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імені А. С. Макаренка

**Балащенко Л. М.**  
**Подосиннікова Г. І.**

# **GLOBAL ISSUES**

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Рецензенти:

**Бігич О. Б.**, доктор педагогічних наук, професор, професор кафедри методики викладання іноземних мов Київського національного лінгвістичного університету;

**Швачко С. О.**, доктор філологічних наук, професор, завідувач кафедри теорії та практики перекладу Сумського державного університету;

**Тучина Н. В.**, кандидат педагогічних наук, професор, декан факультету іноземної філології Харківського національного педагогічного університету імені Г. С. Сковороди.

**Балащенко Л. М.**

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## ПЕРЕДМОВА

Навчальний посібник призначається для формування англомовної комунікативної компетентності студентів старших курсів факультетів іноземних мов з теми «Global Issues» («Глобальні проблеми»).

Навчальний посібник розроблено з урахуванням положень Програми щодо принципів, цілей, завдань, змісту навчання, а також методики викладання основних компонентів курсу з практики усного та писемного мовлення (англійська мова).

Зміст навчального посібника організовано за трьома тематичними блоками, кожен з них складає окремий розділ: «Cross-Cultural Studies» («Кроскультурні дослідження», «Diversity and Convergence in Today's World» («Спільне та відмінне в сучасному світі»), «The Global Society» («Глобальне суспільство»). Матеріали і завдання всіх тематичних блоків спрямовані на розвиток міжкультурних навичок і вмінь студентів, зокрема, вмінь розуміти різницю між рідною та іншими культурами, позитивно сприймати інші культури, толерантно ставитись до культурних відмінностей та долати міжкультурні стереотипи. Зміст посібника готує випускників до подальшого лінгвістичного самовдосконалення та професійно-методичного спілкування.

Структура всіх розділів є однотипною та включає такі складові.

READING AND LANGUAGE FOCUS – у цій частині посібника студентам пропонується прочитати різнопланові автентичні тексти, об'єднані однією темою, і виконати завдання. Вправи підрозділу забезпечують: 1) розвиток спеціальних умінь читання певного типу (переглядового, ознайомлювального або аналітичного), 2) формування та вдосконалення лексичних навичок на мовному матеріалі текстів, 3) удосконалення граматичних навичок у межах цільових аспектів розділу, а також 4) розвиток усного та писемного мовлення на основі прочитаного. Післятекстові завдання дають можливість студентам висловити й аргументувати свою думку щодо прочитаного, узагальнюючи власний досвід і знання. Тексти супроводжують завдання на переклад тематичних ситуацій з української мови на англійську.

VOCABULARY IN USE – містить вправи на словотворення, метою яких є вдосконалення лексичних навичок з певної теми.

GRAMMAR PRACTICE – метою цієї частини є повторення граматичного матеріалу на високому рівні узагальнення, а також удосконалення навичок використання граматичних структур для досягнення різних комунікативних цілей.

GUIDED WRITING – матеріали цієї частини посібника націлені на розвиток умінь писемного мовлення студентів стосовно написання резюме (summary), статті.

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

OVERVIEW – містить завдання для самоперевірки (узагальнений список одиниць активного тематичного словника, яким мають володіти студенти), а також матеріали для обговорення та дискусії за проблематикою розділу.

Завдання посібника також можна рекомендувати для контролю сформованості англомовної комунікативної компетентності студентів старших курсів заочної форми 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 й толерантну особистість – частину багатокультурної світової спільноти.

***Автори висловлюють щире подяку викладачам кафедри германської філології Сумського державного педагогічного університету імені А. С. Макаренка за допомогу в написанні посібника.***

## UNIT 1

### THEME: CROSS-CULTURAL STUDIES

#### ▼ TARGETS:

##### **SPEAKING: (themed discussion, extended speaking)**

- *Culture as a phenomenon.*
- *Cross-cultural misunderstanding. What is it fraught with?*
- *Language identity*
- *My culture identity: anything to be proud or ashamed of?*
- *Gender identity: its cultural aspect*
- *The roles women play in contemporary Ukrainian culture. Changes that are happening*
- *Self-identity. The ways of self-discovery*

##### **READING & LANGUAGE FOCUS: skimming, intensive and gapped reading**

##### **GRAMMAR PRACTICE: perfect aspect; passive verb forms; inversion**

##### **WRITING: a summary**

#### ➤ **LEAD-IN**


### **I. DEFINING CULTURE**

**A. Consider the question: Is it important for a foreign language teacher to study culture as a phenomenon – its components, laws and values? Is it important for people from other fields?**

**Comment on the following statements about culture matters.**

- 1) When members of different cultures meet, it is easy to feel uneasy.
- 2) Culture is difference, variability and always potential source of conflict when one culture enters into contact with the other.
- 3) Intercultural competence can end disputes, save lives, radically transform the existence of millions of people.

**B. Now it is time to define culture as a phenomenon.**

 *While culture has many definitions, most observers agree on certain fundamental characteristics. Here are 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 space 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.

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## **II. THE CULTURE CONCEPT**

**Now read the passage from the text entitled “*The Culture Concept*” to understand the concept of culture.**

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, and 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.)**

### **III. THE CULTURE ICEBERG**

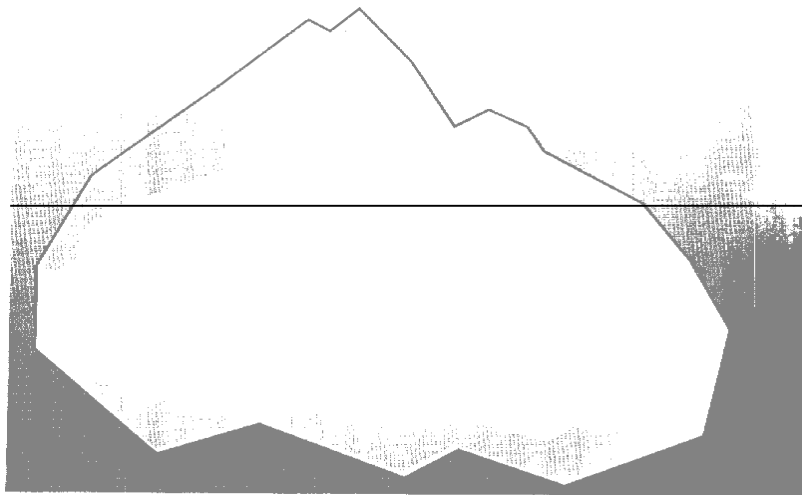
**Read a passage about the culture iceberg. This information will help you understand other cultures better.**

 *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 or imagined. 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 contours of the iceberg write above the water-line the numbers for those features you can observe in people's behaviour; write the remaining numbers beneath the line.

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

#### IV. CROSS-CULTURAL DIFFICULTIES AND MISUNDERSTANDINGS

Now you are to deal with the information that can help you to avoid cross-cultural difficulties and misunderstandings, it is sure to prepare you for successful cross-cultural communication.

1. Read the passage 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?* While answering employ underlined vocabulary items.

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 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 discomfiting 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 of the new environment, therefore, is an inevitable part – and perhaps one of the more educational parts – of travel.

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. Eventually, 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.

The life of a nation is more than its history, geography, climate, language, institutions and customs. It is in part a mystery because despite all that the social sciences have achieved, there are questions they cannot answer.

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

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

# 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 significant for a person to realize what culture they belong to in order to understand their culture values?

2) What is one supposed to talk about when being asked: *How fully do you identify with your culture?*

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 than 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 Americans also often project themselves 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. Use it while doing the assignments that follow.**

- 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 (into) 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) 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) Translate the following items into English.**

Втручання у звичне (нормальне) життя; пошуки самореалізації; склад розуму (ментальність); жити в гармонії з навколишнім середовищем; вроджена недовіра до людей; те, що спантеличує; користуватися англійською мовою; дружба заради дружби; бажання само-актуалізації; мости, що нас з'єднують; вилучати (отримувати) детальні відповіді; закоренілі індивідуалісти; знайти винуватих і перекласти провину на відповідальних; передбачуване майбутнє; інша формула роздумів (споглядання); заслуговує на те, щоб подивитися ще раз; обертати калейдоскоп культури.

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

to utilize

self-actualization

inherent

pragmatically

to elicit	to find the perpetrators
utilitarian	rugged
contemplation	existential
disconcerting	to revolve

**D) Add one more synonym from the text to the synonymic group given below. Refer to a dictionary.**

- 1) to 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) to use effectively – employ – put into practice – operate – ...
- 7) hardened – ingrained – incorrigible – tough – vigorous – ...

**E) Complete the sentences using Essential Vocabulary.**

- 1) It is of great salience to compare and contrast cultures which .....
- 2) Peculiarities of different culture matters are really ..... and require our tolerant attitude and interpretation.
- 3) Ukrainians are known to respect the concept ..... sake.
- 4) Ukrainians have never been considered as ..... individualists, because they value .....
- 5) Americans can be characterized as people whose central aim is .....
- 6) From limited ....., it seems that most of the Americans have ..... mindset.
- 7) To find ..... and place ..... is a typical American approach when problems appear in ..... . In my opinion, it is quite reasonable.
- 8) The attempt of Eastern cultures to live ..... proves that humans are viewed as an element of nature.
- 9) In case we revolve ..... little by little, we have more time for finding a common language with its representatives.
- 10) Before coming in contact with other cultures it is worth ..... at them to avoid conflicts.

**F) Give a brief outline of any culture using the Speech Patterns.**

- 1) ... is one lens through which we may ...
- 2) ... is the concrete starting point from which ...
- 3) ... view themselves to some extent as ...
- 4) From limited personal experiences, it seems that ...
- 5) ... value , above all things, their ...

❖ **Text Comprehension**

**3. 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) Answer the questions.**

- 1) What is an American pragmatism compared with?
- 2) How is the concept of friendship viewed in the American culture?
- 3) Why would one 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 a utilitarian mindset of Americans?
- 7) What is the Chinese proverb "*The nail that sticks up shall be hammered down*" suggestive of?
- 8) How is the concept of time interpreted in different cultures?
- 9) What are the values Americans and Ukrainians are likely to have different attitudes to?
- 10) What can help us bridge the chasm between different cultural assumptions of Americans and Ukrainians?

**C) Make up the plan of the text labelling each paragraph with word combinations taken from the text.**

❖ **Talking Points**

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

**In the table you can see the values Americans live by. Study them and add any relevant information about Ukrainian cultural concepts and attitudes to the values. Share your ideas with your partners. (*Use the Thematic Vocabulary*).**

### The Cultural Values Americans Live by

Personal Control over the Environment	People should control Nature and destiny; future is not left to Fate. <b>Result:</b> Goal-oriented society. Self-interests come first.	
Change / Mobility	Change is seen as something positive, meaning progress, improvement and growth. <b>Result:</b> Transient society.	
Time and Its Control	Time is valuable – accomplishments depend on effective use of time. <b>Result:</b> Efficiency and progress often at expense of interpersonal relations.	
Equality/ Egalitarianism	People have an equal opportunity to succeed; they are respected as individuals, for who they are rather than for their rank or position in society. <b>Result:</b> Little social deference shown or status acknowledged.	
Individualism, Independence and Privacy	People are considered as separate individuals with individual needs. Privacy is the ultimate result of individualism. <b>Result:</b> Americans seem self-centered, sometimes isolated or lonely.	
Self-Help Control	Americans take pride in their own accomplishments, not in name. <b>Result:</b> Respect is given for achievements not for 'an accident of birth'.	

Competition & Free Enterprise	<p>Americans value competition, they believe it brings out best in any individual, and free enterprise produces rapid progress.</p> <p><b>Result:</b> Less emphasis on cooperation than free enterprise and competition.</p>	
Future Orientation-Optimism	<p>Americans tend to think that, regardless of the past or the present, the future will be better, happier.</p> <p><b>Result:</b> Future-oriented society.</p>	
Action & Work Orientation	<p>A popular bit of American advice – ‘do something!’ It is unacceptable, even ‘sinful’ to waste one’s time. Many of them are known as ‘workaholics’.</p> <p><b>Result:</b> more emphasis on ‘doing’ rather than enjoying leisure activities.</p>	
Informality	<p>Americans believe that formality is ‘un-American’, it is a display of arrogance or superiority.</p> <p><b>Result:</b> Informal relations between people.</p>	
Directness, Openness, Honesty	<p>Truth is function of reality not circumstance.</p> <p><b>Result:</b> People tend to tell the ‘truth’ without worrying about saving other person’s ‘face’.</p>	
Practicality/ Efficiency	<p>Practicality is usually the most important consideration when decisions are to be made.</p> <p><b>Result:</b> Less emphasis on the personal subjective decisions.</p>	

### ❖ Creative Writing

5. Your university is planning a students' conference "*Ukrainian Identity in the 21st Century: National Character, Values, and Concerns.*" You have decided to take part in it and make a report. (Write approximately 300-350 words). Start your work with elaborating a detailed plan.

### ❖ Vocabulary Reinforcement

6. Translate the situation from Ukrainian into English using the Thematic Vocabulary.

Обертаючи калейдоскоп американської культури, ми зможемо дати відповідь на запитання: Хто такі американці? А ще ми радимо вам прочитати книгу Мартіна Флетчера "*Almost Heaven*" (Abacus Books). Ця книга про життя в маленькому американському містечку, про ті речі, що можуть спантеличувати іноземців. Американці вважають свою націю чашкою із салатом, в який кожний народ додає свій смак та індивідуальність.

Американці схильні схвалювати особисті цілі й успіх. Конкуренція вважається здоровою мотивацією для досягнення своєї мети. Вона асоціюється не тільки зі спортом, але й з роботою, громадським життям, і стала невід'ємною частиною американської культури. Загалом, це спонукає до пошуку самореалізації.

Більшість людей у США дуже відкриті. Американці розповідають про свої особисті справи й цікавляться життям та почуттями інших. Вам це може не сподобатись, але це не злий намір і не здається втручанням у звичне життя.

Американці досить відкриті, вони схильні знайомитися з новими людьми, які потім стають друзями по роботі, школі, спортивному клубу тощо. Американці цінують дружбу й позитивне ставлення один до одного. Але їм не притаманна дружба заради дружби, ця нація має більш практичну ментальність.

Хоча Америка – країна, в якій люди досить відкриті, особисте життя тут поважають. Над усе американці цінують свій особистий спокій та благополуччя. Певною мірою, їх можна вважати закоренілими індивідуалістами. Тому, американець зрозуміє вас, якщо ви захочете побути насамоті.

США – активне суспільство, його життя постійно змінюється. Американці надзвичайно цінують час. Сенс життя полягає в тому, що не ефективно використаний час – це втрачений час.

## Text 2

### Attitudes to Language

#### ❖ Pre-Reading Tasks

1) Before reading the article about attitudes to languages discuss the following questions: What is language? How do we form our judgments about a foreign language? What does our attitude to language depend on?

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 question of word-hatred and word-love has best to 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.

**(By Anthony Burgess, from “Language Made Plain”)**

❖ **Vocabulary Practice**

**1. A) Study the Essential Vocabulary of the text; it 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 contempt of, contemptuous
- 7) to raise a snigger by speaking mock-Chinese
- 8) our sneers are mitigated by
- 9) to despise
- 10) to associate sth 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 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 (e.g. social snobbery and superiority)
- 9) to find gender-related peculiarities of speech
- 10) to be relevant to women's (men's) characteristics

**B) Translate the following items into English.**

Мати сильні упередження; виправдовувати своє презирство; бути розлюченим; зневажати; ототожнювати із сільською тупістю й відсталістю; наші глузування пом'якшені; рішуче засуджувати; підкоритися розуму; ставати на заваді об'єктивних суджень; викликати сміх, кривлячи китайську мову; відданість національній групі; мешканець великого міста; мати специфічну внутрішню якість; видатний; формулювати естетичні судження про слова; викликати обурення; бути символом класової приналежності; набути особливої привабливості як мова ...; помічати гендерні особливості мови; виказувати регіональну ідентичність; прийнятий діалект національної еліти; свідчити про зверхність; посилається на асоціації.

**C) Match the pairs of words with similar meanings below.**

**a)**

<i>objective</i>	<i>prejudice</i>	<i>exhilarating</i>	<i>pet</i>	<i>euphoria</i>
<i>mitigated</i>	<i>associations</i>	<i>formulate</i>	<i>aesthetic</i>	<i>derisive</i>
<i>badge</i>	<i>intrinsic</i>	<i>the men</i>	<i>excite</i>	

**b)**

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

**D) Match the pairs of words with opposite meanings below.**

**a)**

<i>objective</i>	<i>mitigated</i>	<i>contemptuous</i>	<i>condemn</i>	<i>submit</i>
<i>loyalty</i>	<i>intrinsic</i>	<i>pre-eminent</i>	<i>resentment</i>	<i>give away</i>
<i>despise</i>	<i>prejudice</i>			

**b)**

appreciation	conceal	biased	exacerbated
extrinsic	respectful	impartiality	resist
obscure	look up	betrayal	approve

**E) In the text, find synonyms for the following items.**

- 1) to feel furious
- 2) scornful
- 3) an idiomatic expression
- 4) devotion to the people
- 5) to resolutely express utter disapproval of
- 6) to block the pathway
- 7) outstanding, distinguished, incomparable
- 8) to consider sth as dull and mentally retarded
- 9) to be an issue of mental connection between ideas
- 10) to notice local peculiarities
- 11) to have an exceptional inherent quality
- 12) a resident of megapolis
- 13) to acquire an exceptional attraction as
- 14) to be indicative of some quality or characteristic
- 15) to hate, detest, loathe, abhor

**F) Consider the problems of language identity and complete the sentences.**

- 1) When the emotions get in the way of objective judgments about language, .....
- 2) When people submit to reason solving problems of cross-cultural communication, .....
- 3) ....., we would consider it as a betrayal of the traditions of our national group.
- 4) But for our contempt of foreign languages .....
- 5) Chinese wouldn't be regarded as a huge joke if .....
- 6) If our automatic sneers at foreign languages weren't mitigated by some pleasant memories, .....

- 7) If our prejudices were easily recognisable, .....
- 8) ....., .....wouldn't be associated with rural stupidity and backwardness.
- 9) Our prejudices wouldn't be very so strong if .....
- 10) Your words wouldn't have excited everybody's resentment if .....
- 11) Standard English wouldn't have become the accepted dialect of the national elite.....
- 12) ....., you would have found gender-related peculiarities of their speech.

### ❖ Text Comprehension

#### **2. A) Decide whether these statements are true (T) or false (F).**

- 1) The writer admits that he is amused by his own prejudices about language.
- 2) 'I guess' is an expression imported from the USA into Britain.
- 3) The writer uses capital letters in 'the British Way of Life' because he considers it to be superior to other cultures.
- 4) The writer ridicules people who despise foreign languages.
- 5) The writer believes that German is an ugly language.
- 6) Although a rural accent may sound attractive, it may also be looked down on.
- 7) The writer states that a Cockney (London) accent doesn't sound as attractive as a BBC announcer's accent.
- 8) Languages shouldn't be described as either 'beautiful' or 'ugly'.
- 9) Prunes are associated with death in English poetry.
- 10) British people's accents may not just give away their regional identity but also the social class they belong to.

**B) Write a summary of the article covering the main ideas. (Write approximately 70-80 words.)**

❖ **Talking Points**

**3. In groups discuss your reactions to the article. Refer to the Thematic Vocabulary and the speech patterns list (given below).**

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

	<b>British attitudes</b>	<b>Ukrainian attitudes</b>
<b>German</b>	Ugly, aggressively guttural	
<b>Chinese</b>		
<b>Italian</b>		
<b>French</b>		
<b>American</b>		

- 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?

**Use the following Speech Patterns extracted from the text.**

... get in the way of objective judgments ...

We tend to have powerful prejudices about ...

Our sneers (assumptions) are mitigated by ...

We are normally quick to observe ...

Language is suggestive of ...

... is regarded as ...

### ❖ Creative Writing

4. You are invited to participate in the International conference on the problems of national languages. Contribute to the conference newsletter with your argumentative essay *“How Important Language is to National Identity.”* Start with elaborating a detailed plan of the essay. (Write approximately 300-350 words.)

### ❖ Vocabulary Reinforcement

5. Translate the situations from Ukrainian into English using 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. Специфічні внутрішні ознаки мовлення «виказують» місце народження і 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 стає 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 її гендерні особливості. 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 такі слова, як

*mistress, spinster* викликають загальне обурення. Але якою б гіркою критикою не обмінювалися представники різних соціальних груп і статей, мова це те, що їх об'єднує, незважаючи на численні відмінності.

**В)** Іноді наші упередження заважають нам об'єктивно оцінити явища навколишнього середовища. Ми можемо проявляти зневажливе ставлення до оточуючих і до всього, що не відповідає нашим уявленням. Тільки наші дії здаються нам добродесними, наша критика справедливою. Ми, не замислюючись, 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, у той же час зверхньо та навіть зневажливо дивимось на тих, хто не розуміє про що йдеться. Звинувачувати в цьому доводиться тільки себе. Якщо ви вважаєте, що належите до національної еліти, ви маєте поводитися так, щоб ваші судження відповідали вашому високому статусу.

**С)** Ваш діалект указує на те, звідки ви родом, свідчить про особливості вашого регіону. Мені подобається, що ви не наслідуєте мешканців столиці, хоча їх діалект має особливу привабливість для багатьох. Він навіть став офіційною мовою.

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 або навіть обурювати.

## **Text 3**

### **Male and Female Roles**

**1. Read the text about gender identity 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 they had been denied heretofore. Men perceived the pioneers in that 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, known 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 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.

**(By A. Rosman, P. Rubel, from “The Tapestry of Culture”)**

❖ **Vocabulary Practice**

**2. A) Study the Thematic Vocabulary 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) to provide the bulk of subsistence
- 8) to be strongly patrilineal / matrilineal
- 9) to be associated (identified) with 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) Translate the following items from Ukrainian into English.**

Біологічні дані; суфражистський рух; забезпечувати основу існування; виконувати чоловічі економічні ролі; асоціюватися з домашніми справами, вихованням, материнством, домашнім вогнищем; підвищувати свідомість жінок/чоловіків; соціальні відмінності відповідно до статі; примушувати жінок займатися малоприбутковою, непрестижною роботою; скласти яскравий візерунок на килимі культури; жіночий/чоловічий; викликати зміни; визначатися (обумовлюватися) культурою; втручатися в публічну сферу чоловіків; обмежувати домашній статус жінок; наділяти чоловічими та жіночими ролями; бути зайнятим виключно чоловіками; патріархальне суспільство; матріархальні традиції; виключно жіноча царина; чоловіча сфера діяльності; коливатися, як маятник; емансиповані жінки; гендерні ролі; існувати виключно із жінок чи виключно із чоловіків; економічне та просторове розділення; посади, значною мірою підпорядковані чоловікам.

**C) Match the items of two columns to make collocations.**

- |                             |                                        |
|-----------------------------|----------------------------------------|
| 1) to provide               | a) givens                              |
| 2) the suffragette          | b) societies                           |
| 3) biological               | c) movement                            |
| 4) to reduce                | d) the public realm of men             |
| 5) culturally construed     | e) low-paid, low-status work           |
| 6) matrilineal              | f) like a pendulum                     |
| 7) to bring about           | g) concepts                            |
| 8) to invade                | h) masculine economic role             |
| 9) to force women into      | i) women's domestic status             |
| 10) to swing back and forth | j) the bulk of subsistence             |
| 11) to carry out            | k) female/male consciousness           |
| 12) to be associated with   | l) the transformations                 |
| 13) social distinctions     | m) male and female roles               |
| 14) to assign               | n) according to sex                    |
| 15) to raise                | o) domesticity, nurturance, the hearth |

**D) Skim through the text and provide synonyms for the following items.**

- 1) inherent (innate) basics
- 2) to cause the change
- 3) to supply the large quantity of means that support life
- 4) to be definitely (intensely) patriarch
- 5) women free from social or political restraint
- 6) to make women's position as a housekeeper lower in status or rank
- 7) exclusively, entirely, completely, totally
- 8) roles dependent on a person's sex
- 9) to compel women to occupy workplaces of less importance
- 10) to be held solely by males
- 11) to boost men's or women's awareness
- 12) to perform some roles
- 13) women seeking the right to vote through organized protest
- 14) to intrude the males' world
- 15) division according to economic, spatial and behavioral features

**E) Write out from the text the items that characterize *a) males' position in society; b) females' roles in today's world*. Translate them.**

**F) Consider the problems of gender identity and complete the following sentences.**

- 1) It is impossible to imagine any society consisting .....
- 2) In fact, ..... according to sex are made in every society.
- 3) ..... and ..... are ..... concepts.
- 4) It stands to reason, only biological differences can't form .....
- 5) Economic roles are thought to ..... primarily by men.
- 6) Paradoxically enough, women's economic tasks may provide ..... though being less prestigious.
- 7) In strongly patrilineal societies women are ..... As to men, they are .....
- 8) In matrilineal societies women ..... while the workplaces are .....
- 9) World War II brought about ..... in society and eventually women invaded .....
- 10) Now domesticity is not .....
- 11) Sometimes relations between .....
- 12) All in all, no society ....., the two .....

### ❖ Text Comprehension

**3. A) Answer the questions comparing your answers with 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 would 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?

**B) Complete the statements expressing your attitude to gender issues.**

- Apparently, the relations between sexes ...
- Masculinity and femininity are believed to be culturally construed concepts because ...
  - In many societies, economic roles ...
  - Particular spatial areas ...
  - In industrial societies, women were identified with ...
  - ... were male bastions, and ...
  - In essence, World War II brought about the transformations ...
  - ... swing back and forth like a pendulum ...
  - To sum up, no society can exist solely ...

### ❖ Talking Points

**4. Work in groups of three. Consider *gender relations in our country at the present stage* and share your ideas with other groups. Start with elaborating a map of associations of the issue.**

**The hint:** the dominant ideology is strongly patrilineal; women's status is reduced; there's a balance between genders; gender relations swing back and forth; women start to invade the public realm of men; misunderstanding between sexes may be fraught with gender conflicts; it is necessary to cultivate tolerance and respect for the opposite sex.

### ❖ Creative Writing

5. You are a high school teacher. You have 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 (approximately 300-350 words). Start with elaborating a detailed plan of your report.

### ❖ Vocabulary Reinforcement

6. Translate the situation from Ukrainian into English using the Thematic Vocabulary.

Я не вірю, що чоловік і жінка абсолютно різні. Хоча суттєві відмінності не можна заперечувати. Здається, що розбіжності між чоловіками та жінками зручно було б пояснити, аналізуючи виключно їх біологічні 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, упередження як основу в усіх сферах, включаючи стосунки з протилежною статтю.

Уважають, 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 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.

У будь-якому випадку важливо усвідомлювати відмінності між статями й толерантно ставитися до них. Наша головна мета – створити гармонійні та прийнятні для всіх стосунки між усіма членами суспільства.

## Text 4

### 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*
- *childcare*
- *domestic duties*
- *powerful husband*
- *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 accept 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? 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 what about your 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..."

### **3. Now, think of your personal identity.**

The ideas of the above given extracts will help you to answer the question:

**Who are you? Write down 5-6 things you may associate yourself with.**

Start with ***I am*** \_\_\_\_\_.

Use **the Thematic Vocabulary** given bellow.

- The thing I identify most strongly with is ...
- It (language, family ...) is a central part of my identity, because it defines (the way I think, behave, live, see myself ...).
- The most important thing for me in defining myself is ...
- It is taken for granted that ...
- to feel different and apart from other people
- to make a go of being myself
- the discrepancy between ...
- to be associated (identified) with
- reconciliation
- to reconcile with
- to gain a deep sense of
- to provide the sense of self-worth
- to keep sb going
- to be fraught with
- to get in the way of
- to excite resentment
- to be suggestive of
- to boost one's confidence
- the desire (quest) for self-actualization/self-fulfillment
- to live in harmony with
- to consider sth aberration

## SKIMMING

### Text 5

#### Successful Transitions –One Man’s Story

**1. You will read an article about a person who 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 years 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 not 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**

- |                                        |                                           |
|----------------------------------------|-------------------------------------------|
| <b>A</b> he and his wife didn't speak. | <b>C</b> his job kept him away from home. |
| <b>B</b> he and his children fell out. | <b>D</b> his wife didn't like his job.    |

**2) Carl could only define himself in relation to his ...**

- |                    |                      |
|--------------------|----------------------|
| <b>A</b> marriage. | <b>C</b> occupation. |
| <b>B</b> son.      | <b>D</b> daughter.   |

**3) Carl is like the large majority of people in that**

- |                                             |                                                  |
|---------------------------------------------|--------------------------------------------------|
| <b>A</b> he was very unhappy.               | <b>C</b> he needed to voice his problems.        |
| <b>B</b> his children left the family home. | <b>D</b> it was easy for him to change his life. |

**4) Carl joined the gym as a way to ...**

- |                             |                            |
|-----------------------------|----------------------------|
| <b>A</b> meet people.       | <b>C</b> get in shape.     |
| <b>B</b> change his career. | <b>D</b> 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?**

- |                                            |                                       |
|--------------------------------------------|---------------------------------------|
| <b>A</b> to make himself and others happy. | <b>C</b> to instruct and give thanks. |
| <b>B</b> to show gratitude and offer hope. | <b>D</b> to advise and warn.          |

**7) The magazine where this article appeared is aimed at**

- |                                      |                                            |
|--------------------------------------|--------------------------------------------|
| <b>A</b> those who have retired.     | <b>C</b> people from all walks of life.    |
| <b>B</b> discontented professionals. | <b>D</b> those having family difficulties. |

## VOCABULARY IN USE

### Word Formation

1. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.

#### Let's Learn More about Americans

Americans have, as a rule, little 1) ..... (**understand**) of the meaning of their own culture, while their friends overseas even less. Much is known, but little is understood. The surface 2) ..... (**manifest**) of their life are widely recognized – 3) ..... (**proliferate**) of material goods, the strength of their industrial and military 4) ..... (**establish**), the importance they attach to business and private enterprise, the swank of their women, the dominance of their children. But little is known of the spirit which sustains these things. Those who observe American behavior and 5) ..... (**institute**) often stop with what they see on the surface, praising or condemning without understanding the 6) ..... (**history**) or cultural bass on which the melody is built.

Another stumbling block is to label "American" all the traits observed in an individual. The alleged 7) ..... (**material**) of Americans, for instance, may simply be a universal middle-class phenomenon, since most Americans are middle-class. The American who strikes a foreign 8) ..... (**observe**) as aggressive, noisy, puritanical, 9) ..... (**caution**) and overfed up may simply be displaying the traits he gets from his 10) ..... (**occupy**), his family background, his religion, his age and his wealth. Any of these attributes could be observed wherever 11) ..... (**profession**) background, religion or 12)..... (**prosper**) were similar.

Yet there are traits, attitudes, drives, emotions, beliefs, 13) ..... (**loyal**), which are characteristic of Americans, and there are institutions, groups, 14) ..... (**associate**), functions which are 15) ..... (**character**) of American society. The key to understanding them is the culture concept.

2. Read the passages. Fill in the gaps with the word formed from the word given in the brackets.

#### A. Female Friendships Promote Well-Being

A recent study from the University of California found that women's friendships are special. They shape who they are, soothe their 1) ..... (**tumult**) inner world and fill the 2) ..... (**emotion**) gaps in their marriage. Close

friendships between women keep them healthy and even add years to their lives. The **3)** ..... (**find**) state that men and women react to stress differently. While men tend to hole up somewhere on their own, women see the company of other women. The **4)** ..... (**hormone**) response is different too – men produce a “flight or fight” response, whereas the oxytocin released by women experiencing **5)** ..... (**tense**) encourages them to “tend and befriend”. The type of intimate and **6)** ..... (**support**) friendship that women typically have lower blood pressure and cholesterol. The researchers say this partly explains why women **7)** ..... (**live**) men, and conclude that having no close friends can be as **8)** ..... (**detriment**) to your health as smoking or carrying extra weight.

### **B. When Mothers Work**

School-aged daughters of employed mothers tend to have **9)** ..... (**consist**) high academic performance. They also tend to develop close relationships with their fathers if they are warm, **10)** ..... (**support**) and participate actively in parenting. Girls tend to be more outgoing, independent, motivated, and better adjusted to their environment.

School-aged sons tend to have better social and personality **11)** ..... (**adjust**) as well as higher academic achievements if their mothers work outside the home. Children of working mothers also are less likely to have stereotyped **12)** ..... (**percept**) of life roles on the basis of being male or female.

Employed women (or those with significant interests or activities outside the home) usually are happier, more satisfied, and more likely to encourage their children to be **13)** ..... (**depend**). The newly evolved role of fathers and the concept of sharing parenting have led some corporations to develop paternity-leave policies, but less than one percent of eligible men make use of them. Federal legislation has been introduced to guarantee paternity leave with **14)** ..... (**provide**) for reinstatement and with protection from **15)** ..... (**harass**).

**3. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.**

### **Let's Learn More about Languages**

The development of standard national languages, which now form the basis of modern language learning, was **1)** ..... (**history**) associated in Europe with the building of modern national identities and cultures. Such national building formed part of what we might call the European project of ‘modernity’, a

process which began with the Renaissance and probably most nearly reached **2) ..... (complete)** in the nineteenth century.

L. Bloomfield, in his classic book on language first published in 1914, described the process whereby speakers of local language **3) ..... (vary)** gradually migrated to the developing standard national languages: "The standard language takes speakers from the **4) ..... (province)** and local dialects. The humblest people make no pretence at acquiring it, but with the spread of **5) ..... (prosper)** and education, it becomes familiar to a larger and larger stratum. In western European countries today most people possess at least a good smattering of the standard language. The person who rises in the world speaks it as his adult language and transmits only it to his children: it comes to be the native dialect of a growing upper layer of the **6) ..... (populate).**"

This process is more than one of language shift, it is also an **7) ..... (ideology)** one in which the standard language is positioned in a **8) ..... (hierarchy)** status relationship with non-standard languages. The rise of standard, national languages in Europe was thus **9) ..... (close)** associated with the creation of a monolingual cultural ideal. Standard languages developed a wide range of functions and the new registers which were needed for such functions.

The first such development was in literature, and the **10) ..... (create)** of new national literatures. In English, poets and **11) ..... (drama)** such as Edmund Spenser and William Shakespeare helped transform a vernacular language to one **12) ..... (suit)** for literary use. In subsequent centuries were added the linguistic resources required for science, commerce and financial **13) ..... (manage)**. The process continues today, with new genres arising to serve new communicative needs, such as the Internet communication.

Non-standard varieties of language, across Europe, were thus multiply **14) ..... (advantage)**: they were to various degrees marginalized by state institutions such as schools; they lost speakers through language shift; and they failed to acquire the linguistic resources needed for communication across a wide range of domains.

With modernity came modern notions of the native speaker and, by constructing a modern sense of 'foreign', came the very **15) ..... (possible)** of learning a 'foreign language'. A foreign language is one which is not your own, which represents the identity of an 'other'. One of the prime functions of learning it is to communicate with native speakers, and to learn about their culture.



## Idioms

### 1. Read the dialogue and try to explain the idioms in bold.

Gladys: Morning, Mabel. You'll never guess who I got a letter from today!

Mabel: Go on, who?

Gladys: Edith Barclay, you know, she used to live at number 6.

Mabel: Edith Barclay! Ooh, I haven't heard from her for **1) donkey's years!**  
Have she and her son **2) buried the hatchet** yet?

Gladys: Well, that's what she wrote to tell me! Oh, do you remember when Samuel was little? He was **3) the apple of his mother's eye** ... and then they fell out when he started seeing that girl ... What was her name?

Mabel: Ooh, Sheila Briggs. Her parents were lovely folk, but she was **4) the black sheep of the family.**

Gladys: I can't see what he saw in her. I remember he chased after her for ages – she really **5) played hard to get!**

Mabel: Yes. And then when they finally started seeing each other he was **6) like putty in her hands** – he even stopped talking to his mother because that girl told him to.

Gladys: Terrible. Anyway, back to the letter ... the Briggs girl must've finally **7) driven him round the bend** – because he broke up with her.

Mabel: Oh good!

Gladys: Yes, and guess what? Edith introduced him to a young lady – Edith said she's a lovely girl. Anyway, apparently they **8) tied the knot** last month and now, what with Sam's good job and all, they're living **9) in clover!**

Mabel: Oh, how lovely. Mind you, I always thought they'd sort it out in the end – after all, **10) blood is thicker than water.**

Gladys: Quite right!

### 2. Match the items with the idioms from the dialogue.

- a) to pretend one is not interested in sb
- b) to annoy sb a lot
- c) easily controlled or manipulated
- d) in comfort/wealth
- e) to get married
- f) to forget old quarrels
- g) a long time

- h) sb one is most fond of
- i) a person strongly disapproved of by members of his/her family
- j) blood ties or family relationships are the strongest

### 3. Paraphrase the sentences using the idioms.

- 1) Robert and Helen have decided to get married at Christmas. .... .
- 2) It has been ages since I last went to the museum. .... .
- 3) Although David is acting like he's not interested, it's obvious that he likes Mary. .... .
- 4) After years of arguing, the sisters agreed to forget their differences. .... .
- 5) Her constant complaining really annoys me. .... .
- 6) Frank seems to manipulate Anne – she does whatever he tells her to do. .... .
- 7) After they won the lottery, they lived comfortably for the rest of their life. .... .
- 8) Perhaps because he was so different, he got strongly disapproved of by the members of his family. .... .
- 9) I think Lucy really likes Charles but she is pretending not to be interested in him. .... .
- 10) Why not ask your family for a loan – after all, they are the dearest and nearest people in the entire world. .... .
- 11) Sally has made Geoff go on a diet. Geoff does anything she wants. .... .
- 12) Laura thinks her son can do no wrong – she dotes on him. .... .

### 4. Answer the questions.

- 1) Would you expect to find **the black sheep of the family** living in clover? Why? Why not?
- 2) If you were **the apple of somebody's eye**, would they be **like putty in your hands**? Why? Why not?
- 3) Would it be wise for two people who strongly disagree on many points **to tie the knot**? Why? Why not?
- 4) Are you the one who can willingly **bury the hatchet** after **donkey's years** of quarrels? Why? Why not?
- 5) If you like someone, are you likely **to play hard to get**? Why? Why not?

# GRAMMAR PRACTICE

## 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 tantalizing goal that *has been set by* linguists is to work out the family tree of the world's myriad tongues and to delve back into the distant past to find the original source of language itself.

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 instance, 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 both their anthropomorphic religious beliefs and the patriarchal nature of their societies.

As the history of language *is uncovered* layer by layer, each discovery brings new insights into the past.

**2. What examples are 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 of the verbs in brackets.**

The way English ..... (to speak) 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. 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 use) by my parents every day.
- 2) **A)** Does anybody speak Eyke (a tribal language)?  
**B)** No. The last Eyke speaker died a few years ago and the dialect ..... (to hear) since.
- 3) **A)** Have they discussed the problem of the 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 make out regional variations of Ukrainian?  
**B)** Sure. For me it's really easy. Regional variations ..... normally ..... (to observe) by other linguists, too.
- 7) **A)** Were you 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 prejudiced against them.  
**B)** Unfortunately, such powerful prejudices ..... (to form) before I moved to that region.
- 9) **A)** Professor McGraw ..... (to know) to have completed his linguistic research. In his dissertation gender-marked words ..... (to classify).  
**B)** I know. I heard he ..... (to invite) to the conference to make a report. And just now the etymology of gender-related vocabulary ..... (to discuss and analyze) by the scholars.
- 10) **A)** It's really interesting to know how our aesthetic judgments about words ..... (to formulate).  
**B)** Our pet loves and hates among words ..... mainly ..... (to refer) to associations.

**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 towards Ukrainian and whenever 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.

## 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) for habits or states which start before a later time and continue until that time;
- d) 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) The 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 calling him a hen-pecked husband.

7) I never knew that the word 'emancipation' ..... (to originate) in the period of French Revolution and ..... (to be) in wide circulation in the 19<sup>th</sup> century in Europe, the USA and Russia.

8) Sadly enough, but in our society true equality between sexes ..... (not to guarantee) yet, as the principles of justice ..... (not to apply) in all domains of social life.

9) Mary Wollstonecraft and Olympia de Gouges are known ..... (to formulate) back in 1794 the principle of liberal-reformist feminism. The actual gender equality ..... never ..... (to be) in existence anywhere.

10) Gender identity ..... (to acquire) new characteristics by the beginning of the following decade.

11) Being a comparatively recent phenomenon "a glass ceiling"

..... (to block) many women's road on their progress up the hierarchy.

12) Gender stereotypes ..... (to transform) in many European countries since society changed its attitude to traditional gender roles.

13) Thorough anthropological research ..... (to conduct) lately to identify what affects all sorts of changes in different cultures of the world.

14) Robert is pretty aware of his gender identity, as he ..... (to gain) a deep sense of gender identity by the beginning of his adulthood.

**2. Complete the following sentences. Put the verbs either into a Perfect Simple or Perfect Continuous form.**

1) The number of working women ..... (to increase) steadily for several decades.

2) According to the newspaper, money ..... (to be) the reason for the Taylors' 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 come) home late recently.

5) You knew perfectly well that I ..... (to wait) for my Prince Charming for 10 years! I hoped we'd never part.

6) In the end soul-killing routines ..... (to thwart) Irene's hopes for a happy life.

7) An egalitarian awareness ..... (to cultivate) for many years in the majority of European societies.

8) The participants of TV show ..... (to trade) bitter accusations for half an hour until the host stopped their argument.

9) Oh, everybody is tired! Pr. Davidson ..... (to analyze) cross-gender conflicts since 12 o'clock. It's high time the lecture were over.

10) They ..... (to discuss) the ways of eliminating negative consequences of cross-gender misunderstanding since the very morning, but still ..... (to reach) any consensus yet.

11) At last both Jack and Jill ..... (to bury) the hatchet. Reconciliation was the only way out.

12) The government admitted that economic instability ..... (to force) women into low-paid, low-status work.

### 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. Male judges compiled our system of common law.

**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 the competition.

### Practice

**Paraphrase these sentences starting with 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. Moreover, females are oppressed. **Not only** .....
- 6) Few women appeared 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 eliminate the domination or scapegoating of the other sex. **Never** .....
- 11) Nowadays women tend to carry out masculine economic roles. They even provide the bulk of subsistence in their families. **Not only** .....
- 12) Unwillingly men allow women to invade the male public realm. **Rarely** .....
- 13) I doubt that we can ever reduce women's domestic status. **Never** .....
- 14) In Eastern countries the governments never tried to raise female consciousness. Moreover, they hindered all progressive transformations in society. **Not only** .....

## GUIDED WRITING

### Summary Writing

This time 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 darkneses. 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.

## 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.

**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 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.

**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' does 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** – is a pathological hate of men by an individual woman. Unlike misogyny, misandry has been little discussed or investigated. Masculinism maintains that misandry has been rampant for thirty years, due to feminist advocacy, and has become a social pathology.

**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. Feminism counters that misogyny is a social disease and misandry doesn't exist.

**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).

**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.

**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.

## OVERVIEW

### THEME-BASED DISCUSSION

#### I. Sexism

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 female high achievers 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. In small groups, discuss the following.

What do you feel about the phenomenon of '*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?



## II. Culture Prejudices

Read Rudyard Kipling's poem "We and They" which touches upon (with humour) the prejudices attached to foreigners. Discuss in small groups what the poet intended to convey describing two different cultures. Remember the following:

1. In order to look at others we must first look at ourselves.
2. We are not as 'normal' as we think we are! There are many cultural norms in our environment that if we think about objectively are very strange to the outside world.

### **We and They**

#### **From "Debits and Credits" (1919-1923)**

Father and Mother, and Me,  
Sister and Auntie say  
All the people like us are We,  
And every one else is They.  
And They live over the sea,  
While We live over the way,  
But-would you believe it? – They look upon We  
As only a sort of They!

We eat pork and beef  
With cow-horn-handled knives.  
They who gobble Their rice off a leaf,  
Are horrified out of Their lives;  
While they who live up a tree,  
And feast on grubs and clay,  
(Isn't it scandalous?) look upon We  
As a simply disgusting They!

We shoot birds with a gun.  
They stick lions with spears.  
Their full-dress is un-.  
We dress up to Our ears.  
They like Their friends for tea.  
We like Our friends to stay;  
And, after all that, They look upon We

As an utterly ignorant They!  
We eat kitcheny food.  
We have doors that latch.  
They drink milk or blood,  
Under an open thatch.  
We have Doctors to fee.  
They have Wizards to pay.  
And (impudent heathen!) They look upon We  
As a quite impossible They!

All good people agree,  
And all good people say,  
All nice people, like Us, are We  
And every one else is They:  
But if you cross over the sea,  
Instead of over the way,  
You may end by (think of it!) looking on We  
As only a sort of They!

## **EXTENDED SPEAKING**

**The following questions may be recommended for the round table talk or discussion in small groups.**

- 1) Cross-cultural difficulties and misunderstandings. What dangers are they fraught with?
- 2) The significance of cross-cultural studies.
- 3) Teaching and cultural matters.
- 4) The importance of language in the context of human culture.
- 5) Language identity in Ukraine: Any problems to consider?
- 6) How to define personal identity.
- 7) Identity and its types. How I can outline my identity.
- 8) Self-identity. The ways of self-discovery.
- 9) My personal identity: cultural, national, language, gender, professional aspects.
- 10) My culture identity: anything to be proud or ashamed of?
- 11) Ukrainian Identity in the 21st century: national character, values, concerns.
- 12) How to bridge the gap between different cultures?
- 13) The importance of language to national identity.
- 14) Where I find myself today regarding the Ukrainian family.
- 15) The roles women play in contemporary Ukrainian culture. Changes that are happening.
- 16) How does it feel to be a female / a male in Ukraine?
- 17) Cross-gender conflicts: are there any ways to cope with them?
- 18) How would you characterize gender relations in Ukraine at the present stage?
- 19) Gender identity. Gender problems in Ukraine.
- 20) Motivation and values among young people in English-speaking countries and Ukraine.
- 21) Foreign visitors' attitudes to Ukrainian culture.
- 22) Ukraine's image on the international arena.
- 23) Ukrainians' attitudes to the English-speaking world. Are there any prerequisites for successful cross-cultural communication?
- 24) The correlation of ethnic and social identities in the global world.

## **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) to be used as a conspicuous (vivid) example
- 2) to be worth taking a second look
- 3) the desire for self-actualization
- 4) the quest for self-fulfillment
- 5) to live in harmony with
- 6) to revolve the kaleidoscope of culture
- 7) the bridges that link nations (cultures) together
- 8) to get in the way of
- 9) to have powerful prejudices about
- 10) to excite resentment
- 11) to consider sth aberration
- 12) The thing I identify most strongly with is ...
- 13) The most important thing for me in defining myself is...
- 14) to provide the sense of self-worth
- 15) to be fraught with
- 16) the discrepancy between ...
- 17) maternity / paternity leave
- 18) to be culturally patterned / construed / defined
- 19) to have powerful prejudices about
- 20) to be strongly patrilineal/matrilineal
- 21) to be associated (identified) with domesticity, nurturance, mothering, the hearth (the public, domestic realm)
- 22) purely (essentially) male (female) domains (male bastions)
- 23) to raise female / male consciousness
- 24) masculine / feminine
- 25) to bury the hatchet
- 26) to trade bitter accusations
- 27) reconciliation
- 28) to gain a deep sense of gender identity
- 29) to honor (to tolerate) the differences of the other gender
- 30) cross-gender conflicts
- 31) the quest for gender equality (gender peace)
- 32) tolerance for differences
- 33) to be suggestive of
- 34) a stumbling block

## UNIT 2

### THEME: DIVERSITY AND COVERGENCE

#### IN TODAY'S WORLD

#### ▼ TARGETS:

##### **SPEAKING: (themed discussion, extended speaking)**

- *Celebrating diversity in a multicultural society*
- *The problem of nationality stereotypes*
- *In search of ways to fight hate and prejudice*
- *Immigration: cultural integration vs retaining national identity*
- *What is culture shock? Social difficulties in a foreign culture*
- *Universal human values*

##### **READING & LANGUAGE FOCUS: skimming and intensive reading**

##### **GRAMMAR PRACTICE: reported speech, inversion**

##### **WRITING: an informal article**


#### ➤ **LEAD-IN**

### **I. IDENTIFYING STEREOTYPES**

#### **1. Read and think over the 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 (e.g. appearance, age, national or social group...).

#### **Give your own examples of stereotyping someone or something.**

 **Bear in mind** that stereotypes help humans easily decide rejection or acceptance of a group and 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.

#### **2. This exercise will help you understand the social phenomenon of stereotyping better.**

**Fill in the gaps with the words 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**

**2) perceive**

**3) simple**

**4) differ**

**5) maintain**

**6) assume**

**7) character**

**8) member**

**9) accurate**

**10) behaviour**

**3. Read the following quotations and discuss them in small groups. How do they help you 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 of the culture in which they were reared. (Gomes, 1983)

**4. Read a joke and comment on it. Do you find it amusing? Would you 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. 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 feelings 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 sense. 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?

## **III. HOW TO FIGHT HATE AND PREJUDICE**

**1. Realising 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.**

**2. 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.

■ **Unite** Call a friend or co-worker. Organize a group of allies from schools, clubs and other civic sources. Create a diverse coalition. Include children, 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 to know 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. So teach children to tolerate and appreciate diversity.

### **3. Summing up the information, complete the 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.**



# READING & LANGUAGE FOCUS

## Text 1

### The Great Escape

#### ❖ Pre-reading Tasks

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

1. 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 the 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 water sports 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**

**2. 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 there 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.**

**3. 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**

**4. 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.**

***1. 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 feel 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 sth
- 8) conservative/utilitarian values
- 9) to 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) Translate the following items from Ukrainian into English.**

Їхні стосунки погіршилися; вимучений/спустошений; дошкульне зауваження; відмовлятися від своїх співвітчизників; прагнути стати частиною нового цивілізованого світу; очікування спільноти, що приймає іноземців; зробити себе більш прийнятним для інших; пишатися своїм національним корінням; відступати в безглузде минуле; залишатися на задвірках суспільства; переживати почуття краху; відмовитися від національних традицій; звичайні принципи; соромитися своєї історичної спадщини; економічна ситуація погіршилася; критикувати родичів; зіщулюватися від бентеження; галасливий натовп; відчувати крах очікувань; складний період відторгнення; знову усвідомити свою ідентичність; викривлений образ; обтісувати себе, намагаючись асимілюватися; пишатися тим, хто ти є; палкий захисник історичного надбання своєї Батьківщини.

**C) In the text, find synonyms to the following items.**

- 1) to leave sb bitterly
- 2) the family was emotionally destroyed
- 3) a strongly devoted supporter
- 4) feelings are made worse
- 5) his culture is often criticized
- 6) to be a misshapen image of oneself
- 7) to reject one's heritage
- 8) a withdrawal into a senseless past
- 9) a severely practical society
- 10) going back to their backgrounds
- 11) a sense of destruction
- 12) to feel exhausted
- 13) to abandon the people who are retarded and slow to progress
- 14) to remain on the periphery
- 15) to find a compromise (a common language) with people of different ages

**D) Find pairs of words with the opposite meaning.**

Acrimoniously, improved, meaningless, devastated, indifferent, passionate, construction, delighted, exacerbated, truthful, denigrated, amicably, distorted, acclaimed, rejection, backward, acceptance, advanced, annihilation, significant.



**E) Match the items of two columns to make collocations.**

- |                             |                            |
|-----------------------------|----------------------------|
| 1) to feel ashamed of       | a) advocate of one's roots |
| 2) to cringe                | b) immigrants' heritage    |
| 3) to be a passionate       | c) image of oneself        |
| 4) to exacerbate            | d) the host community      |
| 5) to denigrate             | e) one's identity          |
| 6) a distorted              | f) with embarrassment      |
| 7) the expectations of      | g) one's backgrounds       |
| 8) to rethink               | h) who you are             |
| 9) to take pride in         | i) the situation           |
| 10) vociferously            | j) bits off oneself        |
| 11) to be on the fringes of | k) nationalistic           |
| 12) to feel a sense of      | l) more acceptable         |
| 13) to wipe out             | m) society                 |
| 14) to chip                 | n) annihilation            |
| 15) to make oneself         | o) one's heritage          |

**F) Complete the following sentences using the Thematic Vocabulary.**

- 1) Many Asian young people are used to considering their fellow-countrymen ..... and they take the plunge abandoning their native place.
- 2) On leaving their families ....., the youth face a lot of predicaments and feel .....
- 3) In a host community, the majority of young immigrants long to .....
- 4) Some of them deny their culture and try to .....
- 5) They cast off .....
- 6) In case they meet their fellow-countrymen, they .....
- 7) Other young immigrants re-evaluate ..... and are ready for ..... to their roots.
- 8) They are inclined to ..... and history.
- 9) On rethinking their national identity the youth ..... they are.
- 10) The extreme side of the phenomenon is retreating .....
- 11) Aspiring to belong to a new society immigrants still experience .....
- 12) The situation may be ..... by the fact that they feel a sense of .....

13) In order to make themselves ..... the immigrants chip  
.....

14) But in the long run a person becomes ..... and  
..... of society.

15) The trauma of self-transformation is the price the immigrant  
willingly pays for .....

❖ **Text Comprehension**

**3. 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 \_\_\_\_\_ 10 \_\_\_\_\_

**B) Write out the key sentences for each section.**

**C) Write a summary of the text (approximately 70-80 words.)**

❖ **Talking Points**

**4. Work in groups of three. Discuss the following issues 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?
- How can newcomers make themselves be accepted and respected by the host community?

❖ **Creative Writing**

**5. You are invited to participate in the international conference “Immigration: Cultural Integration versus Retaining National Identity.” You have decided to make a report on the suggested topic. (Write approximately 300-350 words.) Start with elaborating a detailed plan of the report.**

## ❖ Vocabulary Reinforcement

### **6. Translate the situations from Ukrainian into English using the Thematic Vocabulary.**

**1** У сучасному світі з його інтенсивними міжкультурними контактами молоді люди все частіше відмовляються від національної культури, принижують цінності й переконання своїх батьків. З дошкульними коментарями залишають вони традиційні, орієнтовані на родину суспільства, і переїжджають до мегаполісів або навіть інших країн, бажаючи стати частиною «цивілізованого» світу.

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

Чи здатен цей процес викликати національну деградацію? Я абсолютно переконана, що так. Як правило, через деякий час ці люди починають відчувати втрату й відчуженість. Вони розуміють, що, хоча й працювали наполегливо, навіть намагалися відповідати очікуванням свого оточення, але ніколи не досягнуть вершини суспільства-«хазяїна і не стануть «своїми» в повному сенсі цього слова. Ситуація погіршується, якщо людині не вдається повернутися до культурної спадщини й усвідомити своє місце у світі. З часом вона стає жалюгідною подобою самої себе.

**2** Однією з гострих проблем, яка постала перед нашим суспільством в останні десятиліття, є те, що сільська молодь залишає своїх 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 світу. Але початкова ейфорія минає 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 з'єднання з родиною і 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. Якби батьки пишалися своїм корінням, підтримували зв'язок з історією й культурною спадщиною своєї Батьківщини, їхні діти розділили б ці цінності й не ставилися байдуже або бездумно до минулого своїх пращурів.

## ➤ INSIGHT

### IDENTIFYING CULTURE SHOCK

Now you have to read the passage and consider the phenomenon of *'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.*

**Consult any other sources of information and write your own definition of *culture shock*.**

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## Text 3

### 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.

**(By Levine & Adelman,  
based on "Intercultural Communication")**

## ❖ Vocabulary Practice

**2. A) Study the Thematic Vocabulary 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 sb
- 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 sth 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) 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) Translate the following items into English.**

Почуття збентеження та дезорієнтації; зневажати рідну країну, відмовляючись від її цінностей; почуватися відчуженим від рідної культури; перебільшувати; включати відмінності в своє повсякденне життя; оточувати кого-небудь; відчувати інтегрованим у суспільство; проблеми пристосування; вагатися між любов'ю та ненавистю до нової країни; ніби катаючись на американських гірках; мати великі очікування; повне занурення в нову культуру; розхвалювати та перебільшувати позитивні сторони; навпаки;



відновлені дружні зв'язки; бути прийнятим країною-хазяїном; розумова втома; знайомство з іноземною культурою; зрозуміти своє суспільство; стати дзеркалом, в якому відображається своя культура.

**C) Work with a dictionary and add one more synonym from the text to the synonymic group given below.**

- 1) Alteration – setting – adaptation – accommodation – ...
- 2) To fluctuate – hesitate – be ambivalent – be irresolute – ...
- 3) Doubt – 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 – refuse – deny –...
- 8) To come upon – run into – face – confront – ...
- 9) Separation – detachment – segregation – loneliness – ...
- 10) To engross – engage – occupy – plunge – ...

**D) What is the odd word out? Underline it. 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, deprivation, exhaustion, tiredness.
- 9) Vacillating, hesitant, ambivalent, being in two minds, irresolute.
- 10) Errors, conflicts, missteps, slips of the tongue, blunders, mistakes.

**E) Complete the following sentences using the Thematic Vocabulary.**

- 1) It stands to reason, ..... appear on encountering a new culture.
- 2) The term ..... describes feelings of newcomers resulting

from their total .....

3) Culture shock can be often compared with ..... since a newcomer experiences a variety of emotions. They may feel ..... or, ....., depressed.

4) But more often than not foreign visitors have ..... and strive to familiarize themselves with a new culture.

5) Typically they ..... between ..... and ..... a new country.

6) Culture shock is known to have five stages, which can be defined as .....

7) Sometimes foreign visitors can exaggerate their problems and difficulties, they ..... them .....

8) In order to be accepted by ..... a visitor should .....

9) On coming home a traveller may experience ....., which is considered to produce .....

10) Undoubtedly, a second culture provides ..... and a foreign visitor is sure to gain .....

### ❖ Text Comprehension

**3. A) Answer the questions exchanging your viewpoints with the fellow-students.**

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 major 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?

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

### ❖ Talking Points

4. You are in Boston at the 6th International FL Teacher's Conference *"Intercultural Communication in FLT: the Ways to Harmony."* Today you have 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 elaborating a mind-map. Share your ideas with the whole group.

### ❖ Creative Writing

5. Contribute a humorous article on the problems of cultural adjustment to the 6th International Teacher's Conference newsletter (approximately 300-350 words). Entitle it *"How to Take the Sting out?"*

### ❖ Vocabulary Reinforcement

6. Translate the situation from Ukrainian into English using the Thematic Vocabulary.

Подорож закордон надзвичайно захоплююча. Кращий спосіб підготувати себе до нових вражень – залишатися відкритим до всього нового, що вас очікує. А 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 відчуваєте 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, вважаючи їх джерелом своїх проблем.

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

5. *Сумніви*: ви можете проявляти нерішучість та 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. Головне – не перебільшувати свої проблеми.

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

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

4. Залишайтеся відкритим. Спробуйте зрозуміти, що люди в новій країні дотримуються своїх цінностей. Уникайте оцінювати їх поведінку відповідно до стандартів своєї країни.

Ви можете відчувати культурний шок, повернувшись додому. Досвід роботи і життя закордоном розширили та змінили ваші погляди. Для того, щоб швидше пережити цей період, треба поділитися своїми враженнями з рідними та друзями.

**(From Russian Women Abroad)**

## SKIMMING

### Text 4

### Culture Shock

**1. Read the article about culture shock and entitle the passages A – F. Comment on the information presented by V. Walker.**

**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 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 the 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 to 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. It is also 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)**

## ➤ INSIGHT

### HUMAN VALUES

Read the passage and consider the concept of universal human values.

 **Bear in mind** that our **values** are our principles, our guides. Values are our codes of internal conduct, the principles upon which we run our lives and make our decisions. Our first values are given to us by our parents, and these are added to by those values given to us by our peers, our teachers, and the wider community.

Our values often include universal principles such as truthfulness, honesty, fairness, justice, honour, etcetera, and etcetera. These principles are often essential for our personal and social survival. Putting things back to front, we can often work out what values are present when we analyse either ourselves or others, for behaviour reveals choices, and choices are based on our values. We always choose what is best for us and best for others. We do this when we are being selfless, putting the good of all first, ahead of our own wishes and desires. This is how social values come into existence and are known.

Our brains are hard-wired to seek the Truth. No matter what blueprints are laid down by our families, education and work, we are seekers of ultimate truth. What words we put on this varies in time and place, culture and society, but we are all seekers of peace and truth. In saying this, we are not saying we are seekers of pleasure and comfort; we are not creatures who seek to reduce others or life to units of rest, pleasure or satisfaction. Ultimate universal concepts drive our lives to discover and embody those concepts within ourselves.

**Human Values** are those universal concepts, drivers of action which are found in all cultures, all societies, all times and in all places where human beings eke out their lives. The five human values, which can be found in all cultures and in all religions, are Truth, Right Conduct, Love, Peace and Non-Violence. These values are eternal; they elevate human life to its highest expression, its highest capacity.

**What human values that are called universal (besides those mentioned before) would you primarily name?**

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## Text 5

### What are the Universal Human Values?

**1. Before reading the article, suggest what issues it may tackle, what human values it may dwell on. How important are the human values for the existence of any society?**



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 to see 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.

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 practise 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; they are smell, taste, sight, touch and hearing. When the 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 the 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 the Spirit within ourselves**

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. The highest achievement of a human being is to live in harmony with nature, not hurting by thought, word or deed.

Non-violence can be described as universal love. When the truth is glimpsed through intuition, love is activated. Love is giving rather than grasping. 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 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.

### ❖ Vocabulary Practice

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

- 1) to flow from a common source
- 2) to practice human values
- 3) to receive information through five senses
- 4) to feel contented
- 5) to cease to be driven by the urge
- 6) to discern the difference
- 7) inner agitation
- 8) the law of the jungle
- 9) to cause confusion in the mind
- 10) to be affected by the sub-conscious mind
- 11) unconditional love
- 12) to bind all the values
- 13) a non-violent person
- 14) to be keenly aware
- 15) not to hurt sb by thought, word or deed
- 16) to live without harming or violating sth
- 17) to allow the stream of desires to subside
- 18) the truth is glimpsed through intuition
- 19) a well-integrated, well-balanced personality
- 20) to be well-tuned to the spiritual aspect of humanity

### **B) Translate the following items from Ukrainian into English.**

Гостро усвідомлювати; жити, не завдаючи нікому шкоди; поєднати всі цінності; мирна людина; дозволити потоку бажань стихнути; закон джунглів; внутрішнє хвилювання; урівноважена особистість; не завдати шкоди ні думкою, ні словом, ані вчинком; втілювати в життя людські цінності; отримувати інформацію через п'ять почуттів; відчувати задоволення; перестати потрапляти під тиск бажань; добре відчувати духовну сторону людства; розрізняти відмінності; мати витoki із звичайного джерела; бути складним для розуміння; правду можна помітити інтуїтивно; опинитися під впливом підсвідомості; безумовна любов.

**C) Match the following items with their definitions.**

<i>Contentment</i>	<i>agitation</i>	<i>to subside</i>	<i>spiritual</i>	<i>virtue</i>
<i>human value</i>	<i>to discern</i>	<i>unconditional</i>	<i>to sense</i>	<i>to cease</i>

- 1) moral excellence; goodness; decency
- 2) main principles or standards; one's judgments of what is valuable or important in life
- 3) to have a feeling of happiness or satisfaction
- 4) to receive information using major bodily faculties by which sensation is roused
- 5) disturbance or excitement; nervousness
- 6) to perceive clearly with the mind or the senses
- 7) to bring or come to an end; to stop
- 8) not subject to conditions; complete
- 9) become tranquil; decrease, diminish
- 10) nonmaterial

**D) Complete the following sentences using the Thematic Vocabulary.**

- 1) We tend to give our mind to the question what ..... are.
- 2) Five ..... are considered to comprise the universal human values.
- 3) As we know any information is received through ..... and they are .....
- 4) Our conduct is beneficial in case the information goes through conscience, so every action should be .....
- 5) Peace is viewed as the tool of mind that keeps our actions under control. When our willpower is sufficiently strong to ....., we cease to be driven by .....
- 6) Peace in the community depends on .....
- 7) The quest for the truth can cause ..... but is a salient step in .....
- 8) Love is known as .....
- 9) If children are to grow healthy in mind and body, they should feel their parents' love, that is .....
- 10) To be a non-violent person means .....
- 11) To become a ..... personality one should live in a way which .....
- 12) A non-violent person is well tuned to .....

❖ **Text Comprehension**

**3. Answer the questions.**

- 1) What makes up the tapestry that forms an individual character?
- 2) How do we understand the quote 'Nothing exists for itself only'?
- 3) When do we become a danger to ourselves and to the planet?
- 4) What are the five senses information is received through?
- 5) How can we benefit from our understanding that every action is preceded by the thought?
- 6) When do we cease to be driven by the urge to own many things?
- 7) What does peace in the community depend on?
- 8) What step is vitally important in molding a strong character? Why?
- 9) What value can be regarded as the unseen undercurrent binding all the four values? Why?
- 10) What kind of personality can we name well-integrated and well-balanced?

❖ **Talking Points**

**4. It is crucial for a teacher to know what values to transmit to the students. Identify your values and discuss the questions with your partner.**

- 1) How far do you agree that the basic human values are: peace, love, non-violence, truth, right conduct?
  - 2) What other sub-values do you associate with each of the stem values?
- Fill in the table.

Love	Peace	Truth	Right Conduct	Non-violence
<i>devotion</i>	<i>?</i>	<i>fairness</i>	<i>manners</i>	<i>benevolence</i>

- 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 each of these values to the 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**

5. You are invited to participate in the teachers' conference *"Human Values and Education."* Here you have heard the opinion that in a modern society there is decline of human values: *"Today the moral, ethical and spiritual values are on the decline. The modern youth have no trace of these values in them. They have no respect for their parents and society. In that case how can they expect to be respected by their children? Respect and be respected."*

How far do you agree with it? Write an article and express your attitude to the problem detailing how a teacher can be helpful here. (Write approximately 300-350 words.)

❖ **Vocabulary Reinforcement**

6. Translate the situation from Ukrainian into English using the Thematic Vocabulary.

Для початку, важливо визначити загальнолюдські цінності й втілювати їх у життя з раннього дитинства. Виділяють 5 основних цінностей, які взаємопов'язані та виходять із одного джерела.

Любов – головна цінність, яка об'єднує всі 5 цінностей. Любов – це позитивне корисне почуття, спрямоване на інших. Справжня любов завжди безоплатна. Вона необхідна, щоб дитина зростала здоровою як духом так і тілом.

Уважають, що правда допоможе знайти відповіді на важливі запитання. Уміння говорити правду – це перший крок у формуванні сильного характеру.

Щодо правильної поведінки, нам потрібно гостро усвідомлювати, що кожній дії має передувати думка. Тільки у такому випадку наші дії будуть корисні для нас та інших.

Ще одна життєво важлива цінність – душевний спокій, який залежить від того наскільки ми задоволені й щасливі. Коли ми перестаємо відчувати внутрішню тривогу, ми стаємо спокійними.

Ми маємо навчитися жити так, щоб не завдавати ні думкою, ні словом, ані дією шкоди оточуючим. У цьому разі людина стає збалансованою урівноваженою особистістю, яка добре налаштована на духовні цінності людства.

# VOCABULARY IN USE

## Word Formation

1. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.

### Understanding Immigration

One theory of immigration distinguishes between Push and Pull. Push factors refer **1)** ..... (**prime**) the motive for immigration from the country of origin. In the case of economic migration (usually labor migration), differentials in wage rates are usual. If the value of wages in the new country surpasses the value of wages in one's native country, he or she may choose to migrate as long as the costs are not too high.

Escape from **2)** ..... (**poor**) (personal or for relatives staying behind) is a traditional push factor, the **3)** ..... (**available**) of jobs is the related pull factor. Natural disasters can amplify poverty-driven migration flows. This kind of migration may be **4)** ..... (**legal**) immigration in the destination country.

Emigration and immigration are sometimes mandatory in a contract of **5)** ..... (**employ**): religious missionaries, and employees of transnational corporations, international non-governmental organizations and the diplomatic service expect, by definition, to work 'overseas'. They are often referred to as 'expatriates', and their conditions of employment are **6)** ..... (**type**) equal to or better than those applying in the host country (for similar work).

For some migrants, education is the primary pull factor (although most international students are not classified as immigrants). **7)** ..... (**Retire**) migration from rich countries to lower-cost countries with better climate is a new type of international migration. Examples include **8)** ..... (**migrate**) of retired British citizens to Spain or Italy and of retired Canadian citizens to the U.S. (mainly to the U.S. states of Florida and Texas).

Non-economic push factors include **9)** ..... (**persecute**) (religious and otherwise), frequent abuse, bullying, **10)** ..... (**oppress**), ethnic cleansing and even genocide, and risks to civilians during war. Political motives traditionally motivate refugee flows – to escape **11)** ..... (**dictate**), for instance.

Some migration is for **12)** ..... (**person**) reasons, based on a relationship (e.g. to be with family or a partner), such as in family reunification or transnational marriage (especially in the instance of a gender imbalance). Recent research has found gender, age, and cross-cultural **13)** ..... (**differ**) in the

ownership of the idea to immigrate.

In a few cases, an individual may wish to immigrate to a new country in a form of transferred patriotism. Evasion of criminal justice (e.g. avoiding arrest) is a personal motivation. This type of emigration and immigration is not normally legal, if a crime is internationally recognized, although **14) ..... (crime)** may disguise their identities or find other loopholes to evade **15) .....(detect)**. There have been cases, for example, of those who might be guilty of war crimes disguising themselves as victims of war or conflict and then pursuing asylum in a different country.

**2. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.**

### **Let's Learn More about Universal Values**

S. H. Schwartz, along with a number of psychology colleagues, has carried out empirical research investigating whether there are universal values, and what those values are. Schwartz defined 'values' as "conceptions of the desirable that influence the way people select **1) ..... (act)** and evaluate events". He hypothesised that universal values would relate to three different types of human need: **2) ..... (biology)** needs, social co-ordination needs, and needs related to the welfare and **3) ..... (survive)** of groups. Schwartz's results from a series of studies that included surveys of more than 25,000 people in 44 countries with a wide range of different cultural types suggest that there are fifty-six specific universal values and ten types of universal value. Below are Schwartz's ten types of universal value with the **4) ..... (specify)** related values alongside:

Power: authority; **5) ..... (leader)**; dominance

Achievement: success; **6) ..... (capable)**; ambition; influence; intelligence; self-respect

Hedonism: **7) ..... (please)**; enjoying life

**8) ..... (Stimulate)**: daring activities; varied life; exciting life

Self-direction: creativity; freedom; independence; **9) ..... (curious)**; choosing your own goals

Universalism: broad-mindedness; wisdom; social justice; **10) ..... (equal)**; a world at peace; a world of beauty; unity with nature; protecting the environment; inner harmony

Benevolence: **11) ..... (help)**; honesty; **12) ..... (forgive)**; loyalty; responsibility; friendship



Tradition: accepting one's portion in life; humility; devoutness; respect for tradition; moderation

Conformity: self-discipline; **13)**..... **(obey)**

Security: cleanliness; family security; national security; **14)** ..... **(stable)** of social order; reciprocation of favours; health; sense of belonging

Schwartz also tested an eleventh possible universal value, **15)** ..... **(spirit)**, or 'the goal of finding meaning in life', but found that it does not seem to be recognised in all cultures. Some consider love to be a universal value.

**3. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.**

### **Let's Learn More about Cultural Issues**

Cultural cringe, in cultural studies and social anthropology, is an internalized **1)** ..... **(inferior)** complex which causes people in a country to dismiss their own culture as inferior to the cultures of other countries. It is closely related, although not identical, to the concept of **2)** ..... **(colony)** mentality, and is often linked with the display of anti-intellectual attitudes towards thinkers, scientists and artists who originate from a colonial or post-colonial nation. It can also be manifested in individuals in the form of cultural **3)** ..... **(alienate)**. In many cases, cultural cringe, or an equivalent term, is an **4)** ..... **(accuse)** made by a fellow-national, who decries the inferiority complex and asserts the merits of the national culture.

The term "cultural cringe" was coined in Australia after the Second World War by the Melbourne critic and social **5)** ..... **(comment)** A. A. Phillips, and defined in an **6)** ..... **(influence)** and highly controversial 1950 essay of the same name. It explored ingrained feelings of inferiority that local intellectuals struggled against, and which were most clearly pronounced in the Australian theatre, music, art and letters. The implications of these insights **7)** ..... **(potential)** applied to all former colonial nations, and the essay is now recognised as a cornerstone in the development of post-colonial theory in Australia. In essence, Phillips pointed out that the public **8)** ..... **(wide)** assumed that anything produced by local dramatists, actors, musicians, artists and writers was **9)** ..... **(necessary)** deficient when compared against the works of their British and European counterparts. The only way local arts professionals could build themselves up in public esteem was either to follow overseas fashions, or, more often, to spend a period of time working in Britain.

The cultural cringe of Australians and the cultural swagger of Americans

reflect deep contrasts between the American and the Australian experiences of extricating themselves from English apron-strings. Dealing **10)** ..... (**specify**) with Australia, Phillips pointed out that sport has been the only field in which ordinary people accepted that their nation was able to perform and excel internationally. Indeed, while they prided themselves on the qualities of **11)** ..... (**local**) produced athletes and sportsmen, whom they **12)** ..... (**vary**) considered first rate, Australians behaved as if in more **13)** ..... (**intellect**) pursuits the nation generated only second-rate talent.

The most common **14)** ..... (**manifest**) of inferiority complex among peoples from post-colonial nations at present is an appetite for all things American, from television and music, to clothing, slang, even names. Culturally alienated individuals will also exhibit little **15)** ..... (**know**) or interest in the history of their host society, placing no real value on such matters.

## Idioms

### 1. Read the dialogue and try to explain the idioms in bold.

Boss: Please sit down, Peter. I understand you want to **1) get something off your chest**, so tell me quickly because I've got a very busy schedule this morning.

Peter: Well, sir. It's about your choice of applicant for the position of medical director, Jefferson. You know I'm not **2) a nosy Parker**, sir, I couldn't help noticing at the interview that he was a bit of **3) a dark horse**, so I decided to do a bit of investigating.

Boss: And ...?

Peter: I spoke to his previous employer, a Mr Todd, and found that he has a tendency to **4) lose his head** when faced with a difficult situation and also that he has a strong dislike of authority – apparently he has a **5) chip on his shoulder** because he's never held a senior position himself. It seems that he **6) has a very short fuse** as well, as he ended up hitting a patient who had disagreed with him. Of course, they fired him after that, and as Mr Todd told me, Jefferson reacted badly to that by screaming and shouting and threatening that he would **7) get his own back!** Anyway, basically I think you should offer the position to Smith instead.

Boss: Smith! But he's such **8) a wet blanket!** Don't you remember him refusing to last year's Christmas party because he thought it was silly?

Peter: Ah, but he's **9) as straight as a die**, sir, and you know we need someone reliable for this position.

Boss: Yes, I **10) take your point**, but how are we going to give Jefferson the bad news? ...

### 2. Match the items with the idioms from the dialogue.

- a) completely honest/fair
- b) to accept/appreciate what sb has said
- c) to talk about worries/problems in order to gain relief
- d) a miserable person who doesn't like others to have fun
- e) to take revenge
- f) sb who is curious about other people's business
- g) to have a tendency to get angry quickly/easily
- h) sb whose character is unknown
- i) sense of anger/bitterness because of unfair treatment
- j) to lose control due to panic/anger, etc

### 3. Paraphrase the following sentences using the idioms.

- 1) Fiona never wants to do anything exciting; she's such a miserable person. ....
- 2) Our neighbours are so curious, they're always peeking through their curtains to see what we're doing. ....
- 3) I appreciate what you're saying, Jo, but we can't decide it right now. ....
- 4) Watch what you say to the director, he loses his temper very easily. ....
- 5) My mother became furious when my brother told her that he had been suspended from school. ....
- 6) They say that the judge who is hearing his case is fair and unbiased, so you have a good chance of winning. ....
- 7) Nobody knew much about old Mr Fields as he was a secretive person, but we later found out that he was a resistance fighter during the war. ....
- 8) It's obvious that you're worried about something so why don't you just tell me what's bothering you. ....
- 9) Although James loves children, I don't think he should become a teacher because he is such a bore. ....
- 10) Charles has felt resentful ever since he lost the bet with Mike. ....

### 4. Answer the questions.

- 1) Whom would you expect to be a **dark horse**? How can you describe him or her?
- 2) Are you prone **to get your own back** in case you found out that your friend revealed your secrets? Why? Why not?
- 3) Would you be surprised if a friend who was usually **as straight as a die** did something behind your back and let you down? Why?
- 4) Are there people who you can turn to for help and **get your problems off your chest**? Who are they?
- 5) Why are **nosy Parkers** so annoying?
- 6) What are the situations when people are subject **to lose their heads**?

# GRAMMAR PRACTICE

## I. Reported Speech

Review the theoretical material and do the assignments that follow.

Answer the question 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 scape-goating 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 reporting verbs (1-10) with the verbs with similar meanings below (a-m). 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. Report the information accurately. Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence.**

1) "You are not allowed to name your classmates backward and uncivilized, Bob", said the Headmistress. **forbade**  
The Headmistress .....

2) Sue thought it would be better for me to turn to the family for their help and support. **advised**  
Sue .....

3) The Minister of Foreign Affairs proposed regular meetings for the committee. **suggested**  
The Minister of Foreign Affairs ..... regularly.

4) "Congratulations on getting engaged, Mary," said Irene. **congratulated**  
Irene ..... engagement.

5) The senior officer demanded urgent actions from the police. **do**  
The senior officer demanded ..... something urgently.

6) "There is no recession in the country's economy," said the governmental spokesperson. **denied**  
The governmental spokesperson.....

7) "We are extremely short of time," said the chairperson. **reminded**  
The chairperson .....

8) "Don't try to chip bits off yourself in order to be accepted by the host community," said Mr Black to a newcomer. **recommended**

Mr Black .....

9) “Unfortunately, many young immigrants feel ashamed of their backgrounds,” said Arvind Sharma, a lecturer from India. **complained**

Arvind Sharma, a lecturer from India, .....

10) “I will never become vociferously nationalistic, I promise”, said Jafar to his mom. **that**

Jafar .....

**7. 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 water sports 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, definitely, cheerfully, despondently, desperately, hopefully, placidly, prudently, decisively, persistently, sensibly.***

**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.



## **II. Inversion**

**Invert the following sentences making them more emphatic.**

### **Variant 1**

- 1) He has never had a closed-minded view of utilitarian values of the host community.
- 2) Naima had lived in London for six years and then she turned up, emaciated and shaking.
- 3) Naima had no idea that in the destination country her culture would be frequently denigrated.
- 4) They did not come halfway bridging cultural gaps but retreated into their meaningless past.
- 5) Unfortunately, we frequently encounter young people who feel ashamed of their ancestors' backgrounds.
- 6) When Amina acrimoniously left her relatives she realized that she would never have a chance to link up with them again.
- 7) You mustn't exacerbate the situation in any case.
- 8) Immigrants should no longer chip bits off themselves to become more acceptable, since one day they can realize that they have become distorted images of themselves.
- 9) Unfortunately she doesn't take pride in who she is.
- 10) He didn't think for one minute that he would feel a sense of annihilation after being rejected by the destination country.

### **Variant 2**

- 1) You will not come across a more vociferously nationalistic person anywhere.
- 2) When Jafar had lived in the USA for three years, he got aware that he had been accepted by the host community.
- 3) One rarely finds a person of such devotion to the ancestral culture.
- 4) The immigrants will not get the permanent protection and economic benefits until they take the oath of citizenship.
- 5) Maira got the green card and could visit any place in the world.

6) We rarely can meet immigrants who do not pay a high price of the trauma of self-transformation.

7) Mira had no idea that in the host community she would experience a sense of betrayal.

8) She had never allowed herself to be manipulated and discarded.

9) An immigrants' child feels a sense of annihilation in any case.

10) No matter how hard they tried but couldn't assimilate in any way with natives of the host-community.

### **Variant 3**

1) Matilda didn't think for one minute that her daughter would leave her family acrimoniously and scornfully.

2) I will never allow myself to be scorned so roughly by denigrating my cultural values.

3) One rarely finds a person who can easily incorporate the cultural differences into the daily routine.

4) She will vacillate between loving and hating a new country until she is totally immersed in it.

5) Winston learnt to live without harming or violating others only after several years of persistent self-development.

6) I couldn't persuade him in any way to stop scapegoating 'aliens'.

7) As soon as he became vociferously nationalistic, he appeared on the fringes of society.

8) Ann little realized how to maintain her personal identity when all her adjustment problems were exacerbated.

9) If you manage to assimilate to local population, you will be accepted by the host community.

10) If he had chipped off himself, he would have become a distorted image of himself. But everybody knew he didn't transform his identity.

#### **Variant 4**

- 1) I have never seen such a devastated person.
- 2) One rarely meets such a passionate advocate of his cultural legacy.
- 3) If you denigrated their cultural values, you would be rejected by the host community.
- 4) As soon as we came halfway bridging gaps, he changed his mind and started scapegoating newcomers.
- 5) You will not come across a more hospitable nation anywhere.
- 6) When Agnes rethought her identity and changed her attitudes and opinions, she realized that she would get integrated in the host community.
- 7) Once Jason agreed, they went ahead with elaborating their strategy.
- 8) I had no idea that in the destination country she felt like riding on a roller coaster.
- 9) Mira has become nationally recognized for her contribution in the field of pre-school education, and has done considerable research into parent-teacher relationship.
- 10) Immigrants shouldn't retreat into a meaningless past in any way.

## 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.

## 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: e.g. *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: e.g. *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: e.g. *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: e.g. *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: e.g. *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: e.g. *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: e.g. *religious toleration*.



# OVERVIEW

## THEME-BASED 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.

<i><b>Americans</b></i>	<i><b>Britons</b></i>	<i><b>Ukrainians</b></i>	<i><b>Russians</b></i>
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
Pessimistic	Pessimistic	Pessimistic	Pessimistic
Patriotic	Patriotic	Patriotic	Patriotic
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 prejudices? How do we form our judgments about representatives of other cultures? 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 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.*

<i>Ukrainian</i>	<i>British</i>	<i>American</i>	<i>German</i>	<i>Japanese</i>	<i>Italian</i>	<i>Russian</i>	<i>French</i>

<i>be a hard-working type</i>	<i>be a person of emotions</i>	<i>be a talkative type</i>
<i>be a lazy-bones</i>	<i>be a person of action</i>	<i>be a humorous guy</i>
<i>be a conservative type</i>	<i>be a tea-person</i>	<i>be a fun-maker</i>
<i>be a golf-lover</i>	<i>be a formal type</i>	<i>be a person of temper</i>
<i>be a punctual person</i>	<i>be outgoing</i>	<i>be a romantic type</i>
<i>be a good mixer</i>	<i>be well-dressed</i>	<i>be bright and happy</i>
<i>be a light (big) eater</i>	<i>be a person of few friends</i>	<i>be a child-lover</i>
<i>be an enthusiastic traveller</i>	<i>be a homely type</i>	<i>be a person of duty</i>
<i>be a patriotic type</i>	<i>be tense and jumpy</i>	<i>be a family traditions keeper</i>

2. Work with a fellow-student. Tell each other 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)**

## **EXTENDED SPEAKING**

**The following questions can be recommended for the round table talk.  
Discuss them in small groups.**

- 1) What are the basic human values? Characterize them.
- 2) Outline the possible ways of transmitting the universal human values to the pupils / students.
- 3) Basic Ukrainian values in the context of the universal human values.
- 4) What is a teacher's contribution to transmitting the human values to the pupils / students?
- 5) What has changed about the Ukrainian values since 2000?
- 6) The universal human values in the context of Ukrainian culture.
- 7) On immigrating should one keep to their roots?
- 8) Immigration: cultural integration vs retaining national identity.
- 9) Would you like to take the plunge and move to a new country in search of a new life? Why? Why not?
- 10) What makes people move to a new country? Do they always find what they are searching for?
- 11) What questions should people who are going to immigrate consider before taking the plunge?
- 12) How can immigrants avoid the trauma of self-transformation in the host community?
- 13) What can the host community do to help recent immigrants feel integrated in a new society?
- 14) Two ways to belong to the host community.
- 15) Why can living in a second culture be compared with riding on a roller coaster?
- 16) Culture shock. What are the ways to combat it?
- 17) Cultural adjustment: the ways to harmony.
- 18) How to bridge the gap between different cultures.
- 19) Cultural stereotyping. How to avoid cross-cultural conflicts.
- 20) The problem of nationality stereotypes in a multicultural society.
- 21) In search of ways to fight hate and prejudice.
- 22) Living in a multicultural society: is overcoming stereotypes and countering prejudices feasible?

## **CHECK YOURSELF**

**Make sure you know the Essential Vocabulary. 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 feel 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
- 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
- 18) to become vociferously nationalistic
- 19) to become a distorted image of oneself
- 20) to be (to remain) on the fringes of society
- 21) the scapegoating of ‘aliens’
- 22) to maintain an identity
- 23) the trauma of self-transformation
- 24) like riding on a roller coaster
- 25) to vacillate between loving and hating a new country
- 26) total immersion in a new culture
- 27) to feel alienated from the native culture
- 28) to scorn the native country by rejecting its values
- 29) to be accepted by the host community
- 30) to incorporate the differences into one’s daily routine
- 31) to feel integrated in society
- 32) to gain insight into one’s own society
- 33) to live without harming or violating sth / sb
- 34) to take pride in who you are

## UNIT 3

### THEME: THE GLOBAL SOCIETY

#### ▼ TARGETS:

##### **SPEAKING: (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 linguistic*

##### **READING & LANGUAGE FOCUS: intensive reading, skimming**

##### **GRAMMAR IN USE: verbs + infinitive or gerund**

##### **GUIDED WRITING: a formal article**

#### ➤ **LEAD-IN**

### **I. GLOBAL WORLD MATTERS**

#### **1. Read the statements about today's world and express your opinion.**

##### **Share 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.
- 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:**

*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 signals might be fraught with? Could anything be done to mitigate their grave repercussions?**

**Why is it important for a FL teacher to be knowledgeable about global world matters?**

**3. Write in a few sentences how you personally conjure up the image of today's global world.**

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## **II. THE CONCEPT OF GLOBALIZATION**

**1. Now it is time to define the concept of globalization. This exercise will help you differentiate between the thematic terms and define the notion *globalization*.**

**Match the words from the box to their explanations.**

<i>autonomy</i>	<i>collaboration</i>	<i>centralization</i>	<i>confrontation</i>
<i>decline</i>	<i>integration</i>	<i>superpower</i>	<i>solidarity</i>
	<i>dominance</i>	<i>prosperity</i>	

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 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, threatening, etc.)? Try to explain why you feel so. Elaborate a mind-map of your vision of this phenomenon. Then see if you stick to the same point of view after reading the thematic texts and articles that follow.**

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# READING & LANGUAGE FOCUS

## Text 1

### Globalization: Pros and Cons

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

The term 'globalization' has acquired considerable emotive force. Some view it as a process that is beneficial – a key to future world economic development – and also inevitable and irreversible. Others regard it with hostility, believing that it increases inequality within and between nations, threatens employment and living standards and thwarts social progress. This offers an overview of some aspects of globalization and aims to identify ways in which countries can tap the gains of this process, while remaining realistic about its potential and its risks.

Globalization offers extensive opportunities for truly worldwide development but it is not progressing evenly. Some countries are becoming integrated into the global economy more quickly than others. Countries that have been able to integrate are seeing faster growth and reduced poverty. Outward-oriented policies brought dynamism and greater prosperity to 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 to make progress on democracy and economic issues such as the environment and work standards.

By contrast, in the 1970s and 1980s when many countries in Latin America and Africa pursued inward-oriented policies, their economies stagnated or declined, poverty increased and high inflation became the norm, in many cases, especially Africa, adverse external developments exacerbated the problems. As these regions changed their policies, their incomes have begun to rise. An important transformation is underway. Encouraging this trend, not reversing it, is the best course for promoting growth, development and poverty reduction.

The crises in the emerging markets in the 1990s have made it evident that the opportunities of globalization do not come without risks – risks arising from volatile capital movements 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 inevitably vulnerable to instability? 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 financial flows. 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 dimensions of globalization that are not covered here.

At its most basic, 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 to tap into larger markets 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 to embrace the policies needed, and in the case of the poorest countries may need the support of the international community as they do so.

Globalization is not just a recent phenomenon. 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. The most striking aspect of this 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 it is also quite obvious that the progress was not evenly dispersed. The gaps between rich and poor countries, rich and poor people within countries have grown.

❖ **Vocabulary Practice**

**2. Group the underlined word combinations into thematic clusters (linkers, emotionally coloured units, etc.).**

**3. A) What is the author's way of saying?**

- |                         |                      |
|-------------------------|----------------------|
| 1) unalterable process  | 6) to become 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	improve
outward	unfavourable	ordinary	promote

**C) Translate the Ukrainian phrases into English.**

Пропонувати різноманітні можливості; інтегруватися у світову економіку; ставитися до чогось вороже; розвиватися рівномірно; мати швидший розвиток і скорочення бідності; набувати значної емоційної сили; неминучий та незворотній; підвищувати нерівність всередині націй та між ними; загрожувати безробіттям; ризики, що викликані рухом капіталу; отримувати зиск від процесу; залишатися реалістичним стосовно потенціалу та ризиків; сприяти динамізму й благополуччю; економіка, що в занепаді та відстає в розвитку; створювати прогрес у питаннях демократії та економіки; мати на меті політику, що орієнтована на внутрішні потреби; розподілятися нерівномірно; негативні зовнішні обставини; перетворення в дії; повернути назад; виміри; перешкоджати соціальному прогресу; неминуче вразливий до нестабільності; фінансові потоки; по суті; користуватися більшими ринками; охоплювати політичні курси; недавнє явище; найбільш вражаючий аспект.

**D) Search the text for sentences with prepositions of movement and place: *through, across, beyond, within*. Can you suggest their literary translation into Ukrainian / Russian? Do the task in writing.**

E) Which verbs, listed below, have positive meaning and which ones 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 to integrate to reverse

—	+

❖ **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.

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❖ **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 emphasize 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, 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, 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. Divide the statements below (A-P) into those that highlight pluses and minuses of globalization.**

Globalization appears to be the modern stage of civilization maturing. It means expanding international relations and economic cooperation, application of new technologies and introduction of common standards of life, homogeneous mass culture and ideologies. The motive forces of this process are the usual human needs, such as leadership, competitiveness, imitation, curiosity, ambition, etc.

There are some pluses and minuses in the globalizing. However, the question is if, in spite of all, globalization is beneficial rather than harmful. As it still exists and develops and it is impossible to be stopped, one needs to use its advantages and try to eliminate its deficiency.

***Here are some pluses:*** \_\_\_\_\_

Unfortunately, not all is as good 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 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 move towards democracy and civil rights. The tendency is sure to exist.

**D.** The development processes embrace emerging markets and impoverishing some countries. The UN happens to be a consolidating force: it renders and coordinates the humanitarian aids (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, supported by plenty of international agreements, promotes the exchange of goods and capital between countries and accelerates the maturing of poor countries.

**G.** Some scientists predict that travel boom might promote the distribution of epidemics, pollution causing damage to cultural heritage and natural resources of host countries.

**H.** The international trade and financial relations appear to be used by criminals for drug trafficking and weapon trade, as well as to serve as concealment for political terrorists.

**I.** One can observe the distribution of news, fashion, the English language, educational standards throughout the world. The development of the international tourism and business trips grows very fast.

**J.** Ecology tends to become the part of 'humanity morals'.

**K.** In general, globalization seems to promote the distribution of humanism, equality, education and struggle against poverty.

**L.** The low-grad Hollywood products and pop-music force out national culture and even are threatening originality of peoples. Besides it decreases peoples' morals and gives rise to delinquency.

**M.** The globalization has not stopped but even increased the country stratification: the rich and the powerful have moved up into the first place. Those which did not manage to penetrate into the world trade and finances are doomed to lag behind.

**N.** The world's migration improves one's professional perspectives. Scientists look for better research conditions, sportsmen and artists – for money and fame, and the unemployed – for the workplaces and earnings.

**O.** Professionalism has grown to be evaluated greatly and unemployment among the unqualified workers is increasing. As a result, there is growing inequality in labour market, which generates poverty and instability in society.

**P.** Furthermore, globalization brings some direct threats. For example, financial collapse in a certain country may quickly spread throughout the world. Correspondingly, millions of people happen to be poor and the country might lose its 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 known to be 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. 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 of the text, which is divided into thematic groups. Use it while doing the assignments.**

***I. Globalization as a matter of political, economic and cultural necessity and feasibility***

- 1) a political agenda
- 2) the global proliferation and intrusion of certain values
- 3) to determine the attitude, place and course of action
- 4) to lie primarily in
- 5) to be based on the premises
- 6) ultimately
- 7) long-term partners in economic, social and cultural domains
- 8) the concept of security goes beyond its conventional borders
- 9) to acquire particular importance
- 10) at the inter-regional and global scale
- 11) a matter of political and economic necessity and feasibility

***II. Positive influences of globalization***

- 1) dynamically developing countries
- 2) to result in improved standards of living
- 3) to facilitate the dialogue of civilizations
- 4) to reap the benefits of globalization
- 5) to take maximum advantages of the opportunities
- 6) to mitigate the negative consequences
- 7) to ease and eliminate tension between neighbors
- 8) to address environmental concerns
- 9) to protect cultural diversity and national identity

***III. Negative repercussions of globalizing processes***

- 1) to be compelled to participate
- 2) to undergo the influence

- 3) to cause controversies
- 4) the threats of globalization are three-fold
- 5) economic, cultural and political pillars are endangered
- 6) the version of the 'metropolis-province' relationship
- 7) sovereignty is in jeopardy
- 8) to be the merger of national and universal values
- 9) a source of confrontation
- 10) the proliferation of weapons

**B) Translate the Ukrainian phrases into English.**

Глобальне розповсюдження та втручання певних цінностей; політичне питання для обговорення; базуватися на передумовах; визначати точку зору, місце та курс дій; першочергово; сприяти діалогу цивілізацій; країни, що динамічно розвиваються; остаточно; отримувати переваги глобалізації; поняття безпеки виходить за межі традиційних кордонів; довготривалі партнери в економічних, соціальних і культурних сферах; суверенітет у небезпеці (під загрозою); набути особливої важливості; справа політичної та економічної необхідності та можливості; зменшити та виключити напругу між сусідами; примушувати брати участь; потрапити під вплив; у результаті мати покращені стандарти життя; викликати протиріччя; загрози глобалізації потроєні; економічні, культурні та політичні підвалини (опори) у небезпеці; отримувати максимум переваг від можливостей; пом'якшувати негативні наслідки; розповсюдження зброї; версія відносин 'центр-провінція'; джерело протистояння; об'єднання (злиття) національних і загальних цінностей.

**C) Form abstract nouns from the verbs given below. If necessary, consult a dictionary. Divide them into three groups according to their suffixes.**

to confront	to secure	to assess
to proliferate	to advance	to protect
to eliminate	to determine	to prosper
to require	to measure	to perceive
to globalize	to integrate	to facilitate
to consolidate	to intensify	to involve
to mitigate	to consider	to acquire

**D) Match the items of two columns to make collocations.**

- |                                   |                                             |
|-----------------------------------|---------------------------------------------|
| 1) proliferation and intrusion of | a) tension between neighbors                |
| 2) to facilitate                  | b) to participate                           |
| 3) to reap                        | c) controversies                            |
| 4) political and economic         | d) are endangered                           |
| 5) to ease and eliminate          | e) the benefits of globalization            |
| 6) to be compelled                | f) the dialogue of civilizations            |
| 7) to result in                   | g) necessity and feasibility                |
| 8) economic and political pillars | h) the negative consequences                |
| 9) sovereignty                    | i) certain values                           |
| 10) to mitigate                   | j) is in jeopardy                           |
| 11) to cause                      | k) confrontation                            |
| 12) a source of                   | l) improved standards of living             |
| 13) to acquire                    | m) the attitude, place and course of action |
| 14) to determine                  | n) particular importance                    |

**E) In the text, find synonyms to the following words.**

Result, escalation, profit, to assist, disagreement, possibility, threat, to threaten, to exclude, to moderate (to reduce), worries, to be forced, finally (eventually), traditional, to obtain.

**F) Unscramble the following sentences.**

- 1) becoming / is / which / world / the / absence / of / modern / borders / is / by / national / characterized / village / a / global
- 2) political / has / economic / and / and / become / Ukraine / for / necessity / feasibility / obviously / globalization / matter / a / of
- 3) agenda / political / as / well / states / as / a / small / the / world / superpowers / globalization / is / the / challenges / that
- 4) Ukraine / of / benefits / substantial / is / be / well-positioned / reaping / globalization / being / believed / to
- 5) the / of / known / security / beyond / its / borders / concept / go / conventional / is / to

**G) Use the Speech Patterns to sketch globalizing processes.**

e.g. 1) At the present stage of development we deal with ...

2) The novelty here is ...

3) Globalization ultimately results in ...

4) The concept of ... goes beyond its conventional borders.

5) ... becomes a matter of necessity and feasibility ...

**❖ Text Comprehension**

**3. Match the beginnings (1-8) with endings (A-J) so that statements refer to the article. There are two extra endings.**

1) As a cultural phenomenon, globalization ...

2) One may view globalization as an economic phenomenon and associate it with ...

3) Being a historic trend globalizing process requires at the present stage ...

4) While assessing the risks and advantages of globalization politicians should bear in mind that ...

5) Pointing out the premises of globalization, we primarily can't help mentioning ...

6) As far as risks are concerned ...

7) Being well positioned, Ukraine is expected ...

8) As a matter of political and economic necessity and feasibility globalization ...

A. ... an essential change in the attitude towards old values.

B. ... they are three-fold – economic, cultural and political pillars are endangered.

C. ... guides proliferation and intrusion of universal human values.

D. ... can be given little attention or even ignored.

E. ... a global market of goods, services, capital, ideas and technologies.

F. .... to reap the benefits of globalization.

G. .... has entered into the life of every state either small or a large superpower.

H. ... the threat of cultural expansion and the possible loss of cultural diversity and identity.

I. ... regional cooperation that particularly important for advancement of all sectors of the economy.

J. ...globalization is an objective reality and its impact and consequences are individual for each state.

❖ **Talking Points**

**4. A) Work in groups of three. Make up the list of the key problems highlighted in the article. Organize them into problem clusters. Report the results of the brainstorm to the rest of the class.**

**B) Fill the table with the missing information about countries and nationalities. Compare the results with those of your partners.**

<b>Country (its capital)</b>	<b>Nationality</b>	<b>The major language</b>
?	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, Italian
Turkey	?	?
Denmark	?	Danish
France	?	?
Luxembourg	?	?
?	British	?
India	?	?
Bulgaria	?	?
?	?	Romania
?	?	Slovene
?	Croatian	?
Czech republic	?	?
Latvia	?	?
?	Lithuanian	?
Estonia	?	?
Cyprus	?	?
Slovakia	?	?

### ❖ Creative Writing

5. Your university magazine is planning a feature entitled “*Globalization: its Challenges for Ukraine*”. Readers have been asked to send articles on the issue. You have decided to write an article expressing your viewpoint on the problem (approximately 300-350 words). Start with elaborating a detailed plan of the article.

### ❖ Vocabulary Reinforcement

6. Translate the situation from Ukrainian into English using the Thematic Vocabulary.

Без сумніву, глобалізація – суперечливий процес, який викликає багато протиріч. Тому існує неоднозначне ставлення до нього. Але потрібно усвідомити, що це справа політичної та економічної необхідності та можливості здійснення. Для цього необхідно визначити точку зору, місце та курс дій.

На сучасному етапі світові глобальні зміни набули особливої важливості, вони є більш інтернаціональними, ніж національними. Вони

дають можливість країнам, що динамічно розвиваються, отримати максимум переваг від співробітництва: знайти довготривалих партнерів в економічних, соціальних і культурних сферах, мати покращені стандарти життя.

Інше питання – негативні наслідки глобалізації, які необхідно пом'якшувати. Вони пов'язані з потужною концентрацією багатства в руках світових фінансових центрів. Сильніші учасники глобального ринку отримують можливість мати непомірний зиск зі своїх переваг. Імпульси глобалізації, що йдуть із Заходу, сприймаються в інших країнах як загроза національної ідентичності через глобальне розповсюдження та втручання певних цінностей. Суверенітет багатьох держав під загрозою. Таким чином, в умовах глобалізації економічні, культурні та політичні опори у небезпеці.

Ще одна проблема – розповсюдження зброї та тероризм, що значно погіршує ситуацію в деяких регіонах. На сучасному етапі поняття безпеки вже виходить за межі традиційних кордонів.

Зараз на планеті біля двохсот держав, усі вони дуже різні. Але духовні культури різних народів не стали джерелом протистояння. Між ними багато спільного, і це спільне – загальнолюдські цінності.

Яким буде світ у 21 сторіччі залежить, першочергово, від здатності світового співтовариства створити умови, які допоможуть зменшити та виключити напругу між сусідніми державами і сприятимуть діалогу культур та цивілізацій.



## ➤ **INSIGHT**

### **AMERICAN CULTURAL DOMINATION**

**Consider the following information. It will help you realize the size of American expansion.**

🔔 *American culture is really ubiquitous. But are Uncle Sam's exports opening doors for the world's 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" 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 world's 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 boom of 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 Pokémon, 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) to question the value of American dominance
- 2) a consumer, consumerism
- 3) staples
- 4) a global uniformity
- 5) to retain regional and cultural differences
- 6) a crafty plan
- 7) to subvert the world’s population
- 8) reductions in the trade barriers
- 9) the global marketplace
- 10) multinational corporations
- 11) to denounce global trade
- 12) horrendously long hours and brutal conditions

- 13) to exploit recklessly the environment
- 14) to compete with the high advertising budgets
- 15) to drop out of the market
- 16) the jump from national to international marketing and distribution
- 17) to undercut the prices of local products
- 18) exportable around the world
- 19) unsophisticated
- 20) cultures, languages, individual rights are dissolved by commerce

**B) Translate the Ukrainian phrases into English.**

Засуджувати світову торгівлю; середній прибуток; споживач, споживання; головні товари; глобальна однорідність; мультинаціональні корпорації; конкурувати з розрекламованими бюджетами; зберігати регіональні та культурні відмінності; хитрий план; зменшення перешкод у торгівлі; підривати світову популяцію; світовий ринок; жахливо довгі години та нелюдські умови праці; експлуатувати навколишнє середовище, не замислюючись про наслідки; залишити ринок; швидко перейти від національних до інтернаціональних торгівлі та розподілу; підривати ціни місцевих товарів; те, що експортовано у всьому світі; недосвідчений; культури, мови, індивідуальні права руйнуються комерцією.

**C) Match the words to their definitions.**

- |                |                                                 |
|----------------|-------------------------------------------------|
| 1) to subvert  | a) to disappear or cause to disappear gradually |
| 2) horrendous  | b) to criticize sb or sth severely in public    |
| 3) reckless    | c) principal or important article of commerce   |
| 4) to dissolve | d) careless or thoughtless                      |
| 5) to promote  | e) to make use of (a resource, etc.)            |
| 6) to exploit  | f) to combine in order to form one bigger unit  |
| 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 |

**D) In the text, find synonyms of the following items.**

Cunning, to undermine, to cease to participate, to preserve, to blame, to undercharge, horrible, thoughtlessly, inexperienced, to be cancelled.

**E) Form abstract nouns from the following verbs.**

to consume	to survey	to relocate	to benefit
to resign	to dominate	to contribute	to purchase
to extend	to degrade	to denounce	to imply
to expand	to distribute	to dissolve	to exploit
to reduce	to export	to recognize	to appeal

❖ **Text Comprehension**

**3. A) Get back to the article; mark the main ideas with the red colour and the supporting ideas with the blue one.**

**B) Skim through the article and answer the questions. Share your ideas with your fellow-students.**

- 1) What contributes 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?

**C) Comment on the following statements.**

- America was first in the field.
- It has also been credited with aiding economic growth.
- American companies 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 a double appeal: not only is it glamorous, it is also usually easy to digest.
- Globalization need not imply influence in only one direction.

❖ **Talking Points**

**4. 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.**

### ❖ Creative Writing

5. The FL Teachers' Forum is planning a feature entitled *"American Influence: as FL Teachers See it."* Readers have been asked to contribute. You have decided to write an article expressing your opinion on the key problems. Start with elaborating a detailed plan of your article. (Write approximately 300-350 words.)

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 Ukraine gain or lose economically, politically and culturally from this influence? Does American culture have any influence on education in Ukraine?

### ❖ Vocabulary Reinforcement

6. Translate the situation from Ukrainian into English using 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 і злиття, у першу чергу, економік у результаті гострої конкуренції та прискорення науково-технічного прогресу.

На сучасному етапі глобалізація відкрила двері потужним світовим виробникам, які, на жаль, безвідповідально ставляться до невеликих місцевих компаній, експлуатуючи їх, і в результаті, не витримуючи конкуренції, ті залишають ринок. Експансія міжнаціональних корпорацій у торгівлі пояснюється, головним чином, тим, що перепони між країнами послабшали. Цьому сприяє також швидкий розвиток новітніх інформаційних технологій.

Безсумнівно, глобалізація має багато загроз, але разом з тим і надій. Рікардо Дієс Хохлайтнер, президент "Римського клубу" (1990-2000), визначив головні напрямки розвитку глобалізаційних процесів: господарська конкурентоспроможність, екологічна рівновага, соціальна справедливість, правова держава та демократія.

Глобалізаційні процеси викликають багато критичних зауважень прихильників збереження національного та культурного розмаїття. Не можна не погодитись, що знищення культурної спадщини будь-якого народу в ринкових умовах є неприпустимим.

## ➤ **INSIGHT**

### **IDENTIFYING GLOBAL EUROPE**

*This time you should be prepared for themed discussions about a new image of contemporary Europe. Consider the following questions*

1) As any growing and changing entity, Europe is searching for its identity. What image does Europe conjure up?

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**

##### ❖ **Pre-reading Task**

**1. You are to read the article about the European Union. Before reading, tick the points which you think will be mentioned in the text.**

- The outline of the history of the European Union.
- Major events in the history of the European Union.
- Requirements to join the European Union.
- Difficulties for new membership.
- The benefits of the European Union membership.
- Standards to be met before adopting the common currency.
- The EU's major activities around the world.
- Ukraine's cooperation with the EU's organizations.

**2. Now read the passage, divide it into several parts and entitle them. Underline major facts of the text.**

The word '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, and the former eastern bloc.



The European Union (EU) is a union of 28 European states founded to enhance political, economic and social cooperation. The aims of the EU include uniting Europe toward common goals and providing aid to developing nations.

After World War II, Europe was divided by political and cultural differences. Though several attempts to promote a regional governing body were made, but because of the powerful ideological and political differences between Western and Eastern Europe, a true community could not be formed until after the end of the Cold War.

But the road to the enlargement started in 1989, with the fall of the Berlin wall and the 'iron curtain' – the events of vital importance. A multilateral treaty, the Maastricht Treaty, was signed by member nations on February 7, 1992, and entered into force on November 1, 1993, bringing the European Union into effect. The treaty outlined three pillars of the union: European Communities, Common Foreign and Security Policy, and Justice and Home Affairs. The treaty also made provisions to admit many of the nations of Eastern Europe.

In 2001 the Treaty of Nice was signed by European leaders and came into force on 1 February, 2003. It amended the Maastricht Treaty (or the Treaty on European Union) and the Treaty of Rome (or the Treaty establishing the European Community). It was aimed at further expanded provisions for new nations on an equal footing. Consequently, on the edge of the second millennium one of the major political events occurred: the European Union was greatly expanded – 10 more countries celebrated their EU membership altering considerably the concept of Europe.

To become a member of the European Union, a nation must be in compliance with a series of standards called the Copenhagen criteria, which were adopted in Copenhagen on 22 June, 1993. They outline geographic and political necessities for member nations.

Here are three major criteria that candidate countries must meet:

- 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 market 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 communautaire*.

Since 2008 two states are candidates undergoing review: Turkey and the Republic of Macedonia. Several other nations are identified as potential candidates for future admission, including Iceland, Montenegro, Serbia and Albania. Bosnia and Herzegovina is officially recognised as a potential candidate, Kosovo is also listed as a potential candidate.

Four countries forming the EFTA (that are not EU members) have partly committed to the EU's economy and regulations: Iceland (a candidate country for EU membership), Liechtenstein and Norway, which are a part of the single market through the European Economic Area, and Switzerland, which has similar ties through bilateral treaties. The relationships of the European microstates, Andorra, Monaco, San Marino, and the Vatican include the use of the euro and other areas of co-operation.

The integration of many countries will be a difficult, lengthy process, for all the applicant countries have widely-differing social, economic and political profiles aspiring to retain national and linguistic identity, that is a matter in which each state has unfettered discretion.

As to the achievements of the EU, one of them is the establishment of a single market economy. Between member nations, trade is largely unrestricted. While nations maintain separate laws on taxation and trade standards, EU members agree to basic trade laws between their countries.

Most nations belonging to the EU have adopted a common currency, called the Euro. The Euro is overseen by the European Central Bank, in an effort to promote all economies that incorporate the use of the currency. 19 nations use the Euro, collectively called the Eurozone. Latvia joined the Eurozone on 1 January, 2014 and Lithuania – on 1 January, 2015. Other EU members must meet specific financial and economic standards before being allowed to adopt the currency.

The European Union sets member policy on a variety of social and political issues. Agriculture, energy policy, anti-terrorism efforts, environmental issues, and education are among the serious areas covered by various EU committees. The EU's goal of creating a neighbourhood community of nations is still in its infancy, but measurable impacts are already apparent in the economic and social arenas.

The EU's principal institutions are the European Community, the Council of Ministers (a forum for individual ministries), the European Commission (an

administrative bureaucracy), the European Parliament, the European Court of Justice, and the European Central Bank.

Below are a few examples, which illustrate what the EU does around the world, in order to defend Europe's interests and promote its values.

- The Union is supporting stability in the Balkans. Assistance projects in seven countries receive EU funding, helping build stable societies.

- The Union is offering its neighbours a privileged relationship within the European Neighbourhood Policy. The policy is designed to strengthen the prosperity, security and stability of all partners.

- The Union was instrumental in negotiating the Kyoto Protocol on climate change. The Union is focusing on building a coalition for a legally binding agreement on climate change.

- The Union works closely with the UNO on a host of issues.

- The Union runs military, political or civilian missions to help build and secure the peace in a number of countries in Europe, Africa and the Middle East and beyond, such as Afghanistan.

- The Union is committed to human rights and works to ensure they are respected universally. The EU has made human rights a central aspect of its external relations.

- The Union acts as single player in foreign trade and supports the principles of free and fair international trade. As it negotiates with one voice, it can exercise real influence. Together, the European Union's 28 members account for 19% of world imports and exports (2013).

- The Union supports the social and economic development of its partners, and stands ready to help when they are faced with disaster. Together, the EU and its Member States are the world's largest donor of development and humanitarian aid.

- The Union contributes to reform international financial institutions, such as the World Bank and IMF.

Thus, the EU wants to strengthen its internal cohesion and make sure that it is – a wide family of nations which can work together efficiently and effectively.

Since Ukraine gained independence, the European Union and Ukraine have developed an increasingly dynamic relationship.

A majority of Ukrainians are in favor of the country joining the EU. In 2015, the number of Ukrainians supporting EU accession appeared to be growing. Fifty-nine-

percent supported the notion of their country becoming a member of the 28-nation-bloc. Twenty-four percent were opposed to its admission. That appears to be a new trend, as last year the number of EU-proponents in Ukraine was much lower.

The latest events in Ukraine make the world community rethink the situation in Ukraine regarding its geopolitical aspirations and security and accelerate the process of European integration.

As a result, Ukraine and the European Union signed the economic chapter of the Association Agreement. The document was signed at the EU summit in Brussels on June 27 in 2014 by European Council President Herman Van Rompuy, European Commission President Jose Manuel Barroso, the heads of state and government of the EU member states, and Ukrainian President Petro Poroshenko.

The economic part of the agreement envisages Ukraine's deep economic integration with the EU, as well as the creation of a deep and comprehensive free trade area. The EU-Ukraine Association Agreement must be ratified by all 28 EU member states and Kyiv.

**Study the list of members of the EU and its candidate countries awaiting their recognition. Identify their capitals.**

<b>The first 15 Member States</b>	<b>New Member States</b>	<b>Candidate countries</b>
<b>1957-1995</b>	<b>Joined in 2004</b>	
Belgium	Czech Republic	Turkey
Denmark	Estonia	Republic of Macedonia
Germany	Cyprus	
Greece	Latvia	<b>Potential candidates</b>
Spain	Lithuania	Iceland
France	Hungary	Montenegro
Ireland	Malta	Serbia
Italy	Poland	Albania
Luxembourg	Slovenia	Bosnia and Herzegovina
The Netherlands	Slovakia	Kosovo
Austria	<b>Joined in 2007</b>	
Portugal	Bulgaria	
Finland	Romania	
Sweden	<b>Joined in 2013</b>	
The United Kingdom	Croatia	

### ❖ Vocabulary Practice

**3. A) Study the list of the Thematic Vocabulary you are to use in the theme-based discussion. Group them into thematic clusters.**

- |                                                 |                                           |
|-------------------------------------------------|-------------------------------------------|
| 1) to conjure up                                | 9) to alter considerably                  |
| 2) to be strictly confined to                   | 10) to be in compliance with              |
| 3) to be of vital importance                    | 11) to adopt criteria                     |
| 4) to sign a multilateral<br>(bilateral) treaty | 12) adherence to the aims<br>of the union |
| 5) to make provisions                           | 13) unfettered discretion                 |
| 6) to bring into effect                         | 14) an applicant country                  |
| 7) to come into force                           | 15) to negotiate                          |
| 8) on an equal footing                          | 16) to be a priority matter               |

**B) Explain the following items.**

- the 'iron curtain'
- to have unfettered discretion
- the *acquis communautaire*
- the cold war
- on an equal footing
- the Kyoto Protocol

### ❖ Talking Points

**4. A) In groups of three, consider the pros and cons of joining the European Union for Ukraine. Include the political, economic and cultural issues. Feature both:**

- ✓ The new opportunities for Ukraine.
- ✓ The potentially disastrous repercussions for our country.

**Present your ideas to the rest of class.**

**B) Work with a dictionary to find out what organizations the abbreviations stand for. Outline the aim and role of these organizations in today's world.**

WTO, UNO, ECOSOC, EEC, EFTA, OEEC, OPEC, OSCE, IMF, UNESCO, PHARE, NATO, OECD, UNEP.

### ❖ Creative Writing

5. Write a descriptive essay *“A New Face of the Global Europe”* (approximately 300-350 words). Consider the place of Ukraine in European Community. Start with elaborating a detailed plan of your essay.

### ❖ Vocabulary Reinforcement

6. Translate the situation from Ukrainian into English using the Thematic Vocabulary.

Що таке Європа, хто такі європейці? Європа 21 сторіччя – це Європа, яка тільки-но починає сама себе усвідомлювати. Це Європа, яка поступово стає чимось більшим, ніж звичайною географічною одиницею, зоною конкуруючих національних держав.

Багатосторонній договір, підписаний у Маастрисі в 1993 році, мав велике значення для майбутньої Європи. Політична конфігурація старої Європи значно змінилася. Це також дало поштовх важливим ідеологічним змінам. Вже тоді стало зрозуміло, що Європейський Союз не буде обмежуватися тільки країнами-засновниками, він буде прагнути до розширення. Важливо з самого початку передбачити можливі проблеми та протиріччя і 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 шляхом до справжнього політичного союзу, до зміцнення інтеграції центральних і східноєвропейських держав, до збереження національного та мовного розмаїття.

Сучасна Європа має розв'язати низку питань про власну ідентичність і своє майбутнє, які спрямовані на вирішення глобальних проблем підтвердження Європейської ідентичності. Об'єднана Європа складається з держав, які згуртувалися на рівних правах, щоб забезпечити своїм громадянам вільну торгівлю, безпечні зовнішні кордони та гарантувати захист прав. Але в нових умовах Європа має стати чимось більшим, аніж просто торгівельним об'єднанням.

Якщо Європа і надалі хоче бути гарантом миру, соціальної справедливості, свободи, прав людини, екологічної безпеки і стабільності, то вона має приєднати до себе й інші європейські країни, одночасно поглиблюючи інтеграцію держав-учасниць. Європа має також надати можливість проявити себе країнам, які очікують на своє визнання. І цей процес має стати незворотним.

## Text 5

### Globalization and Linguicide

#### ❖ Pre-Reading Tasks

1. Scan through the article and identify its key issues. The words and expressions in bold may come in handy. Do you know them all? If not, can you guess their meaning? What helps you do that?

Now read the article carefully and state its major problems. Do the assignments that follow.

**A** 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 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).

**B** 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**.

**C** 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 J. (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.

**D 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.

**E** 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.

Silence about the linguicide of Kurdish or other languages is, I contend, a political position which cannot be justified by claims to the neutrality or autonomy of linguistics.

(By Amir Hassanpour)

### ❖ Vocabulary Practice

**2. A) Study the Topical Vocabulary of the text. Use it while doing the assignments.**

- 1) a multilingual country
- 2) to acquire sth clandestinely
- 3) to be constrained by sth (e.g. some limitations)
- 4) the repression of individual languages
- 5) to be subjected to state violence



- 6) to exhaust the excellent resources
- 7) an obscure publication
- 8) minority languages
- 9) marginal but evolving conceptual repertoire
- 10) abundant data
- 11) to be of multiple origins
- 12) the dynamics of decline and eventual extinction of languages
- 13) the increasing proliferation of new communication technologies
- 14) to do sth invisibly but ruthlessly
- 15) to teach in the native tongue

**B) Translate the following items from Ukrainian into English.**

Мови меншин; робити щось непомітно, але жорстоко; придбати щось таємно; багатонаціональна країна; утиск (пригноблення) окремих мов; поступове знищення мов; навчати рідною мовою; бути під впливом певних обмежень; наразитись на жорстокість держави; вибрати (вичерпати) чудові ресурси; маргінальний, але важливий спектр (репертуар) політики, що розвивається; репресії та протистояння; повні дані; зростаюче розповсюдження нових комунікативних технологій.

**C) Provide synonyms for the following items.**

- 1) local (ethnic) languages
- 2) a community where several languages are utilized
- 3) to obtain sth secretly
- 4) restraint (control) of minor languages
- 5) to act in a concealed but fierce manner
- 6) to be submitted to power (force) of the community
- 7) to consume up the whole of superb means available
- 8) an unheard-of issue (of a book, newspaper, etc.)
- 9) having several parts or elements of genealogy (heritage)
- 10) to instruct sb in the mother tongue
- 11) motive forces of decay and ultimate destruction of sth
- 12) to be restricted severely by
- 13) borderline but developing intellectual policy
- 14) the escalating distribution of high tech advances
- 15) plethora (profusion) of statistics

**D) Complete the sentences with the Thematic Vocabulary.**

- 1) The ancient phenomenon of language death is known to be of ..... .
- 2) Paradoxically enough, but even in a ..... country a newcomer may experience ..... .
- 3) Unfortunately, in a new community immigrants avoid speaking their ..... .
- 4) In some cases a language can be ....., it means official pressure on the languages of minority.
- 5) As a matter of fact, a language may appear in jeopardy of ..... in case of ..... globalization.
- 6) The market is considered as ..... in North America and Australia.
- 7) According to ..... language death is exacerbated by the ..... .
- 8) Minority languages happen to experience ..... and this process is irreversible.
- 9) Nowadays the dynamics of ..... is being thoroughly ..... by many linguists.
- 10) To put it succinctly, we can only favour an attempt of minorities to speak their ..... despite they are ..... but ..... repressed.

❖ **Text Comprehension**

**3. A) Proceeding from the text, write your definition of the term *linguicide* in all its aspects.**

**B) Answer the questions.**

- 1) Why is the author so concerned about the problems of the repression of individual languages?
- 2) What are the signs that a language (Kurdish, for instance) is in jeopardy of linguicide?
- 3) What does the author name 'marginal but evolving conceptual repertoire'?
- 4) How can unceasing globalization change the formation of a 'world linguistic order'?
- 5) What are the major factors threatening the death of languages?
- 6) Are there any reasons for optimism?

❖ **Talking Points**

4. Work in groups of three. Elaborate a denotative map of the major problems of the article. Discuss them in your group and share your thoughts with other groups.

❖ **Creative Writing**

5. You are a member of the University Language Club. Problems of minority languages are going to be discussed at the near meeting. Get ready to make a report on the issue (approximately 300-350 words) and present it at the meeting.

❖ **Vocabulary Reinforcement**

6. Translate the situation from Ukrainian into English using the Thematic Vocabulary.

Національна і мовна політика держави – один із найважливіших інструментів вирішення проблеми пошуку нової ідентичності. Найчастіше ідентифікація особи розглядається через призму етнічної приналежності. Але події останніх років у багатьох країнах світу потребують аналізу проблеми ідентичності також крізь призму мови.

Особливо актуальною проблема мовної ідентичності є в багатокультурних країнах, де розвиток мови меншин може бути під впливом певних обмежень. На жаль, деякі мови відчувають тиск (навіть жорстокість) з боку влади, яка ігнорує виклики сучасного світу. Вичерпні дані про стан мовної політики в деяких країнах свідчать, що репресії та протистояння, утиск окремих мов може привести до занепаду і, в кінцевому випадку, до знищення цих мов.

Недалекоглядна мовна політика проводиться інколи непомітно, але досить жорстоко. Спостерігаються тенденції звинувачувати ринок у загибелі мови, її геноциді. Очевидно, що в ринкових умовах мови меншин не можуть конкурувати з мовами супердержав. Серед інших негативних впливів на стан мов (їх інколи називають убивцями малих мов) можна згадати зростаюче розповсюдження інформаційних технологій в умовах неспинної глобалізації.

Таким чином, збереження мовного різноманіття в полікультурному суспільстві є нагальною потребою і вимагає негайного вирішення. Проблему може, в певній мірі, вирішити імплементація Європейської хартії стосовно збереження мов меншин.

## Text 6

### Vanishing Voices

#### ❖ Pre-Reading Tasks

1. A. You will read an article about disappearing languages. Before you read, discuss the following.

- The writer argues that we must try to save the languages that are threatened with extinction. What reasons do you think he gives for this belief? Think about ***culture / history / identity***.

- The following are mentioned in the article. How might they be related to the death of a language?

***natural disasters                      displacement                      other dominant languages***

B. Some paragraphs have been removed from the text. Add them from the paragraphs (A-G). There is one paragraph you do not need to use.

***The world's languages are disappearing at an unprecedented rate, but does it matter as long as people can communicate? David Crystal explains why linguistic diversity is the key to our survival.***

In 1995, linguist Bruce Connell was doing some field work in Cameroon. He found a language called Kasabe, which no westerner had studied before. It had just one speaker left, a man called Bogon. Connell had no time on that visit, so he decided to return to Cameroon a year later. He arrived in the early winter, only to learn that Bogon had died on November 5.

-----1-----

There is nothing unusual about Bogon's story. 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.

-----2-----

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-----

This is often accompanied by a feeling of shame about using the old language. Those families that do continue to use it tend to do so in an idiosyncratic manner, resulting in “family dialects”. Within a generation, healthy bilingualism within a family can slip into self-conscious semilingualism, and **thence** into monolingualism.

-----4-----

Many different skills and characteristics enable a species to survive in different environments, and the need to maintain linguistic **diversity** stands on the shoulder of this argument. **Encapsulated** within a language is most of a community’s history, a large part of its cultural identity, and a wealth of knowledge which the rest of the world can access.

-----5-----

Not everyone appreciate these things. Some people accept the Babel myth: that multiplicity of the world’s languages is a curse rather than a blessing. If only we had just one language in the world, we would all be better off. World peace would be established.

-----6-----

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.

-----7-----

Can we save a few thousand languages, just like that? Yes, though it would not be easy. To save a language you must get linguists into the field, support the community with language teachers, publish grammars and dictionaries – and all over a period of several years. But these difficulties do not mean we can ignore the death of languages. Regretting the loss in the future would be **pointless**. When a spoken language dies, it leaves no archaeology. It is as if it has never been.

**A)** However, all the big trouble spots of the world in the recent decades have been monolingual countries – Cambodia, Vietnam, Rwanda, Burundi, Yugoslavia, and Northern Ireland. And all big monolingual countries have had their civil wars. If people want to fight each other, it takes more than a common language to stop them.

**B)** Even if a people stay put, 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.

**C)** On November 4, Kasabe existed as one of the world's languages; on November 6, it did not. The event might have caused a ***stir*** in Bogon's village. If you are the last speaker of a language, you are often considered special in your community. But outside the village, who knew or mourned the passing of what he ***stood for***?

**D)** Breton, in north-east France, is a classic example of a language reducing dramatically in numbers. At the beginning of the 20<sup>th</sup> century it was spoken by a million people; it is now down to less than a quarter of that. Breton can be saved if enough effort is made – the kind of effort that has already helped Welsh to recover from a dramatic decline – otherwise it could be gone in 50 years.

**E)** 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 staggering 5,000 languages with fewer than 100,000 speakers. 96% of the world's languages are spoken by only 4% of its people. No wonder so many are in danger of dying.

**F)** 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 the links between languages tell us something about the movements of early civilisations. And of course, very often it is linguistic: we learn something new about language itself – the behaviour that makes us truly human.

**G)** The common reaction among these people is: “If only my grandparents’ generation had ...” Indeed, if a **modicum** of effort had been devoted to language preservation, it would have left the option open for future generations to make their own choice.

**H)** 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.

❖ **Vocabulary Practice**

**2. A) Match the words/phrases from the text in the left column with their synonyms in the right one.**

- |                 |                 |
|-----------------|-----------------|
| 1) displacement | a) commotion    |
| 2) thence       | b) enough       |
| 3) encapsulated | c) transferring |
| 4) eliminate    | d) from there   |
| 5) albeit       | e) concentrated |
| 6) pointless    | f) eradicate    |
| 7) giving way   | g) though       |
| 8) stood for    | h) purposeless  |
| 9) eminently    | i) yielding     |
| 10) indigenous  | j) represented  |
| 11) modicum     | k) hugely       |
| 12) reflect on  | l) local        |
| 13) sufficient  | m) small amount |
| 14) stir        | n) think about  |

**B) Write out from the text sentences with the items in bold and translate them.**

❖ **Text Comprehension**

**3. Underline the parts of the article which helped you add the missing paragraphs, and then compare your variant with that of a partner.**

❖ **Close Reading**

**4. In your own words, explain the phrases in the article.**

1) ... the need to maintain linguistic diversity stands on the shoulders of this argument. (before gap 5)

2) ... the multiplicity of the world's languages is a curse rather than a blessing. (before gap 6)

3) All the big trouble spots of the world ... (para A)

4) The event might have caused a stir in Bogon's village. (para C)

5) ... staggering 5,000 language ... (para E)

❖ **Creative Writing**

**5. You are concerned with the problems of language extinction and regularly read the annual edition '*Global Issues*'. Its editors want readers to discuss the issues and send in articles on the topic "*Why Languages Matter*." Write an article (300-350 words) for the edition. (Follow stages of the section *Guided Writing*).**



## VOCABULARY IN USE

### Word Formation

1. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.

#### Let's Learn More about Globalization

Globalization is a process of interaction and 1) ..... (**integrate**) among the people, companies, and governments of different nations, a process driven by international trade and 2) ..... (**invest**) and aided by 3) ..... (**inform**) technology.

Globalization is not new, though. For thousands of years, people – and, later, corporations – have been buying from and selling to each other in lands at great distances, such as through the famed Silk Road across Central Asia that connected China and Europe during the Middle Ages. Likewise, for centuries, people and 4) ..... (**corporate**) have invested in enterprises in other countries. In fact, many of the features of the current wave of globalization are similar to those 5) ..... (**prevail**) before the outbreak of the First World War in 1914.

But policy and 6) ..... (**technology**) developments of the past few decades have spurred increases in cross-border trade, investment, and migration so large that many 7) ..... (**observe**) believe the world has entered a 8) ..... (**quality**) new phase in its 9) ..... (**economy**) development. Since 1950, for example, the volume of world trade has increased by 20 times, and from just 1997 to 1999 flows of foreign investment nearly doubled, from \$468 billion to \$827 billion. Distinguishing this current wave of globalization from 10) ..... (**early**) ones, author Thomas Friedman has said that today globalization is “farther, faster, cheaper, and deeper.”

2. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.

#### Why Should I Care?

Globalization has sparked one of the most 1) ..... (**high**) charged debates of the past decade.

When people criticize the effects of globalization, they 2) ..... (**general**) refer to economic integration. Economic integration occurs when countries lower barriers such as import tariffs and open their economies up to

investment and trade with the rest of the world. These critics complain that **3) ..... (equality)** in the current global trading system hurt developing countries at the expense of developed countries.

Proponents of globalization say countries like China, India, Uganda and Vietnam that have opened up to the world economy have **4) ..... (signify)** reduced poverty.

Critics argue that the process has exploited people in developing countries, caused massive **5) ..... (disrupt)** and produced few benefits.

But for all countries to be able to reap the benefits of globalization, the international community must continue working to reduce **6) ..... (distort)** in international trade (cutting agricultural subsidies and trade barriers) that favor developed countries and to create a more fair system.

*Some countries have profited from globalization:*

China: Reform led to the largest poverty reduction in history. Between 1990 and 2005, poverty rates in the country fell from 60% to 16%.

India: Cut its **7) ..... (poor)** rate in half in the past two decades.

Uganda: Poverty fell 40% during the 1990s and school **8) ..... (enroll)** doubled.

Vietnam: Surveys of the country's poorest households show 98% of people improved their **9) ..... (live)** conditions in the 1990s.

*But others have not:*

Many countries in Africa have failed to share in the gains of globalization. Their exports have remained confined to a narrow range of primary commodities.

Some experts suggest poor policies and infrastructure, weak institutions and corrupt governance have marginalized some countries.

Other experts believe that **10) ..... (geography)** and climatic disadvantage have locked some countries out of global growth. For example, land-locked countries may find it hard to compete in global manufacturing and service markets.

Over the last few years, there have been protests about the effects of globalization in the United States and Europe. But in many developing countries, there is very strong support for different aspects of integration – especially trade and direct investment.

**3. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.**

### **Anti-consumerism**

Anti-consumerism is a sociopolitical ideology opposed to consumerism, which discourages ever-growing purchasing and consumption of material **1) ..... (possess)**. Anti-consumerist activists express concern over modern corporations or organizations that pursue **2) ..... (sole)** economic goals at the expense of **3) ..... (environment)**, social, or ethical concerns; these concerns overlap with those of environmental activism, anti-globalization, and animal-rights activism.

The anti-consumerist activist movement has gained strength as a reaction to long-term **4) ..... (problem)** treatment of consumers and animals, as well as the incorporation of consumer education into school curricula. In recent years, there have been an increasing number of books, like Naomi Klein's *No Logo* in 2000, and films like *The Corporation* and *Surplus*, **5) ..... (popular)** an anti-corporate ideology to the public.

Criticism of economic materialism comes **6) ..... (primary)** from two sources: religion and social activism. Some religions assert materialism interferes with connection between the individual and God or that it is **7) ..... (inherent)** an immoral lifestyle. Thomas Aquinas wrote "Greed is a sin against God, just as all mortal sins, in as much as man condemns things eternal for the sake of temporal things." Some **8) ..... (note)** individuals, such as Francis of Assisi and Mohandas Gandhi claimed spiritual inspiration led them to a simple lifestyle.

Social activists state materialism is connected to crime, environmental degradation, war, economic **9) ..... (equal)**, poverty, along with general social malaise, discontent, and hedonism. Fundamentally, their concern is that materialism is **10) ..... (able)** to offer a *raison d'être* for human existence.

**4. Read the passage. Fill in the gaps with the word formed from the word given in the brackets.**

### **Global Village**

Global village is a term coined by Wyndham Lewis in his book "America and Cosmic Man" (1948). However, Herbert Marshall McLuhan also wrote about this term in his books "The Gutenberg Galaxy: The Making of Typographic Man" (1962) and "Understanding Media" (1964). McLuhan describes how electronic

mass media collapse space and time barriers in human communication, **1)** ..... **(able)** people to interact and live on a global scale. In this sense, the globe has been turned into a village by the electronic mass media.

Today, the global village is mostly used as a metaphor to describe the Internet and World Wide Web. According to McLuhan, modern communication technologies such as radio and television **2)** ..... **(global)** communication by allowing users from all levels of society around the world to easily connect with each other and exchange ideas instantaneously. On the Internet, physical distance is even less of a **3)** ..... **(hinder)** to the real-time communicative activities of people, and therefore social spheres are **4)** ..... **(great)** expanded by the **5)** ..... **(open)** of the web and the ease at which people can search for online communities and interact with others who share the same interests and concerns.

Due to the enhanced speed of communication online and the **6)** ..... **(able)** of people to read about, spread, and react to global news very **7)** ..... **(rapid)**, McLuhan says this forces us to become more involved with one another from countries around the world and be more aware of our global **8)** ..... **(responsible)**.

There is some **9)** ..... **(agree)** in the consideration of the Internet as promoting the idea of a global village. Modern **10)** ..... **(theory)** Glenn Willmott says McLuhan's idea of the global village is a clichéd phrase that does not take into account the **11)** ..... **(corrupt)** of the Internet by government and corporate **12)** ..... **(censor)** and control over information on the web (news and entertainment information in particular).

The notion of the digital divide also signifies why the idea of a global village is **13)** ..... **(problem)**; if not all people are connected to the Internet **14)** ..... **(equal)** (notably minorities and the economically disadvantaged) and those that lack web access are excluded from global news and participating in online communities, then modern communication technology does not **15)** ..... **(true)** promote a global village as McLuhan described it for all people.

## Idioms

### 1. Read the dialogue and try to explain the idioms in bold.

– Right chaps. First of all, I'm delighted to say that our new soft drink is nearly ready to be launched. The boss told me that, as always, the name proved to be **1) a real bone of contention**. Shane Jennings wanted to call it *Fizzo* and Jennifer Biles thought *Joopy* would be a better name. Apparently they **2) went round in circles** for weeks without coming to a decision. Anyway, **3) in a nutshell**, the board of directors preferred *Joopy*, so Shane backed down when he realized he was **4) fighting a losing battle** and, consequently, it looks like it's going to be called *Joppy*. Well, you've all had several months to **5) rack your brains** for some fresh ideas, so let's **6) put our heads together** and decide on the packaging ... Sharon? Would you like to **7) start the ball rolling**?

– Hmm ...

– Okay. Frank? What about you?

– Well ...

– Come on folks! **8) Put your thinking caps on!** We don't need the precise details just yet – just **9) the bare bones** of a concept so we'll have something to start from!

– I've got it! How about a pyramid-shaped green bottle with the name in big orange letters?

– I love it!

– That's innovative! Yes, let's do that!

– Hang on! Listen you lot, the Bango Company has just used that colour scheme on their product. We're on good terms with them and we don't want **10) to rock the boat**; they could get very upset if our packaging is too similar.

– Oh ... I see ... Let's try again then ...

### 2. Match the items with the idioms in bold from the dialogue.

- a) to start a conversation/activity, etc
- b) to disturb/ruin a good situation/relation
- c) a sensitive issue that causes argument
- d) the most basic/important parts of sth
- e) to argue about the same things repeatedly without reaching a decision/solution, etc
- f) to start thinking about sth, especially problem/difficulty
- g) to discuss sth, especially in order to solve a problem
- h) in a few words

- i) to struggle against sth with little or no hope of success
- j) to think hard about sth in order to find a solution/an answer

### 3. Rewrite the following sentences using the idioms.

- 1) "I don't understand you! Everything was going so well and then you had to go and spoil everything." .....
- 2) We're way below last year's profit. I think we should meet to discuss the figures and find a way to increase our sales. ....
- 3) The police inspector wasn't interested in details of the arrest; he just wanted to know the basics. ....
- 4) Although the doctors tried hard to save the man, they knew his injuries were fatal. ....
- 5) "I don't know what I'm going to do when I leave school. I guess I'll have to think about it carefully." .....
- 6) "How was the last conference?" – "Well, to put it concisely, it was rather productive." .....
- 7) Tim thought hard, but he still couldn't remember the date of the meeting. ....
- 8) The protesters seem to be struggling with little hope of success in their attempts to halt the extension of Langley road. ....
- 9) Mr Morley's secretary told him in few words the issues discussed at the meeting. ....
- 10) At the company meeting, the director started the conversation by asking if everybody was present. ....
- 11) "Politics is a very sensitive subject at home – as my husband's Labour and I'm Conservative." .....
- 12) The delegates thought hard to find the right solution to the complicated problem. ....

### 4. Answer the questions.

- 1) If you were at the meeting and your boss suggested everyone **put their heads together** to find a solution to a problem, would it help you if you **put your thinking caps on**? Why? Why not?
- 2) Are you more or less likely to get what you want when you're **fighting a losing battle**? Why? Why not?
- 3) Do you feel nervous when you find yourself in an argument and you're just **going round in circles**? Why? Why not?

# GRAMMAR PRACTICE

## Verbs + Infinitive or Gerund

### Explanations

#### Verbs followed by either *the infinitive (with to)* or *the gerund*.

#### ■ *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 in Greece.

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 continuing an action or a speech.

She **went on working** even though it was late.

With *infinitive* this means to proceed after doing sth else.

The Prime Minister addressed the Parliament with his opening speech and then **went on to praise** the Chancellor for performing his duties.

#### ■ *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 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, I **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 university **forbids students to smoke** on its territory.*

With no object – *gerund*:

*The university 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 immigrating** to Canada.*

With *that + clause* it refers to an opinion.

*We **consider that** the committee didn't manage to foresee the contradictions between its members initially.*

#### ■ *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 (need, want)*

With an object and *infinitive*:

They **required him to fill out** a form.

With *gerund*:

These letters **require typing**.

The flowers **want washing**.

**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.*

***Working in this office involves** travelling much.*

### **Practice**

#### **1. Choose the correct form of the verb.**

- 1) What does the Government mean *to do / doing* about reaping the benefits of globalization?
- 2) In your report don't forget *to mention / mentioning* extensive opportunities which globalization offers for our country.
- 3) Have the ministers considered *to support / supporting* local producers who cannot compete with huge international corporations?
- 4) We regret *to tell the community / telling the community* that in Latin America and Africa poverty increased and high inflation became the norm.
- 5) Did you manage *to negotiate / negotiating* all the issues of economic agenda?
- 6) Both negotiating parties have postponed *to discuss / discussing* adverse repercussions of globalizing process till the summit in Brussels.
- 7) Most governments tried *to protect / protecting* their country's economy from the global market influences.
- 8) Margaret was slow at school, but she went on *to be / being* Prime Minister.
- 9) The negotiating parties failed *to sign / signing* the multilateral treaty, but they agreed *to have/having* the second round of the talks.
- 10) He remembered *to pass / passing* on most of the information, but failed *to mention / mentioning* a few of the most important facts.

#### **2. Fill in the gaps with *the gerund or infinitive* of the verbs in the brackets.**

- 1) I remember ..... (**skim**) through an article about antiglobalists' meetings of protest, but, unfortunately, I have a vague idea of it.
- 2) Please remember ..... (**bring**) the latest issue of UNIAN newsletter.
- 3) The Professor mentioned tremendous benefits of globalization, and went on ..... (**outline**) its deficiencies.
- 4) He went on ..... (**dwell**) on the reformation of the international financial institutions such as the World Bank and IMF.
- 5) We stopped ..... (**cooperate**) with them for they turned out to be unreliable partners.

6) On the way home Sam stopped ..... **(buy)** the latest issue of the *Wall Street Journal*.

7) I'll never forget ..... **(hear)** him speaking a rare dialect for the first time.

8) Don't forget ..... **(enclose)** your CV and recommendations into the letter.

9) If I start my own business, it'll mean ..... **(have)** no holidays and days off.

10) I meant ..... **(contact)** American Peace Corps, but I never got round to it.

11) We regret not ..... **(introduce)** sufficient changes into the technological process of agricultural equipment.

12) Signing the bilateral treaty meant ..... **(establish)** long-term partnership in economic, social and cultural domains.

13) The Ministers of Foreign Affairs of both countries did not mean ..... **(endorse)** the proliferation of nuclear weapons throughout the world.

14) The president of the company *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."

15) I clearly remember ..... **(tell)** Ben about the problem with the money; however, I don't remember ..... **(put)** the keys to the safe.

**3. Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence.**

1) Both delegations can't wait to sign the bilateral treaty.

**look forward to**

Both delegations ..... treaty.

2) We were really surprised when the participants of the conference did not tolerate the opinions of their opponents.

**expected**

We ..... of their opponents.

3) The employers are claiming that the senior manager's lack of efficiency exacerbated the problems of the department.

**accused**

The senior manager ..... of the department.

4) Global markets will not block opportunities for people to tap into larger markets around the world.

**intention**

Global markets ..... around the world.

5) The Secretary-General of the United Nations has a proposition to give voice to the world's poorest and most vulnerable people.

**suggest**

The Secretary-General of the United Nations .....  
..... vulnerable people.

6) His priorities have been to mobilize world leaders around a set of new global challenges.

**favour**

He's ..... of new global challenges.

7) If our government brings into effect a new programme of regional development, our country will retain its national integrity.

**mean**

Bringing into effect ..... national integrity.

8) We find it difficult to meet all the criteria for the EU membership.

**difficulty**

We ..... the EU membership.

9) Can this law possibly eliminate the tension between neighbouring states?

**possibility**

Is there ..... neighbouring states?

10) People often don't go to Paris because the cost of living is high and so the number of visitors has declined in recent years.

**deter from**

The high cost of living often .....  
in recent years.

11) How likely is Ukraine to be on equal footing with other European countries?

**chances**

What ..... with other European countries?

12) Angela Merkel thought there was point in inviting the ex-president of Ukraine as a moderator of the peace regulating negotiations.

**considered**

Angela Merkel ..... negotiations.

## GUIDED WRITING

### A Formal Article

1. Read the title and the first paragraph of the article and answer the questions below.

#### *Obliteration of Languages*

- 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 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

speaking 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.

## 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 self-government of the people.

**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 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.

**Decline; economic decline** – decrease; to become less in quantity, importance, strength decline.

**Dominance (of over)** – control (e.g. *military dominance*).

**Escalation** is the process of increasing or rising, derived from the concept of an escalator. Other specific terms include: **Cost escalation**, an increase in the price of goods. **Conflict escalation**, an increase in the intensity of a conflict. **De-escalation**, an attempt to quell conflict. **Technological escalation**, a technological version of an arms race.

**Geopolitics** – the study of the effects of geography (both human and physical) on international politics and international relations. Geopolitics is a method of foreign policy analysis which seeks to understand, explain, and predict international political behavior, primarily, in terms of geographical variables, such as the physical location, size, climate, topography, demography, natural resources, and technological advances of the state being evaluated.

**Global Village** is a term closely associated with Marshall McLuhan, popularized in his books *The Gutenberg Galaxy: The Making of Typographic Man* (1962) and *Understanding Media* (1964). McLuhan described how the globe has been contracted into a village by electric technology and the instantaneous movement of information from every quarter to every point at the same time.

**Globalization** – the process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture.



Advances in transportation and telecommunications infrastructure, including the Internet, are major factors in globalization.

**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.

**Language death (also language extinction, linguistic extinction or linguicide)** is a process that affects speech communities where the level of linguistic competence that speakers possess of a given language variety is decreased, eventually resulting in no native or fluent speakers of the variety.

**Minority language** is a language spoken by a minority of the population of a territory. Such people are termed linguistic minorities or language minorities. With a total number of 193 sovereign states recognized internationally (as of 2008) and an estimated number of roughly 5,000 to 7,000 languages spoken worldwide, it follows that the vast majority of languages are minority ones. Some of them are also official languages (the Irish language in the Republic of Ireland).

**Multilingualism** is the act of using multiple languages, either by an individual speaker or by a community of speakers. Multilingual speakers outnumber monolingual speakers in the world's population.

**Prosperity** – a condition in which a person or community is doing well economically and has a good standard of living.

**Recession**, in economics, is a business cycle contraction. It is a general slowdown in economic activity. Recessions may be triggered by various events, such as a financial crisis, an external trade shock, an adverse supply shock or the bursting of an economic bubble. Governments usually respond to recessions by adopting expansionary macroeconomic policies, such as increasing money supply, increasing government spending and decreasing taxation.

**Solidarity** is unity (as of a group or class) that produces or is based on universality of interests, objectives, standards, and sympathies. It refers to the ties in a society that bind people together as one.

**Superpower** – a state with a dominant position in international relations, is characterised by its unparalleled ability to exert influence or project power on a global scale. This is done through the means of both military and economic strength, as well as diplomatic influence.

## OVERVIEW

### THEME-BASED 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."

## **EXTENDED SPEAKING**

**The following questions can be recommended for the round table talk.  
Discuss them in small groups.**

- 1) The pros and cons of globalization.
- 2) Globalization: its challenges for Ukraine.
- 3) Globalization and its aspects.
- 4) Positive and negative effects of globalization.
- 5) Globalization: broadening European cultural diversity or dusting off national identities?
- 6) Globalisation in the political and economic dimensions.
- 7) Globalisation: the American expansion?
- 8) American cultural domination.
- 9) The British and American influence on our way of life.
- 10) The European Union on the road to enlargement.
- 11) A new face of the Global Europe.
- 12) Economic convergence in today's world: pluses and minuses.
- 13) Ukraine on the crossroads of social and cultural development: where are we heading?
- 14) Ukraine in the global world: benefits and dangers.
- 15) Ukraine's perspectives in Global Europe.
- 16) Pros and cons of joining the European Union for Ukraine.
- 17) Would you like Ukraine to join the European Union? Why? Why not?
- 18) The European Union. Pains and gains of the European Community.
- 19) How to prevent languages from their extinction.
- 20) Positive and negative aspects of political, economic, cultural convergence in today's Europe
- 21) The present and future of English as Lingua Franca.
- 22) Globalization and linguistic.
- 23) Why languages matter.
- 24) Global Europe and minor languages.

### **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 comply with (the law, the criteria, etc)
- 22) repercussions
- 23) on an equal footing
- 24) the founding countries
- 25) to foresee sth initially
- 26) to form Europe’s original core
- 27) countries awaiting recognition
- 28) to affirm European identity
- 29) risks arising from volatile capital movements
- 30) inevitable and irreversible
- 31) to thwart social progress
- 32) minority languages

## INDEPENDENT READING

### **Text 1** **Cultural Stereotypes**

- 1. Read the text and make up the mind-map of the key issues highlighted in it.**
- 2. Find answers to the questions.**
  - 1) How can a stereotype be defined?**
  - 2) How much do cultural stereotypes matter in cross-cultural communication?**
  - 3) How is a projected stereotype formed?**
  - 4) How can stereotypes influence intercultural interaction?**

The concept of the 'stereotype' was borrowed from old raised printing technology, where copies of a composed type were made by using papier mache as molds for new printing plates, identical to the original. The term stereotype, as allegedly used for the first time by Walter Lippman in 1922, is used today to mean a readily available image of a given social group, usually based on rough, often negative generalizations. Although stereotypes can be positive as well as negative, they are, in everyday usage, most often understood as irrationally based negative attitudes about certain social groups and their members. Stereotypes are called idiosyncratic, if only an individual uses them, or they are social or collective if they are widely shared by a group of people.

In everyday use, the concept of the stereotype is used in various contexts: usually the word stereotype is used to refer to members of some kind of collective: firemen are courageous, blondes are less intelligent, Italians are noisy, and so forth. When a person makes inferences about a new person or about some social event, they use their existing knowledge to reduce the uncertainty in the situation. The less one knows about the object, the more one uses stereotypical generalizations.

In an intercultural setting, one of the goals of the participant is getting to know the attitudes and personality of the communication partner. In this process, we apply both evidence and our existing beliefs about the members of that cultural group. These are cultural stereotypes. Stereotypes can concern one's own group or that of the other. These are called respectively auto- and hetero-

stereotypes. Nonetheless, members of a given group may also share common conceptions about the other party's stereotypical assumptions about themselves, or about the respective 'other' party. Due to the fact that the person, in this case, is projecting their own prejudices onto the group of others, this type of stereotyping could be called a projected stereotype.

The different national or cultural stereotypical assumptions can be described as follows: Simple auto-stereotype: In our opinion we [my nationality] are... Projected auto-stereotype: We think that they [inhabitants of the foreign country] consider us to be ... Projected hetero-stereotype: We feel that they [the inhabitant of the foreign country] think that they are ... Simple hetero-stereotype: We think that they are ...

For instance, a Finn may feel that 'the Finns' are hard-working/diligent and honest, but at the same time they think that 'the Swedes' consider 'the Finns' to be drunks, backward and simple, and that 'the Swedes' consider themselves to be more educated and 'better people', whereas for 'the Finn', they are boastful and cold!

However, eliminating stereotypes is not possible, or, if it were done, it would be detrimental to human cognition. Stereotypes, as such, are cognitive schemata, typical of the human cognitive system, which assigns a set of characteristics to all members of a given social group, and serves as a reference when assigning significance to observations and experiences in social interactions.

When we walk on the street, for instance, just to get to a certain address, we may not be able to tell how many barber shops we passed during our journey. However, if we walk on the same street to find one, our attention is tuned to see the barbershops' signs hanging above the pedestrians. Cultural stereotypes work in the same way: they focus our attention on certain features, amplify them in our observation, and offer interpretations of our observations. In this way, we see what we are taught to see, and at the same time our observations also confirm the stereotype. Expectations drive our attention as observers. Having stereotypes may even lead one to see things that are not really there.

Many writers see stereotypes as rigid generalities that members of society impose on others with whom they are unfamiliar or do not understand. The less we know about the other, the more we hang on stereotypes. If the stereotype is well-grounded and justifiable it may help to orient oneself in a certain situation, but if it is unjust and loaded with negative emotions, it will harm the interaction without question.

A number of phenomena make the interpretation of cultural/national stereotypes enigmatic: cultural stereotypes are at the same time enduring and changing, strong and insignificant. Some of the constituents of a stereotype may be very old and remain the same for centuries, while some of the labels given to a country or cultural group may change within a short period of time. Also, the salience of the constituents of cultural stereotype may change in time and context. Some particular features may be enacted with different intensities in different contexts, yet in another context these features may have no relevance at all. In general, stereotypes are not very useful in intercultural interaction because they do not accurately predict either party's behaviour.

As such, stereotypes are not bad or good, but they can influence intercultural interactions in different ways. An observer tends to favour information that is consistent with existing expectancies, and tends to ignore, or reject information that is inconsistent with the stereotypes. According to some studies, people tend to favour hypotheses based on stereotypes even when they have a reason to suspect the validity of the stereotype.

Stereotypical notions about the character of the members of the other party determine a person's emotional reactions to the other group: a strong, negative projected stereotype ('I believe that you conceive of us as dishonest') may result in displaced hostility. i.e. 'I behave towards you in a hostile way because I assume you to have hostile attitudes about my culture'.

The treatment of stereotypes in intercultural education is problematic. Scholars of intercultural communication have developed a great number of variables that enable the comparison of different cultures. Among these are concepts such as collectivism/individualism, high context/ low context, femininity/masculinity and so on. The generalization made by a scholar that people in one culture are more collectivistic than in another, and so on, is, naturally, a stereotypical statement too. Osland and Bird (1998) call stereotyping done by scholars 'sophisticated stereotyping'. It is 'sophisticated' because it is based on the empirical work of language and communication scholars, and because it is supposed to be based upon theoretical concepts. It has been developed in order to help in reducing the complexity of a culture, yet it is still a stereotype which may constrain an understanding of the behaviour of the others as much as it may facilitate real cultural understanding.

**(By Jaakko Lehtonen)**

## **Text 2**

### **Problems in Intercultural Communication**

**Read the text and make up the question-plan of it.**

The problems in intercultural communication usually come from problems in message transmission. In communication between people of the same culture, the person who receives the message interprets it based on values, beliefs, and expectations for behavior similar to those of the person who sent the message. When this happens, the way the message is interpreted by the receiver is likely to be fairly similar to what the speaker intended. However, when the receiver of the message is a person from a different culture, the receiver uses information from his or her culture to interpret the message. The message that the receiver interprets may be very different from what the speaker intended.

Attribution is the process in which people look for an explanation of another person's behavior. When someone does not understand another, he/she usually blames the confusion on the other's 'stupidity, deceit, or craziness'.

Effective communication depends on the informal understandings among the parties involved that are based on the trust developed between them. When trust exists, there is implicit understanding within communication, cultural differences may be overlooked, and problems can be dealt with more easily. The meaning of trust and how it is developed and communicated vary across societies. Similarly, some cultures have a greater propensity to be trusting than others.

Nonverbal communication is behavior that communicates without words – though it often may be accompanied by words. Nonverbal communication has been shown to account for between 65% and 93% of interpreted communication. Minor variations in body language, speech rhythms, and punctuality often cause mistrust and misperception of the situation among cross-cultural parties.

Kinesic behavior is communication through body movement – e.g., posture, gestures, facial expressions and eye contact. The meaning of such behavior varies across countries.

Oculistics are a form of kinesics that includes eye contact and the use of the eyes to convey messages.

Proxemics concern the influence of proximity and space on communication (e.g., in terms of personal space and in terms of office layout). For example, space communicates power in the US and Germany.



Paralanguage refers to how something is said, rather than the content of what is said – e.g., rate of speech, tone and inflection of voice, other noises, laughing, yawning, and silence.

Object language or material culture refers to how we communicate through material artifacts – e.g., architecture, office design and furniture, clothing, cars, cosmetics, and time. In monochronic cultures, time is experienced linearly and as sometime to be spent, saved, made up, or wasted. Time orders life, and people tend to concentrate on one thing at a time. In polychronic cultures, people tolerate many things happening simultaneously and emphasize involvement with people. In these cultures, people may be highly distractible, focus on several things at once, and change plans often.

### **Text 3**

**1. Scan through the article and identify its key issues. Underline the items of greater salience.**

**2. Read the article carefully and make up the detailed mind-map of the issues highlighted in it. Suggest your title of the article.**

Are you Swedish-American, Mexican-American, German-American, or just American? How do you identify yourself? Whoever you are, however you define yourself, you will bring with you some amount of ‘cultural baggage’ wherever you go. Cultural baggage can be defined as the assumptions you have about yourself, your family, friends and the world based on your own experience. Cultural baggage can weigh you down at times, but it can also be used as a resource to help you through uncomfortable situations. To understand your own cultural baggage will help you in the quest to understand someone else’s.

#### **American Cultural Patterns**

Dr. L Robert Kohls, Director of International Programs at San Francisco State University, is a renowned literary contributor to the research on cultural patterns. He has developed a list of 13 commonly held values which help explain to first-time visitors to the United States why Americans act as they do. He is careful, and cautions to avoid labeling these values positive or negative. As an American, do you recognize these traits in yourself? Whether one agrees with Kohls or not – or is willing to accept as valid any generalizations about Americans – his observations are thought provoking.

### **Personal Control over Environment**

Americans do not believe in the power of fate, and they look at people who do as being backward, primitive, or naive. In the American context, to be 'fatalistic' is to be superstitious, lazy, or unwilling to take initiative. Everyone should have control over whatever in the environment might potentially affect him or her. The problems of one's life are not seen as having resulted from bad luck as much as having come from one's laziness and unwillingness to take responsibility in pursuing a better life.

### **Change Seen as Natural and Positive**

In the American mind, change is seen as indisputably good, leading to development, improvement, and progress. Many older, more traditional cultures consider change disruptive and destructive; they value stability, continuity, tradition, and a rich and ancient heritage - none of which are considered very important in the United States.

### **Time and Its Control**

Time is of utmost importance to most Americans. It is something to be on, kept, filled, saved, used, spent, wasted, lost, gained, planned, given, even killed. Americans are more concerned with getting things accomplished on time than they are with developing interpersonal relations. Their lives seem controlled by the little machines they wear on their wrists, cutting their discussions off abruptly to make their next appointment on time. This philosophy has enabled Americans to be extremely productive, and productivity is highly valued in their country.

### **Equality/Fairness**

Equality is so cherished in the U.S. that it is seen as having a religious basis. Americans believe that all people are 'created equal' and that all should have an equal opportunity to succeed. This concept of equality is strange to seven-eighths of the world, which views status and authority as desirable, even if they happen to be near the bottom of the social order. Since Americans like to treat foreigners 'just like anybody else,' newcomers to the U.S. should realize that no insult or personal indignity is intended if they are treated in a less-than-deferential manner by waiters in restaurants, clerks in stores and hotels, taxi drivers, and other service personnel.

### **Individualism/Independence**

Americans view themselves as highly individualistic in their thoughts and actions. They resist being thought of as representatives of any homogeneous group. When they do join groups, they believe they are special, just a little different from other members of the same group. In the U.S., you will find people

freely expressing a variety of opinions anywhere and anytime. Yet, in spite of this 'independence,' almost all Americans end up voting for one of their two major political parties. Individualism leads to privacy, which Americans see as desirable. The word 'privacy' does not exist in many non-Western languages. If it does, it is likely to have a negative connotation, suggesting loneliness or forced isolation. It is not uncommon for Americans to say and almost to believe: "If I don't have half an hour a day to myself, I go stark-raving mad!"

### **Self-Help/Initiative**

Americans take credit only for what they accomplish as individuals. They get no credit for having been born into a rich family but pride themselves in having climbed the ladder of success, to whatever level, all by themselves. The equivalent of these words cannot be found in most other languages. It's an indicator of how highly Americans regard the 'self-made' man or woman.

### **Competition**

Americans believe that competition brings out the best in any individual in any system. Value is reflected in the economic system of 'free enterprise' and it is applied in the U.S. in all areas – medicine, the arts, education, and sports.

### **Future Orientation**

Americans value the future and the improvements the future will surely bring. They devalue the past and are, to a large extent, unconscious of the present. Even a happy present goes largely unnoticed because Americans are hopeful that the future will bring even greater happiness. Since Americans believe that humans, not fate, can and should control the environment, they are good at planning short-term projects. This ability has caused Americans to be invited to all corners of the Earth to plan, and often achieve, the miracles which their goal-setting methods can produce.

### **Action/Work Orientation**

"Don't just stand there," says a typical bit of American advice, "do something!" This expression, though normally used in a crisis situation, in a sense describes most Americans' waking life, where action (any action) is seen as superior to inaction. Americans routinely schedule an extremely active day. Any relaxation must be limited in time and aimed at 'recreating' so that they can work harder once their 'recreation' is over. Such a 'no-nonsense' attitude toward life has created a class of people known as 'workaholics' – people addicted to, and often wholly identified with, their profession. The first question people often ask

when they meet each other in the U.S. is related to work: “What do you do?” “Where do you work?” or “Who (what company) are you with?” The United States may be one of the few countries in the world where people speak about the ‘dignity of human labor,’ meaning hard physical labor.

### **Informality**

Americans are even more informal and casual than their close relatives, the Western Europeans. For example, American bosses often urge their employees to call them by their first names and feel uncomfortable with the title ‘Mr.’ or ‘Mrs.’ Dress is another area where American informality is most noticeable, perhaps even shocking. For example, one can go to a symphony performance in any large American city and find people dressed in blue jeans. Informality is also apparent in Americans’ greetings. The more formal “How are you?” has largely been replaced with an informal “Hi!” This greeting is likely used with one's superior or one's best friend.

### **Directness/Openness/Honesty**

Many other countries have developed subtle, sometimes highly ritualistic ways of informing others of unpleasant information. Americans prefer the direct approach. They are likely to be completely honest in delivering their negative evaluations, and to consider anything other than the most direct and open approach to be ‘dishonest’ and ‘insincere’. Anyone in the U.S. who uses an intermediary to deliver the message will also be considered ‘manipulative’ and ‘untrustworthy’. If you come from a country where saving face is important, be assured that Americans are not trying to make you lose face with their directness.

### **Practicality/Efficiency**

Americans have a reputation for being realistic, practical, and efficient. The practical consideration is likely to be given highest priority in making any important decision. Americans pride themselves in not being very philosophically or theoretically oriented. If Americans would even admit to having a philosophy, it would probably be that of pragmatism. Will it make money? What is the ‘bottom line’? What can I gain from this activity? These are the kinds of questions Americans are likely to ask, rather than: Is it aesthetically pleasing? Will it be enjoyable? Will it advance the cause of knowledge? This pragmatic orientation has caused Americans to contribute more inventions to the world than any other country in human history. The love of ‘practicality’ has also caused Americans to view some professions more favorably than others. Management and economics

are much more popular in the United States than philosophy or anthropology, and law and medicine more valued than the arts. Americans belittle 'emotional' and 'subjective' evaluations in favor of 'rational' and 'objective' assessments. Americans try to avoid being 'too sentimental' in making their decisions. They judge every situation 'on its own merits.'

### **Materialism/Acquisitiveness**

Foreigners consider Americans more materialistic than they are likely to consider themselves. Americans would like to think that their material objects are just the 'natural benefits' that result from hard work and serious intent – a reward, which all people could enjoy were they as industrious and hard working as Americans. But by any standard, Americans are materialistic. They give a higher priority to obtaining, maintaining, and protecting material objects than they do in developing and enjoying relationships with other people. Since Americans value newness and innovation, they sell or throw away possessions frequently and replace them with newer ones. A car may be kept for only two or three years, a house for five or six before buying a new one.

## **Text 4**

### **The Top Ten Black Myths about Black America**

**Read the text and write its summary covering the main issues (approximately 70-80 words).**

#### **1. There are more Black men in prison than in college.**

False. The misleading 'evidence' comes from studies such as the one conducted periodically by the Justice Policy Institute (JPI), a Washington-based research group. JPI found that there were 791,600 Black men in jail or prison and 'only' 603,032 of them in colleges or universities. They presented the findings as 'evidence' of more Black men in prison than in college. As late as 2004, the US Census reported that there were 864,000 Black men in college. The numbers that people (including the JPI) quote are ALL of the Black men in prison, versus ONLY the free young Black men of college age, which spans the late teens to the early twenties. And yet, the myth is still a myth. Any of us can do the math: Out of the 40 million-plus African Americans that the 2008 Census found, less than one million are in jail or prison. The reality is that while there are too many of us in prison and more of us in there than others, there are NOT more of us on the inside than on the outside.

## **2. Black people, particularly Black men are lazy.**

False. How can a people who built this nation and did it for free suddenly become the laziest people in the nation?

According to the US Census Bureau, 68.1% of all Black men and 62.3% of Black women over the age of 16 are in the civilian labor force, compared to 73% of White men and 59.9% of White women. With racial discrimination and other challenges, more of us are still working than sitting at home.

While the Blacks have a higher percentage of poverty than Whites in America, the majority of Black people are NOT poor. Of the 40 million-plus Blacks in this nation, 8.1 million have incomes below the poverty line.

Now, what we do with our money is another story...

## **3. Black people abuse the Welfare system and are swelling it beyond capacity.**

False. First, the actual number of Black families on Welfare has been decreasing since the early 1970's, when 46% of the recipients were Black. By the end of the 20th century, that number was down to 39%, as compared to 38% Whites who were non-Hispanic. If the comparison were strictly based on race without ethnic identification, Whites clearly outnumber Blacks on the Welfare rolls.

In addition, 40% of the families on Welfare have only one child, while the number having five or more is only 4%. And, by the last decade of the 20th century, Welfare accounted for just over 2% of the Federal Budget, while defense accounted for 24%.

Benefit programs for predominantly White farmers and big businesses far outweigh the Welfare program. Who is abusing welfare?

## **4. Most Black men are married to White women.**

False. According to the most recent Census statistics, more than 90% of all Black men who are married are married to Black women.

Please stop lying about what you see (which *isn't* data – you could be looking at co-workers) and stop using celebrities to cast an indictment on an entire group.

## **5. Affirmative Action unfairly provides opportunities for Black America.**

False. First, Affirmative Action is inappropriately used to define Black preferential treatment and 'quotas' but it was actually designed to benefit a number of groups who have been discriminated against, creating parity in the

workplace. Since the 1970's, Affirmative Action has benefited White women more than any other group. Secondly, no one who perpetuates this myth ever talks about other types of Affirmative Action, which benefit other races. For example, the Japanese descendants in America, who were each rewarded \$20,000 in 1988 as reparations for internment during WWII, or the legacy programs which benefit people such as the dimwit son of a Bush who screwed up the world economy while in the White House.

**6. Let's kill two ignorant rumors with the pursuit of truth: Poor Blacks would be better off if they stopped using drugs and took better care of their communities; and, Blacks need to stop pushing drugs to their own people.**

False. This one always confuses me, because Blacks can't even distribute their own movies or music, yet still get blamed for importing and distributing ILLEGAL drugs. If a Black man can't drive down the street without being racially profiled and stopped, what makes anyone think that he could fly a planeload of drugs into the nation and distribute them from state to state and city to city? The drug dealers in the 'hood' make a lot of money, but nowhere near the cash generated by the true drug lords who import it and distribute it to inner cities across the nation.

But for the record, according to a study by the Sentencing Project, the number of Blacks in prison for drug-related crimes fell by 21.6 % from 1999 to 2005, while the number of Whites in prison for drug-related crimes increased by 42 % during the same time period.

**7. Blacks suffer from Black on Black crime.**

True, but misleading. Whites also suffer from White on White crime. Many crimes, including murder, rape and robbery, are crimes of location, not color. According to the Bureau of Justice Statistics, 85% of African Americans report another Black person as the perpetrator of the crime and 80% of White murders were committed by other Whites. However, when race does play a role in crime, the victims of violent crimes are more likely to be Black, while the perpetrators, are more likely to be White.

**8. Blacks commit more crimes than Whites.**

False. Neo-Conservative Whites and self-hating Blacks notwithstanding, the reality of racism in the justice system has to be understood in order to get into the reasons for the high number of Blacks in prison.

In an assessment of the impact of crime on minority communities, the National Minority Advisory Council on Criminal Justice concluded that “America is a classic example of heavy-handed use of state and private power to control minorities and suppress their continuing opposition to the hegemony of White racist ideology.”

Further, according to “The Real War on Crime,” a report by the National Criminal Justice Commission, “African-American arrest rates for drugs during the height of the ‘drug war’ in 1989 were five times higher than arrest rates for Whites even though Whites and African-Americans were using drugs at the same rate.”

Finally, according to the Federal Judicial Center, the average sentences for African Americans for weapons and drug charges have been 49% longer than for Whites who had been convicted of the same crimes.

The simple truth is, more of ‘us’ may be in court, but more of ‘them’ are actually committing crimes.

#### **9. Women outnumbering men in college is a Black phenomenon.**

False. According to the US Department of Education, male undergraduates account for 44 percent of student population, while female undergraduates account for 56 percent. This is not race specific.

#### **10. Black people are incapable of sustaining businesses in their own communities.**

False. Black America had great success before integration. In fact, by 1900, the number of African-American businesses nationally, totaled 40,000, including the Greenfield Bus Body Company, which manufactured automobiles, and a hotel in New York City valued at \$75,000. By 1908, we had 55 privately owned banks. By 1912, there were two millionaires, Madam C.J. Walker (hair care) and R. R. Church (real estate).

By 1923, Tulsa, Oklahoma was home to The Black Wall Street, an African American community of 11,000. Which featured nine hotels, nineteen restaurants and thirty-one grocery stores and meat markets, ten medical doctors, six lawyers, and five real estate and loan insurance agencies, complete with five private planes.

The next time someone passes around one of these tired myths, if you can resist smacking them in the mouth, pass on some real data to them, or at least encourage them to do some research themselves before passing lies as truth.

**(By Darryl James)**



## Text 5

### **Stereotypes and Misconceptions of the British**

**Read the text and make up ten questions to consider its main issues.**

There are lots of stereotypes and misconceptions related to the British. Here we reveal which ones are true and which ones are completely made up. You might think that all British people drink excessive amounts of tea to solve their problems, or maybe you have heard that their upper lips are peculiarly stiff, presumably since birth.

Heaven forbid you may have even heard that they have no sense of humour, if so leave this article right now! (Please don't literally do that... this is an example of our famous dry wit).

So if you are feeling out of place like Sting in New York (Google it), have no fear, as Foreign Students will now attempt to debunk some of the stereotypical traits of the British people.

#### **Misconception One: All British People like to Queue**

Queuing – some say it's nonsense, others view it as the 'right thing' to do. Whether or not it is justified, most cities have thousands of queues that you can't avoid.

A bank or a bus stop both require a level of courtesy, that is to say members of the public in Britain are brought up in a culture that has a tendency to queue in a range of everyday situations.

Since this is the norm, those who break it – or 'queue jumpers' – are often frowned upon. Having said this, don't let this put you off – just learn to love the queue and you'll fit in perfectly!

Here we have a society, which has evolved to queue, but it isn't all or nothing and even those native to the country sometimes break the unwritten social laws of the queue, and when they do, this is your opportunity to be a part of the crowd and also mock them!

#### **Misconception Two: All British People Hate other Nationalities**

British people like to think they were once rulers of the world, so some of this quest for global notoriety still lingers up until the present day. However, nowadays most of the comments made about other nations are meant in jest.

You may think that the British hate Americans, Germans and French, in fact this is not true – really the British hate everyone! OK, that was a joke, but you can

rest easy knowing that hate is a very strong word for a British person, the average Brit is very fond of friendly rivalry with other nationalities.

This is taking into account that most British people would rather swim the English Channel than face any confrontation with someone; they are as timid as a church mouse (except when at a football match). Britain is a very open society to live in, and you're much more likely to receive genuine and friendly interest in where you're from than any form of hostility whatsoever.

Foreign Students Top Tip: Judge Britain for yourself. It's one of Europe's most multicultural countries, so the Brits aren't that full of hate after all!

### **Misconception Three: All British people speak the Queen's English**

The English language is often misconstrued as being only understood as an elite expression of lords and ladies. Why golly gosh, this is absolute utter incongruous pish posh my dear boy!\*

In the days of Kings and Queens, the language was certainly more Dickensian, but modern Britain is an eclectic blend of different sounds.

In fact, the true vernacular is refreshingly diverse in its slang (see our slang section), and you'll probably surprise the person on the street with how good your English is. Like with most things Britain exports, they invent something but are then always outdone by foreigners (see cricket)!

\* Translation: "Damn, this is made-up nonsense my friend"

## **Text 6**

### **The Eighth Secretary-General of the United Nations**

Read the article about Ban Ki-moon's life and activity. Match the parts A, B, C, D, E and F with their subtitles that are given below.

- *Supporting countries facing crisis or instability*
- *Promoting sustainable development*
- *Generating new momentum on disarmament, arms control and non-proliferation*
- *Personal*
- *Empowering women*
- *Strengthening the UN*

**Ban Ki-moon** is the eighth Secretary-General of the United Nations. His priorities have been to mobilize world leaders around a set of new global

challenges, from climate change and economic upheaval to pandemics and increasing pressures involving food, energy and water. He has sought to be a bridge-builder, to give voice to the world's poorest and most vulnerable people, and to strengthen the Organization itself.

"I grew up in war", the Secretary-General has said, "and saw the United Nations help my country to recover and rebuild. That experience was a big part of what led me to pursue a career in public service. As Secretary-General, I am determined to see this Organization deliver tangible, meaningful results that advance peace, development and human rights."

Mr. Ban took office on 1 January 2007. On 21 June 2011, he was unanimously re-elected by the General Assembly and will continue to serve until 31 December 2016. Highlights of his tenure include:

**A \*\*\*\*\***

One of the Secretary-General's first major initiatives was the 2007 Climate Change Summit, followed by extensive diplomatic efforts that have helped put the issue at the forefront of the global agenda. Subsequent efforts to focus on the world's main anti-poverty targets, the Millennium Development Goals, have generated more than \$60 billion in pledges, with a special emphasis on Africa and the new Global Strategy on Women's and Children's Health. At the height of the food, energy and economic crises in 2008, the Secretary-General successfully appealed to the G20 for a \$1 trillion financing package for developing countries and took other steps to guide the international response and protect the vulnerable and poor.

**B \*\*\*\*\***

The Secretary-General pressed successfully for the creation of UN Women, a major new agency that consolidates the UN's work in this area. His advocacy for women's rights and gender equality has also included the "Unite to End Violence against Women" campaign, the "Stop Rape Now" initiative, the creation of a "Network of Men Leaders" and the establishment of a new Special Representative on Sexual Violence in Conflict. Within the UN itself, the Secretary-General has increased the number of women in senior management positions by more than 40 per cent, reaching the highest level in the Organization's history.

**C \*\*\*\*\***

The Secretary-General has sought to strengthen UN peace efforts, including through the New Horizons peacekeeping initiative, the Global Field Support

Strategy and the Civilian Capacity Review, a package of steps to improve the impact of the 120,000 United Nations ‘blue helmets’ operating in the world’s conflict zones. A mediation support unit, along with new capacity to carry out the Secretary-General’s good offices, has been set up to help prevent, manage and resolve tensions, conflicts and crises. Accountability for violations of human rights has received high-level attention through inquiries related to Gaza, Guinea, Pakistan and Sri Lanka, legal processes in Lebanon and Cambodia, and advocacy for the ‘responsibility to protect,’ the new United Nations norm aimed at prevent and halt genocide and other grave crimes. He has also sought to strengthen humanitarian response in the aftermath of mega-disasters in Myanmar (2008), Haiti (2010) and Pakistan (2010), and mobilized UN support for the democratic transitions in North Africa and the Middle East.

**D \*\*\*\*\***

The Secretary-General has sought to rejuvenate the disarmament agenda through a five-point plan, efforts to break the deadlock at the Conference on Disarmament and renewed attention to nuclear safety and security in the aftermath of the tragedy at the Fukushima Daiichi Nuclear Power Plant.

**E \*\*\*\*\***

The Secretary-General has introduced new measures aimed at making the United Nations more transparent, effective and efficient. These include heightened financial disclosure requirements, compacts with senior managers, harmonization of business practices and conditions of service, the adoption of International Public Sector Accounting Standards, and continued investments in information technology and staff development.

**F \*\*\*\*\***

The Secretary-General was born in the Republic of Korea on 13 June 1944. He received a bachelor’s degree in international relations from Seoul National University in 1970. In 1985, he earned a master’s degree in public administration from the Kennedy School of Government at Harvard University.

At the time of his election as Secretary-General, Mr. Ban was his country’s Minister of Foreign Affairs and Trade. His 37 years of service with the Ministry included postings in New Delhi, Washington D.C. and Vienna, and responsibility for a variety of portfolios, including Foreign Policy Adviser to the President, Chief National Security Adviser to the President, Deputy Minister for Policy Planning and Director-General of American Affairs.

Mr. Ban's ties to the United Nations date back to 1975, when he worked for the Foreign Ministry's United Nations Division. That work expanded over the years, with assignments that included service as Chairman of the Preparatory Commission for the Comprehensive Nuclear Test Ban Treaty Organization and Chef de Cabinet during the Republic of Korea's 2001-2002 presidency of the UN General Assembly. Mr. Ban has also been actively involved in issues relating to inter-Korean relations.

The Secretary-General speaks English, French and Korean. He and his wife, Madam Yoo (Ban) Soon-taek, whom he met in high school in 1962, have one son, two daughters and three grandchildren. Since 2007, Mrs. Ban has devoted her attention to women's and children's health, including autism, the elimination of violence against women, and the campaign to prevent mother-to-child transmission of HIV/AIDS.

## **Text 7**

### **Babel Runs Backwards**

- 1. Scan through the article and identify its key issues.**
- 2. Read the article again and match the titles A, B, C, D, E and F to the passages 1-6.**

- A. *Windows on the world***
- B. *Sharper minds, better understanding***
- C. *The world's languages are disappearing at the rate of one a fortnight.***
- D. *Dying as – and because – we speak***
- E. *Full of sound and significance***
- F. *As the old legend goes***

\*\*\*\*\*1\*\*\*\*\*

"And they said one to another, go to, let us build us a city and a tower, whose top may reach unto heaven; and let us make a name, lest we be scattered abroad upon the face of the whole Earth ... And the Lord said, behold, the people is one, and they have all one language; and this they begin to do ... let us go down, and there confound their language, that they may not understand one another's speech. So the Lord scattered them abroad from thence upon the face of all the Earth." That ended the building of the tower of Babel, and started the confusion of tongues.

The usual way to read this passage from Genesis is that God punished his people for getting too uppity. Multilingualism was a curse to bring them down to Earth – an expulsion from the paradise of effortless communication.

\*\*\*\*\*2\*\*\*\*\*

If that is what happened, the Lord certainly made a thorough job of it. The single language that may have been spoken at the dawn of modern mankind, perhaps 60,000 years ago, gradually diversified into huge numbers. Perhaps tens, possibly hundreds of thousands of languages may have evolved and then died as the people who spoke them first flourished, then perished. The vast majority left no written trace, and so no trace at all. A few, such as Sumerian, Etruscan and Mayan, survived in writing but became extinct in daily life. Others, such as Latin, Sanskrit and ancient Greek, were preserved in written form but also evolved into live new tongues.

Languages have been coming and going for millennia, but in recent times there has been less coming and a lot more going. When the world was still populated by hunter-gatherers, small, tightly knit groups developed their own patterns of speech independent of each other. Some linguists reckon that 10,000 years ago, when the world had just 5m-10m people, they spoke perhaps 12,000 languages between them.

Soon afterwards many of those people started settling down to become farmers, and their languages too became more settled and fewer in number. In recent centuries, colonisation, trade, industrialisation, the development of the nation-state and the spread of universal compulsory education, among other things, have helped to extirpate many languages that had previously prospered in isolation.

At present the world has about 6,800 distinct languages (and many more dialects), according to Ethnologue, a database maintained by the Summer Institute of Linguistics in Dallas. The distribution of these languages is hugely uneven. Europe has only around 200 languages; the Americas about 1,000; Africa 2,400; and Asia and the Pacific perhaps 3,200, of which Papua New Guinea alone accounts for well over 800. The median number of speakers is a mere 6,000, which means that half the world's languages are spoken by fewer people than that.

Already well over 400 of the total of 6,800 languages are close to extinction, with only a few elderly speakers left. The list makes melancholy reading. Pick, at random, Busuu in Cameroon (eight remaining speakers), Chiapaneco in Mexico (150), Lipan Apache in the United States (two or three) or

Wadjigu in Australia (one, with a question-mark): none of these seems to have much chance of survival.

Worse, probably 3,000 or so others are also endangered. Linguists classify languages on a scale ranging from “safe” (learnt by all children in the group, and spoken by all its members) to “critically endangered” (only a few old speakers). On that scale, “endangered” comes in the middle, meaning that children no longer learn the language and only adults speak it.

\*\*\*\*\*3\*\*\*\*\*

All the experts agree that by the end of this century the number of languages in use will be much smaller than it is now, but they disagree on how much smaller. The optimists think that, with care and effort, the decline can be managed so that about half will survive. The pessimists reckon that in 100 years’ time 90% of the world’s languages will be gone, and that a couple of centuries from now the world may be left with only 200 tongues.

It is tempting to think that life could be simpler, better and perhaps more peaceful if everybody could settle on one, or just a few, languages, leaving less room for misunderstanding. But there is little evidence that monolingualism promotes peace. In Northern Ireland, Protestants and Catholics speak the same language. Vietnam and Somalia are both predominantly monolingual. When Yugoslavia fell into civil war, most of its people were speaking Serbo-Croat. A shared language may even make people more bellicose. According to a legend of the Acoma tribe in New Mexico, the goddess Iatiku caused languages to multiply so that people would quarrel less.

But minority languages disappear for many reasons. It could be because their speakers are beset by some calamity: droughts, floods, earthquakes, or imported epidemics such as swept through the indigenous populations of Latin America when the Europeans arrived. Today HIV/AIDS in some African countries is wiping out entire generations, and sometimes their language with them.

However, most languages disappear because their speakers voluntarily abandon them, says Matthias Brenzinger, of Dartmouth College, New Hampshire. Where a dominant language is associated with progress and economic success, speakers of minority languages come under pressure to learn it in order to get on. The most obvious example in the modern world is English, which is advancing by leaps and bounds—encouraged by the internet. According to Global Reach, a communications consultancy, English accounts for two-thirds of all web content.

A small number of dominant languages already rule the globe. Of the world's 6 billion-odd people, nearly a sixth speak Mandarin Chinese as a first language. If you add the rest of the top 11 – English, Hindi, Spanish, Arabic and so on – plus people who speak one of these as a second language, your list already covers well over half of mankind.

As the big languages advance, the minority ones retreat. They come to be seen as backward and embarrassing. As children stop learning them and fewer people speak them, they become ever less useful. In the end, the last speakers die, taking their languages to the grave with them.

Good riddance, say some. Throughout human history, languages have been born, evolved and died; why not let nature take its course? If speakers of minority languages really wanted to hang on to them, they would make strenuous efforts to keep them alive. If they do not, it means they no longer have a use for them. Trying to save moribund languages is pointless.

It seems, then, that the disappearance of a few, or even many, languages will not threaten the survival of the human race. But that does not mean it is unimportant. A 2003 UNESCO paper, “Language Vitality and Endangerment”, summed up the reasons why people should care:

The extinction of each language results in the irrecoverable loss of unique cultural, historical and ecological knowledge. Each language is a unique expression of the human experience of the world ... Every time a language dies, we have less evidence for understanding patterns in the structure and function of human language, human prehistory, and the maintenance of the world’s diverse ecosystems. Above all, speakers of these languages may experience the loss of their language as a loss of their original ethnic and cultural identity.

The late Kenneth Hale, who taught linguistics at the Massachusetts Institute of Technology (MIT), put it more passionately: “When you lose a language, you lose a culture, intellectual wealth, a work of art. It’s like dropping a bomb on a museum.”

\*\*\*\*\*4\*\*\*\*\*

Such museums contain many treasures. One of the excitements for linguists is the sheer variety of human languages. They cover a large range of sounds, including clicks (heard only in Africa's Khoisan languages, and a few borrowers from them), and a wealth of different kinds of syntax, grammar and vocabulary. Each has its own intricate rules. There are wonderful oddities such as Ubykh, from the Caucasus, which has 81 consonants but only three vowels (and became



extinct in 1992); and Rotokas, from Papua New Guinea with only six consonants and five vowels.

When it comes to vocabulary, the story about the Eskimos' many words for snow, to match the many varieties they encounter, is well known. It is also wrong, according to Andrew Dalby in his book "Language in Danger". Inuit does have quite a range of different words for snow, but so, for example, does English: snow, sleet, slush and so on. The total is about the same, but the Inuit words make different distinctions from the English ones, such as "snow on the ground", "falling snow" or "drifting snow". However, the point of the story remains valid: each language reflects its users' particular needs and concerns.

The Haunoo in the Philippines do not need to know about snow, but as farmers they need to know about earth, and their language enables them to distinguish between ten basic and 30 derivative types of soil. Many languages reflect a detailed knowledge of the natural world: weather, animals, plants – particularly their medical uses. If such languages are lost, the knowledge embedded in them may be lost too.

\*\*\*\*\*5\*\*\*\*\*

But languages do not just carry practical knowledge. As Daniel Nettle and Suzanne Romaine put it in "Vanishing Voices", each language "has its own window on the world", often incorporating subtle distinctions that resist translation. For example, the language of the Hopi Indians has many more verb forms than most European languages, which allow its speakers to differentiate much more intricately between different kinds of past, present and future. In Algonquian languages spoken in parts of Canada, such as Cree and Innu, the first person is not "I" or "we", but "you", reflecting their view of the importance of the individual vis-à-vis the group. In fact, anyone who speaks more than one language knows that some terms are untranslatable, which is why English-speakers borrow words and phrases such as Schadenfreude or je ne sais quoi.

The idea that different languages reflect different views of the world was developed by Edward Sapir and Benjamin Lee Whorf in the 1930s. Their hypothesis comes in two parts: first, that different languages embody different world views and, second, that this predisposes their speakers towards different ways of thought. The second part has always been controversial, but the first is hard to argue with. In the past few decades the dominant influence in linguistics has been that of Noam Chomsky at MIT, whose doctrine of universal grammar is

somewhat at variance with Sapir-Whorf. It holds that all languages, despite their superficial differences, share underlying structures. But the differences are still of great interest, so, whichever theorist you believe, the loss of a language is not to be taken lightly.

Oddly, the world has woken up to this only fairly recently, though over the past 15 years or so a rash of books, articles and initiatives has been raising the alarm. The top priority, says David Crystal in his book, “Language Death”, is information-gathering. With so many languages at risk, the effort has to be concentrated on the most pressing cases. Perhaps two-thirds of the world’s languages have never been written down, so there is an urgent need to record what may be about to vanish. Audio and video recordings can help, but the main need is for basic grammars and dictionaries, which are expensive to produce.

Another big constraint is the shortage of researchers undertaking such work, says Peter Austin, of London University’s School of Oriental and African Studies. His programme is helping to train more. The Volkswagen Foundation is also paying for some documentation work, and other organisations, including UNESCO, are helping. The sums involved are mostly modest, but the fact that money is being spent at all helps to raise awareness, says Akira Yamamoto, of the University of Kansas. He argues that the best and cheapest way of documenting endangered languages is to work with the communities concerned and train their own people in research techniques.

Clearly, there is no point in trying to save a language unless the speakers wish it, but most seem to be increasingly interested. In recent decades several moribund languages, including Hawaiian, Maori and Welsh, have been successfully revived. Nicholas Ostler, of the British-based Foundation for Endangered Languages, draws a parallel with fine art: though people do not need their ancient mother tongue for physical survival, it makes life far richer.

Hebrew provides an unusual example. It was brought back from the embalmed state of being used only for religious purposes to become the official, and universally used, language of the state of Israel. But that required extraordinary circumstances and efforts – and more or less killed off another Jewish lingua franca, Yiddish.

\*\*\*\*\*6\*\*\*\*\*

Everybody agrees that endangered languages can be saved only if their speakers are prepared to become bi- or multilingual. That way, they can use the

dominant language for work and official purposes, and their own language among family and friends. Monolingual Anglo-Saxons shudder at the thought, but linguists point out that, for most of humanity most of the time, bi- or multilingualism has been the natural state of affairs. Children can easily pick up several languages if they are exposed to them early. Indeed, there is evidence that people who speak more than one language are mentally more flexible and more creative than monoglots. Swedish children learn English in primary school, which seems to do no harm to their Swedish (or to the rest of their education).

In his book “Spoken Here”, Mark Abley, tongue slightly in cheek, argues that the story of Babel may have been misunderstood. The Lord urged Noah and his people “to be fruitful, multiply and replenish the Earth”. They duly multiplied, but stayed put and became overcrowded. Mixing up their language was a way of getting them to spread out. It was a blessing in disguise.

The demise of any language is a loss for all mankind, but most of all a loss for its speakers. As one Navajo elder, quoted by Mr Yamamoto, told his grandson:

“If you don’t breathe, There is no air.

If you don’t walk, There is no earth.

If you don’t speak, There is no world.”

## **Text 8**

### **The Death of a Language**

**1. Scan through the article and identify its key issues. Does the article conjure up a positive or negative view of the future of world languages?**

**2. Write out key ideas of the article.**

**3. Answer the questions that are given after the article.**

**A** A language dies only when the last person who speaks it dies. Or more likely it dies when the second-last person who speaks it dies. For then there is no one left to talk to. There is nothing unusual about a single language dying. But what is happening today is extraordinary. According to the best estimates, there are some 6,000 languages in the world. Of these, about half are going to die out in the course of the next century. In the course of the past two or three decades, linguists, all over the world have been gathering comparative data. If they find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, they conclude that language is bound to die out soon.

**B** The reason so many languages are dying range from natural disasters, through different forms of cultural assimilation, to genocide. Earthquakes, hurricanes, floods and other cataclysms can easily wipe out small communities in isolated areas. A habit may become unsurvivable through unfavourable climatic and economic conditions – famine and drought especially. Communities can die through imported diseases. Cultural assimilation is even a bigger threat. Much of the present crisis stems from the major cultural movements which began 500 years ago, as colonialism spread a small number of dominant languages around the world.

**C** It's too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Once a community realizes that its language is in danger, it can get its act together, and introduce measures which can genuinely revitalize the language. The community itself must want to save its language. The culture of which it is a part must need to have a respect for minority languages. There needs to be funding, to support courses, materials and teachers. And there need to be linguists, to get on with the basic task of putting the language down on paper. That's the bottom line: getting the languages documented – recorded, analyzed, written down. People must be able to read and write if they and their language are to have a future in an increasingly computer-literate civilization. But can we save a few thousand languages, just like that? Yes, if the will and funding were available.

**D** There are some famous cases which illustrate what can be done: Maori in New Zealand has been maintained by a system of so-called 'language nests', organizations which provide children under five with a domestic setting in which they are intensively exposed to the language. The staff are all Maori speakers from the local community. The hope is that the children will keep their Maori skills alive after leaving the nests, and that as they grow older they will in turn become role models to new generations of young children. A language can be brought back from the very brink of extinction. The Ainu language of Japan, after many years of neglect and repression, had reached a stage where there were only eight fluent speakers left, all elderly. However, new government policies brought fresh attitudes and a positive interest in survival. Several 'semi-speakers' – people who had become unwilling to speak Ainu because of the negative attitudes by Japanese speakers – were prompted to become active speakers again. Several

seriously endangered Aboriginal languages of Australia have been maintained and revived, thanks to community efforts, work by Australian linguists, and the help of local linguistic and cultural organizations.

**E** It is too soon to predict the future of these revived languages, but in some parts of the world they are attracting precisely the range of positive attitudes and grassroots support which are the preconditions for language survival.

**(By David Crystal, *High Life*)**

**4. A Now choose which paragraphs A-E answer the questions.**

- 1) Are attempts to save dying language succeeding?
- 2) Are there any examples of languages being saved?
- 3) How grave is the situation with languages?
- 4) What can be done?
- 5) Why is this happening?

**B Read the article again and answer the questions.**

- 1) What are the signs that a language is in jeopardy of dying?
- 2) How do natural disasters affect languages? (paragraph B)
- 3) What does the writer suggest can be done to save dying languages?  
(paragraph C)
- 4) What has been done to help save the Maori and the Ainu languages?  
(paragraph D)
- 5) What reasons are there for optimism? (paragraph E)

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**Балаценко Людмила Миколаївна**  
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