Міністерство освіти і науки України
Сумський державний педагогічний університет
ім. А.С. Макаренка

Подосиннікова Г.І.
Балаценко Л.М.
Скляр Н.А.

Today's Multicultural World

**для студентів 5 курсу
факультету іноземних мов**

Навчальний посібник

Друкується згідно з рішенням вченої ради
Сумського державного педагогічного університету
ім. А.С. Макаренка

За редакцією
Подосиннікової Г.І., кандидата педагогічних наук, в.о. доцента Сумського державного педагогічного університету ім. А.С. Макаренка

Рецензенти:
Козловська Г.Б., кандидат філологічних наук, доцент Сумського державного університету;
Муліна Н.І., кандидат педагогічних наук, доцент Сумського державного університету

Навчальний посібник призначається для формування іншомовної комунікативної компетенції студентів 5 курсу факультету іноземних мов педагогічних вузів. Матеріали посібника автентичні, тематично об'єднані, мають соціокультурну та професійну спрямованість.

Може використовуватися як в аудиторній, так і в самостійній роботі. Рекомендується для студентів денної, а також екстернатної та заочної форм навчання.

ПЕРЕДМОВА

Навчальний посібник призначається для формування англомовної комунікативної компетенції студентів 5 курсу факультету іноземних мов педагогічних інститутів та університетів з теми «Today's Multicultural World» («Сучасний багатокультурний світ»).

Навчальний посібник розроблено з урахуванням положень програми щодо принципів, цілей, завдань, змісту навчання, а також методики викладання основних компонентів курсу.

Зміст навчального посібника організовано за трьома тематичними блоками, кожен із яких складає окремий розділ: «Cross-Cultural Studies» («Крос-культурні дослідження»), «Diversity and Convergence in Today's World» («Спільне та відмінне в сучасному світі»), «The Global Society» («Глобальне суспільство»). Матеріали та завдання всіх тематичних блоків спрямовані на розвиток інтеркультурних навичок і вмінь студентів, зокрема, умінь розуміти різницю між рідною та іншими культурами, позитивно сприймати інші культури та долати соціокультурні відмінності. Зміст посібника готує п'ятикурсників до подальшого лінгвістичного самовдосконалення та професійно-методичного спілкування.

Структура всіх трьох розділів є однотипною та включає кілька компонентів.

TARGETS дає уявлення щодо цілей і завдань кожного розділу.

LEAD-IN – матеріали цього структурного елементу посібника готують студентів до сприйняття проблематики розділу (надають необхідну фактичну інформацію, тлумачать зміст термінів, фокусують увагу на певних аспектах складних соціальних феноменів тощо).

GRAMMAR IN USE – метою цього підрозділу є повторення граматичного матеріалу на високому рівні узагальнення, а також удосконалення навичок використання граматичних структур для досягнення різних комунікативних цілей. Зокрема, удосконалення граматичної компетенції студентів на матеріалі інверсії, непрямої мови, каузативного використання дієслів *have* і *get*, доконаного виду, пасивного стану, деяких випадків уживання інфінітива та герундія.

READING AND LANGUAGE FOCUS – у цій частині посібника студентам пропонується прочитати різнопланові автентичні тексти, об'єднані однією темою, і виконати відповідні завдання. Вправи підрозділу забезпечують: 1) розвиток спеціальних умінь читання певного типу (переглядового, ознайомлювального чи аналітичного); 2) формування та вдосконалення лексичних навичок на мовному

матеріалі текстів; 3) удосконалення граматичної компетенції в межах цільових аспектів розділу; 4) розвиток усного та писемного мовлення на основі прочитаного. Післятекстові завдання стимулюють розвиток інтеркультурних навичок і вмінь студентів, дають можливість висловити й аргументувати свою думку щодо прочитаного, узагальнюючи власний досвід і знання. Тексти супроводжують завдання на переклад тематичних ситуацій з української мови англійською.

ADVANCED GRAMMAR PRACTICE – метою цього підрозділу є вдосконалення граматичних (синтаксичних) навичок студентів, а саме: узагальнення та систематизація вживання розділових знаків і засобів зв'язку в тексті.

WRITING – матеріали цієї структурної частини посібника направлені на розвиток умінь писемного мовлення студентів: написання резюме (summary) та статті.

LINGUISTIC ISSUES пропонує матеріали, які сприяють розширенню лінгвістичного кругозору студентів.

OVERVIEW містить завдання для самоперевірки (узагальнений список одиниць активного словника за темою), а також матеріали для обговорення та дискусії за проблематикою розділу.

GLOSSARY – це заключна частина розділу, що включає тлумачний словник, який допоможе студентам узагальнити знання тематичної термінології.

Матеріали, подані в додатках (APPENDIX), допоможуть студентам створювати власні проекти.

Завдання посібника можна рекомендувати для формування комунікативної компетенції студентів заочної та екстернатної форм навчання відповідно до вимог навчальних програм.

Сподіваємось, що матеріали навчального посібника допоможуть майбутнім учителям англійської мови знайти своє місце в сучасному світі, ідентифікувати себе як свідому та толерантну особистість – частину багатокультурної світової спільноти.

Автори висловлюють щиру подяку викладачам кафедри германської філології факультету іноземних мов Сумського державного педагогічного університету ім. А.С. Макаренка за допомогу в написанні посібника.

CONTENTS

UNIT 3

UNIT 1
Theme: Cross-Cultural Studies

▼ TARGETS:

SPEAKING: Talking Points (themed discussion, extended speaking)

- *Culture as a phenomenon. What is it fraught with?*
- *Language identity*
- *My culture identity: anything to be proud or ashamed of?*
- *Gender identity*
- *How does it feel to be a female / a male in Ukraine?*
- *The roles women play in contemporary Ukrainian culture Changes that are happening*
- *Self-identity. The ways of self-discovery*

GRAMMAR IN USE: passive verb forms; perfect aspect; inversion; the causative use of *have* and *get*

READING & LANGUAGE FOCUS: skimming, intensive and gapped reading

ADVANCED GRAMMAR PRACTICE: linking words – 1

WRITING: a summary

➢ LEAD-IN

I. CULTURE MATTERS

1. Read the statements and consider the questions below.

- Behaviour has no built-in meaning; it means whatever the observer decides it means.
- When we look at behaviour, we interpret what is happening through the filter of *what our culture tells us is happening*.
- Behaviour makes more sense when you understand the value or benefit behind it.
- Some behaviours are shared by us all, while some are unique to individuals.
- While people learn most of their behaviour, after they learn it they come to regard that behaviour as natural and normal – *for everyone*.

Is it important for a foreign language teacher to learn culture as a phenomenon – its components, laws, causes and effects? Is it important for people from other fields?

2. Read the following opinions on culture matters and tick off the 3 which you share the most and the 2 you strongly disagree with.

1) When members of different cultures meet, it is easy to feel uneasy.
2) Culture is the software of the mind.
3) Language is the carrier of Culture.
4) To know another's language and not his culture is a very good way to mark a fluent fool of oneself. (Winston Brenbeck)
5) Culture is mediated through language.
6) Cultural awareness hopes to cope with being a stranger in a strange land.
7) Forewarned is forearmed.
8) Culture is a social construct, the product of self and other perception.
9) Culture is opposition to Nature.
10) Culture is difference, variability and always potential source of conflict when one culture enters into contact with the other.
11) Intercultural competence can end disputes, save lives, radically transform the existence of millions of people.

3. Find the classmates who share the same ideas as you do and co-operate in proving your point.

4. Now find the classmates who back up the ideas you reject and exchange opinions.

II. DEFINING CULTURE

While culture has many definitions, most observers agree on certain fundamental characteristics. Here is a number of definitions of culture presented in the form of short quotations. Take 5 minutes to read these quotations and then note, in the spaces below, 6-8 ideas, concepts, or key words that are repeated more than once. Assembling these recurring phrases gives you a good working definition of culture.

CULTURE is the collective programming of the mind which distinguishes the member of one group from another.

CULTURE is the shared set of assumptions, values, and beliefs of a group of people by which they organize their common life.

CULTURE consists in patterned ways of thinking, feeling and reacting. The essential core of culture consists of traditional ideas and especially their attached values.

🗁**CULTURE** consists of concepts, values, and assumptions about life that guide behaviour and are widely shared by people… [These] are transmitted from generation to generation with explicit instructions, by parents, and other respected elders.

🗁**CULTURE** is the outward expression of a unified and consistent vision brought by a particular community to its confrontation with such core issues as the origins of the cosmos, the harsh unpredictability of the natural environment, the nature of society, and humankind's place in the order of things.

🗁**CULTURE** is an integrated system of learned behavior patterns that are characteristic of the members of any given society. Culture refers to a particular group of people. It includes what a group of people thinks, says, does and makes – its customs, language, material artifacts, and shared systems of attitudes and feelings.

_____
_____
_____
_____
_____

III. THE CULTURE CONCEPT

Now read the passage from the text entitled "*The Culture Concept*". Compare your definition of the culture with the one suggested in the text.

A culture is the way of life of any society, including its artifacts, beliefs, accumulated knowledge, and the system of values by which its members live. Also the arts, family life, child rearing, customs of marriage and courtship, education, occupations, government – in short the total effective legacy of the society which is potentially available to its members. The culture concept has the advantage of enabling us to look at the whole society, making clear the fact that one cannot understand group behavior except as a part of the culture pattern.

Culture helps determine personality. It creates a wide variety of personalities within its boundaries. At the same time, the individuals that make up a society can be classified and organized in several ways. Each member has a place in the age-sex system, in the prestige series, in the

system of special occupations, in his family, and in various association groups – alumni, fraternities, secret orders, sports, clubs, boards of trustees. One can clearly identify certain responses belonging to particular social groups within the society.

Despite these differences, all members of the society have a number of behavior patterns in common. Within the range of wide variety of individuals, national character can be recognized, since every person within the culture is influenced by a common heritage. A child born in Germany to German parents, but taken in infancy to France and raised in a French family, would grow up to be French no matter what his technical nationality might be.

To understand a people, then, we must look at their physical environment (geography, climate, natural resources, food supply, power resources etc.), the human influences (parents, siblings, friends, neighbours, fellow workers, teachers, police and other officials), their institutions (the family, school, church, peer groups, government, occupations), their artistic expressions, their ideology (as expressed in national or local rituals, constitutions, religions, group loyalties, ancestor-worship), and the manner in which they go about achieving the three basic needs – self-preservation, self-reproduction and self-expression.

Every culture is a web, each part woven into the other. But because of the limits of our minds, we have to break the human web, the web of culture, into its separate threads. Then we can try to see it as a whole again.

(From *Intercultural Interactions* by *Brislin R.W.)*

IV. THE CULTURE ICEBERG

You will read a passage about the culture iceberg. This information will help you to understand other cultures better.

☼ *Culture has been aptly compared to an iceberg. Just as an iceberg it has a visible section above water-line, and a larger, invisible section below the water-line, so culture has some aspects that are observable and others that can only be suspected, imagined, or intuited. Also like an iceberg, the part of the culture that is visible (observable behaviour) is only a small part of much a bigger whole. In most cases, the invisible aspects of culture influence or cause the visible ones. Religious beliefs, for example, are clearly manifested in certain holiday customs, and notions of modesty affect styles of dress.*

TASK 1 **The numbered items below are features of culture. In the drawing of the iceberg write above the water-line the numbers for those features you consider observable behavior; write the remaining numbers beneath the line.**

1. facial expressions
2. religious beliefs
3. religious rituals
4. importance of time
5. artifacts
6. values
7. literature
8. child-raising beliefs
9. concept of leadership
10. gestures
11. holiday customs
12. concept of fairness
13. nature of friendship
14. notions of modesty
15. foods
16. eating habits
17. concept of self
18. rules of social etiquette
19. work ethic
20. concept of beauty
21. concept of personal space
22. styles of dress
23. general world view
24. understanding of the natural world
25. music

TASK 2 **Link surface behaviours with beneath-the-surface values and assumptions they are influenced by.**
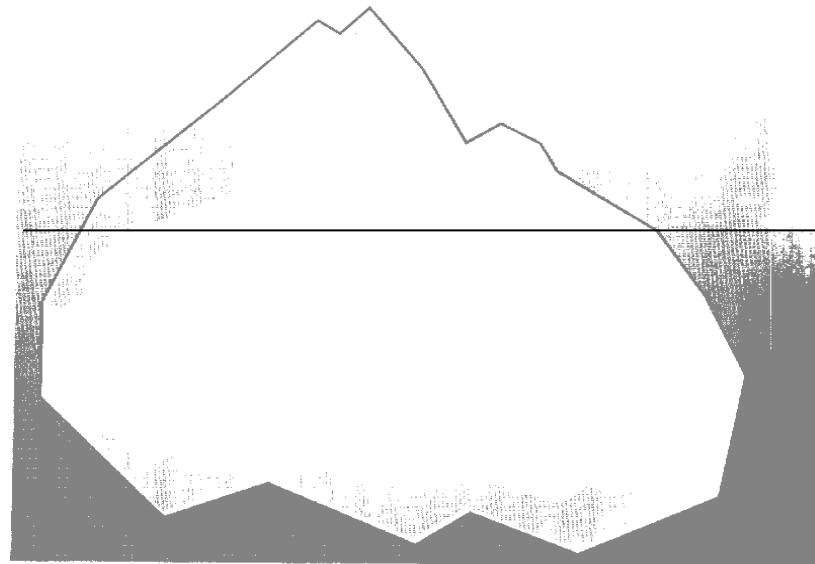
TASK 3

- Think of a particular culture you are familiar with. Which of the components Task 1 are more important than the other ones in understanding this culture?

- Add more elements which you think are important in defining a culture you know.

V. CROSS-CULTURAL DIFFICULTIES AND MISUNDERSTANDINGS

Now you will deal with the information that can help you to avoid cross-cultural difficulties and misunderstandings. This will prepare you for successful cross-cultural communication.

1. Read the passage "*Crossed Cultures*" and identify crossed signals typical of different cultures. Write them out.

2. Answer the question: *What kind of dangers are cross-cultural misunderstandings fraught with?*

International exchange has become so quick and easy nowadays that we are able to have more contacts with other cultures than ever before. This crossing of cultures is stimulating and enriching. In fact, it is by such cross-breeding that civilization has advanced. Greece was fertilized by what it learned from the ancient empires of the east. Rome was brought out of barbarism by its contact with Greek culture. Northern Europe raised its civilization upon the contact with Roman culture.

While the crossing of cultures is enriching, it also is fraught with dangers. Crossed cultures can also lead to crossed signals, as when the characteristic sidewise headshake of India is taken to mean *no* when it means *yes*, or when the Japanese answers a negative question, "Didn't you go?" with "Yes" – meaning "No."

These crossed signals become more serious when they involve what we regard as discourtesies or deception. In Japan it is thought impolite to say anything which might cause inconvenience or distress. This delicate sense of politeness and consideration often seems dishonest to more forthright nations. The German respect for authority and rank produces a kind of politeness or deference which is discomforting to Americans who try to treat everyone with equal casualness and to pretend that no ranks exist. It even seems insincere, and therefore irritating.

From crossed signals it is an easy step to crossed words and even crossed swords. In the international world we live in today it is more than ever important that we understand what these signals mean. Otherwise, the flood of foreign contacts may create more animosity than friendship. Living and traveling abroad is a delicate business. Those who lack the tools of understanding quickly lose their delight at being in strange places and grow bitterly critical.

American tourists are conspicuous examples of this fault, and are well known abroad for complaining that the food, the beds, the trains are not like American food, beds and trains. Of course not! Why did they come traveling, if not to see what was different? Yet these same Americans at home are highly sensitive to criticism of their own country. They love visitors, they love to entertain them and display the beauties and conveniences of American life. But they resent criticism. In fact, there is a routine response to all criticism of America by foreigners: "Why don't they go back where they came from, then?"

The persistence of this sort of intercultural misunderstanding suggests that one reason why people go abroad is to reassure themselves that home is best.

Criticism is also the product of homesickness, a fear of failure. It projects the inner feelings of the visitor upon the environment. When he says: "English food is flat and unpalatable," he really means: "I prefer American food. Besides, the waitress was not respectful, Londoners can't understand American English, and if they have trouble understanding my accent, will I be able to make the proper impression at the university I'm going to, and pass my courses with high marks?"

As Freud released men from fear and unhappiness by making it possible for them to understand themselves and others as individuals, so the culture concept now makes it possible for men to understand that the differences which divide them into cultural groups are not as important as the underlying humanity which unites them, and that a study of these differences, and allowance made for them, will lead to harmonious international living in a world where men will be visiting distant places ever more frequently.

(From *Intercultural Interactions* by *Brislin R.W.*)

3. Fill in the spaces with culture elements that match the areas of the most frequently occurring cross-cultural misunderstandings.

Time and Space   *Language*
Rituals and Superstitions   *Roles*
Values, Beliefs   *Learning / Teaching Styles*
Perception of Oneself & Others   *Hierarchies*
Work
Conventions, Social Norms, Manners and Behaviours

1. National stereotypes: danger of overgeneralization.
2. Group vs. individual allegiance.
3. Judgment about the causes of behaviour of oneself and others.
_____
4. Patterns of common, everyday behavour.
5. Patterns of culturally conditioned social behavour.
_____
6. Attitudinal differences.
7. Relation between on-task effort and social interaction.
8. Ways of doing similar work or jobs in different cultures.
_____
9. Attitudinal differences (deadlines, work schedules, planning etc.).
10. Various concepts for different interpersonal encounters.
_____
11. Different cultural connotations of words and phrases.
12. Culturally conditioned images associated with specific words and phrases.
13. Cultural differences in humour perception.
_____
14. Differences in role expectations (e.g. in the family, at work, etc.).
_____
15. Understanding internalized, less apparent views of people.
_____
16. Differences between rituals (weddings, funerals, holidays, etc.).
17. Culture A's "intelligent practices" – Culture B's superstitions.
_____
18. Relative importance of social class distinctions and high vs. low class markers.
_____
19. Different roles of the teacher and the student.
20. Different learning aims and ways of their achievement.
_____

(The idea is borrowed from: *Brislin R. W. Intercultural Interactions.* A Practical Guide. – Sage: Beverly Hills CA, 1986.)

❖ **Project Work**
Start doing a project on the problem areas of UNIT 1.
On completing this UNIT, you should present the end product of your project work. (*For further instructions see Appendices A and B.)*

➤ GRAMMAR IN USE

I. Passive Verb Forms

1. Read the passage and do the assignments that follow.

The first voice spoke, and the sounds faded on the drifting wind; yet those words that *were uttered* at the dawn of time have echoed through the centuries. Generations upon generations of languages have flourished, and though they may themselves have died, they have left daughter languages, which in turn have split up and developed into new tongues.

The early language that *has been* the most painstakingly *researched* is proto-Indo-European, which *was spoken* perhaps 7,000 years ago. It started in Transcaucasus (not far from the site of the Tower of Babel itself), and then spread eastwards and northwards, round the Caspian Sea towards Europe. As the mainly agricultural communities migrated and separated from each other, the language changed into different dialects and then daughter languages, and, by about 4,000 years ago, proto-Indo-European had split into twelve distinct languages, not all of which survived.

The vocabulary of proto-Indo-European *has been reconstructed by* linguists, and the words themselves give a unique insight into ancient cultures. For example, it contains words for domesticated animals and crops, indicating that these ancient societies were agricultural. The word for the father of the gods, Dyeu p'ter, reflects too upon both their anthropomorphic religious beliefs and the patriarchal nature of their societies.

2. What example is used with an agent introduced by the word *"by"*? Why is the agent not used with other examples?

3. Is there any difference in meaning between the pairs of sentences in 1-4?
Why is the agent necessary in 4b but not in the other passive sentences?

1) **A)** They regard Chinese as a huge joke in the West.
   B) Chinese is still regarded in the West as a huge joke.
2) **A)** We can also despise Devon twang, because we associate it

with rural stupidity and backwardness.

B) Devon twang is despised because it is associated with rural stupidity and backwardness.

3) **A)** We rarely make objective judgments about a foreign language.

B) Objective judgments are rarely made about a foreign language.

4) **A)** Radio comedians raise a snigger by speaking mock-Chinese.

B) A snigger is raised by radio comedians, when they speak mock-Chinese.

4. Complete the text using the correct form and tense of the verbs in brackets.

The way English is spoken gives away not only regional identity but to some extent class status, too. Since the days of Shakespeare, the English of south-east England ……………………. (to consider) the "standard", for no better reason than that the south-east is the region of economic and political power.

Moreover, the upper middle-class mode of speech, received pronunciation (RP), ……………….. (to establish) systematically through the public school system. It is a recent invention, barely a century old, yet RP persists as the accepted dialect of the national elite. Yet the decline of RP's social authority ………………….... (to discuss) now, for it is suggestive of social snobbery and superiority.

In the early 1990s companies locating telephone-call centers sought the accent that would most suggest trustworthiness, competence and friendliness. It was the Scots accent that scored high in all three. Prejudice remains against certain accents. One experiment showed that people with London accents …………………… (to trust) less than those with other accents.

5. Use the prompts in 1-5 to complete the responses using a passive verb form.

1) **A)** What have you written in the column 'your first language' Russian or Ukrainian?

B) Ukrainian. It _____ (to used) by my parents every day.

2) **A)** Does anybody speak Eyke (a tribal language)?

B) No. The last Eyke speaker died a month ago and the dialect _____ (to hear) since.

3) **A)** Have they discussed the problem of official language?
   B) Listen. It _____ (to discuss) right now.
4) **A)** What language is the news presenter speaking?
   B) I don't believe it! Welsh _____ (to speak) on this channel!
5) **A)** What is your attitude to RP?
   B) Well, it _____ (to be) a banner of upper class since it appeared. Still, I don't despise it.
6) **A)** Can you differentiate between regional variations of Ukrainian?
   B) Sure. For me it's really easy. Regional variations _____ normally _____ (to observe) by other linguists, too.
7) **A)** Were at the lecture? What did Professor Crystal dwell on?
   B) He accentuated, that our contempt of foreign languages _____ (to justify) by patriotic euphoria only partially.
8) **A)** I've never expected you to be so much prejudiced against them.
   B) Unfortunately, such powerful prejudices _____ (to form) before I moved to that region.

6. **In some circumstances it is possible to use *get + past participle* as an alternative to a passive form with *be*. Use *get + past participle* form of these verbs to complete sentences.**
   1) He has a non-standard way of pronouncing words. I _____ (to shock) by the way he speaks.
   2) Their mode of speech was not to everybody's liking. They _____ (to criticize) for it.
   3) He had powerful prejudices against Ukrainian and when nobody shared them, he _____ (to frustrate).
   4) The language he spoke was suggestive of his rich educational background. He was self-confident and _____ (to hire) after 10-minutes' talk with the manager.
   5) Anthony Burgess admitted that he _____ (to amuse) by his own prejudices about language. _____
   6) Although Jane was young she was mature enough, and I _____ pleasantly _____ (to surprise) by her objective judgments about many languages.

II. Perfect Aspect

Review theoretical explanations concerning the *perfect aspect*. Bear in mind that the *perfect aspect* is used in the following cases:
   a) for events seen in relation to a later time;
   b) only for events which occur before the present;
   c) only for events which occur at a definite time in the past;
   d) for habits or states which start before a later time and continue until that time;
   e) in relation to past, present, and future time.

Practice

1. Put the verbs in brackets in the correct tense form.
   1) Today women _____ (to overtake) men in the job market – men _____ (to be) in such a position before.
   2) He number of working women _____ (to increase) to nearly 70% by 1990.
   3) Do you realize that next Friday is our diamond anniversary, and we _____ (to marry) for exactly 60 years!
   4) My former boyfriend _____ (to change) so much since our last meeting that I hardly recognized him.
   5) Hardly ____ she _____ (to arrange) a hen party when her would-be husband refused to marry her.
   6) No sooner ____ he _____ (to begin) to help her about the house when her friends started to call him a hen-pecked husband.

2. Complete the following sentences. Put the verbs either into a Perfect Simple or Perfect Continuous form.
   1) The number of _____ (to increase) steadily for several decades.
   2) According to the newspaper, money _____ (to be) the cause of the Taylor's marital problems.
   3) Romeo to Juliet: "Of course I felt angry. What did you expect? I _____ (to wait) for you for an hour."
   4) I guessed, because of pressure of work at the office, Jack _____ (to get) home late recently.
   5) I _____ (to mean) to a have a talk with you about a problem that I _____ (to know) about for some time.
   6) You knew perfectly well that I _____ (to wait) for my Prince Charming for 10 years! I hoped we'd never part.

III. Inversion

Read through the passage and underline the sentences with *inversion.* **What elements make them emphatic?**

Hint: Inverted sentences are more emphatic. *Not only* and *rarely* necessitate a different sentence structure. The subject and the first auxiliary verb swap positions. Auxiliary verbs include *be, have, do or a modal verb (can, might, should)*. If none of these auxiliary verbs are part of the verb in the main clause, *do / did* must be inserted before the subject as in a present simple or past simple question.

We live in a man-made society. *Not only did* man devise and build the framework of government that controls our daily lives. Male judges compiled our system of common law. Men constructed a bureaucracy to administer the law. Men cultivated the jungle of red tape that threatens to engulf us. Men outnumber women in Parliament by twenty-four to one. *Rarely do* juries include a couple of token women. The authority which men exercise over women is a major source of oppression in our society – as fundamental as class oppression. The fact that most of the nation's wealth is concentrated in the hands of a few means that the vast majority of men and women are deprived of their rights. But women are doubly deprived. *At no level of society do* women have equal rights with men.

Look at these examples. Answer the questions.

A) *Not only did* man devise and build the framework of government that controls our daily lives.

B) *Rarely do* juries include a couple of token women.

1) How do these sentences differ from normal sentences?

2) Which words necessitate a different sentence structure? Where are they positioned in the sentence?

3) What words are missing in **A** and **B**?

A) *Hardly / Scarcely* _____ men gone out to fight *when* women became indispensable as workers outside the home.

B) *No sooner* _____ women been allowed into new areas of employment and got new degrees of responsibility *than* peace came and men reclaimed their jobs.

Remember the patterns!

4) Which word necessitates the inversion in the sentences below?

5) What do you notice about where the inversion takes place?
   A) She managed to succeed in competition by trying again and again.
   B) *Only* by trying again and again *did she* manage to succeed in a competition.

Practice
Write these sentences again using the words given after them.
   1) A century ago women were bought and sold in marriage. They could not vote! Not only _____.
   2) Women never outnumber men in Parliament. Never _____.
   3) Patricia is ladylike and marine-tough. Not only _____.
   4) Men have never been identified with the home and the hearth. Never _____.
   5) In this country females are assigned positions subordinate to men. More over females are oppressed. Not only _____.
   6) Few women appear in the public realm. Rarely _____.
   7) She realized that she had undergone sex discrimination when the second candidate, a man, was hired. Only _____.
   8) He rarely admits that he is in a double bind. Rarely _____.
   9) On every television talk show, women and men trade increasingly bitter accusations. We feel the tension in our homes, in our workplaces, and in our universities. Not only _____.
   10) If men and women remain separated, we'll never gain the perspective and eliminate the domination or scape goating of the other sex. Never _____.

IV. The Causative Use of Have and Get

   Read through the passage and underline the sentences with *the causative use of have* and *get.* Comment on their meaning.
   At the beginning of the 19th century, women had virtually no rights at all. Women could not vote and sign contracts. They were the chattels of their fathers and husbands. The latter *had meals cooked* and houses *cleaned.* They *had their children born.* Still women could not *get the men to respect* them the way they deserved.

Answer these questions about *have* and *get.*
   1) Who does the actions in the sentences **A** and **B**?
   A) Fathers and husbands *had meals cooked* and *houses cleaned*.
   B) Still women could not *get them to respect* their wives.

2) What is the sentence structure *have / get something done* used to suggest?

Have is also used in a similar sense with object + infinitive and object + gerund. Study the examples.

A) Earlier women did not realize that they had equal rights with men and men <u>had them join</u> the lowest levels of the labour force.

B) After several years of fighting for their rights, women <u>had men accepting</u> them into the unions.

3) The sentences in *3* need to be changed if *get* should be used instead of *have*. What makes the sentences in *3* different from sentences in *4*?

A) Earlier women did not realize that they had equal rights with men and <u>men got them to join</u> the lowest levels of the labour force.

B) After several years of fighting for their rights, <u>women got men to accept</u> them into the unions.

4) How does the meaning of the structure *have / get something done* in these sentences differ from the meaning in the sentences above?

A) Women often had their pay reduced because of sex discrimination.

B) Recently men have had their traditional domains invaded by women.

5) In each case, who performed the action?

6) Did women and men want the events to take place?

⇒ *Have* **is also used with object + infinitive and object + gerund for actions and events that we experience but do not cause. Sometimes we do not want the events to take place.**

Explain what is meant by *have* in these sentences.

A) Even though she had always wanted to go, she had never had someone invite her to the ball before.

B) Men could not stop changes in the society, so they had women assuming more public roles.

⇒ **In both cases the constructions mean that people experienced or did not experience some events.**

7) How is *have* used in these examples? In what situations might these phrases be spoken?

A) I won't have you staying out late.

B) I won't have my night out ruined by your bad mood.

⇒ **In both sentences *I won't have* means *I won't allow, I won't tolerate*. Both sentences express irritation or anger. *Get* is not normally used in this context.**

Practice

1. Rewrite the following sentences, starting with the words given.

1) My husband never took a paternity leave. I never _____.

2) My girlfriend never called me an effeminate man! I've never _____.

3) They criticized her for gender nonconformity. She _____.

4) Her assistant carried out most of her work when she was ill. She _____.

5) Her new employer reduced her work about the house. She _____.

6) She is pressed for time, so he will finish writing her thesis on patrilineal societies to help her. She will _____.

7) They are not allowed to unravel professional secrets. We won't have _____.

8) They will call her a clubfoot if we don't warn them. We'll have _____.

9) He took on cooking and childcare with a little encouragement from the wife. With a little encouragement the wife had _____.

10) Women expect men to provide their sense of self-worth. Women _____.

2. Discuss what you might need to have done in the following situations. Make a list of preparations using have / get.

1) You are going to take a maternity leave.

2) You are going to get married in a few months' time.

3) You are going to give a lecture on gender identity to students.

➢ READING & LANGUAGE FOCUS

♦ *TEXT 1*

CULTURE IDENTITY

❖ **Pre-Reading Tasks**
1. Read the text about culture identity and then do the assignments that follow. Before you read, discuss the following.
1) Is it vital for the person to realize what culture he belongs to and to understand his/her culture values?
2) What is one supposed to talk about when being asked the questions: A) *What is your culture you belong to?* **B)** *How fully do you identify with your culture?* **See also** *Insight***: P. 57 – 58.**

An American pragmatism is one lens through which we may compare and contrast American perspectives with those of other cultures, which increasingly utilize the English language. The examples briefly noted here are individual and group relations, society's relationship to nature and the perception of time.

It has been noted that Americans form mental concepts for decision-making from procedural knowledge, 'which focuses on how to get things done'. The American approach is 'concept driven'. This approach guides and shapes individuals and groups.

Friendship in the American culture often must seem to serve a purpose rather than friendship for friendship's sake. Specialization in friendships may even occur in leisure activities and some friends may be 'fishing friends' or 'skiing friends'. This specialization is strange to members of other cultures that view friendship as embracing the whole character rather than simply isolated aspects or traits, it does not imply an inherent distrust of people, but rather a reluctance to become deeply involved with others. When an American asks, "How are you?", this question often is not a literal query as to the state of the hearer, but rather greeting which is not intended to elicit the detailed responses sometimes given by non-Americans.

Americans tend to categorize and address their concerns in order to fulfill a central aim: the quest for self-fulfillment. This utilitarian mindset finds its roots in the philosophy of John Locke, who held that the individual is the concrete starting point from which to define social order.

This philosophy later influenced the economic views of Adam Smith. The word 'lifestyle' seems to have been invented in America. This desire for self-actualization often plays a part in decision-making.

From limited personal experiences, it seems that Ukrainians and Russians sometimes base many decisions on dominant impressions, intuitive notions or personal relationships. Others have noted that it is the artist who is often the guide to the meaning of life in Slavic cultures, rather than the philosopher or scientist. Warm heartfelt words, a sincerely offered toast, or a child running into a meeting can shift the momentum towards agreement. Everything is possible and may be agreed upon in moments like these. Everything that is, *in principle*. Slavic decision-making may be characterized as 'theoretical commitment'. Agreement may sometimes be an abstraction in the East, but it often implies concrete action in the West. An American might innocently ask, "If someone agrees 'in principle' why do they disagree in reality?"

It has often been cited that Americans value, above all things, their personal peace and prosperity. Personal autonomy, freedom to choose alternatives and personal space, have been observed and described elsewhere. Some have said that Americans are the only people who view difficulties or trials in life as an intrusion on a normal life rather than an inevitable facet of existence that other cultures recognize.

Americans still view themselves to some extent as rugged individualists, whereas cultures such as the Japanese culture value the group above the individual. The Chinese culture also seems to have this correlation in values, neatly summed up in one of their proverbs "The nail that sticks up shall be hammered down". It is interesting to note that when problems occur in education or business, a typical American approach often begins by finding the perpetrators and placing blame on those responsible. A typical Japanese approach to problem-solving might concentrate on first correcting the situation and later minimizing errors as to preserve harmony and 'save face' or personal honor of members of the family or group.

In terms of the human relationship with nature, American culture regards nature as a force to be harnessed, overcome, conquered, mastered or dominated. In Eastern culture humans are seen as an element of nature, which are woven into the cyclical unending pattern of the universe. There is much more of an attempt to live in harmony with the environment. The pattern of perceptions is often more of acquiescence to nature, rather a determined battle to make nature a servant to the wishes of the tenants.

Pragmatism drives the American perception of the environment a great deal. Ukrainians and Russians seem to share much in common with Americans in this aspect, with both cultures idealizing simple country living while simultaneously desiring all the modern conveniences available.

Americans view time as a linear progression of events, and one success should and must be built upon another. Our good fortune lends itself to a positive outlook. Our country is still relatively new and a great deal of the underlying optimism that gave birth to democratic ideals remains. If it works or produces a profit, it must be good; this is pragmatism stripped of any higher sounding phrases. Pragmatic concerns drive the notion that time is money and that opportunity knocks only once.

On the other hand, Eastern cultures, such as the Indian culture, view time as an endless cycle of birth, death and renewal. In America, things may often be urgent but not important; in India things may be important but not urgent. Everyone is viewed to get another opportunity after all. A person's karma (actions and deeds) is thought in Hinduism and Buddhism to influence their existence in a future state of existence.

The Chinese view time as an 'expansion of the present into the past and future'. From this perspective, it is difficult to apply the laws of probability to decision-making. This is a very different formula for contemplation than that employed by Europeans or North Americans. It is interesting to note that the Chinese symbolic depiction for China portrays a world with a line drawn through the center. This cultural perspective is disconcerting to foreigners who are used to seeing our own countries placed in the center of flat projections of a round world.

The American also often projects himself into the 'foreseeable future'. How far into the future can one see? Yet, when actions are predicted by assumptions of an orderly universe designed by an omnipotent Creator, people are able to focus rationally and pragmatically on the challenges at hand and move forward in a linear progression.

To many, each culture sometimes seems merely to reflect a set of existential pretences or illusions agreed upon by the majority. A great challenge for all is to consciously and continually revolve the kaleidoscope of culture little by little, so that we may perceive the lines that define and divide us, and the bridges that link us together as speakers of English. It is definitely worth taking a second or a third look.

(By *Mroczek Dirk)*

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary of the text; divide the list into 3-5 thematic groups. Use it while doing the assignments below.
1) to utilize the English language
2) friendship for friendship's sake
3) an inherent distrust of people
4) to elicit the detailed responses
5) the quest for self-fulfillment
6) the utilitarian mindset
7) an intrusion on a normal life
8) the desire for self-actualization
9) rugged individualists
10) to find the perpetrators and place blame on those responsible
11) to live in harmony with the environment
12) to view time as a linear progression of events
13) a different formula for contemplation
14) to be disconcerting
15) the foreseeable future
16) to revolve the kaleidoscope of culture
17) the bridges that link us together
18) to be worth taking a second look

B) Reread the text. Write out speech patterns you are planning to use in the themed discussion.

3. A) Provide synonyms or explanations for the following words and word combinations taken from the text.

to utilize	*to find the perpetrators*
inherent	*rugged*
to elicit	*contemplation*
utilitarian	*disconcerting*
self-actualization	*existential*
pragmatically	*to revolve*

B) Add one more synonym from the text to the synonymic group given below. Work with a dictionary to compare the meaning and the usage of each member of the synonymic group.
1) draw out – evoke – bring out – bring to light – …
2) visual or mental survey – pondering – meditation – reflection – …
3) awkward – upsetting – confusing – bewildering – perplexing – …
4) innate – inborn – congenital – intrinsic – implicit – …

5) pursuit – search – exploration – expedition – …
6) use effectively – employ – put into practice – operate – …

C) Write out from the text the words and word combinations that characterize   a) mental processes;   b)   cultural   concepts. Translate them.

❖   **Text Comprehension**

4. A)   Get back to the article by M. Dirk, mark the main ideas with the red colour and the supporting ideas with the blue one.

B) Skim through the article and make a card with 3 key sentences and 5 phrases from the text. Exchange the cards with your fellow-students. Answer the questions using their card.

1) What is an American pragmatism compared with?
2) How is the concept of friendship viewed in the American culture?
3) Why would we say that the word 'lifestyle' was invented by Americans?
4) How is the concept of 'decision-making' viewed in different cultures?
5) How would you comment on the American perception of the environment?
6) What is your attitude to the utilitarian mindset of Americans?
7) What is the Chinese proverb *"The nail that sticks up shall be hammered down"* suggestive of?
8) What are Americans and Ukrainians likely to have different views on?
9) What Ukrainian cultural perspectives might be disconcerting to foreigners?
10) What can help us bridge the chasm between different cultural assumptions of Americans and Ukrainians?

❖   **Close Reading**

5. Make up the plan of the text labelling each paragraph with a word combination taken from the text.

❖ **Talking Points**

6. Work in groups of three with the table you can find below.

In the table you see the values Americans live by. Study them and add any relevant information about Ukrainian cultural concepts and attitudes to the values. What is it that Ukrainians value above all? Share your ideas with your partners. (Use the Thematic Vocabulary and the speech patterns list.)

The Cultural Values Americans Live by

Personal Control over the Environment	People should control nature and destiny; future is not left to fate. ***Result***: Goal-oriented society.	
Change/Mobility	Change is seen as positive, good, meaning progress, improvement and growth. ***Result***: Transient society.	
Time and Its Control	Time is valuable- achievement of goals, depends on productive use of time. ***Result***: Efficiency and progress often at expense of interpersonal relationships.	
Equality / Egalitarianism	People have equal opportunities; people are important as individuals, for who they are, not from which family they come. ***Result***: Little deference shown or status acknowledged.	
Individualism, Independence and Privacy	People are seen as separate individuals with individual needs. They need time to be alone and to be themselves. ***Result***: Americans seen as self-centered and sometimes isolated and lonely.	
Self-Help	Americans take pride in own accomplishments, not in name. ***Result***: Respect is given for achievements not for the accident of birth.	

Competition & Free Enterprise	Americans believe competition brings out best in people and free enterprise produces most progress. *Result:* Less emphasis on cooperation than competition.	
Future - Orientation, Optimism	Americans believe that, regardless of past or present, the future will be better, happier. *Result*: future-oriented society.	
Action & Work-Orientation	Americans believe that work is morally right, that it is immoral to waste time. *Result:* more emphasis on 'doing' rather than 'being'.	
Informality	Americans believe that formality is 'un-American' and a show of arrogance and superiority. *Result:* Casual, egalitarian attitude between people.	
Directness, Openness, Honesty	Truth is function of reality not circumstance. *Result:* People tend to tell the 'truth' and not worry about saving other person's 'face'.	
Practicality / Efficiency	Practicality is usually the most important consideration when decisions are to be made. *Result:* Less emphasis on the subjective decisions.	

❖ **Creative Writing**

7. The Ukrainian branch of TESOL is planning a teacher's conference *"Ukrainian Identity in the 21st Century: National Character, Values, Concerns".* You have decided to take part in it. Write a report on the suggested topic. Start with the detailed plan of your report. (Write approximately 300-350 words.)

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Хто такі американці? Якщо ви хочете знайти відповідь на це запитання, то ми радимо вам прочитати книгу Мартіна Флетчера *"Almost Heaven"* (Abacus Books). Це книга про життя в маленькому американському містечку дасть вам повну картину про американців. Американське суспільство складається з різних соціальних, культурних, етнічних і національних верств. Спілкуючись або працюючи з американцями, ви зрозумієте, що кожний представник в Америці має свої звичаї й традиції. Американці вважають свою націю – чашкою із салатом, в якій кожний народ додає свій смак й індивідуальність.

Американці схильні схвалювати особисті цілі й успіх. Конкуренція вважається здоровою мотивацією для досягнення своєї мети. Вона асоціюється не тільки зі спортом, але й із роботою, громадським життям. Ви можете вважати її чимось неприємним, але це невід'ємна частина американської культури.

Більшість людей у США дуже відкриті. Американці можуть розповісти всі подробиці особистого життя під час звичайної розмови. Вони часто обговорюють свої проблеми й цікавляться почуттями інших. Вам може здатися це надокучливим, але це не є злим наміром.

Американці дуже привітні та мають сильні суспільні навички. Вони схильні знайомитися з новими людьми, які потім стають друзями по роботі, школі, спортивному клубу та ін. Ви зможете спостерігати сильні дружні відносини на роботі. Американці цінують дружбу й позитивне ставлення один до одного.

Хоча Америка – країна, в якій люди дуже привітні, особисте життя поважається. В інших культурах уважається неправильним, якщо людина сама по собі. В Америці розуміють, що ви можете не брати участь у суспільному житті й компаніях. Американець зрозуміє вас, якщо ви поясните йому, що хочете побути на самоті.

США – активне суспільство, яке постійно рухається й змінюється. Ви можете помітити, що люди постійно в русі, особливо у великих містах. Американці дуже цінують час. Сенс життя полягає в тому, що неефективно використаний час – час, втрачений даремно.

◆   *TEXT 2*

ATTITUDES TO LANGUAGE

❖   **Pre-Reading Tasks**

1.   Read the article about commonplace attitudes to languages and do the assignments that follow. Before you read, discuss the following questions.

1)   What is language? What benefits does it offer to the one who speaks it?

2)   How do we form our judgments about a foreign language? What gets in the way of objective judgments about a language?

A language is a system of communication used within a particular social group. Inevitably, the emotions created by group loyalty get in the way of objective judgments about language. When we think we are making such a judgment, we are often merely making a statement about our prejudices. It is highly instructive to examine these occasionally.

I myself have very powerful prejudices about what I call Americanisms. I see red whenever I read a certain popular woman columnist in a certain popular daily paper. I wait with a kind of fascinated horror for her to use the locution 'I guess', as in 'I guess he really loves you after all' or 'I guess you'd better get yourself a new boyfriend'. I see in this form the essence of Americanism, a threat to the British Way of Life. But this is obviously nonsense, and I know it. I know that 'I guess' is at least as old as Chaucer, pure British English, something sent over in the Mayflower. But, like most of us, I do not really like submitting to reason; I much prefer blind prejudice. And so I stoutly condemn 'I guess' as an American importation and its use by a British writer as a betrayal of the traditions of my national group.

Such condemnation can seem virtuous, because patriotism – which means loyalty to the national group – is a noble word. While virtue burns in the mind, adrenalin courses round the body and makes us feel good. Reason never has this exhilarating chemical effect. And so patriotic euphoria justifies our contempt of foreign languages and makes us unwilling to learn them properly. Chinese is still regarded in the West as a huge joke – despite what T.S. Eliot calls its 'great intellectual dignity' – and radio comedians can even raise a snigger by speaking mock-Chinese.

Russian *is,* of course, nothing more than a deep vodka-rich rumble bristling with Vitch' and 'ski'. As for German – that is an ugly language, aggressively guttural. We rarely admit that it seems ugly because of two painful wars, that it *is* all a matter of association. Sometimes our automatic sneers at foreign languages are mitigated by pleasant memories – warm holidays abroad, trips to the opera. Italian can then seem beautiful, full of blue skies, vino, sexy tenors.

Within the national group, our prejudices tend to be very mixed and, because they operate mainly on an unconscious level, not easily recognizable. We can be natives of great cities and still find a town dialect less pleasant than a country one. And yet, hearing prettiness and quaintness in a Dorset or Devon *twang,* we can also *despise* it, because we associate it with rural stupidity or backwardness. The ugly tones of Manchester or Birmingham will, because of their great civic associations, be at the same time somehow admirable. The whole business of ugliness and beauty works strangely. A BBC announcer says 'pay day'; a Cockney says 'pie die'. The former is thought to be beautiful, the latter ugly, and yet the announcer can use the Cockney sounds in a statement like 'Eat that pie and you will die' without anybody's face turning sour. In fact, terms like 'ugly' and 'beautiful' cannot really apply to languages at all. Poets can make beautiful patterns out of words, but there are no standards we can use to formulate aesthetic judgments on the words themselves. We all have our pet hates and loves among words, but these always have to be referred to associations. A person who dislikes beetroot as a vegetable is not likely to love 'beetroot' as a word. A poet who, in childhood, had a panful of hot stewed prunes spilled on him is, if he is a rather stupid poet, quite capable of writing '*And death, terrible as prunes'.* We have to watch associations carefully, remembering that language is a public, not a private, medium, and that questions of word-hatred and word-love had best be tackled very coldly and rationally.

We are normally quick to observe regional variations in the use of the national language, but we feel less strongly about these than we do about class divisions in speech. If we speak with a Lancashire accent, we will often be good-humoured and only slightly derisive when we hear the accent of Tyneside. Sometimes we will even express a strong admiration of alien forms of English – the speech of the Scottish Highlands, for instance, or Canadian as opposed to American. But we feel very differently about English speech when it seems to be a badge or banner of class. The dialect known variously as the Queen's English or BBC

English or Standard English was, originally, a pure regional form – so-called East Midland English, with no claim to any special intrinsic merit. But it was spoken in an area that was, and still is, socially and economically pre-eminent – the area which contains London, Oxford and Cambridge. Thus it gained a special glamour as the language of the Court and the language of learning. It has ever since – often falsely – been associated with wealth, position, and education – the supra-regional dialect of the masters, while the regional dialects remain the property of the men. In certain industrial areas it can still excite resentment, despite the fact that it no longer necessarily goes along with power or privilege.

(From *"Language Made Plain"* by *Anthony Burgess)*

❖ **Vocabulary Practice**

2. A) Study the Essential Vocabulary of the text, which is divided into thematic groups. Use it while doing the assignments that follow.

I. What gets in the way of objective judgments about languages?
1) to get in the way of objective judgments about …
2) to have powerful prejudices about
3) to see red
4) a locution
5) to submit to reason
6) to justify our contempt of, contemptuous
7) to raise a snigger by speaking mock-Chinese
8) our sneers are mitigated by
9) to despise
10) to associate smth with rural stupidity and backwardness
11) to stoutly condemn; condemnation

II. How do we formulate our aesthetic judgments about words?
1) to formulate aesthetic judgments about words
2) to have pet loves and hates among words
3) to refer to associations
4) to be all a matter of association
5) to observe regional variations in the use of the national language
6) to have special intrinsic merit
7) loyalty to the national group
8) a native of a great city
9) pre-eminent

III. What is the language suggestive of?
1) to be a badge or a banner of class
2) to gain a special glamour as a language of …
3) a supra-regional dialect
4) to excite resentment
5) to give away regional identity
6) the upper-middle class mode of speech
7) the accepted dialect of the national elite
8) to be suggestive of (social snobbery and superiority)
9) to find gender-related peculiarities of speech
10) to be relevant to woman's (men's)
11) gender-marked words

B)   Write out from the text speech patterns you are planning to use in the themed discussion.

3.   Highlight these words in the passage and match them with the words with similar meanings below. Work with a dictionary to compare the meaning and the usage of each pair.

A) *objective   prejudice   instructive   exhilarating   pet*
euphoria   mitigated   associations   formulate   aesthetic
derisive   badge   intrinsic   the men   excite

B) arouse   artistic   connotations   contemptuous(of)
bias   devise   emblem   favourite   happiness
impartial   inherent   moderated   revealing   stimulating
workers

❖   <u>**Text Comprehension**</u>
4.   Read these statements through and then decide whether they are true (T) or false (F), according to the text. Comment on your decision.
1) The writer admits that he is amused by his own prejudices about language.
2) It is bad to use American expressions in British English.
3) 'I guess' is an expression imported from the USA into Britain.
4) The writer uses capital letters in 'the British Way of Life' because he considers it to be superior to other cultures.
5) The writer ridicules people who despise foreign languages.
6) The writer believes that German is an ugly language.
7) Although a rural accent may sound attractive, it may also be looked down on.

8) The writer believes that a Cockney (London) accent doesn't sound as attractive as a BBC announcer's accent.

9) Languages shouldn't be described as either 'beautiful' or 'ugly'.

10) Prunes are associated with death in English poetry.

11) British people's accents may not just tell a listener what region they come from, but also the social class they belong to.

❖ **Close Reading**

5. Write a summary of the article covering the main ideas in approximately 70-80 words.

❖ **Talking Points**

6. Work in groups and discuss your reactions to the article. (Use the Thematic Vocabulary and the speech patterns list.)

• Compare the author's comments on British attitudes with the attitudes of people in your own country to other languages. Do they share similar prejudices?

	British attitudes	**Ukrainian attitudes**
German	Ugly, guttural	
Chinese		
Italian		
French		
American		

• What words would you apply to Ukrainian? What is it suggestive of? How far can our associations be trusted? What words are foreigners likely to attribute to Ukrainian?

• Which of the author's comments on British attitudes to accents and dialects are comparable to the attitudes of people in your own country? What dialects do you know?

• Do dialect and language enrich or impoverish a language? Should there be one official language or several?

❖ **Creative Writing**

7.   You are invited to participate in the international conference on the problems of national languages. Contribute to the conference newsletter with an argumentative essay "*The Importance of a Language to National Identity*". (Approximately 300-350 words.) Start with writing a detailed plan of the essay.

Search for additional information that can come in handy and make your essay persuasive and well-grounded.

❖ **Vocabulary Consolidation**

8.   Translate the situations into English cramming them with the Thematic Vocabulary.

A)   Мова є засобом спілкування. Але крім передачі думок і почуттів та розуміння співрозмовника, мова може вказати на те, звідки людина родом, її соціальний статус і навіть стать.

Наприклад, діалекти відображають особливості тієї території, де їх уживають. Ви завжди зможете розпізнати мешканця міста чи провінції. Стійкі специфічні внутрішні ознаки мовлення «виказують» місце народження й проживання вашого співрозмовника.

У процесі історичного розвитку деякі діалекти набули особливої популярності й стали надрегіональними. Зараз вони навіть ототожнюються з економічною перевагою одних регіонів над іншими.

У країнах, де класові відмінності суттєві, можна чути загальновизнану мову національної еліти поряд з мовою середнього класу, а також з різними діалектами. Таким чином, мова становиться символом класової приналежності, символізує владу або привілеї, відображає подальше розшарування суспільства. На жаль, можна спостерігати, як представники «вищого світу» з презирством ставляться до мови сільських мешканців. Таке ставлення навряд чи може бути виправдане.

Говорячи про мову, не можна не згадати про гендерні особливості мовлення. Чоловіки іронізують над бажанням жінок поговорити, критикують їх за надмірну експресивність. Жінки, у свою чергу, упереджено ставляться до мови чоловіків, для якої характерні стриманість і менше емоційне забарвлення.

Довготривала боротьба жінок за свої права привела до того, що слова, які принижують гідність жінок, виключаються з мови. Зараз уживання таких слів, як *mistress, spinster* викликають загальне обурення.

Якою б гіркою критикою не обмінювалися представники різних соціальних груп і статей, мова є те, що їх об'єднує, незважаючи на численні відмінності.

B) Іноді забобони заважають нам об'єктивно оцінити явища навколишнього середовища.

Часто при цьому при проявляємо зневажливе ставлення до оточуючих і до всього, що не відповідає нашим уявленням. Тільки наші дії здаються нам доброчесними, наша критика справедливою. Ми, не задумуючись, висміюємо тих, хто не поділяє наші погляди, тільки тому, що їх виховували по-іншому. Ми можемо навіть розсердитися, коли наші естетичні судження не сприймають люди нашого кола, в той же час зверхньо та навіть зневажливо дивимося на тих, хто не розуміє про що йде мова.

Звинувачувати в цьому доводиться тільки себе. Якщо ви вважаєте, що належите до національної еліти, то ви маєте поводитися так, щоб ваші судження відповідали вашому високому статусу.

C) Ваш діалект вказує на те, звідки ви родом, вказує на особливості вашого регіону. Мені подобається, що ви не наслідуєте мешканців столиці, хоча їхній діалект має особливу привабливість для багатьох. Він навіть є мовою столиці.

Чи може одна мова бути кращою за іншу? Так, якщо ми цього захочемо. Справа в нашому ставленні до мови, а не в її прихованих достоїнствах. Якщо для нас мова буде асоціюватися з владою й престижем, ми швидше захочемо вивчити її. Таке ставлення до мови, очевидно, має викликати тільки співчуття (сум) або навіть обурювати.

♦ *TEXT 3*

MALE AND FEMALE ROLES

1. Read the text about gender roles and do the assignments that follow.

Every society makes social distinctions according to sex, and these distinctions form the basis for the differentiation of male and female social roles within a society. The relations between the sexes are always culturally patterned. Gender roles differ from one culture to another, and their patterning forms a powerful motif in the tapestry of culture.

Masculinity and femininity are culturally construed concepts. The cultural constructions of what is male and what is female are much more than natural categories based on biological differences. As Errington puts it, "Culture does not lie on the surface of the anatomical and physiological base as decoration, the way icing lies on a cake. If human social life were compared to a cake, we would better say that biological givens are analogous to flour, eggs, and sugar, and the socializing process of human interaction 'cooks' them into their final form: cake".

In many societies, economic roles assigned are based on cultural constructions of gender. Women in Western society who carried out masculine economic roles usually acted and even dressed like men, as did George Sand and Joan of Arc. Conversely, in some cultures men, who consciously elect to carry out female rather than male roles, dress like women and perform female tasks. Though a specific economic task may be associated with men in one society and with women in another, men's economic tasks invariably have greater prestige, even though women's tasks, such as horticulture and collecting plant foods, may provide the bulk of subsistence.

Particular spatial areas may be associated with males and females. The distinction between domestic and public is an analytical tool that aids us in comparing male and female roles in different societies. In patrilineal societies women are usually associated with domesticity, because they are identified with mothering, the hearth and the home, and men are associated with the public realm. Women in many Middle Eastern societies are restricted to certain parts of the house and may only come into contact with males who are members of their own family. When they leave the house, they must veil their faces. In such societies, the coffeehouse and a market are defined as purely male domains. However, it

is clear that this patrilineal association is by no means universal. In Western culture today it is less and less strong.

In industrial societies, economic, spatial, and behavioral separation of the sexes was true until the beginning of the twentieth century, in pre-industrial era, when the home was basically the workplace for both men and women. With increasing industrialization during the nineteenth century, men were drawn into the factories and businesses while women remained in the home that became an essentially female domain. Women were identified only with an ideology of nurturance and domesticity, despite the fact that some women worked for wages. Politics, the courts, businesses, banks, pubs, and so forth, were male bastions, and so too were the social clubs, where real business was carried out.

At the beginning of the twentieth century, women who questioned the assignment of male and female roles formed the suffragette movement and began to agitate for the vote, which had been denied them heretofore. Men perceived the pioneers in this movement as very masculine women.

World War brought many women into the work force, but it took the feminist movement of the 1970s and affirmative action legislation to begin to raise both female and male consciousness and bring about the transformations that we see today. As women have moved into occupations like law and medicine, formerly occupied almost exclusively by men, the society at large has come to accept women as well as men in those roles. In this way, women have invaded the public realm of men and as this has occurred, men have increasingly had more to do in the domestic realm, taking on cooking and childcare.

The change in gender roles just described is in no way an inevitable progression through which all modernizing societies will pass Anthropologists have described all sorts of changes affecting gender roles in different parts of the world. For example, in India the dominant ideology of Hinduism, referred to as Sanskritization, is strongly patrilineal, so females are assigned positions distinctly subordinate to males, and seen as needing to be controlled. This system, dominant among the northern upper castes, has been spreading throughout India to places where there had been more of a balance between genders. Economic development has also worsened the position of all but emancipated, elite women. It has forced women into low-paid, low-status work, fragmenting the family and even reducing women's domestic status.

Sometimes relations between the sexes swing back and forth like a

pendulum, in response to political changes. In Iran under the Shah, as the country modernized, women began to assume more public roles, gaining higher education and moving into occupations like the civil service. They increasingly wore Western dress and no longer wore the veil. With the rise of Islamic fundamentalism under the Ayatollah Khomeini, there has been a return to the traditional male and female roles as spelled out in the Koran, and women now must veil themselves when they go out in public.

Summing up, it is clear that gender roles must be viewed in relation to each other. No society can exist solely of males or solely females. The two are necessary to form a society. But how their roles are culturally defined varies enormously.

(From 'The Tapestry of Culture' by Rosman A., Rubel P.)

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary of the text and divide the list into 3-5 thematic groups. Use it while doing the assignments that follow.

1) social distinctions according to sex
2) to be culturally patterned / construed / defined
3) to form a powerful motif in the tapestry of culture
4) biological givens
5) to assign (assume) male and female roles
6) to carry out masculine economic roles
7) provide the bulk of subsistence
8) to be strongly patrilineal / matrilineal
9) to be associated (identified) with the domesticity, nurturance, mothering, the hearth (the public, domestic realm)
10) purely (essentially) male (female) domains (bastions)
11) economic, spatial, and behavioral separation
12) the suffragette movement
13) to raise female / male consciousness
14) masculine / feminine
15) to be occupied almost exclusively by men
16) to bring about the transformations
17) to invade the public realm of men
18) positions distinctly subordinate to males
19) emancipated, elite women
20) to force women into low-paid, low-status work
21) to reduce women's domestic status
22) to swing back and forth like a pendulum

B) **Write out speech patterns you are planning to use in the themed discussion.**

3. A) Work with a dictionary and provide synonyms or explanations for the following words and word combinations.

to provide the bulk of subsistence   *biological givens*
patrilineal societies   *culturally construed concepts*
the suffragette movement   *solely*
emancipated, elite women   *gender roles*
to reduce women's domestic status

B) **Write out from the text the words and word combinations that characterize a) males' position in society; b) females' roles in society. Translate them.**

❖ **Text Comprehension**

4. Make a card with 10 words or phrases from the Vocabulary Practice Section. Add 5 speech units that help to link ideas. Answer the questions using the vocabulary cards of your fellow-students.

1) Is it possible to say that masculinity and femininity are only biologically construed concepts?
2) Are gender roles similar in different cultures?
3) Does cultural gender identity influence economic roles of the sexes?
4) How mould you interpret the term 'gender shifting'?
5) Could you name areas that are generally considered to be male domains (female domains) in your culture?
6) What's the period when significant transformations in the concept of European and American gender identity were brought about? What was the core of the transformation process? Has our native country undergone this sort of transformations? When did it happen?

❖ **Close Reading**

5. Make up the plan of the text labelling each paragraph with a word combination taken from the text.

❖ **Talking Points**

6. Work in groups of three. Consider *gender relations in your country at the present stage* and share your ideas with other groups. Start with writing a mind-map of the problem.

The hint: the dominant ideology is strongly patrilineal, women's status is reduced, there' a balance between genders, gender relations swing back and forth, women start to invade the public realm of men.

❖ **Creative Writing**

7. You are a high school teacher. You've decided to take part in the regional conference ***"The Roles Women Play in Contemporary Ukrainian Culture. Changes, that are Happening."*** **Write a report on the suggested topic in approximately 300-350 words. Start with writing a detailed plan of your report.**

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Я не вірю, що чоловік і жінка абсолютно різні. Хоча суттєві відмінності не можна заперечувати.

Зрозуміло, що розбіжності між чоловіками та жінками зручно було б пояснити, аналізуючи виключно їх біологічний дані. Однак цілком зрозуміло, що соціальний фактор виявляється більш суттєвим і значно впливає на нашу поведінку та наші гендерні відносини. Ми народжуємося в певній культурі, тому ми не можемо не приймати її цінності, віросповідання, традиції, забобони як основу в усіх сферах, включаючи відносини з протилежною статтю.

Уважається, що соціальний фактор визначає розподіл жіночих і чоловічих ролей у суспільстві. В патріархальному суспільстві значущість чоловічої статі була традиційно фіксована, а жінці відводилось другорядне місце. Сучасне європейське суспільство прагне встановити баланс у взаємовідносинах між статями.

Як відомо, багато років тому назад в Україні дім уважався жіночою цариною, а суспільна робота була виключно чоловічою сферою діяльності. Тепер багато чого змінилося. Хоча гендерні відносини іноді коливаються як маятник. З одного боку, чоловіки й жінки мають рівні конституційні права і вони самі вирішують, чи дотримуватися їм патріархальних традицій, чи перейняти новий демократичний стиль відносин. З другого боку, в сучасному суспільстві хатня робота та догляд за дитиною асоціюються вже не тільки з жіночістю. Батьківська відпустка по догляду за дитиною ще не стала нормою, але вже не шокує як явище. Крім того, зберіглося багато стереотипів, які обмежують можливості жінок. Така дискримінація здатна викликати конфлікти між статями.

У будь-якому випадку важливо усвідомлювати відмінності між статями й толерантно ставитися до них. Мета цього - створити гармонійні та прийнятні для всіх відносини між усіма членами суспільства.

♦ *TEXT 4*

ENDING THE BATTLE BETWEEN THE SEXES

❖   <u>Pre-Reading Tasks</u>

1. Read the text about cross-gender conflicts and the possibility of overcoming them. Do the assignments that follow. Before you read, answer the following questions.

1) What are possible reasons for cross-gender conflicts?

2) Are there any ways of reconciliation? What are they?

"First separate then communicate"

Have you noticed that American men and women seem angrier at one another than ever? Belligerent superpowers have buried the hatchet, but the war between the sexes continues unabated. On every television talk show, women and men trade increasingly bitter accusations. We feel the tension in our homes, in our workplaces, and in our universities.

The relations between sexes are changing, but most men and women seem unable to entertain the idea that the two sexes' differing perspectives on many issues can be equally valid. So polarization grows instead of reconciliation, as many women and men fire ever bigger and better-aimed missiles across the gender gap. On both sides there's a dearth of compassion about the predicaments of the other sex. For example:

- Women feel sexually harassed; men feel their courting behavior is often misunderstood.
- Women fear men's power to wound them physically; men fear women's power to wound them emotionally.
- Women say men aren't sensitive enough; men say women are too emotional.
- Women feel men don't do their fair share of housework and child care; men feel that women don't feel as much pressure to provide the family's income and do home maintenance.
- Women feel that men don't listen; men feel that women talk too much.

In an attempt to address some of the discord between the sexes, we have been conducting gender workshops around the country. We invite men and women to spend some time in all-male and all-female groups, talking about the opposite sex. Then we bring the two groups into an

encounter with one another. In one of our mixed groups, Susan, a 35-year-old advertising executive, told the men, "Most men these days are insensitive jerks. When are men going to get it that we are coming to work to make a living, not to get laid? Most of the women I work with have been harassed." Michael, her co-worker, replied, "Then why don't you tell us that what we are doing is offensive? How are we supposed to know where your boundaries are if you laugh at our jokes, smile when you're angry, and never confront us in the direct way a man would? How am I supposed to learn what's not OK with you, if the first time I hear about it is at a grievance hearing?"

Arthur, a 40-year-old construction foreman, replies that in his experience, "some women do in fact say no when they mean yes. But then if we don't read her silent signals right, we're the bad guys. If we get it right, though, then we're heroes."

Many men agree that they are in a double bind. They are labeled aggressive jerks if they come on strong, but are rejected as wimps if they don't. Women feel a similar double bind. They are accused of being teases if they make themselves attractive but reject the advances of men.

As Deborah Tannen, the author of the best-seller about male-female language styles "You Just Don't Understand", has observed, men and women often have entirely different styles of communication. How many of us have jokingly speculated that men and women actually come from different planets? But miscommunication alone is not the source of all our sorrow.

Men have an ancient history of enmity toward women. For centuries, many believed women to be the cause of our legendary fall from God's grace. "How can he be clean that is born of woman?" asks the Bible. Martin Luther wrote "God created Adam Lord of all living things, but Eve spoiled it all." And from the religious right Jerry Falwell still characterizes feminism as a 'satanic attack' on the American family.

Some of our gender conflicts are an inevitable by-product of the positive growth that has occurred in our society over the last generation. The traditional gender roles of previous generations imprisoned many women and men in soul-killing routines. Women felt dependent, men felt distanced from feelings, family, and their capacity for self-care. So if we can't go back to the old heroic model of masculinity and the old domestic ideal of femininity, how then do we weave a new social fabric out of the broken strands of worn-out sexual stereotypes?

Women and men have different social, psychological, and biological realities and receive different behavioral training from infancy through adulthood. In most pre-technological societies, women and men

both participate in same-sex social and ceremonial groups. The process of becoming a woman or a man usually begins with some form of ritual initiation. At the onset of puberty, young men and women are brought into the men's and women's lodges, where they gain a deep sense of gender identity.

Even in our own culture, women and men have traditionally had places to meet apart from members of the other sex. For generations, women have gathered over coffee; men have bonded at work and in taverns. But in our modern society, most heterosexuals believe that a member of the opposite sex is supposed to fulfill all their emotional and social needs. Most young people today are not taught to respect and honor the differences of the other gender, and they arrive at adulthood mystified and distrustful, worried about the other sex's power to affect them. In fact, most cross-gender conflict is essentially conflict between different cultures.

In recent decades, cultural anthropologists have come to believe that people are more productive members of society when they can retain their own cultural identity within the framework of the larger culture. As a consequence, the old American 'melting pot' theory of cultural assimilation has evolved into a new theory of diversity, whose model might be the 'tossed salad.' In this ideal, each subculture retains its essential identity, while coexisting within the same social container.

Applying this idea to men and women, we can see the problems with the trend of the past several decades toward a 'sex-role melting pot'. In our quest for gender equality through sameness, we are losing both the beauty of our diversity and our tolerance for differences. Just as a monoculture is not as environmentally stable or rich as a diverse natural ecosystem, androgyny denies the fact that sexual differences are healthy.

Our present challenge is to acknowledge the value of our differing experiences as men and women, and to find ways to reap this harvest in the spirit of true equality.

Some habits are hard to change, even with an egalitarian awareness. Who can draw the line between what is socially conditioned and what is natural? It may not be possible, or even desirable, to do so. What seems more important is that women and men start understanding each other's different cultures and granting one another greater freedom to experiment with whatever roles or lifestyles attract them.

For us, the starting point in the quest for gender peace is for men and women to spend more time with members of the same sex. We have found that many men form intimate friendships in same-sex groups. In

addition to supporting their well being, these connections can take some of the pressure off their relationships with women. Men in close friendships no longer expect women to satisfy all their emotional needs. And when women meet in groups they support one another's need for connection and also for empowerment in the world. Women then no longer expect men to provide their sense of self-worth. So these same-sex groups can enhance not only the participants' individual lives, but their relationships with members of the other sex as well.

If men and women remain separated, however, we risk losing perspective and continuing the domination or scapegoating of the other sex. In women's groups, male bashing has been running rampant for years. At a recent lecture we gave at a major university, a young male psychology student said, "This is the first time in three years on campus that I have heard anyone say a single positive thing about men or masculinity." Many women voice the same complaint about their experiences in male-dominated workplaces.

Husband-and-wife team James Sniechowski and Judith Sherven conduct gender reconciliation meetings. Sniechowski reports that, "even though, for the most part, the men and women revealed their confusions, mistrust, heartbreaks, and bewilderments, the room quickly filled with a poignant beauty." As one woman said of the meeting, "When I listen to the burdens we suffer, it helps me soften my heart toward them." On another occasion a man said, "My image of women shifts as I realize they've been through some of the same stuff I have."

Discussions such as these give us an opportunity to really hear one another and, perhaps, discover that many of our disagreements come from equally valid, if different, points of view. What many women regard as intimacy feels suffocating and invasive to men. What many men regard as masculine strength feels isolating and distant to women. Through blame and condemnation, women and men shame one another. Through compassionate communication, however, we can help one another. This mutual empowerment is in the best interests of both sexes, because when one sex suffers, the other does too.

Gender partnership based on strong, interactive, separate but equal gender identities can support the needs of both sexes. Becoming more affirming or supportive of our same sex doesn't have to lead to hostility toward the other sex. In fact, the acknowledgment that gender diversity is healthy may help all of us to become more tolerant toward other kinds of differences in our society.

(Based on the article by *Aaron R. Kipnis & Elizabeth Herron)*

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary of the text. Divide the list into 3-5 thematic groups. Use it while doing the assignments.

1) belligerent
2) to bury the hatchet
3) to trade bitter accusations
4) to entertain the idea
5) reconciliation
6) a dearth of compassion about smth
7) the predicaments of the other sex
8) to do home maintenance
9) to be in a double bind
10) soul-killing routines
11) behavioral training from infancy through adulthood
12) to gain a deep sense of gender identity
13) to fulfill all the emotional and social needs
14) to honor the differences of the other gender
15) cross-gender conflicts
16) 'sex-role melting pot'
17) the quest for gender equality (gender peace)
18) tolerance for differences
19) to eliminate consequences
20) an egalitarian awareness
21) need for connection and for empowerment
22) to provide the sense of self-worth
23) scape goating of the other sex
24) male-dominated workplaces
25) to become more tolerant toward smb

B) Write out speech patterns you are planning to use in the themed discussion.

3. A) Work with a dictionary and provide synonyms or explanations for the words and word combinations.

gender equality	*ideal of femininity*
gender diversity	*scape goating*
egalitarian attitude	*androgyny*
model of masculinity	*male-dominated workplaces*

B) Write out from the text the words and word combinations that characterize   a) male-female conflicting existence; b) the possibility of gender reconciliation. Translate them.

C) Match the words and phrases in the columns (refer to the text).
1) unabated   a) goating
2) entertain   b) femininity
3) inevitable   c) by-product
4) soul-killing   d) conflicts
5) bitter   e) awareness
6) egalitarian   f) masculinity
7) scape   g) the idea
8) cross-gender   h) war
9) heroic model of   i) routine
10) domestic ideal of   j) accusations

D)   The following sentences are mixed up, unscramble them.
1) bitter/and/men/increasingly/women/accusations/trade/
2) both/and/are/in/double/men/agree/a/they/bind/women/that/
3) and/men/realities/different/receive/and/social/training/women/ psychological/biological/and/different/behavioral/have/
4) help/however/one/through/communication/can/we/another/ compassionate/
5) expect/no/men/of/longer/sense/their/to/provide/self-worth/ women/
6) become/more/we/tolerant/toward/should/in/our/other/kinds/of/ differences/society/

❖   <u>**Text Comprehension**</u>
    4. A) Get back to the article; mark the main ideas with the red colour and the supporting ideas with the blue one.

    B) Make a card with 10 words or phrases from the Vocabulary Practice Section. Add 5 speech units that help to link ideas. Answer the questions using the vocabulary cards of your fellow-students.
1) What gets in the way of understanding between members of different genders?
2) What are the popular complaints made by the representatives of the two genders? How common are they in Ukraine? Do we fall across gender inequality in Ukraine?
3) What accounts for cross-gender differences? List all the factors.
4) What is the right (according to the author) principle for the two genders: 'Separate and different' or 'More like one another'?
5) Which society is healthier: the one which tends to androgyny or gender diversity? Why?

6) What is sure to iron out disputes between the genders?

❖ **Close Reading**
5. Analyze the style and language of the text.
Do men and women really fire at one another? What stylistic device is used in the following sentence:

"So polarization grows instead of reconciliation, as many women and men fire ever bigger and better-aimed missiles across the gender gap". **What human activity does it resemble? Find other words characterizing it. Why does the author of the article employ them? What effect does he achieve?**

❖ **Talking Points**
6. Work in groups of three. Consider the following questions. Use the Thematic Vocabulary and the speech patterns list.
1) Think of possible parents' behavior that may cause cross-gender problems in future. What must be avoided in the upbringing of boys and girls?
2) What problems are girls and boys likely to face in communication with one another at school? What must they be taught about gender relations?
3) What problems are male and female students likely to face in cross-gender communication at university? What must they know to avoid gender conflicts?
4) What problems are males and females likely to face at their work places? How can they be avoided?

The hint: to reduce polarization of views, to receive different behavioral training, to gain a deep sense of gender identity, to be prejudiced favorably against the opposite sex, egalitarian awareness, male-dominated work places, to break worn-out sexual stereotypes, to retain the gender identity, to strive for gender reconciliation.

❖ **Creative Writing**
7. Write an article for the women's magazine in approximately 300-350 words. Focus on the problem raised in Text 4 and suggest possible ways of solving it. What is appropriate at home, at a school and university levels, at a workplace?
Start with writing a detailed plan of your article.

50

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Проблеми відносин між чоловіками та жінками хвилюють не тільки звичайних громадян. Цією проблемою цікавляться психологи, які, в першу чергу, вивчають гендерні відносини та конфліктні ситуації, що виникають між статями, а потім вже допомагають чоловікам та жінкам знайти примирення.

Останнім часом ми можемо спостерігати серйозні взаємні звинувачення чоловіків та жінок, які агресивно настроєні один проти одного, не розуміють, що протилежна стать теж має свої проблеми та труднощі. Здається, вони не прагнуть пошуку рівності та миру між статями. Щоб краще зрозуміти суть претензій та позбутися небажаних наслідків, ми маємо знайти причини. А причини, на нашу думку, викликали зміни в суспільстві, якому бракує усвідомленості дотримуватися рівноправ'я.

Очевидним є той факт, що стереотипи поведінки статей змінилися: все частіше жінки роблять кар'єру, займаючи ті посади, де завжди домінували чоловіки, проявляють себе в бізнесі, політиці, а чоловіки виховують дітей, подаючи зовсім не той приклад, який формує із синів мужніх та сильних «мачо». Діти стають «психологічними андрогінами», тобто об'єднують як чоловічі, так і жіночі стереотипи поведінки, що, на думку психологів, допоможе їм у дорослому житті. Але багато людей з цією позицією не погоджується.

Сучасні діти не готові до дорослого життя, вони не можуть набути відчуття гендерної приналежності, їм не вистачає толерантності у ставленні до протилежної статі, вони не навчилися шанувати її. Тому батьки мають зрозуміти, як важливо забезпечити виховання стереотипів поведінки змалку до часу, коли дитина стає дорослою. Батьки, крім матеріальних благ, мають задовольнити емоційні та соціальні потреби доньки чи сина, повинні подбати про необхідність забезпечити своїй дитині почуття самоповаги.

Стаючи більш толерантним до інших, батьки своїм прикладом учать дитину знаходити спільну мову з представниками протилежної статі, враховувати її відмінності та поважати їх.

♦ *TEXT 5*

THE GENUINE GENDER GAP

1. Read the text and do the assignments that follow.

2. Read the following words. Are there any clues within the words themselves that help you guess the meanings? Underline them. Check the meanings of the words you don't know.

Perennial, outscore, surpass, discrepancy, judicious

A) Psychologist John Nicholson has written an informative discussion of the perennial question: "Men and Women: How Different are They?", published in Oxford University Press. He begins at the beginning – conception – and along the way examines popular beliefs against scientific evidence from genetics, biology, sociology psychology and anthropology. We learn that boy and girl babies are treated differently from the day they are born, that men as well as women have hormonal cycles, that single women and married men are mentally and physically healthier than married women and single men, and that men overestimate and women underestimate their own abilities.

B) Focusing on the interplay between biology and socialization, Nicholson tells us that humans respond differently to the same hormone level depending on their position in the dominance hierarchy. A high level of testosterone, for example, makes some men feel aggressive, others depressed and still others sexy. Our socialization is so powerful that we sometimes even deceive ourselves. If you ask people how they feel in an emotional situation, women will typically say they are more deeply affected. But if you hook them up to machines that measure blood sugar and heart rate, men actually show the greater physical response. The same discrepancy between verbal and physiological response occurs when erotic films are shown; men typically report high levels of arousal and women low levels, but women's bodies react just as strongly as men's.

C) Nicholson concludes that although there may be differences between men and women, they are invariably small and cannot predict behavior for any particular man or woman. Even for characteristics such as visual / spatial ability, in which the average man outscores the average woman, one in four women surpasses the average man. If biology alone were the determining factor, we would expect to find one female scientist for every two males, instead of the actual one in 100. Nicholson favors social explanations for the differences between men and women, though he gives respectful and judicious attention to biological differences.

❖ **Text Comprehension**

3. Answer the questions.

1) What is the main question with which Nicholson deals?

2) What are two possible answers to this question? Which answer does Nicholson find most convincing? Why? (Quote lines from the text).

3) List the facts stated in paragraph **B** and tell whether they relate to physical (P) or social (S) factors or both (PS). Which of these facts are contrary to popular belief / to your belief?

4) According to lines 9-13, we can understand that the higher the level of development of the animal, the more his reaction to hormones depends on _____ factors. One social factor mentioned in these lines is _____. This term is used to describe _____ in any social group, animal or human.

5) Explain what the writer means by the "discrepancy between verbal and physiological response" (lines 17-18). What people say they feel _____ their bodies' actual physical reaction. This discrepancy is caused by the unconscious influence of _____ .

❖ **Close Reading**

4. A) Underline a key sentence in each paragraph.

   B) Label the paragraphs.

5. A) The text expresses comparison and contrast in many different ways. *In each paragraph find at least two ways of expressing comparison or contrast.*

   B) The text contains simple, compound and complex sentences. Find their examples in the text. *For complex sentences identify the main and the subordinate clauses. Do the sentences express comparison, contrast or condition? What are the signal words used?*

❖ **Follow up**

6. Complete the following sentences to practise using words and expressions from the text (your sentence should be related to the problem of gender identity).

1) "_____?" is a perennial question for …

2) Never underestimate _____.

3) Often _____ surpasses _____.

4) It seems judicious to say that _____.

5) There's often a discrepancy between _____.

6) As for the sexes outscoring each other in _____, I'm inclined to think that _____.

♦ *TEXT 6*

MAN ABOUT THE HOUSE
(A Gapped Text)

❖ **Pre-Reading Tasks**

1. You will read an article about stay-at-home dads. Before you read, discuss the following questions with your partner.

1) What do you think about the idea of men taking care of the housework and the children while women are the main breadwinners? What are advantages and disadvantages of it?

2) The following words and phrases appear in the article. In what context do you think they occur?

- *a living*
- *powerful husband*
- *childcare*
- *two incomes*

3) Scan the article and find information about:

- Maddie and Paul Hamill
- Mollie Allen and Tom Kiehfuss

2. Some paragraphs have been removed from the article. Add them from the paragraphs (A-H) given below. There is one paragraph you do not need to use.

Stay-at-home Dads happily married to successful career women?
It's becoming more and more of a reality. Helen Ashford reports.

When Maddie and Paul Hamill took a family holiday to the Grand Canyon recently, a helicopter pilot giving them a tour asked Paul what he did for a living. His reply of "I'm a domestic engineer, I stay at home with the kids," was met with dead silence.

--------------------------------1----------------------------

However, while the 'trophy wife' label tends to be derogative - it is used to describe young attractive women who are viewed as mere window dressing for their powerful husbands - the term 'trophy husband' is used to denote praise. A professional woman described her 'trophy husband' as a man who was great with childcare and domestic duties - literally, as a real 'prize'. And as women continue their climb up the corporate ladder, these stay-at-home 'wonder dads' are becoming more and more common.

--------------------------------2----------------------------

Maddie Hamill makes up part of this statistic. She and her husband,

Paul, had lived in London, England for ten years before moving five years ago to Atlanta, Georgia in the US where Maddie took a job as a vice president of worldwide strategic planning for Coca-Cola.

--------------------------------3--------------------------

"We couldn't find anybody we really felt was qualified, so while Paul waited for his work permit he stayed with the kids and was doing a great job," Maddie says. "All of a sudden we realized we could afford it, whereas in London we needed two incomes. We never intended for Paul not to work, but this became the best way to do things." Paul, who had been working as a production manager for a drug company, was very happy to stay home with his 10-year-old twins. According to Paul, it offered a nice change and seemed to be the best option for the family.

--------------------------------4--------------------------

His wife says she is very happy with the arrangement, but she doesn't think it would work for every couple. "There are problems sometimes, like when maybe you'd like the house a bit cleaner, but you can't complain, because he's there doing it, and you're not."

--------------------------------5--------------------------

Mollie had worked during all of her pregnancies, and they had had a nanny and a babysitter initially. But when the couple moved to San Francisco from Chicago, and Tom took a job with a general contractor, he realized it wasn't cost-effective since he was only making about $50 more than what they were paying the nanny each week.

--------------------------------6--------------------------

"It's not always perfect, though," interjects Mollie. She says there are moments when she feels a little bit of jealousy. "When you see your children calling for daddy when they are hurt, something twists inside of you. It is challenging, there are pangs I have as a mum."

--------------------------------7--------------------------

In addition, Tom says he sometimes misses the adult communication that takes place in the workplace. He has tried to strike up conversations with stay-at-home moms, but some of them simply don't feel comfortable talking to him. "I just want to compare notes really, exchange recipes with them!" he jokes. "Joking apart, though, I'd have to say it's a great situation. I love my job and I have a great wife and three great kids."

****

A) Researchers have found that the pressures of staying at home to look after children significantly increase a man's risk of heart disease and early death. The findings come from a study into the links between work-

related stress and coronary heart disease and ill health.

B)   Mollie Allen and Tom Kiehfuss, who live in San Francisco, have a similar set up. Mollie works as a media consultant and television producer, while her husband, formerly an actor and carpenter, is a stay-at-home dad to their three daughters.

C)   "The guy just didn't know how to respond," Maddie Hamill told Good Morning America. Just as Fortune labelled the 'trophy wife,' in the late '80s, the magazine has coined a new phrase to describe stay-at-home fathers who support workplace mums: 'trophy husbands'.

D)   Upon arriving, they learned that the childcare system was different from what they were used to. Whereas in London there are registered nannies that attend college to learn the profession, the couple felt that in the United States, the job was more often considered to be fill-in work instead of a career. The Hamill's didn't think much of this attitude towards childcare.

E)   Although there are really no hard numbers on the growing trend, when Fortune tried to do the story five years ago, they abandoned it, because it was so hard to find examples. Now, of the 187 participants in Fortune's recent survey of successful working women, 30 percent had house-husbands.

F)   He says he doesn't feel trapped into staying home, nor does he feel emasculated by his role. The father of two states that, for the most part, people seem reasonably accepting of him. "I have fun with the other mothers," Paul comments. He enjoys being with the kids, but slaying home and tending to the housework has not been as leisurely as he hoped. "It's definitely a full-time job," he adds.

G)   Tom too, admits it's not all roses. He says that as a child who grew up with a dad who was a 'company man' and a mum who put dinner on the table every night, he had to de-condition himself to adjust to his role. At first, he had tried seeking out other men doing the same thing, but wasn't successful.

H)   "The trade-off wasn't right for me," he says. "Emotionally, I just felt like I needed to be home with my children. I love my work but I love my girls more." Tom has always done the cooking - though his wife does the dishes. "It was a natural fit," says Tom. "And we realized we wanted to take the kids to school ourselves, and not let someone else do it."

❖   **Talking Points**

   3.   Work in groups of three. Discuss the following questions.

   In the context of marriage, what do you understand by the term 'compromise'? Why are compromises important in a marriage?

➢ **INSIGHT**

DEFINING PERSONAL IDENTITY

🔔 *The truth is that we increasingly define ourselves rather than let others define us. Being British or Ukrainian does not define who you are: it is only part of who you are. You can like foreign things and still have strong bonds to your fellow citizens. As Mario Vargas Llosa, the Peruvian author, has written: 'Seeking to impose a cultural identity on a people is equivalent to locking them in a prison and denying them the most precious of liberties – that of choosing what, how, and who they want to be".*

1.   Consider the following statement and think what makes you individual and unique. Share your ideas with your partner.

📂 *The beauties of nature come in all colors. The strengths of humankind come in many forms. Every being is wonderfully unique. All of us contribute in different ways. When we learn to honor the difference and appreciate the mix, we find harmony.*

2.   What is identity? This exercise will help you to differentiate between the related terms.
Fill in the gaps with the appropriate terms that are given below in the box.

mistaken identity   smb's identity   identity card   identity crisis
sense of identity   cultural / ethnic / social identity

_____- who someone is; someone's name.

_____- when someone is mistaken for someone else.

_____- the awareness of qualities and attitudes you have that makes you feel you have your own character and are different from other people.

_____- a strong feeling of belonging to a particular social group, race, civilization, etc.

_____- a feeling of uncertainty about who you really are, and what your purpose in life is.

_____- a card with your name, date of birth, photograph, and signature on it, that proves who you are.

3.   Read short passages in which different people answer the question about their identity, the things they identify with. Comment on their answers. Whose answers are close to you?

Steve: "…Maybe it's language, because Canada has got the two languages and people tend to define themselves according to language, so I'd say, I was English speaking Canadian as opposed to French speaking Canadian. But it's not really that at all. I mean, it's more to do with my attitude. You know, my attitude, my opinions about things. I guess, that's who I am…"

David: "…I usually say I'm Welsh. Or it depends, I suppose, on who's asking or where I am at the time. Obviously, if I'm back home in Wales, then I give the name of my home town, even though I haven't lived there in years… When I'm abroad people take it for granted that I'm English, or maybe they're just using the word English to mean British. That can be quite annoying… It's really important to me. I suppose, it's kind of a central part of my identity. Part of how I see myself, define who I am. I think, the language you speak really defines the way you think sometimes… I haven't lived in Wales for years, and sometimes I really miss speaking the language like I'm missing a part of myself…"

Valeria: "…It's not only the house I identify with, it's the village, the town, the whole region really… And as to my job, well, being a notary is kind of a family trade. I mean, again we go back generations and generations… I'm actually the first woman in our family to become a notary, and I really like the idea that I'm the seventh generation of notaries in the family and that a woman can carry on what was basically a male tradition until very recently. I feel really proud about carrying on the family tradition…"

4.   Now, think of your personal identity.

The ideas and vocabulary of the above given tasks will help you to answer the question: ***Who are you?*** Write down 10 positions that help define who you are. Think of different things you may associate yourself with. Start with ***I am*** _____. To answer this question, please, use the Thematic Vocabulary.

♦ *TEXT 7*

SUCCESSFUL TRANSITIONS – ONE MAN'S STORY

1. You will read an article about a person who rethought his identity and changed his life for the better. It starts with the letter, which he sent to the magazine.

"My name is Carl. I was a cop for twenty years. When I was forty my daughter left home and then two yeas later my son moved out. Then I got to see that I didn't have much of a relationship with my wife because I had spent all the years of my marriage working and not really participating in family life. With the kids gone we didn't have much to say to each other. After a couple more years, my wife decided to leave and all I had was my job. The next year, at 46, I had my twenty years in and had to retire. I got to know what lonely meant very quickly. I still don't have much contact with my son, but my daughter and her kids keep me going … but somewhere along the line I figure I've missed something, and I'd sure like to find out what it is. I'd like to know that my life is worth living."

My friend, Carl, was caught in a story of uselessness. When he no longer had the one thing that he had learned to identify himself with, he lost his place in the story – he lost his self-identity. He decided that if he was going to survive he would have to change his story. It really wasn't a difficult thing for him to do. Carl was so miserable that literally any life would have been better than his. As it turned out, like so many of us, what Carl needed was simply to be heard. As he listened to himself tell his story he began to see things that he had not seen before, things that he could change. So, that's what he did. He changed his perspective, and in so doing, changed his life.

Carl began to look at what he had accomplished in his career rather than the negatives that had so depressed him. He began referring to himself as an ex-police officer rather than an ex-cop. He joined a health club and became intent upon regaining a healthy body and then became a volunteer trainer at the club specialising in helping senior citizens plan exercise programmes. He went back to college and earned a certificate in nutrition. Within three years he had changed his story, his life, his reality.

When I last spoke to Carl he had met a delightful and creative woman, was working hard at re-establishing contact with his son and couldn't get enough of his grandchildren with whom he had created a powerful bond. His life, he told me, was sweet. It was, he confided, very worth living.

What Carl made me realise was that, firstly, I was hot happy in my

chosen vocation, and secondly, that there's a little bit of Carl in every one of us, whether we are a police officer, salesman, or therapist. We can all change and grow in a specific direction, become better, different, whoever we want to become if we are willing to change our story. So, Carl, wherever you are, thanks for helping me make my life worth living.

❖ **Text Comprehension**

2. **For questions 1-7, choose the best answer (A, B, C or D).**

1) Carl's marriage failed because
   A he and his wife didn't speak.
   B he and his children fell out.
   C his job kept him away from home.
   D his wife didn't like his job.

2) Carl could only define himself in relation to his
   A marriage.   C occupation.
   B son.   D daughter.

3) Carl is like the large majority of people in that
   A he was very unhappy.
   B his children left the family home.
   C he needed to voice his problems.
   D it was easy for him to change his life.

4) Carl joined the gym as a way to
   A meet people.   C get in shape.
   B change his career. D help the elderly.

5) From the article, we realise that the writer
   A later changed his occupation.
   B has a stronger appreciation for his profession.
   C stays in contact with Carl.
   D has remained unchanged in his attitude.

6) For what purposes did the author write the text?
   A to make himself and others happy.
   B to show gratitude and offer hope.
   C to instruct and give thanks.
   D to advise and warn.

7) The magazine where this article appeared is aimed at
   A those who have retired.
   C people from all walks of life.
   B discontented professionals.
   D those having family difficulties.

➢ **ADVANCED GRAMMAR PRACTICE**

LINKING WORDS – 1

Reason

Because, as, since

As and *since* have the meaning of *because* and can begin a sentence.

As / since *it was late, we decided to go home.*

In formal, written language we can use *for* to mean *because,* but it can begin a sentence.

> *Peter has given up his job,* ***for*** *he has to stay at home and look after his twins.*

Because of, on account of, due to, owing to

We can use all these words in place of *because of.*

> *A housewife can now take care of her housework in a few hours* ***on account of / due to / owing to*** *the invention of gadgets, such as vacuum cleaners, washing machines and others.*

Note this difference:

> *Sue's* ***success*** *was* ***due to*** *her hard work.* (noun + be + due to)
> *Sue* ***succeeded owing to*** *her hard work.* (verb + owing to)

Text organizers

There are also linking words that join ideas across sentences and paragraphs. These are sometimes called 'text organizers' because they make clear the organization of what we say or write. Text organizers help readers and listeners to follow the development of an argument. They are more common in writing or formal speech. They usually come at the start of a sentence and have a comma afterwards, but can come after a comma in the middle of a sentence.

Because text organizers make links across sentences, their meaning is only clear when you study the ideas that come before and after them (the whole context).

- Sequencing

We often number or order the points we are making: *First (of all) ..., Secondly ..., Next..., Then ..., Finally / lastly / last of all ...*

In narrative, the sequence of events can be introduced by: *First..., Then ..., After that..., Finally / in the end ...*

- Adding

We can introduce additional points: *Furthermore ..., Moreover ..., In*

addition to ..., As well as this ..., Besides this ...

- Giving opinions

We can introduce personal opinions: *Personally .., In my own opinion / view ...*

- Giving examples

We can introduce examples: *For example ..., For instance ...*

We can also use *such as* to give an example, but it is not used at the beginning of a sentence.

> *The factory produces electrical goods, **such as** food mixers and other kitchen appliances.*

- Showing a result

Informal ways to show a result include: *so* (with an adjective or an adverb), *such as* (with adjective + singular noun), *so many / so few* (with plural nouns), *so much / so little* (with uncountable nouns), *too / not enough + too*.

Formal ways include: *Consequently ..., As a result..., Thus ...*

- Making a contrast

Although, though, even though

Although often becomes *though* in speech. *Though* can come at the end of a sentence, *although* cannot.

> ***Although** I asked her, she didn't come.*   (speech and writing)
> ***Though** I asked her, she didn't come.*   (speech)
> *I asked her, (but) she didn't come, **though.***   (speech)

Even though gives a stronger contrast than *although*.

> ***Even though** I asked her, she didn't come.* (which was really surprising)

While, whereas

While and *whereas* are used in formal speech and writing. They compare two facts and emphasize the difference between them.

> ***While** a wife makes a career, her husband is on a paternal leave.*

However, nevertheless

However is a way of expressing contrast in formal speech or writing. It can be at the beginning, middle or end of the sentence, and is separated by a comma (or a pause in speech).

> *Normally we don't refund money without a receipt. **However,** on this occasion, I'll do it.*
> *Normally we don't refund money without a receipt. On this occasion, **however, I'll** do it.*

Nevertheless is a very formal way of expressing *however*.

I'm not happy with your work. **Nevertheless,** *I'm going to give you one last chance.*

Despite **and** *in spite of*

These expressions are followed by a noun (including the *-ing* form used as I noun), and not by a clause (subject + verb).

> **In spite of the opposition,** *she won the elections.* (Although they opposed, she won the elections.)
>
> **Despite losing,** *we celebrated.* (Although we lost, we celebrated.)

Formal ways to make a contrast include:

On the other hand ..., However ..., Nevertheless ..., In contrast..., In comparison ...

- Summarizing

We can summarize all the points we have made.

In conclusion ..., To sum up ...

Practice

1. **Underline the most suitable linker in each sentence.**

a) Many people feel nervous about encountering a foreign culture, and worry about the possibility of cross-cultural conflicts. *Furthermore / However,* according to statistics, tourists are warmly greeted by the host community.

b) Immigration office opens every day, *as / on account* of very many people are willing to get their documents registered.

c) David said, "I'm proud to say I'm from Wales. I think the language is a central part of my identity, part of how I see myself, define who I am, *though / consequently* I don't speak Welsh much these days. *So / As a result,* I really miss speaking the language like I'm missing a part of myself. *Besides / In addition to this,* it's the language of my ancestors."

d) Octavius Black, advisor to Microsoft, believes, "The key to success is to think imaginatively about your goals. It's a lot easier than it sounds. *In contrast / For example,* if you tend to over-analyse, try making a few decisions based on your gut instinct. *Although / As a result*, you'll be surprised at the way people respect your positive actions. *Then / Nevertheless,* remember, the more you practise being assertive and proactive, the more it becomes your second nature. *Finally / Despite this,* make an effort to learn something new every day: it will boost your

confidence."

e) *Owing to / Since* the increased number of women with young children, the company decided to introduce a flexible timetable. *Consequently / Nevertheless* the women can balance their work and family responsibilities.

2. Organize the text putting the most suitable linking word in each space. (In some cases a few variants are possible.)

1) ……………., the present situation is not very positive for women in the workplace. 2) …………...…, the number of women directors with companies in the UK has fallen since 1999, and fewer than 3% of directors in public companies are female. 3) …………...……, if you are a woman and want to get on, it helps to have a title. 4) ……………., about one-third of female directors are women with titles 5) ………...…… lady, professor or director.

6) ……………, many women feel let down by the world of big business. They believe their work is not regarded as valuable as the work of male colleagues. 7) ……………., they perceive they need to work harder than men in the same job to get a top position in a company. 8) ……...……., women with young children often feel unsupported by company policies. 9) …………….., they can balance work and family responsibilities. 10) ……………, companies need to be more flexible with working timetables for women young children.

3. Organize the text "*How to Be a Winner?*" putting the most suitable linking word in each space. (In some cases a few variants are possible.)

Kirsten Best, a poet and novelist, advises, "1) ……………..…, concentrate. Sometimes a voice inside your head tells you that you can't do something. 2) …………., there are external distractions, 3) ………………, family and lifestyle. 4) ………………..., the key is to make sure that these don't have a detrimental effect. 5) ……………, concentration will make you feel more in control of your life and 6) ………........., it will boost your confidence and self-belief.

7) ……………, I use key words that help me stay focused. 8) ……………… stress, I repeat the words 9) …………….. 'calm', 'peace', or 'focus', either out loud or silently in my mind. This is a habit that can become second nature quite easily and, 10) ……………….., is a powerful psychological tool."

➢ **GUIDED WRITING**

Writing a Summary

Now you should write a summary of the text on the theme "*The Theory of Inequality.*"

A) To get ready for it, answer the questions.

1) How far do you agree or disagree with the following statement? "Men and women have different kinds of brain, so it follows naturally that men and women have different inherent skills and abilities."

2) What are your own views on the subject?

Comprehension

B) Read the article and decide which of the four options best summarizes the point the writer is making.

1) Women's brains work in a different way from men's.
2) Women failed to become scientists because of male prejudice.
3) Women feel resentful at the way they have been treated by men.
4) Men are afraid to accept the limitations of their own intellects.

C) Match one of these headings with each of the six paragraphs.

Women's understanding   Fear of the unknown
A male preserve   A one-off visit
Forgotten talents   Lacking in strength

A Men's Club

1 'A witch', wrote Thomas Vaughan in 1650, 'is a rebel in physics, and a rebel is a witch in politics. The one acts against nature, the other against order, the rule of it. For both are in league with the devil.' Modern science was born in the 16th and 17th centuries, and its enemy was witchcraft. Witchcraft was a force of darkness that could not be understood by experiment, theory and observation. Science was a new way of knowing that seemed to be sweeping away such old darknesses. And it was a masculine way of knowing. Religious terror and male conviction resulted in the death of an estimated three million women in Europe during the 250 years of the systematic persecution of witches.

2 'The view was that the mind was masculine and nature feminine,' says Dr Jan Harding, who works with the Fawcett Society to promote women in science. 'It was not thought that women were equipped to do science, but they appeared to have access to some other form of knowledge.

So it was thought they must get that knowledge from the devil.'

3 The Royal Society in London was where modern science was institutionalized and codified. Dominated for years by the titanic figure of Isaac Newton, it was the exclusive club in which the scientific dream was first dreamt. And it was utterly, rigorously, and unarguably a men's club.

4 Margaret Cavendish, Duchess of Newcastle, was allowed entry in 1667 to see a demonstration of Boyle's celebrated air pump, but that was about it, and nobody had any doubts that neither she nor any other woman was capable of grasping the arcane of this new and staggeringly effective form of knowledge. It is worth knowing that Newton himself, having changed the universe, is thought to have died celibate.

5 Science has remained a men's club ever since, even though the fear of witchcraft may appear to have subsided. In the 19th century, Caroline Herschel was almost as great an astronomer as her kinsmen William and John. She discovered phenomenal eight new comets. The name Herschel is now immortalized in the textbooks, but only as the surname of two men.

6 By then, however, the reasons for women's inadequacy in science were no longer seen as their associations with the devil. More kindly, yet equally disastrously, they were now believed to be constitutional. Augustus de Morgan wrote to the mother of his gifted pupil, Ada Lovelace. She was proving an alarmingly capable mathematician and de Morgan feared that mathematics demanded a 'very great tension of mind' which would be 'beyond the strength of a woman's physical power of application'. Lovelace went on to work with Charles Babbage on the development of his difference engine, the precursor of the computer.

Summary Writing

D) In a paragraph of between 50 and 70 words, summarize, in your own words as far as possible, the reasons given in the text why women have been unable to participate in science.

Remember the following key points:
- Underline the key information in the question.
- Underline the relevant information in the text.
- Organize the information into a paragraph.
- Present the information in your own words.
- Use linking phrases where appropriate.
- Check that your paragraph is not more than 70 words long.

➢ **LINGUISTIC ISSUES**

1. Social Language Variation

1. Read the text about social language variation.

Regional language variation provides a geographical answer to the question "Where are you from?" Social language variation provides an answer to a somewhat different question: "Who are you?" or "What are you, in the eyes of the society to which you belong?" Or rather, it provides several possible answers, because people acquire several identities as they participate in social structure. They belong to different social groups and perform different social roles. A person might be identified as "a woman", "a parent", "a doctor", "a husband", "a failure", "an apprentice", "a drop-out", "a lay reader", "a political activist", "a senior citizen", "a *Times* reader", "a member of proletariat", "a respected community leader", or in many other ways. Any of these identities can have consequences for the kind of language we use. Indeed, it is usually language – much more than clothing, furnishing, or other externals – which is the chief signal of both permanent and transient aspects of our social identity.

Certain aspects of social variation seem to be of particular linguistic consequence. Age, sex, and socio-economic class have been repeatedly shown to be of importance when it comes to explaining the way sounds, constructions, and vocabulary vary. Choice of occupation has a less predictable influence, though in some contexts (such as the world of the law) it can be distinctive. Adopting a social role (such as chairing a meeting, or speaking at a wedding) invariably involves a choice of appropriate linguistic forms. And the presence of influential public institutions, such as the monarchy, the established Church, the civil service, broadcasting, and the press, has inevitably given rise to a popular notion of language authority, which can even become explicit through an official language police.

In all of this, attitudes to social variation vary widely. All countries display social stratification, for example, though some have more clearly-defined class boundaries than others, and thus more identifiable features of class dialect. Britain is usually said to be linguistically much more class-conscious than other countries where English is used as the first language. A highly valued national literature may identify norms of achievement in language use towards which children are taught to aspire.

And a particular set of historical circumstances (such as strong system of privileged education) may make one country, or section of society, especially sensitive to language variation.

(By *David Crystal)*

❖ <u>Text Comprehension</u>

2. Write out the key word expressions that feature the issues of the passage.

3. Write a short summary of the text in your native language. Make sure that you refer to the key expressions of your thematic list.

2. Gender-Related Vocabulary

A) Gender awareness and vocabulary

1. A number of vocabulary changes have been introduced as a result of the feminist movement and heightened awareness of the sexist nature of some English vocabulary. David Crystal in *The Cambridge Encyclopedia of the English Language* writes:

Attention has been focused on the replacement of 'male' words with a generic meaning by neutral items – *chairman,* for example, becoming *chair* or *chairperson* (though not without controversy) or *salesman* becoming *sales assistant.* In certain cases, such as job descriptions, use of sexually neutral language has become a legal requirement. There is continuing debate between extremists and moderates as to how far such revisions should go – whether they should affect traditional idioms such as *man in the street (1)* and *Neanderthal Man (2),* or apply to parts of words where the male meaning of man is no longer dominant such as *manhandle (3)* and *woman.* The vocabulary of marital status has also been affected with the introduction of *Ms* as a neutral alternative to *Miss* or *Mrs.*

(By *David Crystal)*

1) A typical person (could be replaced by *person in the street).*
2) Primitive people who lived in Europe and Asia 2.5 to 3 million years ago.
3) Handle roughly, using force.

2. Here are some examples of non-sexist variations of vocabulary:

Older usage	*Current usage*
Spokesman	spokesperson
Fireman	firefighter
Male nurse	nurse
To man	to staff
Man-hours	working hours
Air hostess / stewardess	flight attendant
Cleaning lady	cleaner
Foreman	supervisor
Manpower	human resources
Mankind	human race, human beings
Policeman	police officer
Barman	bartender
Businessman	businessperson
Chairman (chairwoman)	chair (person)

3. A modern editor would probably alter these sentences. How would this be done?

1) Several firemen and policemen were severely hurt in the riots a week ago.

2) A spokesman for the Department of Education provided us with a statement.

3) Cleaning lady wanted for house in Priory Street.

4) The switchboard is continuously manned even during holiday periods.

5) Three firemen helped put out a fire at a disused warehouse last night.

6) All our air hostesses are fluent in at least three languages.

7) Miss Jones is in charge of the Manpower Department of the company.

8) Policemen today spend more time in cars than on the beat.

9) Brenda's husband is a male nurse.

10) It took a great many man-hours to clean up the stadium after the concert.

11) I can't see a barman anywhere. Shall I press this bell and see if someone comes?

12) This was a great step for mankind.

13) The man in the street has little time for such issues.

14) They manhandled the hostage into the van.

4. Consider the following.

A grammatical problem in this area is the use of **he/his** to refer to a person of either sex. In the sentence "*A government minister may have to neglect his family*" the minister could be a man or a woman. However the use of '*his*' assumes, perhaps wrongly, that it is a man. How could you rewrite this sentence to avoid this problem?

B)   Words relating to gender

Words	*Meaning / Comment*
male, female	used for gender classification in biology (e.g. *male* and *female* bees)
masculine, feminine	having qualities felt to be typically male or female (*masculine* pride, *feminine* charm)
manly, womanly	having positive qualities typically male / female - *manly* strength, *womanly* grace)
virile	manly (usually used in a sexual context – e.g. handsome and *virile* men)
effeminate	resembling a woman (used of men, *negative* – e.g. his *effeminate* walk)
mannish	resembling a man (used of women, *negative* – e.g. her *mannish* haircut)
a tomboy	a young girl who behaves and dresses like a boy (e.g. She's a real *tomboy.)*
a sissy	a boy who behaves like a girl, or a weak and cowardly person (*informal, negative* – e.g. He's such a *sissy*!)
butch	used of men and women, aggressively masculine in looks and behaviour (*informal* – e.g. *butch* stars of cowboy films)

THEMED DISCUSSION

1.   **Have you ever come across the term** *'a glass ceiling'*? **What social phenomenon is it related to?**

2.   **Read the passage. Comment on the stylistic effect of the word** *concrete* **in the title.**

The Concrete Ceiling

Someone once observed that *'a glass ceiling'* **blocks women's rise to the top. But it seems more like** *'a concrete ceiling'*.
Which of the following is on women's way to the top in our country?

- ✓ Because boys are taken more seriously than girls at school.
- ✓ Because some female high achievers, such as Margaret Thatcher, often don't promote other women.
- ✓ Because women have babies.
- ✓ Because a woman is still judged on her looks.
- ✓ Because women think men won't love them any more if they're successful.
- ✓ Because women are busy doing housework when they could be training, impressing the boss and networking.
- ✓ Because 'women's brains are smaller'.
- ✓ Because working mothers are made to feel guilty.
- ✓ Because women are told to start out as secretaries, and good secretaries rarely get promoted.
- ✓ Because women say sorry, all the time.
- ✓ Because women are either too tough or not tough enough.
- ✓ Because men fear and distrust powerful women.
- ✓ Because no one ever thinks of calling to father when a child is ill.
- ✓ Because a lot of men think of themselves as superior to women.
- ✓ Because some men just don't listen to what women are saying.
- ✓ Just because.

(From *the Cosmopolitan Magazine)*

3.   **Discuss the following.**

What do you feel about *'a glass ceiling'*?

Is it easy for a woman to become a chief? If not, why do you think it is difficult for a woman to get to the top?

Why do some successful business-women feel unhappy in their personal life? What causes the distortion of their self-identity?

CHECK YOURSELF

Make sure you know the Essential Vocabulary below. Use the list to sum up what you have learnt from UNIT 1 "_Cross-Cultural Studies_".

1) friendship for friendship's sake
2) an inherent distrust of people
3) the desire (quest) for self-actualization (self-fulfillment)
4) to live in harmony with the environment
5) to consider smth aberration
6) The thing I identify most strongly with is …
7) It (language, family) is a central part of my identity, because it defines (the way I think, behave, live, see myself).
8) the most important thing for me in defining myself is…
9) to feel different and apart from other people
10) to make a go of being myself
11) the discrepancy between ...
12) maternity / paternity leave
13) to be culturally patterned / construed / defined
14) to assign roles (the assignment of male and female roles)
15) to be strongly patrilineal / matrilineal
16) to be associated (identified) with the domesticity, nurturance, mothering, the hearth (the public, domestic realm)
17) purely (essentially) male (female) domains (male bastions)
18) to raise female / male consciousness
19) masculine / feminine
20) to bury the hatchet
21) to trade bitter accusations
22) reconciliation
23) to gain a deep sense of gender identity
24) to honor the differences of the other gender
25) cross-gender conflicts
26) the quest for gender equality (gender peace)
27) tolerance for differences
28) to provide the sense of self-worth
29) to keep smb going
30) to be fraught with smth
31) to get in the way of objective judgments about …
32) to excite resentment
33) to be suggestive of (social snobbery and superiority)

➢ GLOSSARY

This is an alphabetic list of gender terms to be internalized. It may come in handy while discussing thematic issues or participating in classroom activities.

Comparable value – The principles of equal pay to men and women for equal work, including the comparable levels of expertise.

Disaggregation – Gender-based division of statistical data. Not infrequently the statistics mentions only the aggregated figure, e.g., per capita income level or the total number of leaders. The data are gender neutral, i.e. they do not specify the relations between sexes in a given society. Disaggregation of data provides an opportunity to find out in which sectors women (more seldom men) are in an unfavorable situation and where, hence, special efforts are required to restore the upset gender balance.

Discrimination – The action or practice of systematic humiliation of a group or a person.

Eco-feminism – The merger of environmentalism and feminism; rehabilitation of the society by way of awakening the dormant potential of women and of improving the environment. The starting point of feminism and environmentalism is the same, since both nature and women suffer harm from men as conquerors, aggressors and consumers.

Emancipation – Liberation of women from the psychological dependence on males and, as a result, gaining legal, economic, moral and cultural autonomy and freedom. The term originated in the period of French Revolution and was in wide circulation in the 19th century in Europe, USA and Russia.

Equality between men and women – The process, which results in legal equality, i.e., the application of the principle of justice in those spheres of social life where there is still inequality between sexes.

Equality between sexes – The principle of liberal-reformist feminism that was formulated back in 1794 by Mary Wollstonecraft and Olympia de Gouche. The actual equality between sexes has never been in existence anywhere. The acquisition of legal rights went through several stages. The first was the movement advocating suffrage for women. Even now there are countries where legal equality between sexes does not exist yet. The slogan of 'equality between sexes' was specific for the first stage of feminism (before 1920s).

Feminism – Women's movement that seeks to attain equal rights

with men in all spheres.

Feminization of poverty – Tendency of increasing number of women and children among the poor.

Gender – 1. Social 'sex'. The concept which takes into consideration not only biological differences between men and women but also the entire set of social and cultural characteristics of sexual differentiation in the society.

2. Socially determined behavior and expectations related to men and women. The procedure for scrutinizing gender relations in certain situations or for the implementation of the program of change of that situation.

Gender balance – De facto or planned situation when social, economic and political situation of men and women become equal. The attainment of gender balance is grounded in the entirety of core indices, among which equal distribution of incomes, holding the prominent political and governance positions, the degree of being burdened with keeping the household and doing local public affairs, level of educational attainment, health status and life expectancy are of crucial importance.

Gender identity – Characterization of Self based on the realization of what it means to be woman or man.

Gender roles – 1) Examples of women and men's behavior based on traditional expectations related to their sex.

2) In cultural perspective, the entirety of accepted norms and behaviors, which are dictated by people's certain social-cultural situation. In countries with different cultures gender roles are different and change over time.

Gender stereotypes – The entirety of accepted opinions and norms, which are related to the current situation of men and women and to their behavioral norms, motives and requirements. Gender stereotypes reinforce the existing gender differences and obstruct the changes in the status quo in the field of gender relations.

Glass ceiling – A well-known expression, which describes an invisible 'ceiling' which serves as a road block on the women's progress up the hierarchy.

House work – As a concept it describes all those household functions that have to be carried out on a daily basis to keep it going. The division of labor in the household, i.e. the division of functions between men and women is marked be specific inequality, since women's burden

is incomparably higher. The introduction of household appliances only insignificantly eased the woman's burden; not infrequently these innovations were accompanied by the transfer of functions from men to women. The growth in women's employment outside home did not change the division of that labor: women continue to perform the same functions at home alongside their employment. Even if a man loses his job, woman is still in charge of the larger part of work about the house.

Legal equality between men and women – The principle of equal rights, equal status and reciprocal respect on the part of men and women.

Liberalism – Political philosophy that emphasizes human rights and equality of opportunity. Foundation for *liberal feminism.*

Liberated woman – Feminist ideal broadly conceived. It presupposes woman's freedom from coercion, moral pressure and legislatively stipulated constraints in her life style and in her selection of values and of the means for realizing her intellectual and physical potential. 'Liberated woman' docs not mean a lonely woman. She may or may not have a partner or a husband. Being a 'liberated woman' does not necessarily presuppose absolute liberation, including sex liberation, as it is usually construed by uncritical reflection. Freedom is an inner state of a person; it is the independence of the human spirit from material and other constraints.

Masculine – It is a psychological description of behavior and mentality, which fits the stereotypes about men in contrast to those about women, *feminine*.

Masculinism – Social order based on men's behavior and mentality and on the supremacy of men's values.

Maternalism – Mother's patronage (not to be confused with matriarchy). Caring attitude towards other people and children. An important factor in pacifism, in the struggle for peace, disarmament and for terminating ethnic-political conflicts.

Matriarchy – A historical type of human society where power functions were carried out by women.

Misandry – In its essence it is as aggressive and discriminatory as misogyny is. Almost the same set of negative features is ascribed to men.

Misogyny – A set of ideas and sentiments typical of some men, which express scorn and hate towards female sex. Among the accusations leveled at women are light-mindedness, lack of intellectual interests, cunningness, insidiousness, greed, etc.

Neo-feminism – Second wave of women's movement in the US and

Western Europe. The major slogan of neo-feminism is 'equality in difference', since total equality levels not only the physical capabilities of individuals but also their intellectual potential rejecting the creative and philosophical peculiarities of women. Women use the neo-feminist principle of 'equal but different' to defend their rights to individual uniqueness, to autonomy and personal identity.

Paternalism – Social relations typical of patriarchal society and based on male supremacy and on subordinate position of women.

Patriarchy – The established power relations that enable men to lord it over women.

Person's sex – Can be determined in terms of biological differences (biological sex) and of social roles (gender or social sex). Thus, there exist two biological sexes, male and female, and two social-cultural. The basic theoretical and political problem is whether sex-gender, as a socially constructed phenomenon, is connected to and determined by human biology. Anthropological studies revealed that sex-gender, sexuality and sex roles are culturally determined. Despite the wide spread of gender differentiation, social tasks of men and women are volatile, and in different societies the ties between social and biological roles are not the same.

Positive discrimination – One of the ways to attain gender balance. In practice that means giving preference to women over men in all the core sectors, viz. in appointments to high-visibility, well-remunerated positions and in admissions to colleges and universities, in nominating candidates to the positions in power structures, in awarding State prizes, etc. If the positive discrimination principle is applied, women are given a fairer chance.

Radical feminism – Trend in North American and European feminism that goes back to 1960s. Proceeds from the assumption that the first type of exploitation in human history was sexual exploitation of women, hence without abolition of it the equality between sexes is impossible. The slogan of that trend is that women should be in the control of means of reproduction. Radical feminism attaches special significance to the issues of sex. Radical feminism blows the protection of personal sphere in women's lives out of proportion taking it to total isolation by way of creation of women's collectives, communes, of their own language and culture.

Sexism – Sex-based discrimination against a person. The concept

was coined along the lines of concepts of *racism* (race-based discrimination) and *ageism* (violation of the rights of the elderly). It was put into circulation by American feminist, political scientist Kirsten Amundsen in her book "*Silent majority. Women and American democracy*" (1971).

Sexist stereotypes of social consciousness – The stereotypes of inequality between sexes. Originating in the depths of mass social consciousness they are many a time reproduced and reinforced via the press, mass media, fiction and education system. As a rule, these manifest themselves through malevolent, distorting or degrading ideas and images of women: exploitation of women sexuality for advertisement, the reduction of women's roles to three functions of a wife, mother and housekeeper, capitalizing on the pornography, etc. On the other hand, the ideal of superman whose goals are success, conquest of women, etc., is advocated.

Sexual harassment – The man's behavior which is degrading to woman's honor and dignity and which is manifested through explicit hints, indecent proposals, expressions and derision thrown at her. That may be an encroachment by a man in the street, on the job or in public place. Woman finds herself in especially vulnerable situation when sexually harassed by her superior, since very often her career growth is impossible without his consent.

Strategic gender needs – The needs identified by women as a result of their position of subordination to men. They are differentiated depending on context and are relate to gender division of labor, power and control. They may include the issues of legal rights, family violence, equal pay, women's health, etc. The satisfying of strategic gender needs helps women to achieve gender equality and, consequently, challenges the subordinate status of women.

Suffragism – The struggle of women for their voting rights in many European countries, Russia and USA in the 19th and in early 20th century. As a result women were granted the rights to elect and to be elected to legislative bodies, to own property and the rights to property and children in case of divorce. They also obtained the opportunity to engage in science, in civic, state and political activities.

UNIT 2
Theme: Diversity and Convergence in Today's World

▼ TARGETS:

SPEAKING: Talking Points (themed discussion, extended speaking)

- *Celebrating diversity in a multicultural society*
- *The problem of nationality stereotypes*
- *Living in a multicultural society: is overcoming stereotypes and countering prejudices important?*
- *In search of ways to fight hate and prejudice*
- *Immigration: cultural integration vs retaining national identity*
- *What is culture shock? Social difficulty in a foreign culture*
- *Human values*

GRAMMAR IN USE: reported speech

READING & LANGUAGE FOCUS: skimming and intensive reading

ADVANCED GRAMMAR PRACTICE: linking words – 2

WRITING: an informal article

➢ LEAD-IN

I. IDENTIFYING STEREOTYPES

1. Consider the following information and do the assignments that follow. Consult *Glossary* Section, which may come in handy.

☼ *People often use labels or categories to describe others. These labels can be based on such characteristics as clothing, looks, the way a person talks, his/her cultural heritage, etc. Categorizing things or people is a natural human inclination. However, people often make assumptions about groups of people they even don't know. When people make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgement about someone or something is difficult. This influence on judgement is called 'bias'. Stereotypical notions may be ingrained through parents, teachers, classmates, fellow-students, books, mass media, etc. We need to recognize what our stereotypes are and try to correct them. It's common knowledge that people are different.*

2. Try to get both general and specific examples of things that make people diverse (e.g., appearance, age …).

3. Say what can be good about people being different (e.g., a variety of opinions, views, ideas, etc. makes our life interesting and exiting…).

4. This is a definition of a stereotype: 📁 *Stereotype is an exaggerated belief, whether favorable or unfavorable, associated with a category. Its function is to justify (rationalize) our conduct in relation to that category.*

Think over the definition. Give your own examples of stereotyping someone or something.

Bear in mind that stereotypes help humans to easily decide rejection or acceptance of a group and to maintain simplicity in our everyday thinking. Life is too short, and the demands upon us for practical adjustment are so great that we can't waste time weighing every issue – we must decide, for convenience sake, whether objects are good or bad by category. Stereotypes help us do this, although not always correctly.

5. This exercise will help you understand the social phenomenon of stereotyping better.

Fill the gaps with the word formed from the words given after the text.

How Do Stereotypes Form?

Our cultural milieu shapes our world view in such a way that reality is thought to be 1) ……………… perceived through our cultural pattern, and a differing 2) ……………… is seen as either false or 'strange' and is thus 3) ………………. . If people recognize and understand differing world views, they will usually adopt a positive attitude toward cross-cultural 4) ……………… . A closed-minded view of such differences often results in the 5) ………..…… of a stereotype-an oversimplification and blanket 6) ……………….… . A stereotype is a category that singles out an individual as sharing assumed 7) …….…………. on the basis of his or her group 8) ………………. . The stereotype may be accurate in depicting the 'typical' member of a culture, but it is 9) ……………… for describing a particular person, simply because every person is a unique individual and all of a person's 10) …………….…... characteristics cannot be accurately predicted on the basis of cultural norms.

1) object	3) simple
2) perceive	4) differ

5) maintain	8) member
6) assume	9) accurate
7) character	10) behaviour

6. Read the following quotations and discuss them in small groups. How do they help you to realize the necessity of overcoming stereotypes?

🗀 Given a thimbleful of facts we rush to make generalizations as large as a tub. (Gordon W. Allport)

🗀 Bias and prejudice are attitudes to be kept in hand, not attitudes to be avoided. (Charles Curtis)

🗀 The way people present themselves (tone of voice, topics, attitudes) to others is influenced by the beliefs and customs on the culture in which they were reared. (Gomes, 1983)

7. Read a joke and comment on it. Do you find it amusing? What is it suggestive of? Would do like to change the joke in some way?

"Heaven is where the police are British, the cooks are French, the mechanics are German, the lovers are Italians and it's all organized by the Swiss. Hell is where the police are German, the cooks are English, the mechanics are French, the lovers are Swiss and it's all organized by the Italians."

II.   SCAPEGOATING

1.   Read the definition of the word *scapegoat*. Think over it.

Scapegoat is an out-group that innocently attracts the aggression engendered by frustrations suffered by members of some in-group.

(In-group – members of this group all use the term 'we'. *Out-group* – everyone who does not belong to the 'in-group'.)

2.   Answer the question "*Why do some groups become scapegoats?*" Write down your ideas and share them with your fellow-students.

Some other issues are worth considering:

✓ Why do you think it happens so that one person is to blame and all the rest are not? Can anyone really be held responsible?

✓ Can you give any examples in history when groups of people have been used as scapegoats? Why did it happen?

Remember: **scapegoats exist to make us feel better about any frustration we are experiencing whether evidence exists or not.**

III. PREJUDICE

1. Read the information carefully, and do the assignments that follow.

☼ *There are two sides to prejudice – positive and negative.*

Positive prejudice happens when someone plays favourites. E.g.: most people favour family members over outsiders; you would expect parents to prefer their own children to others. Positive prejudice causes harm when someone is chosen on the basis of previous contact rather than talent, training, or experience.

However, in most cases the word prejudice refers to a negative attitude. Negatively prejudiced persons are sometimes called bigots.

Prejudice touches every kind of human experience. Both fast and slow learners can suffer from negative prejudice. Both the best and worst students might be rejected because they are a little too different from average. You may feel prejudice against students from another school district without ever meeting them. The feeling that go along with prejudice may be:

- Simple unconcern – *"I don't care about them".*
- Outspoken dislike – *"I'm glad they are not in our group".*
- Outright hate – *"I hope they get into trouble".*

Of course, there are good reasons for some negative prejudices. Attitudes against locker thieves or drug pushers make senses. However, many prejudices do not come from first-hand experience or solid fact.

Following is a list to help you know yourself better, understand your own positive and negative prejudices.

2. Try to write the first thing you think of. What you write will probably indicate your real attitude. Remember that prejudice can be either for or against members of the group. Share your ideas with your fellow-students.

Actors are _____

Blacks are _____

Bookworms are _____

Children are _____

Cripples are _____

Drinkers are _____

Drug users are _____

Jews are _____

Men are _____

Musicians are _____

Old people are _____

Police are _____

Retarded people are _____

Sport stars are _____

Teachers are _____

Teenagers are _____

Whites are _____

Women are _____

3. Try to answer the following questions.
1) Did you discover some prejudices of your own that you didn't know you had? If yes, what will you probably do about them?
2) Will you rethink your attitude to some groups of people?
3) Will this information come in handy for you while working as a teacher?

IV. HOW TO FIGHT HATE AND PREJUDICE

1. Read the quotes and discuss them in small groups.

Anger wants a person victim and wants it now. (Gordon W. Allport)

Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks. (Edward C. Banfield)

Prejudice is a burden that confuses the past, threatens the future and renders the present inaccessible. (James Truslow Adams)

Culture is akin to being the observer through the one-way mirror; everything we see is from our own perspective. It is only when we join the observed on the other side that it is possible to see ourselves and others clearly - but getting to the other side of the glass presents many challenges. (Eleanor W. Lynch)

2. Realizing that prejudice breeds hate, think of possible ways to fight hate and prejudice. Discuss it in small groups. Come up with your ideas for
- yourself and your home.
- your university.
- your community.
- your country.

Present your ideas to the rest of the class.

3. Read some possible ways to fight hate and prejudice. Continue the list with your ideas.
■ *Act*
Do something. In the face of hatred, apathy will be interpreted as acceptance - by the haters, the public and, worse, the victim. Decency must be exercised, too. If it isn't, hate invariably persists.
■ *Unite*
Call a friend or co-worker. Organize a group of allies from churches,

schools, clubs and other civic sources. Create a diverse coalition. Include children, police and the media. Gather ideas from everyone, and get everyone involved. There is power in numbers in the fight against hate.

■ *Support the Victims*

Hate-crime victims are especially vulnerable, fearful and alone. Let them know you care. Surround them with people they feel comfortable with. They need a strong, quick message that they are valued. Small acts of kindness – a phone call, a letter – can help.

■ *Teach Tolerance*

About 10 percent of hate crimes occur in schools and colleges, but schools can be an ideal environment to counter bias. Schools mix youths of different backgrounds, place them on equal footing and allow one-on-one interaction. Teach your children at school to tolerate and you appreciate diversity.

Now complete the following issues with your partner.

■ *Get more information about our diverse society*

■ *Take pride in your own uniqueness. Welcome others as individuals with special qualities*

■ *Get firsthand experience*

4. Summing up the information, think it over and complete the following statements:

✓ I know I am similar to other people because ...

✓ I know I am different than other people because ...

✓ I like people that are the same as me because ...

✓ I like people that are the different than me because ...

Present your ideas in the class.

⌖ *Both learners and teachers of a second language need to understand and openly recognize that there are real differences between groups and cultures. We can learn to perceive those differences, appreciate them, and above all to respect, value, and prize the personhood of every human being.*

5. This exercise will help you to summarize the thematic terms. Match the words from the box to their explanations. (Consult *Glossary* Section.)

Race	*Bias*	*Bigot*	*Convergence*	*Chauvinism*
Divergence	*Ethnic*	*Ethnic minority*	*Nation*	*National*
Nationalism	*Nationality*	*Prejudice*	*Tolerance*	*Stereotype*

1) An obstinate and intolerant believer in a religion, etc. …………..

2)   A difference between two or more things, attitudes, etc that are usually expected to be similar to each other. ……….……

3)   A person belonging to a group of a different race from the main group in the country. ……………...

4)   A tendency to, in favour of, or against something or someone without knowing enough to be able to judge fairly. ……….…...

5)   Willingness to accept or allow behaviour, beliefs, customs, etc which one does not like or agree with, without opposition. ……………..

6)   Fusion. …………...

7)   A group of people of a different race from the main group in a country. …………...

8)   A large group of people living in one area and usually having an independent government; a large group of people with the same race and language. …………...

9)   Exaggerated or aggressive patriotism; excessive or prejudiced support or loyalty. ………….

10) Peculiar to or characteristic of a particular nation. …………….

11) The fact of being a citizen of a particular country; a large group of people with the same race, origin, language. …………….

12) Love of and pride in one's own country, believing it to be better than any other country; desire by a nationality to form an independent country. ……………

13) A fixed set of ideas about what a particular type of person or thing is like, which is (wrongly) believed to be true in all cases. ………..

14) An unfair and often unfavourable feeling or opinion formed without thinking deeply and clearly or without enough knowledge, and often resulting from fear or distrust of ideas different from one's own. …………………

15) Any of the main groups into which human beings can be divided according to their physical type. ……………..

❖   **Project Work**
Start doing a project on the problem areas of UNIT 2.
On completing this UNIT, you should present the end product of your project work. *(For further instructions see Appendices A and B.)*

GRAMMAR IN USE

Reported Speech

Review the theoretical material and do the assignments that follow.

Answer these questions about direct and indirect speech.

What changes would you have to make to these sentences to write what the speakers actually said?

A) He claimed I felt ashamed of my roots.

B) My hosts said they took pride in who they were.

Practice

1. The Clavy family, Marion and Andy, moved from the suburbs of Birmingham to Canada two years ago. Report what they feel about their immigration.

1) "Andy was made redundant and given a pay-off of £20,000, so we took the plunge. We moved to a new country in search of new life." – Marion said that _____.

2) "Moving to Canada has made us a lot closer as a family." – Andy said that _____.

3) "It took time for us to get used to the way the Canadians come into your house and use the telephone, and take drinks from the fridge without asking." – Marion said that _____.

4) "Business is a lot more relaxed here, you don't wear suits and ties, and nobody calls anybody 'Mr'. It's all first names and T-shirts and jeans." – Andy said that _____.

5) "I don't miss much about England, and I certainly don't miss the English weather." – Marion said that _____.

2. To little Jamie Clavy the flight to Canada was a thrilling experience. She still remembers everything the flight attendant told the passengers before takeoff. Restore Jamie's report.

1) "Do not smoke in no-smoking areas or in the toilets." – She told Dad _____.

2) "Please fasten your safety belts before takeoff." – She asked us _____.

3) "Put your bags in the overhead lockers." – She advised _____.

4) "Please keep your seats upright during takeoff." – She warned
_____.

5) "Do not run in the aisles." – She told me
_____.

6) "Press the button to call a flight attendant." – She recommended
_____.

7) "Please do not obstruct the emergency exits." – She forbade
_____.

3. Fiona went for the interview to the immigration service last week. First read, and then report Mr. Robert's questions to her.
1) "Why did you leave England?"
2) "When did you first consider immigrating to the USA?"
3) "Why did you choose the USA as a host community?"
4) "Was it difficult to you to assimilate to the expectations of your host-country's community?"
5) "Have you experienced any scapegoating for the time being?"
6) "Are new values and attitudes quite acceptable for you?"

4. Reporting verbs convey the speaker's manner or intention. Let's see if you're an efficient reporter. Match the figures of reporting verbs with the letters of the verbs with similar meanings below. Leave the odd ones out!
1) complain   2) confess   3) disclose   4) emphasize   5) forecast
6) infer   7) insinuate   8) reiterate   9) suppose   10) yell
a) admit   b) gather   c) grumble   d) guarantee   e) guess   f) imply
g) predict   h) recall   i) repeat   j) reveal   k) shout   l) stress   m) tell
_____

5. Report the sentences below using these reporting verbs: *make it clear, announce, insist, explain, whisper, wonder, confess, argue.*
1) "OK, that's true, after twenty years as a legal immigrant in this country, I cling passionately to my French citizenships and hope to go home when I retire." – Dorothy _____.
2) "Psst! Guess what? My father's won the Green Card, though he didn't apply! Somebody cracked that joke at him". – Sally _____.

3) "I want everyone to know I'm a Ukrainian and I take pride in what I am – so there!" – _____.
4) "In my opinion, it's imperative that immigration quotas are reduced." – The German politician _____.
5) "Now, how much money is our moving going to cost?" – The Browns _____.
6) "How many times do I have to tell you? I won't move to any other country. I'm rooted in this house, this city and this culture". – Sam _____.
7) "I have no intention whatsoever of becoming an advocate of commonplace attitudes and stereotypes". – Mr Black _____.

6. Hazel and Barry White left England five years ago with their baby daughter Daisy. They earned about £18,000 between them in London, working in the hotel business. In Greece they have set up a watersports business.

Report Hazel's story, using the reporting verbs and adverbs that can add more information about the speaker's manner or intention. Use the adverbs from this list.

Grudgingly, forcibly, defiantly, anxiously, angrily, absolutely, discreetly, clearly.

Hazel: I didn't realize what a big culture shock it would be. It has taken me a long time to get used to the Greek way of life, especially on such a small island. Here the women aren't treated the same way as men. They are expected to stay at home more, and in the winter they hardly go out at all. But people are very kind and generous. In a way, the community is like a big happy family, which is great, especially for Daisy, but it also means that everyone knows everything about you.

I have a few Greek women friends, but the language barrier was very hard at first. I used to visit their homes for coffee and sit for hours not understanding a single word. Our life here has certainly tested my relationship with Barry. The business has had some bad times. There's such a huge difference between our winter and summer income, and money worries cause our tempers to fray! Next winter, I'm going back to London for a few months with Daisy – I miss my parents terribly. No doubt I'll be back here with Barry in the spring, but I'm not entirely sure. I sometimes have doubts about living here.

➢ READING & LANGUAGE FOCUS

♦ *TEXT 1*

THE GREAT ESCAPE

❖ <u>**Pre-reading Tasks**</u>
1. **Before reading the text, guess what it will be about.**
2. **Have any of your friends or family gone to live in a foreign country? Why did they move? Do these people have any problems about living away from home?**
3. **Close your eyes and think about your country. What would you miss most about it if you went to live abroad? Would you find it hard to do without certain things? Write a list and compare it with the others in the group.**
4. **Match the vocabulary units from the columns below. Do these units belong to formal or informal speech?**

1	to crash out	A	to take chances
2	to be made redundant	B	to cut one's way out
3	to take the plunge	C	to be given a sack

Reading
5. **Read the introduction to the article. Divide into two groups.**
Group A: Read about the *Clavy family*, who emigrated to Canada.
Group B: Read about the *White family*, who emigrated to Greece.

The Great Escape (for Group A)
The Clavy family and their two dogs moved from the suburbs of Birmingham to Canada two years ago. Marion, a full-time housewife, and Andy Clavy, a mechanical engineer with a machine supply company, now live with their two children, Matthew, 12, and Mark, 9, in Stony Plain, Alberta, not far from the Rocky Mountains.

Marion: I still can't believe we're actually here. Do we really live in this big house, surrounded by fir trees, on four acres of land, just three hours' drive from the Rockies? It's the most spectacular scenery I've ever

seen. Not that life in Birmingham was that bad. We were comfortably well-off, but Andy worked 12-hour days. He used to come home every night, have a shower, eat dinner, then crash out. I thought, "There must be more to life than this!" We rarely spent time together as a family.

Then Andy was made redundant and given a pay-out of more than £20,000, so we took the plunge. We had always wanted to live in Canada, ever since we'd visited cousins here, so we applied. Our application took a nail-biting eighteen months to be accepted and it cost £2,000. Then we sold our house, a semi with a pocket-handkerchief garden. Emigrating is an expensive business. It cost £1,000 just to fly the dogs here!

We didn't know a soul when we arrived in Alberta, but in just a few months we had made plenty of Canadian friends. It took time for us to get used to the way they come into your house and use the telephone and take drinks from to fridge without asking. But I'm less English about such things now.

Moving to Canada has made us a lot closer as a family. We do sports together, visit friends' houses for barbecues, and go sightseeing in the Rockies. The children love their schools. They think it's great not to have to wear a uniform. And the girls go mad for Matthew here because of his English accent – the phone never stops ringing!

I don't miss much about England, except the castles and the greenness of the countryside, but now we have the Rocky Mountains. I don't miss the English weather. Even in the winter here, when the temperature is – 45 degrees, the sun usually shines and the sky is blue.

Andy: Before we moved, I was always too exhausted to do anything with Marion and the boys. Now I only work eight-hour days. Marion and I have much more time for each other. Business is a lot more relaxed, too. You don't wear suits and ties, and nobody calls anybody 'Mr'. It's all first names and T-shirts and jeans. It took a few months to find a decent job, so for a while we had financial worries. But in the end I was lucky. Unemployment here is quite high.

I don't miss anything about England except the cricket, and of course my family, but my parents have already visited us twice. My sisters are staying with us at the moment and having a great time. Moving here is the best thing we've ever done.

The Great Escape (for Group B)
Hazel and Barry White left England five years ago with their baby

daughter Daisy. They moved from their basement flat in north London to a two-bedroom apartment overlooking the sea on the Greek island of Agastri. They earned about £18,000 between them in London, working in the hotel business. They have set up a watersports business in Greece.

Barry: Daisy was three months old when I decided we simply had to leave London. We weren't unhappy in London, we enjoyed our work. But we worried that our child couldn't run freely in the busy London streets. We wanted her to grow up carefree and in the sunshine.

Hazel and I had had a couple of holidays in Agastri and had made some Greek friends there. It's very beautiful and peaceful. In Greek, *agastri* means 'fishing hook', and the locals say, "When you come to Agastri, you're hooked." So we took the plunge, sold our flat, and moved. Our family and friends thought we were crazy.

A tourist sports business seemed a good way to earn a living in Greece, so with the money from our flat we bought waterskiing equipment and two speedboats. Later, I bought a *varka* or passenger boat for fishing trips and picnics round the island. Running the business hasn't been easy. Things are very bureaucratic here and sometimes this can be very frustrating. It took some time to get used to so many forms and officials, but I'm more patient now.

Also, I've found the Greek language very difficult. Fortunately, I understand more than I can speak, so I get by. But Daisy is more Greek than English now. She's absolutely bilingual and the only English child at her school. Living on Agastri is definitely better for her. She runs round the village and talks to everyone. Everyone knows her.

I don't miss England much, mainly the family and friends. I do miss the theatre but we get good movies here. I also miss sausages, Stilton cheese, and white thick-sliced bread! I think Hazel has found it more difficult than me.

Hazel: I didn't realize what a big culture shock it would be. It has taken me a long time to get used to the Greek way of life, especially on such a small island. Here the women aren't treated the same way as men. They are expected to stay at home more, and in the winter they hardly go out at all. But people are very kind and generous. In a way, the community is like a big happy family, which is great, especially for Daisy, but it also means that everyone knows everything about you.

I have a few Greek women friends, but the language barrier was very hard at first. I used to visit their homes for coffee and sit for hours not understanding a single word. Our life here has certainly tested my relationship with Barry. The business has had some bad times. There's such a huge difference between our winter and summer income, and money worries cause our tempers to fray! Next winter, I'm going back to London for a few months with Daisy – I miss my parents terribly. No doubt I'll be back here with Barry in the spring, but I'm not entirely sure. I sometimes have doubts about living here.

❖ **Text Comprehension**
   6. Answer the questions about the family in your article.
   1) Why did they emigrate?
   2) Why did they go to that particular country?
   3) Are the changes in the way of life for the parents, for their children?
   4) Were there any initial difficulties?
   5) Have they had any money problems? Are they any better off now?
   6) Is the family happier?
   7) What do they miss about their life in England?
   8) How is the relationship between the husband and wife?
   9) Do they still think that moving was a wise decision?
   Find a partner from the other group. Compare your answers.

   7. Read about the other family. Which family do you think has made the more successful move? Can you see any reasons for that? Would you like their new way of life?

❖ **Follow-up**
   8. Answer the questions.
   • Why is the text called "*The Great Escape*"? What makes people move to a new country?
   • Do people always find what they are looking for? Is 'escaping' a productive life strategy?
   • Would you take the plunge and move to a new country in search of a new life? Why?

♦ *TEXT 2*

GOING BACK TO THEIR ROOTS

1. Read the text about immigrants. Do the assignments that follow.

Yasmin Alibhai-Brown explores changing attitudes in Asian society.

A) Naima hurries along excitedly, bumping into people as she goes. Trailing behind her, her mother, two aunts and a grandmother, who tease her in Gujarati as they visit the glorious Asian shops in Wembley, north London. There are two reasons for celebration. Naima, a 28-year-old biochemist, is marrying a solicitor - a man her parents suggested. But more importantly, Naima has come home after leaving acrimoniously six years previously. Her family was devastated. She was indifferent. Then six months ago she turned up, emaciated and shaking. "I used to think Asians were stupid and boring," she says, "but when my life went wrong, I felt such a plastic person. I had to come back, my heart's here."

B) The rewards for this reinstatement are plentiful. Her aunts, after some intense haggling, buy her 12 pure gold bracelets costing £2,000. Grandmother, not to be outdone, splashes out on a diamond necklace and nose stud. Jewels for her feet, hands and forehead are set aside. In the next shop, assistants unroll acres of wonderful wedding cloth. Naima is just one example of how Asians are rethinking their identity in this country.

C) Although the expectations of the community are that second and third generation immigrants will readily assimilate, more complex processes take place. The young from many ethnic communities long to link up with their heritage and history. This rethinking usually follows a period of denial, as it did for Naima. There was a time when many Asians felt ashamed of their backgrounds. I remember cringing with embarrassment if my mother was out with me, or if I saw a group of Asians at a bus stop. To be part of the brave new modern world, you had to cast off these people who were 'backward' and 'uncivilized.'

D) "We are old-fashioned about marriage," says Amina, a middle-class Muslim from Birmingham, "but English friends who want to be liked by boys are prisoners of love games. It is so degrading. The boys we know are family friends, there is respect between us. We need our

parents, who have wisdom, who love us, to do proper market research before we give our lives to somebody. With romance you start at the top and come down. We have to work up to love. You then treat it with some respect."

E) Other aspects of traditional life are also becoming popular again. Kamla Jalota, a dentist, is a passionate advocate of the extended family. "I want my in-laws to live with me. I think that having three generations of women will be a real education for my daughter. I want them to tell me what to do with my children, so I don't treat them with indifference or thoughtlessness; my children will then learn that, in our community, to get old is to gain respect - not to lose it as in this utilitarian society." These attitudes have become more commonplace because many parents have come halfway to bridging gaps.

F) Perhaps these changes are also due to the fact that the younger generation is a product of the 80s, the decade of conservative values. "Yes," agrees Jafar Kareem, an Asian psychologist who runs a clinic for ethnic minorities. But he warns that something else is going on: "There is a difference between a healthy return to roots - a positive expression of pride in who you are – and a retreat into a meaningless past which comes from a sense of loss and confusion in who you are."

G) These feelings, says Jafar, are further exacerbated by rejections by the host community. "When an Asian child goes as to school, his culture is often denigrated. The child feels a sense of annihilation and time makes this worse. So he reacts either by being ashamed of himself or by becoming vociferously Indian, hating whites or whatever."

H) Arvind Sharma, a lecturer with two sons, says, "I sometimes want to cry when they go to school. All the experiences our children have there are about wiping out their heritage." These pressures continue through life, says Arvind, so you "begin to chip bits off yourself to make yourself more acceptable, until one day you realize you are a distorted image of yourself and you are still on the fringes of society. It hurts because you expected to belong because you did all the right things."

(By *Yasmin Alibhai-Brown)*

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary of the text, which is divided into thematic groups. Use it while doing the assignments.

I.   Denying one's culture and fully assimilating to the host community
   1) to leave one's family / culture acrimoniously
   2) a period of denial
   3) to feet ashamed of one's backgrounds
   4) to cast off 'backward' and 'uncivilized' fellow-countrymen
   5) to cringe with embarrassment
   6) to long to be part of the 'civilized' new modern world
   7) to readily assimilate to
   8) the expectations of the community
   9) to be degrading
   10) to be devastated / to be emaciated

II.   Re-evaluating and accepting one's national culture
   1) a healthy return to one's roots
   2) to rethink one's identity in the host country
   3) to link up with one's heritage and history
   4) to be a passionate advocate of
   5) to come halfway to bridging gaps between generations
   6) to take pride in who you are
   7) to be old-fashioned about smth
   8) conservative / utilitarian values
   9) treat the old with indifference or thoughtlessness
   10) commonplace attitudes

III.   Retreating into destructive nationalism and remaining on the outside of society
   1) a retreat into a meaningless past
   2) to expect to belong to society
   3) to experience rejections from the host community
   4) the feeling / situation / problem is exacerbated by
   5) to denigrate culture / values / attitudes; culture is denigrated
   6) to feel a sense of annihilation
   7) to become vociferously nationalistic
   8) to wipe out one's heritage
   9) to chip bits off oneself (in order) to
   10) to make oneself more acceptable
   11) to become a distorted image of oneself
   12) to be on the fringes of society

B) Write out speech patterns you are planning to use in the themed discussion.

3. A) Work with a dictionary and provide synonyms or explanations for the emphasized words and word combinations.

Leaving *acrimoniously,* her family was *devastated,* a *passionate* advocate, feelings are *exacerbated,* his culture is often *denigrated,* you are a *distorted* image of yourself, to *wipe* out one's heritage, *a retreat* into a meaningless past, this *utilitarian* society, going back to their *roots*, a sense of *annihilation*, *emaciated*, to *cast off* these people who were '*backward*' and '*uncivilized.*'

B) Match the words from the article to words with the opposite meaning on the right.

1) acrimoniously   a) improved
2) devastated   b) indifferent
3) passionate   c) delighted
4) exacerbated   d) truthful
5) denigrated   e) amicably
6) distorted   f) acclaimed

C) Use one of the words from *3 (B)* to complete sentences 1-8.

1) For years, Naima was _____ towards her family, until her life went wrong and they were there to support her.

2) Despite previous bad relations, pay negotiations between management and the union were _____ resolved. Both parties felt they had secured a good deal.

3) Although he has some liberal views, generally Simon is a _____ believer in conservative family values.

4) The play was an amazing box office success, as well as being highly _____ by the critics.

5) The earthquake struck with such force that it completely _____ the city and the surrounding area.

6) During the protest, crowd violence was _____ by heavy-handed police tactics.

7) Sensationalism in the popular press often results in a _____ impression of what's going on in the world.

8) Emma was both surprised and _____ when she won her Academy award for Best Actress.

❖ Text Comprehension

4. A) Now look at the topics below. Read the text and identify which sections (A-H) refer to which topics. Some sections may be chosen more than once. Which section refers to the following?

- Asian attitudes to love and marriage.   **1**____
- Experiences at school.   **2**____ **3**____
- The influence of conservatism.   **4**____
- Remaining on the outside of society.   **5**____
- Re-evaluating and accepting Asian culture.   **6**____ **7**____ **8**____
- The advantages of Asian customs.   **9**____

B) Write out the key sentences for each section.

❖ Close Reading

5. Write a summary of the article in approximately 70-80 words.

❖ Talking Points

6. Skim the article and make a card with 3 key sentences and 5 phrases from the text. Work in groups of three. Discuss the issues exchanging the cards with your fellow-students.

What views and attitudes to western life are mentioned in the article? In your opinion, how important is it for people to retain their own customs and traditions when they settle in a new country?

❖ Creative Writing

7. You are planning to take part in the EFL teachers' conference *"Immigration and Host Language Teaching: Cultural Integration versus Retaining National Identity"*. Write a report on the suggested topic in approximately 300-350 words. Start with working out a detailed plan of the report.

❖ Vocabulary Consolidation

8. Translate the situations into English cramming them with the Thematic Vocabulary.

1 У сучасному суспільстві з його інтенсивними міжкультурними контактами й впливами молоді люди все частіше відмовляються від національної культури, принижують цінності й переконання своїх батьків. З дошкульними коментарями залишають

вони традиційні, орієнтовані на родину суспільства та переїжджають до мегаполісів або навіть до інших країн, бажаючи стати частиною «цивілізованого» індивідуалістичного світу.

На новому місці такі люди ідентифікують себе та інших тільки відповідно до економічного й соціального статусу. Вони соромляться своїх «відсталих» родичів з неприбутковими професіями, не підтримують зв'язків з ними та знічуються від зніяковіння, говорячи про своє непрестижне коріння.

Чи здатен цей процес викликати національну деградацію? Я абсолютно переконана в цьому. Як правило, через декілька років або десятиліть такі люди починають відчувати втрату й відчуженість. Вони розуміють, що, хоча й працювали наполегливо, навіть примирилися з провалом будь-яких спроб бути самими собою та намагалися відповідати очікуванням свого оточення, вони все-таки ніколи не досягнуть самої вершини суспільства - «хазяїна» і не стануть «своїми» в повному сенсі цього слова. Ситуація погіршується тим, що, якщо людині не вдається повернутися до культурного коріння та усвідомити своє місце у світі, то наприкінці життя вони стають лише жалюгідною подобою самих себе.

2 Однією з гострих проблем, яка постала перед нашим суспільством в останні десятиліття, є те, що сільська молодь покидає батьків та їде до міста. Часто вони зневажливо говорять про своїх батьків як про відсталих людей і соромляться своїх рідних.

Переїхавши до великого міста, вони почуваються щасливими, відчуваючи себе частиною цивілізованого сучасного світу. Однак початкова ейфорія спадає й поступається місцем почуттю втрати й розгубленості, особливо коли молоді люди зіштовхуються із суворою реальністю: суспільство не приймає їх. Проблема погіршується тим, що в такому випадку возз'єднання з родиною й здорове повернення до своїх коренів стає складним, якщо взагалі можливим.

Можна вважати, що таке відчуження поколінь пов'язане із суто споживчою орієнтацією сучасної родини, розривом духовних зв'язків. Думаю, що, якби батьки пишалися своїм корінням, підтримували зв'язок з історією й культурною спадщиною своєї Батьківщини, їхні діти розділили б ці цінності й не ставилися б байдуже або бездумно до минулого своїх пращурів.

♦ *TEXT 3*

TWO WAYS TO BELONG IN AMERICA

❖ <u>**Pre-reading Tasks**</u>

1. Read the text about two sisters-immigrants and do the assignments that follow.

1) Think what behaviour patterns people take up having immigrated to another country.

2) Scan the text and say what the two ways to belong to the host community are.

This is a tale of two sisters from Calcutta, Mira and Bharati, who have lived in the United States for some 35 years, but who find themselves on different sides in the current debate over the status of immigrants.

I am an American citizen and she is not. I am moved that thousands of long-term residents are finally taking the oath of citizenship. She is not.

Mira arrived in Detroit in 1960 to study child psychology and preschool education. I followed her a year later to study creative writing at the University of Iowa. When we left India, we were almost identical in appearance and attitude. We dressed alike, in saris; we expressed identical views on politics, social issues, love, and marriage in the same Calcutta convent-school accent. We calculated that we would endure our two years in America, secure our degrees, then return to India to marry the grooms of our father's choosing.

Instead, Mira married an Indian student in 1962 who was getting his business administration degree at Wayne State University. They soon acquired the labor certifications necessary for the green card of hassle-free residence employment.

Mira still lives in Detroit, works in the school system, and has become nationally recognized for her contributions in the fields of pre-school education and parent-teacher relationships. After 36 years as a legal immigrant in this country, she clings passionately to her Indian citizenship and hopes to go home to India when she retires.

I married a fellow student, an American of Canadian parentage. Because of the accident of his North Dakota birth, I bypassed labor-certification requirements and the race-related 'quota' system that favored the applicant's country of origin over his or her merit. I was prepared for (and even welcome) the emotional strain that came with marrying outside my ethnic community. In 33 years of marriage, we have lived in every part of North America. By choosing a husband who was not my father's

selection, I was opt for fluidity, self-invention, blue jeans and T-shirts, and renouncing 3,000 years (at least) of case-observant, 'pure culture' marriage in my family.

Mira and I have stayed sisterly close by phone. In our regular Sunday morning conversations, we are unguardedly affectionate. I am her only blood relative on this continent. We expect to see each other through the looming crises of aging and ill health without being asked.

Long before Vice President Gore's 'Citizenship U.S.A.' drove, we'd had our polite arguments over the ethics of retaining an overseas citizenship while expecting the permanent protection and economic benefits that come with living and working in America.

Like well-raised sisters, we never said what was really on our minds, but we probably pitied one another. She, for the lack of structure in my life, the erasure of Indianness, the absence of an unvarying daily core. I, for the narrowness of her perspective, her uninvolvement with the mythic depths or the superficial pop culture of this society. But, now, with the scapegoating of 'aliens' (documented or illegal) on the increase, and the targeting of long-term legal immigrants like Mira for new scrutiny and new self-consciousness, she and I find ourselves unable to maintain the same polite discretion. We were always unacknowledged adversaries, and we are now, more than ever, sisters.

"I feel used," Mira raged on the phone the other night. "I feel manipulated and discarded. This is such an unfair way to treat a person who was invited to stay and work here because of her talent. For over 30 years, I've invested my creativity and professional skills into improvement of this country's pre-school system. I've obeyed all the rules, I've paid my taxes, I love my work, I love my students, I love the friends I've made. How dare America now change its rules in midstream? If America wants to make new rules curtailing benefits of legal immigrants, they should apply only to immigrants who arrive after the rules are already in place."

To my ears, it sounded like the description of a long-enduring, comfortable yet loveless marriage without risk recklessness. Have we the right to demand, and to expect, that be loved? (That, to me, is the subtext of the laments by immigration advocates.) My sister is an expatriate, professionally generous and creative, socially courteous and gracious, and that's as far as her Americanization can go. She is here to maintain an identity, not to transform it.

I asked her if she would follow the example of others who have decided to become citizens because of the anti-immigration bills in

Congress. And here, she surprised me. "If America wants to play the manipulative game, I'll play it, too," she snapped. "I'll become a U.S. citizen for now, then change back to India when I'm ready to go home. I feel some kind of irrational attachment to India that I don't to America. Until all this hysteria against legal immigrants, I was totally happy. Having my green card meant I could visit any place in the world I wanted to and come back to a job that's satisfying and that I do very well."

In one family, from two sisters alike as peas in a pod, there could not be a wider divergence of immigrant experience. America spoke to me. I married it - I embraced the demotion from expatriate aristocrat to immigrant nobody surrendering those thousands of years of 'pure culture', the saris, the delightfully accented English. She retained them all. Which of us is the freak?

Mira's voice, I realize, is the voice not just of the immigrant South Asian community but of an immigrant community of the millions who have stayed rooted in one job, one city, one house, one ancestral culture, one cuisine. She speaks for greater numbers than I possibly can. Only the fluency of her English and the anger, rather than fear, born of confidence from her education, differentiate her from the domestics, the technicians, the shop owners, the millions of hard-working but effectively silenced documented immigrants as well as their less fortunate 'illegal' brothers and sisters.

Nearly 20 years ago, when I lived in my husband's ancestral homeland of Canada, I was always well-employed but never allowed to feel part of the local Quebec or larger Canadian society. Then, through a Green Paper that invited a national referendum on the unwanted side effects of 'nontraditional' immigration, the Government officially turned against its immigrant communities, particularly those from South Asia. I felt then the same sense of betrayal that Mira feels now. I will never forget the pain of that sudden turning, and the casual racist outbursts the Green Paper elicited. That sense of betrayal had its desired effect and drove me, and thousands like me, from the country.

Mira and I differ, however, in the ways in which we hope to interact with the country that we have chosen to live in. She is happier to live in America as expatriate Indian than as an immigrant American. I need to feel like a part of the community I have adopted. I need to put roots down, to vote and make the difference that I can. The price that the immigrant willingly pays, and that the exile avoids, is the trauma of self-transformation.

*(By **Bharati Mukhe**)*

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary of the text, which is divided into 3 thematic groups. Use it while doing the assignments that follow.

I. *The ethics of retaining an overseas citizenship*
1) long-term residents
2) to take the oath of citizenship
3) to express identical views on politics, social issues etc.
4) to acquire the labor certifications necessary for the green card
5) hassle-free residence employment
6) to become nationally recognized for her contributions
7) to bypass labor-certification requirements
8) the race-related 'quota' system
9) to favor the applicant's country of origin over his or her merit
10) the permanent protection and economic benefits
11) the narrowness of her perspective
12) to maintain the same polite discretion

II. *Scapegoating of 'aliens' in the host community*
1) to find themselves on different sides in the current debate over smth
2) to change the rules in midstream
3) hysteria against
4) the casual racist outbursts
5) the trauma of self-transformation
6) a sense of betrayal
7) to feel manipulated and discarded
8) the scapegoating of 'aliens' on the increase
9) unacknowledged adversaries
10) the emotional strain that came with (marrying)
11) to renounce case-observant, 'pure culture'

III. *Feeling like a part of the community you have adopted*
1) to put roots down
2) alike as peas in a pod
3) divergence of immigrant experience
4) the demotion from expatriate aristocrat to immigrant nobody
5) ancestral culture (homeland)
6) to maintain an identity, not to transform it
7) the erasure of Indianness
8) to be opt for fluidity, self-invention
9) an unvarying daily core

10) that's as far as her Americanization can go
11) to feel some kind of irrational attachment to the community
12) to cling passionately to her citizenship
13) to be of Canadian parentage

B) Write out speech patterns you are planning to use in the themed discussion.

3. A) Fill in the gaps with a word formed from the word _nation._

1) The government persistently tries to support all ……………… minorities living in the country.
2) …………………. means a combination of several cultural or ethnic groups within a society. Being a controversial phenomenon, it arouses much discussion.
3) We are against chauvinistic ………………. and ethnic prejudice.
4) Politicians shouldn't attempt to arouse ………………… passions against immigrants.
5) People of different ……………… inhabit America and it makes it a …………………… state.

B) Write out from the text and translate the official terms that relate to immigration. Speak on possible immigration scenarios using the terms and the Thematic Vocabulary items.

❖ **Text Comprehension**

4. Read the text once again and label the paragraphs. Remember that a labelling phrase should consist of 3-5 words.

❖ **Close Reading**

5. Write out what Bharati and Mira think about:
  • the ethics of retaining an overseas citizenship
  • the erasure of Indianness
  • scapegoating of 'aliens' in the host community
  • Americanization (maintaining or transforming an identity)
  • stayed rooted in one's ancestral culture
  • putting roots down in the community an immigrant has adopted
  • the trauma of self-transformation

❖ **Talking Points**

6. A) In small groups, comment on Bharati's statement "_The price that the immigrant willingly pays, and that the exile avoids, is the trauma of self-transformation_". Speak on pluses and minuses of Bharati's and Mira's ideas of the immigration ethics. In your opinion, which way to belong is more acceptable? Give your reasons.

B) Suppose Bharati asked you the question *"Which of us, Mira or me, is the freak?"* What would you answer?

❖ **Creative Writing**

7. Write a persuasive essay *"Having Immigrated one Should Keep to his Roots".* (Approximately 300-350 words.) Start with writing a detailed plan of the essay.

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Here is a story told by Mira. Read it and report Mira's words given in the direct speech. Start with *Mira told …*

"Зараз багато людей мріє виїхати на постійне місце проживання в іншу, більш багату країну. Тому мої знайомі, які кілька років тому назад емігрували до Канади, і недавно повернулися назад, виглядають «білими воронами». Від'їжджаючи до Ванкувера 4 роки тому назад, вони були готові до змін і навіть не боялися психологічної напруги, яка пов'язана з життям за межами рідного культурного середовища. Мої знайомі говорили, що вони вибирають мобільність, самостійність, можливість для саморозвитку і не хочуть бути прив'язаними до своєї культури.

Проте, виявилося, що суспільство, яке приймало моїх знайомих, сприймало їх тільки як чужинців, іммігрантів, і навіть асоціювало їх із конкретною культурою. Мої знайомі запевняли, що їм дійсно важливо відчувати себе частиною того суспільства, яке вони для себе обрали, але це тільки погіршувало ситуацію. Вони прагнули зберегти свою ідентичність, а не змінювати її.

На жаль, їм так і не вдалося пустити коріння на чужині. Іммігранти дуже зручний «цап відбувайло», якого звинувачують у всіх проблемах. Навіть у Канаді й США, де більшість населення – переселенці або їхні нащадки, успіхи неєвропейського населення викликають протистояння, виникають навіть спалахи расизму. Деякі організації провокують у місцевого населення істерію проти іммігрантів, особливо із Азії.

Мої знайомі відчували, що ними просто скористаються, а потім викинуть, як непотрібну річ. Вони були не готові платити таку високу ціну й залишитися із травмою від самоперетворення. Вони втомилися бути ніким, «чужинцями», ким неофіційно або навіть офіційно нехтує суспільство. Усвідомивши своє становище, вони відчули потребу в батьківській культурі, від якої колись відреклися.

Вони повернулися на Батьківщину, до якої відчувають прихильність. Інколи їм буває соромно за свою зраду".

➢ INSIGHT

IDENTIFYING CULTURE SHOCK

Read the information about the phenomenon '*culture shock*'.

The term *culture shock* was introduced for the first time in 1958 to describe the anxiety produced when a person moves to a completely new environment. The term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate.

🔔 *Living in a second culture can be like riding on a roller coaster. Sometimes foreign visitors are elated; sometimes they are depressed. Often, but not always, there is an initial period when newcomers feel enthusiasm and excitement. New foods and aromas, different faces, foreign languages, and interesting customs all fascinate the traveler. A foreign visitor usually has high expectations and is eager to become familiar with a new culture.*

Of course, not everything is easy during a long stay in a second culture. International travelers may have difficulties understanding the adjustment problems that beset them. Many people do not recognize that the problems, feelings, and mood changes that are related to living in a second culture are not unique. It is common for international visitors or immigrants to vacillate between loving and hating a new country. The newness and strangeness of a foreign culture are bound to affect a traveler's emotions.

Culture shock *occurs as a result of total immersion in a new culture. Newcomers may be anxious because they do not speak the language, know the customs, or understand people's behavior in daily life. The notion of culture shock helps explain feelings of bewilderment and disorientation. Language problems do not account for all the frustrations that people feel. When one is deprived of everything that was once familiar, or knowing how to make friends, difficulties in coping with the new society may arise.*

Try to write your own definition of *culture shock*. Compare it with that of your partners'.

_____
_____
_____
_____

♦ *TEXT 4*

CULTURAL ADJUSTMENT

1. Scan the text about cultural adjustment and match the parts A, B, C, D and E with their subtitles that are given below.

The Re-Entry Process
The Benefits of Living in a Second Culture
Cultural Adjustment Process
Dealing with Culture Shock
Stages of Culture Shock

Now read the text carefully and do the assignments that follow.

A ******************

"…When an individual enters a strange culture, he or she is like a fish out of water." Newcomers feel at times that they do not belong and consequently may feel alienated from the native members of the culture. When this happens, visitors may want to reject everything about the new environment and may glorify and exaggerate the positive aspects of their own culture. Conversely, visitors may scorn their native country by rejecting its values and instead choosing to identify with (if only temporarily) the values of the new country. This may occur as an attempt to be accepted by the people in it.

Reactions to a new culture vary, but experience and research have shown that there are distinct stages in the adjustment process of foreign visitors. When leaving the comfortably secure environment of home, a person will naturally experience some stress and anxiety. The severity of culture shock depends on visitor's personalities, language ability, emotional support, and duration of stay. Visitors coming for short periods of time do not always experience the same intense emotions as visitors who live in foreign countries for longer terms. The adjustment stages during prolonged stays may last from several months to several years.

B ******************

Each stage in the process is characterized by 'symptoms' or outward signs typifying certain kinds of behavior.

(1) ***Honeymoon period***. Initially many people are fascinated and excited by everything new. The visitor is elated to be in a new culture.

(2) ***Culture shock***. The individual is immersed in new problems: housing, transportation, shopping, and language. Mental fatigue results from continuously straining to comprehend the foreign language.

(3) ***Initial adjustment***. Everyday activities such as housing and shopping are no longer major problems. Although the visitor may not yet be fluent in the language spoken, basic ideas and feelings in the second language can be expressed.

(4) ***Mental isolation***. Individuals have been away from their family and good friends for a long period of time and may feel lonely. Many still feel they cannot express themselves as well as they can in their native language. Frustration and sometimes a loss of self-confidence result. Some individuals remain at this stage.

(5) ***Acceptance and integration***. A routine (e.g., work, business, or school) has been established. The visitor has accepted the habits, customs, foods, and characteristics of the people in the new culture.

C ***********************

There are ways to prepare for and thereby lessen the extremes of culture shock.

First, know that you will experience some degree of culture shock (even if you don't believe it now). Everyone does. Carefully read the process outlined so that you'll recognize the symptoms and feelings. Most importantly, you must understand those feelings will pass.

Second, expect things to be different. Some differences will be quite obvious, others less so. It is the apparently trivial differences that will become most grating. Try not to allow yourself to blow them out of proportion.

Third, do not label differences as being 'good' or 'bad'. Because you will inevitably compare everything with your own country. Realize that you are not looking objectively at your new culture. Instead of judging what you see as better or worse than what you know at home, try and focus on the differences and ask why they exist.

Fourth, maintain the ability to laugh at your mistakes. It will take some time to adapt to the point where you can maneuver without making cultural missteps. After all, it took quite a bit of training by your parents and effort on your own part to be comfortable in your own culture!

Finally you do not have to "do as the Romans do" and accept all the

differences. You will like some of the new ways and incorporate them into your daily routine. Other ways will not fit your values or outlook and you will decide that they are not appropriate for you. You are free to make choices and doing so is perfectly acceptable.

D   *******************

Coming home after being in a new cultural framework is often a difficult change for many and this is often referred to as *reverse culture shock or return shock or re-entry process*. The most important part of this process, though, is that it produces learning and personal growth. You have changed; your insights have broadened and your perspectives are different. It may be difficult to fit in to your former lifestyle. Although the stages are usually shorter and less intense.

(1) ***Return anxiety***. There may be confusion and emotional pain about leaving because friendships will have to be disrupted. Many people realize how much they have changed because of their experiences and may be nervous about going home.

(2) ***Return honeymoon***. Immediately upon arrival in one's own country arrange parties to welcome back the visitor and renewed friendships to look forward to.

(3) ***Re-entry shock***. Family and friends may not understand or appreciate what the traveler has experienced. The native country or city may have changed in the eyes of the former traveler.

(4) ***Re-integration***. The former traveler becomes fully involved with friends, family, and activities and feels once again integrated in the society. Many people at this stage realize the positive and negative aspects of both countries and have a more perspective about their experiences.

E   *******************

Day-to-day living in another culture is undoubtedly an educational experience. While traveling, and living abroad people learn second languages, observe different customs, and encounter new values. Many people who have lived in other countries feel that exposure to foreign cultures enables them to gain insight into their own society. When facing different values, beliefs, and behavior, they develop a deeper understanding of themselves and of the society that helped to shape their characters. The striking contrasts of a second culture provide a mirror in which one's own culture is reflected.

(Based on *"Intercultural Communication"*
by *Levine & Adelman)*

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary of the text and divide the list into 3-5 thematic groups. Use it while doing the assignments that follow.

1) like riding on a roller coaster
2) to have high expectations
3) the adjustment problems
4) to beset smb
5) to vacillate between loving and hating a new country
6) culture shock
7) total immersion in a new culture
8) feelings of bewilderment and disorientation
9) to feel alienated from the native culture
10) to glorify and exaggerate the positive aspects
11) conversely
12) to scorn the native country by rejecting its values
13) to be accepted by the host community
14) mental fatigue, isolation
15) to blow smth out of proportion
16) to incorporate the differences into your daily routine
17) to maneuver without making cultural missteps
18) renewed friendships
19) to feel integrated in the society
20) to feel exposure to a foreign culture
21) to gain insight into one's own society
22) to provide a mirror in which one's own culture is reflected

B) Write out speech patterns you are planning to use in the themed discussion.

3. A) Write out from the text the words and word combinations that characterize   a) positive reactions to cultural adjustment;
 b) negative aspects of cultural adjustment.

B) Add one more synonym from the text to the synonymic group given below. Work with a dictionary to compare the meaning and the usage of each member of the synonymic group.

1) Alteration – setting – adaptation – accommodation – …
2) To fluctuate – hesitate – be ambivalent – be irresolute – …

3) Perplexity – utter confusion – …
4) To be estranged – be detached – be distanced – be isolated – …
5) To reject – rebuff – disregard – ignore – mock – …
6) To praise –elevate –enhance –exalt–…
7) To decline – turn down – discard – eliminate – deny –…
8) To come upon – run into – face – confront – …
9) Separation – detachment – segregation – loneliness – …
10) To engross – engage – occupy – plunge – …

C) **What is the odd word out? Explain what makes it different from the rest?**
1) Adaptation, accommodation, immersion, adjustment.
2) Elated, fascinated, excited, alienated, enthusiastic.
3) A foreign culture, a honeymoon period, a second culture, a host community, a new society, an alien environment.
4) Glorify, exaggerate, scorn, praise, elevate, enhance.
5) Accepted, rejected, alienated, discarded, denied, turned down.
6) Conversely, consequently, eventually, accordingly, therefore.
7) Integration, acceptance, alienation, consolidation, blending.
8) Weariness, fatigue, deprival, exhaustion, tiredness.
9) Vacillating, hesitant, ambivalent, ambiguous, irresolute.
10) Errors, conflicts, missteps, slips of the tongue, blunders, mistakes.

❖ **Text Comprehension**
4. Skim through the article and make a card with 3 key sentences and 5 phrases from the text. Exchange the cards with your fellow-students. Answer the questions using their cards.
1) Why does the author compare living in a second culture with riding on a roller coaster?
2) What is the nature of the cultural adjustment process?
3) What does immersion in a new culture result in?
4) What are the symptoms of culture shock?
5) What do individual reactions depend on?
6) How would you characterize the reverse culture shock?
7) How can you outline the ways to combat culture shock?
8) What are the benefits of exposure to a foreign culture?

❖ **Close Reading**

5. A) Explain the meaning of the following phrases taken from the text as you would do to advanced learners. Illustrate them with your own examples.

- like riding on a roller coaster
- to vacillate between loving and hating a new country
- total immersion in a new culture
- may feel alienated from the native members of the culture
- to blow the trivial differences out of proportion
- to make cultural missteps
- to feel exposure to a foreign culture
- to provide a mirror in which one's own culture is reflected

B) Write a summary of the article in approximately 70-80 words.

❖ **Talking Points**

6. You are in Boston at the 6th International EFL teachers' conference *"Intercultural Communication in FLT: the Ways to Harmony."* Today you've joined the Intercultural Communication section with *Cultural Adjustment* on the agenda. Cooperate with four or five of your colleagues, discuss the aspects of the problem and work out the strategies of dealing with it. Start with writing a mind-map. Share your ideas with the whole group.

❖ **Creative Writing**

7. Write a humorous article on the problem of cultural adjustment to the 6th International Conference FL Teachers' newsletter. Entitle it *"How to Take the Sting out?"* (Write approximately 300-350 words. See *Guided Writing* P.123-125.)

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Подорож закордон надзвичайно захоплююча. Ви вже уявляєте собі майбутню роботу, нові знайомства, подорожі й нову культуру. Кращий спосіб підготувати себе до цих вражень – залишатися відкритим до всього нового, що вас очікує. Новим буде все: клімат,

їжа, мова, друзі та новий стиль життя, до яких треба пристосуватися. Адаптація до нової культури вимагає великих зусиль. Цей процес називається культурним шоком і ви, без сумніву, відчуєте його. Пам'ятайте: це – нормальна реакція, яка, на щастя, згодом минає.

Ось деякі симптоми культурного шоку.

1. *Сум за рідним домом:* це нормально, якщо ви сумуєте за родиною, друзями і ні про що інше не можете думати, посилаєте sms та часто плачете – просто у вас культурний шок.

2. *Ізоляція й втома*: ви почуваєте себе ізольованим і надзвичайно втомленим. Ви можете також довго спати, навіть якщо ваш організм відновився після зміни часових поясів (jet lag).

3. *Ворожість*: ви можете вороже ставитися до людей, що вас оточують, звинувачуючи їх у своїх проблемах.

4. *Прихильність*: ви можете відчути прихильність не тільки до своїх земляків. Не відмовляйте собі у надбанні досвіду від знайомств, спілкування, дружби з колегами й громадянами з країни-хазяїна.

5. *Сумніви*: ви можете проявляти нерішучість і ставити собі запитання: «Навіщо я приїхав сюди?» Ваша самотність, пригніченість, напруженість є причиною ваших сумнівів, які з часом минуть.

Подолати культурний шок допоможуть такі поради:

1. Побудуйте реальну перспективу. Пам'ятайте, що тисячі людей приїжджали на роботу та навчання до інших країн. Вони вижили й залишилися задоволені. Головне – не перебільшувати свої проблеми.

2. Оцініть свої очікування. Ваша реакція на нову країну це продукт того, що є насправді й те, чого ви очікували. Якщо ви зневірилися, зробіть крок назад і зважте свої очікування.

3. Не відступайте й не замикайтеся в собі.

4. Дайте собі час адаптуватися й звикнути до нових умов.

5. Залишайтеся відкритим. Спробуйте зрозуміти, що люди в новій країні шанують культурну спадщину своєї Батьківщини. Не намагайтеся оцінювати їх поведінку відповідно до стандартів своєї країни.

Повірите чи ні, але ви можете відчути культурний шок, повернувшись додому. Досвід роботи і життя закордоном розширили та змінили ваші погляди. Ви можете не помітити, що змінилися, доки не опинитеся вдома. Для того, щоб швидше пережити цей період, треба поділитися своїми враженнями з рідними та друзями, довіритися їм.

**(From *Russian Women Abroad)*

♦ *TEXT 5*

CULTURE SHOCK

1. Read the article about culture shock and entitle the passages A – F.

A) However good your English or however great your preparations, whether for a short visit or a lengthy residency, you can't avoid culture shock. You will experience a kaleidoscope of emotions which are not only associated with the language barrier. You can feel acceptance and appreciation, enjoyment and admiration, surprise and misunderstanding, confusion and disappointment, non-acceptance of customs. As a rule, pleasant emotions and elation of new exciting surprises prevail over the negative feelings during the first few days or weeks on arrival in the country.

As for me, the sky above England seemed to be so much bluer than in Russia and sales assistants in the shops were most polite and showed great consideration for their customers. But that was nothing compared with the smiles and 'hello's' I received from passer-bys in the streets – except in London! This was a far cry away from the sullen faces that greet you in most Russian city streets.

B) Driver's behaviour on town roads is worthy of praise in ballads of time to come. You arrive at a pedestrian crossing, too preoccupied to pay attention to the red traffic light and step out into the road without the dreaded fear of being run over by a speeding Lada or BMW. At the last minute you cast a glance, by intuition, towards the potential danger in the form of an approaching motorcar and see it has already stopped, and you fix your eye on the smile of the understanding driver. His gesture says - 'You first, I'll wait'! It's then only left for you to 'sing' a thank you, nod your head and cross over to the opposite pavement.

Again, a far cry from the usual practice of putting your life at risk as you try to dodge from side to side with crazy Russian drivers bearing down on you with screeching brakes, blaring horns and wicked glaring eyes behind the steering wheel. On the whole, the driving style in England arouses admiration and is worthy of imitation.

C) Now regarding English queues! You realise that the shape of the English queue is somehow different and couldn't be framed within a stereotype. Russian queues generally have tendency to spread at different

sides. But English queues are regulated and formed rather as a linear structure. At the same time in English queues nobody tries to cut into the line or try to push to the front. They don't create excuses to say that they have queues for ages or that their train leaves in 5 minutes - all good Russian excuses.

So one can say that real English queues are different from Russian not only in shape but also by the general atmosphere that hangs over them. People in English queues keep a space between each other and are usually silent. It seems that people came only to stay awhile because they have nowhere to go. That's out of character with our native queues, which are a suitable place for socializing as well as expressing negative emotions on wide range of issues.

D) It's a wonder to me, especially at the beginning, that there are so many possibilities to get a variety of things for free. As an example, essential free plastic bags while shopping is generally accepted as standard. In Russia you have usually to carry a supply whenever go shopping otherwise you need to pay for simple plastic bags. Offers such as 'Buy 1 get 1 free' or '3 for the price of 2' always give rise to excitement within customers.

But life in Britain spoils her citizens and even more – it perverts their minds when dealing with broad consumer rights. Some cheeky customers can buy nice clothes for a special occasion and having worn them to a party, or whatever, can return them back to the shop for a refund. They use such excuses that the item was an unwanted gift, wrong size or colour or poor quality. Some ladies make claims that after several months the seams have burst. Ladies, please, watch your figures!

A recent observation I made was: a couple had a meal in a pub, paid for the meal but then straight away complained to the manager about their dissatisfaction with the food or service. Of course, repayment of the meal is the lesser of two evils for the English pub in terms of reputation and loss of potential customers. However it wouldn't be possible, in Russia, to leave a restaurant claiming a refund for the already eaten beef stroganoff and drunk vodka!

E) While studying the English language one is aware of how much time people in Britain talk about the weather. Surprisingly, it doesn't cause them to react appropriately to the weather or temperature changes. The way local people dress, their clothes do not always match the weather conditions. This is especially prevalent with the younger generation – that bare midriff in winter for example. It is very rare to see English people

wear hats even when it's frosty, and it's a common thing to pull their sleeves over their frozen hands instead of using gloves - all in the name of fashion. You can see people in the street wearing sandals even when the temperature is only 5C. I feel always pity looking at babies and toddlers in prams – young parents don't care about uncovered tiny heads, pink hands and bare feet exposed to the cold air.

Passing on from the topic of the weather sense, to the theme of English culture of dress and fashion, may I presume to surmise that proper dress culture does not exist outside of London? The idea of a so-called 'classical English style' that's adored in Russia seems to be no more than regular 'Soviet propaganda'. The average English person turns out looking rather poor and not smart at all. They call such mode of dress as casual. A set of clothes consists of un-ironed and saggy sports shirts plus trousers and, again, sandals with or without socks. I would call such a trend in clothing as 'unisex'. Nevertheless there could be an option for so-called 'high fashion' when a classical style black coat has been worn together with pink socks and white trainers. It's clear that there is some regional tendency – the farther from London the more the British don't care how they look.

Russians take much notice of what they wear and are quite fussy over their appearance and usually dress well. If they come to England they would feel out of place in their smart clothes and would have to buy the 'uniform' of jeans, shirt and sandals to blend in. The English tend to wear these casual clothes for every occasion – to go shopping, to the college, to the pub, to walk the dog or even to go the theatre. So it's not a problem to look like an average British person but it could raise a thought – 'Am I being myself?'

F) It is impossible to expect that you would feel constant happiness when coming over to other countries and being in alien surroundings. Psychological discomfort dissolves as adjustments to the new circumstances take place. This period of change is some kind of trial, the experience we feel when we perceive a new language, people and different cultures. Also it is an understanding of ourselves and a discovery of something new – in our own language and the culture of our homeland. But if you suddenly notice that you are getting over critical towards your new surroundings, maybe it's time to take a trip back home to experience the reverse 'culture shock'!

(By *Valentina Walker)*

♦ *TEXT 6*

WHAT ARE THE UNIVERSAL HUMAN VALUES?

1. Before reading the article, suggest your ideas as to the main human values.

There are five stem values and many sub-values, or virtues that come from these. Together they make up the tapestry that forms an individual of character. They contain all that makes a human being noble, caring, and kind. If mankind is to live up to its name, it must be kind. Reflect on these values and ask yourself, "Can I live up to at least some of these, and are these the values that I would like in my child?" When one value is truly understood and practised then, the other values will also be understood, for they are interlinked and flow from a common source, the Spirit within. For this reason many of the sub-values or virtues are common to more than one value. It has been said that nothing exists for itself only. The axe is useful so long as it cuts, the tree so long as it bears fruit. This rule applies to everything in the natural world, for all is interrelated. It also applies to the humans. We are useful so long as we practice human values. When we fail to do this, we are a danger to ourselves and to the planet.

Right Conduct – (Using the tool of the body)

Information is received through the five senses i.e. smell, taste sight, touch and hearing. When this information is referred to the conscience, the resulting action will be beneficial. Every action is preceded by thought. If the thought is consciously seen and noted, aims to help and is unselfish, the action will be good for oneself and others. If our mind is busy, or we are daydreaming, the action may be useless, clumsy or harmful to ourselves or others.

Peace (Using the tool of the mind)

We smile when we are happy and contented. Contentment is gained when we cease to want for ourselves all the apparent 'good' things conveyed to us through our five senses. When our willpower is sufficiently strong to enable us to discern the difference between real needs and superfluous desires, we cease to be driven by the urge to own more and more things. Inner agitation stops and we are left feeling peaceful. When there is peace in the individual, there will be peace in the

family. When there is peace in the family, there will be peace in the community.

Truth (Using the power of discrimination and intellect)

The desire to know truth has prompted mankind to ask some of the great questions such as: Who am I? What is the purpose of life? How can I know my inner self / God / the Creator of the universe? How can I live fully in the present moment? Learning to speak the truth is a first and vital step in the formation of a strong character. Voicing an untruth is an anti-social act and causes confusion in the mind of both the speaker and listener and leads to anti-social behaviour. Telling lies hurts ourselves as well as others in a subtle, but very real way. One great distinction between humankind and the rest of the animal kingdom is the ability to choose how to behave, rather than just to follow the lower instincts (the law of the jungle). A human being is also able to recognize past, present and future and to take note of changes occurring over time.

Love (Using the power of energy)

Love is not an emotion, affected by the sub-conscious mind, but is a spontaneous, pure reaction from the heart. It is the power of love, which causes one person to wish happiness for another and take pleasure in their well-being. A beneficial energy (love) is directed towards the other person. As this energy flows through our own body first, it also enhances our own health. Love is unconditional, positive regard for the good of another. It is giving and unselfish. Love is essential if children are to grow up healthy in mind and body. Love is the unseen undercurrent binding all the four values.

Non-Violence (Awakening to the Spirit within ourselves and within all)

For the non-violent person, the whole world is his family When the former four values are practised (i.e. the conscious mind is keenly aware, love is flowing, there is peace and actions are right) life is lived without harming or violating anything else. It is the highest achievement of human living encompassing respect for all life – living in harmony with nature, not hurting by thought, word or deed. Non-violence can be described as universal love. When truth is glimpsed through intuition, love is activated. Love is giving, rather than grasping and in allowing our stream of desires to subside, inner peace develops and right conduct is practised. This results in non-violence i.e. the non-violation of the natural laws which create harmony with the environment. Non-violence relates to the Spiritual or Universal aspect of Being. Living in a way which causes

116

as little harm as possible to oneself, other people, animals, plants and the planet, is a sign of a well-integrated, well-balanced personality. Such a person is well tuned to the spiritual aspect of humanity and is in touch with an inner happiness which is permanent and part of one's real nature.

❖ **Talking Points**

2. It's crucial for a teacher to realize what values he / she transmits to students. Try to identify your values: find a partner and discuss the following questions.

1) How far do you agree that the basic human values are: peace, love, non-violence, truth, right conduct?
2) What other values do you associate with each of the stem values? Fill in the table.

Right Conduct	Peace	Truth	Love	Non-violence
modesty	*?*	*fairness*	*devotion*	*benevolence*

3) Should a FL teacher transmit his / her values to students on a deliberate and constant basis? Stand for your point.
4) What could a FL teacher do or talk about to transmit the stem values to students?
5) What are the ways of transmitting your values to students? Which of these ways are likely to be the most effective?

❖ **Creative Writing**

3. You've been in teaching for a year. Having some moments of introspection try to outline your reflections on the following questions.

1) How relevant are my moral values to the core of human ones?
2) How compatible are my values and those of my culture?
3) What are the typical FL teacher's values: ideal and in reality?
4) What are my teaching values?

♦ *TEXT 7*

1. Read the letter (written in 1980) and an extract from the article (written in 2000). Make sure you fully understand the meaning of the underlined phrases. Entitle both passages.

****

"As a parent and an observer of mankind, I grow increasingly concerned about the life that our children inherit, the values that they <u>hold dear</u>, and their expectations for the future. Childhood seems to last but a few years until children become <u>a market force to be bombarded</u> <u>with advertisements</u> on the television. They demand to have all that they see, and regard it as their right <u>to be entertained every waking moment.</u>

At school, most children are bored by the lessons, which they see as <u>irrelevant to life</u> as they perceive it. Life is about having fun, and having fun now. Or, at the other extreme, school is <u>fiercely competitive</u>, and pupils are pushed by parents <u>to achieve at all costs.</u>

The 1960s were a time of great liberalization, when youth thought it could <u>right all wrongs</u>. Its ideals of love and peace are now much scorned as <u>hollow</u>, <u>hippy phrases</u>. If the world <u>veered to</u> the left in the 60s, then it has <u>lurched to</u> the right in the past fifteen years. The 1980s are undoubtedly a more <u>selfish, inward-looking era</u>, with the <u>individual out to look after himself</u>, regardless of the effect this might be having on others. <u>The new gods</u> are money and materialism, and teenagers want now what it <u>took their parents half a generation to achieve.</u>

If youth has learnt to question the wisdom of its elders, it has so far found nothing to replace it with. No wonder there is drug abuse <u>on a scale never seen before</u>. No wonder so many children seek the help of psychiatrists. What are they to fill the emptiness of their souls with?"

(By *James Stuart, Gloucester)*

****

"Ukraine, at its current transitional stage, is as a rather dynamic society which has not been completely structured. As all the other age groups, the younger Ukrainians are faced with a major problem: choice.

Changes are noticeable among young people. Although these people are different, several common traits can be discerned and assumed to <u>determine trends in the youthful environs</u>. Our studies show that young people have quickly responded to basic changes in society by <u>developing individual survival patterns</u>, and we find it rather common in a civilized

society. There is an increasing number of self-supporting young people holding more than one position or job, moonlighting, making things for sale, rendering paid services to the population, engaging in entrepreneurship, starting trading businesses. In other words, our young people are getting <u>economically active, and at the same time, more pragmatic and spiritually restrained.</u>

Another phenomenon is that a great many young people these days think less of mental work, education, research, and knowledge in general. All this takes time, and they <u>want things done overnight.</u> And so they plunge into business headlong<u>, grabbing quick bucks</u> here and there, wheeling and dealing, acting as <u>commercial intermediaries</u> without proper training and experience. The increasing number of these people are making money in a manner far remote from honest and <u>painstaking professional</u> work.

At the same time, though the process of education and research often evokes only but too little enthusiasm, most young city-dwellers are eager to get a higher education diploma and even a degree. The corrupt <u>purchase-like approach</u> to education and science devalues knowledge and stimulates cultural, scientific, technological and, as a result, economic regress of the Ukrainian society.

In addition young people <u>show less cultural demands,</u> <u>take a simpler approach to cultural and moral decencies.</u> There is <u>a crisis in terms of ideals</u> and <u>a loss in terms of general human values</u> in our society. Alas!''

*(From **"Passport to the New World"**)*

❖ **Text Comprehension**

2. Orally or in writing, sum up the two characteristics using the underlined phrases.

3. Answer the questions.

1) Do you think the Ukrainian youth of 1980s could be described in the same way as James Stuart does? Consult your older friends to get a better understanding of values that governed our life in the near past.

2) What has changed about the Ukrainian values since 2000?

3) What is similar and different about to-day values and those people believed in 20 years ago?

4) What is your idea of the contemporary Ukrainian and British youth's values and problems? Are they more alike now than 20 years ago? Will they have much in common in 20 years?

➢ ADVANCED GRAMMAR PRACTICE

LINKING WORDS – 2

There are many features of texts which help the reader understand how the information in the text is organised. **Text organizers** – this term covers a wide range of words and phrases which make text easier to understand. A selection is given here.

- Adding a point

As well as the obvious problem with a visa, they had to rebook the tickets.

In addition to the obvious problem with a visa, they had to rebook the tickets.

Not only was there the obvious problem with a visa, *but* they had *also* to rebook the tickets.

Developing a point

Besides / furthermore / in addition / moreover / what's more / on top of that / to make matters worse, prejudices can lead to hate.

- Contrast

The identity of the attacker is known to the police. *However / nevertheless / all the same* no name has been released.

The identity of the attacker is known to the police. No name has, *however / all the same,* been released.

(Al)though / while / even though / despite the fact that the identity of the attacker is known to the police, no name has been released.

The identity of the attacker is known to the police. A name has *nevertheless / none the less / still* not been released.

No, I didn't say the President got it wrong. *On the contrary,* I think he's handled the affair superbly.

I prefer city life *as opposed to* country life.

I prefer city life, *whereas* John prefers country life.

Mira established her reputation in the fields of preschool education. *In contrast*, her new research is into psychology.

- Explaining reasons

The government decided to limit the number of legal immigrants. *As a result / accordingly / thus / hence / consequently / for that reason,* they introduced the race related 'quota' system.

The employers have promised to investigate these complaints, and we *in turn* have agreed to end the strike.

- Making generalisations

Broadly speaking / generally speaking / on the whole / by and large / to a large (some / a certain) extent, they maintain their ethnic identity.

- Starting

*That's incredible! **For a start / first of all / in the first place / for one** they've taken the oath of citizenship. And secondly ...*

- Giving new information

***By the way / incidentally,** do you remember an old friend of ours called Ransom?*

- Concession/qualification

*OK, so you two have had a few problems. **Even so / all the same,** I don't see why you need to split up.*

*Lancaster is a man of great personal integrity. **Having said that / even so / all the same,** I don't think he'd make a good chairman.*

- Reality

What do you think of John Brown?

***To be (perfectly) honest / to tell the truth,** I can't stand men like that.*

Practice

1. Underline the correct word or phrase in each sentence.

a) **A:** Did you ring the immigration service for me? **-B:** I forgot, *as a result / to be honest / to make matters worse.* I'll do it now.

b) They've had a very difficult time. *On top of that / At any rate / To start with,* they haven't met the long-term citizenship requirements.

c) She's a sociable girl with lots of friends. *Even so / Furthermore / To some extent,* she can get lonely, like anyone else.

d) He comes across as being very full of himself, *in contrast / broadly speaking / whereas* he's actually a very nice guy.

e) *Nonetheless / On the whole / Hence* I agree with what you're saying, but I'm not sure about your last point.

f) I seem to be giving the impression that I didn't enjoy my time in Norway. *After all / Having said that / On the contrary,* I had a wonderful time.

g) They've taken the oath of citizenship. *Nevertheless / On the other hand,* I think they won't bypass the labour-certification requirements.

h) We saw the Eiffel Tower, the Seine and the Louvre, *what's more / as well as* Euro Disney.

i) The country's economy depends *to a large extent / at least* on the tourist industry.

2. Read the interview and decide which answer (A, B or C) best fits each space.

Interviewer: The recent scandal involving your finance minister has done little to restore public confidence in the government.

Minister: (1) ………., I think the 'scandal', as you call it, has shown us to be a very moral party. The minister concerned resigned his post and showed great contrition for what he'd done.

Int: (2) ………., a scandal is a scandal. (3) ………., a senior minister accepts a large donation on behalf of his party from the entrepreneur Robert Tivwell, then five weeks later, Tivwell's company, which (4) ……….… just happens to be nearly bankrupt, wins a contract with the government worth millions of pounds.

Min: Well, as I say, the minister has resigned, (5) ………… I should point out that there is technically nothing illegal about what he did.

Int: Yes, there is, minister. It's called bribery.

Min: Well you can call it that if you want. I prefer to call it 'sharp practice' (6) ………. . But it happens, it's always happened, and I'm sure it'll continue to happen. (7) ……….., we will not condone this kind of financial dealing and will continue to stamp down on it.

Int: This is pure double talk!

Min: No that's not true. (8) ……….. we take such matters extremely seriously. But we are realistic enough to know that we can't eliminate them altogether. You see, there is nothing to stop people or companies making donations to parties – (9) ……….… if we didn't have such money, we wouldn't be able to survive. It's just that the timing of such payments can be unfortunate. So each case has to be investigated on its merits. But (10) ……….., this practice is causing less controversy than it has done under previous governments.

1. **A** Incidentally   **B** First of all   **C** On the contrary
2. **A** Even so   **B** As a matter of fact **C** Hence
3. **A** By and large   **B** Consequently   **C** First of all
4. **A** in contrast   **B** incidentally   **C** at any rate
5. **A** despite   **B** although   **C** whereas
6. **A** anyway   **B** furthermore   **C** to be honest
7. **A** Having said that   **B** Moreover   **C** To make matters worse
8. **A** As a result   **B** As a matter of fact   **C** To some extent
9. **A** although   **B** thus   **C** indeed
10. **A** in contrast   **B** in addition   **C** broadly speaking

➢ GUIDED WRITING

An Informal Article

1. Read the title and the first paragraph of the article and answer the questions below.

The Countryside Revival

"The reports of my death are greatly exaggerated", Mark Twain once said, and so it is with the countryside.

- What part of the newspaper will the article appear in?
- What expectations might readers have of articles in this section?
- What style and tone is appropriate for the article? In what way does the article differ from a formal or neutral essay?

2. Read the article and answer these questions.

- Is the writer's opinion clear? Is it a balanced opinion, or a stronger, one-sided view?
- What explanations does the writer give to illustrate the main points?
- What specific words and phrases make the style informal?

Alarmist predictions seem to be very much flavour of the month, and newspapers (this one included) are full of reports of the latest rural community to have been devastated by the closure of a nearby electronics factory or mine. In some ways, the village that I live in would seem to typify this trend of rural decline. There is still a farm, but only one when there used to be six or seven. The dairy herds have gone and the farm labourers along with them. The harvesting of crops is all done by machine, and where there used to be perhaps two hundred agricultural workers, there are now just a handful.

But the thing is, the village is not all doom and gloom. All you need to do to realise that is to walk down the main street and you will see what is really going on. Every house is occupied and well looked after. There are villagers of every generation, from new-born babies to pensioners; the school is thriving, as are the sports clubs, the village shop and the local pub. 'What is going on,' explains Mary Foxwood, one of the oldest residents, 'is that the countryside has adapted very well to the modern world. You won't see anyone in the fields, true, but that is just because the farm is so efficient. There are more and more young families here now, all with new skills.' Looking around at the range of people, it is clear that she has a point. There are builders, engineers, internet

entrepreneurs, musicians, and furniture makers, all contributing to the community in some way. The countryside is far from dead; on the contrary, it has been given a new life. It is attracting more and more away from the noise and clamour of the city. The countryside communities can look after themselves; the future of decaying urban centres, on the other hand, seems less assured.

3. In the sample, the writer gives concrete examples, which help to create the informal style, without assuming that the reader knows the area. Compare paragraphs A and B. Which one would be better for an informal article in a general interest national magazine?

A) Out of town superstores are revolutionising the way that people shop, and Daltonside typifies some of the changes that are taking place. Slatter's shut down recently because it was unable to compete with McBrides and Waitbury's at the new Wellington Complex.

B) Out of town superstores are revolutionising the way that people shop, and Daltonside, the village that I live in, has seen many of these changes. The old convenience store in our street folded a couple of months ago, much to the dismay of the locals, but the sad fact was that it couldn't compete with the hypermarkets at the new shopping complex beyond the ring road.

4. Write short paragraphs illustrating the point made in these opening sentences. Give real examples based on where you live or on your own experiences. The extracts are for an informal article in a general interest national magazine.

- Out of town superstores are changing the way that people shop ...
- It is clear that planners and architects can have a dramatic effect upon the way our towns and cities look ...
- Traffic congestion is a modern-day blight that most of us have come to grudgingly accept as just one of those things ...

5. You have seen these two extracts from articles in a magazine called City Living. The editors want readers to send in articles saying how they feel about living in the city and in the countryside. Read the extracts and write an article (300-350 words) for the magazine.

A) *Our cities are in crisis; with crime reaching record levels, excessive pollution and a transport system that is in a state of gridlock, they*

really have very little to offer. So is it time for us all to pack our bags and head for the hills, or has urban life still got something to offer?

B) The countryside is dying. As traditional industries like farming or mining collapse, villages up and down the nation are going into terminal decline. The young have already mostly deserted them and have migrated to urban centres in search of education and a better way of life. Rural communities are no more than a shadow of their former selves, and there is little hope for the future.

6. Follow stages 1-5 to write your article.

Stage 1. Read

Who is going to read this article?

Will the readers want lots of factual information, or are they going to be reading for entertainment and pleasure?

How much informal do you think this article will need to be?

Stage 2. Think

Look at each extract. First of all, decide whether you basically agree or disagree with what it is saying. Look at some of the more specific points made in the extracts. Think of examples related to these that support your views. Where possible, think of real people and places that you know.

Stage 3. Plan

- Plan the main topic areas that you are going to discuss. You could follow the example article and repeat this pattern:
- Give the article a title
- Introduce the subject
- Outline opposing views
- Discount opposing views
- Give your opinion and supply supporting information
- Conclude

Stage 4. Write

- Remember that you will be given credit for a wide range of vocabulary. You could achieve this in part by including a few idiomatic expressions that you know.
- Even if you are writing in an informal style, the use of contractions may still be inappropriate.

Stage 5. Check

- Read the article again. Have you made your opinions clear to the reader?
- Check that the punctuation and spelling are correct.

➢ LINGUISTIC ISSUES

A) Nouns Relating to Difficulties

In the thematic texts you frequently come across the word *difficulty*. Study other words relating to it in order to understand the differences between them and know the areas of their usage. Translate them using a dictionary.

Fairly small difficulties: *a snag   a hitch   a setback   a glitch*

A glitch usually refers to a technical problem of some kind. The other words are more general.

More important difficulties:

A stumbling block is something that prevents action or agreement.

A pitfall is an unexpected difficulty (often used in the plural).

An obstacle is anything that stops progress, either literally or metaphorically.

An impediment is something that prevents free action, progress or movement.

A dilemma is a situation where a difficult choice has to be made between two, sometimes unpleasant, alternatives.

An ordeal is a severe experience, which is very difficult, painful or tiring.

More formal words meaning difficulty:

adversity   hardship   affliction   tribulation

B) Adjectives Relating to Difficulties

Adjective	its meaning
Abstruse	difficult to understand (theory, argument, philosopher)
Arduous	difficult, tiring, needing much effort (climb, task, journey)
Complex	difficult to understand as it has many parts (problem, theory)
Convoluted	unreasonably long and hard to follow (explanation, sentences, theory)
Grueling	extremely tiring and difficult (journey, work, match, expedition)
Insufferable	difficult to bear as it is annoying or uncomfortable (behaviour, heat, boredom, pain)

Obstructive   causing deliberate difficulties (person, measure)
Stiff   difficult to beat (opposition, competition)
Tough   difficult to deal with or do (time, job, climate, decision)
Traumatic   shocking and upsetting (experience, past, childhood)
Wayward   changeable, selfish and/or hard to control (behaviour, child, person)

C)   Colloquial Expressions Relating to Difficulties

Oh dear, more homework! ***What a pain! / What a drag!*** (meaning What a nuisance!)

What's eating him? / What's got into him? / What's bugging him?/ What's (up) with him? (meaning What's the matter with him?)

I can't face the ***hassle*** of moving house again. (situation causing trouble or difficulty)

My daughter keeps ***hassling*** me for a new hike. (pestering, asking again and again)

to slog (your guts out) / to grind / to graft / to flog yourself to death (meaning to work hard)

in a fix / in a spot / in a hole / up against it / up to one's neck (in a difficult situation)

The company's in ***a sticky/tricky situation*** now, the workers are going to strike. (difficult)

I think I'm ***off the hook / in the clear / out of the wood(s)*** now. (freed from a difficult situation)

Practice
1. Choose the best word from the box to complete the sentences. Put the word in the plural if necessary.

dilemma	***glitch***	***hardship***	***impediment***
ordeal	***pitfall***	***snag***	***stumbling block***

1) Jane is caught in a terrible _____ - should she maintain the same polite discretion or occupy vociferously nationalistic position in the current debate?
2) At first there were some _____ with the software, but it's OK now.

3) Women in wartime also have to face a great deal of _____.
4) The hostage is writing a book about his six-month _____.
5) The proposal is very good. The only _____ is that it is a little expensive.
6) John used to have a speech _____ but he's overcome it and is now an actor.
7) On their arrival in the host community they were warned about typical _____ to avoid.
8) Negotiations were going well until the issue of the green card became a major _____.

2. Which of the adjectives might you use to describe?

1) a pupil who deliberately makes it hard for his teacher to continue with the lesson
2) opposition in an Immigration Department that has very strong arguments and public support
3) an accident which affects the victim psychologically
4) a book that deals with very difficult ideas without simplifying them
5) a child who is very disobedient and self-willed
6) pain that is almost impossible to put up with
7) a speech that is very difficult to follow because the line of argument is very complex
8) an exhausting Arctic expedition

3. Answer the questions about difficulties.

1) Have you ever been in a dilemma? What were the choices that were facing you?

2) Give an example of a project you were involved in that suffered a setback.

3) Can you name someone who has triumphed over adversity? Explain your answer.

4) What obstacles have you had to overcome in your life so far?

THEMED DISCUSSION

I.   National Perception

1.   Choose 5 of each attributes below which you believe best describe Americans, Britons, Ukrainians, and Russians. Write these attributes down in the hierarchical order.

Americans	*Britons*	*Ukrainians*	*Russians*
Arrogant	Arrogant	Arrogant	Arrogant
Self-centred	Self-centred	Self-centred	Self-centred
Compassionate	Compassionate	Compassionate	Compassionate
Greedy	Greedy	Greedy	Greedy
Materialistic	Materialistic	Materialistic	Materialistic
Hard-working	Hard-working	Hard-working	Hard-working
Lazy	Lazy	Lazy	Lazy
Musically inclined	Musically inclined	Musically inclined	Musically inclined
Honest	Honest	Honest	Honest
Religious	Religious	Religious	Religious
Decadent	Decadent	Decadent	Decadent
Patriotic	Patriotic	Patriotic	Patriotic
Anti-semitic	Anti-semitic	Anti-semitic	Anti-semitic
Casual	Casual	Casual	Casual
Extroverted	Extroverted	Extroverted	Extroverted
Introverted	Introverted	Introverted	Introverted
Racist	Racist	Racist	Racist
Passionate	Passionate	Passionate	Passionate
Acrimonious	Acrimonious	Acrimonious	Acrimonious
Indifferent	Indifferent	Indifferent	Indifferent
Denigrating others	Denigrating others	Denigrating others	Denigrating others

Amicable	Amicable	Amicable	Amicable
Intuitive	Intuitive	Intuitive	Intuitive
Mobile	Mobile	Mobile	Mobile
Ambitious	Ambitious	Ambitious	Ambitious

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

2. Do you think that you are free from prejudice? How do we form our judgments about representatives of other nations? What gets in the way of objective judgments about them?

II Nationality Stereotypes

1. You are taking part in the workshop "*Intercultural Communication in a Foreign Language Class*" organized by British Council in Kiev. You are offered to try the activities below and answer the after-activities question.
Fill in the table with descriptions from the box that you think go with these nationalities. You can use a description as many times as you like.

Ukrainian	*British*	*American*	*German*	*Japanese*	*Italian*	*Russian*	*French*

be the hard-working type   be a man of emotions
be a talkative type   a lazy-bones   be a man of action
be a humorous guy   be a psychic   be a tea-man
be a fun-maker   be bored   be a formal type
be a man of temper   be a punctual person   be outgoing
be the romantic type   be well-dressed   be a formal type
be bright and happy   be a good mixer   be a light eater
be a child-lover   be a fish-man   be a man of few friends
be an enthusiastic traveller   be a homely type   be
tense and jumpy   be a golf fiend

2.   Work with a fellow-student. Say which descriptions you have chosen and comment upon your choice.

3.   Can the task above contribute to creating nationality stereotypes? Are you a believer in stereotypes? What is positive / negative about nationality stereotypes?

III Rooting for Tradition

Read the poem and discuss what you think it is saying.

What makes people leave their native homes? What is the country of goodness for them? Will they ever find what they are searching for? Will they ever find a place to belong?

Peking is in China
As Kingston is in Jamaica
As Delhi is in India
As nowhere do we belong
You and me.

And should we ever run away
Where shall we run to?
And should we ever fight a war,
Who shall we fight for
You and me?

At the end of the rainbow
Is the country of goodness
If we form an alliance
Will we ever be free
To belong?

Or shall we always be carrying
Our ancestor's coffins in a bag?
Searching the globe
For a place to belong
You and me.

(By *Meiling Jin*)

CHECK YOURSELF

Make sure you know the Essential Vocabulary below. Use the list to sum up what you have learnt from UNIT 2 "*Diversity and Convergence in Today's World*".

1) to leave one's family / culture acrimoniously
2) to feet ashamed of one's backgrounds
3) to cast off 'backward' and 'uncivilized' fellow-countrymen
4) to cringe with embarrassment
5) to readily assimilate to
6) to be devastated / to be emaciated
7) a healthy return to one's roots
8) to rethink one's identity in the host country
9) to link up with one's heritage and history
10) to be a passionate advocate of
11) to come halfway to bridging gaps between generations
12) a retreat into a meaningless past
13) the feeling / situation / problem is exacerbated by
14) to denigrate culture / values / attitudes
15) to feel a sense of annihilation
16) to wipe out one's heritage
17) to chip bits off oneself (in order) to
18) to make oneself more acceptable
19) to become a distorted image of oneself
20) to be on the fringes of society
21) to take the oath of citizenship
22) the scapegoating of 'aliens'
23) to feel manipulated and discarded
24) to maintain an identity, not to transform it
25) the trauma of self-transformation
26) like riding on a roller coaster
27) to vacillate between loving and hating a new country
28) total immersion in a new culture
29) to feel alienated from the native culture
30) to scorn the native country by rejecting its values
31) to be accepted by the host community
32) to incorporate the differences into your daily routine
33) to feel integrated in the society
34) to gain insight into one's own society

➢ GLOSSARY

This is an alphabetic list of cross-cultural terms to be internalized. It may come in handy while discussing thematic issues or participating in classroom activities.

Assumption – something that is taken as a fact or believed to be true without proof: one's mistaken assumption. Assumptions can lead to stereotypes and unfair judgments about individuals and group.

Bias – a tendency to, in favour of, or against something or someone without knowing enough to be able to judge fairly: *to complain of bias in the way the news media reported the story. Stereotypes and biases affect our lives.*

Bigot – an obstinate and intolerant believer in a religion, etc.

Bigotry – prejudice, intolerance, narrow-mindedness.

Convergence – fusion.

Chauvinism – exaggerated or aggressive patriotism; excessive or prejudiced support or loyalty.

Diversity – variety.

Divergence – a difference between two or more things, attitudes, etc that are usually expected to be similar to each other.

Ethnicity – a categorization of people according to shared culture, language, or geographic region.

Ethnic (adj.) – of a racial, national, or tribal group: *ethnic art / traditions.*

Ethnic (n.) – a person belonging to a group of a different race from the main group in the country.

Ethnically – in connection with a racial, national, or tribal group: to be ethnically related.

Ethnic minority – a group of people of a different race from the main group in a country.

Ethnic pride – belief in and loyalty to one's race.

Ethnocentric – based on the belief that one's own race, nation, group is better and more important than others: e.g. *He has the ethnocentric idea that the Scots are the most intelligent people in the world*.

Nation – a large group of people living in one area and usually having an independent government; a large group of people with the same race and language.

National – peculiar to or characteristic of a particular nation.

Nationalism – love of and pride in one's own country, believing it to

be better than any other country; desire by a nationality to form an independent country.

Nationalist – a person believing in nationalism; a member of a political group which wants national independence or strong national government: e.g. *Basque nationalists*.

Nationalistic – of or showing too great love of one's country: *a nationalistic speech*.

Nationality – the fact of being a citizen of a particular country; a large group of people with the same race, origin, language: *people of different nationalities; to have dual nationality*.

Native – (of a person) belonging to a place from birth: *a native New Yorker*; someone who lives in a place all the time or has lived there a long time.

Prejudice – (an) unfair and often unfavourable feeling or opinion formed without thinking deeply and clearly or without enough knowledge, and often resulting from fear or distrust of ideas different from one's own: *to have a prejudice against somebody; to be free from prejudice; to discourage racial prejudice; to be racially prejudiced*.

Race – any of the main groups into which human beings can be divided according to their physical type: *the black / white / brown races; to forbid discrimination on the grounds of race or religion; a person of mixed race; the German race*.

Tribe – a social group, smaller than a nation, sharing the same customs and usually the same language, and often following an ancient way of life.

Stereotype – (someone or something that represents) a fixed set of ideas about what a particular type of person or thing is like, which is (wrongly) believed to be true in all cases: *to fit the stereotype of a woman who spends all her time with her children; racial stereotypes; to stereotype people; a stereotyped view of teachers / doctors; stereotyped answers*.

Tolerance – willingness to accept or allow behaviour, beliefs, customs, etc which one does not like or agree with, without opposition: *a reputation for tolerance towards religious minorities*.

Tolerate – to allow something one does not agree with to be practised or done freely without opposition.

Toleration – of religious beliefs or practices that are different from those recognized by the state: *religious toleration*.

UNIT 3
Theme: The Global Society

▼ **TARGETS:**

SPEAKING: Talking Points (themed discussion, extended speaking)
- *Globalization: pros and cons*
- *Globalization: the American expansion?*
- *Globalization: broadening European cultural diversity or dusting off national identities?*
- *Positive and negative aspects of political, economic, cultural convergence in today's Europe*
- *Ukraine's perspectives in today's Europe*
- *Globalization and linguicide*

GRAMMAR IN USE: verbs + infinitive or gerund

READING & LANGUAGE FOCUS: skimming and intensive reading

ADVANCED GRAMMAR PRACTICE: punctuation

GUIDED WRITING: a formal article

➢ **LEAD-IN**

I.   GLOBAL WORLD MATTERS

1.   Read the statements about today's world and express your opinion. Reciprocate your ideas with the fellow-students.
- Barriers between people and cultures are breaking apart.
- Our differences become more and more insignificant.
- All human beings have similar hopes and aspirations, feelings and emotions, fears and desires.
- Our world is characterized by great national and regional differences, and also some startling similarities, in fundamental values.
- Leading politicians have expressed concern about the moral decline of society, the calculating behaviour of the public and the tendency to consume more and more in the modern welfare state.
- For far more than goods and artifacts, the one great influence being broadcast around the world in greater numbers and at greater speed than ever before is people.

- A modern society signifies a decline in all forms of authority and an emphasis on individuality and, above all, quality of life.
- Individualization threatens social solidarity.

2. Read the following signals concerning our today's global world and say if they are really alarming or not:

the moral decline of society; the calculating behaviour of the public; (consumerism) the tendency to consume more and more in the modern welfare state; a decline in all forms of authority; impoverished nations; the criminalization of society (an increase in mindless violence); declining tolerance; the individualization of society.

Would you predict what all these factors might lead people to? Could anything be done to lessen their grave repercussions?

Is it important for a FL teacher to have any idea of global world matters? Why?

3. Write in a sentence how you personally conjure up the image of *today's global world.*

_____
_____
_____
_____

II. DEFINING GLOBALIZATION

1. Now it is time to define the term *'globalization'.* **This exercise will help you differentiate between the thematic terms relating to globalizing processes.**

Match the words from the box to their explanations.

autonomy	*collaboration*	*centralization*	*confrontation*
decline	*integration*	*superpower*	*solidarity*
dominance	*prosperity*		

1) The control of government of a country by itself rather than by others. ………………

2) It means to create a system of government or organization by which one central group of people gives out instructions to all the other regional groups. ………………

3) Decrease; to become less in quantity, importance. ………………

4) Mixing with other people and joining in the life of the community. …………………

5) A condition in which a person or community is doing well economically and has a good standard of living. …………………

6) Complete unity and agreement with somebody. …………………

7) A nation that has very great military and political power. ………

8) Control, frequently military. …………………

9) A serious dispute between two groups of people; disagreement. …………………

10) The act of working together to produce a piece of work; alliance; teamwork. ………………

2. What sort of vision does the word *globalization* conjure up? Read the passage about this phenomenon, say what you feel about it.

☼ *Globalization means different things to different people. Some say it is the movement of people, languages, ideas, and products around the world. Others see it as the dominance of multinational corporations and the destruction of cultural identities.*

The economic process that goes by the benign euphemism 'globalization' now reaches into every aspect of life, transforming every activity and natural resource into a measured and owned commodity.

Some critics claim, in today's increasingly interdependent global economy, economic power is shifting away from national governments and toward supranational organizations such as the World Trade Organization (WTO), the European Union, and the United Nations. These influential bodies impose policies on the democratically elected governments of nation states, thereby undermining the sovereignty of those states. In this manner the ability of the national state to control its own destiny is being limited.

3. Think of your own associations of the word *globalization*. Can you define the notion *globalization*? Write it down. What does it look like (images, colours) and sound to you (promising, cruel, etc.)? Try to explain why you feel so.

Then see if you stick to the same point of view after reading the thematic texts and articles that follow.

_____
_____
_____

❖ **Project Work**

Start doing a project on the problem areas of UNIT 3.

On completing this UNIT, you should present the end product of your project work. (*For further instructions see Appendices A and B.*)

➢ GRAMMAR IN USE

Verbs + Infinitive or Gerund

Explanations

<u>Verbs followed by either *the infinitive* (with *to*) or *the gerund*.</u>

■ *Can't bear, hate, like, love, prefer*

Like to usually refers to habitual preferences.

> We **like to** go out to lunch on **Sunday.**

Not like to means *think it wrong to.*

> I **don't like to** disturb colleagues at home.

■ *Attempt, begin, continue, intend, plan, propose, start*

There is no difference in meaning whether we use *gerund* or *infinitive* with them.

Intend, plan, and *propose* can be followed by *that* + clause. This may include *should.*

■ *Forget, remember*

With *infinitive* both verbs refer to an obligation.

> I **had to** phone the office but I **forgot to do** it.

With *gerund* both verbs refer to past events.

> I **remember seeing** you for the first time.
> I'll never **forget travelling** in Japan.

Both can be followed by *that* + clause.

> I **remembered that I had to pay the phone bill.**

■ *Try*

With *infinitive* this refers to something attempted, which might fail or succeed.

> I **tried to warn** him, but it was too late.

With *gerund* this refers to making an experiment, or to a new experience.

> **Try calling** him again in ten minutes.

■ *Go on*

With *gerund* this refers to the continuing of an action.

> She **went on working** even though it was late.

With *infinitive* this refers to the continuation of a speech.

> The Prime Minister **went on to praise** the Chancellor.

(This means the Prime Minister continued his speech by praising the Chancellor.)

138

■ *Mean*

With the meaning *intend,* this is followed by *infinitive.*

> **Sorry, I never meant to** hurt you..

With *gerund,* and an impersonal subject, this refers to what is involved.

> *If we catch the early train, it will **mean getting up** at 6.00.*

That + clause is possible when meaning is being explained.

> *This **means that you have to report** to the police station.*

■ *Regret*

With *infinitive* this refers to the speaker's regrets about what is going to be said. It often occurs in formal statements of this kind.

> *We **regret to inform** you that your application has been unsuccessful.*

With *gerund* this refers to a regret about the past.

> *I regret saying that to him.*

That + clause is also possible.

> *We regret **that we didn't tell her earlier**.*

■ *Stop*

With *infinitive* this refers to an intention.

> *Jane **stopped to check** the oil level in the engine.*

With *gerund* this refers to the ending of an activity.

> *At three o'clock, **stopped studying** and went to bed.*

Verbs *with an object* are followed by either *the infinitive* (with *to*) or *the gerund*.

■ *Allow, forbid, permit*

  With an object and *infinitive*:

> *The school **forbids students to smoke** in the classrooms.*

With no object - *gerund*:

> *The school does not **allow smoking**.*

■ *Consider*

With an object and *infinitive* this refers to an opinion.

> *She is **considered to be** the finest pianist of her generation.*

With *gerund* this means *think about.*

> *At one point I **considered emigrating** to Canada.*

With *that* + clause it refers to an opinion.

> *We **consider that she has behaved badly.***

■ *Imagine*

With an object and *infinitive*:

I imagined the castle to be haunted.
With *gerund,* an object is also possible.
*I couldn't **imagine (her) living** in a place like that.*
With *that* + clause it means *suppose*.
***I imagine that you'd like** a cup of tea after your long journey!*

■   *Require*
With an object and *infinitive*:
They ***required him to fill out** a form.*
With *gerund:*
These letters ***require typing**.*

Verbs normally followed by *the infinitive* with *to*.
■   **Verbs marked * can also be followed by** *that + clause.*

*agree	*demand	hurry	*pledge	*swear
*appear	deserve	*learn	*pretend	*threaten
*arrange	*expect	long	*promise	*vow
attempt	fail	manage	refuse	want
ask	grow	neglect	*resolve	*wish
choose	hasten	offer	seek	
dare	*happen	pay	*seem	
*decide	*hope	*plan	struggle	

Verbs normally followed by *the gerund*.
■   **Verbs marked * can also be followed by** *that + clause*

*appreciate	face	*suggest
avoid	*fancy	it's no good/use
contemplate	finish	feel like
delay	involve	give up
*deny	*mention	keep on
detest	mind	leave off
dislike	miss	look forward to
endure	postpone	put off
enjoy	practise	can't stand
escape	*resent	spend / waste time
excuse	risk	

■   *Involve* has an impersonal subject.
***Being an athlete involves** regular training.*

Practice

1. Choose the correct form of the verb.
1) What do you mean *to do / doing* about the leaking information?
2) Don't forget *to send / sending* invitation cards before you leave.
3) I regret *to tell you / telling you* that we cannot accept your offer.
4) Did you manage *to find / finding* the newsletter you were looking for?
5) We have postponed *to tell / telling* anyone the news until after Christmas.
6) Have you considered *to take / taking* a course in Spanish?
7) Most governments tried *to protect / protecting* their country's economy from the global marketplace.
8) Margaret was slow at school, but she went on *to be / being* Prime Minister.

2. Fill in the gaps with the *gerund or infinitive* of the verbs in the brackets. Compare the differences in meaning in the pairs of sentences.

1) A) I remember …………….. (read) an article about globalizers' meetings of protest, but, unfortunately, I have a vague idea of it.
   B) Please remember …………….. (bring) the latest issue of UNIAN newsletter.
2) A) The Professor mentioned tremendous benefits of globalization, and went on …………….. (talk) about its deficiencies.
   B) He went on …………….. (talk) about the enlargement of the European Union and its perspectives.
3) A) We stopped ……………. (cooperate) with them, they turned out to be unreliable partners.
   B) On the way home I stopped ……………. (buy) the latest issue of the *Wall Street Journal.*
4) A) I'll never forget ……………. (see) the Taj Mahal for the first time.
   B) Don't forget ……………. (enclose) your CV and recommendations into the letter.
5) A) If I start my own business, it'll mean ……………. (have) no holidays and days off.
   B) I meant ……………. (contact) American Peace Corps, but I never got round to it.

6) A) We regret not ……………. (introduce) sufficient changes into the technological process of agricultural equipment.

B) The president of the firm *Black & Co* informed his staff, "We can't compete with multinational corporations. And I regret ……………. (tell) you that we are likely to drop out of the market."

3.   Fill in the gaps with *the gerund or infinitive* of the verbs in the brackets.

1) I enjoy ……………. (live) in Spain, but I do miss ……………. (go) out with my friends.
2) The negotiating parties failed ……………. (sign) the treaty, but they agreed ……………. (have) the second round of the talks.
3) Martha practised ……………. (play) the piano daily, but she seemed ……………. (make) little progress.
4) He remembered ……………. (pass) on most of the information, but failed ……………. (mention) a few of the most important facts.
5) Sue needed to borrow some money. She tried ……………. Gerry but he was short of money too.
6) I can't help ……………. (feel) that you are making a terrible mistake.

4.   Fill the gaps using a *gerund or infinitive* form. Add any information to complete the sentence.

1) A)   "I tried ……………………….. but there was no answer."
B)   "He might have unplugged the phone. He doesn't like ……………………….. when he is working."
2) I don't feel like ……………………….. tonight. Besides, there's a film on TV I fancy ……………………….. .
3) It's not easy for me ……………………….. and work at the same time. I'm thinking about ……………………….. the job, otherwise I'm going to fall behind with my studies.
4) I clearly remember …………………… Ben about the problem with the money; however, I don't remember ……………………….. the keys to the safe.
5) She didn't enjoy ……………….., so I suggested ………………… .
6) It' a very beautiful cottage, but it requires …………………… .

➢ READING & LANGUAGE FOCUS

♦ *TEXT 1*

GLOBALIZATION: PROS AND CONS
1. Read the text and do the assignments that follow.

The term 'globalization' has <u>acquired considerable emotive force</u>. Some view it as a process that is beneficial – a key to future world economic development – and also <u>inevitable and irreversible</u>. Others <u>regard it with hostility</u>, believing that it <u>increases inequality within and between nations</u>, <u>threatens employment</u> and living standards and <u>thwarts social progress</u>. This offers an overview of some aspects of globalization and aims to identify ways in which countries can <u>tap the gains of this process,</u> while <u>remaining realistic about its potential and its risks</u>.

Globalization <u>offers extensive opportunities for</u> truly worldwide development but it is not <u>progressing evenly</u>. Some countries are becoming <u>integrated into the global economy</u> more quickly than others. Countries that have been able to integrate <u>are seeing faster growth and reduced poverty</u>. Outward-oriented policies <u>brought dynamism and greater prosperity to</u> much of East Asia, transforming it from one of the poorest areas of the world 40 years ago. And as living standards rose, it became possible <u>to make progress on democracy and economic issues</u> such as the environment and work standards.

By contrast, in the 1970s and 1980s when many countries in Latin America and Africa <u>pursued inward-oriented policies</u>, their <u>economies stagnated or declined</u>, poverty increased and high inflation <u>became the norm</u>, in many cases, especially Africa, <u>adverse external developments</u> exacerbated the problems. As these regions changed their policies, their incomes have begun to rise. An important <u>transformation is underway</u>. Encouraging this trend, not <u>reversing</u> it, is the best course for <u>promoting growth</u>, development and poverty reduction.

The crises in the emerging markets in the 1990s have made it evident that the opportunities of globalization <u>do not come without risks</u> – <u>risks arising from volatile capital movements</u> and the risks of social, economic, and environmental degradation created by poverty. This is not a reason to reverse direction, but for all concerned – in developing countries, in the advanced countries, and of course investors – to embrace policy changes to build strong economies and a stronger world financial system that will produce more rapid growth and ensure that poverty is reduced.

How can the developing countries, especially the poorest, be helped to catch up? Does globalization exacerbate inequality or can it help to reduce poverty? And are countries that integrate with the global economy <u>inevitably vulnerable to instability</u>? These are some of the questions covered in the following sections.

Economic globalization is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economies around the world, particularly through trade and <u>financial flows</u>. The term sometimes also refers to the movement of people (labor) and knowledge (technology) across international borders. There are also broader cultural, political and environmental <u>dimensions</u> of globalization that are not covered here.

<u>At its most basic</u>, there is nothing mysterious about globalization. The term has come into commoner usage since the 1980s, reflecting technological advances that have made it easier and quicker to complete international transactions – both trade and financial flows. It refers to an extension beyond national borders of the same market forces that have operated for centuries at all levels of human economic activity – village markets, urban industries, or financial centers.

Markets promote efficiency through competition: and the division of labour – the specialization that allows people and economies to focus on what they do best. Global markets offer greater opportunity for people <u>to tap into larger markets</u> around the world. It means that they can have access to more capital flows, technology, cheaper imports, and larger export markets. But markets do not necessarily ensure that the benefits of increased efficiency are shared by all. Countries must be prepared <u>to embrace the policies</u> needed, and in the case of the poorest countries may need the support of the international community as they do so.

Globalization <u>is not just a recent phenomenon</u>. Some analysts have argued that the world economy was just as globalized 100 years ago as it is today. But today commerce and financial services are far more developed and deeply integrated than they were at that time. <u>The most striking aspect of this</u> has been the integration of financial markets made possible by modern electronic communication.

The story of the 20 century was of remarkable average income growth, but <u>it is also quite obvious that</u> the progress <u>was not evenly dispersed</u>. The gaps between rich and poor countries, and rich and poor people within countries, have grown.

144

❖ **Vocabulary Practice**

2. Group the underlined word combinations and phrases into thematic clusters (linkers, emotionally coloured units, etc.).

3. A) What is the author's way of saying?

1) unalterable process   6) to become a part of
2) imminent development   7) changing
3) to hinder progress   8) to increase
4) favourable   9) defenceless
5) far-reaching   10) directions

B) Read the list of words; search the text for their opposites.

ununiformly	flourish	typical
outward	unfavourable	ordinary

C) Search the text for sentences with prepositions of movement and place: *through, across, beyond, within*. Can you translate them literary into Ukrainian / Russian? Do the task in writing.

D) What verbs, listed below, have positive meaning and what have negative meaning in the context of globalization? Group them under – and + , look for their word-companions in the text.

to increase	to stagnate	to ensure
to threaten	to decline	to exacerbate
to thwart	to promote	
to offer	to build	

—	+

❖ **Text Comprehension**

4. Complete the statements using the underlined units from the text.

The term 'globalization' refers to …

Opponents of globalizing point out that …

Those who regard globalization with hostility …

Those in favour of globalization accuse their critics of being …

The effect of …, say supporters, will be …

Even supporters of …, however, acknowledge that there will be… (losers, etc.).

❖ **Close Reading**

5.   Consider the notion of *globalization* and write its definition proceeding from the text.

_____

_____

_____

_____

❖ **Follow up**

6.   The following assignments will help you effectively discuss pros and cons of the globalizing process.

SPEAKING FOR AND AGAINST

A)   The words below could help you to analyze any phenomenon by seeing it from different perspectives.

Consider the usage of the words from the box and put them into 5 groups accordingly.

1) Words that are used to start considering a problem.
2) Words that are used to highlight positive aspects of the phenomenon.
3) Words that are used to light out negative aspects of the phenomenon in question.
4) Words that are used to enumerate points within Groups 2 and 3.
5) Words that are used to summarize the results of the investigation.

In spite of, another point is, all things considered, to sum up, one disadvantage is that, moreover, pros and cons, one advantage is that, for instance, first and foremost, in my opinion, especially, finally, all in all, for one thing, last of all, despite, in conclusion, what is more, on the plus side, however, particularly, virtually, at its simplest, there is a more complicated level, on a less anguished note, moving on to, finally, last but not least, to start with, changing the subject a little, one more thing needs to be said about, on the one hand, on the other hand.

B)   Consider the logical order of the words within each group.

1) Last of all, to sum up, there is a more complicated level, it's common knowledge that, moreover, eventually.

2) What is more, finally, it goes without saying, one advantage is, on a less anguished note, ultimately.

3) All in all, another point is, on the minus side is, however, in addition to, one more thing needs to be said about.

4) Especially, on the plus side, what is more, virtually, at its simplest, last but not least, furthermore.

5) All things considered, the positive point is, pros and cons, the disadvantage is, for instance, finally.

7. Read the text. Fill the gaps with letters (they are given further) to get lists of pluses and minuses of globalizing.

Globalization happens to be the modern stage of civilization maturing. It means expanding of international relations, economic co-operation of countries, implementation of new technologies, common standards of life, homogeneous mass culture and ideologies. Motive forces of this process there are the usual human needs, such as leadership, greed, imitation, curiosity characteristic also for countries and transnational corporations.

Like in everything, there are some pluses and minuses in the globalizing. However, the question is if in spite of all globalization happened to be more useful than harmful. The point is that it still exists, it develops and it is impossible to be stopped. So, one needs to use its advantages and try to eliminate its deficiency.

Here are some pluses: _____

Unfortunately, not all is as happy as it seems to be. ***Below is the list of adverse consequences of globalization:*** _____

A. The countries with similar economic systems and ideologies strive for deep economic, political and cultural integration.

B. Trade, communication systems, transnational corporations, patents, and the Internet distribute science and modern technologies throughout the world.

C. Ideas and information exchange processes affect politics: most countries want at least to sound progressive and claim to be inclined to democracy and civil rights. Though it is not always true but the tendency is sure to exist.

D. The development processes embrace emerging markets and poor countries. The UN is happened to be a consolidating force; it renders and coordinates the humanitarian aid, influences (together with the European

Bank for Reconstruction and Development).

E. Transnational corporations are getting larger, exceeding sometimes even some country's budget.

F. The world economic system, provided with plenty of international agreements, promotes exchange of goods and capital between countries and accelerates the maturing of poor countries.

G. Some scientists prognose that travel boom might promote distribution of epidemics, pollution, causing damage to cultural heritage and natural resources of host countries.

H. The international trade and financial relations happened to be used by criminals for drug traffic and weapon trade, as well as to serve as concealment for political terrorists.

I. There observed throughout the world the distribution of news, films, fashion, the English language, educational standards and the Internet. Development of the international tourism and business trips grows very fast.

J. Ecology intends to become the part of 'humanity morals'.

K. In general, globalization seems to promote distribution of humanism, equality, education and struggle against poverty.

L. The low-grad Hollywood products and pop- music force national culture out and even threats to originality of peoples. At the same time it decreases people's morals and promotes delinquency rise.

M. The globalization has not stopped, but even increased the country stratification the rich, the powerful and the clever move up into first place. Those, which have not managed to penetrate into world trade and finances, are destined to lag behind. All CIS countries belong to this number. Alas!

N. The international migration considerably improves one's professional perspectives. Scientists look for better research conditions, sportsmen and artists – for money and fame and the poor and unemployed people look for work and earnings.

O. Professionalism has grown to be evaluated greatly and unemployment among the unqualified workers increased. As a result, there grown inequality in labour market, which generated poverty and instability in the society.

P. Furthermore, globalization brings some direct threats. For example, financial collapse in a certain country may quickly spread throughout the world. Correspondingly tens of million of people are happened to be poor and country might lose their political stability.

♦ *TEXT 2*

GLOBALIZATION AND INTEGRATION

1. Read the passage and do the assignments that follow.

Globalization as a phenomenon and as a process preceded its definition and consequently left room for individual interpretations of its meaning and significance.

Some believe that globalization is a cultural phenomenon and guides the global proliferation and intrusion of certain values. And while until this date the integration processes were attributed to the communist or capitalist public orders, globalization is identified with the will and interests of every single state. Others see globalization as a political agenda, which first of all is a challenge to national identity and the rights of independent states.

Many view globalization as an economic phenomenon and describe it as a global market of goods, services, capital, ideas and technologies, as well as an intensified process of mutual connection and influence of the states, their institutions, national cultures and other attributes.

Globalization as a historical trend is not new. However, at the present stage of development we deal with an exponentially increased scale, which in its turn requires a change in the attitude towards old values. Globalization is a global integration that was characteristic of the world in different periods of its history. The novelty here is just the effectiveness and the degree of such integration, and the number of the countries and the people who are willing or compelled to participate in these processes and undergo their influence.

The assessment of the risks and advantages of globalization should be based on the premises that globalization is an objective reality to which countries should determine their attitude, place and course of action, and that its impact and consequences are individual for each state. Since globalization primarily involves a small group of dynamically developing countries and a large group of countries that in essence are left out of this process, the negative consequences of globalization for the latter are more obvious than the positive ones.

However, the unit of measurement of such impact both at the local and at the national and regional levels is the same: will globalization ultimately result in improved standards of living, better environment, social protection, and guaranteed political rights of the citizens, and will it protect cultural diversity and national identity? In this context, the challenge for Ukraine is no exception.

The consequences of globalization for Ukraine, as a 'recipient country' lie primarily in the cultural and social-economic domains, since integration into the global market opens wide opportunities on the one hand, while causing controversies on the other hand. For Ukraine, the threats of globalization are three-fold - its economic, cultural and political pillars are endangered. In the long term, Ukraine might be transformed into an object of the modern version of the 'metropolis-province' relationship, lose its national identity and uniqueness, and find its nation state and sovereignty in jeopardy. On the basis of these possibly negative consequences, a perception has formed of the phenomenon as a threat. In many countries this has resulted in calls for fighting globalization.

The challenge for Ukraine is to adapt to the globalized international community in the best possible way, taking maximum advantages of the opportunities it offers and at the same time mitigating its negative consequences. The most effective way to counter the threat of cultural expansion and the possible loss of cultural diversity and identity is a system of 'filters' that provides a selective approach to what globalization offers. Protecting national culture implies, on the one hand, its further development and universalization of its values.

On the other hand, it is the merger of national and universal values. Ultimately, cultures with ancient historical roots accept change with difficulty, contrary to modern states where foreign languages, music, literatures and cuisines proliferate. Moreover, ancient history and Christian traditions, coupled with Ukraine's geographic location, are linked in facilitating the dialogue of civilizations and do not represent a source of confrontation.

Ukraine is well-positioned to use regional cooperation for reaping the benefits of globalization. It is obvious that regionalization is an important feature of the current stage of globalization: it is a unique localized globalization that implies even closer cooperation with the regional neighbors, their recognition as de facto and long-term partners in economic, social and cultural domains, as well as in terms of security and other considerations. Regional cooperation is particularly important in terms of protection of human rights, political rights and minority rights, as well as for advancement of all sectors of the economy. Ukraine will only benefit from such cooperation.

In today's globalized world structure, the concept of security goes beyond its conventional borders. The open societies created by virtue of

globalization acquire particular importance, and mutual dependence that requires consolidated action by the states both within the regions, and at the inter-regional and global scale. Globalization becomes a matter of political and economic necessity and feasibility, and the potential for regional cooperation makes it possible to ease and eliminate tension between neighbors, as well as to control the proliferation of weapons and security, and address environmental concerns.

❖ **Vocabulary Practice**

2. A) Study the Essential Vocabulary, which is divided into two thematic groups. Use it while doing the assignments.

I. *Globalization as a matter of political, economic and cultural necessity and feasibility*
1) the global proliferation and intrusion of certain values
2) a political agenda
3) to be based on the premises
4) to determine the attitude, place and course of action
5) to lie primarily in
6) dynamically developing countries
7) ultimately
8) to facilitate the dialogue of civilizations
9) to reap the benefits of globalization
10) long-term partners in economic, social and cultural domains
11) the concept of security goes beyond its conventional borders
12) to acquire particular importance
13) at the inter-regional and global scale
14) a matter of political and economic necessity and feasibility
15) to ease and eliminate tension between neighbors

II. *Negative consequences of globalizing processes*
1) to be compelled to participate
2) to undergo the influence
3) an exponentially increased scale
4) to result in improved standards of living
5) to cause controversies
6) the threats of globalization are three-fold
7) economic, cultural and political pillars are endangered
8) the version of the "metropolis-province" relationship
9) sovereignty is in jeopardy
10) to take maximum advantages of the opportunities
11) to mitigate the negative consequences

12) to be the merger of national and universal values

13) a source of confrontation

14) to control the proliferation of weapons and security

15) to address environmental concerns

B) Write out speech patterns you are planning to use in the themed discussion.

3. A) Form nouns from the verbs given below. If necessary, consult a dictionary. Divide them into three groups minding their suffixes.

to confront	to determine	to facilitate
to consolidate	to prosper	to consider
to assess	to require	to localize
to protect	to measure	to mitigate
to advance	to perceive	to secure
to proliferate	to globalize	to involve
to eliminate	to integrate	to intensify

B) Act as a teacher. The following words have mistakes in spelling. Find them and correct.

convantional	*novalty*
primaraly	*feasebility*
significence	*expension*
to elimanate	*to be indangered*
to fasilitate	*uniquness*

C) Unscramble the following sentences.

1) becoming / is / which / world / the / absence / of / modern / borders / is / by / national / characterized / village / a / global

2) political / economic / and / and / becomes / Ukraine / for / is / it / necessity / feasibility / obvious / globalization / matter / a / of / that

3) agenda / political / as / well / states / as / a / small / the / world / superpowers / globalization / is / the / challenges / that

4) Ukraine / benefits / cooperation / is / well / reaping / positioned / regional / for / the / of / globalization / to / use

5) the / of / security / beyond / its / borders / concept / goes / conventional

D) Fill in the gap with a word formed from the word _global_.

1) The economic process that goes by the benign euphemism …………..……. now reaches into every aspect of life.

2) The ……………….. process is not restricted to a narrow series of trade and tourism transactions.

3) …………………… are those who see only adverse consequences of globalization.

4) What are possible ways to …………………. economic, financial and trade interaction?

❖ **Text Comprehension**

4. Complete the following statements referring to the article.

1) As a cultural phenomenon, globalization …
2) One may view globalization as an economic phenomenon …
3) At the present stage of global changes …
4) While assessing the risks and advantages of globalization ...
5) Pointing out the premises of globalization, we primarily …
6) As far as risks are concerned, we can't but …
7) Being well positioned, Ukraine …
8) … a matter of political and economic necessity and feasibility …

❖ **Close Reading**

5. Get back to the article and write a summary in approximately 70-80 words.

❖ **Talking Points**

6. Work in groups of three.

A) Make up the list of the key problems highlighted in the article. Organize them into problem clusters. Report the results of your brainstorm to the class. Use the Thematic Vocabulary.

B) Do you know anything about the most influential international organizations? Work with a dictionary to find out what these abbreviations stand for. Translate into your native language. Outline the aim and role of these organizations in today's world.

WTO, UNO, ECME, ECOSOC, EE, EEC, OEEC, OPEC, IMF, UNESCO, WOMAN, EU, PHARE, NATO, OECD.

❖ **Creative Writing**

7. Your university magazine is planning a feature entitled "Globalization: its Challenges for Ukraine". Readers have been asked to send articles expressing their viewpoint on the problem. You have decided to contribute with your article. (Write approximately 300-350 words.) Start with working out a detailed plan of the article.

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Однією з визначальних характеристик сучасності є розвиток процесу глобалізації. На сучасному етапі основою всіх глобальних процесів стали інтернаціоналізація та інтеграція світової економіки, які отримали особливо потужний імпульс у результаті закінчення холодної війни. Глобальні зміни відтоді стали більш значущими, вони є більш інтернаціональними, ніж національними.

Треба усвідомлювати те, що глобалізація – глибоко суперечливий процес. Тому існує таке неоднозначне ставлення до нього. Якщо ми не зуміємо правильно визначити проблеми й знайти оптимальні шляхи їх розв'язання, то загальна ситуація у світі погіршиться. Виступи антиглобалістів – виразний сигнал для політиків.

Без сумніву, глобалізація – це виклик для національних економік, для економічної й соціальної політики суверенних держав, для їхньої здатності приймати рішення в інтересах власних народів.

Інша проблема – соціальні наслідки глобалізації. Вони пов'язані з потужною концентрацією багатства в руках транснаціональних корпорацій і світових фінансових центрів. Сильніші учасники глобального ринку отримують можливість мати непомірний зиск зі своїх переваг.

На порядку денному людства гостро постають проблеми, пов'язані з виснаженням природних ресурсів і руйнуванням навколишнього середовища. Вже зараз ми можемо спостерігати, якою жорстокою стала боротьба за доступ до джерел нафти та газу.

Імпульси глобалізації, що йдуть із Заходу, сприймаються в інших країнах як загроза для їх культурної й національної ідентичності.

Зараз на планеті близько двохсот держав. Вони дуже різні за геополітичним розташуванням й економічним розвитком, кліматичними умовами, розміром, чисельністю населення й, звичайно ж, мають різні культури, релігії, звичаї тощо. Але духовні культури різних народів не протистоять одна одній. Між ними багато спільного, й цим спільним є людські цінності.

Яким буде світ у XXI сторіччі, буде залежати значною мірою від здатності світового співтовариства розв'язувати проблеми, викликані глобалізацією.

➢ **INSIGHT**

AMERICAN CULTURAL DOMINATION

Consider the following information. It will help you realize the size of American expansion.

⌁ *American culture is everywhere. But are Uncle Sam's exports opening doors for the world' consumers, or closing them?*

The reach of American culture has extended far and wide across the world. Disney now runs theme parks on three continents; McDonalds, having opened restaurants to sell hamburgers and fries nearly everywhere, has recently expanded into the hotel business in Switzerland; the Marlboro man sells cigarettes throughout Europe, Latin America and Asia; surveys routinely find that American sports (Michael Jordan), music (Madonna), and movie (Julia Roberts) stars are the most recognized people in the world; American TV shows such as "Friends", "ER", and "The Simpsons" are dubbed into dozen of languages and rebroadcast; and American staples such as blue jeans and Nike shoes have become staples everywhere else as well.

Can you add anything to this list?

♦ *TEXT 3*

AMERICAN CULTURE

1. Scan the text about the influence of American culture in today's world and match the parts A, B, C, D E, F and G with their subtitles that are given below.

> *The Role of Global Trade*
> *Concerns about Globalization*
> *Why American Success Continued*
> *The Value of American Domination*
> *Globalization and the Future*
> *Benefits of Globalization*
> *Reasons for America's Success*

A ********************
American cultural domination has grown ever stronger over the past fifty years, and today American culture can be found in almost every

country. However, many question the value of this dominance. Is the United States opening opportunities to people around the world, or destroying local cultures and customs? Do American cultural exports offer people more choices or fewer choices? Are we heading toward a global uniformity, or can we retain regional and cultural differences? And what caused American culture to be so dominant anyway?

B   ******************

It is important to recognize that American culture has spread primarily as a result of trade – executives at McDonalds, Nike and Coca-Cola export their products around the globe not out of a sense of moral obligation, nor as part of a crafty plan to subvert the worlds population; they export their products, and with them American culture, in an attempt to make a profit.

The past 45 years have seen the biggest and longest economic the globe, and massive profits for the international corporations which have benefited from global trade opportunities.

This expansion in trade is largely due to reductions in the trade barriers between countries. Where most governments once tried to protect and isolate their country's economy from the global marketplace, there is now a rush to participate in global trading. Today companies regularly merge across national lines to form multinational corporations, and relocation of manufacturing sites to countries with cheaper labor costs is normal.

C   ******************

This global trade has both advantages and disadvantages. Supporters of trade argue that it creates jobs, as the large global market needs more workers to produce more goods. It has also been credited with aiding economic growth. For example, countries such as Hong Kong and Taiwan have dramatically increased their average incomes per person by trading globally. And some have even suggested that globalization has contributed to the spread of democracy and an increased respect for human rights. This seems logical – as individuals gain more economic power, they seek more rights politically as well.

D   ******************

Opponents of globalization, on the other hand, denounce global trade as causing more harm than good. They believe that it is responsible for creating poor working conditions and poverty in developing countries. Wealthy corporations open factories in poorer nations, where labor is

cheaper, and often exploit these workers. The workers may face horrendously long hours and brutal conditions, for wages that are typically less than £1 per day.

It has also been claimed that global trade encourages environmental damage. Developing nations often recklessly exploit their environment, in an effort to export to the global market. Lastly, there is the worry that globalization leads to cultural degradation. Rather than producing a greater choice of products in each nation, global trade may lead to the world becoming similar. Multinational corporations promote the same products the world over. Small local companies cannot compete with the high advertising budgets and low prices of these corporations, so they drop out of the market.

E   ******************

But why has American culture come to dominate in this way? To begin with, North America itself is a large and wealthy country, with a huge and diverse population. US corporations which do well at home have already succeeded in marketing and distributing for a great number of consumers. For American companies, the jump from national to international marketing and distribution is not as great as it is for those from smaller countries. Further, American companies can afford to spend a great deal of money marketing their products around the world, and are able to undercut the prices of local products.

It is worth noting that, for entertainment, fast food, carbonated drinks and so on - areas in which the US has come to dominate - America was first in the field.

In the development of music recording technology, the US was ahead of anything anywhere else in the world. This made jazz music accessible to people of all classes, and exportable around the world. It is even truer for moving pictures, an American invention in their mass-market form. So it seems that very early in the last century, a pattern of American dominance in key areas of mass entertainment had already been created.

F   ******************

Much of American culture's success appears to lie in the fact that American corporations are wealthy, and that they were ahead of others in certain areas. But how have they continued this dominance? One answer to this lies in the fact that people associated the United States with wealth and success. This is particularly true in countries from which many people have emigrated to America. The idealized view of America as the land of the free, where the streets are paved with gold, lives on. By purchasing American products, people can buy a little of the country's

glamour. Wherever you live, and however much you earn, wearing Calvin Klein jeans makes you look like a wealthy westerner.

American culture has the added appeal that not only is it glamorous, it is also usually easy to digest. This applies to products from the sweet fizzy taste of Coca-Cola to Hollywood action movies. U.S. culture is generally unsophisticated, and so can be appreciated by everyone. American TV shows and movies rarely have an unhappy ending, and are usually fast-paced, holding your attention with car chases and love scenes. Like hamburgers and ice-cream-laden milkshakes, American entertainment provides us with simple pleasures.

G ******************

American culture today owes its dominance to combination of glamour, technology, marketing and the US' massive wealth.

In all, globalization is a scary term. It somehow implies the world turning into one giant American-style shopping mall, where cultures, languages, customs, and individual rights are dissolved by commerce. But this is not what globalization has to be about. America itself has been greatly influenced by other cultures – Western and non-Western alike. One needs only to look at the Afro-Caribbean roots of jazz and rap music, the popularity of Pokemon, the growth in the practice of Islam, the Mexican food in US diets, and the tens of thousands of American kids who enroll in karate classes every year, to realize that American culture is continually influenced by cultures, ideas, and individuals throughout the world. Globalization need not imply influence in only one direction.

(From *"Current"*)

❖ **Vocabulary Practice**

2. A) Study the Thematic Vocabulary of the text and divide it into 3-5 thematic groups. Use it while doing the assignments.

1) a consumer, consumerism
2) staples
3) a global uniformity
4) to retain regional and cultural differences
5) a crafty plan
6) to subvert the worlds population
7) reductions in the trade barriers
8) the global marketplace
9) multinational corporations
10) to denounce global trade

11) horrendously long hours and brutal conditions
12) to exploit recklessly the environment
13) to compete with the high advertising budgets
14) to drop out of the market
15) the jump from national to international marketing and distribution
16) to undercut the prices of local products
17) exportable around the world
18) average income
19) unsophisticated
20) cultures, languages, individual rights are dissolved by commerce

B) Write out speech patterns you are planning to use in the themed discussion.

3. A) Form nouns from the following verbs. If necessary, consult a dictionary.

to consume	to survey	to relocate
to resign	to dominate	to contribute
to extend	to degrade	to denounce
to expand	to distribute	to dissolve
to reduce	to export	to recognize
to benefit	to purchase	to imply

B) Match the words to their definitions.

1) to subvert   a) to disappear or cause to disappear gradually;
2) horrendous   b) to criticize smn or smth severely in public;
3) reckless   c) a principal or important article of commerce;
4) to dissolve   d) showing a lack of care about danger; thoughtless;
5) to promote   e) to treat smn unfairly in order to get some benefit for yourself;
6) to exploit   f) to combine in order to form one bigger organization;
7) to denounce   g) to publicize and sell (a product);
8) staple   h) extremely shocking, terrible;
9) to merge   i) cunning; artful; wily;
10) crafty   j) to bring about the complete downfall or ruin smth.

<u>**Text Comprehension**</u>

4. Get back to the article and make a card with 3 key sentences and 5 phrases from the text. Exchange the cards with your fellow-students. Answer the questions using their cards.

1) What is the biggest contributor to the spread of American culture?
2) What does globalization mean?
3) How do individuals benefit from globalization?
4) How does the USA influence local producers?
5) What are the opponents of globalization concerned with?
6) Why do you think American culture has been so successful?
7) What does American culture owe its dominance to?
8) What can other countries learn from America? What can America learn from our country?

❖ **<u>Close Reading</u>**

5. A) Comment on the following statements.
- There is now a rush to participate in global trading.
- The global trade has been credited with aiding economic growth.
- American companies and are able to undercut the prices of local products.
- The idealized view of America as the land of the free, where the streets are paved with gold, lives on.
- American culture has the added appeal that not only is it glamorous, it is also usually easy to digest.
- Globalization need not imply influence in only one direction.

B) Skim through the article and write a summary in approximately 70-80 words.

❖ **<u>Talking Points</u>**

6. Work in groups of three. Make the list of problems highlighted in the article. Organize them into problem clusters. Report the results of your brainstorm to the class.

❖ **<u>Creative Writing</u>**

7. The FL teachers' forum is planning a feature entitled *"American Influence as FL Teachers See it"*. Readers have been asked to send their articles on the issue. You have decided to contribute expressing your opinion on the key problems.

Write an article in approximately 300-350 words. Start with working out a detailed plan of your article. You may dwell on the following questions.

• Do you see America as a force for good or bad in the world? Why?

• Does American culture influence our country? Does our country gain or lose economically, politically and culturally from this influence?

• Does American culture have any positive or negative influence on education in Ukrainian? Which of American practices and attitudes in the field of education would you like to be adopted in Ukraine?

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Ми не можемо заперечувати суттєвий вплив Америки на наше життя, бо споживання американської культури за останні роки, безперечно, розширилось. Але глобалізаційні процеси не можна ототожнювати тільки з американською експансією. Все значно складніше.

Глобалізація – об'єктивний процес, його не зупиниш, не виключиш із нашого світосприймання. На думку деяких експертів, глобалізація є синонімом взаємопроникнення й злиття, в першу чергу економік у результаті гострої конкуренції й прискорення технічного прогресу.

Глобалізація відкрила двері потужним світовим виробникам, які безвідповідально ставляться до невеликих місцевих компаній, експлуатуючи їх, і ті, не витримуючи конкуренції, залишають ринок. Експансія міжнаціональних корпорацій у торгівлі пояснюється, головним чином, тим, що перепони між країнами послабшали. На це впливає швидкий розвиток новітніх інформаційних технологій.

Зрозуміло, глобалізація має багато загроз, але разом з тим і сподівань. Рікардо Діас Гохляйтер, президент "Римського клубу", визначив такі головні напрямки, в яких мають розвиватися глобалізаційні процеси: добиватися екологічної рівноваги, розвивати господарську конкурентоспроможність, добиватися соціальної справедливості, підтримувати правову державу та демократію.

На сучасному етапі глобалізаційні процеси викликають багато критичних зауважень з боку прихильників збереження національного та культурного розмаїття. Не можна не погодитись, що знищення культурної спадщини будь-якого народу в ринкових умовах є недопустимим.

➢ **INSIGHT**

IDENTIFYING GLOBAL EUROPE

Now you should be well-prepared for themed discussions about a new image of contemporary Europe. Consider the following questions and discuss them with your partners.

1) As any growing and changing entity, Europe is searching for its identity. How do you conjure up the image of Europe?

2) Draw an image of Europe (it may be a picture / a scheme / a mind map). Think of words and phrases that support your picture.

3) Think of several associations that emphasize Europe's uniqueness in the World. Reciprocate your ideas with your partners. Bring your lists of associations and images together. Report your conclusions to the class.

♦ *TEXT 4*

A NEW FACE OF THE EUROPEAN UNION

The leaders of the 45-nation Council of Europe have warmly welcomed the enlargement of the EU on 1 May 2004 to include further ten existing Council of Europe Member States. "A larger and stronger European Union which promotes and also respects Council of Europe values is good news for all 800 million Europeans", stressed Parliamentary Assembly President Peter Schieder. "This is a truly momentous occasion on the history of the continent," stated Secretary General Walter Schwimmer. "The enlargement demonstrates that the EU is open to those countries who conform to its principles regarding human rights and pluralist democracy," added Herwigvan Staa, President of the Congress of Local and regional Authorities.

It is not the last enlargement of the EU. In 2007, two more countries – Bulgaria and Romania – joined the European Union.

❖ **Pre-reading Task**

1. You are going to read a passage about the European Union enlargement. Before reading the text, tick the statements and ideas which you think will be mentioned in the article.

- The Union has decided to let the eastern European countries join it.
- The applicant countries must meet requirements to join the European Union.

- The European Union has its priorities in the enlargement.
- The benefits of the European Union membership.

2. Now read the passage and do the assignments that follow.

A momentous occasion in the history of the United Europe

In Copenhagen on 13 December 2002, the European Council took one of the most momentous steps in the entire history of European unification. It decided to welcome 10 more countries to join the EU on 1 May 2004.

In taking this decision, the European Union was not simply increasing its surface area and its population. It was pulling an end lo the split in our continent – the rift that, from 1945 onwards, separated the free world from the Communist world. So this fifth enlargement of the EU has a political and moral dimension. Not only geographically but also in terms of their culture, their history and their aspirations, the countries concerned-Cyprus, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia and Slovenia – are decidedly European. In joining the European Union they have joined the democratic European family and are taking their full part in the great project conceived by the EU's founding fathers. The accession treaties, signed in Athens on 16 April 2003, allow the people of the new member states to vote and to stand for election, on the same terms as all other EU citizens, in the European parliamentary.

What is the purpose of enlargement?

- ***To guarantee peace and democracy in Europe***

The new countries can only enter if they comply with the criteria for democracy and cooperation. With the assistance of the EU, the conditions are met for favouring peace in the long term.

- ***Creating solidarity***

Europe must not be a fortress of rich countries who don't care about their less well-off neighbours.

- ***Creating a great market***

The European Union and the applicant countries can develop more quickly thanks to a great market.

■ ***What are the difficulties for new membership?***

Definition of the objectives of the European Union. Is the intention to move towards a political Union or merely a great market? Many applicants and members only see the usefulness of a great market.

■ ***Internal constraints in the European Union***

✓ The European institutions need to be reformed. Even with the Nice

reforms, it will be difficult for 25 to reach decisions.
✓ A means must be found of funding the development of these less wealthy applicant countries.

■ *Constraints linked with countries*
✓ Not all countries meet the criteria of democracy. Not all have an efficient administrative and legal system. But tomorrow, they must be able to act like the rest of Europe. They must be capable of providing the same customs rights at their borders, etc.
✓ All applicant countries must accept the whole body of Community legislation – in other words the rules already in force in the European Union. This isn't always easy for them.
✓ The entry of the citizens of the present countries and those of the future members is necessary. This isn't obvious, for very little information has been provided in any of these countries.

The integration of many countries will be a difficult, lengthy process, for all the applicant countries have widely-differing social, economic and political profiles. In spite of a strong common history, it should be noted that the integration of the two Germanics is more difficult than was expected and has also cost more.

The long road to EU membership

The road to this particular enlargement starts in 1989, with the fall of the Berlin wall and the iron curtain. The EU moved swiftly to set up the PHARE programme of financial assistance, designed to help the young democracies rebuild their economics and to encourage political reform. In Copenhagen on 22 June 1993, the European Council stated for the first time that "the associated countries in central and eastern Europe that so desire shall become members of the European Union".

At the same time, the European Council laid down three major criteria that candidate countries must meet before they can join the EU.

• First, a political criterion: candidate countries must have stable institutions guaranteeing democracy, the rule of law, human rights and respect for and protection of minorities.

• Second, an economic criterion: candidate countries must have a functioning market economy and be able to cope with competitive pressure and marker forces within the Union.

• Third, the criterion of being able to take on the obligations of EU membership, including adherence to the aims of political, economic and monetary union. This means candidate countries must adopt the entire

body of EU law – known as the acquis communaulaire.

The Commission made recommendations and Parliament gave its opinions. On this basis, the European Council in Luxembourg (December 1997) and Helsinki (December 1999) gave the go-ahead for negotiations with 10 central and eastern European countries plus Cyprus and Malta. The treaties of Amsterdam (signed on 2 October 1997) and Nice (signed on 26 February 2001) are designed to consolidate the Union and streamline its decision-making system before enlargement. Negotiations with 10 of the candidate countries were completed in Copenhagen on 13 December 2002.

The agreements reached give these new member states the mechanisms and transitional periods they need in order to meet all their obligations. Before accession, each of them must pass its own national laws incorporating the whole acquis communaulaire – which amounts to 26 000 pieces of legislation and runs to around 80 000 pages. This legislation must not only be adopted but also applied in practice. Clearly, this means a huge amount of work for the national parliaments and other bodies in these countries whose institutions have only recently been rebuilt. But this is what it takes to ensure that the EU's policies and the single European market continue operating smoothly. The 15 older Member States are, of course, doing all they can to help. The European Union is concerned to ensure that enlargement on this scale will not turn it into a mere free trade area. So the EU wants to strengthen its internal cohesion and make sure that this continent-wide family of nations can work together efficiently and effectively.

(For more information see: *V. Chernysh. My exciting voyage in discovering the United Europe* // Іноземні мови. – 2004. – №4. – Р. 68 – 72.)

Study the list of members of the European Union and its candidate countries awaiting their recognition.

The first 15 member States (1957-1995)	New Member States (joined in 2004)	Candidate countries
Belgium	Czech Republic	Croatia
Denmark	Estonia	Turkey
Germany	Cyprus	
Greece	Latvia	
Spain	Lithuania	
France	Hungary	

Ireland	Malta	
Italy	Poland	
Luxembourg	Slovenia	
The Netherlands	Slovakia	
Austria		
Portugal	**Joined in 2007**	
Finland	Bulgaria	
Sweden	Romania	
The United Kingdom		

❖ **Vocabulary Practice**

3. Make up a list of the Thematic Vocabulary you are going to use in the themed discussion. Group it into thematic clusters.

❖ **Text Comprehension**

4. A) Get back to the article and write out the main ideas.

B) Skim through the article and make a card with 3 key sentences and 5 phrases from the text. Exchange the cards with your fellow-students. Answer the questions using their cards.

1) What was one of the most momentous steps in the entire history of European unification?

2) What is the purpose of the accession treaties which were signed in Athens on 16 April 2003?

3) Outline the purpose of enlargement.

4) What are three major criteria that candidate countries must meet before they can join the EU?

5) What are the main treaties designed to consolidate the Union and streamline its decision-making system before enlargement?

6) What is the attitude of the older Member States to the countries awaiting their recognition?

❖ **Talking Points**

5. In groups of three, consider the pros and cons of joining the European Union for Ukraine. Include the moral, practical and economic issues. Feature the both:

✓ the new opportunities for Ukraine.

✓ the potentially disastrous conditions for our country.

Present your ideas to the rest of the class.

♦ *TEXT 5*
LANGUAGE TEACHING
IN THE GLOBAL EUROPE

1. The parts of the text you are going to read are mixed up. Scan the text to match the subtitles (they go below) with their corresponding parts (A, B, C, D, E, and F). Compare the result with that of your partners'.

1) Factual change in Europe's political reality
2) The extension of the European Union
3) Difficulties in specifying the concept "Europe"
4) Retaining cultural identities of the nations that make the Union
5) Problems bound with arrival of new members of the EU
6) Getting used to unheard-of contacts between previously hostile nations

A) If we accept that language teaching and learning are connected with identity-based content, the diversity one can enjoy in European cultural arena gives rise to the following issues: 1) given that the new member states were previously separated from the founding countries by what was commonly known as the 'iron curtain', their arrival reflects an ideological transformation which is one of the major events of this century; 2) given that democracy is the cement of European identity, the entry of countries whose very titles and constitutions previously contained the term 'democratic', albeit with different meanings and different social and cultural practices, means that history and the way it is learned in schools are of vital importance; 3) the inclusion of new cultural areas (Nordic, Slav and Austro-Hungarian) has given rise to broader diversity than that contained in the states which formed Europe's original core; the concept of diversity has consequently become more complex.

B) As a result, the 'Europe' conjured up in everyday usage, by the media, in schools and by politicians is sometimes a geographical Europe stretching from the Atlantic to the Urals, and sometimes a Europe whose boundaries are strictly confined to the European Union countries, but which accommodates special relations with former colonies and countries awaiting recognition (Morocco, Turkey and the former eastern block) and has geopolitical dimensions (Europe and the Mediterranean area, for example).

C) In the 20th century the concept of Europe was altered

considerably: the European Community established a multilateral treaty, the Treaty of Maastricht, and from being a Community, it became the Union of the Twelve, then the Fifteen. From being an abstract entity, Europe became the political, economic and cultural subject. Europe simultaneously and paradoxically became an unspecified political configuration: since the fall of the Berlin Wall, defining Europe has become a matter of variable geometry. The Council of Europe led the way in reflecting these developments by accepting new member states. Consequently, on the edge of the second millennium some major political events occurred: the European Union was greatly expanded.

D) To interpret that transformation as a mere increase in size would be to underestimate its cultural impact: new cultural areas were added, Northern Europe is now well-represented and the number of lesser-used languages has increased. Europe as an entity is now part of everyday life (passports, food purchases, travel, means of communication, university studies and so on) in which people of many different cultures are invited to indulge. This global image, at once precise and blurred, is not without repercussions when Europe (and the Council of Europe as its cultural and educational instrument in particular) sets itself the educational goal of affirming its identity. The problem of cultural diversity and convergence can easily become a blind spot of the New Europe.

E) These aspects do have an impact on language learning and are specifically addressed by workshops on cross-cultural issues held by the Council of Europe in new member countries. For many participants, the workshops are an opportunity for previously unheard-of contact between representatives of countries which were virtually close to one another, and with thought patterns which were learned in ideological environments based on radical opposition and institutionalized hostility (the Cold War). When cultural differences are the subject of organized discussion, different teaching practices cross paths, experiences are shared, and horizons get broader. It is considered to be the workshops' blind spot and it is highlighted in the working documents.

F) The approach chosen by the Council of Europe is based on the relationship between citizenship and modern languages. This approach is political and legal (owing to the use of the concept of citizenship) and linguistic. The democratic ideal governs that choice and is reflected,

firstly, at the linguistic level (all the European languages are, in principle, on an equal footing) and, secondly, at the cultural level (national culture is a matter in which each state has unfettered discretion).

(Based on the article by *Genevieve ZARATE)*

❖ **Vocabulary Practice**

2. A) Study the Essential Vocabulary of the text and divide it into 3-5 thematic groups. Use it while doing the assignments.

1) to alter considerably
2) the European Community
3) the Council of Europe
4) a multilateral treaty
5) an abstract entity
6) to conjure up
7) geopolitical dimensions
8) repercussions
9) to affirm one's identity
10) on an equal footing
11) to retain national and linguistic diversity
12) unfettered discretion
13) accession
14) to foresee smth initially
15) identity-based content
16) to give rise to smth
17) the founding countries
18) the "iron curtain"
19) an ideological transformation
20) to be of vital importance
21) to form Europe's original core
22) unheard-of contact
23) ideological environments
24) blind spot

B) Write out speech patterns you are planning to use in the themed discussion.

3. A) Match the words and expressions with their definitions.

1) multilateral   a) indistinct or unclear
2) entity   b) difference, individuality
3) discretion   c) to let smb free

4) to conjure up	d) freedom to act and think as one wishes within legal limits
5) to unfetter	e) smth in which three or more parties participate
6) blurred	f) to bring smth to mind
7) to recruit	g) element, unit, being
8) diversity	h) to enroll, to mobilize

B) Fill in the table the missing information about countries and nationalities. Tick off countries-members of the EU. Compare the results with those of your partners'.

Country (its capital)	Nationality	The major language
?	Argentine	Spanish
?	Australian	English
Austria	Austrian	?
Belgium	?	French, Flemish
?	Brazilian	Portuguese
Canada	?	?
Egypt	Egyptian	?
Finland	?	?
?	?	German
Greece	?	Greek
The Netherlands	Dutch	?
?	?	Hungarian
?	Indian	Hindi
Ireland	?	English
?	Israeli	Hebrew, Arabic
Italy	?	?
?	Japanese	?
Korea	?	?
Mexico	?	Spanish
?	Norwegian	Norwegian
?	?	Polish
Portugal	Portuguese	?
?	Spanish	?
?	?	Swedish
?	Swiss	French, German

Turkey	?	?
Denmark	?	Danish
France	?	French
Luxembourg	?	?
Poland	?	Polish
Hungary		
Bulgaria		
Romania		
Estonia		
Croatia		
Czech republic		

❖ **Text Comprehension**

4. Complete the following statements.

1) A concept of Europe has altered considerably because…
2) From a geographical point of view Europe is…
3) The Council of Europe chose …
4) The 'Europe' conjured up in even day usage …
5) A Europe in its geopolitical dimensions is …
6) National culture is treated as a matter …
7) An ideological transformation can be seen as…
8) The 'iron curtain' means …
9) Democracy is…
10) Cultural differences were…

❖ **Close Reading**

5. Explain the following phrases in your own words.

- the 'iron curtain'
- the cement of European identity
- geopolitical dimensions
- a matter of variable geometry
- to become a blind spot of the New Europe
- to have unfettered discretion

❖ **Talking Points**

6. Work in groups of three.

A) Make the list of key problems highlighted in the article. Organize them into problem clusters. Comment on them.

B) How do the problems above relate to FL teaching? Why should a future FL teachers study these problems?

❖
❖
❖
❖

❖ **Creative Writing**

7. Write a descriptive essay "*A New Face of the Global Europe*". (Approximately 300-350 words.) Start with working out a detailed plan of your essay.

❖ **Vocabulary Consolidation**

8. Translate the situation into English cramming it with the Thematic Vocabulary.

Що таке Європа, хто такі європейці? Європа XXI сторіччя – це Європа, яка тільки-но починає сама себе усвідомлювати. Це Європа, яка поступово стає чимось більшим, ніж банальною географічною одиницею, зоною конкуруючих національних держав.

Багатосторонній договір, підписаний у Маастрисі, мав велике значення для майбутньої Європи. Політична конфігурація старої Європи значно змінилася. Це також дало поштовх важливим ідеологічним змінам. Уже тоді стало зрозуміло, що Європейський Союз не буде обмежуватися тільки країнами-засновниками, він буде прагнути до розширення.

Поява нового об'єднання стала передумовою для розвитку контактів між різними культурними нормами. Зрозуміло, між ними можуть виникати різкі протиріччя, які складно попередити, але можливо передбачити із самого початку та пом'якшити небажані наслідки.

Об'єднана Європа перебуває сьогодні на роздоріжжі, вона обирає подальші шляхи свого розвитку. Але очевидно, що вона буде і далі рухатися до справжнього політичного союзу, зміцнення інтеграції центральних та східноєвропейських держав, збереження національного та мовного розмаїття.

Сучасна Європа повинна поставити собі кілька питань: про власну ідентичність та майбутнє, а також про ідентичність та майбутнє європейців. Ці два питання тісно взаємопов'язані і мають бути спрямовані на вирішення глобальних проблем підтвердження європейської ідентичності.

Об'єднана Європа складається з держав, які згуртувалися на рівних правах, щоб уже тепер забезпечити своїм громадянам вільну торгівлю, безпечні зовнішні кордони та багато прав. Але в нових умовах Європа має стати чимось більшим, ніж просто торгівельним об'єднанням.

Якщо Європа і надалі хоче бути гарантом миру, соціальної справедливості, свободи, прав людини, екологічної безпеки і стабільності, то вона повинна включити й інші європейські країни, одночасно поглиблюючи інтеграцію держав-учасниць. Європа має також дати можливість проявити себе країнам, які очікують на своє визнання. Цей процес має стати незворотним.

♦ *TEXT 6*

EUROPEAN IDENTITY

❖ **Pre-reading Task**

3. Before reading the text, explain how you understand the concept of European identity.

4. Now read the article paying attention to the words which are emphasized, they may come in handy for better understanding of the key issues of the passage. Find out what makes up European identity. Answer the questions that follow.

The extent to which the ongoing process of European unification, including *the introduction of the Euro,* has led to a growing feeling of *shared identity and solidarity* – in short, *a growing awareness of European identity* – can be deduced from the answers to the question of what geographical group one identifies most closely with. Only a small group of respondents put Europe first or second. One striking result is that, whereas Europe-wide only 3 in 100 Europeans put 'Europe' in first place, 13 in 100 people in Luxembourg do so, and 21% put 'Europe' in second place. This does not, however, mean that people reject Europe. Only around 8% of Europeans feel they belong least of all to Europe.

These *weak feelings of solidarity* with Europe will not strike many as strange or unexpected, as many people, so the argument goes, do not identify with 'Europe'. There is simply no continuity down the generations, with *shared memories, symbols,* etc. Many do not regard Europe as a *cultural unit,* which hampers the development of identification and solidarity. *People identify with their immediate surroundings,* the town or city (49%), province (13%) or country (28%) where they live.

Anti-European sentiments are most widespread in Great Britain, where one in three respondents says they feel they belong least of all to Europe. But a relatively large proportion of respondents in Ireland, Denmark and France also reject Europe. Even Russians and other Central and Eastern Europeans are less likely to reject Europe!

The fact that the British do not come across as very European is neither new nor surprising. The British have always been skeptical about Europe, and they therefore have little faith in the European Union. Only

one in four Britons says they have any faith in the EU. The Greeks also have little faith in the EU, and the same applies to the Danes, Swedes and Finns. *Faith in the European Union* in these countries is just as high, or low, as in Russia, but lower than in the other countries of Central and Eastern Europe. The Czechs and Hungarians, in particular, say they have faith in the EU. This is perhaps to be expected, as they have only recently become member states.

Although the British are not very pro-European, this does not mean that they are *strongly nationalistic.* Half of Britons say they are very proud of their country, and another 40% are fairly proud, which puts their level of national pride on a par with the Spaniards, Austrians, Luxembourgers, Finns and Slovenians. National pride is higher in Portugal, Malta, Iceland, Ireland and Poland, but lower in Germany, Belgium and the Netherlands. The Estonians, Latvians and Ukrainians are least proud of their country. The Germans were also found to have *a low sense of national pride* in the 1981 EVS survey, and it has in fact fallen further in the meantime. This has to do with the fact that the Germans lost the Second World War. There is, however, some doubt as to whether this is really the case, as the Italians also lost the War, jut have significantly more national pride than the Germans.

Furthermore, the proportion of Dutch and Belgians who are very proud of their country corresponds very closely to the figures in Germany. There must therefore be another reason for Germans' lack of national pride.

Nationalist feelings are less prevalent in Eastern European countries than in Western European countries. Although Poland is a major exception. *National pride* is particularly high in Southern Europe and Ireland.

❖ **Text Comprehension**

    5. **Answer the questions.**
1) Is there a growing awareness of European identity in different countries?
2) In what countries are anti-European sentiments spread?
3) In what European countries is national pride high / low?
4) In what European countries are nationalist feelings (less) prevalent?
5) Say which countries have faith / have little faith in the European Union. What factors determine their faith / lack of faith?

♦ *TEXT 7*

GLOBALIZATION AND LINGUICIDE

❖ <u>Pre-Reading Tasks</u>

1. Scan through the article and identify its key issues. Highlighted words and expressions may come in handy. Do you know them all? If not, can you guess their meaning? What helps you do that?

2. Now read the article carefully and try to state its major problems. Do the assignments that follow.

1. I have experienced linguicide as a native speaker of Kurdish. Born into a Kurdish family in a Kurdish town, I had to get my education in Persian, the only official language in Iran, *a multilingual country* where Persian was the native tongue of only half the population. It was illegal to speak in Kurdish in the school environment or to own any writing in my native tongue. Fearing prison and torture of her children, my mother burnt, four times during my life, the few Kurdish books and records we had acquired clandestinely. At Tehran University, where I studied linguistics (1968-1972), my professors rarely referred to Kurdish, and when they did, it was always called a 'dialect'' of Persian. Calling Kurdish a 'language' would be considered *'secessionism'* (=separatism).

2. By contrast, in the United States where I continued my studies and wrote a doctoral dissertation on Kurdish, I enjoyed unlimited political and academic freedom to conduct research on the language. This freedom was, however, constrained by the conceptual and theoretical limitations of the discipline of linguistics. While linguists and others had recorded cases of *the repression of individual languages*, the practice was not yet conceptualized and theorized as an aspect of the unequal distribution of social, political, and cultural power. No introductory linguistics textbook dealt with what I had experienced as a native speaker of *a language subjected to state violence*.

3. I had to exhaust the excellent resources of the library at the University of Illinois in order to find, in the literature on particular languages, the use of concepts such as *'linguistic genocide'*, *'language death*,' *'dying language*,' or *'language suicide.'* I found a rather obscure publication, Rudnyckyj's essay *Language Rights and Linguicide* (1967). "Linguicide" was the right concept

for interpreting the experience of Kurdish under the modernizing and centralizing states formed after World War I in Western Asia. Cobamibias (1983) elaborated a theory of 'official attitudes' toward *minority languages*, which included 'attempting to kill a language' and 'letting a language die' as official policies. This still marginal but evolving conceptual repertoire allowed me to organise my abundant data about decades of repression and resistance.

4. *Language death*, an ancient phenomenon, is complex and of multiple origins. In our times the dynamics of decline and eventual extinction is distinguished from previous periods by, among other things, the formation of a *'world linguistic order,'* the increasing proliferation (=spreading) of new communication technologies, and unceasing globalization.

5. I find it necessary, however, to distinguish, theoretically, between the *killing of language* 1) by the state and 2) by the market, although the two rarely operate independently. The killer is, in the case of Kurdish, clearly the institutions of the state, and the international order that allows it to happen in Turkey, Iran, and Syria. By contrast, the *contemporary killer* of hundreds of small languages in North America or Australia is primarily the market. While the state, for instance in Canada or the United States, does not and cannot prevent a First nation from publishing an encyclopedia or daily paper in its native tongue, the market does so, and always *invisibly but ruthlessly.* The political and legal freedom to teach in the native tongue or use it in media is almost completely constrained by the dialects of the market.

❖ **Vocabulary Practice**
    3. Make a list of the Thematic Vocabulary. Group the words and word combinations into thematic clusters.
    4. Proceeding from the text, write your definition of the term *linguicide* **in all its aspects.**

❖ **Talking Points**
    5. Work in groups of three. Write a mind-map of the major problems of the article. Discuss them in your group and share your thoughts with other groups.

➢ ADVANCED GRAMMAR PRACTICE

PUNCTUATION

Commas

Commas are used to separate items in lists, before question tags, to separate clauses, after and around certain linking words.

I've been to Dallas, New Orleans, Kansas and Tampa Bay.

Sue is a lovely girl, isn't she?

If you see Kevin, tell him his photocopies are ready.

Broadly speaking, I agree with what you are saying.

I do not, however, agree with your last point.

Note that commas are not used between a subject and its verb, or in defining relative clauses.

The lady standing at the bus stop is my next-door neighbour.

Will the pupil who threw that paper dart please stand up now.

Apostrophes

Apostrophes are used to indicate letters omitted, possession and plurals of letters and figures.

Letters omitted: *It's warm today.*

Possession: *Jack's car, the player's entrance, the people's decision*

Possessive *its* does not have an apostrophe.

Plurals: *There are two l's in 'specially'. Are these 7's or 3's?*

Colons and semi-colons

Colons introduce examples, lists, and statements which give in detail what has been stated in general.

There were two possible courses of action: borrowing from the bank, or asking for more time to find the money elsewhere.

Semi-colons divide parts of long sentences or long phrases in a list; it is usually possible to divide one sentence into shorter ones, so that semi-colons are unnecessary.

Practice

1. Add the necessary commas, (semi) colons and apostrophes to the text.

I've been to the following Italian cities Rome Florence Genoa and Pisa. I thought Rome was incredible the food was great the views were fantastic and I will never forget the vivacious people. The Italians' legendary hospitality was nowhere more evident than in the capital city. But my all-time favourite is probably Genoa with its fabulous hill-top houses and its dusty mountains reverberating to the sound of grasshoppers. I spent many a happy hour looking down on the seething

city below and the sea beyond. Best of all the city's location at the heart of the Italian Riviera meant that fabulous resorts like Portofino and Camogli were only a train ride away.

Water is becoming a more and more precious commodity so save as much as you can. Flushing the toilet accounts for a third of all household water use so don't flush wastefully. If you are only getting rid of a tissue for example resist the habit of reaching for the handle or chain. Take a shower rather than a bath it uses about a third of the water. And don't keep the water running all the time when you wash or clean your teeth. If you have a garden try to find ways of saving water outside such as using a water butt to collect rain water rather than using a hosepipe to water your flowers. A simple pipe connecting external gutters to a water butt can save an awful lot of water.

2. In most lines of this text, there is either a spelling or punctuation error. For each line, write the correctly spelled word, or show the correct punctuation. Indicate correct lines with a tick.

It is an accepted part of everyday nostalgia to assume	1 ……
that in the past food was somehow better, than it is today.	2 ……
The fruit and vegetables were more naturaly grown and this	3 ……
was not seen as an extra bonus which added ten per sent on to	4 ……
the price. Most food was fresh, not frozen, and you had the	5 ……
chance to examine it to see weather you wanted it. When you	6 ……
went shopping you could ask for exactly what peace of meat you	7 ……
wanted and see the butcher cutting, it instead of finding it	8 ……
ready-wrapped in plastic. And your local tradesman soon got to	9 ……
know what you wanted, and provided it for you, otherwise he	10 …..
would have gone out of bussiness. Of course, unless we invent	11 …..
time-travel we shall never know, whether this is all true.	12 …..
Survivors from those distant days naturally tend to dislike	13 …..
todays convenience foods, and to prefer the Good Old Days	14 …..
when a joint of beef filled the oven, produced thick red juce	15 …..
instead of water when cooked, and cost the same as a can of	16 …..
Coke. What is always forgoten is that then as now the quality	17 …..
of your food depended very much, upon who you were,	18 …..
how well-off you happened to be, and where you lived.	19 …..
Shopping then demanded considerable skill, and shopper's had	20 …..
to be able to tell the fresh from the not so fresh. Their was	21 …..
no sell-buy date to act as a guide. If you were hard up then	22 …..
frozen meat and canned foods' would have been on the menu,	23 …..
just as they are today.	

➢ **GUIDED WRITING**

A Formal Article

1. Read the title and the first paragraph of the article and answer the questions below.

Vanishing Voices

- What kind of magazine will the article appear in?
- Who are the target readers of the article?
- What makes style and tone formal?

2. Read the beginning of the article and answer these questions.
- Is the writer's opinion clear? Is it convincing?
- What explanations does the writer give to illustrate the main points?
- What specific words and phrases make the style formal?

The world's languages are disappearing at an unprecedented rate. Communities have come and gone throughout history, taking their languages with them. But, judged by the standards of the past, what is happening today is extraordinary. There are now about 6,000 languages in the world. Of these, about half are going to die out during the next century.

The full statistics are frightening. There are 51 languages with only one speaker left – 28 in Australia alone. There are more than 3,000 with fewer than 10,000 speakers; and a staggering 5,000 languages with fewer than 100,000 speakers. Ninety-six per cent of the world's languages are spoken by only 4% of its people. No wonder so many are in danger of dying.

Many things can kill a language, from natural disasters to cultural assimilation and genocide. On July 17 1998, an earthquake in Papua New Guinea, killed more than 2,200 people and displaced a further 10,000: several villages were destroyed. As the survivors have moved away, will these communities (and thus their languages) survive the trauma of displacement?

3. Read the passage and suggest alternatives to the linking words in italics. What connections do they help convey: explanation, suggestion, comparison or contrast?

Even if a people stay put after natural disasters, their language may

still die as a result of cultural assimilation. ***At first,*** there is pressure on the people to speak the dominant language. ***Then*** there is a period of bilingualism. ***Finally,*** bilingualism starts to decline, with the old language giving way to the new. This leads to the third stage, in which the younger generation finds its old language less and less relevant.

4. Read the beginning of the paragraph and complete it adding any relevant information.

Sometimes what we learn from a language is eminently practical, as when we discover new medical treatments from the folk medicine of an indigenous people. Sometimes it is intellectual, as when …. And of course, very often it is linguistic …

5. Write short paragraphs illustrating the point made in these opening sentences. Give specific examples or explanations. The extracts are for a formal article in the annual edition '*Global Issues*'.

- Not only a community's history is encapsulated within a language…
- If only we had just one language in the world …
- To save a language you must get linguists into the field, support the community with language teachers ...

6. You have seen these two extracts from articles in the annual edition '*Global Issues*'. The editors want readers to discuss the issues and send in articles on the topic "*Why Languages Matter*." Read the extracts and write an article (300-350 words) for the edition.

A) In fact, a dying language will cause conflict rather than eliminate it, albeit not between countries but rather within the individuals who have abandoned their ancestors' language. The first generation is, typically, not so concerned, as its members are still struggling to establish their new social position and master their new language. It is their children, secure in the new language and in a much better socio-economic position, with battles over land claims and civil rights behind them, who begin to reflect on (and feel unbearable guilt over) the heritage they have lost.

B) Is language death such a disaster? As long as a few hundred or even a couple of thousand languages survive, you might say, that is sufficient. It is not. We should care about dying languages for the same reason that we care when a species of animal or plant dies. It reduces the

diversity of our planet. In the case of language, we are talking about intellectual and cultural diversity, not biological diversity, but the issues are the same.

7. Follow stages 1-5 to write your article.

Stage 1. Read

Who is going to read this article?

Will the readers want lots of factual information, or are they going to be reading for entertainment?

How much formal do you think this article will need to be?

Stage 2. Think

Look at each extract. First of all, decide whether you basically agree or disagree with what it is saying. Look at some of the more specific points made in the extracts. Think of examples related to these that support your views.

Stage 3. Plan

- Plan the main topic areas that you are going to discuss. You could follow this pattern:
  - Give the article a title
  - Introduce the subject
  - Outline the main problems
  - Analyze them and suggest possible solutions
  - Supply supporting information (examples or explanations)
  - Give your opinion
  - Conclude

Stage 4. Write

- Remember that you will be given credit for maintaining the same level of formality throughout the article. You could achieve this in part by including sophisticated vocabulary, more frequent use of the passive voice, complex grammatical constructions, and formal linking devices.
- The use of contractions is inappropriate.

Stage 5. Check

- Read the article again. Have you made your opinions clear to the reader?
- Check that the punctuation and spelling are correct.

➢ LINGUISTIC ISSUES

♦ *PART 1*
MADE IN AMERICA

1. Read the passage (for historical background only) and think about how a language can flow forward, depending upon the people's needs and the times.

American colonists were among the first to use the new word goodbye (Godbuwye) contracted from *God be with* ye.... and circumstances forced early colonists to tinker with the vocabulary. Some words were borrowed from other languages, e.g. bluff (Dutch) swamp (German *zwamp)* and ravine (French). However, because of the essentially conservative nature of the colonists, they often stuck doggedly to old terms that perish through neglect or had been changed in Britain, e.g. early Americans used *fall* instead of autumn, *cabin* for a humble dwelling, *bug* for an insect, *hog* for pig, *raise children* for the British 'rear children', *junk* for rubbish, *closet* for cupboard, *zero* instead of naught, *noon* for midday ... and many more.

Everywhere, early colonists were confronted with objects they had never seen before, from the mosquito to poison ivy. At first, no doubt overwhelmed by so many unfamiliar things, they made little distinction between objects. Little known regional terms, from the far corners of Britain, prospered on American soil and have spread to the wider English speaking world, e.g. drool, hub, spool, wilt, skedaddle, gumption, scalawag, skullduggery. Colonists had to fall back on their ingenuity and form new compound words, e.g. copperhead, rattlesnake, bluegrass, backtrack, catfish, timberland, sidewalk, underbrush, skyscraper, cookbook, frostbite, drugstore, hillside, barbershop, doghouse, bedspread, whitewash, blacksmith, handbook/workbook, textbook, etc.

Partly from lack of daily contact with Britain, partly from conditions peculiar to America, and partly because of whims, English began to wander off in new directions. Native Americans and settlers from other countries filled the voids; American English expanded to include words from all cultures who settle the vast country.

Historians two centuries from now will still be arguing about English in today's world; American English is slowly being defined as today's 'world language.' In many countries, Americanization has become a symbol of elitism, westernization, and modernization. Travel, tourism, Hollywood movies, music, and mass media contribute toward the spread of American English today; its impact is all-pervasive. Americans travel and live everywhere in the world; for example over 10,000 Americans

live in the Czech city of Prague.

Individuals brought words and expressions which have been permitted, welcomed, and integrated into what is called American English. Various items, artifacts, cultural traditions, languages, dialects, words have become integrated into the melting pot or salad bowl American life, because Americans are always open to new different experiences!

(By **Bill Bryson, N.Y., 1994)**

❖ <u>Text Comprehension</u>

2. Group the words American English borrowed. Comment how they contribute to the melting pot / salad bowl society.

♦ *PART 2*

UBIQUITOUS *OK*

Read the following information about the expression *OK*. It has acquired its huge popularity throughout the world and entered into almost every language. Can you name other English words that the Ukrainian language has borrowed?

Originating in the United States, **O.K**. has spread to almost every country on earth. There is something about the phrase (as a term of acceptance / agreement / approval) that gives it universal appeal. Today, it is probably the most widely used single term in human speech ... used a billion times a day in informal speech.   (*From* **Dictionary of Contemporary American Usage, Random House, 1957**)

The origins are not certain; the most widely accepted explanation: it was the name of a partisan political organization. Formed in 1840, the O.K. Club supported the candidacy of Martin Van Buren when he ran for a second presidential term. OK stood for Old Kinderhook, New York, where Van Buren was born. Others suggest that O.K. came from an Indian word okeh meaning "it is so". Others say the funny spelling (initial letters) of a late 1830s phrase meaning oil korrect (all correct). It is quite possible that its widespread use in popular speech arose as a result of all these early uses which fostered the signal that smth was 'good', 'favorable' or 'agreeable'.

Whatever its origin, the use of O.K. as an informal expression for something good persisted and spread, first in the United States and then all over the world. The rapid spread may be at least partly attributable to the telegraph invention (1844) when it was easy to tap out the Morse code equivalent of O.K. instead of the longer spelling *all right*. When employed in other languages it is simply OK or okay; sometimes it is graphically incorporated into other language spelling or writing systems.

➤ OVERVIEW
THEMED DISCUSSION

1. **Have you ever come across the term** *‘a global village*? **What social phenomenon is it related to? Can you think of characteristics typical of the so-called** *‘global village’,* **where almost everything a person does or thinks now has an international dimension?**

2. **Read the passage from the article "***The Global Village Finally Arrives***" by Pico Iyer. Comment on the stylistic effect the author achieves describing his typical day. Why can't he identify his place in the** *‘global village’***?**

The Global Village Finally Arrives

This is the typical day of a relatively typical soul in today's diversified world. I wake up to the sound of my Japanese clock radio, put on a T-shirt sent me by an uncle in Nigeria and walk out into the street, past German cars, to my office. Around me are English-language students from Korea, Switzerland and Argentina – all on this Spanish-named road in this Mediterranean-style town. On TV, I find, the news is in Mandarin; today's baseball game is being broadcast in Korean. For lunch I can walk to a sushi bar, a Thai café or the newest burrito joint (run by an old Japanese lady). Who am I, I sometimes wonder, the son of Indian parents and a British citizen who spends much time in Japan (and is therefore – what else? – an American permanent resident)? And where am I?

3. **Consider the following.**

1) How would you describe your day as a *‘global villager’*?

2) How can you define your place (the place of your country, your city) in today's diversified world?

4. **Now read the following statements cited from the article. Discuss them in small groups trying to picture today's** *‘global village’.* **What does the image of the** *‘global village’* **depend on?**

"A common multiculturalism links us all – call it Planet Hollywood, Planet Reebok or the United Colors of Benetton …"

"The rising diversity of the planet is something more than mere cosmopolitanism: it is a fundamental recoloring of the very complexion of societies."

"…More and more of the world may come to resemble Hong Kong, a stateless special economic zone full of expats and exiles linked by the lingua franca of English and the global marketplace."

CHECK YOURSELF

Make sure you know the Essential Vocabulary below. Use the list to sum up what you have learnt from UNIT 3 "*The Global Society*".

1) to retain regional and cultural differences
2) the global proliferation and intrusion of certain values
3) a political agenda
4) to result in improved standards of living
5) to cause controversies
6) the threats of globalization are three-fold
7) economic, cultural and political pillars are endangered
8) to mitigate the negative consequences
9) to facilitate the dialogue of civilizations
10) to reap the benefits of globalization
11) long-term partners in economic, social and cultural domains
12) the concept of security goes beyond its conventional borders
13) at the inter-regional and global scale
14) a matter of political and economic necessity and feasibility
15) to ease and eliminate tension between neighbours
16) to control the proliferation of weapons and security
17) a multilateral treaty
18) well-represented Europe
19) a political configuration
20) to conjure up
21) to confine to
22) repercussions
23) to affirm one's identity
24) on an equal footing
25) unfettered discretion
26) the founding countries
27) to foresee smth initially
28) to form Europe's original core
29) countries awaiting recognition
30) to affirm European identity
31) risks arising from volatile capital movements
32) inevitable and irreversible
33) to thwart social progress
34) minority languages

➢ GLOSSARY

This is an alphabetic list of the 'globalizing' terms to be internalized. It may come in handy while discussing thematic issues or participating in classroom activities.

Autonomy – the control of government of a country by itself rather than by others.

Barrier (a cultural, racial, language barrier) – something that prevents two persons or groups from agreeing or communicating with each other.

Centralization; to centralize the economy; centralized planning – to centralize a country, etc means to create a system of government or organization by which one central group of people gives out instructions to all the other regional groups.

Collaboration (international collaboration) – the act of working together to produce a piece of work; alliance; teamwork.

Confrontation – a serious dispute between two groups of people; disagreement.

Contribution (to, towards) –something that one gives, does or says in order to help to make something successful; to donate.

Decline; economic decline – decrease; to become less in quantity, importance, strength decline.

Dominance *(of over)* – control (e.g. *military dominance*).

Globalization – concerning or including the world.

Homogeneous (community) – uniform (e.g. The community is not quite homogeneous in its political preference.)

Identity: cultural, ethnic, social identity – all the qualities, beliefs, ideas which make a person feel that he/she is different from everyone else.

Integrate; integration (of the countries' economies; of racial groups) – if a person or group integrates with other people or groups in society, they mix with them and join in the life of the community.

Prosperity – a condition in which a person or community is doing well economically and has a good standard of living.

Solidarity – complete unity and agreement with smb.

Superpower – a nation that has very great military and political power.

REFERENCE LITERATURE

1. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання / Науковий редактор укр. видання д.пед.н., проф. С.Ю. Ніколаєва. – К.: Ленвіт, 2003. – 273 с.

2. Програма з англійської мови для університетів / інститутів (п'ятирічний курс навчання): Проект / Кол. авт. під кер. С.Ю. Ніколаєвої, М.І. Солов'я. – Вінниця: «Нова книга», 2001. – 245 с.

3. АННАМАРІЯ. Практика розмовної англійської мови: Навчальний посібник / За ред. Бондар Т.І. – К.: Центр навчальної літератури, Частина ІІІ. – 2004. – 122 с.

4. Ніколенко А.Г. Практикум з англійської мови. Practice Makes Perfect. – Київ: Кондор, 2005. – 912 с.

5. Янсон В.В. A Practical Guide for Learners of English = Практичний курс англійської мови: Навч. посібник. – Київ: ТОВ «ВП Логос», 2004. – 368 с.

6. American Culture // English Learner's Digest. – 2003. – № 1. – P. 4 – 6.

7. Aspinall T., Capel A. Advanced Masterclass, CAE: Student's Book. – Oxford: Oxford University Press, 2002. – 206 p.

8. Brislin R.W. Intercultural Interactions: A Practical Guide. – Sage: Beverly Hills CA, 1986.

9. Chernysh V. My exciting voyage in discovering the United Europe // Іноземні мови. – 2004. – №4. – С. 68 – 72.

10. Evans V., Edwards L. Upstream Advanced: Student's Book. – Newbury: Express Publishing, 2003. – 256 p.

11. Evans V., Edwards L. Upstream Advanced: Workbook. – Newbury: Express Publishing, 2003. – 136 p.

12. Gude K., Duckworth M. Proficiency Masterclass. Student's Book. – Oxford: Oxford University Press, 2002. – 183 p.

13. Haines S. Projects for the EFL Classroom: Resource materials for teachers. – Walton-on-Themes Surrey: Nelson, 1989. – 108 p.

14. Iyer P. The Global Village Finally Arrives // Annual Editions: Global Issues. – 1996/1997. – P. 263 – 265.

15. Kipnis A., Herron E. Ending the Battle between the Sexes // Annual Editions: Sociology. – 1996/1997. – P. 83 – 88.

16. McCarthy M., O'Dell F. English Vocabulary in Use Advanced. – Cambridge: Cambridge University Press, 2002. – 315 p.

17. Rosman A., Rubel P. The Tapestry of Culture (an introduction to cultural anthropology). – New York: McGraw-Hill, Inc., 1995. – 336 p.

18. Straus H. Designing a Cross-Cultural Course // English Teaching Forum. – 1999. – Jul – Sep. – P. 2 – 5.

19. The Oxford Desk Dictionary and Thesaurus: American Edition. – New York: Berkley Books, 1997. – 972 p.

20. Vince M. Advanced Language Practice. – Oxford: Macmillan Heinemann English Language Teaching, 1998. – 295 p.

21. http://www.tolerance.org/index.jsp

➢ **APPENDIX**

APPENDIX A

Outline of Project Work

(*Based on:* Haines S. Projects for the EFL Classroom, 1989)

What is project work?

In the context of language learning, projects are multi-skill activities focusing on topics or themes rather than on specific language targets. Of crucial importance is the part which students themselves play in the initial choice of subject matter and in the decision related to appropriate working methods, the project timetable and the eventual 'end product'. Projects can be intensive activities which take place over a short period of time, or extended studies which may take up one or two hours a week for several weeks.

Projects can be divided into four main categories.
1. **Information research projects**
   Examples: The Study of a Country's Role in the Global Trade
   Languages Spoken Here
2. **Survey projects**
   Examples: The British and American Influence on your
   Way of Life
   The Attitudes to your Country of Foreign Visitors
   The Image of your Country in English Press
   The Survey of Ukrainian Attitudes to Immigration
3. **Production projects**
   Examples: News about your Country
   Producing a Radio Programme
   A Foreign Language Teacher Identity Profile
4. **Performance and organizational projects**
   Examples: Organising a Multicultural / British Evening
   Starting an English Club
   Organising a Round-Table Talk on 'Ukraine in the
   Global World: Benefits and Dangers'

When to do project work?

If projects are seen as consolidation or extension activities, it is arguable that they are best placed after a certain amount of traditional syllabus has been completed. In this situation, a topic raised in a coursebook might provide a suitable starting point for a short, intensive project taking a week's worth of English lessons.

Alternatively, teachers may regard projects as activities which are complementary to the approach dictated by the syllabus. If this is the case, an extended project, taking one or two hours a week for a term, might be more appropriate.

Note: Project work is likely to be taken less seriously as a worthwhile activity if it is used exclusively as an end-of-term 'fun' activity. Irregular attendance, disrupted timetables, and reduced student interest at such times are likely to result in somewhat chaotic and undisciplined projects.

The importance of the end product

A clearly defined and agreed on end product is an essential feature of project work. Whatever its form, this end product should be the final result of the various tasks students engage in during the project.

Project timetable

Once initial class discussion has produced content ideas, agreed objectives and suggested working methods, a preliminary project timetable can be drawn up. This should outline the main activities and groupings as well as the intended outcomes for each stage.

Sample Project Timetable

Stage	Main activities	Learners grouping	Location	Outcomes
1.	Teacher's introduction into the topic. Class discussion: • defining the subject matter / topic, which relates to students and the teaching circumstances; • defining time limits; • making groups;	Whole class	Class	• Decision on scope and content of project. • Groups of learners. • A particular problem to a particular group of learners. • Each learner has the problem to work on.

	• allocation of tasks.			
2.	Searching the information. Background reading research.	Groups / pairs / individuals	Home/ library/ Internet	The information plan of campaign.
3.	Writing, organization of information. Processing the information. Proofreading.	Groups	Class	General information on a topic.
4.	Making questions for the interview (to interview another groups on the topics they work on).	Individuals	Home	The questionnaire
5.	Bringing together. Proofreading.	Groups	Class	Making a general questionnaire
6.	Interviewing the groups.	Groups	Class	The information concerning all the aspects of the topic.
7.	Filling the information gaps.	Groups / individuals	Class	General information on a topic.
8.	Processing the information. Allocation of tasks for making the end product.	Groups	Class	The arranged general information. Each learner has a task for arranging the information.
9.	Making an end product.	Groups / individuals	Home / class	End project
10.	Display	Groups	Class	Verbal reports. Newspaper Survey conclusions.

APPENDIX B

Guidelines for Writing
Project Proposals and Reports

Writing Project Proposals

A proposal is an offer to do something or a suggestion that something be done. The writer's purpose is to persuade readers to improve or to alter existing conditions or to support a plan for solving a problem, a suggestion for further research.

Important Considerations for a Proposal:

1. Audience: The audience for a proposal is multiple and may involve many levels of technical understanding. Generally, the audience is composed of decision-makers who are busy but interested and who appreciate a clearly written, detailed, and thoughtful proposal.

2. Tone: Your tone should be confident but not strident, encouraging but not overly friendly, moderately formal but not stiff. Do not hesitate to offer suggestions, but do not complain or insult anyone in the process. Define jargon as necessary, but do not condescend to readers (assume they are intelligent and generally well informed). Focus on a problem or a need rather than upon who has created that problem or why.

3. Purpose / Aim: A proposal should aim to (1) define **a** problem (which can include a lack) of some sort, and (2) offer an answer, which can be a detailed solution, a hypothetical plan, or just a thoughtful suggestion for further evaluation and research.

4. Content: You must research your proposal. This might involve (1) interviewing people, (2) gathering written information from interviewees or from reference sources, and (3) making detailed observations of your own about an existing condition.

5. Language / Diction: Use clear, active language and embed details into your sentences. Avoid rhetorical flourishes, but do not make the language overly simple either.

6. Structure / Form: Format is more important to a proposal than to a formal argument or even an editorial. In order to ensure readability, proposals of the most varied kinds can include the following:

- explicit title and careful layout;

- bulleted items in paragraphs;
- explicit subheadings;
- an introduction, body, and conclusion.

Other Tips

1. Title: Be as specific as possible here (this is also true for subject lines in memos). The title serves to state the problem (thesis) of the proposal. Say what you need to, but do not make it too long. Do not be catchy, as with titles for essays or editorials.

Centre titles and subheadings, use wide margins, number pages, double-space typeface.

2. When necessary, **bullet** paragraphs with circles, asterisks, dashes, or numbers, etc. However, do not do this to avoid writing complete sentences.

3. Introduction, main body, and conclusion: In an introduction, you should consider, in some fashion, most of the following:
- the subject and purpose of the proposal;
- the potential problems of the proposal;
- the needs of the readers;
- the benefits of the proposal;
- the sources used;
- the scope.

In the body, you should consider the methods, materials, timetable, facilities, personnel, necessary research, etc. In the **conclusion,** you should request action, even if this is simply to think about a problem anew, and suggest some orientation toward the future.

NOTE: although many proposals use standard arrangements, each proposal depends upon its own particular level of complexity and stage of research and inquiry. Be guided by your material as much as by standard formats.

Writing Project Reports

The aim of the project report is to communicate the results of your project work to an audience. Your audience might already be well informed in the subject. Your trainers will not usually read your report in order to extract knowledge; instead, they will look for evidence that you understand the material and ideas your report presents. Therefore, your document should not only convey information clearly and coherently (such as numbers, facts or other data), but should also, where appropriate,

detail the logical processes you relied upon (such as interpretation, analysis, or evaluation).

Typical Components

Title Page	Discussion
Summary	Conclusion
Introduction	Recommendations
Background	Attachments

1. Title Page

The essential information here is your name, the title of the project, and the date. Be aware of any other information your trainer requires. The title of a report can be a statement of the subject. An effective title is informative but reasonably short. Ornamental or misleading titles might annoy readers.

2. Summary

This section states the report in miniature. It summarises the whole report in one concise paragraph of about 100-200 words. It might be useful to think in terms of writing one sentence to summarise each of the traditional report divisions: objective, method, discussion and conclusions. Emphasise the objective (which states the problem) and the analysis of the results (including recommendations). Avoid the temptation to copy a whole paragraph from elsewhere in your report and make it do double duty. Since the summary condenses and emphasises the most important elements of the whole report, you cannot write it until after you have completed the report.

3. Introduction

3.1. The introduction of a project report identifies the subject, the purpose (or objective), and the plan of development of the report. The subject is the 'what', the purpose is the 'why', and the plan is the 'how'. Together these acquaint the reader with the problem you are setting out to solve.

3.2. State the subject and purpose as clearly and concisely as possible, usually in one sentence, called the thesis or purpose statement.

3.3. Use the introduction to provide any background information that the reader will need before you can launch into the body of your paper. You may have to define the terms used in stating the subject and provide background such as theory or history of the subject.

Avoid the tendency to use the introduction merely to fill space with sweeping statements that are unrelated to the specific purpose of your report.

4. Background

If the introduction requires a large amount of supporting information, such as a review of literature or a description of a process, then the background material should form its own section. This section may include a review of previous research, or formulas the reader needs to understand the problem. In an academic project report, it is also the point at which you can show your comprehension of the problem.

5. Discussion

5.1. This section is the most important part of your report. It takes many forms and may have subheadings of its own. Its basic components are methods, findings (or results), and evaluation (or analysis). The final report should emphasise evaluation.

5.2. Before you begin writing, ask the journalist's questions: Who? When? Where? What? Why? How? The last three in particular will help you focus analysis. Beyond asking these simple questions, you also need to make decisions such as: How do you interpret the data? What is the significance of your findings?

6. Conclusion

What knowledge comes out of the report? As you draw a conclusion, you need to explain it in terms of the preceding discussion. Some repetition of the most important ideas you presented there is expected, but you should avoid copying.

7. Recommendations

What actions does the report call for? The recommendations should be clearly connected to the results of the rest of the report. You may need to make those connections explicit at this point your reader should not have to guess at what you mean. This section may also include plans for how further research should proceed. In professional writing, this section often comes immediately after the introduction.

8. Attachments

8.1. These will include references and may include appendices. Any research that you refer to in the report must also appear in a list of references at the end of the work so that an interested reader can follow up your work.

8.2. Appendices may include raw data, graphs, and other quantitative materials that were part of the research, but would be distracting to the report itself. Refer to each appendix at the appropriate point (or points) in your report.