages 138–139

9 Rewrite each sentence with an appropriate modal so it has a similar meaning.

I'm sure you left your passport on the plane.

You must have left your passport on the plane.

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

SPEAKING

10a Work in groups. You are all part of the organising committee for a diplomatic reception that was a disaster. Make a list of all the things that went wrong.

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

You should have sent out more invitations.

SITUATION

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

1 Read the situation. Working with a partner, list some harmful impacts which will probably result from the oil spill.

2 Read some comments on the oil spill by various people who will be affected by it and answer the following questions.

1 Do the comments match the harmful effects that you listed in Exercise 1?

2 Which consequences of the oil spill do you think are most serious?

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

(Minister of the Environment)

- 2 'There'll be no fishing along the coast for some time. There'll be no fish to catch. Many of us will lose our jobs.'

(local fisherman)

- 3 'The effect of the oil slick on marine life will be devastating.'

(Representative - International Wildlife Association)

- 5 'They could bankrupt the Poseidon Oil company.'

(a local resident)

- 4 'The spill could cause a dramatic increase in cancers and other diseases in the affected areas.'

(a local medical officer)

- 6 'Newspaper reporting of the oil slick will obviously have a negative impact on our tourism industry.'

(Minister for Tourism)

- 7 'It's probably the most beautiful beach on the coastline. Now it's covered with oil. I wouldn't dream of taking the children there. They'd probably start playing with it!'

(local resident)

- 8 'The spill will do irreparable damage to our reputation as an ethical oil company if we don't act quickly to clean up the sea'

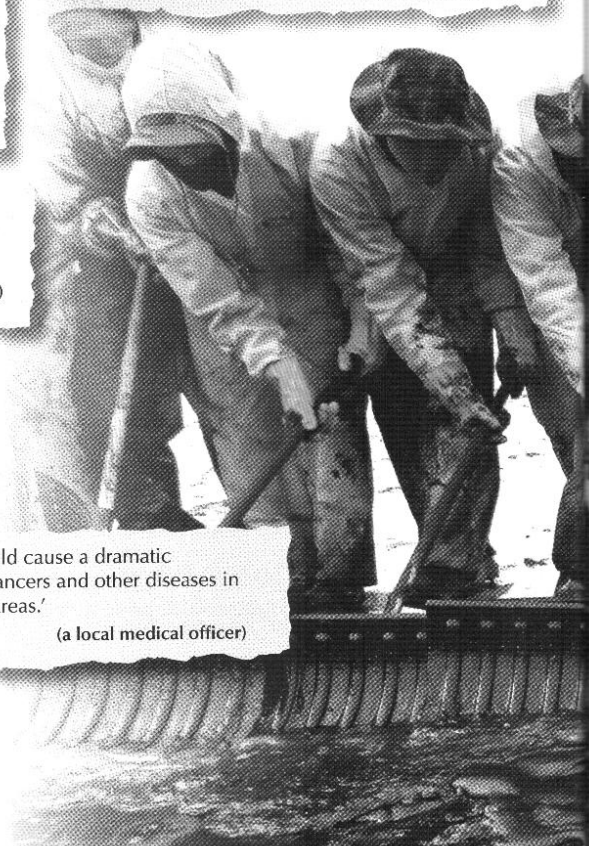
(a director, Poseidon Oil Company)

- 9 'This will result in massive unemployment for workers who depend on coastal activities.'

(financial journalist)

- 10 'The international lawyers will be happy - they'll make a fortune from this disaster.'

(company director)



The oil spill crisis

3.4

KEY LANGUAGE: stating objectives, giving strong advice

3a **1.18** Listen to the conversation between the chairman of the Poseidon Oil Company, Julian Leiterman, and a United Nations official. What major objectives does the chairman mention in the conversation?

3b Listen again. Tick the expressions for *stating objectives* that you hear in the conversation.

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

3c Look at Track 1.18 on page 173 and find expressions for *advising strongly*. Underline the expressions in the text.

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

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

TASK: devising an action plan

5a Form two new groups, A and B. Using your suggestions from Exercise 4, work out an action plan to deal with the oil spill. The action plan will be presented at a forthcoming press conference. The action plan should have three phases:

Phase 1 Actions to be taken in the next month

Phase 2 Actions to be taken in the next three months

Phase 3 Actions to be taken in the next year

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

5b Present your action plans to each other.

6 Now, as a single group, agree on a joint action plan which the chair will present at the press conference.

OTHER USEFUL PHRASES

Accepting

That sounds like a really good idea.

I think that's the right way to go.

Rejecting

I'm not sure it's the right thing to do.

(I'm afraid), I don't think it'll work.

I don't think it's feasible.



WRITING SKILLS 3.5

- e) 'A man touched down on the moon, a wall came down in Berlin, a world was connected by our own science and imagination.'
- f) 'At a time when women's voices were silenced ...
When there was despair in the dust bowl and depression across the land ...
When the bombs fell on our harbour and tyranny threatened our world ...'

8b Match each description (1–6) in Exercise 8a to one of the following rhetorical devices:

- alliteration
- metaphor
- antithesis
- rhetorical questions
- repetition
- tripling

8c Did you recognise any of the extracts?

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

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

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

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

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

The Security Council, the organisation's main decision-making body is an undemocratic body and can be likened to a tiger without teeth and claws. It is composed of five members (Russia, China, the UK, the USA and France), all of whom have vested interests, and it excludes powerful nations such as India which has over a billion people. Because of the power of veto granted to its members, it is often powerless to take action in times of international crisis.

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

10 In groups, think of arguments showing that the United Nations plays an effective role in international affairs. Note down your points. If you have time, research the topic on the Internet.

11 Use your notes and research to write a persuasive speech which presents the work of the United Nations in a positive light.

12 In pairs, take turns to deliver your speech. Imagine that your audience is a group of university undergraduates.

Likewise, in the area of disarmament, the UN has proved to be a toothless tiger. It has failed to stop the proliferation of arms trading around the world and it has been unable to stop powerful nations developing weapons of mass destruction.

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

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

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

