

COMMUNICATING IN ENGLISH IN DIPLOMACY

**An activity book for language practice
in varied settings**

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Acknowledgments

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To Christian, whose sound opinions and loving advice have always been generously available throughout my career.

To Eloy and Manuel, my two greatest motivators.

Communicating in English in Diplomacy

is designed for use with students of high intermediate level and above.

Its aims are:

- » To place participants in varied settings of communication in diplomatic practice. Namely:
 - › **Part 1 Communicating in social settings**
 - › **Part 2 Communicating in panel discussions**
 - › **Part 3 Communicating in front of an audience**
 - › **Part 4 Analyzing political discourse**
- » To raise awareness of the characteristics of the settings' regular structures and stages, and lead the way to exploring the range of options in language structures, style, tone and lexical expressions that are used specifically in each situation.
- » To encourage active student participation, by means of oral production activities and listening & reading comprehension tasks on topics relating to foreign affairs.
- » To provide practice in listening to a variety of accents of English speakers around the world.

Overview of methodology employed in lesson design

A brief analysis of settings and language exploration are consequently followed by the students' usage of what has been introduced through guided activities. These include in depth dialogues, role plays & simulations, group discussions and presentations.

The materials have been specifically selected and designed to practice key skills with the intentional addition of authentic materials in the form of text (articles) and audio (video segments) from various sources intended to expose participants to an array of English accents.

Part 1

Communicating in social settings

Contents

Communicating in social settings:

Effective communication in a social setting:
Characteristics and difficulties of spontaneous speech
Social settings in diplomatic contexts

Role playing: Three socializing settings for diplomats

- At a national celebration in an embassy
- Meeting another student at a course for the first time
- Welcoming and entertaining a visitor: recommending things to do and places to visit in the city and in Argentina

Phrase bank

A bank of phrases for social functions used in the settings of the role plays given.

Greetings

Introduction greetings
Reuniting
Welcoming
Making a conversation
Keeping it going

Making a conversation

Keeping it going
Reacting to good news
Reacting to bad news
Giving good news
Giving bad news
Introducing a topic
Taking turns
Acknowledging your interlocutor
Showing interest
Showing sympathy
Showing surprise
Showing support /reassurance
Praising
Substituting to avoid repetition

Welcoming visitors

Recommending/ suggesting places to see
Reacting to recommendations
World English: Understanding a variety of English accents.

Video segment (Norwegian Foreign Minister)

From small talk to real talk...

Norwegian Foreign Affairs Minister in 2011 Jonas Gahr Støre, gives a TED talk on "In defense of dialogue".

READING - SPEAKING



Effective communication in a social setting

Socializing in a foreign language can turn out to be quite challenging. Mostly because, as it involves interacting with another speaker (and not delivering a planned segment of speech on one's own), there may be difficulties in understanding your interlocutor.

There is also an element of surprise that is common in social exchanges, that is, we cannot plan what the other person may ask or how they may react. The other person's accent in the foreign language being used and cultural background may also lead to additional challenges.

The points presented are intended to contribute to the success of a communicative instance.

Read and discuss them in pairs. Do you agree (A) or disagree (D)?

Contribute by adding some more points that have helped you communicate successfully either in a foreign language or your own.

- Be interested and willing to exchange comments, opinions, views. Listen and interact in a true sense.
- Keep an “open ear” and an “open mind”. In other words: don't get frustrated and close up if you can't understand the other person's accent. Try to keep listening attentively to see if you can make general sense of his/her utterance, even if you can't catch all the details. Also keep in mind that people have a diversity of cultural and ideological backgrounds, so be prepared to deal with different views and perspectives of your own: be open minded.
- Ask for repetition or clarification as often as you need to. There's nothing worse for the effective communication than pretending you've understood when, in fact, you haven't. Besides, sooner or later you'll have to show that you haven't understood. Better to ask for repetition sooner, than later when the other has already spoken on for minutes.

- Check meanings and interpretations to clarify message by paraphrasing.
- Consider tone and formality of setting. Appropriateness or inappropriateness of certain language and topics.
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Different social settings

As a diplomat, you may come to find yourself in one or all of these social settings.

Read the settings provided and contribute by adding some more possibilities.

- » Entertaining a visitor to the Ministry
- » Meeting another student at a course for the first time
- » At an embassy at a celebration commemorating a national anniversary
- »
- »
- »

ROLE PLAYING



Activity: Role play

Students in pairs or threes are given information and suitable language structures to carry out role plays in three settings.

Role play: SETTING A

At an embassy at a celebration commemorating a national anniversary

Setting description:

You are now participating in the event described in the article (see below). You have been invited as an Argentinian diplomat. The event has just started, and you are standing with some other diplomats making small talk.

- Decide where you are each from, one participant will be from Argentina, the others should not be from Spanish speaking countries.
- Decide whether you are old acquaintances or have just met (decide whether you have enough familiarity with the other participants to mention the controversial aspect of the celebration described in the text)
- Keep the conversation going for 5 to 10 minutes.

Read the information given to help you get an understanding of the setting.

Define tone of the talk you will have, i.e. degree of formality.

Define topics you will bring up by brainstorming for some minutes (individually, do not share these so that the interaction is spontaneous).

Choose useful phrases for this setting from the selection provided and add any of your own. (See Phrase bank).

READING



British Embassy forced to apologise for tweet celebrating anniversary of burning of White House

<http://www.telegraph.co.uk/news/worldnews/northamerica/usa/11054506/British-Embassy-forced-to-apologise-for-tweet-celebrating-anniversary-of-burning-of-White-House.html>

Some Americans unamused by cake marking 200 years since Britain set fire to presidential residence



The White House was fully restored following the burning by British troops in 1814

By Rosa Prince, New York Photo: Alamy 4:31AM BST 25 Aug 2014 420 Comments

The British Embassy in Washington DC has been forced to apologise after attracting the ire of some Americans by tweeting a photograph of a cake celebrating the anniversary of the burning of the White House.

Sent from the official Embassy twitter account, @UKinUSA, the tweet showed a cake with a perfect miniature reproduction of the White House on top, flanked by British and American flags and surrounded by sparkler fireworks.

The caption accompanying the photograph read: *"Commemorating the 200th anniversary of burning the White House. Only sparklers this time!"*



It was set against a background of a sunlit swimming pool.

Three hours later, after receiving dozens of angry replies from American Twitter users, the Embassy issued an apology for the message, saying: *"We meant to mark an event in history & celebrate our strong friendship today."*

The original tweet referred to the events of August 24 1814 when British troops occupied Washington for 26 hours, setting fire to several buildings, including the Capitol and the White House, before being forced to return to their ships when a heavy thunderstorm and tornado struck.

It was the only time in history that the US capital

has been invaded and caused substantial damage to the White House, which was occupied at the time by President James Madison.

Some Americans appear to continue to feel aggrieved about the incident, part of the 1812 war between the US and Great Britain which began as a dispute over American attacks on Canada.

The Embassy tweet attracted a large number of furious replies, mainly from American Twitter users who described it as being in "extremely poor taste," as lacking "tact" and not funny.

Michael R. Wimberly wrote: *"Ever Marvelled at stupidity or perhaps the tasteless ...well now U have one more marvel to add to the list."*

Yossi Gestetner added: *"HELLO @David_Cameron. The tweet by @UKinUSA is of poor taste. Disappointed in the @Conservatives."*

And Film Ladd said: *"Good to know the US isn't the only country with a mentally deficient diplomatic corps that doesn't know how to tweet."*

Other American users found the photograph amusing, however, and tweeted their support for the Embassy.

ROLE PLAYING



Role play: SETTING B

Meeting another student at a course for the first time

Read the three options of courses on different topics at the Clingendael Institute and first choose (as a pair or group) which you would like to be in.

You have just arrived to the first session of the course, you may be old acquaintances who have met here by surprise, or you may be meeting for the first time. You decide.

Think about the topics you will talk about while you're either waiting for the class to start or at a break.

Keep the conversation going for 5 to 10 minutes.

Read the information given to help you get an understanding of the setting.

Define *tone* of the talk you will have ,i.e. degree of formality.

Define *topics* you will bring up by brainstorming for some minutes (individually, do not share these so that the interaction is spontaneous).

Choose useful phrases for this setting from the selection provided and add any of your own. (See Phrase bank).

READING



Clingendael

INTERNATIONAL INSTITUTE OF INTERNATIONAL RELATIONS

About us

The Netherlands Institute of International Relations 'Clingendael' is the leading Dutch think tank and diplomatic academy on international affairs. The institute provides public and private sector organisations with in-depth analysis of global developments in the fields of economic diplomacy, international security and conflict management. Clingendael specifically focuses on security and Europe, and the position and the role of the Netherlands.

Training Course in Cyber Diplomacy

15/04/2015



As a side event of the Global Conference on Cyber Space, the *ICT4Peace Foundation* together with the Netherlands Institute of International Relations 'Clingendael' will host a half-day training course in cyber diplomacy.

Internationally acclaimed scholars such as Duncan B. Hollis (Temple University), Paul Cornish (RAND Europe) and Camino Kavanaugh (King's College London) will provide lectures on diplomatic engagement regarding international cyber policy.

Participants will be given an overview of the context, history and direction of cyber diplomacy on issues such as norms of responsible behaviour and cyber conflict, internet governance, and human rights in cyberspace. Attention will also be paid to capacity-building in cyber diplomacy.

Objectives

- Developing and reinforcing the participants' knowledge and understanding of cyber diplomacy;
- Empowering participants with tools to enhance capacity in cyber diplomacy at home;
- Providing a chance to network and exchange views with leading experts in the field.

Course International Politics

28/04/2015 - 22/06/2015



The Course on International Politics offers a wonderful opportunity to become acquainted with international relations in a brief time frame.

Jihadists and developments in the Middle East, EU-Russia relations, new geopolitical balances, energy safety and climate issues, the future of European

integration, the power of China, and many more topical issues are part of the programme of the Course International Politics. The Course on International Politics offers a wonderful opportunity to become acquainted with international relations in a brief time frame. The main objective of the course is providing information on international relations. Deeper insights into the subject matter are ensured by analysis of current international issues.

During eight Monday mornings from 09:30 till 12:15, some of the most important themes in international politics will be discussed. By this you will broaden and deepen your knowledge in this field, enabling you to participate in discussions and putting news items in a broader context.

What will you learn?

By the end of the training course, participants will be able to:

- analyse the main themes, persons and organisations in international politics;
- identify the major trends and relations in international politics;
- put international political developments in a broader context;

The training aims to provide information and an up-to-date understanding of the main issues of international politics.

Seminar International Negotiations

02/06/2015 - 05/06/2015



This highly interactive skills training will allow you to develop your personal negotiation style and tactics, and to achieve better results.

If you are operating in an international context, you probably encounter many situations in which you have to negotiate in order to solve complex issues. Whether

you are working in the field of security, trade, energy, the environment, economics or politics, knowing how to be effective in negotiations is essential. The Clingendael Institute has tremendous experience in providing negotiation training to diplomats, groups in conflict, and international relations professionals from all sectors worldwide.

This interactive skills training will allow you to develop your personal negotiation style and tactics, and to achieve better results.

The first training from 2-5 June 2015 will be facilitated by *Raymond Saner*, Professor Titular at Basle University and Author of the book *The Expert Negotiator*.

What will you learn?

By the end of the SIN, you:

1. Can describe the key principles underpinning a successful negotiation;
2. Have improved your effectiveness in multilateral negotiations;
3. Will know tips and tricks for negotiation;
4. Can explain cultural differences and be aware of the basics of intercultural communication;
5. Can create strategies for negotiation processes;
6. Recognise bargaining tactics and know how to respond to them;
7. Understand psychological processes in general and specific individual reactions to negotiation and mediation situations.

ROLE PLAYING



Role play: SETTING C

Entertaining a visitor to the Ministry

Read the information below from the website eDiplomat on "Entertaining" in a diplomatic setting. To do the reading, take one section each and be prepared to share all the relevant information with the rest of the class.

Highlight any useful points from the text and decide:

Where the dialogue will take place.

Who the participants will be (diplomats and spouses, only diplomats, where they are from).

One of you should be the host, make any recommendations and be helpful in any way you can.

The guests should be curious and might ask about particular topics, places, customs, etc.

Keep the conversation going for 5 to 10 minutes.

Read the information given to help you get an understanding of the setting.

Define tone of the talk you will have, i.e. degree of formality.

Define topics you will bring up by brainstorming for some minutes (individually, do not share these so that the interaction is spontaneous).

Choose useful phrases for this setting from the selection provided and add any of your own. (See Phrase bank).

READING



Entertaining

Guidelines and recommendations for protocol published by the Overseas Briefing Center of the U.S Department of State (adapted).

Entertaining widens one's circle of friends among officials and private citizens of the host country and other Foreign Service officers and diplomats. It also facilitates the informal exchange of information. Just as being a guest at a host country event affords the American diplomat an opportunity to experience the host country's culture, guests of embassy officers will expect to experience American culture. When planning the event, one must carefully consider whom to invite and how formal or informal the event will be. Also, be aware of the local customs on reciprocity.

The ambassador fulfills the obligation for formal entertaining for the mission; however, many staff members often have entertaining responsibilities as well. The type of entertaining depends on one's preferences, purpose, resources, and available facilities. For example, events can be hosted at one's home, a local restaurant, or club. Representational events need not be large, elaborate, or expensive. In many situations, a simple lunch or a backyard barbecue can be more effective (and enjoyable) than an elaborate dinner or reception.

1- Whom to Invite

Everyone in the diplomatic and consular community understands the need to make friends quickly. Therefore, it is perfectly acceptable to invite new acquaintances, as well as individuals one wishes to meet, even before receiving an invitation from them. When members of the host government are invited, the event becomes an official function of the US Mission and international protocol is in order. Well in advance of the invitations being sent, the protocol officer and/or senior officers at post should review the proposed guest list.

A common way to extend an invitation to a formal event and/or official function is through official stationary cards followed by a telephone call. Increasingly, however, the invitation is extended over the phone, and a card is sent as a reminder. Letterhead and calling cards are seldom used. Handwritten invitations on informals are a good way to extend invitations without the expense of having invitations printed. Some posts have blank stock, others do not. Check in advance to determine if this is an option at your post. As the RSVPs arrive, the protocol officer may be able to help design a proper seating arrangement.

The long-standing dilemma when entertaining abroad is the variation in responses to invitations. Invited guests may accept an invitation, but not attend. Others may not RSVP at all. Invited guests sometimes bring uninvited guests or arrive late.

Differences in the country's cultural norms and perceptions of socially acceptable behavior account for these variations. When it is crucial to have an accurate guest list, one might telephone the invitees

to ask if they will attend. Differences in the concept of social time affect the role of the host as well as that of the guest. Find out whether the time on an invitation will be adhered to, or taken to mean two hours later. If guests arrive late according to custom, they will probably also leave late. The only way to learn these intricacies is by asking at post.

When making the guest list, do not assume that higher-ranking US officers are off-limits. They often consider it a pleasant change of pace to attend less formal social functions. To accommodate them, check with the ambassador's or principal officer's secretary, and confirm the date to avoid scheduling conflicts.

2- Informal Entertaining

At most posts, informal entertaining is not only appropriate, but also the easiest and most representative of the way Americans entertain at home. Informal events encourage both the guests and the host(ess) to relax and circulate. Furthermore, if guests feel that they will not be competing with the gala event of the year, they are more likely to reciprocate.

Informal parties can take many forms, such as family-style meals, buffet lunches and suppers, barbecues, picnics and tea parties. The key to any event is to move the guests around so they can talk to different people. Accomplish this by serving in several rooms, planning interactive games or music and dancing.

Buffet style is an excellent way to serve informal meals. The host(ess) or waiter may serve guests from the buffet, or guests may serve themselves. Tableware may be part of the buffet service or the table may be set in advance. Tables of six or eight people are more conducive to conversation than tables of four. If you choose not to set up tables, at least clear coffee tables and end tables so the guests can put down their dishes. A few tables for guests who are not comfortable eating from plates on their laps is a thoughtful touch.

If using place cards, follow the rules of precedence to determine who will be placed in the seat of honor (for a man, the seat to the right of the hostess and for a woman, the seat to the right of the host). If there is no prepared seating plan, ranking guests should be invited to sit at the host's table.

Unless there is a receiving line, the host(ess) and his/her spouse should stand near the entrance to greet guests as they arrive and also to say good-bye as they leave.

3- Formal Entertaining

As the host(ess) of a formal event, one may call on US mission colleagues to serve as "co-hosts." Representational entertaining is a shared responsibility among officers at post. Formal entertaining includes a variety of representational events, meetings, and activities, as well as "black tie" and "white tie" dinners and receptions. A formal printed invitation should be issued well in advance, usually four to six weeks ahead. Invitations may also be extended by a phone call followed by a reminder card.

Prepare a guest list that shows the title or profession of each guest and make that list available in advance to the mission staff members who will be co-hosting with you. Occasionally, other guests or Ministry officials may request the list; it may be appropriate to provide it to them. It is appropriate to provide the list to the guest(s) of honor.

One may wish to consult the post's protocol officer for advice in creating a guest list and seating arrangement. The number of guests, their names and positions, the purpose of the party, and the shape and number of tables are but a few of the details which need to be addressed. Guidelines for seating and service follow, but keep in mind that they may be adapted to each event.

Both the guest of honor and other guests must know who has the place of honor. In the United States,

the place of honor for a man is at the right of the hostess; for a woman, it is at the right of the host. However, in some countries, the place of honor is at the left of the host/hostess. The host and hostess can sit at opposite ends or across from one another at the same table. They may also be seated at separate tables. If so, each chooses a co-host or co-hostess, creating two more seats of honor. Co-hosts and co-hostesses are usually ranking guests or colleagues from the US Mission. After the guest of honor and the host(ess) or co-host(ess) are seated, the arrangement goes by rank, gender, and nationality. As a general rule, couples sit across the table from each other, not side-by-side. Several examples of possible seating arrangements are illustrated below. To seat 8, 12, 16, or 20 people without two men or two women sitting together, the hostess sits to the left of the seat that is properly hers. ("W" represents a female guest; "M" represents a male guest.)

4- Sample Seating Arrangement for a Men's/Women's Luncheon or Dinner

For same-sex events with only a host or hostess, a better balance of rank may be achieved by designating a co-host and having the host and co-host seated opposite of each other at the center of the table.

As a general rule, an even number of men and women alternate seats at a table. In American homes, foreign guests take precedence over Americans of comparable rank with the exception of the Ambassador of the United States. The Ambassador is seated as a host or hostess to avoid seating precedence conflicts. This courtesy also applies to the ambassador's spouse. If an unequal number of men and women (or individuals of more than one nationality) are in attendance, alternate both the sexes as well as the nationalities. One possibility is to seat the host(ess) and the guest of honor opposite each other in the middle of the long sides of the dining table and then alternate from there. The husband of a high-ranking female official is seated commensurately; do not demote him. When many high-ranking officials are expected to attend the event, if possible, seat them in a manner such that many hold a seat of honor. An excellent way of doing this is to use round tables. Using round tables is also helpful in minimizing disruptions if place settings must be removed at the last minute.

Place a seating chart in the entrance hall so that each guest may find his/her place before entering the dining room. Although rarely practiced today, men might be given a "take-in card" which designates a particular woman to escort to the table. Place cards are used when there are more than eight guests. Place them above the plates with the names and titles visible to the guests seated at either side. For the benefit of the guests across the table, consider printing the names on the back of the cards as well. When there are many tables, a table chart is often used to assist guests in locating their table.

One waiter for every six to eight guests is generally sufficient. Guests may be served in sequence around the table or women may be served before men. If guests are served in sequence, the woman on the host's right is served first. The man to her right is served next, and service proceeds counter clockwise so that the host is served last. If women are served first, the woman on the host's right is served at the same time as the woman to his left. Two servers then proceed clockwise around the table to the women and then to the men. If there is only one server per table, the direction of service should be reversed after each course so that the same guests are not always served last. Local customs for serving should be observed.

As mentioned above, seek advice at post about the local customs on toasts and drinking in general. Usually, toasts are made with the dessert course. At the end of the meal, the host or hostess makes the first move to leave the table. Guests then follow in order of precedence. Coffee may be served

in another room.

For suggestions on menus, table settings and decorations, consult an etiquette book or a cookbook designed for entertaining.

5- Receiving Lines

At formal receptions, a receiving line enables the host and hostess to greet each guest personally. Usually, the host stands first and the hostess stands second. However, the hostess may defer to guests of honor and stand after them in line. To stand in line and receive guests with a drink or cigarette in your hand is considered discourteous.

An official staff member may introduce each guest; guests may also introduce themselves. All US staff members should help the host(ess) attend to the guests by "taking them off the line": greeting them as they finish the receiving line, accompanying them to the refreshments, and integrating them into conversations.

At the end of the event, the host should be available near the exit to say good-bye to guests. At an event hosted by the Ambassador, Deputy Chief of Mission, Public Affairs Officer, or agency head, staff members should stay until all foreign guests have departed.

6- Being a Guest

Certain guest responsibilities hold true whether you are attending a formal international event or a local party.

If you are a parent, you may be reluctant to leave your children behind when attending social functions. However, in most cases, children may not accompany their parents. Most social events for business or pleasure will not include children. If the event does include children, the invitation will make it very clear.

The tradition of toasting is practiced around the world. In most countries, a guest who is being toasted remains seated and does not drink to the toast. The honored guest makes a reply by standing and offering a toast to the host and hostess.

Leave a party at a reasonable hour, no matter how much fun you are having. Leaving early is better than overstaying one's welcome. But be aware that in some countries, a reasonable hour may be very late by US standards. It is best not to leave prior to the departure of the senior official of any nationality. Do not leave before the guest of honor or the senior representative of your mission leaves, especially if you are helping to host a US event. Be sure to thank the hosts before you depart, keeping the farewells brief.

You should thank your hosts in writing or by phone the next day unless the event was a very informal event or a very large reception. Thank-you notes are hand-written and signed without courtesy titles (i.e., Mark Roberts, not Mr. Roberts). If you feel the situation merits a more elaborate thank-you, let local custom be your guide for an appropriate response.

Adapted from material published by the Overseas Briefing Center of the U.S. Department of State.

<http://www.ediplomat.com/nd/protocol/entertaining.htm>

PHRASE BANK



The following bank is intended as a sample of phrases commonly used in different communicative functions.

Functions: Socializing

Greetings	Introduction greetings	<p>It's a pleasure to meet you.</p> <p>(I'm) Pleased to meet you.</p> <p>(It's) Nice to meet you.</p> <p>How do you do?</p>
	Reuniting	<p>(It's) Good to see you again.</p> <p>It's been a long time.</p> <p>It's very nice to see you again.</p> <p>Long time, no see. (informal)</p> <p>How nice/good to see you again/here!</p>
	Welcoming	<p>How nice of you to come.</p> <p>It's good to see you here.</p> <p>Nice to see you again.</p> <p>Thank you very much for participating/ being present/ being here.</p> <p>What brings you to this part of the world?</p>

Making a conversation	Keeping going	As I was saying... Anyway... And as you may know...
	Reacting to good news	That's good to hear! I'm (really/very) glad to hear that! That's good/great news!
	Reacting to bad news	I'm (really/ very) sorry to hear that.
	Giving good news	I'm (very) pleased/happy/proud/ to say that... I'm proud to announce that...
	Giving bad news	I'm afraid (that)... I'm sorry to say that...
	Introducing a topic:	Have you heard about...? You'll never guess what I read in the papers this morning.

Making a conversation	Taking turns:	If I may, I'd like to comment on that because... Excuse me, I just heard you mention... Sorry to interrupt but...
	Acknowledging your interlocutor:	Non verbal sounds: Uh huh (to say yes); Mmm. I see. Yes, of course. Really? Is that so? That's true You're right about that.
	Asking for clarification:	I'm sorry, I didn't quite catch that. I beg your pardon. What was that you said? Sorry, could you say that again please? I'm not totally sure I understand what you mean by...
	Showing interest:	How interesting! How is that so? Really?
	Showing surprise	Really! Wow!
	Showing sympathy	I'm sorry to hear that. What a shame/pity.

Making a conversation	Showing support /reassurance	<p>I'm sure we can find a solution.</p> <p>Don't worry about it.</p> <p>There's no need to worry about it/anything.</p> <p>No problem, we'll deal with it.</p> <p>I'm certain we can work this/it out.</p> <p>It'll be o.k.</p> <p>Everything will be fine.</p>
	Praising	<p>That's wonderful!</p> <p>That's terrific!</p> <p>That's fantastic!</p>
	Substituting to avoid repetition:	<p>We can use so and not after verbs such as: <i>believe, think, hope, guess, imagine, expect, suppose</i>.</p> <p>I imagine so.</p> <p>I hope not.</p> <p>I don't suppose so.</p> <p>I'm afraid not.</p> <p>Such is used to refer to something previously mentioned.</p> <p>Where would they get such ideas?</p> <p>Such a move would imply having to take an immediate decision.</p>
Welcoming visitors	Recommending/suggesting places to see:	<p>The... museum is really worth visiting.</p> <p>The guided tour of ... is very interesting. The site used to be a post office and it's been turned into a...</p>

Welcoming visitors	Recommending/ suggesting places to see:	<p>Shall we go to...?</p> <p>Why don't we visit...?</p> <p>What about/how about going to...?</p> <p>I suggest that we go .../I suggest going there. (Not: Suggest you/ Suggest to go).</p> <p>We could always change the order and go to dinner first, if you're very hungry.</p>
	Reacting to recommendations:	
	Accepting	<p>That sounds good/great.</p> <p>I'll definitely do that/go there.</p> <p>I'd love to see that.</p> <p>Thank you, I'd like to see that.</p> <p>That would be lovely.</p>
	Turning down	<p>That's very nice/ kind of you, but I'm afraid I have a prior/previous engagement.</p> <p>Perhaps, we could have lunch tomorrow, instead.</p>

VIDEO



World English: Understanding a variety of English accents. Norwegian Foreign Minister in English

<https://www.youtube.com/watch?v=Gw3FNyRMdxI>

TEDxRC2 · Filmed November 2011 · 14:58

Jonas Gahr Støre: In defense of dialogue

http://www.ted.com/talks/jonas_gahr_store_in_defense_of_dialogue#t-55421

In politics, it seems counterintuitive to engage in dialogue with violent groups, with radicals and terrorists, and with the states that support them. But Jonas Gahr Støre, the foreign minister of Norway, makes a compelling case for open discussion, even when values diverge, in an attempt to build greater security for all. (Filmed at TEDxRC2.)

Why you should listen

Norway sits on the edge of the strategically important North Atlantic and is blessed with oil, gas and marine resources. Its economy is open and busy, its social programs generous. As Minister of Foreign Affairs, Jonas Gahr Støre's job is to represent Norway in the international community and work to preserve the nation's peace and stability and to help create a modern multicultural society that welcomes immigrants and new traditions. This is not an abstract question after the shocking violence of 2011's terrorist attack on Norway.

Støre's approach to this task: We must talk. He is a former executive director at the World Health Organization, and was also the Executive Chairman of the Norwegian think-tank ECON Analyse. Before becoming Foreign Minister he served as Secretary General of the Norwegian Red Cross from 2003 to 2005.

Glossary:

Reluctance

Naïve

Military intervention

Rely (relies on)

Have or express double standards

Watch the video and answer the questions:

- What DEFICIT does Støre refer to?
- He mentions: Key players. What were they called?
- What is the characteristic of the modern conflict?
- Where do governments from the West fail in relation to these groups?
- Put this phrase in context "There is a reluctance in dealing with them"
- What division took place after 9/11?

Minute 3.24

Complete the statement

"We have a large deficit in"

Example of Afghanistan

Why does he bring up this example?

Minute 4.48

ICRC means

Listen and complete:

"(...) that's one reason why that organization probably is the best informed key player to understand modern conflict- because....."

"You don't have to be"

"You don't have to"

"You can always....."

"If you don't talk....."

Minute 5.36

Complete according to what Støre says:

The Arab Spring was extending to.....

The characteristic of the Arab Spring was that

The role of Western governments

These governments express double standards because

There are different ways of talking:

- Diplomatic level /
-/.....
-/.....

Minute 9.11

South Africa

Take notes on the example given of Mandela:

.....

According to Støre, what are the lessons learned?

-
-
-

Strategies:

Complete the statement

"Walk, or as an alternative strategy in the talk
"

Take notes on:

CLIMATE as the survival issue of our time

.....

The LEGITIMACY of diplomacy

.....

Example of Norway - Council of Islamist group and Christian group

.....

SPEAKING



Reflections on the talk

In pairs of threes, comment on the concept of “Why we must talk”.

Do you agree with the speaker? In what respects? Why not?

Can you bring your own experience, or examples to the need for dialogue and where you think it has succeeded or failed?

Complete Script

- 0:11** Amongst all the troubling deficits we struggle with today [we think of financial and economic primarily] the ones that concern me most is the deficit of political dialogue [our ability to address modern conflicts as they are, to go to the source of what they're all about and to understand the key players and to deal with them. We who are diplomats, we are trained to deal with conflicts between states and issues between states. And I can tell you, our agenda is full. There is trade, there is disarmament, there are cross-border relations.
- 0:45** But the picture is changing, and we are seeing that there are new key players coming onto the scene. We loosely call them “groups”. They may represent social, religious, political, economic, military realities. And we struggle with how to deal with them. The rules of engagement: how to talk, when to talk, and how to deal with them.
- 1:10** Let me show you a slide here which illustrates the character of conflicts since 1946 until today. You see the green is a traditional interstate conflict, the ones we used to read about. The red is modern conflict, conflicts within states. These are quite different, and they are outside the grasp of modern diplomacy. And the core of these key actors are groups who represent different interests inside countries. And the way they deal with their conflicts rapidly spreads to other countries. So in a way, it is everybody's business.
- 1:52** Another acknowledgment we've seen during these years, recent years, is that very few of these domestic interstate, intrastate conflicts can be solved militarily. They may have to be dealt with military means, but they cannot be solved by military means. They need political solutions. And we, therefore, have a problem, because they escape traditional diplomacy. And we have among states a reluctance in dealing with them. Plus, during the last decade, we've been in the mode where dealing with groups was conceptually and politically dangerous. After 9/11, either you were with us or against us. It was black or white. And groups are very often immediately labeled terrorists. And who would talk to terrorists? The West, as I would see it, comes out of that decade weakened, because we didn't understand the group. So we've spent more time on focusing on why we should not talk to others than finding out how we talk to others.

- 2:56** Now, I'm not naïve. You cannot talk to everybody all the time. And there are times you should walk. And sometimes military intervention is necessary. I happen to believe that Libya was necessary and that military intervention in Afghanistan was also necessary. And my country relies on its security through military alliance, that's clear. But still we have a large deficit in dealing with and understanding modern conflict.
- 3:23** Let us turn to Afghanistan. 10 years after that military intervention, that country is far from secure. The situation, to be honest, is very serious. Now again, the military is necessary, but the military is no problem-solver. When I first came to Afghanistan in 2005 as a foreign minister, I met the commander of ISAF, the international troops. And he told me that, "This can be won militarily, minister. We just have to persevere." Now four COM ISAF's later, we hear a different message: "This cannot be won militarily. We need military presence, but we need to move to politics. We can only solve this through a political solution. And it is not us who will solve it; Afghans have to solve it." But then they need a different political process than the one they were given in 2001, 2002. They need an inclusive process where the real fabric of this very complicated society can deal with their issues.
- 4:24** Everybody seems to agree with that. It was very controversial to say three, four, five years ago. Now everybody agrees. But now, as we prepare to talk, we understand how little we know. Because we didn't talk. We didn't grasp what was going on. The International Committee of the Red Cross, the ICRC, is talking to everyone, and it is doing so because it is neutral. And that's one reason why that organization probably is the best informed key player to understand modern conflict [because they talk.
- 4:59** My point is that you don't have to be neutral to talk. And you don't have to agree when you sit down with the other side. And you can always walk. But if you don't talk, you can't engage the other side. And the other side which you're going to engage is the one with whom you profoundly disagree. Prime Minister Rabin said when he engaged the Oslo process, "You don't make peace with your friends; you make peace with your enemies." It's hard, but it is necessary.
- 5:29** Let me go one step further. This is Tahrir Square. There's a revolution going on. The Arab Spring is heading into fall and is moving into winter. It will last for a long, long time. And who knows what it will be called in the end. That's not the point. The point is that we are probably seeing, for the first time in the history of the Arab world, a revolution bottom-up [people's revolution. Social groups are taking to the streets. And we find out in the West that we know very little about what's happening. Because we never talk to the people in these countries. Most governments followed the dictate of the authoritarian leaders to stay away from these different groups, because they were terrorists. So now that they are emerging in the street and we salute the democratic revolution, we find out how little we know.
- 6:25** Right now, the discussion goes, "Should we talk to the Muslim Brotherhood? Should we talk to Hamas? If we talk to them, we may legitimize them." I think that is wrong. If you talk in the right way, you make it very clear that talking is not agreeing. And how can we tell the Muslim Brotherhood, as we should, that they must respect minority rights, if we don't accept majority rights? Because they may turn out to be a majority. How can we escape [having] a double-standard, if we at the same time preach democracy and at the same time don't want to deal with the groups that are representative? How will we ever be interlocutors? Now my diplomats are instructed to talk to all these groups. But talking can be done in different ways. We make a distinction between talking from a diplomatic level and talking at the political level. Now talking can be accompanied with aid or not with aid. Talking can be accompanied with inclusion or not inclusion.

- 7:28** There's a big array of the ways of dealing with this. So if we refuse to talk to these new groups that are going to be dominating the news in years to come, we will [have] further radicalization, I believe. We will make the road from violent activities into politics harder to travel. And if we cannot demonstrate to these groups that if you move towards democracy, if you move towards taking part in civilized and normal standards among states, there are some rewards on the other side. The paradox here is that the last decade probably was a lost decade for making progress on this.
- 8:10** And the paradox is that the decade before the last decade was so promising [and for one reason primarily. And the reason is what happened in South Africa: Nelson Mandela. When Mandela came out of prison after 27 years of captivity, if he had told his people, "It's time to take up the arms, it's time to fight," he would have been followed. And I think the international community would have said, "Fair enough. It's their right to fight." Now as you know, Mandela didn't do that. In his memoirs, "Long Road to Freedom," he wrote that he survived during those years of captivity because he always decided to look upon his oppressor as also being a human being, also being a human being. So he engaged a political process of dialogue, not as a strategy of the weak, but as a strategy of the strong. And he engaged talking profoundly by settling some of the most tricky issues through a truth and reconciliation process where people came and talked. Now South African friends will know that was very painful.
- 9:25** So what can we learn from all of this? Dialogue is not easy [not between individuals, not between groups, not between governments] but it is very necessary. If we're going to deal with political conflict-solving of conflicts, if we're going to understand these new groups which are coming from bottom-up, supported by technology, which is available to all, we diplomats cannot be sitting back in the banquets believing that we are doing interstate relations. We have to connect with these profound changes.
- 9:59** And what is dialogue really about? When I enter into dialogue, I really hope that the other side would pick up my points of view, that I would impress upon them my opinions and my values. I cannot do that unless I send the signals that I will be open to listen to the other side's signals. We need a lot more training on how to do that and a lot more practice on how that can take problem-solving forward. We know from our personal experiences that it's easy sometimes just to walk, and sometimes you may need to fight. And I wouldn't say that is the wrong thing in all circumstances. Sometimes you have to. But that strategy seldom takes you very far. The alternative is a strategy of engagement and principled dialogue. And I believe we need to strengthen this approach in modern diplomacy, not only between states, but also within states.
- 10:56** We are seeing some new signs. We could never have done the convention against anti-personnel landmines and the convention that is banning cluster munitions unless we had done diplomacy differently, by engaging with civil society. All of a sudden, NGOs were not only standing in the streets, crying their slogans, but they were taking [them] into the negotiations, partly because they represented the victims of these weapons. And they brought their knowledge. And there was an interaction between diplomacy and the power coming bottom-up. This is perhaps a first element of a change. In the future, I believe, we should draw examples from these different illustrations, not to have diplomacy which is disconnected from people and civil society.
- 11:44** And we have to go also beyond traditional diplomacy to the survival issue of our times, climate change. How are we going to solve climate change through negotiations, unless we are able to make civil society and people, not part of the problem, but part of the solution? It is going to de-

mand an inclusive process of diplomacy very different from the one we are practicing today as we are heading to new rounds of difficult climate negotiations, but when we move toward something which has to be much more along a broad mobilization. It's crucial to understand, I believe, because of technology and because of globalization, societies from bottom-up.

12:24 We as diplomats need to know the social capital of communities. What is it that makes people trust each other, not only between states, but also within states? What is the legitimacy of diplomacy, of the solution we devise as diplomats if they cannot be reflected and understood by also these broader forces of societies that we now very loosely call groups?

12:54 The good thing is that we are not powerless. We have never had as many means of communication, means of being connected, means of reaching out, means of including. The diplomatic toolbox is actually full of different tools we can use to strengthen our communication. But the problem is that we are coming out of a decade where we had a fear of touching it. Now, I hope, in the coming years, that we are able to demonstrate through some concrete examples that fear is receding and that we can take courage from that alliance with civil society in different countries to support their problem-solving, among the Afghans, inside the Palestinian population, between the peoples of Palestine and Israel.

13:43 And as we try to understand this broad movement across the Arab world, we are not powerless. We need to improve the necessary skills, and we need the courage to use them. In my country, I have seen how the council of Islamist groups and Christian groups came together, not as a government initiative, but they came together on their own initiative to establish contact and dialogue in times where things were pretty low-key tension. And when tension increased, they already had that dialogue, and that was a strength to deal with different issues.

14:22 Our modern Western societies are more complex than before, in this time of migration. How are we going to settle and build a bigger "We" to deal with our issues if we don't improve our skills of communication? So there are many reasons, and for all of these reasons, this is time and this is why we must talk.

14:42 Thank you for your attention.

14:44 (Applause)

Part 2

Communicating in panel discussions

Contents

Communicating in panel discussions
Effective communication in a group discussion:
Characteristics of expository discourse/speech

Phrase bank: Features of expository discourse

Reformulating
Clarifying
Emphasizing
Exemplifying
Indicating opinion
Highlighting information
Linking ideas
Verbs used in reported speech

Analyzing expository discourse within a newspaper article

Europe's Travails and Our Collective Fate. Stiglitz, Joseph. New York Times, 2011.

Preparing to take part in a panel discussion:

a- Watch video of a panel discussion

World English: Understanding a variety of accents in English.

Panel discussion from The Guardian - Scottish, Irish and British accents.

<http://www.theguardian.com/membership/2015/mar/02/the-edward-snowden-story-watch-live>

b- Read further information on the case presented and the repercussions around the world

c- Participate in a panel discussion

Role playing:

Role play 1: "Dented international relations caused by the revelation of espionage"

Role play 2: "A foreign policy based on diplomacy, law and cooperation: Likely or unlikely?"

Articles:

-French anger over NSA surveillance dents diplomatic relations: Borger, Julian.

<http://www.theguardian.com/world/2013/oct/21/french-anger-nsa-diplomatic-relations>

-Just Foreign Affairs Webpage: Mission. Weisbrot, Mark <http://www.justforeignpolicy.org/about/mission>

Features of expository discourse

When participating in group or panel discussions, the main communicative aim is to expose information, and thus provide well developed ideas and arguments. Expository discourse (in either forms, written or speech), necessarily requires clarity. The following features contribute clarity to discourse.

PHRASE BANK



Organization	Sequencing	Firstly, secondly, thirdly,
	Linking terms	Moreover, /However, /Thus,
	Sentence adverbials	Overall, /Of course, /Clearly, /By and large.
	Causes & effect	This has led to... /has meant... /has resulted in...
	Introducing point of view	From this perspective... / ...speaking...
Cohesion	Clear referencing	E.g.: This, these, those, that / Whose, which, that.
	Substitution (so & such)	Such was the case, that ... / I had hoped so.
	Lexical networks	I.E.: words related to the main lexical theme.
Exemplification	Providing examples	For example/ such as/ for instance.
	Paraphrasing	In other words... / To put it simply... /

Emphasis	Fronting	Never before have we considered... / Not once did we think...
	Sentence stress (using voice intonation to stress a word within a sentence)	This is the issue of the year.
	Sentence adverbials	Undoubtedly.../ Particularly/ Overall, / In sum,
	Cleft sentences	What needs to be done is.../ It is this that needs to be done...
	Parallelism in sentences	We cannot...but we can.../ The more things change, the more they stay the same.
Clarifying	Phrases to clarify meaning	Having said this,/ What is meant by this ?/ What this mean is that/

Features of expository discourse

As an example of the above mentioned features (see Phrase bank in expository discourse), we will look closely at an article published by the New York Times.

READING



Adapted text

Europe's Travails and Our Collective Fate

By JOSEPH STIGLITZ

http://www.nytimes.com/2011/07/20/opinion/2011t-edstiglitz20.html?_r=1

Published: July 19, 2011

(Note: The following text is outdated in regard to news content, but stands as a useful example of the language analysis intended.)

Read the text and analyze the language used to develop ideas and arguments, highlight information, express emphasis, and other rhetorical language features.

- Study the examples highlighted like *this*.
- Circle any other examples you find in the text.

ATHENS — An emergency meeting of European leaders in Brussels on Thursday to discuss another Greek bailout will decide the future of the euro. If they do what they have done so often since the crisis first began in Greece some 18 months ago, they will simply have kicked the can down the road. Contagion is almost inevitable. A problem that began in the periphery has now moved to the center, and while Spain and Italy have been the most shaken, other nations will almost surely be affected **in coming months**.

What needs to be done is by now well-known: Issue European bonds, using the collective borrowing power of the European Union, and pass the low interest rates onto the countries in need, combined with a growth strategy that will engender needed revenues.

(...)

Reforms are needed, and are being undertaken. But it is foolish to think that the full fruits of these reforms will be seen **any time soon**, and certainly not **within the short time horizon** of myopic bond markets.

Europe and the rest of the world (including the United States) should understand how much **is at stake**, both for the global economy and for global peace and security. Recent U.S. jobs data show the fragility of the recovery there. The United States had hoped to export its way out of the downturn, but if the country's major trading partners in Europe are in crisis, and if the euro is weak (so the dollar is strong), **there is little likelihood** of this happening. *We cannot be* certain that the continuation of the European crisis will push the North Atlantic into a double dip, *but we can be* fairly sure

that, at best, the likelihood of a long Japanese-style malaise will rise markedly.

The political **stakes** are large. The world has been thrilled by the democratic awakening in the Middle East, likening it to the transition toward democratic market economies in Eastern Europe and the former Soviet Union. But that transition is far from certain. The direction that these societies take is still under debate. Even where the market reforms advocated by the World Bank and the International Monetary Fund brought growth (as they did in Egypt and Tunisia), it was not shared growth. Unemployment remained high. Poverty increased. *Even* the people in the middle did not benefit. Privatizations were corrupt, and gave rise to new wealthy elites, and the striving for greater efficiency contributed to the growing unemployment.

In short, the market model has been discredited.

The success of Eastern Europe was, *more than anything else*, tied to the integration of these countries with Western Europe through the European Union. *Indeed, from a global perspective*, this has been the Union's real achievement, more than the gains to the Continent's G.D.P. from integration. Nothing holds out the promise of a successful transition for the countries of the Arab Spring more than closer ties with a stable and prosperous European Union.

But Europe cannot be stable and prosperous if large parts of the Continent are in economic turmoil, with youth unemployment rates that rival those in the Middle East. Nor can it provide a model to which people in the region should, or will, aspire.

But, one may ask, where else can they turn?

The Nasserite socialist model has also failed, even worse than the neoliberal market model. It didn't even produce growth.

Unfortunately, there are those who are arguing for a different direction, pointing to the failures of the Western models. These include Islamic fundamentalists, nationalists and advocates of a variety of forms of populism. *Of course*, in large parts of Europe, the European social model has worked extraordinarily well, and not just in Germany. It provides a well-articulated alternative market model to neo-liberalism, one that is consistent with the values and aspirations espoused by the youth that led the Arab Spring.(...)

Without Europe setting a good economic example, the path to a peaceful Arab Spring transition will be much more difficult.

Globalization *has meant that* we have become more interdependent: What happens in one part of the world has repercussions elsewhere. America's flawed economic policies may have caused the Great Recession, but now the euro's troubles will come back to haunt the United States and the Middle East. The trouble in the European economy will not only hurt the chances of a successful Arab Spring, it will exacerbate migration pressures that will in turn put more pressure on Europe.

Saving the euro—coming to the assistance of the countries of the Continent's periphery—is *not just a matter of* charity or solidarity. It is also a matter of self-interest.

Joseph Stiglitz is a Nobel laureate in economics and a professor at Columbia University.

A version of this op-ed appeared in print on July 20, 2011, in The International Herald Tribune with the headline: Europe's Travails and Our Collective Fate.

LANGUAGE FOCUS



-Look at the expressions in bold. What do they mean? Refer to the word list below if necessary.

Word list:

stakes [plural]: something (such as money) that you could win or lose in a game, contest, etc. • a poker game with high stakes • The stakes are too high/low/big.

at stake: in a position to be lost or gained. • Millions of dollars are at stake in the battle over his inheritance. • Thousands of jobs are at stake. • Many lives are at stake. • My reputation is at stake if this project fails. [=my reputation will be lost/damaged if this project fails].

travail [count] formal: a difficult experience or situation — usually plural • The book describes the political travails of the President during his first year in office.

languish[no obj.] formal + literary: to continue for a long time without activity or progress in an unpleasant or unwanted situation — usually + in • The bill languished in the Senate for months. • She languished in obscurity for many years until the success of her novel made her famous. • an innocent man who has been languishing in prison for years.

strive[no obj.] formal: to try very hard to do or achieve something. • We must all strive to do better. • She always strives for perfection. • They strove for success. = They strove to succeed. • They continue to strive toward their goals. • striving against injustice [=working hard to fight injustice] **synonyms** 1 attempt.

Features of discourse in group conversations

PHRASE BANK



In group conversations (discussions), speakers will also need to:

-Acknowledge what others have previously stated (by reporting).

Some verbs used when reporting speech:

Acknowledge (that...)

Admit (that...)

Suggest (that + subject+ do /infinitive without to)

Insist (that.../ on...)

Warn (that.../ about...)

Point out (something/ that...)

Raise (something – a point)

Remind (someone that...)

According to (someone)

Introduce opinions:

I'd like to begin by stating that...

Quite frankly...

In reality...

According to

As far as I'm concerned...

SPEAKING



Think of example sentences with at least three of the verbs provided, and compare your sentences with a partner.

Preparing to take part in a panel discussion

A- Watch video of a panel discussion

B- Read further information on the case presented and the repercussions around the world

C- Participate in a panel discussion

A - Watch video of a panel discussion

VIDEO



World English: variety of English accents: British, Scottish, Irish

The Edward Snowden story - Guardian panel discussion

Watch a panel discussion on the Edward Snowden story.

- The discussion takes place in March 2015 because of the release of the documentary on Snowden by Laura Poitras.

The Edward Snowden story - Guardian Panel discussion

<http://www.theguardian.com/membership/2015/mar/02/the-edward-snowden-story-watch-live>

The Edward Snowden story - video

The Edward Snowden story led to the Guardian receiving the Pulitzer prize for public service. Watch Alan Rusbridger, Ewen MacAskill, Jantine Gibson and Stuart Millar talk about how the story made the headlines.

SPEAKING



What do you remember about the Snowden news story? Share your thoughts in pairs

READING



Read the introduction to the discussion panel and pay attention to the terms in bold.

In June 2013, Edward Snowden identified himself as the **whistleblower** who provided the Guardian with top-secret NSA documents leading to revelations about US **surveillance** on phone and internet communications.

Last month, *Citizenfour*, Laura Poitras's film that follows Snowden as his leaks about the activities of the NSA shock the world, won an Oscar for best documentary.

The Guardian won a Pulitzer prize for public service following publication of the Edward Snowden story. Here the Guardian's editor-in-chief, Alan Rusbridger, the editor-in-chief of theguardian.com, Janine Gibson, head of news Stuart Millar, and defence and intelligence correspondent Ewen MacAskill join Guardian members at an event to discuss how the Snowden revelations hit the headlines.

The panel discussion follows a screening of *Citizenfour* at a Guardian Live event in King's Place, London, on Monday 2 March, 2015. Guardian Live is our series of events, debates and festivals for Guardian Members.

Surveillance: Close observation, especially of a suspected spy or criminal: he found **himself put under surveillance** by *British military intelligence*

Whistle-blower: A person who informs on a person or organization regarded as engaging in an unlawful or immoral activity.

The **Pulitzer Prize** is an award for achievements in newspaper and online journalism, literature, and musical composition in the United States. It was established in 1917 by provisions in the will of American (Hungarian-born) publisher Joseph Pulitzer, and is administered by Columbia University in New York City.[2] Prizes are awarded yearly in twenty-one categories. In twenty of the categories, each winner receives a certificate and a US\$10,000 cash award.[3] The winner in the public service category of the journalism competition is awarded a gold medal.

VIDEO



<https://www.youtube.com/watch?v=W4LghUGznI0>

Participants: Editor-in-chief Alan Rusbridger, editor-in-chief of theguardian.com Janine Gibson, head of news Stuart Millar, and defence and intelligence correspondent Ewen MacAskill join Guardian members at an event to discuss how the Snowden revelations hit the headlines. The panel discussion followed a screening of Citizenfour at a Guardian Members' event in King's Place, London on **Monday 2 March, 2015**.

Minute 00 to 4.40

Moderator introduces panel refers to Laura Poitras' film.

Watch and say where they are from in the U.K?

England

Scotland

Wales

The life of Snowden in Russia. Listen to the journalists discuss this point and take notes

.....

.....

.....

Is it easy to work out where he is in Moscow?

Character and film: Snowden- what did you *make of him*?

.....

.....

Assange:

.....

Measured:

.....

Brilliant / "unbrilliant":

.....

Min 4.40-5.50 About Snowden's character

Moderator: *"The fascination of that 8 day **deposition**, did you have access to that?"*

- » *Law Testify* to or give (evidence) under oath, typically in a written statement:

Put these phrases spoken by the journalist into context:

- » "Until 2 hours before Snowden was revealed."
- » "We had to keep it under wraps."
- » "Relief, eloquent, not wide eyed staring."

Minute 5.50-8.13

Complete the missing information

Age:

Past work experience of Snowden:

"Had broken his 2 legs: Walter Mitty."

Cultural note: **Walter Mitty** is a fictional character in James Thurber's short story "The Secret Life of Walter Mitty", first published in *The New Yorker* on March 18, 1939, and in book form in *My World and Welcome to It* in 1942. Thurber loosely based the character on his friend, Walter Mithoff. It was made into a film in 1947, with a remake directed by and starring Ben Stiller released in 2013.

Mitty is a meek, mild man with a vivid fantasy life: in a few dozen paragraphs he imagines himself a wartime pilot, an emergency-room surgeon, and a devil-may-care killer. The character's name has come into more general use to refer to an ineffectual dreamer, appearing in several dictionaries. *The American Heritage Dictionary* defines a Walter Mitty as "an ordinary, often ineffectual person who indulges in fantastic daydreams of personal triumphs". The most famous of Thurber's inept male protagonists, the character is considered "the archetype for dreamy, hapless, Thurber Man".

http://en.wikipedia.org/wiki/Walter_Mitty

Soya sauce and glass:

» “Why he was doing it (putting bag over his head)?”

.....

.....

Skip to min 11.50-13.07

Journalist: “We discussed, before he went into hiding, what can we do for him (Snowden)?”

“When Wikileaks organized his flight to Latin America via Moscow, I thought Wikileaks had made a major blunder.”

“By accident or design, he’s ended up in the one place in the world he’s safe.”

What does the journalist say about Latin America, Venezuela, Ecuador? The Chinese?

Skip to 15.47-17.45

Moderator:

“Most people watching the film are surprised to the extent the American government and the British government go on defending these practices. It seems indefensible to most people, so how do they justify it?”

Journalist: (listen carefully and complete)

“The more they know, the better they’ll be able to, or once the attack takes place, be able to”

Key words:

- keep under surveillance- mass-surveillance
- wrong-headed: having or showing bad judgement; misguided: this approach is both wrong-headed and naive.
- anti-intelligence

Journalist:

”The onus, as far as I’m concerned is for GSCQ and NSA to explain the benefits of what they call bulk data collection”

onus: Something that is one’s duty or responsibility: the **onus** is on you to show that you have suffered loss.

SPEAKING



What are your impressions of these segments of discussion on the behind the scenes of the Snowden story? Did you find it interesting? In what way?

READING

**B - Read further information on the case presented and the repercussions around the world**

The information revealed by Snowden had an impact on issues like security and privacy in communications and also immediate effects on international relations.

Read this article published in 2013 by the Guardian describing some of the international repercussions of the news.

Read the introduction:

French anger over NSA surveillance dents diplomatic relations

Knock-on effects of Edward Snowden revelations starting to affect US and UK trade relationships in Europe and beyond

<http://www.theguardian.com/world/2013/oct/21/french-anger-nsa-diplomatic-relations>

Photograph: Evaristo Sa/AFP/Getty Images

Julian Borger, diplomatic editor

Monday 21 October 2013 23.46 BST Last modified on Friday 3 October 2014 14.45 BST

Brazil's president, Dilma Rousseff, has called for a national internet infrastructure that would be less vulnerable to foreign tapping.



French outrage at the scale of NSA espionage is the latest in a series of aftershocks around the world **triggered by** Edward Snowden's revelations about US and British espionage that have shaken relations with their allies and partners.

However, in France as in other cases, distinguishing short-term embarrassment from long-term damage is complicated. Much of **the backlash** has been rhetorical,

often from countries with well-developed electronic intelligence capabilities of their own, without immediate concrete consequences for political and economic ties.

But there are prominent exceptions to the general rule, and in many ways the knock-on effects for trade and investment relationships, in Europe and beyond, are only now beginning to make themselves felt.

Long-stalled European privacy legislation has been dusted off in the wake of revelations by Snowden – a former NSA contractor now living under temporary asylum in Russia – about the bulk collection of the private phone and internet communications of European consumers, and the targeting of EU missions in New York and Washington for surveillance.

Brazil has meanwhile made itself a rallying point for global opposition to the long reach of US electronic espionage, after it emerged that the NSA had bugged President Dilma Rousseff and her aides, and targeted the country's state-run oil company, Petrobras. Rousseff put off a trip to Washington due to take place and delivered a stinging denunciation of US surveillance from the podium of the UN general assembly in New York last month, minutes before Barack Obama addressed the world from the same spot.

While the economic and security **fallout** from the Snowden spy scandal has yet to crystallise fully, there is little doubt that the US and Britain's soft power, their ability to build alliances on the claim of moral leadership for example, have suffered a tangible blow.

The information revealed by Snowden had an impact on issues like security and privacy in communications and also immediate effects on international relations.

Read this article published in 2013 by the Guardian describing some of the international repercussions of the news.

Glossary

Dent: Have an adverse effect on; diminish: This neither deterred him nor dented his enthusiasm.

Tapping: An act of listening secretly to someone's telephone conversation.

Trigger: Cause (a device) to function: Burglars fled empty-handed after triggering the alarm.

Backlash: A strong negative reaction by a large number of people, especially to a social or political development: a public **backlash against** racism.

Fallout: The adverse results of a situation or action: he's prepared to take *calculated risks regardless of political fallout*.

Entangle: Cause to become twisted together with or caught in: *fish attempt to swim through the mesh and become entangled*.

Fiendishly: *informal* Extremely awkward or complex: a fiendish problem.

Summon: Order (someone) to be present: a *waiter was summoned*.

Reprimand: A formal expression of disapproval: *the golfer received a reprimand for a breach of rules*.

At a low ebb: In a weakened or depressed state: *the country was at a low ebb* due to the recent war.

Rift: A crack, split, or break in something: *the wind had torn open a rift in the clouds*.

Ripples: A small wave or series of waves on the surface of water, especially as caused by a slight breeze or an object dropping into it: *he dived into the pool leaving barely a ripple; the ripples spread across the pond*.

Allegedly: Said, without proof, to have taken place or to have a specified illegal or undesirable quality: *the alleged conspirators*.

Eavesdropping: Secretly listen to a conversation: *my father eavesdropped on my phone calls*

ROLE PLAYING



C - Participate in a panel discussion

Role play: Panel discussion on "Dented international relations caused by the revelation of espionage"

- You will participate in a discussion where you will need to develop your opinions and corresponding arguments in relation to the topic.
- The panel will be made up of one moderator and representatives from Brazil, Russia, Argentina, México, and France (representing Europe).
- Read the part of the article from the Guardian that describes the repercussions in your countries.
- Moderator: prepare questions in relation to the topic.
- Participants: prepare notes on your views and arguments. You must use phrases and structures for developing arguments, emphasizing and adequate vocabulary.

Europe

The initial European reaction to the exposure of the US Prism and the British Tempora programmes was muted.

With Prism, the NSA had a window on the everyday internet communications of millions of users of the world's biggest email and social media service providers. The Tempora program, meanwhile, allowed Britain's Government Communications Headquarters (GCHQ) to tap directly into the backbone of the global internet infrastructure, the transatlantic fibre-optic cables, scooping up phone and internet data of much of the world, including millions of Europeans.

European leaders like François Hollande and Angela Merkel voiced displeasure and unease, but then let the matter drop. The German interior minister Hans-Peter Friedrich, said he accepted US assurances the spy programs would not affect ordinary citizens.

In the European parliament, however, the revelations lit a slow-burning fire. After two years on the shelf, new regulations on European data protection standards have been revived that could impose multi-billion-dollar fines on US internet providers if they transfer European data abroad in contravention to European law, which is far stronger on privacy than its US counterpart.

It seems likely the new legislation will further **entangle** the already **fiendishly** complicated negotiations over a new transatlantic trade and investment partnership under way between the US and Europe which both sides had been counting on for an **economic boost**.

Turkey

Ankara reacted furiously to the emergence of GCHQ documents that the UK had spied on its finance minister and up to 15 others in the Turkish delegation visiting Britain for G20 meetings in 2009, calling the economic espionage operation against a NATO ally "scandalous". The UK ambassador was **summoned** and **reprimanded**, but there has been little sign of fallout since, in part because both countries have more immediate shared concerns over the fate of Syria. However, the fact that GCHQ set up internet cafes at the London summit to spy on foreign diplomats has done nothing to enhance its reputation as a reliable host for international conferences.

Russia

The news that GCHQ had **tapped** then President Dmitry Medvedev at the 2009 G20 summit, has done limited long-term harm to the bilateral relationship, but for very different reasons. UK-Russian ties were at such a **low ebb** already, as a consequence of previous spy **rows** and a **deep rift** over Syria, that the Medvedev tapping story caused no perceptible **ripples**.

Mexico

Allegations that the NSA hacked the email account of Mexico's then president Felipe Calderon in 2010 prompted an angry response from the current government, which said such actions were unacceptable and violate international law.

Reiterating a call for Washington to conduct an exhaustive investigation of NSA conduct, the Mexican foreign ministry said: "In a relationship between neighbours and partners, there's no room for the practices that **allegedly** took place."

The German current affairs magazine, Spiegel, reported at the weekend on an operation that was said to have been called Flatliquid and allegedly involved the NSA using a server to gain access to Calderon's account and the Mexican presidential domain used by cabinet members for diplomatic and economic communications.

Citing documents from the former NSA contractor Edward Snowden, the Spiegel report suggested that the US has been systematically **eavesdropping** on the Mexican government for years.

Brazil

Brazil qualifies as the most persistently outraged victim of the western electronic espionage laid bare in the Snowden files. President **Rousseff's snub** to Obama and **withering indictment** of US surveillance at the UN general assembly was not just a deep embarrassment for Washington but a significant rift in relations between the biggest economies in the North and South American continents.

Rousseff appears determined that there should be real world consequences for the spy scandal. She has called for the construction of a national internet infrastructure in Brazil that would not be so vulnerable to foreign tapping, raising the prospect of fragmentation of the world wide web.

She has also summoned a global meeting on internet governance for next April, aimed at diminishing the US's dominant position as the world's internet hub.

As a rising global power, Brazil's leadership has brought others along in its wake. India, which had been muted in its response to the revelations, this week joined the challenge to US-based internet regulating agencies like the non-profit International Cooperation for Assigned Names and Numbers, which governs internet resources such as domain names.

SPEAKING



Follow up: Feedback

Instructor and peers give feedback on the performance of participants in the panel discussion.

ROLE PLAYING



Role Play 2: Panel discussion on “A foreign policy based on diplomacy, law and cooperation: Likely or unlikely?”

- You will participate in a discussion where you will need to develop your opinions and corresponding arguments in relation to the topic.
- The panel will be made up of one moderator and representatives from different countries: the United States, India, Argentina, China, Russia, or any other you may choose instead. You may be government officials, diplomats or economists or specialists in international law or a journalist on international affairs, or officials who specialize in those topics.
- Reading:

To get ideas for the discussion (apart from your own), do the following reading first:

Just Foreign Affairs Webpage: gives a perspective of US foreign policy, it's pros and cons.

- Moderator: prepare questions in relation to the topic.
- Participants: prepare notes on your views and arguments. You must use phrases and structures for developing arguments, emphasizing, and adequate vocabulary.

READING



Read the following text. It's the mission statement of a website called "Just Foreign Policy". You may use the ideas expressed as input for the role play

JUST FOREIGN POLICY

<http://www.justforeignpolicy.org/about/mission>

Mission

Just Foreign Policy is an independent and non-partisan membership organization dedicated to reforming U.S. foreign policy by mobilizing and organizing the broad majority of Americans who want a foreign policy based on diplomacy, law and cooperation.

Although Just Foreign Policy will focus exclusively on foreign policy, we appeal directly to Americans for whom foreign policy is not a primary concern.

We have seen through the Iraq war that unnecessary military actions can undermine civil liberties and democracy at home, and can be used to remove pressing domestic issues like the economy from the political agenda to the detriment of the great majority.

During the Cold War, the United States spent trillions of dollars on an arms race with the USSR. Yet we were able to create Medicare, Medicaid, and enact large enough increases in Social Security to drive the poverty rate among the elderly down. But for a number of reasons—fiscal, economic, and political—our current circumstances are very different.

For example, at the height of the Vietnam War in 1968, the U.S. gross federal debt was 43.5 percent of our economy and falling. Today it is over 67 percent and rising. Maintaining our current foreign and military policy and possible large increases in military spending will lead to declines in U.S. living standards.

U.S. foreign policy therefore threatens to impede—perhaps as never before—the country's economic and social progress. We cannot afford to leave it in the hands of the "experts" without influence from the public.

Eventually the United States must move towards a more multilateral approach to foreign relations—one that relies less on raw U.S. military and economic power and more on international law and treaties, co-operation, and diplomacy. Our goal is to accelerate this transition through education, organization, and mobilization of concerned citizens.

Just Foreign Policy is a 501(c)(3) tax-exempt organization.

Part 3

Communicating in front of an audience

Contents

Communicating in front of an audience: Presentations

Characteristics of effective presentations.

Tips for planning and delivering speeches and presentations

How to structure a presentation

The language of presentations

Phrase banks of phrases and expressions used in the Introduction, Main Body and Conclusion

Language focus: Dealing with different questions in Q&A sessions in presentations

Participating in Q&A sessions with various forms of questions: Indirect questions; questions tags; negative questions

Delivering a presentation & asking and replying questions: Students chose a topic of their preference (related to their specific fields within diplomacy) and are guided through the preparation of a presentation. Presentations are delivered by the students, alternating in their roles as presenters and audience.

Discussion topic: International Alliances and Organizations

Descriptions of international groups and alliances within the Americas

Power balances in international alliances

Article: *Australia, MITKA and the Middle Power Question*, The Diplomat.com, April 20, 2015

World English: Understanding a variety of English accents

Video segment: Ted Talk: “*Your body language shapes who you are*”, Amy Cuddy, US accent.

Video segment: Inside Story: BRICS - Al Jazeera channel. Brazilian and Indian accents.

Video segment: News segment: Development Bank / BRICS - Russian and Australian accent.

Video segment: News segment: CCTV News on: World Insight /China’s future role in the UN.

COMMUNICATING IN FRONT OF AN AUDIENCE: PRESENTATIONS

Speaking to an audience: Presentations

SPEAKING



Discuss:

Who, in the group, enjoys giving presentations?

Those who do, why is this so?

Those who don't, why is this so?

When was the first time you gave a presentation? And the last? What was it on? When, where? How was the experience? Would you say it was a good presentation? Why/ why not?

Have you ever presented in a foreign language? Which language was it?

Structure and language of a presentation

1. THE INTRODUCTION

Read the acronym WISE. What does it represent?

- W** Welcome the audience
- I** Introduce yourself
- S** State your topic
- E** Explain why the audience will be interested

PHRASE BANK



1.1 Phrases & expressions in Introductions

Phrase bank: Think of phrases and/or expressions you would use in English to do each of the described phases of the introduction in a presentation

Welcome audience	Introduce yourself	State topic	Explain interest
Examples: My topic is particularly relevant to... / By the end of this talk, you will have...			

1.2 Common verbs used in introductions

Can you think of typical sentences in which they appear? (Tip: it may be useful to have a main topic in mind to make it easier to come up with sentences in context.)

Give

Show

Talk

Bring

Aim

Update

Look

1.3 Attention-grabbers

The following resources are particularly useful to explain the interest of a topic. (Tip: you may want to use the same main topic as in the previous exercise.)

Think of one example sentence (or more) for each.

Rhetorical questions:

Start with an interesting fact:

Share a story or anecdote:

Present a problem to solve: Suppose we needed to...

Remember: Group topics or points in threes for a rhetorical effect.

2. THE MAIN BODY

Develop arguments

Lead the way

2.1 Developing arguments

PHRASE BANK



Using devices for: Clarity, Cohesiveness, Coherence, Emphasis

Phrase bank: Match the examples with the categories given and provide one more in each

Emphasis

.....

Sentences adverbials

.....

Linking terms

.....

What concerns me is the...

Nevertheless,...

Moreover,...

Actually,...

Of course,...

The point is,...

2.2 Signposting

Remember: Signposting is essential for clear guidance through the presentations.

PHRASE BANK



Announcing what is coming:	"In the next few minutes / part/ my next point..."
Moving on to the next point:	"This leads to my next point..."
Indicating the end of a section:	"This brings me to the end of my second point"
Referring back:	"As I mentioned earlier ..."
Summarizing a point:	"Let me briefly summarize what I've discussed so far..."

Remember: Some useful expressions with "as"

As you all know,...

As I've already pointed out/mentioned,...

As I've mentioned earlier...

As you can see...

3. THE CONCLUSION

Signal the end of the presentation

Summarize main points

Start taking questions

PHRASE BANK



3.1 Phrase bank: Read the examples of phrases and expressions commonly used and provide more examples of your own

Signalling the end	Summarizing the main points	Recommending or suggesting (calling for action)	Inviting questions
We have come to the end of my presentation.	Overall, I wish to highlight three points made in my presentation:...	I, therefore, encourage you to...	I would be pleased to take your questions now.
This brings me to the end of my presentation.	To sum up,...	Having said this, what we need to consider...	I'd be glad to try to answer any questions.

Remember: To conclude a presentation, you can also:

Call the audience to action

Quote a well-known specialist

Use a rhetorical question

Refer back to the beginning (story, anecdote)

A useful saying for general organization of an oral presentation is:

"Tell the audience what you're going to say. Say it. Tell them what you've told them."

3.2 Dealing with questions

Read the following statements in pairs and determine if you agree (A) or disagree (D).

- » **Announce** (at the beginning) when you will be taking them.
- » **Refuse** to answer them if they interrupt the talk.
- » **Reformulate** negative questions:
 - › “Isn’t there a better solution?” → “What would be a better solution?”
- » **Conversation stoppers vs. Conversation starters**
- » **“Any questions?”**: *This common question tends to discourage further questions and is often interpreted as a sign for concluding the talk.*
- » **“What would you like to ask me about...?”/“If you have any questions on... I’d be pleased to take them.”/“I’m sure there are some questions related to...so please go ahead with them.”**
- » The first example for inviting questions is in fact a conversation stopper, i.e. it intends to finish the presentation, more than encourage any further questions and/or dialogue. The second examples are more inviting.

LANGUAGE FOCUS



Language focus: Questions

Read this chart carefully. The information and examples are all mixed up. Draw lines to match the correct usage and examples for the three types of questions given.

Question tags

used to be more politely or tentative. They usually begin with phrases

Don't you think that ...? /Isn't there an alternative...?

Indirect questions	used to disagree politely	You're saying..., aren't you? / You said..., right?
Negative questions	used to ask for confirmation, request information, anticipate a negative response	<p>Could you tell me where the problem is?</p> <p>Do you feel/believe/think this will change the situation?</p> <p>I was wondering if you could tell us more about that?</p> <p>Could I ask you to clarify that point?</p> <p>Could you tell me when this will end?</p>

VIDEO



World English: Understanding a variety of English accents.

US accent

Ted talks - Amy Cuddy "Your body language shapes who you are"

<https://www.youtube.com/watch?v=Ye5LixIJJA>

Warm up: Before you watch the talk, have a look at the title and take a guess at what it might be about.

How does your body language influence others?

How could body language shape who you are?

- **Read this introduction to the talk:**

Body language affects how others see us, but it may also change how we see ourselves. Social psychologist Amy Cuddy shows how “power posing” —standing in a posture of confidence, even when we don’t feel confident— can affect testosterone and cortisol levels in the brain, and might even have an impact on our chances for success.

Amy Cuddy's research on body language reveals that we can change other people's perceptions —and even our own body chemistry— simply by changing body positions.

- Read the first few lines of the script:

“So I want to start by offering you a free no-tech life hack, and all it requires of you is this: that you change your posture for two minutes. But before I give it away, I want to ask you to right now do a little audit of your body and what you're doing with your body.”

lifehack - definition and meaning

www.wordnik.com/words/lifehack

any process or technique that reduces the chaos in one's **life** and makes it easier to manage, or more convenient.

Urban Dictionary: **lifehack**

www.urbandictionary.com/define.php?term=lifehack

A tool or technique that makes some aspect of one's **life** easier or more efficient.

Tweak: [+ obj] **1:** to change (something) slightly in order to improve it: to make small adjustments to (something).

• The company may have to *tweak* [=adjust] its image. • Our software developers are *tweaking* [=fine-tuning] the program. • We just wanted to *tweak* his original idea a bit.

Watch the first few minutes up to min 3.40

- Answer these questions:

1- *“...it could significantly change the way your life unfolds.”* What is “it” in this context?

2- Why are we fascinated by body language?

3- How are non-verbal communication (or body language) and judgements related?

4- "So it doesn't have to do so much with whether or not that physician was incompetent, but do we like that person and how they interacted?". What does that phrase have to do with body language?

5- Complete this segment:

"So when we think of non-verbals, we think of how we judge others, how they judge us and what the outcomes are. We tend to forget, though, the other audience

"

6- What are non-verbal expressions of power and dominance?

7- Is the body language of power and dominance present in her MBA class? How? Give examples.

8- Read this segment and complete the missing information.

"You have other people who are virtually collapsing when they come in. As soon they come in, you see it. You see it on their faces and their bodies, and they sit in their chair and they make themselves tiny, and they go like this when they raise their hand. I notice a couple of things about this. One, you're not going to be surprised. It seems to be related to gender. So women are much more likely to do this kind of thing than men. Women feel chronically less powerful than men, so this is not surprising. But the other thing I noticed is that it also seemed to be related to the extent to which the students were

"

- **Say true or false**

She believes that if you get people to fake it they would participate more? (fake their power and dominance that is) T/F

Our non-verbals govern how other people think and feel about us and how we think and feel about ourselves. T/F

So powerful people tend to be, not surprisingly, more assertive and more confident, more optimistic. T/F

There are psychological and physiological differences between powerful and powerless people. T/F

- **The experiment:**

“So this is what we did. We decided to bring people into the lab and run a little experiment, and these people adopted, for two minutes, either high-power poses or low-power poses, and I’m just going to show you five of the poses, although they took on only two. So here’s one. A couple more. This one has been dubbed the “Wonder Woman” by the media. Here are a couple more. So you can be standing or you can be sitting. And here are the low-power poses. So you’re folding up, you’re making yourself small. This one is very low-power. When you’re touching your neck, you’re really protecting yourself. So this is what happens. They come in, they spit into a vial, we for two minutes say, ‘You need to do this or this.’ They don’t look at pictures of the poses. We don’t want to prime them with a concept of power. We want them to be feeling power, right? So two minutes they do this. We then ask them, “How powerful do you feel?” on a series of items, and then we give them an opportunity to gamble, and then we take another saliva sample. That’s it. That’s the whole experiment.”

The results:

86%
60%
20%
10%
25%
15%

SPEAKING



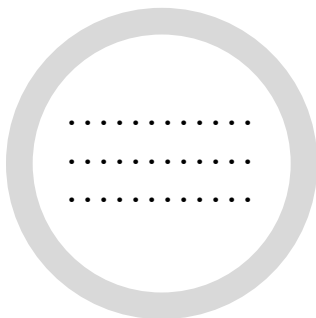
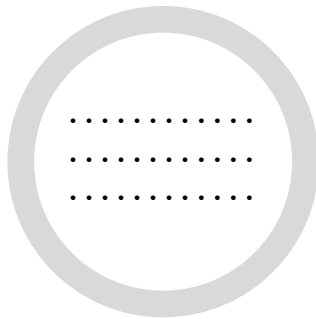
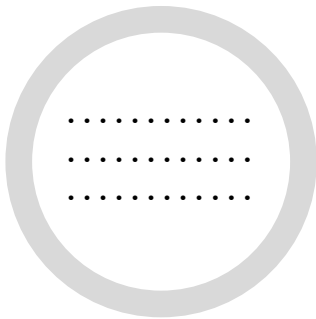
International Alliances and Organizations/Groups

Look at the following alliances and/or organizations and classify them into groups under whichever criteria you consider appropriate.

For example; regional growth, economic interests/expansion, political interests, historical development, etc.

Add one more alliance and or organization into each group you've created.

UNO	ECD	BRICS	UNASUR
ASEAN	NATO	MERCOSUR	CELAC



Further discussion:

How would you describe the historical development of the alliances in our region (i.e.: The Americas)?

What progress or important gains have been made through such alliances? Can you think of specific examples?

Have you ever participated in tasks related to these alliances and/or organizations? In what way?

READING**Australia, MIKTA and the Middle Power Question**

A seemingly semantic debate is revealing of Australia's international ambitions and its place in the world.

<http://thediplomat.com/2015/04/australia-mikta-and-the-middle-power-question/>

By Helen Clark

April 20, 2015

Read these questions before you read part I of the article

1. What is the central discussion presented in the article?
2. What two tags have been placed on Australia? Which is preferred?
3. What conclusions are drawn about Australia's place in the world or world power?
4. Which grouping of nations is referred to in the article?
5. Who are its members? What common characteristics do they have?
6. What are the bases for Australia's power? Economic, defense capabilities?

Read these questions to analyze the subsection "MIKTA" in Part II

1. MIKTA vs. BRICS - complete the graph with points that differentiate the two groups.

1. What examples are given of areas where Australia's global role has been rolled back?

Part I

What should you call Australia: a middle power or a top 20 nation? It's a debate that has been going on for a while now, and is largely driven by whoever is in power. The question is not useful in itself – and is largely a matter of political taste – but using it to explore Australia's place in the world, and its region, can be illuminating.

Former Prime Minister Kevin Rudd liked the "middle power" tag for Australia. Julie Bishop prefers "top 20 nation", a tag debuted not so long before Australia hosted the G20. So, which one? The former term has a lengthy history. The latter builds on ideas put forward by previous Liberal foreign ministers that Australia is more important than middle, or middling.

Again, the either/or debate isn't especially useful. Australia is clearly both. Its partners in the newish middle power grouping MIKTA – Mexico, Indonesia, Korea, Turkey and Australia – are all G20 members. They are also all of regional strategic importance and share, they say, strong economies, democratic systems, and an interest in working in the international system.

The discussion around which better suits Australia is still interesting enough to prompt this discussion paper from the Australian Strategic Policy Institute last year (...). Unsurprisingly, no conclusion was reached. It was the discussion of Australia's place in the world and what power it has and where that power should be exercised that was of more import than something which, ultimately, comes down to semantics, and taste.

But who wants to call Australia what is instructive for those seeking to understand political divides in Australian foreign affairs. Bishop's argument against Australia's middle power status is cogent enough, "middle of what? There are some 186 countries, so that makes us like the ninety-something country." Though she knows well she's missing the point to make a bigger one, it's worth noting that middle powers were never halfway down some mythical ranking system.

But "middle power" sounds ragingly modest, endlessly beige, and the kind of term that, if it were a person, might live with his parents into his 30s and tell you about his sensible car. Melissa Coney-Tyler, director of the Australian Institute of International Affairs, pointed out that for conservatives it is, "terminally unambitious." Indonesia would never think of itself that way, she noted, "Its view of itself is as a *negara besar*, a big power." (Though Indonesia is a member of middle power supergroup MIKTA). Rudd liked it for its consensus-building, international engagement sound, and it was useful to deploy during bids to get a seat at the UN Security Council.

The thing about "top 20" is that it clearly pushes Australia into the top tier without noting its place within that 20. If it's predicated on the G20 then the basis for Australia's importance is economic and concepts of power take second place. But any nation's place in the international order is also defined by its defense capabilities. Australia ranked 12th in the world in terms of defense spending in 2012, yes, but that is probably not what Bishop was getting at. And if the basis is economic, what might happen should other nations catch up and it falls out of the G20 a few decades hence? Given regional strengths it might still remain a middle power, if not a G20 nation.

"Top twenty" shares ideas of Australia's special importance with former Foreign Minister Alexander Downer's demarcations of Australia being a "considerable" nation, or, "by any measure Australia is a significant country."

In a 2006 speech, Downer rolled out an impressive list of numbers and stats to bolster the argument. Among them were: sixth largest by landmass, 10th largest industrialized economy, 10 percent of the world's biodiversity, and 12th largest military expenditure. Australia has produced a good number of Olympians, too.

Well, so what? Pick the best aspects and achievements of any nation and you could call it considerable. Australia also has two of the world's largest flightless birds and 1,500 types of spider. But this reflexive grab for numbers to bolster the punching-above-our-weight case that has always been the flip side to the "cultural cringe" seems often like the game-plan of an also-ran. How many of those numbers matter in the international arena? Greenland is big, too. Australia's large maritime jurisdiction is more interesting to the case than the size of the continent alone but what matters is what is done in those waters, not just that they are Australia's.

Part II

MIKTA

Despite the Coalition's outward contempt for Kevin Rudd's love of an international role and bigger role in global institutions when in opposition, there has been much international engagement, from enthusiastic support of MIKTA to new FTAs with major Asian economies, the hosting of the G20, and a seat at the UN Security Council, which Julie Bishop would like to renew. Even Australia's hosting of the Asian Cup deserves a mention. These were all things undertaken by previous governments but their enthusiastic continuation has been under the aegis of the Coalition. There is also the

just-announced membership of the China-led Asian Infrastructure Investment Bank (AIIB), despite previously turning down membership thanks to U.S. pressure.

The establishment of MIKTA or the Mexico Indonesia, Korea, Turkey and Australia grouping is one that bolsters middle power ideas. What is actually notable here is that “middle power” has ceased to be an appellation used only by Canada and Australia. It is now embraced by Asian nations, and others (even if Indonesia still does not quite see itself as only middle or middling) which gives it more credence, not less.

MIKTA, as its own press says, is “comprised of important actors” and, as they’d like you to know, they came together of their own volition, unlike BRICS which was a useful acronym that later became the 2000s definition of developing economy –and now a large bank. MIKTA nations are all middle powers that share democratic ideals. They also all have close ties to the U.S. What they can, or even plan to, achieve, has not been set out, as yet, past the idea that together they can achieve... things.

If anyone still remembers how the BRICS grouping started, it was not a choice by the five nations but a grouping named by investment bank. The nations later saw the value in banding together. MIKTA, on the other hand, exists because its members wished it so. There is much good there, if a good degree of PR pabulum in anything you’ll read they’ve authored about themselves. But, as Melissa Coney-Tyler points out, “The issue for MIKTA is finding areas where it can have influence and contribute. This will also be a matter of domestic politics: the stars have to align for all five to feel comfortable taking on a contentious issue.” As yet, they have not done that though meetings have been held on the sidelines of the G20.

Of course there have been the inevitable areas where Australia’s regional and global role has been rolled back. There was the dismantling of the Australia Network across Asia. There are massive slashes to the foreign aid budget and there is lagging climate change commitments, one area in which Australia and its closest ally the U.S. are at public odds. But it was Tony Abbott’s G20 address that really revived ideas of Australia’s terminal lack of ambition and gained international coverage. He spoke about citizens’ complaints over the budget and a A\$7 “co-payment” for doctors’ visits that were previously free. Why not use an occasion to address world leaders on Australia’s ideas of its place in the world and the contributions it could make as a top 20 nation? It seemed a case of ultimately, the same reflexive terminal lack of ambition that infects ideas about middle power: It seems too close to middling.

Helen Clark was based in Hanoi for six years as a reporter and magazine editor. She has written for two dozen publications including The Diplomat (as Bridget O’Flaherty), Time, The Economist, the Asia Times Online and the Australian Associated Press.

<http://thediplomat.com/2015/04/australia-mikta-and-the-middle-power-question/>

Go back to the text and choose 3 expressions or language structures you find particularly useful. For example: “the either/or debate”

.....

.....

SPEAKING



Further discussion:

Choose the certain ideas you agree and/or disagree with in the article about the role of Australia in world power.

What is your opinion of the grouping MITKA? Do you think it could be effective? In which areas?

In your personal opinion, has the power countries hold globally changed throughout time? Give examples. And what you do feel about Argentina's position in this regard?

READING - SPEAKING



Brazil, Russia, India, China, South Africa: BRICS

Discuss:

Look at these 3 headlines taken from The Diplomat and the Harvard International Review.

Discuss the main topic presented in each of them.

April 11, 2015

Interview: Oliver Stuenkel

By Justin McInerney

April 11, 2015

Why the BRICS will remain an important force in world affairs in 2015 and beyond.

September 22, 2014

India: The Odd BRIC Out

India must strike a balance between its new emerging partners and beneficial Western ties.



New Developments? The BRICS Summit and the International System

When Goldman Sachs coined the term BRIC – an acronym for the emerging Brazil, Russia, India and China – in 2006, it was just a fancy description of a future and increasingly important group of nations.

VIDEO



World English: Understanding a variety of English accents

BRIC / BRICS, The new world order

<https://www.youtube.com/watch?v=KCL-m1EBbc>

Empire: BRIC: the new world order. Al Jazeera Channel - April, 2010

Warm up questions:

- » How did the BRIC union come about? When did BRIC become BRICS? Why did this addition occur?
- » What were the latest developments announced in the 6th summit of the BRICS held in Fortaleza, Brazil, July 2014?

The TV programme “Empire” dedicated an entire edition of its show to the BRIC union in 2010 when its members came together for its 2nd summit.

- » - Here is the list of guests in the programme.
What kind of accents can we expect to hear?

STUDIO GUESTS

Celso Amorim, Brazilian foreign minister

Rubens Barbosa, Former Brazilian ambassador to the US

Professor Ido Luis Sauer, Sao Paulo University

Dr. Rathin Roy, Director, International Policy Centre

Hoineff Nelson, Brazilian filmmaker

INTERVIEWEES

Dilip Hiro, Author of *After Empire*

Jim O'Neill, Chief economist, Goldman Sachs

Antonio Patriota, Former Brazilian ambassador to the US

Jose Francisco De Lima, Chief economist, Banco Fator

Jackson Schneider, Director, Automobile Industry Agency

Paulo Oliveira, Chief development officer, Bovespa

Marcel Biato, Presidential foreign policy adviser

0-01.00 Introduction

Watch and complete these main ideas and/or statements taken from the introduction of Empire.

Brazil hosts a summit of.....

This meeting

Russia has benefited from.....

“In a way we are new.....”

Setting an.....and embracing.....

1.00-01.45

- What has been the outcome of the 2nd BRIC summit?

-What do you think these figures refer to in relation to BRIC?

40%

26%

Almost 15%

02.00

Speaker: Dilip Hiro

Read this short profile of the speaker before you watch the segment.

<http://www.guardian.co.uk/profile/diliphiro>

Born in the Indian sub-continent, Dilip Hiro was educated in India, Britain and America, where he received a master's degree at Virginia Polytechnic & State University. He then settled in London in the mid-1960s, and became a full-time writer, journalist and commentator. He has published 30 books. His latest title is *Inside Central Asia: A Political and Cultural History of Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkey and Iran* (2009).

Listen to Dilip Hiro and tick the cities he mentions:

- > Washington
- > Beijing
- > Brasilia
- > Delhi
- > Moscow

Listen once more, notice Hiro uses the terms “away” and “towards”. What is he referring to?

02.36-3.35

Before the next segment: Scan through Jim O’neill’s information to learn something about his career.

Do you know anything else about him that is not in this summary?
What is he most known for?

http://www.evca-specials.com/symposium07/cv_s/cv_oneill.php?width=855&height=520

Jim O’Neill *Goldman Sachs*

Jim is Head of Global Economic Research for Goldman Sachs, and has been in this position since September 2001.

In this role, Jim oversees all the firm’s economic research and the output of its team all around the world.

Jim received his Ph.D. in 1982 from the University of Surrey after graduating in Economics from Sheffield University in 1978. His Ph.D. thesis was entitled An Empirical Study of the OPEC Surplus and its Disposal.

After a brief spell with Bank of America in 1983, Jim joined International Treasury Management, a division of Marine Midland Bank.

In 1988, Jim joined Swiss Bank Corporation (SBC) to start off a fixed income research group in London, helping to pioneer research on the ECU bond market. In 1991, he became Head of Research, globally for SBC.

Jim joined Goldman Sachs in October 1995 as a Partner, Co-Head of Global Economics and Chief Currency Economist.

Jim has spent much of his 25 year career analysing the world’s foreign exchange market, for which he is perhaps best known.

Watch Jim O'Neill's segment carefully.

Put these terms and phrases into context.

- » Dreamt into existence
- » Snappy tittle¹
- » Western economist
- » Americanization
- » Dream became reality
- » Informal partnership
- » It's the world turned upside down

Watch the segment again. What does Jim O'Neill have to do with the acronym BRIC?

3.40-

Dilip Hiro

Watch Dilip Hiro twice. He expresses his views on which countries bring about world recession and which countries pull others out of world recession.

Has there been a change recently according to him?

4.00-5.32

Watch: China's recent role and economic activities

Which of the following are not mentioned in relation to China?

- » On a global buying spree².

¹ **Snappy**: 2 cleverly concise; neat: *snappy* catchphrases.

² **Spree** [*count*]: a short period of time when you do a lot of something • a buying/shopping/spending *spree* [=binge] • They went on a killing/crime *spree*.

- » Gobbling up³ vital resources across Africa.
- » Supplanting Washington as the number 1 customer for Saudi oil.
- » Has lent money to I.M.F.
- » Has propped up⁴ the American economy by buying nearly \$3 trillion of U.S government debt.
- » Pushing for reform of global financial system.
- » Demand an alternative to the U.S dollar as the world official reserve currency.

5.30-6.55

Watch Characteristics of BRIC union

Say true or false:

1. It is more representative than other more traditional global organizations. T/F
2. BRIC's ultimate aim: no single nation should hold world power solely in its hands. T/F
3. The four member countries hold equal power and thus balance each other. T/F

³ **Gobble up** 1: to swallow or eat (something) quickly • We *gobbled* our meal and rushed back to work. —usually + downor up • He *gobbled down* a sandwich. • The children are afraid that monsters will *gobble* them up.

2: to take (something) quickly or suddenly —usually + up • The local bank was *gobbled up* by a national conglomerate.

⁴ **Prop up** prop up [*phrasal verb*] 1 prop up (something) or **prop (something) up**: to stop (something) from falling or slipping by placing something under or against it • We *propped up* the beams with long boards. 2 **prop (someone) up** or **prop up (someone)**: to give help, encouragement, or support to (someone) • His faith *propped* him up in times of crisis.

<http://www.learnersdictionary.com/search/prop>

7.00-15.10

Watch segment twice. Brazilian Foreign Minister Celso Amorim talks about the BRIC summit and the nature and aims of this union.

Take notes under these main topics:

- Concrete achievements from the summit and BRIC joint actions
- Nature of BRIC and development
- "A say in global affairs"
- China as the leading member vs. Brazil's role
- IBSA and BRIC differences and similarities
- "Vis a vis the west", questioning the established order in international order
- Four trillionaires against the hegemony of US and NATO
- Other countries that have influence on world affairs
- BRIC's attitude about Palestine, Afghanistan, Iran

Vis a vis

vis-à-vis / preposition (from French) - 1in relation to: Britain's role vis-à-vis the United States -in comparison with: It was felt that the company had an unfair advantage vis-à-vis smaller companies elsewhere. (OXFORD ADVANCED LEARNER'S DICTIONARY)

<http://www.ibsa-trilateral.org/>

IBSA

Established in June 2003, IBSA is a coordinating mechanism amongst three emerging countries, three multiethnic and multicultural democracies, which are determined to contribute to the construction of a new international architecture, to bring their voice together on global issues and to deepen their ties in various areas. IBSA also opens itself to concrete projects of cooperation and partnership with less developed countries.

The establishment of IBSA was formalized by the Brasilia Declaration, which mentions India, Brazil and South Africa democratic credentials, their condition as developing nations and their capacity of acting on a global scale as the main reasons for the three countries to come together. Their status as middle powers, their common need to address social inequalities within their borders and the existence of consolidated industrial areas in the three countries are often mentioned as additional elements that bring convergence amongst the members of the Forum.

Skip to 20.00**Watch:** Final question in interview with Amorim.

“About the future: what if your government changes to the right, would the foreign policy change?”

Answer:

.....

.....

.....

.....

Skip to 25.00-29.00**Watch once and complete the exercise (only exercise 1).**

Next on the show: The host introduces the next three guests, and gives an introduction of Brazil.

1- Complete the chart with some of the facts mentioned about Brazil.

Brazil used to be known for:	Brazil now:

Watch the same segment again

2- Tick whatever is mentioned in the video segment

Brazil's ambitions as a leader - regional and global are shown in:

- The architectural design of its capital, Brasilia, and it's symbolism.
- Its active leadership role in the whole region, although still disputed by some countries.
- State owned Petrobras may soon become the world's largest oil company .
- Has won the bid to host The Olympics and 2014 Soccer World Tournament.
- Its economy is among the top 10 in the world and growing.
- Its demands to be a global player in decision making process worldwide.
- Has gained acceptance from even traditional rivals.
- Is pushing for a permanent seat on the UN security council.
- Has a good relationship with both the White House and its adversaries.

29-31.25

Interview with the three guests.

Ruben Barbosa (Brazilian), Former Brazilian ambassador to the US

Professor Ildo Luis Sauer (Brazilian), Sao Paulo University

Dr. Rathin Roy (Indian) Director, International Policy Centre

Watch and answer the questions made by the host:

"...Why bother and join BRIC?" ... "You've become emerging powers?"

Speaker 1:

.....

.....

.....

.....

Speaker 2:

.....

.....

.....

.....

"What about Chinese/Indian relations, there's certainly tension?"

Speaker 3:

.....

.....

.....

.....

Skip to 38.25

Host: "...there are people who
and now you are taking..... That doesn't bode well for the United States and Europe, does it?"

Speaker 1:

"I don't think that we're....., nothing is changing dramatically. I think that the BRIC willrole, but I don't think.....
.....,because there is not a?"

Host:

"Both of your countries, Brazil and India, probably have some of the grievous
....."

Do you think importing huge....., do you think that will help?"

Speaker 1:

"That's a huge problem. In China also
.....even though they're not"

Speaker 2:

"In the 4 countries there are, Brazil is I think,
.....of the 4 of them.

Speaker 3:

"But I think this is what also, rather than going all macho, as some of the people do about BRIC, these are countries which are still, each of them
India has aon healthcare, and could learn a lot from Brazil on
..... But these are not problems..... to the BRIC but common to the....."

Bode 'well

Bode 'well / 'ill (for sb/sth) (formal) to be a good / bad sign for sb/sth.

SYN augur: These figures do not bode well for the company's future.

Minute 43.30

State Dr. Roy's opinion:

.....
.....

Final remark by Professor: "If BRIC is not toand become a realin the world, if it is able to with the humanities facing today. And if these four leader countries are able tothe world, it's only if they're able to become a real force, to change this situation."

Minute 44-46 [end]

VIDEO



World English: Understanding a variety of English accents

BRICS: New Development Bank. July, 2014, Al Jazeera Channel

<https://www.youtube.com/watch?v=NG8szYdB7EM>

Watch the short news segment twice and answer the following questions:

What announcements were made as regards a new development bank?

Headquarters:

President:

Board of directors:

Regional wing:

What aspect of the initiative does Luciano Countinho point out?

.....

What do they suggest may be “the hard part” about the initiative?

.....

Are the BRICS members ready for such an undertaking according to the economist?

.....

According to Russian Investment Fund official, how will this development bank rival other lending institutions?

.....

VIDEO



World English: Understanding a variety of English accents



Chinese Television: CCTV- World Insights /
China's future role in the United Nations
(Chinese and Russian accents in English)

<https://www.youtube.com/watch?v=eJ52CsdJH8M>

CCTV News on: World Insight - China's future role in the UN

Watch up to minute 2.00 and take note of information in relation to:

- » The main topics of the open debate held in the UN's Security Council.
- » The UN's founding principles:
 - › "The pursuit of....."
- » China's UN priorities:
 - › Watch minutes 2.00-4.00 and take notes on:
- » The current challenges of the UN and solutions reached
- » According to the Russian Foreign Minister there are various methods for global dominance.
 - › They are:.....
- » The issue of China's role in the UN
 - › Watch minute 3.50:
- » Explain the two parts of the speech given by China:
 - › Watch minutes 5.00-7.15, take notes on:
- » The future described by Foreign Minister of China

- » The UN's participation in security and conflict resolution.
 - › Watch minute 7.25-12.00, take notes on:
- » The relevancy and authority of the UN
- » The historical development of the UN
- » The criticism towards the United States
- » Moscow and international rules of the Security Council
 - › Skip to minute 14.20, take notes on:
- » Conflicting ideas of international relations
- » Sphere of influence
 - › Watch minute 16.00, answer:
- » Why is 2015 a defining year?

Part 4:

Analyzing political discourse

Contents

Communicative aim: Analyzing political discourse

Discussion topic:

How politicians choose words to shape the reality they hope to create

How to interpret some phrases used at the United Nations: An informal and humorous “glossary” to help diplomats interpret the message behind the phrases

How political discourses persuade public opinion

Language Focus: Understanding political speech through rhetorical devices such as metaphors, repetition, and association.

War in political speech: analyzing metaphors

Positive elements in diplomatic communication

World English: Understanding a variety of accents in English

Video segments - variety of accents: British and US English

- *Mark Forsyth: What's a snollygoster? A short lesson in political speak*

TEDx House of Parliament in London

- An analysis of Barack Obama's rhetoric in his “Bin Laden” speech. By Francis Gilbert

<https://www.youtube.com/watch?v=PMpcamiWptM>

Articles

- *Mark Forsyth's top 10 lost words*, by Mark Forsyth. The Guardian.com, May 2014.

<http://www.theguardian.com/books/booksblog/2013/oct/09/mark-forsyth-the-horologicon-top-10-lost-words>

- A “glossary” of United Nations phrases. From the personal archives of an official (from the Ministry of Foreign Affairs and Cult) posted at the United Nations in the 90s.

- Analyzing Rhetoric, DIPLO - Towards more inclusive and effective diplomacy

<http://www.diplomacy.edu/language/rhetoric/analyzing>

- Leaders' rhetoric and preventive diplomacy - issues we are ignorant about,

Drazen Pehar, 2002, DIPLO.

Essay

- Lakoff, George: War and Metaphor, 1991. University of Berkeley, USA (fragment).

- Gomes de Matos, Francisco: Learning to Communicate Peacefully, 2008.

http://www.tc.columbia.edu/centers/epe/PDF%20articles/fransisco_communicatepeacefully_13sept09.pdf

HOW POLITICIANS CHOOSE WORDS TO SHAPE THE REALITY THEY HOPE TO CREATE

READING - SPEAKING



Read the introduction to the article as a group



Mark Forsyth's top 10 lost words

<http://www.theguardian.com/books/booksblog/2013/oct/09/mark-forsyth-the-horologicon-top-10-lost-words>

From snollygoster to wamblecropt, these forgotten words just might come handy, says the author of *The Horologicon*

Photograph: Alamy **Mark Forsyth**

Wednesday 9 October 2013 12.49 BST Last modified on Thursday 22 May 2014 06.51 BST

Everybody has, on occasion, looked up a word in a dictionary and let their eye wander to the next word and thought: "Really? There's a word for that?" Whether it's the little plastic aglets on the end of your shoelaces or the nurdle of toothpaste squeezed onto your toothbrush in the morning. I have simply had that feeling more than most.

In the end, I collected all the useful but forgotten, and obscure but necessary words I found in dusty, old dictionaries, and arranged them by the hour of the day when they might come in handy for my book about lost words, *The Horologicon*. Here are 10 of my favourites.

- » Take one of the definitions each, and get ready to explain its meaning to the rest of the class
- » Listen carefully to the others and get ready to choose your favourite word

1. Wamblecropt

Wamblecropt means overcome with indigestion. Once upon a time, you might observe that your stomach was wambling a bit. If the wambles got so bad you couldn't move, you were wamblecropt. It's the most beautiful word in the English language to say aloud. Try it.

2. Sprunt

Sprunt is an old Scots word (from Roxburgh, to be precise) meaning "to chase girls around among the haystacks after dark". I would dearly love to have lived in a time and a place where this was such an everyday activity that they needed a single-syllable word for it. Old dialect words give us a glimpse of lost worlds, and sprunt is my favourite glimpse.

3. Groke

Another old Scots word, to groke is to gaze at somebody while they're eating in the hope that they'll give you some of their food. The word was originally used to refer to dogs –and any dog owner whose canine friend has salivated beside them while they eat a steak will know why– but it can also be used to describe that colleague who sidles up to you from across the office when you open a box of chocolates.

4. Uhtceare

Uhtceare is an Old English word that refers to anxiety experienced just before dawn. It describes that moment when you wake up too early and can't get back to sleep, no matter how tired you are, because you're worried about the day to come.

5. Snollygoster

Snollygoster is a 19th century American word for “a dishonest or corrupt politician”. Or, to take an original definition from the editor of a Georgia newspaper: “a snollygoster is a fellow who wants office, regardless of party, platform or principles, and who, whenever he wins, gets there by the sheer force of monumental talknophical assumnacy”. The only reason I can imagine such a delicious word would die out is that all politicians are now honest.

6. Ultracrepidarian

Ultracrepidarianism is when you give your opinion on a topic about which you know nothing. What makes this word so useful is that nobody knows what it means. Tell someone they are ultracrepidarian and they'll probably consider it a compliment.

7. Gongoozle

I found gongoozle deep in the Oxford English Dictionary while I was researching The Horologicon. To gongoozle is to stare idly at a canal or watercourse. At the time, I thought it a weirdly precise and unnecessary word, but since then I've noticed gongoozlers everywhere. Walk along a riverbank or seafront on a sunny afternoon and you'll see lots of people happily gongoozling. I realised that I'd been gongoozling for years; I'd just never known the word.

8. Snudge

To snudge is to stride around as though you're terribly busy, when in fact you are doing nothing. It's particularly useful for the modern office, especially with the invention of the smartphone. You can snudge around all day without anyone realising you're checking up on the score in the Ashes.

9. Feague

Feague is a term from around the 18th century that means to put a live eel up a horse's bottom. Apparently, this was a horse dealer's trick to make an old horse seem more lively, which I suppose it would. But it does imply that you should never trust an 18th century horse dealer –especially if you're a horse, or an eel. I hope you find no use for this word. In 2012, a chap who walked into Auckland City Hospital, in New Zealand, could have saved himself a lot of embarrassment if he had simply announced: “I need to be de-feagued”.

10. Sir Richard has taken off his considering cap

Benjamin Franklin, when he wasn't inventing bifocals and supporting the American Revolution, collected slang terms for being drunk. This is my favourite one, especially after a hard day's work. It sums up the feeling of work being over and drinking having begun.

VIDEO



World English: Understanding a variety of English accents. British English accent

TEDx House of Parliament in London

<https://www.youtube.com/watch?v=0E6EzJAICMs>

Mark Forsyth : What's a snollygoster? A short lesson in political speak.

Most politicians choose their words carefully, to shape the reality they hope to create. But does it work? Etymologist Mark Forsyth shares a few entertaining word-origin stories from British and American history (for instance, did you ever wonder how George Washington became "president"?) and draws a surprising conclusion.

Watch the talk and answer the questions that follow.

What is another definition of snollygoster given by a 19th century journalist?

.....

- “Words are the center of language”
- All politicians know
- Who was it that took on Parliament?
- What did his bravery lead to?
- “As bold as brass.” What does it refer to?
- What was the question once America, the United States, achieved its independence?

- What were the options given as an answer to this question?
- The House of Representatives vs. Senate. In what sense were they confronted?
- What was “the president” a synonym of?
- What did the House and Senate disagree on?
- What did the senate agree to?
- “They had it set down that they didn’t agree to it because
- “i.e we don’t want to look like wierdos”. What does this mean?
- **Make notes under these “3 things”:**
- First of all: the Senate
- Second: “temporary”
- Third: The title
- “Reality and history has endowed that title with
- 147tion.....”
- In the end who won, The House of Representatives or The Senate?
- The lesson learned:
- **Words and reality**
-

HOW TO INTERPRET SOME PHRASES USED AT THE UNITED NATIONS:
AN INFORMAL AND HUMOROUS "GLOSSARY" TO HELP DIPLOMATS INTERPRET
THE MESSAGE BEHIND THE PHRASES

READING - SPEAKING



What follows, is a "glossary on the United Nations phrases". The introduction of these notes reads:

"There are some phrases in use in the UN which have a precise technical meaning which is not immediately apparent. The meanings of the more commonly used phrases are set out below."

It is thus clear to all that this document provides a lighthearted analysis, and should be understood for its informal and humorous tone.

(Note: this handout is from the personal archives of an official posted at the United Nations in the 90s.)

- » Read the phrases column and the meanings provided
- » Have you ever heard these phrases being used in the discourse of diplomats?
- » Though they are humorous, choose 3 phrases and the meanings /interpretations that you, in fact, agree with
- » Share your choices with the others in the group

Phrases	Meaning
Concerning report and submissions to negotiating groups	
I would like to thank the Secretariat.	Why not. The paper is no worse than any other.
I have perused the documents.	I have not actually read the documents.
I have read the documents.	I have discovered where the summary of conclusions is located.

I have thoroughly read the documents.	I was fortunate enough to see a misprint in paragraph 643 which I will no point out.
I reserve the right to re-enter the debate at a later stage.	I have good intentions of reading the document.
The paper will provide useful background than necessary.	I haven't read it.
I have referred the paper back to my capital.	I haven't read it but perhaps they will.
A comprehensive submission.	It's over two pages in length and seems to have an awful lot of headings.
An interesting paper.	I don't want to rubbish it yet or I really don't quite know how to deal with it.
An ambitious proposal.	It is unlikely to get any support.
An innovative proposal.	This one is really out of the trees.
The paper is unbalanced.	It does not contain any of our views.
This proposal strikes a good balance.	Our interests are completely safeguarded.
This paper contains some interesting features.	I'm going to give you some face-saving reasons why it should be withdrawn.
I would like to make some comments.	I have read the paper and I don't like it.
I will go through and make comments on individual points.	This is an opportunity for me to read the paper and for those of you that haven't read it, to listen.
I am gratified by the support for our paper.	Thank God at least one delegation did not rubbish it.
I'd like to make some detailed comments.	My capital had apoplexy over the paper.
This subject is dealt with in Negotiating group.	We won't look at it there either.
In debate	
I will be brief.	I will not be brief.
I should like to make some brief comments.	You have time for a cup of coffee.
If I understand the distinguished representative correctly.	I did not understand the distinguished delegate.
I am not sure that I fully understand your point.	I know exactly what you are saying and I don't agree.
We found the suggestion interesting.	We cannot buy it at any price.
While we agree in principal.	We disagree in practice.

HOW POLITICAL DISCOURSES PERSUADE PUBLIC OPINION

SPEAKING



Discussion topic:

Looking closer at oral discourse in politics

Some questions to get us thinking about the topic

In the context of political press conferences, official statements, Parliamentary debates, televised addresses, platform speeches at demonstrations, chants, etc.:

- Has the target audience of the speeches changed over time?
- Is there evidence of change in rhetorical argumentative techniques?
- Over time are the speeches more or less rational, more or less emotional?
- George Lakoff argues that in the United States political conceptions are shaped by fundamental metaphors of 'the nation as a family'. Is there evidence of any such fundamental metaphor in British political speech?
- Are Parties noticeably distinguished by reliance on different kinds of appeal and different kinds of figurative formulation?
- Do changes in communicative technologies explain changes in these speeches?

READING - SPEAKING



DIPLO - Towards more inclusive and effective diplomacy:

<http://www.diplomacy.edu/language/rhetoric/analyzing>

Read the following introduction to the topic of Rhetoric and decide if you agree or disagree with the fragments marked in **bold**.

Rhetoric



Classical rhetoric is defined as “the art of speaking or writing effectively: as a: the study of principles and rules of composition formulated by critics of ancient times b: the study of writing or speaking as a means of communication or persuasion.” (Merriam-Webster Online) However, **people often think first of a definition more like this: “empty words, meaningless**

speech: The prime minister’s speech was pure political rhetoric.” (The Newbury House Online Dictionary) These definitions seem at odds with each other: effective and persuasive speech compared to empty, meaningless speech. But whether one considers rhetoric in a positive or negative way, the common factor is that it is speech aiming to persuade.

Diplomats can benefit from studying both the positive and negative aspects of rhetoric. World events are triggered by the words and actions of national leaders and politicians. Diplomats need to pay careful attention to political speech in order to gain clues about the concerns, intentions, and agendas of national leaders and political figures. At the same time, **the work of diplomats is based largely on their ability to use language well -to convince and persuade.** Diplomats need to be aware and in control of the power and effect of their words. As Drazen Pechar, researcher on language and diplomacy writes: “...when it comes to the use of language and its many styles, diplomats must bear in mind that they have a choice. They may choose one or more among many styles of language. This freedom of choice of an instrument of expression is particularly important because plurality of such instruments makes diplomats aware of their own responsibility in verbally expressing their attitudes towards international developments.” (“Historical Rhetoric and Diplomacy,” Language and Diplomacy, Malta: DiploProjects, 2001.)

READING - SPEAKING



Analyzing rhetoric

DIPLO - Towards more inclusive and effective diplomacy:

<http://www.diplomacy.edu/language/rhetoric/analyzing>

- » Read this short introduction on analyzing political rhetoric.
- » Mark any lines of particular relevance and interest to share with the class.

Diplomats seeking to analyze political rhetoric can benefit from knowledge of the terms and techniques of classical rhetoric as well as techniques frequently used in modern political speech.

Rhetorical analysis does not involve simply identifying and labeling linguistic features, but an examination of the entire context of the communication: "Speech or writing never occurs in a vacuum, but in some historical, cultural, temporal setting that is intimately tied up with how one frames discourse. In one sense, the 'rhetorical situation' refers to what prods or inspires communication: a pressing need, a conventional ceremony, a specific intention."

An important part of context is audience: "Rhetoric is never about discourse in the abstract; it is always concerned with directing one's words with specific intentions towards specific audiences... All rhetorically oriented discourse is composed in light of those who will hear or read that discourse." As an example of rhetorical analysis focusing on context, Burton writes about Hitler's rhetoric:

Germany of post-World War I was demoralized and disorganized. Adolph Hitler's rhetoric was successful not only because of his personal charisma and his mastery of delivery, but because he spoke at the right time: the German people wanted a way out of its economic morass and its cultural shame, and Hitler provided them both with his strong, nationalistic oratory. Had Germany been doing better economically, Hitler's words would have bounced harmlessly off the air.

Professor Hugh Rank of Governors State University proposes an "intensification/downplay" schema to analyze methods of political communication and persuasion in his website *How to Analyze Political Rhetoric*. Intensifying involves the techniques of repetition, association and composition, while downplay involves omission, diversion and confusion.

UNDERSTANDING POLITICAL SPEECH THROUGH RHETORICAL DEVICES SUCH AS METAPHORS, REPETITION, AND ASSOCIATION

READING - SPEAKING



Rhetorical devices

- » **Take one (or two) of these rhetorical devices and be prepared to explain it to the rest of the class. Check with the teacher if there's any part of the explanation that is unclear to you**
- » **Can you think of any examples used by politicians of the devices mentioned?**

(Note: Text continued from same as above DIPLO – Towards more inclusive and effective diplomacy:
<http://www.diplomacy.edu/language/rhetoric/analyzing>)

Repetition: Repetition is effective because people feel comfortable with what they are familiar with, and repetition creates familiarity. Most people have favourite songs, television programs, etc., that they listen to or watch repeatedly. Chants, prayers, rituals, and dances are all based on repeated patterns; we learn them and remember them through repetition. Politicians often repeat key words or themes throughout a speech, and also use internal repetition techniques such as rhyme, alliteration and anaphora (repetition of the same word or group of words at the beginning of successive clauses or sentences). Slogans are another repetition device used by politicians in the hopes that, like in advertising, audiences hearing a message many times will become saturated and remember the message without conscious effort.

Association: Association is the process of linking an idea or product with other ideas, events or products which the audience either likes and respects, or hates and fears, depending on the aim of the association. Politicians may use association by directly asserting, for example, their connection with certain groups and communities with which the audience identifies or respects. They may also use indirect language to establish associations, for example, metaphors or allusions. Association may be established with images, music, colours, flags, choice of location and timing for a speech, etc., as well as words. Association may take the form of literary, historical or religious references or allusions.

Composition: The way a presentation is composed can be used as a technique of intensifying. The type of language used (negative or positive, active or passive constructions, simple or abstract, etc.), the level of detail, the use of absolutes (all, always, never, etc.) and qualifiers (perhaps, some, a number

of, maybe, etc.), metaphors, rhetorical questions, exaggerations, the order of presentation and the overall organisation of a speech can all be used to emphasise certain ideas or themes. Non-verbal elements can also contribute to composition: facial expression, gestures, tone of voice, etc. also play a role.

Omission: All communication involves decisions about what information to include and what to omit and therefore is limited, slanted or biased in one way or another. However, politicians often choose to deliberately omit information about disadvantages, hazards or side-effects of their proposals. What US politician, proposing military action in another country has reminded the US population that his proposed action is likely to result in the deaths of a certain number of soldiers not through enemy attacks, but from “friendly fire”? Politicians can also be expected to omit information about any criminal or scandalous activities of their own or their associates in the past, as well as information about their own mistakes or failures. Conflicts of interest may be covered-up and information about the source of controversial information may be omitted also. Finally, information about the opposition’s good points is likely to be omitted. Subtle forms of omission include quotes taken out of context and half-truths, and can be hard to detect.

Diversion: Diversion techniques distract focus or divert attention away from key issues, usually by intensifying unrelated issues, or trivial factors. Diversion techniques include attacks on the personality and past of opposition figures rather than their relevant policies, appealing to the emotions –fears, hopes, desires– of the public rather than their reason, directing attention to the short-comings of the opposition rather than to one’s own weaknesses, evasion of difficult topics, emphasis on superficialities or details rather than substance, and finally, jokes or other entertainment to distract attention.

Confusion: Politicians sometimes make their presentations so complex and chaotic that those listening get tired or overloaded, and give up on trying to follow. Confusion, whether caused by accidental error or deliberate deception, can hide or obscure important issues. Politicians may seek to confuse their audience by using unfamiliar or ambiguous words, technical jargon, euphemisms, round-about or rambling sentence construction, inappropriate or unclear analogies, non-logical sequences of thought or linking of ideas, manipulation of statistics, over complexity, information overload, etc. After introducing confusion, the politician is in the position to offer an easy answer, a simple solution to complex problems, telling the audience: “trust me”.

Henry Jankiewicz suggests some additional tools for analysis of rhetoric on his page *The Concepts of Rhetoric*. He brings up the topic of intertextuality: using references to link contexts or topics, with the following example: “President George Bush tried to arouse negative sentiment against the Soviet Union by referring to it as the Evil Empire, associating it with the nemesis in George Lucas’s Star Wars trilogy. This resonated with the fact that the government’s plans for a cumbersome satellite anti-missile defense system were popularly referred to as Star Wars.” In a written text, traditionally footnotes are used to create intertextuality –a footnote establishes credibility by making a link to the texts written by experts. The most intertextual form of communication that exists today is the World Wide Web, which consists of a huge number of documents linked to other documents through hypertext.

WAR IN POLITICAL SPEECH: ANALYZING METAPHORS

READING - SPEAKING



War in political speech

- » According to Hugh Rank, who might be the target of war propaganda?
- » Share your personal thoughts. Do you agree?

WAR PROPAGANDA

Hugh Rank offers a set of guidelines for analyzing war propaganda, another genre of political rhetoric. He writes: "Words are weapons in warfare. Words affect how people think about themselves and about others. War is probably the time of the greatest language manipulation, when people are most likely to deceive others, least able to negotiate, and are under the most intense emotional stress—of fear and anger—with the greatest dangers of loss, death, and destruction."

Rank points out that some types of war propaganda target the domestic audience, with the aims of uniting the country, building morale, silencing opposition, inciting action, and channelling energy. Other types of war propaganda are aimed at the enemy, with the intention to terrorise or demoralise. With modern means of mass communication, messages can be ensured to reach a huge audience, worldwide. War propaganda has the risk of getting out of control, and inciting more hatred than originally intended. The basic techniques used for war propaganda are to intensify your own good points and downplay the enemy's good points, and to downplay your own weaknesses while intensifying those of the enemy. As we have seen repeatedly in the last century, the enemy is demonised, while the "good guys" are portrayed as the protectors of the free world.

To learn more about techniques of war propaganda, visit Hugh Rank's page *War Propaganda*.

VIDEO



World English: Understanding a variety of English accents. British and US English accents

Video segment: An analysis of Barack Obama's rhetoric in his "Bin Laden" speech. By Francis Gilbert.

<https://www.youtube.com/watch?v=ZAbu554QRmA>

Watch the video segment and make notes to comment on with the rest of the group on the parts of the analysis you find:

Accurate

Falsely interpreted:

(in case you disagree with the interpretation made in the analysis)

Misleading:

READING - SPEAKING



Leaders' rhetoric and preventive diplomacy - issues we are ignorant about

DIPLO – Towards more inclusive and effective diplomacy

Description:

In this paper, Drazen Pehar analyses the argumentation made by George Lakoff of the University of California at Berkeley in his seminal paper on 'Metaphor and War', in which he tried to deconstruct the rhetoric US president George Bush used to justify the war in the Gulf. He also analyses a reading by psycho-historian Lloyd deMause, whose theory differs from Lakoff's.

- » We will read part of this paper by Pehar and some fragments of Lakoff's original essay that is analyzed here with the aim of gaining a more comprehensive understanding.
- » Pay particular attention to the parts in bold and the questions, and be prepared to discuss them in the context of the Pehar's text.

Source: Knowledge and Diplomacy. Ed. by J. Kurbalija (2002). **Author:** Drazen Pehar **Year:** 2002

Resource Text:

Analysis of the rhetoric that leaders use to explain, justify, and pre-program their foreign policies seems to offer a sound basis for diplomatic prevention of armed conflicts. There are two reasons for believing that this is the case. First, rhetoric, together with historical memories, cultural practices etc., belongs to the set of spiritual and psychological causes of war. Rhetoric usually precedes armed conflicts and hints at the important issues over which the upcoming war will eventually be fought. Thus, through leaders' rhetoric, one can witness a not yet fully materialized "war of minds". This may then, ideally speaking, prompt one to try to remove the spiritual incentive to fight a war; to cool down the "war of minds" before it turns into a "war of arms". Second, the rhetoric that leaders use is, as a matter of principle, extremely rich in imaginative projections, in fanciful descriptions of the international affairs of leaders' concern. The rhetoric is therefore always half a dream, and half a reality, which, from the perspective of critical and rational argumentation, makes it fragile and relatively easy to debate. **Leaders' rhetoric thus being principally fragile, debata-**

ble, and open to alternative readings, one again has a chance to prevent wars from erupting simply by showing the fragility of a leader's narrative and of the metaphors he or she chooses.

- » What was the intention behind Lakoff's essay? What was its ultimate objective?

Such a tool for conflict prevention was tried during the public debate in the US before the US-led operation "Desert Storm" against Iraq was launched. A leading linguist and cognitive scientist, George Lakoff of the University of California at Berkeley, wrote a seminal paper "Metaphor and War", in which he tried to deconstruct the rhetoric US president George Bush used to justify the war in the Gulf. Lakoff hoped to incite a public debate which would forestall the US preparations to launch a war against Saddam, and he hoped his grassroots, Internet mediated diplomacy might save "tens of thousands of innocent lives".

Lakoff's idea was simply to show how the system of rhetorical schemes, the metaphorical system Bush applied in advance of the Gulf war, kept important aspects of international realities hidden, and did so in a very harmful way. Lakoff focused on several metaphors, but it will suffice to present the two most important ones: the metaphor of "Saddam as Hitler", and the metaphor of "Kuwait as innocent victim of a villain's aggression and rape".

- » What linguistic aspects does Lakoff study in Bush's rhetoric employed in relation to the Gulf War?
- » In the introduction to his paper, what does Lakoff point out?

Metaphor and War: The metaphor system used to justify war in the Gulf

George Lakoff, Linguistics Department, UC Berkeley

Metaphors can kill. The discourse over whether to go to war in the gulf was a panorama of metaphor. Secretary of State Baker saw Saddam Hussein as "sitting on our economic lifeline." President Bush portrayed him as having a "stranglehold" on our economy. General Schwarzkopf characterized the occupation of Kuwait as a "rape" that was ongoing. The President said that the US was in the gulf to "protect freedom, protect our future, and protect the innocent", and that we had to "push Saddam Hussein back." Saddam Hussein was painted as a Hitler. It is vital, literally vital, to understand just what role metaphorical thought played in bringing us in this war.

Metaphorical thought, in itself, is neither good nor bad; it is simply commonplace and inescapable. Abstractions and enormously complex situations are routinely understood via metaphor. Indeed, there is an extensive, and mostly unconscious, system of metaphor that we use automatically and unreflectively to understand complexities and abstractions. Part of this system is devoted to understanding international relations and war. We now know enough about this system to have an idea of how it functions.

Bush, in comparing Saddam with Adolf Hitler, was, according to Lakoff, wrong on several counts. The predicament of the US in 1991, after Iraq's excursion into Kuwait, did not resemble the predicament of

the western powers at the Munich conference with Hitler. Iraq, for instance, was not comparable to Germany in the late 1940s. Besides that, there was no reason for anybody to believe in 1991 that Saddam was an irrational villain, like Hitler was, ready to take the riskiest action and to declare war against the entire world of liberal democracies. Lakoff thus rightly states that **“the Hitler analogy also assumes that Saddam is a villainous madman. The analogy presupposes a Hitler myth, in which Hitler too was an irrational demon, rather than a rational self-serving brutal politician. In the myth, Munich was a mistake and Hitler could have been stopped early on had England entered the war then. Military historians disagree as to whether the myth is true. Be that as it may, the analogy does not hold. Whether or not Saddam is Hitler, Iraq isn't Germany. It has 17 million people, not 70 million. It is economically weak, not strong. It simply is not a threat to the world. Saddam is certainly immoral, ruthless, and brutal, but there is no evidence that he is anything but rational.”**

- » Who does Bush compare Saddam to in his rhetoric to support the war? Was this a valid comparison?
- » According to Lakoff was Bush right in his comparison of Kuwait and “an innocent victim of rape”?

According to Lakoff, it was also incorrect for Bush to draw a comparison between “Kuwait” and an “innocent victim of a rape”. Kuwait was an oppressive monarchy, resented by most Arab countries because of its discriminatory policy against the cheap labour it imported. Kuwait further committed a serious injustice against Iraq after the war between Iraq and Iran, by having refused to assist the war-exhausted economy of Iraq, which fought the war against Iran partly for the benefit of Kuwait itself. And finally, Kuwait launched a de facto economic war against Iraq by, as Lakoff points out, “overproducing its oil-quota to hold oil prices down” and thus lowering Iraq’s chance to fight its post-war poverty.

Lakoff concluded his analysis with two important messages. First, the rhetoric Bush used to prepare the US for a major war was fundamentally wrong since it presented America as a purely selfless hero, while America was a self-interested state eager, perhaps too eager, to protect the oil-pipelines on which its economy to some extent depends. According to Lakoff, the US should not fight a war lacking clear rationale and an unambiguous enemy, following the rhetoric of a misleading leader. Second, he called upon the Internet browser community to spread his message for what seemed to be a very humanitarian purpose: to renounce the possibility of war and to try alternative means to find an overall solution benefiting Iraq, Kuwait, and the US along with other western democracies. Lakoff’s “Metaphor and War” was thus a critical analysis of a leader’s rhetoric combined with an attempt to serve as an unofficial diplomat trying to prevent a conflict by putting into use the most democratic medium of today’s communication to familiarize the public with his sophisticated expertise. Unfortunately, it did not work and America is still at war with “the dictator”. I will not try to explain why an attempt to prevent a conflict through a sophisticated analysis of a leader’s rhetoric failed: it may have failed for an infinite number of reasons. But I believe that Lakoff’s attempt is worth probing more extensively, since it may tell us something important about many things we, as diplomats, humanitarian officers, members of an international team for crisis management, or public and elite opinion analysts, are deeply ignorant about.

- » In what way was Lakoff's "Metaphor and War" essay a contribution to diplomatic affairs?
- » Did Lakoff succeed in his attempt? In what way was his essay a contribution to the society in general terms?

This is a fragment of Lakoff's paper where he explains the structure of the fairy tale and how its significance is used to justify a "just war". Read this fragment and the following "Is Saddam irrational?" and make comments on it.

The fairy tale of the just war

Cast of characters: A villain, a victim, and a hero. The victim and the hero may be the same person.

The scenario: A crime is committed by the villain against an innocent victim (typically an assault, theft, or kidnapping). The offense occurs due to an imbalance of power and creates a moral imbalance. The hero either gathers helpers or decides to go it alone. The hero makes sacrifices; he undergoes difficulties, typically making an arduous heroic journey, sometimes across the sea to a treacherous terrain. The villain is inherently evil, perhaps even a monster, and thus reasoning with him is out of the question. The hero is left with no choice but to engage the villain in battle. The hero defeats the villain and rescues the victim. The moral balance is restored. Victory is achieved. The hero, who always acts honorably, has proved his manhood and achieved glory. The sacrifice was worthwhile. The hero receives acclaim, along with the gratitude of the victim and the community.

The fairy tale has an asymmetry built into it. The hero is moral and courageous, while the villain is amoral and vicious. The hero is rational, but though the villain may be cunning and calculating, he cannot be reasoned with. Heroes thus cannot negotiate with villains; they must defeat them. The enemy-as-demon metaphor arises as a consequence of the fact that we understand what a just war is in terms of this fairy tale.

The most natural way to justify a war on moral grounds is to fit this fairy tale structure to a given situation. This is done by metaphorical definition, that is, by answering the questions: Who is the victim? Who is the villain? Who is the hero? What is the crime? What counts as victory? Each set of answers provides a different filled-out scenario.

Is Saddam irrational?

The villain in the Fairy Tale of the Just War may be cunning, but he cannot be rational. You just do not reason with a demon, nor do you enter into negotiations with him. The logic of the metaphor demands that Saddam Hussein be irrational. But was he?

Administration policy was confused on the issue. Clausewitz's metaphor, as used by strategists, assumes that the enemy is rational: He too is maximizing gains and minimizing costs. Our strategy from the outset was to "increase the cost" to Saddam Hussein. That assumed he was rational and was maximizing his self-interest.

At the same time, he was being called irrational. The nuclear weapons argument depends on it. If rational, he should follow the logic of deterrence. We have thousands of hydrogen bombs in warheads. Israel is estimated to have between 100 and 200 deliverable atomic bombs. It would have taken Saddam Hussein at least eight months and possibly five years before he had a crude, untested atomic bomb on a truck. The argument that he would not be deterred by our nuclear arsenal and by Israel's assumes irrationality.

The Hitler analogy also assumes that Saddam is a villainous madman. The analogy presupposes a Hitler myth, in which Hitler too was an irrational demon, rather than a rational self-serving brutal politician. In the myth, Munich was a mistake and Hitler could have been stopped early on had England entered the war then. Military historians disagree as to whether the myth is true. Be that as it may, the analogy does not hold. Whether or not Saddam is Hitler, Iraq wasn't Germany. It has 17 million people, not 70 million. It is economically weak, not strong. It simply was not a threat to the world.

Saddam Hussein is certainly immoral, ruthless, and brutal, but there is no evidence that he is anything but rational. Everything he has done, from assassinating political opponents to invading Kuwait can be seen as furthering his own self-interest.

POSITIVE ELEMENTS IN DIPLOMATIC COMMUNICATION

READING - SPEAKING



Positiveness Rhetorics

Dr. Francisco Gomes de Matos of Federal University of Pernambuco, Recife, Brazil, examines diplomatic communication and proposes applying his “pedagogy of positiveness” as a means to improve diplomatic communication. He provides a checklist of suggestions for the pedagogy of positiveness, which includes pointers such as:

» Before we read on, can you predict some ways of creating positive speech in diplomatic communication?

»

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»

.....

.....

Matos believes that “communicating well diplomatically means communicating for the well being of diplomatic interlocutors and, more broadly, for the well-being of humankind.”

For more on his pedagogy of positiveness read “Applying the Pedagogy of Positiveness to Diplomatic Communication” (*Language and Diplomacy*, Malta: DiploProjects, 2001).

Now read about the specific suggestions he makes:

- Emphasize “what to say” constructively. Avoid “what not to say”.
- Communicate national and international values constructively.
- Learn to identify and to avoid potentially aggressive, insensitive, offensive, destructive uses of languages. Do your best to offset dehumanizing ways of communication, often the outcome of human communicative fallibility.
- Think of the language you use as a peace-building, peace-making, peace-promoting force.
- Handle differences of opinion in a constructive way. Remember that “negative talk” tends to predominate or often dominate in face-to-face diplomatic interactions.
- Try to see and describe both sides of an issue. Challenge yourself to make balanced (rather than biased) statements. Don't be a polemicist.
- Conflict can be managed to some extent, and so can language use, especially if you adopt a constructive perspective, for expressing your attitudes, beliefs, and emotions...Educate yourself in identifying “positivizers” in spoken and written texts in your field and challenge yourself to make increasing use of such constructive, human-dignifying adjectives, verbs, and nouns.

Applied Peace Linguist Professor Emeritus, Federal University of Pernambuco, Recife, Brazil
http://www.tc.columbia.edu/centers/epe/PDF%20articles/fransisco_communicatepeacefully_13sept09.pdf

See below: Notes from LeBlanc, Josette

READING - SPEAKING



Learning to communicate peacefully

Francisco Gomes de Matos, Ph. D., (2008)

- » Read the Introduction to Gomes de Matos' paper and the principles he makes reference to

INTRODUCTION: DEFINITION

All human beings share a universal faculty: that of communicating. This multifaceted linguistic ability can be experienced through one or more of the following processes: speaking, listening, reading, writing, or using a sign language. The acquisition of language is surely the first important event in human communicative history, being sustained first by interaction at home and then by education at

school. What is language? It is a mental marvel used for meaningmaking. Communication is one of the ways of using language and learning to communicate is an inherent part of our being-becoming human. In fact, much of education has to do with how to communicate effectively or successfully. In this article, a case is made for the need for language users everywhere to go communicatively beyond, that is, to learn how to communicate peacefully.

PRINCIPLES UNDERLYING PEACEFUL COMMUNICATION

In my approach, the following principles underlie the peaceful uses of languages:

- 1. Love your communicative neighbour.**
- 2. Dignify your daily dialogues.**
- 3. Prioritize Positivizers in your language use.**
- 4. Be a communicative Humanizer.**

What does the first principle mean? Applying the biblical saying in a specific way, that is, urging that every human being, as a user of language(s), communicate caringly, compassionately, cooperatively, cordially, convergently. The second principle is a reminder of the communicative power of dignity in human interactions. The inherent dignity of all persons should be considered in our communicative acts. The third principle helps us see how communicative dignity can be practiced through the choice of words and phraseologies conveying positive or constructive values. The fourth principle is a plea for all language users to communicate in a humanizing way, that is, inspired by the ideals of dignity, human rights, justice, peace, equality, cooperation, goodness, kindness, and mutual understanding. Although Peace Education has been considered part of the Humanist Tradition, the time is ripe for that area, as well as related fields –Peace Psychology, for instance– to develop as in a more humanizing manner as characterized above. In such spirit, all peace educators would become Humanizers, imbued with universal ideals and committed to applying them in everyday communicative interaction. The four principles are interconnected and interdependent, making up the underlying theoretical foundation for practical actions aimed at conveying peaceful communication. How can the above set of principles be translated into practice? The next section addresses this question.

Techniques for learning to communicate peacefully

- » In pairs, read and understand one technique each pair and be ready to explain it to the rest of the group

TECHNIQUE 1: Creating communicative contrasts

We can communicate peacefully through the pairing of contraries, that is, by expressing oppositeness involving semantically related pairs of verbs. The list below could be a starting point for an expanded catalog of actions to avoid plus actions to implement. Note that some pairings look /sound like clear-cut antonyms while others are fruitful creative pairings. Learning to communicate peacefully calls for the ability to monitor one's communicative actions, especially as regards replacing a potentially hurtful message with a constructive one. Here are 12 of such contraries:

Don't denigrate; appreciate
Don't detract; attract
Don't suspect; respect
Don't manipulate; cooperate
Don't discard; regard
Don't offend; commend
Don't indoctrinate; illuminate
Don't impose; propose
Don't mortify; dignify
Don't humiliate; humanize
Don't resist; assist
Don't attack (verbally); question

For each pairing, imagine an interaction in which you are challenged to change from a communicatively dehumanizing to a linguistically humanizing alternative. Use the pairings as a checklist for self-assessing your ability to communicate in a continuum ranging from violent to nonviolent language use.

TECHNIQUE 2: Communicating through constructive alliterations

One of the most powerful processes for memorable meaning-making is that of alliteration, the ability to repeat the same sound or letter at the beginning of two or more words in a presumably unforgettable statement. This mnemonic device can become a strategy for self-control in constructive communication. If your communicative life is guided by an alliteration such as Dignify your Daily Dialogues (stored mentally or included in your written repertoire of reminders for communicating peacefully), you educate yourself to use language(s) in ways which can dignify both you and the person(s) you will be interacting with. Given the open ended linguistic creativity of human beings, alliterations can be created on the basis of each letter of the alphabet. Here are some alliterative statements, to inspire you and to invite you to make up your own from now on, for uses in varied contexts, especially in activities which call for previous communicative preparation, such as lessons, lectures, meetings, report writing, text-quality assessment and the like. The author of this article often relies on alliterations for his talks and workshops. Applications can be found for other communicative needs. Do cultivate your humanizing ability to alliterate for peace.

Some alliterations which can help you learn to communicate peacefully:

AAA - Aim at affect and amiability
BBB - Build bridges of blessings
CCC - Consider controversies constructively
DDD - Develop a democratic discourse
FFF - Foster friendship and fraternity
HHH - Honor Humanity and Humaneness
III - Inculcate integration and interdependence
JJJ - Join Justice and peace joyfully
LLL - Lead with life-supporting love

- MMM** – Multiply mediation and meditation
NNN - Nourish negotiation norms
OOO - Opt for openheartedness and open-mindedness
PPP – Perceive persons as peace partners
SSS - Sustain security and solidarity
TTT - Treat others with tact and tenderness
UUU - Unite for ultimate universality
VVV - Veto violent vocabulary
WWW - Weigh your words with wisdom

As a technique for self-education in peaceful communication, the process of alliteration should pay many beautiful humanizing dividends in your life. For the use of the alliterative practice in describing three approaches to peaceful communication mentioned in this article, see Gomes de Matos (2006).

TECHNIQUE 3: Using positivizers

Learning to communicate peacefully calls for a mastery and ongoing monitoring of a vocabulary which can convey positive meanings. The lack of a specific word for such semantic territory led me to coining “positivizers” as a generic term for such peace-enhancing types of words.

If we take verbs, for instance, we may come up with a list which would include accept, agree, acknowledge, assist, bless, bridge, build, celebrate, commend, construct, converge, cooperate, create, democratize, develop, dignify, educate, empathize, encourage, enhance, entertain, forgive, foster, help, honor, humanize, improve, instruct, interact, like, love, praise, promote, reconcile, respect, share, support, thank, trust and unite.

To answer the question how can we learn to communicate in peaceful ways? Add to the following ad-verb-focused list. By interacting affirmatively, agreeably/ amicably/ appreciatively; benevolently, benignly, big-heartedly; caringly, civic-mindedly, compassionately, conciliatorily, considerately, cordially, constructively; dignifyingly, dutifully; empathetically, empoweringly, encouragingly, equitably, ethically; fairly, forgivingly; good-heartedly, good naturedly, generously, gently, graciously; helpfully, humanely, humanitarianly, humanizingly, humbly, honestly, harmoniously, hopefully; impartially, interdependently; joyfully, justly; kindly; lovingly; magnanimously, mercifully; neighborly, non-judgmentally, non-violently; optimistically, openly; patiently, positively; reliably, respectfully, responsibly; selflessness, sensitively, supportively, sympathetically; tactfully, tenderly, thoughtfully, trustworthily, trustingly; understandingly, unselfishly; virtuously; well-meaningfully.

On a broader communicative plane, the systematic learning of peace-promoting phraseologies could also be planned. Hopefully, the design of multilingual dictionaries aiming at preparing language users for activating such peaceful phrases could be entrusted to teams of peace linguists, peace educators, and peace psychologists. In this author’s workshops on constructive communication in Portuguese and in English, I challenge participants to observe daily interaction in various social settings, to write down any instances of peaceful phraseologies and to report such findings in class.

http://www.tc.columbia.edu/centers/epe/PDF%20articles/franisco_communicatepeacefully_13sept09.pdf

Notes from LeBlanc, Josette, "How ESOL Teachers Become Aware of Communicative Peace" (2011). MA TESOL Collection. Paper 506. (from: Gomes de Matos, 2002)

Explanations of "Positivizers" and "Insensitive and offensive language"

1. Selecting and systematically teaching peace-promoting vocabulary. Included therein: positivizers, a term coined by this autor to refer to adjectives and verbs which maximize positive features in a human being's characteristics and actions. To give a specific example of positivizers (Gomes de Matos, 2001 b) imagine a speech act (or a situation) in which you feel like praising someone's performance. You could say: S/ he did a fine / great / superb / wonderful job on that project. Similarly, while witnessing two friends arguing over a current issue, you decide to exercise your right as a peace-oriented mediator and say to them: "both of you have the right to disagree, but how about seeing eye to eye on this matter, (or "how about to compromise a little").
2. Providing ESL users with contextualized examples of unfriendly English, that is, of vocabulary to be avoided because of their potential offensive / insulting / dehumanizing effect. Random House Webster' College Dictionary (1997) features a section on "Avoiding insensitive and offensive language" (pp.1507 - 1511). Lexical items to be avoided include terms that emphasize the disability rather than the person. Thus, instead of "AIDS victim" we would say "persons with disabilities, person with a disability, etc."

