

**Федеральное агентство по образованию
Государственное образовательное учреждение
высшего профессионального образования**

**НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ
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КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА

**Обучение развернутому монологическому высказыванию по
тематически-ориентированным стимульным предложениям**

УММ для студентов пятого курса ОЗО ФАЯ

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Настоящие учебно-методические материалы имеют целью оптимизировать процесс внеаудиторной работы студентов 5-го курса ОЗО по построению развернутого высказывания по стимульному предложению, выносимому на курсовой экзамен по английскому языку за 9 и 10 семестры.

Предлагаемый перечень стимульных предложений, охватывающий темы 5-го курса «Молодежь и образование» (Youth and Education), «Человек и правительство» (People and Government), «Человек и война» (Man and War), «Человек и природа» (Man and Nature), вызывает, как показывает практика, определенные трудности в плане содержания и организации высказывания.

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Commenting on a thematically-oriented statement as an exam aspect presents certain difficulty though this is something you, guys, did excessively in the fourth year of studies. Thus, this little manual is supposed to give you certain hints and clues in the way of commenting on a statement at our examination in the fifth year. So what are you expected to do?

When you comment on a statement you are expected to 1) express your OWN attitude to the problem; 2) to show adequate topical vocabulary; 3) to show adequate grammar.

So, the major aspects of your answer for the examiner to assess are 1) content (+ originality); 2) grammatical accuracy; 3) lexical adequacy. The minor aspects are presentation ones, like manner, pronunciation, tempo of speech. Your statement commentary should be a logical, cohesive, original three-to-five minute talk. You, actually, can take more than five minutes, but you shouldn't take less than three. Weird phrases like "I don't know what to say", "I've never been a voter", "Our teacher didn't discuss it with us" etc. DO NOT COUNT. Whatever your situation, you got to have your own sense of responsibility, you know what's expecting you at the exam and if you cannot say a word that's going to be your HUGE problem. As this will equal a FAIL.

Please, remember that your examiner would want to hear something really passable and consistent. Please, talk sense and don't make it sound like the first grade of elementary school.

The topics to speak on are known to you in advance, their number is limited, and your general indifference to the issue or your ignorance can be no excuse. No matter how little you care, use your positive thinking and get involved. And, please, remember, your teachers DON'T HAVE to discuss every topic with you in class.

Here comes a list of statements to comment on (winter term):

1. Higher education provides chances. (Higher education is the way upstairs).
2. Problems facing Russian schools of higher education.
3. Why have I chosen the Linguistic University of Nizhniy Novgorod (LUNN)?
4. Are exams the best way to assess students' knowledge?
5. What makes an ideal president?
6. Mass media as the fourth estate. (MM as the shapers of public opinion).
7. Money makes the world of politics go round.
8. Key ideas of democracy.
9. My experience as a voter.
10. Spin doctors and dirty election technologies.

A list of statements to comment on (summer term):

1. Terrorism and its victims.
2. Causes and sources of terrorist violence.
3. Ways to combat terrorism.
4. The Great Patriotic War left no family unscathed.
5. Should compulsory military service be abolished in all countries.
6. The consequences of a nuclear war.
7. Major environmental problems. Causes, consequences, solutions.
8. Ecological situation in your town.
9. Only a madman would choose to live in a big city.
10. Technological progress is a double-sided thing.
11. How to live longer and feel better. My own rules of healthy living.

Anyway, how do we comment on a statement? Actually, the essay writing principle of dividing the topic into semantic zones will work perfectly here.

I. Imagine, the statement goes: **“Higher education provides chances”**. **(Education is the way upstairs)**.

Introduction: Modern life is inconceivable without all forms of education.
Divide the commentary potential content into *semantic zones*. How many can there be?

1) Firstly, think of what education is. If you want to, you may start with a dictionary definition, this is the easiest way.

According to the Longman Dictionary of Contemporary English, “education is the process by which your mind develops through learning at school, college or university” or “it is the knowledge and skills that you gain from being taught.” So, education does imply progressive moving towards higher levels of being, thinking, learning or living. Getting educated also presupposes acquiring a set of certain standards and values to judge what you have already achieved and what you still have to strive for. Education helps you to see other people’s benchmarks too. You are aware of the world around you and that awareness gradually translates into knowledge as it is. The more aware you are, the more curious you become. Curiosity enables flexible thinking. The more flexible, the more easily adjustable you are. And the easier you move up the stairs.

2) What do we understand by “moving upstairs” in life? I’d say it suggests doing well in an advanced internationally competitive environment, raising your standards of living and working, promotion opportunities. Education does not only give you theoretical knowledge of how people do something, it also provides you with practical experience of dealing with problem solving situations.

It's great, it's crucial. The first time you face a problem spend a lot of time fishing endlessly for One Right Decision. The second time it's twice as less time-consuming as it used to be. Why is it so? You've grown educated, more knowledgeable, more intellectually mature. So, you make your next little step up.

3) Actually, every sensible person understands the necessity of getting education, and everyone one tries their hardest to achieve the aim. Why do millions of young people worldwide go on for higher education? Make your own set of reasons that enable bright and just average high school graduates to apply to universities for admission. What comes first with you? A pragmatic desire to get a rewarding and challenging job to provide an acceptable life style? An idealistic desire to expand your horizons, to amass more and more knowledge? Or may be you are just keeping up with the Joneses and become a University student because it's prestigious these days no matter if you are keen on study or find it utterly annoying? What about perfectly exotic explanations like : "It's a family tradition!" or "It postpones conscription!"

Sort out the above mentioned! Come up with more!

II. Now for "Problems facing Russian schools of higher education".

Introduction: Higher Education is one of the assets Russia has always been proud of.

Semantic zones:

1) Characterize Russian Higher Education (RHE). Speak of the high quality, long history and established tradition. As the Rector of Moscow University V. Sadovnichiy says, "higher education in Russia is rather a matter of culture than of economy". Say if RHE still meets the requirements that higher education in any country should meet and now speak of these requirements: higher education should

be well-managed, should come up to the expectations of the labour market, thus, prepare a base for students' future life, i.e. majors offered should be applicable.

2) Speak of the difficulties and the changes RHE is undergoing at present.

This country is going through turbulent times, so is the educational system. Are the problems many and various? They are indeed! A distinct lack of money allocated for the educational needs is a cause of most problems. What are they? Inadequately low salaries making University professors enter other professional spheres or take extra jobs or go abroad in search of better employment opportunities ("the brain drain"). Insufficient federal funding tells badly not only on the quality of teaching faculty, it affects the quality of research faculties as well. To keep up with the progress the world has achieved, to provide high quality tuition schools of higher education need well stocked libraries, well equipped laboratories, advanced computer technologies, accommodation and catering facilities for students and staff members. (Surely there are some other money related problems facing Russian universities—add more to the mentioned above!)

Enlarge on the diversity in the sphere of education, ensured by the coexistence of state and private universities. Is it a change for the better?

Another set of problems concerns the fact that Russia is to adjust its educational system (credits, degrees, tuition duration, etc.) to the European educational standards in compliance with the Bologna convention on Higher Education. This innovation arouses heated debate in the educational spheres and the attitude to the dramatic changes yet to come is not unambiguous.

THAT IS A POSSIBLE COMMENTARY. PLEASE (!!!), DON'T COPY IT AND DON'T GIVE A WORD-FOR-WORD VERSION OF IT AT THE EXAM.

III. Now for the topic close to everyone of you, guys. What motivated the choice made 5 (with some of you—more!) years from now?

Why have I chosen the Linguistic University of Nizhniy Novgorod (LUNN)?

Introduction: Selecting a university presupposes a thorough exploration into the matter.

Semantic zones:

1) What are school leavers to consider choosing a college or university? (Private or public funding, entrance requirements and the records of enrollment figures, the competence and number of applicants for admission (how selective the institution can be in choosing its students), tuition duration and fees (for fee paying students), the set of degrees offered and the requirements for earning them, the range of majors to select from, the curricula, the quality of research faculties and teaching faculty, accommodation facilities for students, the employment opportunities for its graduates, etc). What influenced your choice?

2) How does LUNN match up to your expectations? What assets make its diploma prestigious on the labour market? What is to be improved to make it more attractive for applicants ?

IV. Passing over to the guide-lines concerning your possible commentaries on “**Are exams the best way to assess students’ knowledge**”, I want to stop you, guys, from retelling the article bearing the same title! Do enlarge on the given statement!

Introduction: Exams remain so far the most common form of assessing students’ knowledge, though imperfect and sharply criticized.

Semantic zones:

Let's look at exams in testing language competence with a critical eye in order to judge their positive and negative aspects.

1) Pluses: a quick and more or less reliable method of measuring language learners' efficiency; amply trialled; enables students to work hard to receive good grades; the exam techniques are being constantly revised to meet the changing demands.

2) Minuses: subjectivity in assessing students' oral performance, a biased attitude on the part of examiners (or so you, guys, say displeased with how you did in the exam), personal factors (both students and examiners are human!). You can surely come up with a lot more!!

3) What alterations can you suggest to make the exam procedure more efficient and reliable? (To introduce written exams? To have the oral exam performance videoed? To combine the exam results and the number of points earned by students for their performance in class? To abolish exams and devise something completely new?)

Now that we're done with educational issues, let's talk politics. It's no picnic, is it?

V. "Money makes the world of politics go round."

Introduction: Though politicians ought to work for the common good, politics is claimed to be a dirty business.

Semantic zones:

1) Politics as an occupation: why do people enter politics— motives, reasons. (To improve the life of the grass roots? To benefit the needy? To get access to power? To be admitted to "high society"? To make influential friends? To abuse power? To make money?)

2) Money as a cause of political corruption. (Dirty money to achieve political success (money laundering, links with the mafia and organized crime, embezzlement, power abuse), discrediting the opponents (mudslinging or muckraking or digging for dirt, assassination of political leaders, dirty electioneering), electoral fraud (massive vote rigging, buying voters, etc.) Politicians may accuse their opponents of using unfair or even criminal methods against them, such as paying people to make false accusations, stealing documents, bugging phone conversations and so on. These dirty tricks are usually part of a campaign to spread disinformation.

3) What is to be done to make rank-and-file people trust politicians?

VI. Now let's enlarge on the election technologies spin doctors resort to give the politicians the best possible advantage.

Introduction: In all times and epochs politicians did use a rich variety of means to win electorally.

Semantic zones:

1) What are election technologies aimed at? (To seek wide publicity. To win over the voters in the run up to elections. To discredit the political opponents and defeat them.) The answers to the question are evident, are they not? Then what technologies have been popular with politicians since time immemorial? Making stirring speeches full of solemn promises (to be broken as soon as the politician comes into office). Looking democratic –“a man of the people”, aware of all grass roots concerns, determined to solve all the problems when elected! Walk abouts and gladhanding people. (How do they help politicians manipulate public opinion?)

2) Modern computer technologies make data readily available to users. Advancements in sciences have enriched the arsenal of techniques of persuasion. All forms of communication are used in election campaigns: television, radio,

newspaper advertising, billboards, letters, bumper stickers, leaflets, telephone calls, graffiti. (Do you find them helpful or annoying?) Exorbitant sums of money are involved : top-level aids are in charge of electoral matters. (What functions do fund-raisers, speech writers, image-makers, political consultants, PR executives perform?) Why are elections referred to as a battle of spin controllers? What is black PR? What is DIRTY about the black technologies?

3) Dwell on the involvement of mass media in political life in accordance with the statement :“ The media no longer report the electoral process; they have become part of it”. (Henry Kissinger, the US Secretary of State from 1973 to 1977)

VII. Now let's consider the role of mass media (MM) in forming public opinion.

Introduction: Modern life is inconceivable without MM.

Semantic zones:

1) MM play a significant role in shaping the values and culture of any modern society. News and entertainment are beamed from one part of the country to another thus reducing regional differences and presenting all people of a given country with a common and shared experience. Thus an uninhibited flow of information serves the national identity and unity. (Consider the role of MM in building up social awareness of citizens, enlightening them on some burning issues).

2) MM are often referred to as the fourth estate as they are a powerful tool in the hands of high-ranking officials and influential business tycoons. In spite of the proclaimed freedom of press MM give a biased coverage of political events according to the principle “he who pays the piper, calls the tune”, supplying the general public with carefully filtered and dosed information. The process of

“brainwashing” people goes smooth and reaches its aim. MM are known to be “star makers and star breakers”, they can promote social unrest, provoke emotional outbreaks, they may stir public opinion to near hysteria as well as calm people down by presenting information in a careful manner. (Come up with concrete examples illustrating the way MM manipulated public opinion.)

3) What is the secret of this almost unrestricted influence on masses? Doesn't it lie in human nature? It seems indispensable to anybody now to be in the know of the latest events, so that one can be master of any situation and make the right decisions. Journals, newspapers, TV and radio cater to this constantly increasing appetite for on-the-spot news reports, sensational stories or never-ending pieces of advice on how to make one's life more bearable. Moreover, mass media whet the public's appetite for information, which is in most cases a drug for knowledge-thirsty people. An unrestrained and abundant flow of information involves and gradually enslaves people.

Does information addiction tend to increase in the near future or decrease? What are your predictions? How to maintain the equilibrium between the right to know and the right to privacy?

VIII. My experience as a voter.

Introduction: The right to vote is one of the basic democratic rights.

Semantic zones:

1) Who is eligible to vote in this country? What categories of citizens are more politically involved? (Why are older citizens vote at a much higher rate than young ones? Compare also female and male voters, employed and unemployed, etc.)

2) Why do people go to the polls?

(To influence what government leaders do? To protect their interests by electing the representatives they trust? To say a flat “no” to the policies of the government or, on the contrary, to support the course of development?)

3) Why do some people abstain from voting?

Is the most commonly cited reason deep dissatisfaction with the way elections are held? Do the voters distrust the politicians running for the post? Do they often claim that their votes won't make any difference?

4) Describe your latest\most remarkable voting experience. (What election was it? What date was it scheduled for? Who were the candidates standing for the election? Which of them was the front –runner \favourite\ outsider of the race? Were you bored\annoyed with the campaigning? Did you take into consideration the findings of opinion polls? What did you do on election day? Who did you cast your vote for? Which of the candidates admitted defeat? Claimed victory? Was the election considered free and fair or notorious for electoral fraud? How did you feel after the election?

IX. Now let's focus on Key Ideas of Democracy.

Introduction: According to Longman Dictionary of Contemporary English, “Democracy is a system of government in which everyone in the country can vote to elect its members”. Key ideas of democracy include a respect for individual worth, equality, majority rule and freedom.

Semantic zones:

1) What makes a respect for individual worth the most basic of all democratic ideals? Should all people, no matter who they are or what they are be given respect simply because they are human beings?

2) Are individuals considered to be of equal worth in a democracy? What is meant by equal opportunity? equality before the law?

3) How does the idea of majority rule manifest itself? How is it revealed in the relations between majority and minority groups? Are elections the expression of democracy?

4) Why is freedom defined as “ the right of individuals to do as they wish , provided they don’t stop others from having the same right”? What limits does the idea of freedom have?

X. What makes a good president?

Introduction: The president is the head of a country elected by popular vote.

Semantic zones:

1) What kind of person can be president of ANY country? Who is eligible to be elected president (in terms of age, sex, social, educational, professional, family background, religious and political affiliations)? What great presidents went down in history?

2) What person can be president of THIS country considering Russian peculiarities territory-wise, in terms of history, tradition, international ties etc.? Look at the following qualities and say which ones come first, second, etc. Prioritize them!

A good president:

---works for common good ---well-educated ---law-abiding ---charismatic
--- a patriot of the country ---determined and purposeful

--strong-willed --honest --enjoys a spotless reputation -- a good family man
--an efficient manager ---good-looking ---an eloquent speaker --able to look to the future

3) Are you happy with the president we have? What are his strong points?

Now let’s pass over to the statements offered at the summer exam.

I. Terrorism and its victims.

Introduction: Terrorism is considered the plague of the century spreading all over the world hitting every country.

Semantic zones:

1) The United Nations defines terrorism as “the calculated use of unlawful violence or threat of unlawful violence to cultivate fear; to intimidate governments or societies in the pursuit of political, religious, or ideological goals”. Terror as a tool of intimidation has been used since time immemorial, has it not? Prove it. What is the strategy of terrorists? (To commit acts of violence to draw the attention of the local population, the government, and the world? To obtain the greatest publicity, choosing the targets that symbolize what they oppose? To magnify their power and influence? To spread fear, panic, chaos? To force the governments to give in to their demands?)

2) How can you account for the fact that acts of terror multiplied at the beginning of the 20 century? What caused a marked increase in terrorist violence in the 1960s? What are the most common types of terrorist incidents? (Bombings, kidnappings and hostage takings, armed attacks and assassinations, hijackings and skyjackings, cyberterrorism, biological, and chemical terrorism). Comment on the notorious acts of terror committed in the latter part of the 20 century (In 1972 at the Munich Olympics the Palestinian organization Black September Organization killed 11 Israeli athletes. In October 1983, Middle Eastern terrorists bombed the Marine Battalion Landing Team Headquarters at Beirut International Airport. Their immediate victims were the 241 U.S. military personnel who were killed and over 100 others who were wounded. Their true target was the American people and the U.S. Congress. Their act of violence influenced the United States’ decision to withdraw the Marines from Beirut and was therefore considered a terrorist success. On August 7, 1998, two American embassies in Africa were bombed. The

bombings claimed the lives of over 200 people, including 12 innocent American citizens, and injured over 5,000 civilians.)

3) Which of the latest acts of terror struck you as the deadliest? (the attack on the landmarks of New York on September 11, 2001; the bombing of residential dwellings in Moscow and Volgograd in September 1999, the bombing of commuter trains in Madrid, the act of hostage taking in the Moscow theatre in Dubrovka in November 2002, the mailing of anthrax spores, the explosions in Moscow Subway, the seizure of a Beslan school on September 1, 2004).

II. Causes, goals and motivations of terrorist violence.

Introduction: Ideology and motivation influence the objectives of terrorist operations, especially regarding the casualty rate.

Semantic zones:

1) Terrorist groups commit acts of violence to –

- Produce widespread fear and panic
- Obtain worldwide, national, or local recognition for their cause by attracting the attention of the media
- Harass, weaken, or embarrass government security forces so that the government overreacts and appears repressive
- Steal or extort money and equipment, especially weapons and ammunition vital to the operation of their group
- Destroy facilities or disrupt lines of communication in order to create doubt that the government can provide for and protect its citizens

- Discourage foreign investments, tourism, or assistance programs that can affect the target country's economy and support of the government in power

- Influence government decisions, legislation, or other critical decisions
- Free prisoners
- Satisfy vengeance

2) Compare groups with secular ideologies and non-religious goals and religiously oriented groups. Why do non-religious groups attempt more selective and discriminate acts of violence to achieve a specific political aim? Do they keep casualties at the minimum amount necessary to attain the objective to avoid a backlash that might severely damage the organization and cause bad publicity? Why do religious zealots, in contrast, attempt to inflict as many casualties as possible? Why is loss of life irrelevant to them, and more casualties are better? Do they propagate the idea that losses among their co-religionists are of little account, because such casualties will reap the benefits of the afterlife while non-believers, whether they are the intended target or collateral damage, deserve death, and killing them may be considered a moral duty?

3) Consider the list of reasons (economic, geopolitical, religious, psychological) for a dramatic increase in terrorist violence in the recent decades: a widening gap between developed and developing countries, (polarization of society ("haves" vs "have-nots"), social angularity, injustice, dire poverty), religious fanaticism fanned by religious clerics ("a holy war against infidels"), ethnic intolerance, protests against the US policies, etc. Which of them seem more valid to you?

III. Ways to combat terrorism

Introduction: Combatting terrorism is one of the major concerns of today.

Semantic zones:

1) The urgent measures to be implemented nationally and internationally ((both at national and international levels) to effectively combat terrorism: (to enhance security measures in public places, to safeguard the stockpiles of weapons of mass destruction (WMD) from accidental losses, illicit sales, or theft or seizure.(Determined terrorist groups can also gain access to WMD through covert independent research efforts or by hiring technically skilled professionals to construct the WMD), to pass legislation providing for prosecution of terrorists, to synchronize efforts in anti-terrorism campaign, to form an anti-terrorism alliance with headquarters to control anti-terrorism operations, to freeze the terrorists' assets, to take retaliatory measures against terrorists, to disclose in mass media their real intentions which are far from holy, etc).

2) Why is it vital to cancel a policy of double standards (e.g. with regard to Chechen militants and to assume a standard definition of what "a terrorist" is?. The phrase "one man's terrorist is another man's freedom fighter" is a view which hinders international collaboration against terrorism, does it not? Terrorists spare no pains to get a positive coverage in friendly or sympathetic news outlets, to present themselves not as evil, but as legitimate combatants, fighting for what they believe in, by whatever means possible. Terrorists take great pains to foster a "Robin Hood" image in hope of swaying the general public's point of view toward their cause. This sympathetic view of terrorism has become an integral part of their psychological warfare and needs to be countered vigorously.

IV. The Great Patriotic War (GPW) left no family unscathed.

Introduction: War is considered the worst crime against humanity. It mutilates bodies and souls, extinguishes life and hope. Mankind's record of wars proves that people have learnt but little from their past mistakes. No war can be justified but for the one with the aim of freeing one's Motherland.

Semantic zones:

1) Speak about the causes of the GPW (the rise of fascism in Germany, Hitler's seizing power, his claims to world dominance, escalating tension and a tense standoff between the Soviet Union and fascist Germany, teetering on the brink of war, the policy of appeasement and non-involvement conducted by European powers and the US towards Hitler). What other political and economic factors fuelled the confrontation and led to war?

2) When did World War 2 break out? What countries were invaded by fascist Germany? When did fascists intrude into this country? Why is the GPW considered the bloodiest in the history of Russia? Were atrocities (murder, torture, mass executions) carried out on a large scale? Were the civilian and military casualties colossal? Was it the heroism of Russian people that made the victory over the enemy possible?

3) What contribution did your relations make to the victory? How did the War affect your family? What must be done so that the younger generation could never forget the horrors of the War? Why is it vital? What measures are to be taken to avert wars and settle rising and smouldering conflicts by diplomatic means. Comment on John Lennon's words, "if everyone demanded peace instead of a new TV-set, then we would have peace".

V. The might be consequences of a nuclear war.

Introduction: The danger of a nuclear catastrophe has been ominously looming over mankind since August, 1945 when two American bombs were dropped on the Japanese towns of Hiroshima and Nagasaki.

Semantic zones:

1) Learning but little from their past mistakes, humanity is getting more sophisticated devising means of annihilating all living matter on Earth. How did the technological advancements of 20th century spur the production and development of weapons of mass destruction (WMD)? Nuclear weapons are the ugliest and most dangerous of them. Do they cause death and destruction over a large area ?

2) What are the possible consequences of a nuclear war? (cities blasted to rubble, food-producing areas contaminated by radioactive fallout, irreparable damage inflicted on Nature, a high mortality rate caused by radiation sickness (lethal doses of radiation), mutations on the genetic level as a long-term effect). Enlarge on the dreadful consequences of the Chernobyl catastrophe.

3) What hinders the policy of nuclear disarmament? Aren't atomic weapons used as the nuclear deterrent (to stop an enemy from attacking the country)? Why are more and more countries striving to possess WMD? Does it help to achieve parity and safeguard peace by averting the shift of balance of forces in somebody's favour? Dwell on what gave rise to the Caribbean crisis in October, 1962. Why is it necessary to safeguard the stockpiles of WMD from accidental losses, illicit sales, or seizure?

VI. Should compulsory military service be abolished in all countries?

Introduction: The issue of conscription is one of the most heatedly discussed in this country as it involves a great many factors (political, economic, social, historical, demographic, etc).

Semantic zones:

1) Speak about the countries that have abolished peace-time conscription and those with the armed forces built on a contract basis. (Refer to the article “Should compulsory military service be abolished in all countries?” for factual information).

2) Consider the pluses of conscription: the interests of national defense (the situation in the world is unstable, hotbeds, smouldering conflicts, natural disasters, riots, etc), economic reasons (conscripts are much cheaper than contractors), educational reasons (young men acquire practical skills, grow mature spiritually, physically, build up self-confidence, make new friends, get educational opportunities, etc)

3) How can you account for the commonly cited arguments against conscription: lack of proper order and due discipline, bullying, poor maintenance, disrupt studies or careers, a high suicide rate among conscripts, etc).

4) What urgent measures are to be taken Russia-wide to cardinally improve the attitude of young men to conscription?

VII. Major environmental problems. Causes, consequences, solutions.

Introduction: Safeguarding the environment is of great concern to scientists and the broad public.

Semantic zones:

1) There is no denying the fact that the environment is being mismanaged and abused nowadays. With the development of science and technology and the growth of human negligence man’s intrusion upon nature is becoming more and more dangerous. Consider the list of the most tangible environmental problems: air, water and soil pollution, noise pollution (though underestimated), soil erosion and degradation, global warming (a general increase in world temperatures caused

by increased amounts of carbon dioxide around the Earth), the depletion of the ozone layer, lack of eco-friendly products, a high concentration of nitrites and nitrates in foods, deforestation and desertification, ecology-related diseases. Prioritize them!

2) Enlarge on the problems according to the scheme: causes—problems—consequences—solutions. E.g. air pollution results from car emissions, factory fumes which tend to build up in the atmosphere. City dwellers can't breathe deeply for heavy smog conditions. The rate of respiratory tract diseases is steadily growing. More and more people suffer from different allergies. So, air pollution poses a great threat to health. The measures to improve the situation include installing purifying equipment, fining the manufactures for neglecting the ecological regulations, having vehicles properly tuned and serviced, using lead-free (unleaded) petrol, banning industry from the city, encouraging people to leave their cars at home, launching campaigns to raise the level of ecological awareness of citizens, allocating more money on ecological programmes, etc.

VIII. The ecological situation in your city\ town\ village.

Introduction: It's no secret that man's careless intrusion upon nature may sooner or later result in an ecological disaster of such proportions that the survival of the human race may be at stake. Different countries, however, pursue different ecological policies. In safeguarding the environment European countries are, undoubtedly, far ahead of the Russian Federation.

Semantic zones:

1) Is the ecological situation where you live better \ worse than that on average in Russia? What ecological problems are you facing? What are the major sources of pollution in the area? Is the traffic heavy where you live? Is the number of vehicles increasing annually? Does it aggravate the ecological situation? Do

these factors combined influence the people's health in a detrimental manner? Are the local watersheds polluted by the industrial and non-industrial waste dumped into them? Is swimming there safe? How well does the sewage farm (BE)\ (plant (AE) where sewage is treated operate? Getting rid of refuse is also a problem of importance, is it not? Is waste sorted out into organic and non-organic and effectively disposed of? Is there a recycling waste plant in the neighbourhood?

2) What discernible steps to a clean environment are to be taken until it is too late? What is being done in the community to change the ecological situation for the better? What is your personal contribution to preserving nature and conserving natural resources?

IX. "Only a madman would choose to live in a large modern city".

Introduction: City life has both advantages and disadvantages, the latter becoming more and more tangible.

Semantic zones:

1) Consider the advantages of city life, prioritize them, account for your choice:

modern conveniences---a wider range of educational and employment opportunities---a more advanced health care service---recreational facilities— a much better chance of getting married---easy access to information --- an elaborate transportation network –a rich spectrum of amenities. Add more to the list!

2) Consider the disadvantages of city life, prioritize them, account for your choice:

a stressful life (hustle and bustle—utterly annoying traffic jams---a high incidence of traffic accidents)

poor ecology (fresh air at a premium— impaired health--- noise pollution)

overpopulation (exorbitant prices—a high crime rate--- a shortage of affordable accommodation –unhealthy escapes).

Do you agree the situation is so hopeless? Where do YOU live? What is the situation like where you live?

(Use your materials of the third year BUT do not limit yourself to mere retelling the texts – the situation has changed, besides your examiners REMEMBER the texts too. You don't want to disappoint them. Apply your personal perception and view of the thing. PLEASE!)

X. How to live longer and feel better. Your own rules for healthy living.

Introduction: Good health is the most important thing in life. One feels well when one's body and mind work together properly like a thoroughly set Swiss watch. There are a few universal rules for healthy living, though seemingly easy, for most of us they are hard to follow.

Semantic zones:

1) What does healthy living imply? (keeping regular hours, having enough sleep and exercise; no bad habits (smoking, drinking, drug addiction); keeping fit, working out (Various sporting amenities, like keep-fit centres, offer a wide range of physical exercise: aerobics, fitness, yoga, bodybuilding, swimming, skating, jogging, skiing etc. Going in for sports helps to keep the human body always alert and ready for action. And they say there is a healthy mind in a healthy body.), eating healthy (a well-balanced varied diet; boiled \ par-boiled food; we must never forget that junk food and products with artificial additives pollute our organism and slacken the digestive cycle thus increasing the risk of a heart attack, causing various diseases of the digestive tract and often leading to obesity and premature aging. It's important to balance one's consumption of proteins, cutting

down on carbohydrates, fats as well as to eat a lot of fruit and vegetables containing vitamins and a number of mineral elements), positive thinking etc.)

What are rules and modes of healthy living? Why are we constantly violating these rules? (A hectic life, pressures and stresses, busy schedules, disregard for health, wrong priorities, temptations, etc).

X. Technological progress is a double-sided thing.

Introduction: It wouldn't be much of an exaggeration to say that the modern world is materially and intellectually created by science and technology. However, technological progress is ambiguous for its advances may be beneficial in one respect and absolutely harmful and ruinous in another.

Semantic zones:

1) How did mankind benefit from major breakthroughs in electronics, communications, nuclear energy, medicine, genetics, etc? Can we do without electricity, radio, various means of transportation, medicines, vaccinations and a lot of other things we've got used to and just take for granted? How did the innovations that earlier seemed inconceivable facilitate our life? They have improved the quality of life dramatically, have they not?

2) At the same time we have to deal with adverse side effects of the innovations. The splitting of the atom is a clear example, is it not? It offered an alternative source of energy – electricity produced by nuclear power stations. It also gave an opportunity to substitute fossil fuels with nuclear fission fuels, and thus stimulated the building of submarines and spaceships. On the other hand, nuclear weapons can cause death and destruction over a large area and stranded lands in Chernobyl area serve a grim reminder of what might happen if nuclear reactors malfunction. Speak about beneficial and harmful effects of TV, computers, cars, etc. Why did the issue of cloning, plastic surgery raise moral questions?

That's all, folks! Hopefully, now that you have read these useful tip notes, you won't find it that hard to speak on the statements.

Thank you for your attention, wish you luck and every success!

Обучение развернутому монологическому высказыванию по тематически-ориентированным стимульным предложениям

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