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Cross-Cultural Communication

Study guide

Ministry of Education and Science of Ukraine
Sumy State University

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M 21

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The study guide covers conversational topics "Intercultural Communication", "English as a World Language", "People and Personalities". The aim is the improvement of oral and written communication skills, mastering lexical and grammatical material. The materials of the study guide are authentic, thematically relevant.

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ПЕРЕДМОВА

Цей навчальний посібник призначений для студентів I–III курсів спеціальностей «Журналістика», «Реклама та зв'язки з громадськістю», «Менеджмент соціокультурної діяльності». Тексти завдань посібника розроблені згідно з вимогами програми вивчення іноземної мови в закладах вищої освіти.

Основна мета посібника – закріпити, узагальнити й систематизувати знання, вміння та навички, одержані студентами ЗВО в межах базового курсу. Поряд із цим навчальний посібник спрямовано на оволодіння певною кількістю нового лексичного матеріалу згідно з вимогами державного стандарту до рівня володіння іноземною мовою на 1–3-му курсах немовних спеціальностей інститутів та університетів, а також на розвиток інтелектуальних здібностей студентів і підвищення лінгвокраїнознавчої компетенції.

Навчальний посібник містить завдання, розроблені на основі автентичних текстів пізнавального характеру за темами: «Intercultural Communication», «English as the World Language», «People and Personalities». Кожний розділ складається з певної кількості тематичних текстів і завдань до них, передмови до теми, вправ на формування лексичних навичок, матеріалу для прослуховування, секції з розвитку писемного мовлення, ідіоматичної скарбнички та завдань для самоперевірки. Тексти для читання поглиблюють знання студентів із тем і спрямовують на подальше вдосконалення навичок комунікативного, ознайомлювального, інформативного та інших видів читання.

Завдання підрозділу **Lead-in** надають студентам необхідну фактичну інформацію, мають комунікативний характер та дають можливість визначити знання студентів із теми.

У розділі **Reading and discussing** студентам пропонується прочитати автентичні тексти і виконати відповідні лексико-граматичні завдання. Післятекстові завдання спрямовані на перевірку розуміння прочитаного, дають можливість аргументувати і висловити свою думку щодо прочитаного.

Підрозділ **Listening** містить матеріал для прослуховування та обговорення з метою розширення знань із теми.

Вправи секції **Language in Use** спрямовані на формування лексичних і граматичних навичок студентів із теми, що вивчається.

Матеріали секції **Writing** містять зразки написання есе та спрямовані на розвиток писемного мовлення студентів.

Підрозділ **Idiomatic Treasury** вміщує завдання, націлені на розвиток ідіоматичного мовлення. Кожний розділ також містить завдання для самоперевірки **Check yourself**, що дозволяє студентам перевірити знання, одержані з теми, та підготуватися до тематичних і поточних тестів.

Навчальний посібник має практичну цінність та актуальність.

INTERCULTURAL COMMUNICATION

◆ Lead-in

1. Read the definitions of culture. Work with a partner. How do you understand the notion “culture”? What does the notion “culture” comprise?

1. Culture is the totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought.

2. Culture is a term that has many different inter-related meanings.

However, the word "culture" is most commonly used in three basic senses:

- Excellence of taste in the fine arts and humanities, also known as high culture.
- An integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for symbolic thought and social learning.
- The set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or group.

2. In groups, read and discuss the characteristics of different countries and make a list of 10 features characteristic to Ukrainians. Don't use only information given in the survey. Think of features typical to people of our country that can be called Ukrainian national characteristics.

	Characteristics of my own country	Characteristics of the United States
China	There is no privacy. There is not much divorce. Parent/child relations are good Very homogeneous culture. There is too little competition. Cadres can do everything. Bicycles are the most common means of transportation.	There is too much privacy. There is too much divorce. Parent/child relations are not good. “Variety is the spice of life” culture. There is too much competition. Money can do everything. Cars are the most common means of transportation.
France	Pride in history and culture. Politics is important in everything. People value cooking and good food. French people can make small	Pride in the melting pot ideal. Wealth is important and freedom is proportional to wealth. People value work and keeping busy. American people feel they can

	things well.	change their lives if they are not satisfied.
Guatemala	Warm personal relationships. People are slow and lead calm lives. People are communicative. People are caring and emotional. Fresh, natural foods are eaten.	Cold personal relationships. People are always in a hurry and lead hectic lives. People are non-communicative. People are non-caring and practical. Frozen, canned foods are eaten.
Pakistan	People are religious. Time is not important. It is not a materialistic culture. People are not hard working.	People are not religious. Time is very important. It is a very materialistic culture. People are hard working.

3. Present your discussion results to the class. Discuss and choose the most relevant features (from all the groups) characteristic for people of Ukraine

1. Ukrainian people are...
2. There is too much...
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

4. Write the summary of discussion, using the following items.

1. Characteristic traits of Ukrainians mentioned often:

2. Characteristic traits of Ukrainians that sparkled the discussion most:

3. Unique characteristic traits of Ukrainians (mentioned by only some people, but agreed by all):

◆ READING AND DISCUSSING

Text 1

Importance and Scope of Intercultural Communication

1. Discuss in a class

1. Is intercultural communication positive or negative phenomenon of modern life? Give some examples to prove your opinion.
2. How do you understand the saying “to be born as white cloth”?

2. Read the text.

Intercultural communication is a study of cultural difference through communication. It is a form of global communication throughout the country all over the world. It is used to describe the wide range of communication problems that naturally appear within an organization made up of individuals from different religious, social, ethnic, and educational backgrounds or other acceptable factors. It is crucial to understand how people from different countries and cultures act with each other, communicate and perceive the world around them.

Many people in intercultural communication, for instance, in business management argue that culture determines how individuals encode and preserve messages, what mediums they choose for transmitting and broadcasting them, and the way messages are interpreted and understood. It all depends on the characteristics and the components of the culture itself. It is also affected by the communication skills from the group of people and how they interact with each other.

Intercultural communication occurs when in minimum two person with different culture come in contact with each other and exchange ideas in verbal and also nonverbal communication. Before understanding intercultural communication as whole, first we need to know what culture is. What are the definitions, and how these words correlate with communication skills? Culture has certain components and elements that build its character.

These components are symbol, language, value, norm and belief. Culture is defined as a complex system of knowledge, beliefs, values, customs, behavior and artifacts that are acquired, used and shared by the member of the group of people in their daily lives. To identify how the complex system works, it is important to know the main components of culture. Symbol is anything that meaningfully presents something recognized by a culture. An example of a symbol is *a bald eagle* that represents United States of America, or *Kris* represents Malaysia, *Elephant* represents Thailand folks.

Language is a symbol system used by people to communicate with each other in their country. Values are culture defined standards that people use as guidelines in social interpretation, that define what to do is right and what they

believe is right in their daily practice. Norm is any establishment of rule and expectations that guides the behavior of people, society. Beliefs are special thoughts or ideas that people hold on trusting that it is true and has never been wrong. Beliefs also clarify religion and make a culture different from others. Culture is created and learned by group of people and is shared between them. It can be transmitted from past and to the future, from generation to generation. Culture is something dynamic and is always changing in course of time as the world expands.

It also prescribes behavior and attitude, defines and shapes the behavior of the people in group according to their prescriptions. Communication never takes place in a vacuum. When we do communicate with another human being, we can only infer what she or he is experiencing because no two human beings have the same experiences leading up to that specific communication event.

We are all born as white cloth. It is the culture that gives meaning to our experiences and helps us to define our world or how it is going to be. The meanings we give to events shape our world and fulfill our expectation. Our brain functions are an open system and we learn from each encounter and add to our system of knowledge from past and present events. Most of our culture is transmitted through unconscious communication acts and behaviors. These ideas are received by imitating, observing, and interacting with others, and we are not even aware that we are receiving these messages.

At first we receive them from our parents, then from siblings and others as the scope of our world broadens and as we meet more and more people each day. These events happen unconsciously, as we realize we already have it and learn it by heart. As a separate notion, it interprets situations where people from different cultural backgrounds interact to each other. Intercultural communication also involves understanding the different cultures, languages and customs of people from other countries. It plays a big part in social sciences such as social anthropology, cultural studies, linguistics, psychology and communication studies.

The major perspective is traditional, interpretive and critical. The 20th century shows that technology imperative causes people more frequently come to contact with each other. Mobility around the world has become easier; changing demographic situation increases the need of cross cultural understanding. Appreciating this asset, a person might gain certain beneficences, such as personal empowerment, a freedom from ignorance and also productive relationships. These three benefits of intercultural apprehension bring success not only to individuals, but also to an industry or the country itself.

3. Study the Essential Vocabulary of the text.

a wide range of communication problems
to appear within an organization
social, ethnic, and educational backgrounds

to encode and preserve messages
 to perceive the world
 transmitting messages
 communication skills
 to come in contact with each other
 to exchange ideas in verbal and nonverbal communication
 components of culture
 system of knowledge, beliefs, values, customs, behavior and artifacts
 guidelines in social interpretation
 to guide the behavior of people
 to hold on special thoughts
 to shape the behavior of people in group
 to give meaning to somebody's experiences
 to shape our world
 to transmit through unconscious communication acts and behaviors
 to gain certain beneficences

4. Comprehension and discussion questions.

1. What is the role of intercultural communication in modern world?
2. What minimum condition makes possible intercultural communication?
3. What is culture? What are its components?
4. How do you understand the saying “We are all born as white cloth”?
5. In which way can culture be transmitted in human community?
6. What perspectives of intercultural communication do you see in future?

5. Read the text again and mark the sentences true (T), false (F) or doesn't say (DS).

1. Intercultural communication depends on the communication skills of people and how they interact with each other.
2. Every country has its own communication style and habits.
3. The integral parts of each culture are symbol, language, value, and belief.
4. Intercultural communication is possible when at least three person with different culture exchange ideas in verbal and nonverbal communication.
5. Culture of each country is changing in course of time.
6. Intercultural communication is closely connected with social anthropology, cultural studies, linguistics, psychiatry and communication studies.
7. Cultural conflicts arise because of the differences in values and norms of behavior of people from different cultures.

6. Match each word to proper definition.

1. language	a) anything that meaningfully presents something recognized by a culture
2. intercultural	b) a complex system of knowledge, beliefs, values,

communication	customs, behavior and artifacts
3. culture	c) any establishment of rule and expectations that guides the behavior of people
4. belief	d) a study of cultural difference through communication
5. symbol	e) a symbol system used by people to communicate with each other
6. communication	f) special thought or idea that people consider it is true
7. norm	g) a dynamic process of sharing ideas, opinions and thoughts with other people through the use of symbols for establishing and maintaining effective relationships

7. Complete the table.

verb	noun	attribute
communicate		
	difference	
		interpretative
define		
interact		
	value	
experience		
		shared
		expectable
	behavior	

Text 2
Cross-cultural Communication

1. Read the text.

Communication is a pretty important part of daily life, but what do you do when you need to communicate with someone from another culture? Explore the ideas behind intercultural communication and test your understanding with a brief quiz.

Buongiorno. Salam. Nin hao. Hujambo. Howdy. There are so many ways just to say ‘hello’!

No matter where you are in the world, communication is important. But communicating across cultures can be pretty hard. And we don't just mean that there's a language barrier, although that can be an issue. No, we mean that cultures actually have some very different ways of communicating. Some cultures are informal, some cultures use a whole series of ritual greetings before having a conversation, and some cultures consider it rude to show up to a meeting on time. But what do all these cultures have in common? Well, for one, you can offend each of them if you don't understand their communication practices. And we want to avoid that. So what do we do? Well, to put it simply, we learn to communicate!

So, we need to learn how to communicate all over again, just like when we were children. And just like when we were children, this requires learning language as well as learning behavioral norms for good communication. However, this will be a bit different since we're adults learning how to communicate in someone else's culture, not our own.

Intercultural communication is the verbal and nonverbal interaction between people from different cultural backgrounds. Basically, 'inter-' is a prefix that means 'between' and cultural means... well, from a culture, so intercultural communication is the communication between cultures. Sometimes, this is used to describe a single person trying to interact in a foreign environment but more often, it is a two-way street, where people from both cultures are trying to improve their communication.

Now, if you want to learn about intercultural communication, it's important to understand what this is. But it's also important to understand what it isn't. Intercultural communication is targeted at allowing for positive and productive interaction. You are not joining this culture, you are not becoming a member of another society, you are not abandoning your own culture. That would be assimilation and that's not what we're after.

Intercultural communication is also not simply language proficiency. Yes, communication requires the ability to understand language, but just think about how much of your communication with even your own friends is nonverbal: our body language, our attitudes, the rituals from hand-shaking to the stink eye. Some researchers estimate that up to 93% of all human communication is nonverbal, although according to recent studies, it's actually closer to 60%.

Still, that means that more than half of communication is never spoken. So, intercultural communication is going to take a lot more than just learning a language.

2. Study the Essential Vocabulary of the text.

to communicate with someone from another culture
pretty hard

a language barrier

different ways of communicating

ritual greetings

learning behavioral norms

verbal and nonverbal interaction

different cultural backgrounds

to interact in a foreign environment

to target communication at positive and productive interaction

language proficiency

the rituals from hand-shaking to the stink eye

to take a lot more

3. Comprehension and discussion questions.

1. What do you need to know when you want to communicate with someone from another culture?
2. What do different cultures have in common?
3. What is intercultural communication?
4. What isn't intercultural communication?
5. What is the proportion of verbal and nonverbal communication?

4. Write the words and word combinations which describe types of communication in the correct place in the table below.

Speaking, writing, listening, reading, a formal vocabulary, a slang, an ear, full sentences, a hand, punctuation marks, a mouth, facial expression, a tone of voice, correct grammar, sentences and paragraphs, oral communication, an eye, written communication, to see, to write, to read, to listen.

Oral communication	Written communication

5. Match the words (1-6) to their opposites (A-F).

1. assimilation	a) adolescent
2. verbal	b) formal
3. ability	c) inefficiency
4. informal	d) nonverbal
5. proficiency	e) disability
6. adult	f) dissimilation

6. Explain the phrases in English, without translating them into Ukrainian.

- communicating across cultures
- a language barrier
- communication practices
- behavioral norms for good communication
- verbal and nonverbal interaction
- a foreign environment
- to take a lot more than just learning a language

7. Match each of the following social practices or conventions with the country (culture) in which it is practiced. Note that some countries can be used more than once. Use I-net resources to perform this survey.

A CROSS-CULTURAL TEST OF YOUR SOCIAL “GRACES”

1. _____ considered bad manners to open a gift in front of the giver	A. Iran
2. _____ gifts that appeal to intellect or esthetics are especially appreciated	B. China
3. _____ avoid giving chrysanthemums (used only for cemeteries)	C. France
4. _____ when giving flowers as a gift, take an odd number, but never 13	D. Luxembourg
5. _____ never eat food with your left hand, as this is considered offensive	E. Germany
6. _____ it is impolite to eat everything on your plate	F. Japan
7. _____ white, blue, and black gifts should be avoided as they are associated with funerals	G. Egypt
8. _____ never give alcohol as a gift	H. Kenya
9. _____ don't bring flowers except to express condolences	
10. _____ avoid discussions of or asking questions about family, and job	

The correct answers appear at the end of module III.

Text 3

Ten Tips for Cross-Cultural Communication

1. Read the advices which can help you to improve your intercultural communication skills. Name three of them you think are the most important.

Intercultural communication (cross-cultural communication) skills are those required to communicate, or share information, with people from other cultures and social groups. While language skills may be an important part of intercultural communication, they are, by no means, the only requirement. Intercultural communication also requires an understanding that different cultures have different customs, standards, social norms, and even thought patterns. Finally, good intercultural communication skills require a willingness to accept these differences and adapt to them.

Cross-cultural communication can be a tricky business. These basic tips can go a long way in minimizing misunderstandings and maximizing your cross-cultural communication skills. Here are some simple tips to help you improve your cross-cultural communication:

Slow Down. Even when English is the common language in a cross-cultural situation, this does not mean you should speak at normal speed. Slow down, speak clearly and ensure your pronunciation is intelligible.

Separate Questions. Try not to ask double questions such as, "Do you want to carry on or shall we stop here?" In a cross-cultural situation only the first or second question may have been comprehended. Let your listener answer one question at a time.

Avoid Negative Questions. Many cross-cultural communication misunderstandings have been caused by the use of negative questions and answers. In English, we answer 'yes' if the answer is affirmative and 'no' if it is negative. In other cultures, a 'yes' or 'no' may only indicate whether the questioner is right or wrong. For example, the response to "Are you not coming?" may be 'yes', meaning 'Yes, I am not coming.'

Take Turns. Cross-cultural communication is enhanced through taking turns to talk, making a point and then listening to the response.

Write it Down. If you are unsure whether something has been understood write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000,000 while in the UK it is 1,000,000,000.

Be Supportive. Effective cross-cultural communication is in essence about being comfortable. Giving encouragement to those with weak English gives them confidence, support and a trust in you.

Check Meanings. When communicating across cultures never assume the other party has understood. Be an active listener. Summarize what has been said in order to verify it. This is a very effective way of ensuring accurate cross-cultural communication has taken place.

Avoid Slang. Even the most well-educated foreigner will not have a complete knowledge of slang, idioms and sayings. The danger is that the words will be understood but the meaning missed.

Watch the humour. In many cultures, business is taken very seriously. Professionalism and protocol are constantly observed. Many cultures will not appreciate the use of humour and jokes in the business context. When using humour think whether it will be understood in the other culture. For example, British sarcasm usually has a negative effect abroad.

Maintain Etiquette. Many cultures have certain etiquette when communicating. It is always a good idea to undertake some cross-cultural awareness training or at least do some research on the target culture.

Cross-cultural communication is about dealing with people from other cultures in a way that minimizes misunderstandings and maximizes your potential to create strong cross cultural relationships. The above tips should be seen as a starting point to greater cross-cultural awareness.

3. Study the Essential Vocabulary of the text.

to share information

language skills

different customs, standards, social norms and thought patterns

a willingness to accept differences

a tricky business

to minimize misunderstandings

to improve your cross-cultural communication

to ensure intelligible pronunciation

to avoid negative questions

to take turns

to give encouragement

an active listener

a complete knowledge of slang, idioms and sayings

to appreciate the use of humour

to have negative effect

to do research on the target culture

a starting point to greater cross-cultural awareness

4. Comprehension and Discussion Questions

1. Is having good language skills enough for efficient cross-cultural communication?
2. What do good intercultural communication skills require?
3. What does the statement “cross-cultural communication can be a tricky business” mean?
4. Do you think that above tips can be a starting point to greater cross-cultural understanding?

5. Read these statements and decide whether they are true (T), false (F) or doesn't say (DS).

1. To avoid misunderstanding in intercultural communication, we just need to learn language.
2. Cross-cultural communication means that people from two cultures are communicating with each other.
3. The purpose of intercultural communication is to achieve productive interaction.
4. Changing demographic situation increases the need of cross cultural understanding.
5. For the most part, human communication is verbal.

Speaking

6. Read the sayings of famous people and comment them. Do you agree with the authors?

- "Two monologues do not make a dialogue."
- "The most important thing in communication is to hear what isn't being said."
- "When the eyes say one thing, and the tongue another, a practiced man relies on the language of the first."
- "There cannot be greater rudeness than to interrupt another in the current of his discourse."
- "From listening comes wisdom and from speaking repentance." (Proverb)

Text 4

How to improve your intercultural communication skills

1. Read the text.

Improving your intercultural communication skills helps you interact with individuals of different cultures and expands your viewpoint on life. In today's society, for a majority of people it is difficult to avoid interacting with others outside their own culture. Our world is multicultural and that should be seen as a benefit to your life rather than a disadvantage. There are so many new ideas and experiences you can have when you interact with other cultures. Such interaction can be exciting as well as difficult. Your intercultural interactions may occur in the educational or business world, at work or through your social network. This article will discuss steps on how you can improve your intercultural communication skills.

1. _____

Without respect for one another, your intercultural communications are not going to go well. You need to think outside the box and realize that with different cultures come different experiences. So, you must embrace the idea that your experiences most likely will be different from the person you are communicating with. Sharing our personal experiences is one of the best ways to get to know someone better. It allows you access into a deeper level of the individual's life. When it pertains to intercultural communication, it is vital to respectfully listen when an individual is describing cultural differences and experiences. Always maintain an open mind and never ridicule another person. Embrace the differences that you encounter and learn from those experiences.

2. _____

Another way to improve your intercultural communication skills is to operate with an open mind. Be cognizant of self-education regarding various cultures. If you want to communicate well with those from other cultures, you actually have to learn about them and their differences. A sincere open-mindedness is a key factor to opening the doors to intercultural communication. Your HR Department should

have resources available to employees for situations where you are expected to interact with those from another culture. There are also resources available online which can provide assistance with your communication training.

3. _____

Throughout the communication process, you want to be inquisitive and ask questions about the individual's culture; however, you must always remain genuine. Most people, regardless of the language barrier, can discern if you have disingenuous intentions. Your goal is to make an honest connection with another human being and if your behavior is forced, that connection will be lost. One way to show that you are being genuine is to learn how to master nonverbal communication techniques, such as posture, gestures, facial expressions and tone of voice. Maintaining good eye contact tells the other person that you are interested in the conversation. If you are busy looking around or texting on your phone that is not an effective way to build your communication skills. It is also important to be aware of your tone of voice. Not every culture is loud and boisterous or laughs out loud in public. Some cultures are more reserved and respectful. When you do your research on the specific culture that you'll be delving into, you should remember to ascertain what they deem as disrespectful communication.

4. _____

You may utilize slang during your normal conversations with friends or even with colleagues. However, you need to tread lightly with your intercultural communication. For example, when a foreigner learns English, they usually are taught proper grammar and are not privy to every slang word. If you use a slang word in front of them, it is possible they could get offended or become confused. When I learned Spanish during my four years studying it in high school, I was taught the proper grammar that is spoken in Spain, but did not learn the various dialects of other Spanish countries. The following are two examples of words meaning two separate things in two different countries: "bangers and mash" – in British and Australian culture this is used to describe sausage and potatoes. However, in the US, "bangers" can mean gang members or a club friendly beat or song.

Trying to improve your intercultural communication skills takes time and effort on your part. You need to remember to view respect as the golden rule and value the other person you are speaking with. Having an open mind is a key factor toward understanding and appreciating an individual from another culture. It is also important to be genuinely inquisitive and truly *want* to get to know the other person and understand his or her culture better. The final step is to remove slang from your conversation so you can eliminate possible confusion that may arise.

2. Choose the correct heading to paragraphs 1-4.

A Open-mindedness is Key

B Choose Your Words Wisely

C Respect is the Golden Rule

D Be Genuinely Inquisitive

3. Complete the sentences using information from the text 4.

1. Our world is multicultural, that should be seen as a benefit to your life rather _____
2. One of the best ways to get to know someone better is _____
3. If you want to communicate well with those from other cultures, you have to _____
4. Nonverbal communication techniques are _____
5. If you use a slang word in front of foreigners, it is possible they could _____
6. Having an open mind is a key factor toward _____

4. Match the words with their opposites.

benefit	similar
different	false
ingenuous	disrespectful
outside	ineffective
inquisitive	disingenuous
genuine	inside
effective	uninterested
respectful	disadvantage

5. Complete the table.

noun	verb	adjective
	interact	
experience		
	differ	
		employable
excitement		
		improvable
	respect	
access		
	operate	
action		
	specify	
		masterful
elimination		

Speaking

6. Share your experience of cross cultural communication with your partner.

Text 5

Cross-cultural Communication Problems

1. Read the text.

The key to effective cross-cultural communication is knowledge. First, it is essential that people understand the potential problems of cross-cultural communication and make a conscious effort to overcome these problems. Second, it is important to assume that one's efforts will not always be successful, and adjust one's behaviour appropriately.

For example, one should always assume that there is a significant possibility that cultural differences are causing communication problems, and be willing to be patient and forgiving, rather than hostile and aggressive, if problems develop. One should respond slowly and carefully in cross-cultural exchanges, not jumping to the conclusion that you know what is being thought and said.

William Ury's (Senior Fellow of the Harvard Negotiation Project) suggestion for heated conflicts is to stop, listen, and think, or as he puts it "go to the balcony" when the situation gets tense. By this he means withdraw from the situation, step back, and reflect on what is going on before you act. This helps in cross-cultural communication as well. When things seem to be going badly, stop or slow down and think. What could be going on here? Is it possible I misinterpreted what they said, or they misinterpreted me? Often misinterpretation is the source of the problem.

Active listening can sometimes be used to check this out—by repeating what one thinks he or she heard, one can confirm that one understands the communication accurately. If words are used differently between languages or cultural groups, however, even active listening can overlook misunderstandings.

Miscommunication between people happens all the time, especially when one of the parties is using a second language. Misunderstandings lead to doubt about the real intent of others.

Every country has its own communication style and habits. English speakers have the habit of using sport and military metaphors. They even use mixed metaphors and dead* metaphors. For example, they talk about "leveling the playing field" before they "charge straight in" to the "front line of operations". They can "step up to the plate and grab the bull by the horns". Americans like to use slang words and phrases that even other Americans don't always understand. Japanese people do not like to refuse something, so they say that it will be discussed "later". Later means never.

French people can get easily offended. For example, every word has to have a French translation – e-mail, mail are too English, and so the word "courriel" was

created. Germans love details and Italians don't. And the list of generalized differences can go on and on.

English speakers can rapidly create bad impression by being inappropriately informal. Many cultures have a different concept of respect and formality. In many cultures people will only address others using personal names after several months – or not at all. Native English speakers from all countries generally address acquaintances on the first name basis faster than in some cultures. Americans are the champions with the general use of nick names. Beginning your conversation informally in many countries can be insulting.

dead metaphor – смерть метафора

3. Study the Essential Vocabulary of the text.

to make a conscious effort

to overcome problems

successful efforts

to adjust one's behaviour appropriately

to cause communication problems

heated conflicts

to withdraw from the situation

to overlook misunderstanding

to get easily offended

a different concept of respect and formality

4. Comprehension and discussion questions.

1. What should people know for committing effective cross-cultural communication?

2. What can cultural differences cause?

3. What is the best recommendation to avoid a cross-cultural conflict?

4. What is the main reason of a cross-cultural conflict?

5. What is the most common type of situation when miscommunication between people happens? Why?

6. What new information have you learned about habits of English speakers?

5. Explain the phrases in English, without translating them into Ukrainian.

- the key to effective cross-cultural communication

- to be patient and forgiving, rather than hostile and aggressive

- "go to the balcony"

- "leveling the playing field"

- "charge straight in"

- "front line of operations"

- "grab the bull by the horns"

- later means never

6. Complete the sentences using information from the text 5.

1. There is a significant possibility that _____.
2. The suggestion for heated conflicts is _____.
3. If words are used differently between languages or cultural groups _____.
4. Misunderstandings lead to _____.
5. English speakers have the habit of _____.
6. Americans like _____.
7. Japanese people do not like _____.
8. French people can _____.
9. Many cultures have _____.
10. Beginning your conversation informally _____.

Speaking

Work with a partner. Discuss the questions below.

1. What are the reasons of miscommunication?
2. In which ways would you solve the problems of cross-cultural communication?

◆ Listening

Listening 1 (2.5 minutes).

1. Listen to the recording and answer the questions below. Use the words and phrases from the essential vocabulary.

1. Is it difficult to define the notion “culture”?
2. What components does culture consist of?
3. What is assumption?
4. What does the phrase “en-shala” mean literally?
5. What does en-shala reflect in reality?
6. What does the concept the ”Westerner” mean?

2. Study the essential vocabulary.

ideals, values and assumptions about life

widely shared among people

to guide specific behaviours

patterns of behaviour within specific societies

fatalism amongst many people

an anathema to people

constantly striving to improve themselves and the situation

3. Listen again and complete the sentences by choosing the correct answer.

1. That’s what we’ll be attempting to do _____
A now B that day C today D away
2. According to one of broad definitions, culture consists of _____

- A parts B ideas C ideals D forms
3. En-shala is a popular phrase in the Middle East. It means it is the will of God _____
- A literally B literately C literature D limiting
4. Now it doesn't necessarily have such overt religious _____ as we might expect.
- A. connotations B communications C commitments D curiosities
5. But what it does reflect is a certain fatalism amongst many _____
- A visitors B pupils C people D tourists
6. They feel that life is, to an extent, controlled by _____
- A external factories B extreme factors C exhibit factors D external factors
7. E. Hamilton with an example of a view of life shared by people in one particular part of the _____
- A word B world-wide C world D water

Listening 2 (4.5 minutes).

1. Listen to the recording and answer the questions below. Use the words and phrases from the essential vocabulary.

1. What country did Rajni Badlani visit first?
2. How many people were there? What nationalities?
3. Is 'culture shock' simply a series of small incidents that upset us?
4. What is "culture shock" according to Rebecca Fong, a teacher of intercultural communication at the University of the West of England?
5. What things does the degree to which people experience culture shock when they visit a foreign country depend on?
6. How many different phases does the process of culture shock have according to Rebecca Fong?
7. How does she call the first phase?

2. Study the essential vocabulary.

to be absolutely shocked
to experience 'culture shock'
to experience without ever leaving home
a kind of exotic illness
get to far-off places
any kind of transition
moving house
getting a new job
divorce or bereavement
to involve somebody giving up something
'cultural distance'
individual differences
in a positive frame of mind
to get over the panic of

to tackle all problems with good humour
to find one's ground

3. Write true (T) or false (F) next to the statements below.

1. There were three of us. Two of us English and there was one Indian _____
2. During the conversation he takes out an orange and starts eating it _____
3. 'Culture shock' occurs, when two cultures collide _____
4. Many of us will have experienced "culture shock" without ever leaving home _____
5. One of the most important in a shock is cultural situation _____
6. Euphoria often takes from a few weeks to a few months _____
7. Culture shock has roughly four different phases _____
8. Mahmoud Jamal first arrived to London when he was 18 _____
9. It was middle of October _____
10. He managed to start working in the City of London _____

4. Listen again and complete the sentences by choosing the correct answer.

1. 'Culture shock' is _____
 - a) a series of small incidents
 - b) a kind of exotic illness
 - c) a process that many of us experience without ever leaving home
2. Culture shock is just related to _____
 - a) far-off places
 - b) moving house
 - c) getting a new job
3. Changes like this are _____
 - a) euphoria
 - b) a positive frame of mind
 - c) are traumatic in different degrees
4. 'Cultural distance' is _____
 - a) how far is the country that you are visiting from the one that you've grown up in
 - b) how different is the culture that you're visiting from the one that you've grown up in
 - c) how you feel in the country that you're visiting
5. First of culture shock phases is called "the honeymoon period" because _____
 - a) you have a lot of things to do
 - b) you've got over the panic of the travel and the departure
 - c) you start to run into some of the problems

◆ Language in Use

PRACTICE

1. Read the words, underline prefixes and identify the meaning of each prefix.

Intercultural, international, incorporate, interact, include, underlie, presuppose, overgeneralize, overlook.

- _____ means location under smth
- _____ means position between smth
- _____ means preceding in time
- _____ means moving inside, involvement
- _____ means position above smth. or redundancy

2. Choose correct translation of Ukrainian word. Pay attention to the suffixes of different parts of speech.

1. грамотність, письменність	literate, illiteracy, literal, literacy, literalism, literally
2. компетентність	compete, competence, competition, competent, incompetent
3. науковий	scholarly, scholarship, scholar, scholastic
4. усвідомлення	aware, awareness, unawareness, unawares
5. що стосується культури	cultural, culture, culturally, uncultured
6. заново, по-іншому	new, news, anew, newish

3. Read the definitions and match them with the words in the table.

a) feedback	b) medium	c) knowledge	d) scholar
e) context	f) society	g) skill	

1. Familiarity, awareness, or understanding gained through experience or study. _____
2. A group of humans broadly distinguished from other groups by mutual interests, participation in characteristic relationships, shared institutions, and a common culture. _____
3. The response within a system to an action or process. _____
4. A developed talent or ability. _____
5. Something, such as an intermediate course of action, which occupies a position or represents a condition midway between extremes. _____
6. The circumstances in which an event occurs. _____
7. A learned person. _____

4. Read the text. Translate the words in brackets into English. Give the title to the text.

Communication is the transmission of information such as thoughts and (повідомлення). The basic forms of communication are represented by (знаками) and by (звуками). The reduction of communication to (писемності) was a fundamental step in the evolution of (суспільства), in addition to being useful in situations where (усне мовлення) is not possible; (писемність) permits the preservation of communications, or records, from the past. It marks the beginning of recorded history.

Whereas the rise of book publishing and journalism facilitated the widespread dissemination of information, the invention of the (телеграфа, радіо, телефону та телебачення) made possible instantaneous communication over long distances.

5. Read the advices which can help you to improve your intercultural communication skills. Put the verbs in brackets in Active or Passive voice.

1. Many cross-cultural communication misunderstandings (to cause) by the use of negative questions and answers. For example, the response to "Are you not coming?" may be 'yes', meaning 'Yes, I am not coming.'

2. Cross-cultural communication (to enhance) through taking turns to talk, making a point and then listening to the response.

3. If you are unsure whether something (to understand), write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000,000 while in the UK it is 1,000,000,000.

4. When communicating across cultures, never assume the other party (to understand). Be an active listener. Summarize what (to say) in order to verify it. This is a very effective way of ensuring accurate cross cultural communication (to take place).

5. Even the most well educated foreigner (not to have) a complete knowledge of slang, idioms and sayings. The danger (to be) that the words (to understand) but the meaning (to miss).

6. Match English and Ukrainian equivalents.

1. to incorporate into the education	a) багатосторонні відносини
2. cross-cultural understanding	b) надмірно узагальнювати та навішувати ярлики на інші культури
3. multi-faceted relationships	c) пристосовуватись до оточуючого світу
4. to possess a certain level of global competence	d) різноманітність
5. to fit into this world	e) розуміння між культурами
6. a diversity	f) досягти формівання комунікативної компетенції

7. to have profound implications	g) ввести в систему освіти
8. to develop a critical awareness of	h) володіти певним рівнем розуміння світу
9. to reach communicative competence	i) мати глибокий прихований зміст
10. to over-generalize or label cultures	j) формувати критичне усвідомлення

7. Complete the text making the correct option.

So what is intercultural communication?

In order to be able to answer this question, we'll (1)_____ need to start with a brief overview of the intercultural communication history.

It (2)_____ to life (3)_____ practical demands of the second half of the 20th century world. And though, of course, people were involved in communicating across cultural borders since long ago. But we can (4)_____ about a special, specific period that (5)_____ in the second half of the 20th century, as the rise of the turn of intercultural communication, as the rise of the discipline. And, of course, the discipline, was brought to life, emerged as a (6) _____ to some practical demands. What were these demands? First, of course, it's as always, economic development. After World War II, there was more trade that was going (7)_____ the borders. There was developing of economies in those parts of the world that before were not (8) _____ involved in these global processes. As a result there was more travel (9) _____ between various parts of the world, more flying around the globe.

Another practical and very (10)_____ aspect was the presence of the U.S. culture in (11)_____ parts of the world that didn't see it before: not only American company's and enterprises or military basis, or through Hollywood. And all we know about what music and officials coming also From the West and specifically from the US. Sometimes we call it mass culture. I don't want to make an (12) _____ between mass culture and global culture. But definitely (13)_____ all of this, we got what we now describe as globalization of the world. Not only globalization in terms of faster travel, more international companies, but also globalization in terms of culture that is coming to very traditional parts of the world.

Complete the sentences in the text using the correct words from the box

- | | | |
|------------------|----------------|---------------|
| 1. A probably | B maybe | C likely |
| 2. A has brought | B brought | C was brought |
| 3. A with | B by | C at |
| 4. A speak | B talk | C tell |
| 5. was started | B was starting | C started |
| 6. A response | B point | C question |
| 7. A through | B across | C over |
| 8. A so many | B so few | C so much |

- | | | |
|----------------|------------------|----------------|
| 9. A happening | B happened | C happen |
| 10. A terrible | B visible | C entertaining |
| 11. A that | B this | C those |
| 12. A equality | B equity | C equation |
| 13. A also | B as a result of | C according to |

8. Fill the gaps using words from the table.

a) digital	b) communication	c) transforming	d) coexistence
e) intercultural	f) media	g) functions	h) tolerance
i) variety			

The Media's Important Role

Analyzing the development of ethnic (1) _____ in the modern transforming world, characterized by the (2) _____ of many civilizations and cultures, we note the increased role of (3) _____ in intercultural (4) _____. The rapid development of the (5) “_____ revolution”, global television and the internet reveals just how enormous the role of the media is, and we can also see the (6) _____ of topical issues.

The concepts of a “multicultural society”, (7) _____ “communication” and “tolerance” are now raising more and more questions and thus giving serious cause to reflect on the mission and (8) _____ that the press has in modern society, as well as on the media's position in diverse and (9) _____ societies.

◆ **Idiomatic Treasury**

1. Read the text.

Practically every English Language learner loves learning English idioms and how to use them. The principal reason they give is that they want to sound like a ‘native speaker’ of English.

According to the Merriam-Webster dictionary, an idiom is an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own. In other words, idioms are composed of words that should not be taken literally. Idioms are phrases or expressions that help people communicate their thoughts and feelings in a different way from what they do with everyday words and phrases. To understand idioms you have to know the culture that is behind them, or at least their origin. We can say that understanding idioms is like being “in over one’s head”, meaning it is something difficult to do.

We hear idioms every day – both in conversation and in the media. Used correctly, idioms can amplify messages in a way that draws readers in and helps to awaken their senses.

Idioms give colour and richness to a language.

They reflect the history and culture of the language.

They bring different cultures together because, more often than not, different cultures share an idiomatic expression.

For example, there's an expression in the Korean language that broadly says: "someone else's rice cake always looks bigger than yours." We have a similar expression in English to convey the same meaning: "the grass is always greener on the other side (of the fence)". Both expressions vividly express the same meaning – someone else always seems to be in a better situation than you. But where they differ is in the cultural context used, 'rice cake' for Korea, 'grass = garden' for the English.

Sharing idiomatic expressions create a deeper understanding and appreciation of other cultures. Understanding idioms will help you understand native speakers of English who naturally use them.

Speaking and discussing

2. Work with a partner. Discuss the questions below.

1. Why would learning idioms and their proper use make you sound like a 'native speaker'?
2. What do idioms offer that other expressions don't?
3. What is the function of idiom?
4. What do you need to understand idioms?
5. How do idioms affect our language?
6. What idioms do you know?

3. Here are 10 commonly used business idioms and their translation. You may have heard of them and indeed, they may already form a regular part of your everyday business communication.

Idiom	Meaning
1. In a nutshell	Summarise briefly
2. To get straight to the point	Talk about the most important thing
3. To put you in the picture	Give the latest information
4. To get the wrong end of the stick	Misunderstand
5. To be on the same wavelength	Share similar opinions and ideas
6. To hear it on the grapevine	Hear about something passed from one person to another
7. Can't make head or tail of it	Fail to understand something
8. To talk at cross purposes	Misunderstand
9. To beat about the bush	Delay talking about something
10. To get our wires crossed	Misunderstand

4. Fill in the gaps with the idioms from the table.

- 1 “It’s a complicated system, but _____ it works like a kettle.”
- 2 “If you think that our biggest problem is our distribution channels, you’ve got _____”
- 3 “Ok, I’ll _____. I’m afraid we’re going to have to make some budget cuts.”
- 4 “I think we’re _____. I meant the figures for June not July.”
- 5 “Some very important decisions were taken at yesterday’s meeting. Let me _____”
- 6 “This report makes no sense. I can’t _____.”
- 7 “We agree on most things. We’re very lucky that we are on _____”
- 8 “I _____ that the CEO is planning to resign. Is that true?”
- 9 “Everyone arrived at different times for the meeting. We must have _____”
- 10 “Politicians never give you a straight answer. They always _____.”

Idiomatic expressions. An idiom is an expression whose meaning appears to mean one thing in terms of words and grammar used, but means something else. If taken literally idiomatic expressions may cause problems and confusion.

5. Examine the table below:

1	2	3	4	5
 Frog is my throat	 eats like a horse	 cry wolf	 raining cats & dogs	 get your goat
 live high on the hog	 make a mountain out of a molehill	 monkey business	 cat nap	 eats like a bird
 smell a rat	 does the cat have your tongue?	 a road hog	 bull headed	 snake in the grass
 hold your horses	 barking up the wrong tree	 eager beaver	 talk till the cows come home	 let the cat out of the bag

What is each of the idiomatic expressions truly communicating? Once complete check with the table below.

1	2	3	4	5
My throat is sore and it hurts to talk	Eats a great deal	Falsely call for help when it is not needed	Rain is falling at a heavy rate	Do something to make you upset
I am spending a lot of money on expensive things (may or may be able to afford)	Takes an issue and makes it seem more important than it really is	You are involved in tricks, mischief or troublesome activities	It is a short nap to help refresh yourself	Eats a great deal
Something is not quite right	You are unable or unwilling to respond to a question or comment	Refers to a driver taking up more space on a road than is needed and prevents others from passing	Very stubborn	Someone who has a lack of character or integrity
Slow down or stop what you are doing	You are looking at the wrong thing	A person is an enthusiastic worker	A person is talking for a very long time	Tell something that was not to be told

The problem with idioms is that some are dated to a specific time and place. If you notice several of the idioms above are direct reference to farm animals and an understanding of how the animals behave. Idioms may also change meaning over time as definitions and culture change. Definitions for the idioms above are given below, but others may have slightly different understandings of idioms so it is best to ask if you do not understand.

How many of the idioms were you able to decide the real meaning? The answers are provided above, but remember an idiom's meaning may differ depending on context and subculture, use with care.

◆ Check Yourself

Topical vocabulary

Intercultural communication (cross-cultural communication), religious, social, ethnic, and educational backgrounds, perceive, argue, encode message, medium, transmit, interpret, focus on, social attribute, thought pattern, involve, custom, anthropology, cultural studies, linguistics, psychology, communication studies, intercultural communication skills, globalization, way of thinking, beliefs, values, identity, within and between cultural environments, scholar, share universal attributes, shift along with societal changes, consider, constant shifting, nuances of society, verbal and non-verbal communication, message, tone of voice, emphasis on certain phrases, volume of voice, use of descriptive words, facial expressions, use of objects, body movement, hand gestures, miscommunication.

1. Complete the sentences using correct words and phrases from the table.

a) use of descriptive words	b) Verbal communication	c) non-verbal cues	
d) an indication	e) messages	f) language barriers	g) determine
h) interpretation	i) hand gestures	j) miscommunication	

1. Verbal communication consists of _____ being sent and received continuously with the speaker and the listener.
2. _____ is based on language and use of expressions.
3. The tone in which the sender of the message relays the communication can _____ how the message is received and in what context.
4. Factors that affect verbal communication are tone of voice, _____, emphasis on certain phrases, volume of voice.
5. The way a message is received is dependent on these factors as they give a greater _____ for the receiver as to what is meant by the message.
6. Along with these attributes, verbal communication is also accompanied with _____.
7. These cues give the listener _____ of what way the information should be received.
8. Examples of non-verbal cues are facial expressions, _____, use of objects, body movement.
9. In terms of intercultural communication there are _____ that contribute to miscommunication.
10. In this instance there is opportunity for _____ between two or more parties.

2. Translate the text from Ukrainian into English, using topical vocabulary.

Міжкультурна комунікація вивчає спілкування між різними культурами та соціальними групами, а також яким чином культура впливає на спілкування. Ця дисципліна описує широкий спектр процесів та проблем, які виникають при спілкуванні осіб з різних релігійних, соціальних, етнічних та освітніх груп. Вона також намагається з'ясувати, як люди з різних країн діють, спілкуються та сприймають навколишній світ. Дисципліна визначає, як окремі особи кодують свої повідомлення, які засоби вони вибирають для їх передачі, та яким шляхом ці повідомлення тлумачать. Міжкультурна комунікація містить також розуміння різних культур, мов та звичаїв людей з інших країн. Окрім мови вона фокусується на соціальних атрибутах, стереотипах мислення та культурах різних груп людей.

Міжкультурна комунікація тісно пов'язана з соціальними науками, такими як: антропологія, культурологія, лінгвістика, психологія та комунікація. Її мета - проаналізувати, як глобалізація впливає на мислення, вірування, цінності та ідентичність як всередині, так і між культурними середовищами, та розвивати успішні міжкультурні комунікативні навички.

Науковці вважають, що культура не може бути обмеженою і одночасно мати універсальні відмінні риси. Культура і комунікація змінюються разом із змінами в суспільствах, тому треба приймати до уваги постійні зміни та нюанси суспільств. Вивчення міжкультурної комунікації вимагає міжкультурного розуміння, тобто здатності розуміти й оцінювати культурні розбіжності. Мова є важливим компонентом, необхідним для міжкультурного розуміння.

3. Complete the text making the correct option.

The role of Media in Intercultural Dialogue

Cultural references determine our 1) _____ and the ways in which we construct reality; they affect the perception of ourselves, the way we encounter 2) _____, and the way we interact with the world. The 3) _____ greatly influences not only what we think, but also how we act.

Globalization is not only an economic and technological process. Increased interaction among people, the free flow of information, and cultural 4) _____ are also 5) _____ of our globalizing world. Communicating across cultural differences is a central 6) _____ of the contemporary world. The media, then, has a true “mediating” role to play in encouraging global awareness.

With these frameworks in mind, it is important to emphasize that the use of information and communication to ensure that different cultures have the space to freely express 7) _____ – on their own terms – is vital to advancing 8) _____ understanding among peoples and 9) _____ cultures. The media has the ability to facilitate this intercultural dialogue. By challenging prevailing attitudes and assumptions concerning the many “others” in our world, the media can move beyond scripted 10) _____, stripping away the ignorance that breeds mistrust and suspicion, thus promoting a 11) _____ and acceptance of difference that values diversity as an opportunity for understanding.

Respecting cultural 12) _____ while preserving freedom of expression will always appear as a tension to 13) _____ and negotiated in any democratic society. Frank, even harsh speech, is our right unless given with the intention of inciting discrimination, hostility or 14) _____. Any attempt to restrict the right to freedom of expression must be balanced against this 15) _____. And yet, our rights concerning religion and culture must also be 16) _____. There is no hierarchy between the various human rights. They exist in a nexus relationship and it is exactly this mutual respect for all rights that ensure the single human individual her 17) _____.

- | | | |
|----------------------|----------------|---------------|
| 1. A equity | B identity | C quality |
| 2. A another | B others | C all |
| 3. A media | B medium | C minority |
| 4. A interdependence | B independence | C independent |

5. A customs	B consequences	C values
6. A care	B norm	C challenge
7. A them	B ourselves	C themselves
8. A mutual	B common	C individual
9. A among	B between	C across
10. A commands	B directions	C stereotypes
11. A tolerance	B hostility	C antipathy
12. A generality	B difference	C likeness
13. A is debated	B debated	C be debated
14. A violence	B hospitality	C happiness
15. A order	B phenomenon	C criterion
16. A respected	B debated	C refused
17. A well-being	B dignity	C composure

4. Choose the correct answer.

1. What is intercultural communication?

- a) The system of interaction between people within a single culture
- b) Verbal and nonverbal interaction between people from different cultures
- c) The process of becoming a member of a new society
- d) The ability to speak the same language as someone else

2. Which of the following statements is the most accurate when describing nonverbal human communication?

- a) Researchers estimate that less than half of human communication is nonverbal
- b) Researchers unanimously agree that 60% of human communication is nonverbal
- c) Researchers estimate that more than 90% of human communication is nonverbal
- d) Researchers estimate that more than half of human communication is nonverbal

3. Which of these is not one of the three parts of intercultural communication?

- a) Attitudes
- b) Assimilation
- c) Skills
- d) Knowledge

4. What is the difference between knowledge and skills in intercultural communication?

- a) Skills mean the ability to practically apply knowledge
- b) There is no difference between knowledge and skills
- c) Skills are the ability to give people knowledge about your own culture
- d) Knowledge is the practical application of skills

5. Attitude is an important part of intercultural communication, but it means two different things. Which of these is not part of attitudes?

- a) Awareness of your own cultural bias and development of increased cultural sensitivity
- b) All of the answers can be found in the attitudes category in intercultural communication
- c) Changing your values to match those of the host culture
- d) Empathy for local opinions, values, and beliefs

Writing.

Write an essay (100-120 words) on one of the following topics:

- 1. The role of cross-cultural communication in modern life.
- 2. Verbal and non-verbal communication.
- 3. How to avoid misunderstanding between people of different cultures.

NOTES

ENGLISH AS THE WORLD LANGUAGE

◆ Lead-in

1. Comment on the following:

1. *The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself.* - Derek Walcott
2. *Change your language and you change your thoughts.* - Karl Albrecht
3. *I have to admit that I don't even try to speak Russian, though I understand it perfectly. I wouldn't want to insult the language by testing out my pronunciations.* - Lana Wood

2. Funny Facts about America

Only in America:

- Only in America..... can a pizza get to your house faster than an ambulance.
- Only in America.....are there handicap parking places in front of a skating rink.
- Only in America.....do drugstores make the sick walk all the way to the back of the store to get their prescriptions while healthy people can buy cigarettes at the front.
- Only in America.....do people order double cheeseburgers, large fries, and a diet coke.
- Only in America.....do banks leave both doors open and then chain the pens to the counters.
- Only in America.....do we leave cars worth thousands of dollars in the driveway and put our useless junk in the garage.
- Only in America.....do we use answering machines to screen calls and then have call waiting so we won't miss a call from someone we didn't want to talk to in the first place.
- Only in America.....do we buy hot dogs in packages of ten and buns in packages of eight.
- Only in America.....do we use the word 'politics' to describe the process so well: 'Poli' in Latin meaning 'many' and 'tics' meaning 'bloodsucking creatures'.
- Only in America.....do they have drive-up ATM machines with Braille lettering.

3. Even wonder:

- Why is "abbreviated" such a long word?
- Why is it that doctors call what they do "practice"?
- Why is it that to stop Windows, you have to click on "Start"?

- Why is the man who invests all your money called a broker?
- Why is the time of day with the slowest traffic called rush hour?
- Why isn't there mouse-flavored cat food?
- When dog food is new and improved tasting, who tests it?
- Why do they sterilize the needle for lethal injections?
- You know that indestructible black box that is used on airplanes? Why don't they make the whole plane out of that stuff?!
- Why are they called apartments when they are all stuck together?
- If con is the opposite of pro, is Congress the opposite of progress?
- If flying is so safe, why do they call the airport the terminal?

4. AMERICAN CULTURE QUIZ

1. You just found out that your mother is sick. You go to work, and an American co-worker asks you, "How are you?" What do you say?

- a) "Not good."
- b) "Fine, how are you?"
- c) "I'm not doing too well—I just found out that my mother is sick."

2. An American has invited you to their house for dinner. Should you bring anything?

- a) Yes.
- b) No.
- c) Only if they ask.

3. Two of your co-workers are talking, and you have to ask one of them a question about a project you're working on. What should you do?

- a) Go back to your desk and wait until the conversation is over.
- b) Interrupt their conversation and ask the question.
- c) Stand there and watch them until the conversation is over.

4. You are invited to a wedding reception that is going to begin at 3:00 pm. What time should you arrive?

- a) Anytime—it doesn't matter.
- b) At 3:00.
- c) Between 3:00 and 3:30.

5. You've been married for 10 years, but you've never worn a wedding band. Should you wear one in the United States?

- a) No.
- b) Only at formal events.
- c) Yes.

6. Is it expected that a woman will sleep with a man if he pays for dinner?

- a) It depends on the person.
- b) Yes—anytime an American goes on a date, that’s what they expect.
- c) No—Americans never do that.

7. You and your neighbor get along very well, and they tell you, “Come over anytime.” What should you do?

- a) Do what they say—go to their house whenever you want.
- b) Never go to their house.
- c) Call before you go over.

8. You meet an American at a luncheon. They ask you what you do for a living, and after you tell them, you ask them:

- a) What they do and how much money they make.
- b) What they do.
- c) What they do and where they work.

9. You just started a new job, and you need to make a personal call. What should you do?

- a) Ask someone if it is okay to make a personal call.
- b) Make the call—it doesn’t matter, as long as you’re an employee.
- c) Don’t make the call until lunch time, and do it outside your workplace.

10. An American tells you that your shirt is nice. What do you say?

- a) "Thank you."
- b) "No, it's not that special."
- c) Don't say anything because the compliment wasn't sincere.

5. English Culture Quiz

Calling People Names

People from different parts of England are called by different names. Geordies come from Tyneside in the North-east of the country. Can you match the names to the places?

Scouser	Manchester
Mancunian	London
Brummie	Liverpool
Cockney	Birmingham

Votes for All

The road to democracy has been a long and slow one. When do you think suffrage was introduced for all men?

- a) 1215 b) 1649 c) 1871 d) 1918

And for all women?

- a) 1871 b) 1928 c) 1946 d) 1971

Can you match these six writers with their works?

Shakespeare	Frankenstein
Milton	Paradise Lost
Mary Shelley	Empire of the Sun
Kipling	The Mousetrap
Christie	All's Well That Ends Well
Ballard	The Jungle Book

Which of these wasn't born in England?

- Cary Grant
Jerry Springer
Audrey Hepburn
Charlie Chaplin

Can you also match these well-known people to their real names?

Elton John	Richard Starkey
George Orwell	Florian Cloud de Bouneville Armstrong
Ringo Starr	Eric Blair
Sid Vicious	Farrokh Bulsara
Dido	Simon John Ritchie
Freddie Mercury	Reginald Dwight

6. Who Said What?

See if you can match the quotes to the names. The quotes are, in chronological order, from: Shakespeare, John Milton, Mary Shelley, Rudyard Kipling, Winston Churchill, J.R. Tolkien, George Orwell and Margaret Thatcher.

The underlined words have explanations of the meanings beneath.

“Be not afraid of greatness: some are born great, some achieve greatness, and some have greatness thrust upon them.”

“I am prepared to meet my Maker. Whether my Maker is prepared for the great ordeal of meeting me is another matter.”

“If you want something said, ask a man...if you want something done, ask a woman.”

“Four legs good, two legs bad.”

“The female of the species is more deadly than the male.”

“Taught from infancy that beauty is woman's sceptre, the mind shapes itself to the body, and roaming round its gilt cage, only seeks to adorn its prison.”

“Not all those who wander are lost.”

“Better to reign in hell than serve in heaven.”

7. Language in Use

Complete the chart. Use a dictionary if necessary.

Country	Adjective	Person	People	Language(s)
Britain	British	Briton	the British	English, Welsh
Scotland				
France				
Belgium				
The Netherlands /Holland				
Denmark				
Sweden				
Poland				
Turkey				
Germany				
Spain				

Switzerland				
Argentina				
Iceland				
New Zealand				
Russia				
China				
Egypt				
Greece				
Japan				
Portugal				
Iraq				
The USA				
Austria				
Australia				
Belarus				
Finland				
Brazil				
Czech Republic				
Georgia				

8. Work in small groups. Choose a few nationalities that you know. First describe them in stereotypical fashion, and then discuss how much your experience of them fits the stereotype.

The British have a reputation for being cold and reserved, and they are always talking about the weather because it's too awful. Actually most of my English friends are very outgoing, very...

English food is considered to be dreadful – completely tasteless. Well, what I found when I was England was... and the weather was...

◆ **Reading and Discussing**

Text 1

“Let's face it - English is a crazy language”

1. Discuss in class

1. Do you find the English language hard and challenging? Why?
2. Identify the aspects of the language that you personally find hardest to master.

2. Read the text.

There is no egg in eggplant, nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England, nor French fries in France. Sweetmeats are candies, while sweetbreads, which aren't sweet, are meat. We take English for granted. But if we explore its paradoxes, we find that quicksand works slowly, boxing rings are square, and a guinea pig is neither from Guinea nor is it a pig. And why is it that writers write, but fingers don't fing, grocers don't groce, and hammers don't ham? If the plural of tooth is teeth, why isn't the plural of booth - beeth? One goose, two geese. So one moose, two meese? One index, two indices? Doesn't it seem crazy that you can make amends, but not a single amend? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it? If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat? Sometimes I think all English speakers should be committed to an asylum for the verbally insane. In what language do people recite a play, and play at a recital; ship by truck and send cargo by ship? Have noses that run, and feet that smell? How can a slim chance and a fat chance be the same, while a wise man and a wise guy are opposites? You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out, and in which an alarm goes off, by going on. English was invented by people and not by computers. It reflects the creativity of the human race -- which, of course, is not a race at all. That is why, when stars are out, they are visible, but when the lights are out, they are invisible.

P.S. Why doesn't BUICK rhyme with QUICK.

3. Study the Essential Vocabulary of the text.

to explore the paradoxes

to reflect the creativity of the human race

4. Comprehension questions

1. Why did the author come up with the non-existing words? What is their purpose in this particular text?
2. Underline the words that do not exist in the English language.
3. Where in the text does it say that:
 - parts that make up the word don't reflect the word's ultimate meaning?
 - inflections aren't uniformly used for all similar words?
 - words may have a number of meanings which make comprehension difficult?
 - the same inflections may suggest totally different meanings?
 - words may lose their original meaning and may be equally used in expressions denoting opposite things?

5. Check your pronunciation. Read out loud, paying attention to the underlined words.

REASONS WHY THE ENGLISH LANGUAGE IS HARD TO LEARN

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert, in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. There was a row among the oarsmen, about how to row.
13. They were too close to the door to close it.
14. The buck does funny things when the does are present.
15. A seamstress and a sewer fell down into the sewer.
16. To help with planting, the farmer taught his sow to sow.
17. The wind was too strong to wind the sail (which was bought on sale?).
18. After a number of injections, my jaw got number.
19. Upon seeing the tear in the painting, I shed a tear.
20. I had to subject the subject to a series of tests.
21. How can I intimate this to my most intimate friend?

6. Complete the gaps in the text with one word only. The first one has been done as an example.

In countries (0) *...where....* two or more languages are spoken, language is frequently a political and highly emotive issue. (1).....Canada is officially bilingual, the mainly French-speaking province of Quebec introduced a law in 1976 which,

(2) other measures, banned languages (3) than French on commercial signs and restricted admissions (4).....English-speaking schools. In 1988 the supreme court of Canada ruled that some sections of this law were illegal. NO (5)had they done so (6) thousands of French speakers took to the streets (7) protest. Under the regime of General Franco, the Basque language, spoken (8)..... about 6000000 people in Spain, was forbidden. So strict (9) this ban that people using Basque in public could be imprisoned.

Linguistic suppression still goes on but, (10) the whole, governments nowadays are more tolerant of their minority languages. (11).....has this reversal of attitudes been more pronounced than in Wales.

Until well into the twentieth century, Welsh was all (12)illegal, its use being forbidden in schools, the courts and at many places of work. Only (13)a long campaign of protest and vandalism by Welsh speakers in the 1960s (14) the British government allow Welsh to become an official language. (15)twelve per cent of the population of Wales speak Welsh as a first language but the country is now officially bilingual, all public signs are in Welsh as (16) as English, and Welsh is the language of instruction in schools in predominantly Welsh-speaking areas.

Text 2

“ What really matters in language learning?”

1. Discuss the following questions.

1. What do you personally think really matters when learning a new language?
2. Is it difficult for you to start learning a new language?
3. What do you associate different languages with?

2. Read the text.

We are all wonderfully individual in all of our own little ways. We are not the same size, nor quite the same shape. The colour of our hair, skin and eyes, even the shape of our fingers not to mention our finger prints, and many other small details vary from individual to individual, regardless of national group. We like different clothes and have different personalities.

This shows up when you learn English. Some of you read well but feel you have trouble understanding the spoken language, especially if it is spoken quickly. Some of you understand all right but are not confident in your writing. Some of you have good phrasing but poor pronunciation, or think you do. Some pronounce well but make mistakes when speaking, or think you do.

Are there things that are common to all learners? Are there things that everyone needs to work on? What really matters in language learning? I am referring only to people who want to achieve fluency in a language, not to those who only want to have a few phrases for their next vacation.

In my view there are a few things that really matter when we learn a new language. First of all, there is vocabulary. We all need to learn words, many words. We get to know new words gradually. Seeing a word once, or studying it on a list, is not enough. We need to become familiar with new words, to know how they are used with other words in phrases. We achieve this by coming across the words we are learning in a variety of contexts. Gradually we start to feel comfortable with the meaning of these words and start putting these new words together in phrases in order to express ourselves.

Next we need to develop a sense for the language, without worrying about the parts of speech or grammar explanations. This can only be achieved through a lot of exposure to the language. A lot of listening and reading will give us a feeling for the rhythm of the new language.

If we know a lot of words, and I mean really know them, and if we have a sense for the rhythm of the language, then we will understand better and better when we listen and when we read. And as we get better we will want to listen and read more, because we enjoy doing so.

If we enjoy the language, and continue listening and reading, we will eventually be able to speak and write. At first we will be hesitant and timid. But our confidence will continue to grow and we will learn to speak and write well.

If we speak well, our pronunciation will be all right. It will be as good as it needs to be. I do not know anyone who speaks a foreign language well for whom pronunciation is a problem. Some people pronounce a foreign language better than others, but mostly it does not matter. Pronunciation is an area where we can all be a little different, just like our personalities and the clothes we wear.

by Steve Kaufmann

3. Study the Essential Vocabulary of the text and make sentences of your own.

to understand the spoken language

to have good phrasing

poor pronunciation

fluency in a language

to start putting these new words together in phrases

to express ourselves

to develop a sense for the language

a lot of exposure to the language

the rhythm of the new language

4. Comprehension and discussion questions

1. In the first paragraph the author points out that we all have different personalities. What does it have to do with the language studying?

2. Answer the question asked by the author in the third paragraph: Are there things that are common to all learners? Are there things that everyone needs to work on? What really matters in language learning?

3. According to the author what are the things that really matter when learning a new language?

4. What does the phrase mean: “to have a sense for the rhythm of the language”? Do you think you have it?

5. Explain the phrases in English, without translating them into Ukrainian. Use dictionary if necessary.

- we are all wonderfully individual
- we have different personalities
- to have trouble understanding the spoken language
- to have good phrasing
- poor pronunciation

- to develop a sense for the language
- a lot of exposure to the language
- the rhythm of the new language

6. Comment on the following idea. Do you agree with the author?

Learning languages

'While we must accept that there is no single "best method" (of learning a language), we must allow that not all methods are of equal value. There are many roads to Rome, but some are more direct than others and quite a number never arrive at all.'

L. G. Alexander

7. You have a friend who has never studied English. Which ten words or expressions would you advise your friend to learn before visiting an English-speaking country for a holiday? Make a list. Compare your list with another student's. Give reasons for your choice.

8. Can you learn just by reading or listening to English?

You will certainly help yourself to learn English vocabulary not only by studying with different textbooks but also by reading and listening to English. Give each of the items on the list below a mark from 0 to 4 describing how important this way of learning vocabulary could be for you personally. *Example: newspapers 3.* Explain your mark.

Text 3

“English as the Global Language: Good for Business, Bad for Literature”.

1. Discuss in a class

What are the drawbacks and merits of having English as the global language? Should there be one?

2. Read the text.

English is well on its way to becoming the dominant global language. Is this a good thing? Yes, in fields such as science where a common language brings efficiency gains. But the global dominance of the English language is bad news for world literature, according to CEPR researcher Jacques Méltz (Centre de Recherche en Economie et Statistique, Paris and CEPR). Why? Because if the English language dominates world publishing, very few translations, except those from English to other languages will be commercially viable. As a result, virtually only those writing in English will have a chance of reaching a world audience and achieving ‘classic status’. The outcome is clear, Méltz argues: just as in the sciences, those who wish to reach a world audience will write in English. “World literature will be an English literature”, Méltz warns, “and will be the poorer for it

– as if all music were written only for the cello”. According to Méliitz, the tendency of competitive forces in the global publishing market to privilege the translation of English fiction and poetry into other languages for reading or listening enjoyment may damage the production of world literature and in this respect make us all worse off.

Méliitz makes the following points:

- **Language matters:** In the case of literature, as opposed to other uses of language, language does not serve merely to communicate content (say a story line) but is itself an essential source of enjoyment. Therefore, it is futile to argue that nothing would change if all potential contributors to literature wrote in the same language. “We might as well pretend that there would be no loss if all musical composers wrote for the cello” said Méliitz. Translations can only approximate the rhythms, sounds, images, allusions and evocations of the original, and in literature, those aspects are essential.

- **Great authors write in only one language:** Remarkably few people have ever made contributions to world literature in more than one language. Beckett and Nabokov may be the only two prominent examples. Conrad, who is sometimes mentioned in this connection, is a false illustration in a glaring regard: he never wrote in his native Polish. Quite conspicuously, expatriate authors generally continue to write in their native language even after living for decades away from home. This holds not only for poets, such as Mickiewicz and Milosz, which may not be surprising, but also for novelists. Mann went on composing in German during a long spell in the US. The list of authors who have inscribed their names in the history of literature in more than one language since the beginning of time is astonishingly short.

- **English is much more likely to be translated:** For straightforward economic reasons, only works that enjoy exceptionally large sales have any notable prospect of translation. Heavy sales in the original language represent an essential criterion of selection for translation, though not the only one. As a result, translations will be concentrated in original creations in the major languages. Since English is the predominant language in the publishing industry, authors writing in English have a much better chance of translation than those writing in other tongues.

- **English dominance of translations has increased:** The dominance of English in translations has actually gone up over the last 30 years, despite a general decline in the market share of English in the world publishing market. When English represented about a quarter of the world publishing market in the early 1960’s, the percentage of English in translations was already 40%. With the general advance of literacy and standards of living in the world, the share of English in world publishing fell to around 17% in the late 1980’s. Yet the language’s share in translations rose to surpass 50% during this time.

- **If you want to reach a world audience, write in English:** In science, as in literature, a person writing in a minor language has a better chance of publication than one writing in a major tongue, but will necessarily have a much smaller chance of translation and international recognition. The result in science is clear.

Those who strive to make a mark in their discipline try to publish in English. By and large, the ones who stick to their home language – English excepted, of course – have lower ambitions and do less significant work. The same pressure to publish in English exists for those engaged in imaginative writing who wish to attain a world audience.

- **English dominance may cause the world pool of talent to dry up:** However, the evidence shows that in the case of literary writing, the gifted – even the supremely gifted – in a language other than English generally cannot turn to English by mere dint of effort and will-power. Thus, the dominance of English may sap their incentive to invest in personal skills and to shoot for excellence. Working toward the same result are the relatively easier conditions of publication they face at home. If so, the dominance of English in translations may cause the world pool of talent to dry up.

- **Literature may become just another field where the best work is in English:** In other words, the dominance of English poses the danger that literary output will become just another field where the best work is done in English. In this case, the production of imaginative prose and poetry in other languages may be relegated to the same provincial status that such writing already has acquired in some other areas of intellectual activity. But whereas the resulting damage is contestable in fields where language serves essentially for communication, such as science in general, the identical prospect is alarming in the case of literature.

Along with the advances in telecommunications in the last thirty years, the dominance of English in auditory and audiovisual entertainment has become far greater than in books. Does the argument about translations in literature apply more generally and explain this wider ascension of English too? The answer is partly positive as regards television, but mostly negative in connection with the cinema. US television series indeed benefit from an unusually large home audience and only travel abroad when successful domestically. On the other hand, a film need not succeed in the home market before being made available to foreign-language cinema audiences. Hollywood achieved an important place in the cinema in the era of the silent film.

Jacques Mélitz is a Professor of Economics at Centre de Recherche en Economie et Statistique and a Research Fellow in CEPR's International Macroeconomics programme.

3. Study the Essential Vocabulary of the text.

the dominant global language

a common language

the global dominance of the English language

be commercially viable

to communicate content

an essential source of enjoyment

futile

authors who have inscribed their names in the history of literature
 heavy sales
 the predominant language in the publishing industry
 the dominance of English
 a minor language
 a major tongue
 dint of effort and will-power
 sap their incentive
 the dominance of English in translations may cause the world pool of talent to dry up
 the dominance of English in auditory and audiovisual entertainment
 foreign-language cinema audiences

4. Comprehension and Discussion Questions

1. Why does the author compare literature to music in the first paragraph?
2. What are the main language functions?
3. Do great authors write in English?
4. Can the dominance of English cause the world's pool of talent to dry up?

5. Fill in the table. Discuss with your partner what are some advantages and disadvantages of having English as the Global Language in the sphere of Literature.

English as the Global Language in Literature

Drawbacks	Merits

6. One word is missing in each sentence. Try to find this word.

1. When visitors come, don't forget keep these chipped dishes out of sight.
2. The car wasn't a success, so they decided to work a new model.
3. The books used in our school published in the USA.
4. If you don't know the meaning of a word, look up in the dictionary.
5. She was little late, but still in time for the closing session.

6. Young boy finally plucked up courage to invite his beautiful classmate to dinner.
7. You shouldn't live memories of your childhood.
8. The girl was dressed in blue head to foot.
9. When they looked through the window, saw a boy hiding behind a tree.
10. Don't fill the glasses to brim.

Text 4

**“English won't dominate as world language.
More bilingual people expected in future, expert says”.**

1. Discuss in a class

What do you personally think about the future of the English language? Do you think it can become the dominant language? What will be the consequences of it becoming one?

2. Read the text.

WASHINGTON - The world faces a future of people speaking more than one language, with English no longer seen as likely to become dominant, a British language expert says in a new analysis.

“English is likely to remain one of the world’s most important languages for the foreseeable future, but its future is more problematic — and complex — than most people appreciate,” said language researcher David Graddol.

“Monolingual speakers of any variety of English — American or British — will experience increasing difficulty in employment and political life, and are likely to become bewildered by many aspects of society and culture around them,” Graddol said.

The share of the world’s population that speaks English as a native language is falling, Graddol reports in a paper in Friday’s issue of the journal *Science*.

The idea of English becoming the world language to the exclusion of others “is past its sell-by date,” Graddol says. Instead, it’s major contribution will be in creating new generations of bilingual and multilingual speakers, he reports.

Multi-lingual homes

A multi-lingual population is already the case in much of the world and is becoming more common in the United States. Indeed, the Census Bureau reported last year that nearly one American in five speaks a language other than English at home, with Spanish leading, and Chinese growing fast.

And that linguistic diversity, in turn, has helped spark calls to make English the nation’s official language.

Yale linguist Stephen Anderson noted that multilingualism is “more or less the natural state. In most of the world multilingualism is the normal condition of people.”

“The notion that English shouldn’t, needn’t and probably won’t displace local languages seems natural to me,” he said in a telephone interview.

While it is important to learn English, he added, politicians and educators need to realize that doesn’t mean abandoning the native language.

Graddol, of the British consulting and publishing business The English Company, anticipates a world where the share of people who are native English speakers slips from 9 percent in the mid-twentieth century to 5 percent in 2050.

Chinese in the lead

As of 1995, he reports, English was the second most-common native tongue in the world, trailing only Chinese.

By 2050, he says, Chinese will continue its predominance, with Hindi-Urdu of India and Arabic climbing past English, and Spanish nearly equal to it.

Swarthmore College linguist K. David Harrison noted, however, that “the global share of English is much larger if you count second-language speakers, and will continue to rise, even as the proportion of native speakers declines.”

Harrison disputed listing Arabic in the top three languages, “because varieties of Arabic spoken in say, Egypt and Morocco are mutually incomprehensible.”

Even as it grows as a second language, English may still not ever be the most widely spoken language in the world, according to Graddol, since so many people are native Chinese speakers and many more are learning it as a second language.

English has become the dominant language of science, with an estimated 80 percent to 90 percent of papers in scientific journals written in English, notes Scott Montgomery in a separate paper in the same issue of *Science*. That’s up from about 60 percent in the 1980s, he observes.

“There is a distinct consciousness in many countries, both developed and developing, about this dominance of English. There is some evidence of resistance to it, a desire to change it,” Montgomery said in a telephone interview.

More languages on the web

For example, he said, in the early years of the Internet it was dominated by sites in English, but in recent years there has been a proliferation of non-English sites, especially Spanish, German, French, Japanese and others.

Nonetheless, English is strong as a second language, and teaching it has become a growth industry, said Montgomery, a Seattle-based geologist and energy consultant.

Graddol noted, though that employers in parts of Asia are already looking beyond English. “In the next decade the new ‘must learn’ language is likely to be Mandarin.”

“The world’s language system, having evolved over centuries, has reached a point of crisis and is rapidly restructuring,” Graddol says. In this process as many as 90 percent of the 6,000 or so languages spoken around the world may be doomed to extinction, he estimated.

Graddol does have words of consolation for those who struggle to master the intricacies of other languages.

“The expectation that someone should always aspire to native speaker competence when learning a foreign language is under challenge,” he comments.

3. Study the Essential Vocabulary of the text.

the foreseeable future

monolingual speakers

bilingual speakers

multilingual speakers

the native language

the most widely spoken language in the world

4. Comprehension and Discussion questions

1. Does the author believe that English will one day become the dominant language in the world?
2. Where does the text introduced above come from (a brochure for an English language school; an encyclopedia; a preface to a book on modern language teaching)? Justify your answer.
3. What are monolingual English speaker are likely to experience in future?

5. Do you think the following statements are true or false (write “true” or “false” where necessary).

1. Monolingual speakers of any variety of English — American or British — will experience increasing difficulty in employment and political life.
2. The multilingual population in the United States is not at all as common as in other European countries and will never be.
3. People should realize the necessity of studying English, but at the same time should not forget about their native languages.
4. In 1995 English was the second most-common native tongue in the world, trailing only Chinese.
5. By 2050 Chinese will lose its position and Spanish will become the predominant language.
6. English is much larger if you count second-language speakers, and will continue to rise, even as the proportion of native speakers declines.
7. English is strong as a second language, and teaching it has become a growth industry.

6. Translate into English.

Англійська мова сьогодні

На Землі сьогодні люди спілкуються 6 809 мовами. Найбільше мов, понад

2000, використовується в Азії та в Африці. На нашому ж континенті використовується ледве 3% від загального числа мов світу, біля 230 мов. Найпоширенішою мовою на світі є китайська.

Але саме англійська мова визнана світовою й міжнародною мовою і не безпідставно. Для 350 000 000 людей в 104 країнах англійська мова є рідною. Приблизно для такої ж кількості людей англійська є другою мовою. Англійська мова є мовою бізнесу, міжнародної освіти, культури, політики. Понад 60% всіх наукових праць у світі написано англійською мовою. 157 міжнародних авіаліній працює й обслуговує пасажирів англійською мовою. Лише в Індії видається понад 3 000 англійськомовних газет та журналів. Коли німецький концерн Фольксваген відкривав автомобільний завод в Шанхаї, то виявилось, що там є занадто мало китайців, котрі володіють німецькою, а в Німеччині занадто мало німців, котрі володіють китайською. Проблему вирішило знання англійської обома сторонами.

Домінація англійської мови у світі не залишає жодних сумнівів. І це напевне заслужена позиція для англійської мови. Англійська мова мелодійна і її приємно слухати та вивчати. Англійської мови можна навчитися дуже швидко, а її граматична структура дуже проста і логічна.

7. Write an Argumentative Essay “*The Advantages and Disadvantages of English as the Universal World Language*”.

Text 5

“English - the universal language on the Internet?”

1. Discuss in a class.

Do you use English a lot when looking for the information in the Internet? Do you think there is more information in English or in Russian?

2. Read the text.

Generally speaking, English is the universal language on the Internet, but it has no official status, and it will never have. Linguistically, English is extremely unsuitable for international communication, and the actual wide use of English tends to polarize the world into Internet users and Internet illiterates.

The current situation

In general, the universal language on the Internet is English, or more exactly a vague collection of languages called "English" because their common origin is the national language spoken in England by the English. That national language has spread over the world, and several variants such as American (US) English, Australian English, etc exist. A great number of people whose native language is none of the variants know English as a foreign language. They typically use a more or less simplified variant, e.g. excluding most of the idioms of British, American, Australian, etc English. Of course, they make mistakes, and sometimes the "English" used by people as a foreign language on the Internet is almost incomprehensible to anyone else. In addition, people who use English as their

native language do not know how to spell difficult words, since they basically know English as a spoken language.

Thus, roughly speaking, the universal language of the Internet is clumsy, coarse and misspelled "English".

Why is it so?

Generally speaking, when a language has got the position of a universal language, the position tends to be affirmed and extended by itself. Since "everyone" knows and uses English, people are almost forced to learn English and use it, and learn it better.

Even if you expect the majority of your readers to understand your native language, you may be tempted to use English when writing e.g. about research work. Usually researchers all over the world know English and use it a lot, and often the relevant terminology is more stable and well-known in English than in your own language. Thus, to maximize the number of interested people that can understand your text, you often select English even if the great majority of your readers have the same native language as you. Alternatively, you might write your texts both in your native language and in English, but this doubles the work needed for writing your document and possibly maintaining it. Consequently, the use of English in essentially national contexts tends to grow.

In the news system, the position of English in most international groups is regarded as so obvious that people who post non-English articles to such groups - by accident or by ignorance - typically get flamed quickly. By the way, when people post articles to international groups in their own languages, the reason is typically novice users' ignorance of basic facts about the news system. People start posting articles before they have read what is generally written to the group. One thing that causes this happen relatively often that there is no easily accessible and useable list of groups together with their content descriptions, and typically content descriptions do not explicitly state what language(s) should be used in the group. The universal language position, once gained, tends to be strong. But how is such a position gained?

During the history of mankind, there have been several more or less universal languages or *lingua francas*, such as Latin (and Greek) in the Roman empire, mediaeval Latin in Western Europe, later French and English. Universality is of course relative; it means universality in the "known world" or "civilized world", or just in a large empire. No language has been really universal (global), but the current position of English comes closest. The position of a universal language has always been gained as a by-product of some sort of imperialism: a nation has conquered a large area and more or less assimilated it into its own culture, including language, thus forming an empire. Usually the language of the conqueror has become the language of the state and the upper class first, then possibly spread over the society, sometimes almost wiping out the original languages of the conquered areas. Sometimes - especially in the Middle Ages - the imperialism has had a definite cultural and religious nature which may have been more important than brute military and economic force.

As regards to the English language, it would have remained as a national language of the English, had it not happened so that the English first conquered the rest of the British Isles, then many other parts of the world. Later, some English colonies in a relatively small part of America rebelled, formed the United States of America, and expanded a lot. They formed a federal state where a variant of the English language was one of the few really uniting factors. And that federal state became, as we all know, wealthy and important.

Effects of the importance of the Internet and English

The importance of the Internet grows rapidly in all fields of human life, including not only research and education but also marketing and trade as well as entertainment and hobbies. This implies that it becomes more and more important to know how to use Internet services and, as a part of this, to read and write English.

Of course, when you know some English, you can learn more just by using it on the Internet, but at least currently the general tendency among Internet users is to discourage people in their problems with the English language. Incorrect English causes a few flames much more probably than encouragement and friendly advice.

In different countries and cultures, English has different positions. There are countries where English is the native language of the majority, there are countries where English is a widely known second language, and there are countries where English has no special position.

An official language for the Internet?

There is no conceivable way in which any authority could define an official language for the Internet. The Internet as a whole is not controlled by anyone or anything, and this could only change if, by miracle, all countries made an agreement on it or if the entire world were taken to the control of one government. Thus, if the question "whether or not English should be made the universal language of the internet" is interpreted as concerning the **official** status of English, the answer is simply that English, or any other language, **cannot** be made the official universal language. It is fruitless to ask whether an impossible thing should be made.

But can things change?

English can lose its position as a widely used (although not official) universal language in two ways. Either a new empire emerges and its language becomes universal, or a constructed language becomes very popular. I believe most people regard both of these alternatives as extremely improbable, if not impossible. Perhaps they are right, perhaps not.

Is English a suitable universal language?

Apart from being widely used and known, English is extremely unsuitable as a universal language. There are several reasons to this.

Any national language, i.e. a language which is or was originally the language of a particular tribe or nation, has obvious defects when used for international communication:

- Native speakers of the language are in a quite different position than others. Some people regard this as bad in itself, as contrary to the equality principle, but I think it is practical consequences that make it bad. Native speakers tend to use idioms and rare words and to speak too fast, unless they exercise conscious control over their language - and such control is difficult and unnatural when applied to one's mother tongue. This implies that in oral communication in particular native speakers of English often have *worse* problems in getting themselves correctly understood than nonnative speakers!
- National languages exist in various dialects and forms - sometimes they are even mutually unintelligible, but the differences always make communication harder. There is usually no standard for a national language, and even if something that can be called standard exists, it is just one form of the language - typically a form that is only used by a minority and even by it only in a minority of occasions. For a native speaker of a language, it is natural to use one's own dialect, and it is difficult to avoid this entirely; this emphasizes the importance of the above-mentioned problem of native speakers expressing themselves in international contexts.
- A national language carries with it the history of the nation. For instance, words and phrases have got, in addition to their dictionary meanings, connotations, colors and associations. This is an important cultural phenomenon which helps in keeping the nation a nation, but in international communication it is a burden.

These remarks apply to English, too, and especially to English. One of the worst relics of English is the orthography. English has a very rich repertoire of idioms, and it typically has several words which have the same basic meaning but different connotations and stylistic value. Especially in international contexts you can never know what words mean to people with different backgrounds. Thus, you may occasionally get your basic message understood in some way, but you cannot tell in which way. This is of course an inherent problem in all human communication, but the nature of English makes it a really big problem.

English is an eclectic language which tends to borrow words from other languages instead of constructing words for new concepts from older words with derivation or word composition. People often say that English has a rich vocabulary as if it were something to be proud of. The richness of the vocabulary results basically from word borrowing and implies that words for related concepts are typically not related to each other in any obvious, regular manner. Word borrowing makes a language more international in one sense, but in the essential sense it makes it less suitable for international communication, since learning the vocabulary is more difficult.

3. Study the Essential Vocabulary of the text.

universal language
official status
to illiterate
native language
clumsy, coarse and misspelled "English"
relevant terminology
non-English articles
to post articles
the current position of English
by-product
the original language
second language
mother tongue
national language
relic
a very rich repertoire of idioms
an eclectic language
to borrow words from other languages

4. Discussion and Comprehension Questions.

1. Is English suitable for being the global language of the Internet?
2. What is the current status of English on the Internet?
3. Why is English unsuitable as the official language of the Internet?
4. What do you know about the history of English?
5. Why is English unsuitable for being the global language?

5. Fill in the table, using the words and expressions from the text and your personal knowledge

The current status of English on the Internet	
Pros of having English as an official language of the Internet	
Cons of having English as an official language of the Internet	

6. It is interesting to know that ...

- The language most closely related to English is Friesian
- There are more than 2,700 languages in the world. In addition, there are more than 7,000 dialects.
- The most difficult language to learn is Basque, which is spoken in northwestern Spain and southwestern France. It is not related to any other language in the world. It has an extremely complicated word structure and vocabulary.
- All pilots on international flights identify themselves in English.

- Somalia is the only African country in which the entire population speaks the same language, Somali.
- More than 1,000 different languages are spoken on the continent of Africa.
- The Berbers of North Africa have no written form of their language.
- Many languages in Africa include a “click” sound that is pronounced at the same time as other sounds. You must learn these languages in childhood to do it properly.
- In nearly every language around the world, the word for "mother" begins with an m sound.
- In most languages, just 100 words comprise about half of all words used in conversation.
- The closest language related to English is "Frisian." However, most native English-speakers would probably find it easier to master a Romance language or a Scandinavian language (except Icelandic).
- English is the only language that capitalises "I", the first person singular.

Text 6

“Hyperpolyglots -a case of brain power or hard work?”

1. Discuss in a class.

Do you think it’s possible to study a lot of languages at the same time? Would you be able to do it? What do we call people who speak a lot of foreign language? What European languages would you like to study?

2. Read the title and first paragraph of the article below. Answer these questions.

- a) If 'polyglot' means a person who speaks several different languages, what do you think 'hyperpolyglot' means?
- b) What does Dick Hudson want to know?
- c) What do you think is the world record for the number of languages a person can speak? Have a rough guess.
- d) Which of your friends and acquaintances knows the greatest number of languages?

3. Scan the whole article and answer these questions.

- a) Which of the following people mentioned in the article are academics?

CJ	Lomb Kato	Stephen Krashen
Dick Hudson	Loraine Obler	Steven Pinker
Giuseppe Mezzofanti	Philip Herdina	Suzanne Flynn

- b) Who or what are the other people?
- c) Which of the academics express specific opinions about hyperpolyglottism?

4. Which paragraphs of the article include information about 'N' and his family? Read the text.

IN 1996, DICK HUDSON, a professor of linguistics at University College London posted an email to a list serve for language scientists asking if anyone knew who held the world record for the number of languages they could speak. Replies listed the names of well-known polyglots, such as Giuseppe Mezzofanti, an eighteenth-century Italian cardinal.

Then, in 2003, Hudson received an unexpected reply to his email from someone who had belatedly come across his question. The writer, 'N', described how his grandfather, who was Sicilian and had never gone to school, could learn languages with such remarkable ease that by the end of his life he could speak seventy and read and write fifty-six. N's grandfather was twenty when he moved to New York in the early 1900s. There he worked on the railways, which brought him into contact with travelers speaking many languages. When N was ten, he accompanied his grandfather on a cruise which took them to over twenty countries, from Venezuela to Hong Kong and Japan. N claimed that whatever port they visited, his grandfather knew the local language.

WHEN HUDSON READ N's note, he immediately recognized the potential significance of the claims and posted them on the Internet. In his posting, he coined the term 'hyperpolyglot', which he defined as someone who speaks six languages or more.

Language is known to be part of humans' unique cognitive endowment, and scientists have long studied how language abilities can be impaired by disease or trauma. It is less clear, however, what upper limits this endowment has. After a long silence on this topic, linguists and psychologists are now looking to hyperpolyglots for answers. Do these people possess extraordinary brains, or are they so ordinary folk with ordinary brains who do something extraordinary through motivation and effort?

Until recently, there was little scientific information about hyperpolyglots. Mezzofanti, for example, was supposed to have known seventy-two languages, and to have spoken thirty-nine fluently, but nowadays such tales are often greeted with scepticism. In the discussion that followed Hudson's publication of N's claims, a reader disputed the Mezzofanti story, saying he found it absolutely preposterous, and pointing out how long it would take to learn seventy-two languages. Assuming that each language has 20,000 words and that Mezzofanti could remember a word after encountering it once, he would have to learn one word a minute, twelve hours a day for five-and-a-half years! Professional linguists, too, are divided on this question. Philip Herdina, at the University of Innsbruck in Austria, is a sceptic. He doubts whether anyone has the capacity to speak seventy-two languages, arguing so that maintaining this ability would take resources from other activities.

But others see no reason why people should not be able to learn a huge number of languages. 'There is no limit to the human capacity for language except for things like having time to get enough exposure to the language,' says Suzanne Flynn, a psycholinguist at Massachusetts Institute of Technology. Harvard

University psycholinguist Steven Pinker agrees. Asked if there was any reason someone couldn't learn dozens of languages, he replied: 'No theoretical reason I can think of, except, eventually, interference; similar kinds of knowledge can interfere with one another.'

But if Flynn and Pinker are correct, and an ability to learn many languages is the norm, why are so few people able to exploit it? Stephen Krashen, from the University of California, maintains that exceptional language learners simply work harder, and have a better understanding of how they learn. Krashen cites the case of Lomb Kato, an eighty-six-year-old Hungarian interpreter who could speak sixteen languages. Lomb apparently felt she had no special talent for languages: she had taken classes in Chinese and Polish, but the others she taught herself. According to Krashen, Lomb was an ordinary person with no special qualities, apart from a desire to learn languages and an effective way of achieving this aim. Other researchers say that exceptional brains play a more significant role. In the 1980s, neurolinguist Loraine Obler of the City University of New York found a talented language learner she called 'CJ', who could speak five languages. CJ had learned to read late, had an average IQ, and had always been a mediocre student. However, on the Modern Language Aptitude Test, he scored extremely high. His verbal memory was very good, he could remember lists of words for weeks, but he quickly forgot images and numbers, and had problems reading maps. All of this seemed to indicate that CJ's language talent was inborn and not related to a higher level of general intellectual ability.

Some researchers also believe that there is a genetic component to hyperpolyglotism, and evidence suggests that the trait runs in families. Unfortunately, however, it is difficult to get families to agree to subject themselves to a genetic study. Neither 'N' nor his family were prepared to grant an interview on the subject. What makes this particularly frustrating for linguists trying to study hyperpolyglotism is that, in his original message, N mentioned another member of his family, a seven-year-old girl, who could count to 100 in three languages and could pick out words spoken in other languages and say what they meant.

N and his hyperpolyglot family 165 may have retreated from public view for now, but they could yet provide more fascinating insights into our language abilities.

5. Study the Essential Vocabulary of the text.

hyperpolyglot

to post an email

to hold the world record

to be brought into contact

the potential significance of

to post smth on the Internet

to coin the term

6. Look at the following list of statements (1-5) relating to hyperpolyglottism. Match each statement with the correct person A-E.

- 1 Successful language learning requires motivation, application, and a learning strategy.
- 2 Speaking many languages would adversely affect other abilities.
- 3 Effective learning requires sufficient close contact with a language.
- 4 Language aptitude is probably inherited, not a facet of intelligence.
- 5 As someone learns more languages, they may get them confused.

- A Loraine Obler
- B Philip Herdina
- C Stephen Krashen
- D Steven Pinker
- E Suzanne Flynn

7. Complete the summary. Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the article for each answer.

N came from a family which was partly of (6).....origin. The evidence of unusual linguistic ability came from two relatives. The first was N's (7)....., who was said to speak (8)..... languages. N witnessed this ability during a tour of more than (9).....
The second relative, a young girl, could count well in (10).....
Research came to an end since N's family would not agree to (11)..... If true, N's story supports the idea that hyperpolyglottism (12).....

8. Multiple-answer question

Which TWO of statements A-E reflect linguists' knowledge of hyperpolyglottism?

- A They do not know how many languages humans are capable of learning.
- B They know that people become hyperpolyglots because of a need to know many languages.
- C They know how hyperpolyglottism is passed on from one generation to the next.
- D They know that hyperpolyglots have above-average intelligence.
- E They know that humans are capable of learning many languages.

9. These verbs are used to report information that could originally have been spoken or written. Complete extracts a-e from the article with one of the verbs, then check your answers in the article.

- | | | |
|--------------|---------|-----------|
| arguing | claimed | described |
| disputed | doubts | maintains |
| pointing out | saying | |

a N how his grandfather could learn languages ...

b N.....that whatever port they visited, his grandfather knew the local

language.

c A reader.....the Mezzofanti story,.....he found it absolutely preposterous, andhow long it would take to learn seventy-two languages.

d Philip Herdina.....whether anyone has the capacity to speak 72 languages,.....that maintaining this ability would take resources from other activities.

e Stephen Krashen.....that exceptional language learners simply work harder.

10. Now answer these related questions.

a How might the ideas in 4a-e have appeared originally in direct speech?

b Complete the extracts again, this time using the appropriate form of these alternative reporting verbs. In some cases more than one answer is possible.

challenge	contend	insist
question	remark (that)	report
show	state	

11. Complete these sentences using appropriate reporting verbs.

a A study in the USA has (1).....that men gossip more than women rather than the other way round. The authors of the study, reacting to the surprise which their findings caused, (2).....that the two sexes gossip in quite different ways.

b A recent study (3).....that anthropologists now understand the reasons why humans developed complex language systems. They (4).....that there is a universal language of motherhood, which they have called 'motherese'.

c The world famous linguist Noam Chomsky (5).....that humans have an inborn capacity to apply rules of grammar and to speak. A previous 18th century theory (6).....that speech developed naturally through a process by which humans associated objects, actions and ideas with particular sounds.

12. Discuss these questions with other students.

a What, in your experience, makes some people better language learners than others?

b How important do you think motivation is in the language learning process? What different motivations do people have? What is your main motivation for learning English?

c In your experience, who would you say gossips more, men or women?

d What do you understand by 'motherese'?

e What everyday evidence is there that humans have an inborn capacity to apply rules of grammar?

Text 7

“Settling In: 10 Common Myths (and One Uncommon Truth) About Culture Shock”

1. Discuss these questions in a class.

1. *What do you know about culture shock? Have you ever experienced one? If so, what were some of the symptoms you experienced?*
2. *If you have not traveled abroad, what aspect about studying abroad are you most looking forward to experiencing or doing?*

2. Read the text.

By Nancy Longatan

Summary: *Longatan outlines 10 common myths about culture shock and one uncommon truth. She'll help you see why culture shock is a gift.*

The term "culture shock" is by now widely known and loosely applied to many different types of interactions and emotional states, but there are still a lot of misconceptions, even among experienced world travelers and long-time expats. Here we look at ten common myths about the cross-cultural adjustment process and try to sort out hard fact from lazy fiction.

1. It won't happen to me!

Culture shock happens to everybody. It can even hit on a smaller scale within ones own country, in a new town or a new job, but the most striking experience of culture shock is, of course, when moving to an entirely new country. Kalvero Oberg, the scholar who coined the phrase points out: "[There are] a thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people...how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not..." And in a different culture all these and many other cues and clues are different, so a newcomer will always feel a bit off balance and out of touch. It is this experience of being out of kilter with the surroundings that precipitates the experience called culture shock.

2. It's a kind of illness, weakness, or fault.

Culture shock is a natural process that everyone will go through. It's not an indication that something is wrong, only that a lot of new material needs to be accommodated all at once, and a kind of system overload goes into effect, causing some distress. Some people feel great discomfort and clumsiness when entering a new culture, while others will adjust more easily, but some level of culture shock is always to be expected.

3. It mainly happens to people going to a very different kind of environment.

Some people believe that when moving to a country with the same language, or at a similar level of economic development that culture shock will not be a factor, but the reality is that even if the language is the same, the culture can differ in a wide variety of subtle and/or obvious ways. Although moving from, say, an industrially developed or rich country to a very poor one (or vice versa) can expose one to more immediate "shocks" in terms of seeing extremely different lifestyles or living conditions for the first time, culture shock is a different process that will come into play regardless of physical conditions.

4. a) Everybody is really alike underneath. b) You can never really understand foreigners.

Paradoxically, this myth can take two opposite forms, while underlying it is an attitude of oversimplification and misunderstanding of the true nature of cultural differences. Culture is real, and people really do hold very different values about life and living. However, the ability to understand such differences is a part of being human, and we can all learn to appreciate others' values even while determining never to share them or give up our own.

5. I just need to be more reasonable and less emotional.

Culture shock can be an intensely emotional experience. The sojourner in a new place finds that everything is "up for grabs", and previously unexamined assumptions are challenged on a daily basis. Everyone else seems to understand what's going on without need for explanations, and one's own expectations get violated without any acknowledgement or clarification.

That challenges like these cause emotional distress should not be surprising, and you cannot expect to reason yourself out of feelings of this nature. Try instead to analyze the triggers that cause you the most distress and reflect on what, exactly, of your personal "baggage" is being challenged by these triggers.

6. Just be yourself and people will like you/adjust to you.

Unfortunately, many of the communication cues that seem natural within one culture can actually be offensive in another. This can be as simple as learning to avoid a gesture that may have a different meaning, to subtle and unconscious processes such as volume of speaking and eye contact. Without being aware of it, a sojourner can be projecting an unpleasant or unattractive persona because of communication styles that are common in the home culture and considered improper in the host culture. It is necessary to be alert and ready to learn when entering a new culture, so that the ways of communicating politely and effectively

can be gradually picked up and practiced on the way to becoming a competent cross-cultural communicator.

7. It can strike at any time, like lightning.

Culture shock is a process of adjustment that builds up and is resolved over a period of time. The "shocks" that hit hard from time to time are not culture shock itself, only a symptom of it. Some days are just hard. Feelings of frustration and even despair well up and no resolution seems to be in sight. Other days or moments can be euphoric, giving a sense of oneness with the entire universe. Both of these points are part of the whole culture shock experience, and will need to be integrated gradually as the sojourner becomes adjusted to a new environment and lifestyle.

8. One only has to go through culture shock once.

Each new place requires a new adjustment process, and experienced expatriates know that they have to live through all the stages of adjustment each time. Of course, one develops skills in entering new cultures and a familiarity with the practice of coping with culture shock, but the need for adjustment continues all the same.

9. I need to know what stage I'm in.

Scholars have observed people in cross-cultural situations going through a series of stages of adjustment running from pre-departure to re-entry, but these stages are not subjectively identified. Rather, they are discerned from a large sample of people reporting on their feelings and experiences over time. The information that one is "at" one stage or another may or may not be helpful, and some, especially those living overseas for long and undetermined periods, may not "go through" stages at all, but may experience them as a cycle or even as randomly occurring experiences. Take the information gained from researchers with a grain of salt, and observe your own adjustment process with as much self-awareness as you can. Your own observations will probably have more validity for your own adjustment process.

10. It will go away naturally.

Everyone adjusts to a new environment eventually, but not everyone learns it well enough to appreciate its own real strengths and weaknesses. Many people moving to a new country get used to their life there, but do not question or give up their original ethnocentric assumptions, making them constantly critical and unappreciative of the host culture.

To avoid this trap, it is necessary to think of oneself as a learner and to look for ways to actually take on the point of view of a native, at least for a short time, to

try to catch a glimpse of the culture from the inside, on its own terms. In this way, a newcomer can gain a deeper respect for the new culture, and perhaps even move to integrating some of its values or approaches into a changed, bicultural life.

One Uncommon Truth

Culture shock is a gift. It shakes up our small world and forces us to question and reappraise what we thought we knew. A person who can be open to the challenge posed by a strange culture can grow and expand mentally, emotionally and spiritually, and gradually be transformed into a true world citizen. Culture shock should be welcomed and celebrated!

3. Study the Essential Vocabulary of the text.

culture shock

emotional states

misconceptions

cross-cultural adjustment process

hard fact

lazy fiction

the most striking experience of culture shock

on a smaller scale

feel a bit off balance and out of touch

being out of kilter with the surroundings

come into play

oversimplification

sojourner

on a daily basis

"up for grabs"

host culture

a competent cross-cultural communicator.

critical and unappreciative of the host culture

ethnocentric assumptions

to try to catch a glimpse of the culture from the inside

gain a deeper respect for the new culture

bicultural life

4. Discussion and Comprehension Questions.

1. Give your own definition of culture shock.
2. What are 10 stages of culture shock mentioned in the article?
3. Why do people experience culture shock?
4. How can you determine that you have culture shock?
5. Do you think the culture shock experience varies depending on the reason people have for coming to the country? (For example, is it different for people who come with a family or alone? For people who come by their own choice or do not

have a choice? For people who come with the idea to return home or with the idea to stay?)

6. What aspect of American \ British culture do you find most difficult to understand?

7. What aspect of your own culture do you find most difficult to understand?

8. What aspect of your own culture do you most appreciate and would not like to give up?

5. Find out whether the statements below are true or false? Mark the correct answer. Justify your answer.

Statement	True	False
Culture shock does not happen to everybody		
Some people feel great discomfort and clumsiness when entering a new culture, while others will adjust more easily, but some level of culture shock is always to be expected.		
Some people believe that when moving to a country with the same language, or at a similar level of economic development that culture shock will not be a factor		
Culture shock is contagious.		
Culture shock can be an intensely emotional experience		
To adjust to living in a new country it is necessary to think of oneself as a learner and to look for ways to actually take on the point of view of a native, at least for a short time.		
Culture shock is a gift		
In a different culture all these and many other cues and clues are different, so a newcomer will always feel a bit off balance and out of touch.		
Many people moving to a new country get used to their life there, but do not question or give up their original ethnocentric assumptions, making them constantly critical and unappreciative of the host culture.		

6. Translate into English.

Що таке культурний шок?

- Культурний шок проявляється, коли людина відвідує іншу країну, яка відрізняється від країни, де вона проживає.
- Часто люди не приділяють належної уваги тому, як проблеми з мовою можуть впливати на виникнення серйозного стресу.
- Відсутність знайомого навколишнього середовища має негативний вплив на здатність людини опанувати нові соціальні відносини та нове

навколишнє середовище. Коли цей стрес досягає найвищого ступеня розвитку, його результатом може бути сильна емоційна реакція, відома як "культурний шок". Ця концепція допомагає пояснити відчуття здивованості та втрати орієнтації, яку відчуває людина при зіткненні з новою культурою.

- Культурний шок – це цілком нормальне явище.
- Кожна людина по-різному переживає культурний шок.

7. Writing your experience.

Choose one:

a. Culture Shock: Think about your experience moving to a new country (this could be your move to the U.S. or your move to another country): What happened when you arrived? How did you feel in the beginning (physically, emotionally)? What was the same or different as your life before the move? Did your first feelings change over time? How? What kind of help do you wish you had? What advice, if any, do you have for others who move?

b. Painful Decision: What was a painful decision you have made? What were your choices? Why did you make the decision that you made? Do you think it was the 'right' one?

c. "It's culture shock for a lot of people when they think that they can just come into any band and just be in it. No, it doesn't work like that.

Text 8

"British English vs. American English: Spelling issues and beyond"

1. Discuss these questions in a class.

1. Do you think English is a difficult language to learn?

2. Can you distinguish between American and British English?

3. What is the most difficult thing about English?

2. Read the text.

by Ray Cook

Far too much is made of the differences between British and American English.

The two varieties of English are in fact one and the same language with some interesting, sometimes amusing, sometimes challenging differences. The two versions of English provide fertile ground of all sorts of lingual-fascists, ignoramuses and arrogant so-called experts.

Let's begin with spelling.

When I was about 12 years old I obtained a copy of Jules Verne's 'From The Earth To The Moon'. After a while I noticed something strange. Had the typesetter run out of U's? Why was 'valour' spelled 'valor'. And why was 'centre' spelled 'center'. What was going on?

You may have guessed by now that I am British English, in fact. I had never before seen written US English although I had long been accustomed to American accents having grown up on a diet of American TV series such as 'Wagon Train', 'Rawhide' and 'Bonanza' (and many, many more). I was suddenly awakened to the fact that there were more differences between me and Rowdy Yates than met the eye.

Many years later I became a student of the English Language learning about its origins in Anglo-Saxon, through the Middle English period and then on to Shakespeare. And so we arrive at Dr Samuel Johnson and his famous dictionary. And we also find that until printed books became widely available and the language was at last analyzed and codified, spelling was, shall I say, a matter of personal choice.

By the time the United States came into being there was a pretty much agreed way of spelling most words with some acceptable variations.

Enter Noah Webster who thought it was high time the post-colonials showed their former masters a thing or two. So let's sweep away the past and stride out into the American future with a more consistent, more easily learned orthography.

WEBSTER'S CHANGES

Although he actually did keep at first the '-our' mentioned above, he later decided that the letter 'u' just had to go. Hence 'color', 'favor' and 'flavor' in contrast to British 'colour', 'favour' and 'flavour'.

He changed 'c' to 's' in such words as 'defense' and 'offense'. (A note here just to let you know the number of times I shout at British TV when they caption the US Secretary of Defense using the British spelling. In titles and place names we should honour/honor each other's spelling. When I see 'Pearl Harbour' I have to be restrained from driving 200 miles to London, storming into the BBC, or whoever, and demanding justice for Hawaiians)

Webster decided that the letter 'l' was also overused so he removed the double consonant in words such as 'traveller' and 'signalled' and changed them to 'traveler' and 'signaled'.

There are a large number of other differences in orthography such as the dropping, in US English, of diacritics (That's when you glue an 'a' to an 'e' or an 'o' to an 'e' such as aesthetic/esthetic).

This is a long list but demonstrates that American spelling has always been an attempt to simplify' and standardize although many anomalies remain.

Then there's the '-ise/-ize' variation although both are acceptable in many cases in British English.

Now here's a strange one. I always thought that the Americans dropped the '-ue' in words like 'dialogue', then I read President Obama's book 'Dreams from My Father' and the last chapter is entitled 'Epilogue' maybe that's a British publishing solecism.

One that always makes me smile is the axing of the 'e' in 'axe/ax'. It really looks strange.

Now for a Webster beauty: 'connection' becomes 'connexion', so why not 'elexion' or 'erexion'. See what I mean about inconsistency.

There's more, but I don't want to bore you. So let's move away from spelling and go beyond as the title exhorts us to go.

If we put aside the written word we are left with the spoken and that throws up a large number of issues such as accent, pronunciation, grammar and cultural difference.

GRAMMAR

It's actually quite remarkable how close the two grammars are which reflects how stable English has been for about 400 years (but that was before hip-hop came along). However, these differences do not normally cause more than a little jolt of surprise; understanding is usually mutual.

Gotten:

Americans would say, 'I have gotten over it'.

Whereas the British would say, 'I have got over it'. But both use 'forgotten' and 'begotten'.

Different than:

The British say 'different from' or 'different to' but rarely 'different than' which is an American usage (but gaining purchase in the UK).

Have and Do:

In British English you always answer a 'have' question with 'have', so, for example, 'Have you got a British accent?', answer, 'Yes, I have'. Whereas in America the answer would invariably be, 'Yes, I do'. However, if in Britain if you were to ask, 'Do you have a British accent?', then the answer could be 'Yes, I do' or 'Yes, I have'. (Aren't we a strange lot?)

Fitted / Fit:

The past tense of 'to fit' in British English is 'fitted' as in "the blouse fitted her very well". But in America "the blouse fit her very well".

Dates and time:

In the US you would say, '(a) quarter after eight' and '(a) quarter of/till eight'. In the UK this is '(a) quarter past eight' and 'a quarter to eight'.

'July the fourth' in the UK but 'July fourth' in the US.

'Two thousand and nine' in the UK but 'two thousand nine' in the US.

It took me many years to figure out (now that's an Americanism) that Americans do not drop their h's but adopt an ancient English practice which has gone out of use in the UK. Americans do not aspirate the h' in words such as 'human' and 'herb' whereas the British do sound the initial h' in these words (unless your local accent drops the h' which is not considered RP or Received Pronunciation).

CULTURE

When we go beyond the underlying differences we have to address culture. Language reflects culture so, invariably, we have words, phrases, references which are known only within a particular cultural group.

Let me try you out with some cultural British English:

'Flintoff took the new ball after lunch and took three wickets in his first five overs leaving Australia on 178-6 at stumps.'

Apart from the sheer fantasy of England besting the Aussies at cricket, an American wouldn't have a clue what this is about. No doubt a similar description of a baseball pitcher and his achievements would be equally incomprehensible to a Brit.

But, here's the thing, we British have been steeped in American culture through film and TV for about 50 years. America is the dominant English-speaking culture in the world. Its use of language is beginning to have a big Influence on spoken English. Increasingly, young Brits are adopting the vocabulary and speech patterns of their American counterparts much to the consternation of their parents who suddenly can't understand their children who sound like Australo-New Yorkers. As far as I'm aware, there is no such reciprocal effect on American English by British English which most Americans still regard as somewhat quaint' whilst revering us as the true progenitors of their native tongue.

Such is the nature of language. Like fashion, history and life itself, it is in constant flux. Sometimes that flux moves more swiftly than at others. It happened around 1500 when the language moved rapidly from the language of Chaucer to the language of Shakespeare. It is happening now: just watch a movie from the 1930's and listen to the American and British accents. The Americans sound far more British than their latter-day compatriots and the British sound like Americans think the British still speak (only kidding, ya'll). It is not inconceivable that one day we will have great difficulty understanding these ancient films (I even have to concentrate now to understand some Americans especially African American street talk). I can see the future when there are degree courses at Oxford or Princeton in the language of the early American cinema'.

As things stand, if you listen to an old recording of President McKinley, although he sounds a little strange, he is still perfectly comprehensible. I wonder how far back we would have to go before we could no longer understand standard English. I'd guess about 300 years, which is an incredible testimony to the durability, conservatism and global span of that great language we share, abuse and re-craft every day.

Two cultures separated by a common language? No way. It is our common language which binds us, not separates us. May it long continue.

3. Study the Essential Vocabulary of the text.

two varieties of English

challenging

provide fertile ground

grown up on a diet of American TV series

4. Discussion and Comprehension Questions

1. Do you agree with the statement "Britain and America are two countries separated by the same language?" Why? Why not? What is the author's standpoint?
2. Who is Noah Webster? What was his contribution to the language study?

3. What are some grammatical differences between British and American English mentioned in the text?
4. What about the cultural differences? Are there many?

5. Fill in the gaps. Use the dictionary if necessary.

British English vs. American English

*Example: In the UK, you play **football**; in the US, you play soccer.*

1. In the UK, you eat **biscuits**; in the US, you eat _____.
2. In the UK, you buy a **return** ticket; in the US, you buy a _____.
3. In the UK, you take a **lift**; in the US, you take an _____.
4. In the UK, you go to the **cinema**; in the US, you go to the _____.
5. In the UK, you wear **trousers**; in the US, you wear _____.
6. In the UK, you go on **holiday**; in the US, you go on _____.
7. In the UK, you wait in a **queue**; in the US, you wait in a _____.
8. In the UK, you put **petrol** in your car; in the US, you put _____ in your car.
9. In the UK, you drive a **lorry**; in the US, you drive a _____.
10. In the UK, the third season is **autumn**; in the US, the third season is _____.
11. In the UK, you wear a **jumper**; in the US, you wear a _____.
12. In the UK, you eat **sweets**; in the US, you eat _____.
13. In the UK, you live in a **flat**; in the US, you live in an _____.

14. In the UK, you live with a **flatmate**; in the US, you live with a _____.

15. In the UK, you eat **chips**; in the US, you eat _____.

16. In the UK, you eat **crisps**; in the US, you eat _____.

17. In the UK, you throw away **rubbish**; in the US, you throw away _____.

18. In the UK, you throw rubbish in the **dustbin**; in the US, you throw garbage in the _____.

19. In the UK, the back of a car is the **boot**; in the US, the back of a car is the _____.

20. In the UK, the front of a car is the **bonnet**; in the US, the front of a car is the _____.

6. Project work. Do the survey to get to know how many English words we (the Ukrainians) have adopted to use in our day-to-day speech. Make up a table introducing those words and their equivalents in Ukrainian.

7. Working in Groups. Debate on the following topic:

Should we change the way words in the English language are spelled, to make them more like the way they are spoken?

◆ Listening

Listening 1.

World Languages

1. Look at the table. Match the languages in the box with the countries where they are spoken. You can use one language more than once.

Country	Major languages	Number of speakers	% of population
China	Mandarin	867m	67.0%
	Wu (Shanghai)	50m	3.8%
	1	45m	3.5%

Canada	English	19m	59.3%	
	2	7m	2.3.2",.	
Spain	Spanish (Castilian)	1 32m	74.0%	
	3	7m	17.0%	
	Galician	3m	7.0%	
	4	850,000	2.0%	
Switzerland	German	4.5 m	63.7%	
	5	1.4m	19.2%	
	Italian	540,000	7.6%	
	6	42,600	0.6%	
Basque	Cantonese	Catalan	French	Romans

2. Read the information about Andrea Harris. Then listen to the interview and answer the questions.

My name's Andrea Harris. I work for a large investment bank in the City, the financial district of London. I'm part of a department which arranges business trips for other companies in Europe and Asia. There are companies that want to promote themselves abroad.

I travel abroad quite a bit myself, which I love. I often have to deal with clients who don't speak English, which means I have to have other languages besides English – my mother tongue.

- 1 How many languages does she speak?
- 2 What language did she study at school?
- 3 Which of these things does Andrea think is more difficult:
 - a learning a foreign language as an adult or learning a foreign language as a child?
 - b learning French or learning Spanish?
 - c Japanese or Spanish?

3. Listen to Andrea again and complete the sentences.

- 1 The first thing I realized is that learning a foreign language can be _____ than you think.
- 2 Learning a language when you're young is much _____ and _____ when you're _____.
- 3 For me, Spanish was _____ than French.
- 4 I nearly gave up. But after a while it got _____.
- 5 Learning Spanish was one of the _____ interesting and _____ useful _____ I've ever done.
- 6 He's really one of the _____ and _____ teachers you could hope for!

7 But then, as I said, Japanese is _____ difficult than Spanish.

8 Certainly, my Japanese is not _____ my Spanish.

Listening 2

1. *What are some differences between Americans and Brits? What are some stereotypes about Americans and Brits do you have? What variant of the English language do you like most of all? Why?*

2. Listen to the song and fill in the gaps.

Englishman in New York

I don't _____ I _____ my dear
I like my _____ done on one side
And you can hear it in my _____ when I talk
I'm an Englishman in New York

See me walking down _____
A _____ here at my side
I take it everywhere I walk
I'm an Englishman in New York

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

If, manners maketh man as someone said
Then he's _____
It takes a man to suffer _____ and smile
Be yourself no matter what they say

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

_____, _____ can lead to _____
You could _____ end up as the only one
_____, _____ are rare in this society
At night a candles brighter than the sun

Takes more than _____ to make a man
Takes more than a _____ for a gun

_____ your enemies, avoid them when you can
 A gentleman will walk but never run

If, manners maketh man as someone said
 Then he's _____
 It takes a man to suffer _____ and smile
 Be yourself no matter what they say

I'm an alien, I'm a legal alien
 I'm an Englishman in New York
 I'm an alien, I'm a legal alien
 I'm an Englishman in New York

3. Discussion questions

1. What are some stereotypes about Americans and Englishmen mentioned in the song?
2. Why does the singer call himself “an alien”? Do you really think he is one?
3. What is your attitude to American and British English?
4. Do you think the differences between Englishmen and Americans really exist or are they only stereotypes?

Listening 3

1. You will hear a talk or a lecture on a topic of general interest.

Orientation 1 Discuss these questions.

- a How do children learn their first language? What part do mothers play in this process?
- b In addition to words, what other sounds do adults make when they are talking to babies?
- c How do animals communicate with their young?

Practice

Questions 1-5: Sentence completion

Listen and complete sentences 1-5 below. Write no more than three words for each answer.

- 1 When talking to babies adults.....several times.
- 2 'Motherese' provides a.....which allows language to develop in children.
- 3 In comparison with a....., a human baby is relatively helpless.
- 4 Human mothers used their voices to.....their young.
- 5 Language began as sounds became standardized into.....

Questions 6-9: Multiple-answer questions

Choose two letters A-E

6-7 Why might mothers have put their babies in slings?

- A to transport them
- B to protect them
- C to control them
- D to keep them warm
- E to communicate with them

Choose two letters A-E.

8-9 Linguists say a comprehensive theory would not explain

- A how grammar developed
- B how language is learnt
- C how sounds got meanings
- D how sounds are produced
- E how speech developed

Question 10: Multiple-choice question

Choose the correct letter A, B, C, or D.

10 What is the speaker's main purpose?

- A to describe how mothers talk to their babies
- B to compare how humans and animals look after their young
- C to explain a new theory of origin of human language
- D to contrast the views of linguists and anthropologists

Exploration

Discuss these ideas with other students.

- a What different areas of study are anthropologists and linguists interested in?
- b How might the views of anthropologists and linguists differ on the subject of the development of human language? What might be the reasons for any differences of opinion?
- c Why do you think the speaker makes no specific reference to fathers in her talk?

◆ Language in Use

Study the examples and explanations.

*Minority languages are **taken over** by dominant languages...*

Phrasal verbs have two or three words. Phrasal verbs sometimes can be replaced by single verbs: to take over – to replace

*He **went back** only to find that Bogon had died...*

We can use Phrasal verbs in real or literal sense.

*The linguist had no time on that visit to **find out** much about the language...*

We can also use phrasal verbs in metaphorical sense.

1. Now match the phrasal verbs with the meanings

- | | |
|----------------|------------------------|
| 1. come across | A. become extinct |
| 2. die out | B. decrease |
| 3. go down | C. discover(something) |
| 4. hold on | D. destroy |
| 5. get over | E. maintain |
| 6. wipe out | F. recover |

2. Complete the sentences with the correct form of phrasal verbs from the previous exercise.

1. About half of the world's languages are going to _____ within the next hundred years.
2. A linguist _____ a language called Kasabe which had never been studied before.
3. As a result of the earthquake, the number of speakers of these languages has _____ dramatically.
4. Bilingualism that people learn the new language and at the same time _____ to their old language
5. Entire villages were _____ and around one third of the population was killed.
6. Welsh is an example of the language which has successfully _____ a decline.

3. Decide which statements you agree with or disagree with.

- a. If you replaced all languages with just one language, there would be less war.
- b. Everyone should be bilingual.
- c. Business people do not need to learn languages, they need to learn about business.

4. Fill in the gaps with the words from the right column.

What is Language?

Many animal and even plant species _____ with each other. Humans are not unique in this _____. However, human language is unique in being a symbolic _____ that is	dialect transformations
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<p>learned instead of biologically _____.</p> <p>_____ are sounds or things which have meaning given to them by the users. Originally, the meaning is arbitrarily assigned. _____, the English word "dog" does not in any way physically resemble the animal it stands for. All symbols have a _____ but the meaning can not be discovered by mere sensory examination of their forms.</p> <p>The _____ of words can be so powerful that people are willing to risk their lives for them or take the lives of others. For instance, words such as "queer" and "_____" have symbolic meaning that is highly _____ in America today for many people. They are much more than just a sequence of sounds to us.</p> <p>A major advantage of human language being a learned symbolic communication system is that it is infinitely _____. Meanings can be changed and new symbols created. This is evidenced by the fact that new _____ are invented daily and the meaning of old ones change. For example, the English word "_____" now generally means pleasing, agreeable, polite, and kind. In the 15th century it meant foolish, wanton, lascivious, and even _____. Languages evolve in response to changing historical and social _____. Some language _____ typically occur in a generation or less. For instance, the slang words used by your parents were very likely different from those that you use today. You also probably are _____ with many technical terms, such as "text messaging" and "high definition TV", that were not in general use even a _____ ago.</p> <p>Language and speech is not the same thing. _____ is a broad term simply _____ to patterned verbal behavior. In contrast, a _____ is a set of _____ for generating speech. A _____ is a variant of a language. If it is associated with a geographically _____ speech community, it is referred to as a _____. However, if it is spoken by a speech community that is</p>	<p>daughters</p> <p>words</p> <p>symbolic meaning</p> <p>communicate</p> <p>material form</p> <p>familiar</p> <p>capability</p> <p>rules</p> <p>wicked</p> <p>regional dialect</p> <p>nigger</p> <p>conventional communication system</p> <p>language</p> <p>Speech</p> <p>gone</p> <p>isolated</p> <p>flexible</p> <p>homogenous</p> <p>inherited</p> <p>social situations</p> <p>nice</p> <p>symbols</p> <p>For instance</p>
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<p>merely socially isolated, it is called a _____.</p> <p>These _____ dialects are mostly based on class, ethnicity, gender, age, and particular _____.</p> <p>Black English (or Ebonics) in the United States is an example of a social dialect. Dialects may be both regional and social. An example is the Chinese spoken dialect and written form called <i>nushu</i>. It apparently was known and used only by _____ in the village of Jiang-yong in Hunan Province of _____.</p> <p>Women taught <i>nushu</i> only to their _____ and used it to write _____, create songs, and share their thoughts with each other. While women also knew and used the _____ Chinese dialect of their region, they used <i>nushu</i> to maintain _____ in their male dominated society. <i>Nushu</i> is essentially _____ now due to its suppression during the 1950's and 1960's by the communist government of China. The last speaker and writer of <i>nushu</i> was a woman named Yang Huanyi. She died in 2004. Not all societies have _____.</p> <p>They are far more common in large-scale diverse societies than in small-scale _____ ones.</p> <p>Over the last few centuries, deaf people have developed _____ languages that are complex _____ forms of communicating with each other. Since they are effective communication systems with standardized rules, they also must be considered languages in their own right even though they are not spoken.</p>	<p>charged emotionally</p> <p>memoirs</p> <p>women</p> <p>sign</p> <p>female support networks conditions</p> <p>latter</p> <p>decade</p> <p>referring</p> <p>social dialect</p> <p>South China</p> <p>distinct dialects</p> <p>visual-gestural</p>
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5. The extract below was taken from a student essay on the subject of English as an international language. Fill the gaps with an appropriate expression from the list below.

(1) ... , having a strong international language is useful for diplomacy and trade. (2) ... some language fulfilled this function, international relations would be set back considerably. (3) ... , there would be more conflict and less wealth. (4) ... , that language does not have to be English. (5) ... the transition may take a long time, an artificial language such as Esperanto or an alternative natural language may be preferable for historical and cultural reasons. (6) ... , an artificial language, (7) ... it was carefully chosen, could be considerably easier to learn.

firstly (organizing)

unless (hypothesis)
 as a result (cause and effect)
 on the other hand (organizing)
 although (concession)
 furthermore (organizing)
 provided (hypothesis)

◆ **Idiomatic Treasury**

1. Match the idioms with their translation

in plain language and *in plain English	<i>Fig.</i> to say something that one agrees with or understands.
language that would fry bacon	<i>Rur.</i> profanity; swearing; curse words. ("Hot" language.)
speak someone's language	<i>Euph.</i> to swear, threaten, or use abusive language
speak the same language	<i>Fig.</i> in simple, clear, and straightforward language.
use foul language	<i>Euph.</i> to swear
use strong language	<i>Inf.</i> Pay attention to what you are saying!
Watch your mouth! and Watch your tongue! Watch your language!	1. <i>Lit.</i> [for two or more people] to communicate in a shared language. 2. <i>Fig.</i> [for people] to have similar ideas, tastes, etc.

2. Complete the sentences, using an appropriate idiom

1. That's too confusing. Please say it again _____.
2. Do not say anything rude! Hey, don't talk that way! _____!
3. I wish you wouldn't _____ in front of the children. If you feel that you have to _____ with the manager, perhaps you had better let me do the talking.
4. There's no need to _____. When she gets angry, she tends to _____.
5. These two people don't _____ and need an interpreter.
6. Jane and Jack get along very well. They really _____ about almost everything. Bob and his father didn't _____ when it comes to politics.
7. Mary _____. They get along fine.

8. I was shocked when I heard that sweet little girl

_____.

3. Link the idioms to their correct meaning.

1. break the ice	a. very close to achieving something
2. all ears	b. to be good at gardening
3. a doubting Thomas	c. the humming sound made when the mouth is closed.
4. flying by the seat of your pants	d.. suddenly, unexpectedly
5. Mum's the word	e. risky or potentially dangerous.
6. a stab in the back	f. to tease people by telling them something shocking or worrying as a joke.
7. dicey situation	g. do something before everyone else or before the proper or right time.
8. to jump the gun	h. to be sad and miserable
9. to have green fingers	i. if one person does something to help another, the second person will do something to help them in return
10. to feel blue	j. do or say something to remove or reduce social awkwardness or tension, especially at a first meeting, or at the start of a party
11. out of the blue	k. they have done something very harmful to you when you thought that you could trust them.
12. once in a blue moon	l. very seldom, on rare occasion.
13. to pull someone's leg	m. somebody who is doubting all the time.
14. you scratch my back and I'll scratch yours.	n. to do something without planning, to improvise, to figure things out as you go
15. close but no cigar.	o. ready and eager to listen

4. Fill in the gaps with the idioms from the table.

- I don't know what's wrong with me today. I'm so miserable and sad, I'm _____.
- It wasn't due to be released until September 10, but some booksellers have _____ and decided to sell it early.
- You almost did it! _____
- Of course I won't tell them; I was only _____.
- Virginia felt that if he did not come now, and meet Spencer, and have dinner as one of the family, _____ might never _____.
- They were _____ when he said that he had exciting news.

7. He arrived just like that, _____.
8. Our nerve has failed and we are saying to the reader: "Don't hit me and I won't hit you, or "_____".
9. Can you just believe me and not doubt every word I say. You are such _____.
10. One official view is that Wednesday's near-riot is one of the hazards of Continental competition -- "the sort of thing that happens _____."
11. I came unprepared to class and had to _____.
12. He won't even say anything!! _____.
13. She felt betrayed, as though her daughter had _____.
14. She definitely _____. Look at all those flowers!
15. I was so close to death that I could even feel it's breath. That was a really _____.

◆ Check Yourself

1. Translate into English

"Людина, яка не знає жодної іноземної мови, не може знати рідної мови," – повчав мудрий німець Гете. "Людина, яка не знає рідної мови, не може знати чужоземної мови" – доповнює через сто п'ятдесят буремних літ бунтівничий ірландець Бернанд Шоу. Саме мова є тим мостом, який найпевніше може об'єднувати різних людей і сприяти взаєморозумінню між ними. Багатьох, без сумніву, зацікавить мова народу острова Балі. Адже на цьому екзотичному острові, згідно загальних опитувань, живуть найщасливіші люди на світі. Цікаво, що у їхній мові немає ані майбутнього часу, ані минулого часу. Є лише час теперішній. Таким чином, цей народ просто вимушений жити сьогоднішнім днем. Тобто щасливо, правдиво і дійсно. Недаремно ж кажуть, що скільки мов ти знаєш, стільки разів ти людина. Адже, якщо кожна мова – це окремий погляд на світ, то й світів і реальностей є, принаймні, стільки, скільки ти знаєш мов!

Сьогодні мовою планети є англійська. Виходячи CIA World Fact Book, 5,6 % населення світу розмовляє англійською, як першою рідною мовою. Серед країн, де англійська є першою мовою є Велика Британія, США, Австралія та Нова Зеландія та інші країни, де вона є другою державною.

Знання англійської мови є необхідні в комунікаціях в таких галузях як наука, технологія, Mass Media, бізнес та політика. Англійська мова є офіційною міжнародною мовою в національних та політичних організаціях. Це мова літератури, освіти, сучасної музики та міжнародного туризму. Вивчення іноземних мов – заняття цілковито аристократичне, бо потребує певного дозвілля та спокою, природно, аби діти починали вивчати чужоземні мови щойно з 12 років, коли вони вже досхочу набулися дітьми і сформувалися в ритмі й мелодиці рідної мови. Разом з тим, немає верхньої

вікової межі: і в 20, і в 45, і в 80 років можна, при часі і здоров'ї, успішно взятись за вивчення будь-якої мови.

ЧОМУ МИ ВИВЧАЄМО МОВИ?

1. Щоб збільшити глобальне розуміння речей довкола нас.

«Різні мови, це різні бачення життя» – Федеріко Фелліні, італійський кінопродюсер. Той хто вивчає іноземну мову може вийти за рамки своєї культури. Він наближається до розуміння культури, мову якої вивчає. Знання іноземної мови сприяє глобальному розумінню світу, активному сприйняттю інформації.

2. Щоб поліпшити свій професійний потенціал.

Бізнес – це одна з напрямів діяльності, де знання іноземних мов є необхідним. Державні органи влади, політика, туризм, інженерія, комунікації, освіта, міжнародне право, економіка, публікації, реклама, розваги, наука та інші галузі потребують та шукають людей із знаннями іноземних мов.

3. Щоб зрозуміти рідну мову.

"Людина, яка не знає жодної іноземної мови, не може знати рідної мови" – повчав мудрий німець Гете. Дослідуючи «чужу» мову, почавши розуміти її, ми краще спілкуємось своєю мовою, ми розуміємо спосіб як мова утворюється, як вона формується, будуються речення, слова, наш словниковий запас збагачується, – і це все завдяки вивченню другої мови, чужої для нас.

Збільшити свої шанси при вступі у навчальний заклад. Сьогодні вищі навчальні заклади вимагають як мінімум знання одної іноземної мови із тривалістю навчання не менше 2 років. Навіть, якщо програма факультету не передбачає знання мови певного рівня, то для Вас знання іноземної мови буде бонусом при вступі та навчанні у закладі.

4. Щоб цінувати міжнародну літературу, музику, фільми.

Більшість світової літератури та мистецьких робіт написані іноземними мовами. Переклади на іншу мову ніколи не передають дослівного змісту написаного, його письмового характеру, стилю.

5. Щоб зробити подорож більш здійснимою і приємною.

Подорожуючи в чужоземні країни із знанням тільки своєї мови, ваша подорож не буде настільки повною, пізнавальною в плані культури народу, його традицій, способу життя, як із знанням іноземної мови. Правда куди б ви не поїхали мовою, котрою розмовляють майже усюди і зустрічають туристів – англійська.

6. Щоб розширити своє навчання за кордон.

Багато американців, вивчаючи мову, завершують навчання її, відвідуючи країну цієї мови. Ефективним є спілкування із носіями мови, для котрих Ваша іноземна мова є рідною, перебувати в культурі та оточенні тої мови,

яку Ви вивчаєте. Це хороший досвід та подорож у просторі за межі своїх рідних мовних границь.

7. Збільшити розуміння себе та своєї культури. Знання іншої мови і культури надає вам унікальну можливість бачити себе і вашу власну культуру зі сторони зовнішньої перспективи. Це міняє безпосереднє бачення Вашої культури, як єдиної та універсальної, ви ступаєте за межі свого і починаєте бачити Ваші традиції, культуру, цінності очима із сторони.

8. Щоб знайти друзів. Знання інших мов, фактично збільшує кількість людей у світі з кими ви можете контактувати. Люди, які знають мови, вони більш відкриті до нових контактів та зв'язків з новими людьми, з інших країн. Вони часто подорожують, знайомляться, притягують до себе таких же цікавих і здібних людей. Вони легко знаходять друзів, які залишаються ними назавжди. Кажуть, що скільки мов ти знаєш, стільки разів ти людина.

2. Match the questions in line A with the answer in line B.

1) What foreign languages can you speak?	a) Sorry, but I don't know.
2) Can you speak any foreign languages?	b) To listen of course, for you speak only what you know and what you can say.
3) Is English spoken in Egypt?	c) Yeah, they call it apartment.
4) How many Ukrainians live in the USA?	d) No. French
5) What is more difficult for you, to speak or to listen?	e) Because people who know foreign languages are necessary for the development of modern society.
6) Do you know how Americans call flats?	f) Yes, English a little bit.
7) Why do you think languages play a very important part in our life?	g) I know. It can also be called Queen's English.
8) The best form of English is called Standard English.	h) Yeah, I know. It's also the official language of 6 countries and it is widely spoken in India.
9) About one third of the world speaks English.	i) English, but just a little bit.
10) Is it true that Canadian English is almost the same as American English?	j) No, it's different both from American and from British English.

3. Fill in the gaps with the words from the box below. There are two extra words in the list.

a) tongue; b) number; c) speakers; d) widely; e) standard; f) Government; g) science; h) community; i) language; j) American English; k) Queen's English; l) importance; m) nowadays.

It is only in the course of the last hundred years that English has become a world _____(1). In Shakespeare's times it was a provincial language of secondary _____(2) with only 6 million native _____(3). _____(4) English has become the world's most important language in politics, _____(5), trade, and cultural relations. In a _____(6) of speakers it is only second to Chinese. Even more _____(7) English is studied and used as a foreign language.

The best form of English is called _____(8) English and it is the language of educated English speakers. It is used by the _____(9), the BBC, the Universities and it is often called _____(10). _____(11) is the variety of English spoken in the United States of America and it's different from English in pronunciation, intonation, spelling, vocabulary and sometimes even grammar.

4. Find the mistakes rewrite the sentences and translate them.

- 1) English is speaking in many countries of the world.
A B C D
- 2) Ukraine joined to the council of Europe in 1995.
A B C D
- 3) When I entered the room, he wasn't been there; he was looking for his cat.
A B C D
- 4) What parts is Great Britain consist of?
A B C D
- 5) I phoned him last night and his sister said that he goes to the park.
A B C D
- 6) He walked out of the room and close the door.
A B C D
- 7) Learn foreign languages is vitally important for our future career.
A B C D
- 8) What foreign language do you speak?
A B C D
- 9) Ukrainian is my mother language.
A B C D
- 10) I am agree that learning foreign languages helps us to learn our own one.
A B C D

5. Gap-fill: Put the missing words under each paragraph into the gaps.

English – Official Lingua Franca?

BNE: Is English the world's Lingua Franca? A report from the *dominate* British Council _____ yesterday estimated that by 2015 two *trend* billion people will start learning English around the world, and three *announced*

billion people – _____ the planet – will be speaking it. However, report editor, David Graddoll, said that English will not become the Esperanto and _____ global language learning as Arabic, Chinese and Spanish are set to rise in importance. He said the _____ is towards “linguistic globalization” and multi-lingualism, not bilingualism, and definitely not monolingualism. French, on the other hand, once considered a lingua franca, will see its status as a world language continue to _____ .

slide
half

Although English will escalate in _____ , English language teachers will likely be out of a _____ by 2050, when so many people will be able to speak English, that teaching it will become almost _____. Demand for English teaching will drop by a whopping 75%, from two billion to 500 million. Instead English will be taught worldwide at elementary level, and many universities across the world will choose to teach in English. This suggests a wake-up call for traditionally _____ and monolingual Britons, who _____ to shun language learning because of their “everyone speaks English” mentality. Brits will be left behind in a future poly-lingual world.

popularity
tend
redundant
lazy
job

NOTES

PEOPLE AND PERSONALITIES

Topics for discussion:

1. Appearance and Character.
2. What do we mean by “national character”? What are the constituents of a national character? English, American and Ukrainian Characters.
3. Overcoming Stereotypes. Cultural Code. Living with Other People/Nations.
4. Human Archetypes. Male&Female.
5. What factors influence the forming of first impressions about people we meet?
6. Why can playing with a plastic Barbie-doll be dangerous for little children?
7. Is expressing emotions in public acceptable and normal?

◆ Lead-in

How do you see yourself and what image do you project for others? Do the quiz that follows.

QUESTION	ANSWER CHOICES
What first impression do you give?	smart and ambitious, with a sense of humour, fairly insignificant, you are out to impress people, you excite interest
What do you think is your role in the student community?	leader, everybody's friend, mother/father figure, gossip, outcast
What is your attitude to work like?	enthusiastic, workaholic, conscientious, you won't touch it if it doesn't touch you, frustrated
What is the atmosphere you create in the group?	relaxed and cheerful, dominating, boring, chilly, you are unnoticed
What sort of a boss would you make?	aggressive, acting by the book, supportive, understanding
How do you treat your superiors?	with blank awe, respectfully, with kid gloves, as equals, with resentment
How do you handle your inferiors?	you exploit them, you condescend, you are helpful, you don't mix with them
How do studies affect you personal life?	these are two separate worlds, they are

	mixed, studies clash with my personal life
How do you use opportunities?	you jump at them, approach selectively, miss out on them, you don't see them, you are too irresolute and timid
How do you act in confrontations?	you stick to your guns, you are a peace-maker, you give up, you dread them

Assess yourself and a friend, then swap the results and see whether there is much difference between how you visualize yourself and how others do.

Positive and negative adjectives

1. Look at these pairs of adjectives used to describe personal qualities.

Which pairs are positive, and which negative in meaning?

1. sensitive and thoughtful
2. dishonest and unreliable
3. mean and tight-fisted
4. broad-minded and tolerant
5. thoughtless and self-centred
6. lively and inquisitive
7. shy and insecure
8. out-going and independent
9. ambitious and single-minded

2. Match the pairs of adjectives above with a description below.

1. He's a liar, and you can't ask him to do anything for you.
2. He never buys his friends a drink in a bar.
3. She knows exactly what she wants to achieve in life and how to get there.
4. He listens to other people's opinions, and knows there are always two sides to an argument.
5. She just doesn't seem to realise that what she does could hurt other people's feelings. It's all *Me! Me! Me!* with her!
6. She is very quiet and goes red if anyone speaks to her.
7. He loves parties and doing his own thing.
8. She's always asking questions – always wants to know things.
9. She never forgets my birthday.

3. Which words in activity 1 have similar and/or opposite meanings to the words below?

*trustworthy free-spirited inconsiderate confident
dependable narrow-minded generous selfish*

4. We often use adjectives that end in –y to describe personality. Find the phrase in the description that defines each of the words below.

fussy cheeky witty nosy moody

Well, frankly, my brother is all of those things. He likes everything to be in the right place all the time. He always wants to know what everybody else is doing, even when it's none of his business. He is bright and lively one minute, and quiet and bad-tempered the next. But he thinks very quickly and says the funniest things, although sometimes what he says is funny but rude to people older or more senior than him. For example, he asked his teacher why his red tie was the same colour as his eyes. The teacher had been to a party the night before – it was very funny but definitely rude!

5. Read the descriptions of different people. Then fill in the gaps with words from the lesson.

1. Fiona loves parties – especially her own. That's because she likes to be the centre of attention. She's very _____ and _____.
2. William loves gossip. He always wants to know what everybody else is up to. That's because he's _____ and _____.
3. Don't invite John. He never buys a drink, and he'll probably steal some of your CDs. He's _____ and _____.
4. What I like about Kate is the way she listens to people, and remembers small things about them. She's so _____ and _____.

6. Study the following adjectives and split them into three groups (positive, negative, both):

Adjectives connected with money and giving things:

thrifty generous penny-pinching tight-fisted extravagant mean hospitable

Adjectives connected with attitude to work:

*hard-working industrious diligent disciplined efficient organized disorganized
conscientious inflexible careless tidy*

Adjectives connected with temperament:

*aggressive bad-tempered even-tempered level-headed impulsive irritable
energetic slow talkative cheerful reserved affectionate passionate shy*

Adjectives connected with relationships:

*trustworthy obstinate obedient boastful cheeky envious sociable rude sensitive
tactless selfish proud jealous just assertive stubborn*

Adjectives connected with danger:

cowardly brave courageous reckless

Adjectives connected with the mind:

intelligent bright clever sensible witty dull absent-minded

POSITIVE

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NEGATIVE

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BOTH

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7. a. Decide whether these expressions are positive or negative.

1. She's generous to a fault.
2. He's the life and soul of the party.
3. He's a bit off-hand with people.
4. She's ever so kind.
5. He keeps himself to himself.
6. He's full of himself.

b. Match the expressions above to one of the adjectives below.

anti-social rude extravagant very kind very sociable arrogant

8. Below is the crossword you are to help create. Fill in the "task section"

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		E				A
		N		B	T	L
	C	E	O	R	H	K
B	A	R	B	A	R	A
O	R	O	S	V	I	T
A	E	U	T	E	F	I
S	L	S	I		T	V
T	E		N		Y	E
F	S		A			
U	S		T			
L			E			

DOWN:

1. **Boastful:** Someone who talks too proudly about something they have said or done.
2. **Careless:** _____
3. **Generous:** _____
4. **Obstinate:** _____
5. **Brave:** _____
6. **Thrifty:** _____
7. **Talkative:** _____

9. Prepare to discuss these questions.

What personal qualities do you think are important in the following types of people?

- | | |
|-------------------|----------------------|
| a. a close friend | b. a wife/ a husband |
| c. a parent | d. a grandparent |
| e. a colleague | f. a boss |

10. How would you describe your own personality?

Interview your partner.

11. Find answers for Personality Dictionary Quiz.

1. What's a *personality cult*?
2. What's a *personality trait*?
3. If you have a *personality clash* with someone, what's the problem?
4. If you have *bags of personality*, is it a good thing or a bad thing?
5. What's a *personality disorder*?
6. If you get someone to do something by *sheer force of personality*, how do you do it?
7. What's another word for a *TV personality*?
8. If you have a *split personality*, what's the problem?
9. If something *reflects your personality*, what does it say about you?
10. If you *lack personality*, is it a good thing?
11. Which of these words are frequently used with *personality*? *Dominant, dynamic, engaging, elastic.*

◆ Reading and Discussing

1. What can you say about the national character and its influence on the lifestyle of people around the world? How would you describe the national character of the English?

2. Read the article below. Learn the language of the passage and make a comprehensive list of all the conventional and contradictory aspects of character that the author attributes to the English race.

Text 1

We're a Passionate, Brutal Bunch

Jeremy Paxman and the government's "patriotism envoy" Michael Wills have corrupted the idea of Englishness. The two have led us to believe that the English are a pragmatic, politically acquiescent and innately tolerant tribe. The English have become the dreary residents of middle England. Yet any sustained reading of British and Irish history, not least the civil wars of the 1640s, shows the English to be a passionate, revolutionary and frequently brutal people.

Jeremy Paxman's *The English, a Portrait of a People* has been one of the silent forgers of modern English patriotism. In an era wracked by national self-doubt, Paxman sets out a well-crafted credo for Englishness. The book lovingly pokes fun at every cherished aspect of our "national character" - rural nostalgia, laughing at foreigners, obsessional wordplay - but reassuringly concludes that ultimately Englishness is a conservative state of mind. Yes, there might have been riots and rebellions, but at heart we are modest and pragmatic.

The government has fallen in behind this view. Michael Wills has defined the values that might be included in a national code for new immigrants as tolerance and, in true Edwardian style, "a sense of the importance of fair play". Generously, Wills also attributes to us a sense of duty.

Wills leaves us 'with still the same cloying vision of Englishness which Stanley Baldwin, George Orwell and John Major revelled in. The land of anvils, cycling maids and long shadows, pigeon fanciers and red telephone boxes. Come what may the gently resolute Englishman lives on.

But history relates that the English are not an especially tolerant, pragmatic or just people. They have a long history of political radicalism, militant religiosity and, sometimes, staggering brutality. Nowhere is this more evident than during the defining years of these islands' history – the civil wars of the 17th century.

In the 1640s the English went to war against themselves, the Scottish and then the Irish in a savage conflict, which killed more than a quarter of a million people – the greatest loss of life prior to the First World War. What sparked it were the supposedly un-English attributes of fervent religious belief and deeply held political principles. According to Paxman, "the English are not a churchy people'. They like their religion "understated and reasonably reliable". Not in the 17th century they didn't.

A vicious doctrinal tussle over the Church of England between Puritans and a high church faction set off the civil war. King Charles I's quasi-Catholic reforms led thousands to rebel. The fabled English pragmatism, the third way solution, was far from evident as Roundheads and Cavaliers thrashed out their religious differences in battlefields across the country.

The English tradition of tolerance was not much in evidence as Cromwell massacred his way through Catholic Ireland. In England, he presided over a soulless war state, abolishing parliament and introducing just the kind of military dictatorship.

On into the 18th century, the English spirit happily connived at the brutal suppression of Jacobites in Scotland and the enforcement of Anglican supremacy in England, to say nothing of its "outward looking" approach to the Atlantic slave trade.

Every nation has a dark past, and England's is certainly less dark than many. Yet the dearly held idea of English exceptionalism, our supposedly unique history of tolerance and openness compared with the continent, no longer seems viable.

The English civil war or revolution has often been regarded as an aberration - a moment when the nation and then the king lost its head. Yet perhaps the passion, brutality, and intellectualism of the civil war years should more accurately be regarded as just as peculiarly English as tolerance and openness.

3. Explain the meanings and give examples of usage of the following words from the text above. Use the chart below.

Word	Meaning(s)	Examples of usage other than in the text
------	------------	--

susceptible, resent, categorize, stereotype, pigeonhole, acquiescent
brutal, cloy, revel in, fervent, tussle, thrash out, aberration

4. Match the words in the left and right columns to restore the collocations from the text. Give the context where they are used.

- | | |
|--------------|--------------------|
| sustained | years |
| national | religiosity |
| pokes | reading |
| obsessional | radicalism |
| political | fun at smth |
| militant | wordplay |
| defining | self-doubt |
| savage | solution |
| doctrinal | conflict |
| fabled | tussle |
| third way | at suppression |
| thrashed out | his way |
| massacred | differences |
| connived | English pragmatism |

Text 2. Stereotypes

How many times have you seen a blonde – haired person make a ridiculous statement and then afterwards you comment to your friend: "Oh, they're blonde. No wonder!". This is a classic example of a stereotype (All blondes are dumb). A

stereotype is defined as being the collection of beliefs held about the personal traits and behaviors of individuals belonging to a particular group.

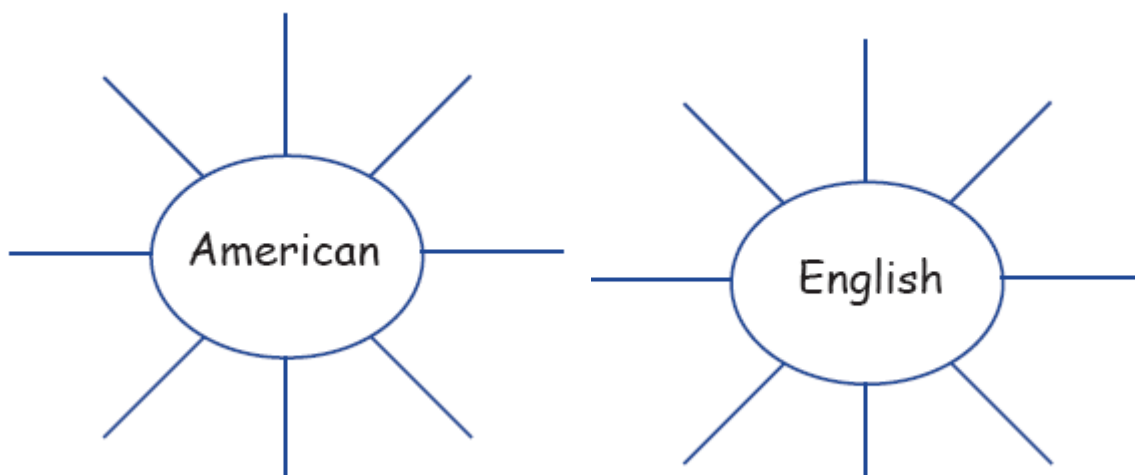
Stereotypes influence society more than is realized. Common stereotypes that are often made refer to gender, age, and ethnic background. How are these stereotypes formed in the first place? Is it the media and large corporations who are influencing our world?

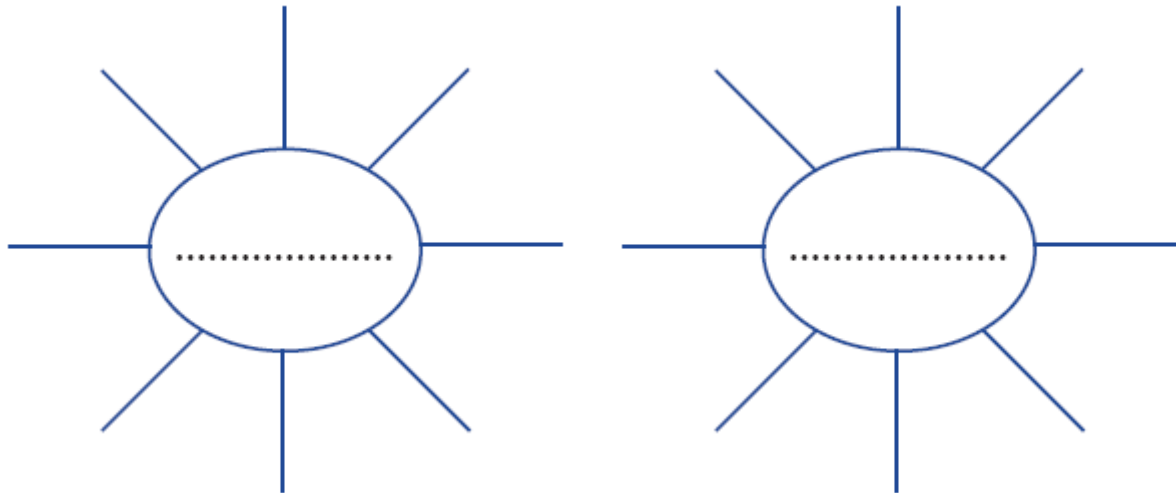
The relatively recent movement for nondiscriminatory language condemns stereotyping. **Stereotypes** are also referred to as "oversimplified and generalized labels applied to a person or group of people. They are discriminatory in that they take away a person's individuality. While all sections of society are susceptible to being stereotyped, it is the least powerful who are usually most adversely affected". What explains the fact that stereotypes die hard?

Consider the possibility of these:

- generalization is a natural process of reasoning;
- people are prone to create or associate themselves with groups with positive stereotyped image;
 - stereotypes are used as forewarning or prior knowledge before people look into the subject matter;
- stereotypes are exploited to gain authority or improve status at the expense of others;
- stereotypes are basis for popular jokes;
- stereotypes change as the groups do.

At the same time, you come across innumerable stereotyped images and more often than not you tend to trust them. Do you remember any stereotyped descriptions of different nations? Fill in the stereotype spidergrams.





Read the jokes below and say if you are prepared to believe them, laugh at them or resent them. Explain your reasoning.

Heaven and Hell.

What's the difference between Heaven and Hell?

In Hell. ..

the British are the cooks
the French are the managers
the Italians are the engineers
the Germans are the politicians
the Swiss' are the lovers

In Heaven ...

the French are the cooks
the Germans are the engineers
the British are the politicians
the Swiss are the managers
the Italians are the lovers

Below are a few snippets from Chapter Two "Funny Foreigners" in Jeremy Paxman's book. Read the passage and then share an opinion how much they are convincing, farfetched or enlightening.

Text 3

The adage is that geography makes history. But if such a thing as a national psychology exists, it too may be made by geography. The first profound influence upon the English is the fact that they live on an island.

England remains the only European country in which apparently intelligent people can use expressions like "joining Europe was a mistake", or "we should leave Europe", as if the place can be hitched to the back of the car like a holiday caravan. An analysis of the British market for the French Tourist Office in 1996 advises, in measured disdain, that "even though they have a well-developed sense

of humour and can laugh at themselves, they remain conservative and chauvinistic. The British are profoundly independent and insular, constantly torn between America and Europe". They are right: one of the consequences of living on an island is that everywhere is overseas. And once they had committed themselves to the sea, the English were inclined to see the rest of Europe as nothing but trouble.

The Englishman sees himself as a captain on board a ship with a small group of people, the sea around and beneath him. He is almost alone; as captain he is in many ways isolated even from his crew... Seabound security gave the English an early self-confidence and their relative isolation promoted the growth of an idiosyncratic intellectual tradition. It produced some very odd geniuses, like Blake or Shakespeare. It probably has something to do with the fact that England has produced so many very good travel writers. And nautical gangsters - how else are we to think of a figure like Sir Francis Drake? Freedom from the fear of sudden invasion also promoted individual freedoms. We all need enemies, and the French were so wonderfully convenient - near to hand and yet apparently oblivious of the interests of anyone else. This is how we thought of our nearest continental neighbours. Obscene drawings were "French postcards".

Prostitutes were the "French Consular Guard". If a man used their services, he would "take French lessons". Well into the 1950s, English people were, still excusing their swearing by asking people to "pardon my French" and talking of unauthorized absences as "French leave". Once upon a time, when England was at war with Spain, syphilis was "the Spanish pox" and corruption was "Spanish practices". By the time the Dutch had become the main trading rivals, the English were inventing phrases like double Dutch for gibberish, or Dutch courage for the bravery of drunkenness. The pattern applies across Europe, but the Anglo-French rivalry is in a class of its own. Centuries of hostility cannot be overcome so soon.

Insularity gave the English a great self-confidence, but it did nothing for their sophistication. It is hard to escape the conclusion that, deep down, the English care little for foreigners, but scoff and laugh at them. Visitors commented on the remarkable vanity of the English. In 1497, a Venetian noticed that "the English are great lovers of themselves, and of everything belonging to them; they think that there are no other men than themselves and no other world but England". The picture had hardly changed by the middle of the 20th century.

1. Answer the questions:

1. What does geography make?
2. What do the English mean when they say "we should leave Europe"?
3. Do the English see the rest of Europe as their main trouble?
4. Do the English have a very well developed sense of humor?
5. What factor provided the English with security?
6. Does England have any enemies according to the article?
7. What geography formed idiomatic expressions connected have come into usage in the English language?
8. What do they suggest?



9. Is the situation any different nowadays?
10. How would you characterize the English?
3. Summarize the core ideas of the text and draw a “linguistic portrait” of a stereotypical Brit as you see it after you have read the text.
4. Take another locality, region or country and ponder over the people's typical or national traits that might have evolved from their geographical circumstances. Voice your theories to the class, find support or accept criticism.

It Is Interesting To Know

The Importance of Punctuation

An English teacher wrote these words on the whiteboard: woman without her man is nothing. The teacher then asked the students to punctuate the words correctly.

The men wrote:

"WOMAN, WITHOUT HER MAN, IS NOTHING."

The women wrote:

"WOMAN! WITHOUT HER, MAN IS NOTHING."



Gender is an important topic in today's society. Most people feel pressure to conform to certain gender stereotypes without really understanding what they are and even without being aware of their influence on our perceptions. Gender roles are the qualities and characteristics that are considered inherently feminine or masculine. So for example, according to gender stereotypes a woman's place is in the home while a man's place is to provide for the family. *Where can you find the proof for this? Do animated cartoons of Disney variety transmit any gender ideas to the viewers? Do you see any portrayal of culture an race in Disney cartoons? Read the text below and answer the questions:*

Text 4

Disney's Portrayal of Culture And Race in Film

The Disney vision of fairy-tale love stories, benevolent nature, and classic American virtues such as hard work have remained unchanged since Walt Disney created Mickey Mouse.

In Disney films stock characters and predictable plots have led to criticism that Disney films contain racist elements. Disney faces a dilemma, the company must maintain traditional American values while realizing the changing times of today's society. Three movies will be examined in Disney's portrayal of culture and race.

The movie Aladdin shows negative stereotypical imagery and lyrics in the movie. In the movie The Lion King, jive talking hyenas were characters that lived in a jungle equivalent of an inner-city ghetto. Finally, the film Pocahontas is Disney's answer to the previous criticisms on racial/cultural biases.

In the movie Aladdin, lyrics in the opening song "Arabian Nights" contained offensive speech. The lyrics were:

1. "Oh, I come from a land
2. From a faraway place
3. Where the caravan camels roam.
4. Where they cut off your ear
5. If they don't like your face
6. It's barbaric, but hey, it's home."

The American-Arab Anti-Discrimination Committee protested and after six months, Disney altered lines four and five to:

4. "Where it's flat and immense
5. And the heat is intense"

However the sixth line remained as "It's barbaric, but hey, it's home." Other stereotypical portrayals of Arabs in the film include Aladdin riding on a magic carpet, also the narrator of the story was depicted as a unsightly, filthy Arab. Hyenas are savage animals of the African savannah. In The Lion King, the hyenas in the movie contained African-American and Hispanic characterizations. Using the voices of Whoopi Goldberg and Cheech Marin, these animals resided in a inner city ghetto equivalent of the jungle. Their behavior and environment reinforced stereotypes of these two races.

With racial/cultural criticism in Disney's movies of Aladdin, and The Lion King, the corporation set the goal of producing a movie that would be accepted by all cultures. The selected story line was Pocahontas, a love story between an English captain and a young Native American woman. To assure an unbiased fair cultural portrayal of Native Americans, Disney sought counsel from actual decedents of Powhatan Indians as well as incorporating resources from academics, historians, and the leaders of American Indian organizations. To recreate the atmosphere behind the Pocahontas story writers, directors, animators, and composers made multiple visits to Jamestown, Virginia, the site of the original Jamestown colony.

Director Eric Goldberg, who co-directed the movie, said this about the difficulty in creating a culturally sensitive film, "When you bring visual details to a film, you're also bringing a sense of the culture, you can't disengage the two. . . Hopefully, as we continue to use ethnic casts and get advisers in the process, Disney will become more successful at it." Despite these efforts, there have been continuing criticisms regarding the actual extent to which Disney consulted the Powhatans (for example, by representatives of the Powhatan Nation) as well criticisms regarding the historical distortions contained in the film.



? All of these ideas are speculative and open for discussion. These ideas come from sources that disagree with Disney and are protesting against them. **We all have grown up on Disney movies. Do you think that they have a detrimental effect on your personally or on your view of gender roles? Why?**

Imagine, a little boy is very active. He is having a good time playing with a ball and a dog. A little girl is standing and looking at him. In the background, more boys are playing football. Many books for children show models of boys who are active, and girls who are passive. Children learn from these models about the roles of men and women in society. Children's books also show mothers cleaning the house, looking after the babies, and cooking, while the fathers go out to work. **Are these ideas justified by modern society? Can you think of more examples of gender stereotypes in our society?**

Below is a newspaper article from the Guardian. The author muses over what we know and what we want to have in man. Study the language of the article for further exercises and discussions of masculinity.

Text 5

The elusive Mr Right

Dave Hill

Guardian, November 17, 2001

A while ago, a researcher working for an advertising agency came to visit me. His client had a problem, summarised in a simple diagram. A square of paper was divided into quadrants. In the first was written "Traditional Man", for which you read *masterful silent strong*. The second box said "New Man". You know him: *sensitive, nurturing, caring*. A third box was marked "New Lad": *the lark-about, the iconoclast the rogue*. Three familiar archetypes, each a distinguished servant of British advertising industry who, when skilfully associated with the things men tend to buy, has helped to push those products into your homes.

But now there is a problem. As the researcher explained, it is that all these shorthand male identities have become such clichés, such caricatures, such jokes that they have only brought the companies debts. And you can see what he means. You are only amused now by one memorable advert with Traditional Man, the cold-eyed, rock-jawed tamer of nail-painted women who praise Denim aftershave, "*for men who don't have to try too hard*". At the same time 1980s New Men have become ridiculed as wimps. And even the relaxed, lager-swigging scallywags who represented New Lad are looking tired, as if suspecting that for "lad" the world now just reads "loser" or even "lout".

This brings us on to quadrant number four. On the researcher's diagram, this was assigned to a character called "Ideal Man" and to him was attached an urgent question mark. Who exactly is he, the researcher enquired? What are his passions, his perspective on the world? What qualities does he possess that other guys relate to, even aspire to? Where is Ideal Man to be found?

Good question, and one being asked not only by confused creatives in Soho advertising agencies. The difficulty with defining a plausible male ideal is a revealing symptom of much deeper difficulties that western societies have lately been having with men, masculinity and what we think they ought to mean. The search of Ideal Man is continuing against the backdrop of the great debate about the moral, mental and physical condition of men and boys. It is a debate with a long history - as long, perhaps, as the history of the species - but the most recent male incarnations came in the wake of two great post-war shifts in the way we live today: the ongoing emancipation of women, and the related restructuring of the world of work. The implications of these changes for both sexes and their children preoccupy many people now and, as always when gender relations slip into instability, anxiety is everywhere. Acres and hours of media space are devoted to the pressures and dilemmas of being a modern woman, especially the sort of middle-class, having-it-all professional woman.

And, more recently, similar media interest was directed at men. But that is where perceptions of the destinies of the sexes start to differ. How far it is true that "the future is female" may be questionable indeed, but for some women, at least, it clearly looks that way. For men, though, the great tomorrow is more usually perceived as far less rosy, its shape and possibilities less clear. The notion that men's roles have changed in some fundamental way has become almost universal, but in the place of optimism has come talk of crisis, and of fear. What sort of human do we want a man to be? What sort of human is he capable of being? And if, in some way, men can no longer be men the way men used to be, how dire might the consequences be?

In part, the standard male role models in ads have declined. This goes for female consumers as well as male. However, the top upbeat models of womanhood remain decisively more credible than any parallel celebration of manhood. Presumably that's why that sturdy-but-sweet Scottish lassie in a workout kit went to explain that her deodorant is "strong, like a woman". Presumably, too, that is why it is so hard not to scoff at that Mr. Perfect who leads campaigns for Gillette.

This is not to say that young, mainstream male consumers cannot be reached through the same interests and attitudes as before: football, fast cars, acting like idiots with their mates and all the rest of it. But you can no longer approach them by means of some credible male figure representing everything those young men would dearly love to be. He just wouldn't be taken seriously. You can still appeal to blokes, but not by giving them a paradigm for blokeness. Trying to find an Ideal Man these days is like searching for fool's gold.

The extent to which advertising reflects the spirit of the times is often overstated: in truth, it reflects reality only at the points where it concerns shopping.

But in our case, what goes for advertising really seems to go for wider society as well. Can it be merely a coincidence that some of the recent ads focus on gender disorder where a Man's World is no longer the way it was, a world in which the rules of gender relations are bent and broken as often as they are observed: pretty women might turn out to be lesbians or transvestite construction workers, men fuss over other men like old mother hens and podgy characters mess in the kitchen wearing the little lady's apron.

The Ideal Man is not only conspicuous by his absence from adverts - at times, the whole of popular culture seems to have given up on him. In recent situation comedies, for example, we've found most of the women to be witty, wise or at least interestingly imperfect, while all the men have been: dim and useless; mad and useless; vain, snobbish and useless; lost, drunk and useless; useless except for One Thing; emotionally useless; vacant or all at sea and useless; gormless, slothful, delinquent, quiescent, inert, catatonic, credulous and useless. Of course, the uselessness of men, especially without wily wives to keep them in line, has its history: The comedy "Men Behaving Badly" seems to have made explicit a truth, that the comedy of gender relations simply cannot accommodate the notion of a man who is not a five-star fool.

We find other variations on the same themes of haplessness, hopelessness and caricature. Sly Stallone and Arnie Schwarzenegger came to fame as iron-bodied action heroes, but even their admirers have long since perceived them as camp jokes. Some of the biggest boys act like cranks. Some parade the spectacle of not giving a damn, but behind the posturing all that remains is a braggart and a boor. What explains the popularity of icons and archetypes who symbolize a manhood that is ridiculous, reactionary or depressing? Why are more preferable types of maleness described as fake, unachievable or both? For the "sex war" school of feminism the answer is easy: art is reflecting life in that all-men-are-bastards truth. For the "men's rights" lobby and other red-misted nostalgists, it's simply that those nasty "femi-nazis" have convinced a credulous world that even good guys are bad to the bone. But even if the story were so straightforward, it would not explain why men as well as women consume and so often enjoy these unflattering cultural constructions, why men take part in sustaining the perception that they have become the dead loss sex.

1. Explain the meanings and give examples of usage of the following words from the text above. Use the chart below.

Word	Meaning(s)	Examples of usage other than in the text
------	------------	--

Wimp, lout, lark-about, rogue, archetype, caricature, scallywag, plausible, incarnation, upbeat, sturdy, lassie, mainstream, paradigm, slothful, inert, credulous, wily, sly, boor, icon

2. The text contains a number of compound adjectives. Explain the meaning of: *cold-eyed, rock-jawed, lager-swigging, middle-class, having-it-all, well-intentioned, mainstream, five-star, iron-bodied, red-misted, straightforward.*

3. Match the words in the left and right columns to restore the collocations from the text. Give the context where they are used.

e. g. "shorthand male identities" - The researcher explained that all those shorthand male identities have become clichés, caricatures and jokes.

gender	jokes
keep them	disorder
made	fool
accommodate	the notion
five-star	of icons
popularity	explicit
camp	in line
shorthand	into instability
perspective	rosy
come in	professional women
slip	the wake of
acres	of media space
having-it-all	this backdrop
far less	male identities
against	on the world

4. Now let's clarify some points regarding the text above.

1. How did the researcher explain his problem?
2. Why did the use of those male archetypes in advertising not necessarily bring companies profits?
3. How is the New Lad perceived nowadays?
4. What was it that the researcher wanted to know about Ideal Man?
5. What is the situation with "men, masculinity and what we think they ought to mean" nowadays?
6. What were the two shifts in the social order that produced the two latest varieties of male image?
7. How did the mentioned changes affect gender relations?
8. What kind of situation have modern women found themselves in?
9. What perspectives for future gender order are there for men and women?
10. How are young men reached by advertising nowadays?
11. How do you understand the sentence "Trying to find an Ideal Man these days is like searching for fool's gold"?
12. Does advertising catch the mood of the times and reflect life?
13. Why is it claimed that the whole of popular culture seems to have given up on Ideal Man?

14. What are Sylvester Stallone and Arnold Schwarzenegger criticized for?
15. How are more balanced types of men being described?
16. What is the last question asked in the text?

5. Above is some scorching criticism of present standards of masculinity. Answer the questions below to find out if things are universally so bad?

- A. What male archetypes do national TV and advertising propose?
B. The author of the text refers to a number of male TV and advertising incarnations in rather abusive terms (wimps, scallywags, losers, louts, etc.). Do you find similar portrayals on our television?
C. Are there examples of “men fussing over other men like old mother hens and podgy characters in the kitchen wearing the little lady's apron”?
D. What is the position with “men, masculinity and what we think they ought to mean” in our country?
E. To what extent is our television male chauvinistic or militant feministic?

6. Consolidate the class discussion in a written review of Ukrainian commercial advertising and TV programmes in the part of prevailing male role models and their impact on gender self-awareness and relations.

7. Reversely, is there a credible female Ideal that young girls and women aspire to, giving them a paradigm for femininity? Again, is trying to find an Ideal Woman on the TV screen these days equally like searching for fool's gold?

◆ Listening

1. Memorize the following adjectives.

Ambitious
Courageous
Fair
Imaginative
Tolerant
Clear-thinking
Determined
Hardworking
Original
Talented

1. a. Which of the things mentioned above should the people of the following professions be? Why?

An actor
A manager
A political leader
A songwriter
A top sportsman
A parent
A colleague
A teacher
A scientist

1. b. Think of someone you know (either personally or a famous person) who has these characteristics. Speak about this person.

2. Match the roles in exercise 1a with the following qualities.

- be a good leader
- be a good team player
- have strong principles
- have a good sense of humour
- stay calm in a crisis
- have a lot of self-confidence
- have a positive attitude

3. Discuss the following questions in small groups.

- Which of the characteristics above are important in almost any job/role?
- Which characteristics do you most admire in others? Which are unimportant to you?

The Person I Admire

- a) Listen to two people talking about someone they particularly admire. Listen and note down details of each person's life.**
- b) Listen again and note down why they admire each person.**
- c) Give a short talk trying to imitate the speakers.**

Useful language

- She's the kind of person who always ... (does what she thinks is right)
- He's someone who ... (has done a lot of help others)
- She's achieved so much...
- He's got very strong principles...
- She's exceptionally talented/creative...

- I really admire the way he...

SPEAKING

You are going to talk about a person YOU particularly admire. Decide who you will talk about. You will need to know some basic facts about the person's life, such as brief biographical details and the person's achievement. Explain why you particularly admire him/her.

WHAT ARE THEY TALKING ABOUT?

Some of these sentences are illogical. Find them, and make any necessary changes to make them logical. Be careful: some are logical.

1. He couldn't grasp what I was saying, so he explained it all to me once more.
2. He got the wrong end of the stick - probably because he couldn't hear properly.
3. I couldn't grasp what he was saying - he was completely intelligible.
4. He'd taken too many sleeping tablets and was quite incoherent.
5. I must have misunderstood because I got all the answers right.
6. She burst out laughing and I still haven't the faintest idea why.
7. What she told me was very misleading; as a result, my article for the paper contained several factual errors.
8. I hadn't got a clue, so everyone asked me to explain how it worked.

SHALL WE GIVE HER THE JOB?

Look at the interviewer's notes after interviewing six candidates for a job as the manager of a small hotel. Match two adjectives from the box with each candidate.

sympathetic	kind	sensible	unreliable	violent	naïve
talkative	sincere	unpredictable	dishonest	hypocritical	
prone to exaggeration					

Derek: Not sure about him. You never know what he might do. He seems nice, though, but a bit immature and simple.

Alison: I liked her a lot. I think she'd really listen to the guests' problems and try to understand them. And she gave me the impression she really believed what she said.

Coral: A lovely person, but that stuff about her running the Ritz Hotel until the manager was away seemed unlikely – she probably just helped the assistant manager. But I think she would be really nice to the guests and want to help and please them.

Donald: Personally I liked him, but I understand he's got a police record – gets into fights, I think. His previous employer said he was often late, too.

Maria: She just chatted non-stop – I think that might upset some guests. I wouldn't trust her either – there were bits of things she told us which weren't in her curriculum vitae and I don't suppose they were true.

Clive: I just didn't believe him when he said that he really thinks elderly guests deserve the best. I know for a fact he doesn't look after his own parents. But he seemed to have his feet on the ground and was practical – a good judge of things.

◆ Language in Use

1. Complete these fancy names to form adjectives that describe the people.

1. My name is Mr F[]k. I do not like your make-up.
2. Mrs Tr[]ul never tells any lies.
3. Mrs E[]c works 14 hours a day, plays tennis and goes jogging.
4. Mrs Ext[] will dance the can-can on the table .
5. Mrs Do[]t likes to exercise control
6. Mrs Co[]ve hates losing in tennis and at work.
7. Mr Self-c[]nt knows he is good.
8. Mr Out[] likes meeting people at parties.
9. Mr Eg[]c thinks he is the very centre of the universe.
10. Mr Easy-[] will forget about the money he owes you.
11. Mr De[]g wants the others to do their best without compromise.
12. Mr Det[]ed never gives up without a fight.
13. Mr Ar[]t is superior to everyone.
14. Mr and Mrs P[] think they are good and find pleasure in themselves.
15. Mr and Mrs Lig[]d never frowns.
16. Miss V[] spends the whole day in front of the mirror.

17. Miss S -willed knows what she wants and usually gets it.
18. Miss Se h won't share her money with anyone.
19. Miss Ca ee has got no problems.
20. Miss Am s wants to be good, better, the best.

2. Choose the most suitable variant to fill in the blanks.

adventurous aggressive brave calm considerate dedicated
 generous gentle lively logical loyal malicious passionate
 practical rational realistic ruthless spiteful unscrupulous
 violent

1. Mr _____ would accomodate easily to living on a desert island.
2. It is hard to upset Mr _____.
3. Mrs _____ sees things as they really are.
4. Mrs _____ is guided by her intellect and not by her emotions.
5. Mr _____ will never say that 2+2 = 5.
6. Get out of the way of Mr _____ when he loses his temper.
7. Mrs _____ loves to see your blood on her hand.
8. Miss _____ can't stand anything in her way.
9. Mr _____ is oblivious to what is honorable.
10. Mrs _____ seems to enjoy causing and wishing you evil.
11. Mr and Mrs _____ believe in the eye for an eye principle.
12. Mrs _____ will always express her emotions.
13. Miss _____ is not afraid to go bungee-jumping.
14. Mr and Mrs _____ like to go to wild and unexplored places.
15. Mr _____ is full of life and energy.
16. Mrs _____ puts her heart into things she takes up doing.
17. Mr and Mrs _____ will never leave each other in crisis.
18. Mr _____ will help the blind accross the street.
19. Mrs _____ would not hurt a fly.
20. Mr _____ is like Santa Claus.

3. Study the following table and clarify the differences.

FEELINGS AND EMOTIONS

I feel, I am...			This is, It is...		
embarrassed	confused	shocked	embarrassing	confusing	astounding
humiliated	perplexed	convinced	humiliating	perplexing	shocking

interested	frustrated	unconvinced	interesting	frustrating	convincing
fascinated	discouraged	satisfied	fascinating	discouraging	unconvincing
bored	encouraged	disappointed	boring	encouraging	satisfying
bored to death	inspired	sad	deadly boring	inspiring	disappointing
tired	disgusted	depressed	tiring	disgusting	sad
exhausted	repulsed	devastated	exhausting	repulsive	depressing
afraid	horrified	excited	fearsome	horrifying	devastating
scared	amused	delighted	scary	amusing,	exciting
frightened	in hysterics	thrilled	frightening	hysterical	delightful
terrified	entertained	worried	terrifying	hilarious	thrilling
annoyed	surprised	troubled	annoying	entertaining	worrisome
upset	amazed	nervous,	upsetting	surprising	troubling
angry	astonished	nerve-racking	maddening	amazing	unnerving
mad	astounded	anxious	infuriating	astonishing	
furious					

4. Express your possible feelings and emotions when the following situation below happened to you. What would you do then?

- I spilled water on my pants.
- This TV show isn't saying anything informative or new.
- He's been talking about statistical formulas for hours!!
- I've been running for three miles!
- This unfriendly dog has big teeth!
- The hurricane is going to hit our city!
- This fly keeps buzzing around my head.
- My daughter didn't clean her room!
- The dog did its mess on the carpet!
- I don't know why my husband/wife is mad at me.
- I can't pass the test after trying six times!
- The teacher said that my English was getting better.
- He's picking his nose in public!
- Women were tortured, raped and killed during the war!
- This show made me laugh until my sides hurt!
- She won \$25 million in the lottery!!
- I'm going to ride the Coney Island roller coaster today!

5. Translate into English using the active vocabulary words and phrases:

1. Марту відрізняла бездоганна ввічливість, життєрадісність та емоційність. Вона була сильною особистістю, вольовою та рішучою. 2. Невже ти вважаєш, що бути таким безтурботним добре? Цього не може бути! Тобі варто бути старанним і наполегливим, а то люди будуть

вважати тебе ненадійним. 3. Ніхто і подумати не міг, що ця елегантна та витончена жінка, на яку завжди були спрямовані захоплені погляди чоловіків, в дитинстві була сором'язливою і замкненою. 4. Карл обожнював свою матір. Вона була великодушна, миролюбна і романтична жінка у відносинах із близькими, але при цьому авторитарна і честолюбна з підлеглими по роботі. 5. Зустріч з нею після багатьох років стала потрясінням усього його життя. Він був дуже здивований і не знав, вірити своїм очам, чи ні. Ця зустріч була настільки зворушливою, що у нього перехопило подих і ком став у горлі. 6. Вона втратила самовладання і вибухнула сльозами. Вона тремтіла, наче лист на осінньому повітрі, і він став блідий, як полотнина. Він усе ще кохав її, а вона – його, і радість від зустрічі та кохання наповнила їх серця. 7. Ось моя думка: Ви дуже експресивні і реагуєте на все занадто різко. Запальні, але швидко заспокоюєтеся, Ви маєте гнучку психіку і мінливий настрій. 8. Вас часто можна побачити похмурим, але все ж таки Ви чуйні і ніжні. Любов для Вас – це, перш за все, співчуття. 9. Ви дуже наполегливі у досягненні бажаного, вам властиві стійкі погляди, що спираються на здоровий глузд. 10. Він не з тих, хто стане заливатися сльозами, якщо в нього щось не виходить, і коли він в поганому настрої, то випускає пару на інших, у такий спосіб рятуючи себе від гніву.

◆ Idiomatic Treasury

Reacting to events

1. a. Read the following texts, noting the rather strong idiomatic language we can use to describe our reactions to slightly unusual events. Six sentences have been removed from the texts. Choose from the list A-F the sentence which best fits gap 1- 6 in the texts. Which words helped you with the answer?

- A. My heart missed a beat or two
- B. Even Uncle Mac couldn't help laughing.
- C. I was pretty startled myself
- D. I've never seen her so livid
- E. I was going to burst into tears
- F. I was blushing, and the other chap was as red as a beetroot.

b. While reading match one of these headings with each of the six paragraphs:

- Emotional
- Angry
- Amused
- Surprised
- Scared
- Embarrassed

c. Some moments from a family scrap-book, when they all are...

1. _____

We all got the shock of our lives last Christmas. We were sitting round the fire, forcing third helpings of Christmas cake into our mouths, when the doorbell rang. It made everybody jump, Auntie Jane nearly jumped out of her skin ... 1..., I must admit. Anyway, there at the door - believe it or not - was Uncle Mac, with an armful of presents. (It was the first time in living memory that he had ever given anything to anybody.) Everyone caught their breath when they saw him. No-one could really believe their eyes. Poor Aunt Flossie actually fainted, and Uncle Bill kept blinking, as if he had seen a ghost. And Granny, who had been talking non-stop since breakfast, was absolutely speechless. I thought her eyes were going to pop out of her head. I reckon you could have knocked all of us over with a feather.

2. _____

... I looked across and saw that tears were already trickling down Mum's cheeks. I must confess a lump had come to my throat, and I was having to swallow hard. When the priest started speaking, Julia burst out crying, and that was the signal for Mum to break down; she was completely overcome. By this time tears were rolling down several faces - including Dad's - and I had a horrible feeling that ... 2 The priest's few words were very touching; I think he was almost 'moved to tears himself, I'm not surprised. They made such a lovely couple and Maggie looked great in white.

3. _____

I think it was Dad's side of the family that started it, when Uncle Mac started calling Uncle Bill names. Auntie Jane took offence immediately and then Granny joined in. She made Aunt Flossie lose her temper and soon after that Dad blew his top. That led to Mum going berserk - ... 3 It wasn't long before Maggie, for some reason, started insulting Uncle Tom and then it was his turn to see red; he really went mad - "furious" isn't the word for it. It was about then that Grandad, who had obviously been seething for some time, hit the roof. Things quietened down bit after that and Granny dealt the next hand of cards.

4. _____

Well, naturally most of us were scared stiff. Only Maggie kept cool throughout. Mum went as white as a sheet and even Dad panicked a bit. Auntie Jane's hair stood on end and Uncle Bill ran a mile. I must confess that 4... . I mean, it's not every day that a tax inspector comes to your front door, is it? All the time

he was with us Uncle Mac was twitching as if he had an army of ants inside his shirt collar. Whenever the phrase "failure to declare earned income" came up, Auntie Flossie winced and Mac's hand started shaking so much he couldn't light his pipe. It was obvious that Granny was trembling too when she tried to pick her cup of tea up - three times. Everyone shuddered visibly when the man said he would be back - everyone except Maggie, that is. She didn't flinch once, didn't turn a hair. She's either a very good actress or extremely honest.

5. _____

I could see that Julia was dying of embarrassment - not surprisingly, in the circumstances. I bet the incident is still on her conscience. Anyway, I could feel that 5 ... Julia had a terribly guilty look in her eye, or rather, she had guilt written all over her face. She started stammering something about feeling tired and having come up for a rest. I didn't know where to put myself. I can tell you. I've never felt so small in all my life, about two foot tall, that's how I felt. I stood there for a few seconds hoping a hole would open up in the floor and swallow me. In the end I just gulped and backed out of the room.

6. _____

... Well, everyone burst out laughing, of course. Uncle Bill laughed his head off, and Auntie Jane nearly died laughing. And you should have seen Granny: she was in hysterics 6 ... when he realized what the cause of their laughing was. The vicar was the only one who didn't see the funny side of things; completely straight-faced, stony-faced he was. Granny was still hysterical long after Uncle Mac had turned round, chuckling to himself, and put the matter straight.

Post-reading

I. Choose the correct word to complete each sentence.

1. I couldn't ... my ears when they told me.
A hear B believe C feel D accept
2. The Prime Minister was ... with rage.
A wordless B silent C shivering D speechless
3. Poor girl, there were ... running down her face.
A tears B lumps C shudders D cuts
4. I can tell you, my heart nearly skipped a
A beat B moment C break D turn
5. I must admit, I nearly ... my sides laughing.
A cut B broke C split D swallowed
6. Everyone ... out laughing.
A broke B burst C jumped D popped
7. They had joy ... all over their faces.

- A placed B arranged C poured D written
8. My ... stood on end when I saw him.
A hair B head C heart D eyes

2. Find the synonymic pairs. Act out exchanges as in the examples.

To go berserk, to twitch, to keep cool, to blush, to become livid, to shudder, not turn a hair, to be startled, to break down, to get a shock, to burst into tears, to be as red as a beetroot, to chuckle, to run a mile.

e.g. A: She didn't turn a hair, when she heard the news . B: Yes, she kept cool throughout.

3. What feelings do you express when you:

- Clench your fists
- Frown
- Drum your fingers
- Lick your lips
- Raise your eyebrows
- Wrinkle your nose

5. Can you tell when your friend, family member or a coworker becomes angry/amused/giddy/sad? How well can you decipher these feelings? Do you tend to express feelings?

6. Think of some memorable, embarrassing, frightening or hilarious experience you have had. Tell your group mates about it. Express your feelings using the idiomatic expressions from ex. 1.

◆ **Role Play**

Imagine you are currently out of work and spend your free time searching for a vacancy. Once you come across the following advert in a magazine:

Chef Wanted

Are you an experienced Chef in Ukrainian Cuisine?

Are you a hard-working, ambitious person, ready to be a Head Chef in a famous Ukrainian restaurant?

If you answered yes to these questions, then you are in luck.

Duck Pig Ukraine is seeking an experienced Chef to fill their position of Head Chef.

All applicants must speak fluent English and Ukrainian and must have the right to work in Australia.

Please call 02 2803 7653 to arrange an interview.

You are excited since you know this might have been the right position for you so you don't hesitate long and are about to undergo an interview with the employer. Choose a role for yourself of either the employer or the job seeker and:

A) Employers: Get together and brainstorm questions to ask for the interview, using questions as a kind of springboard.

B) Job Seekers: Go over their character and find their strengths and weaknesses for the job.

Employer Card

You are the owner of a Ukrainian Restaurant in Sydney. You need to employ an experienced Ukrainian Head Chef to work in your kitchen.

The prerequisites for this position are:

- 1) Must have at least 2 years' experience as a chef because the person will be in charge of the kitchen.
- 2) Must speak fluent English and Ukrainian.
- 3) Must have recognized training in preparing Ukrainian food from a reputable cooking academy.
- 4) Must be looking for a long-term position.
- 5) Must be able to work in Australia.

Desirable qualities (preferred but not essential) are:

- 1) Should possess leadership qualities in character, experience in a leadership role desirable.
- 2) Should have experience working in a Ukrainian restaurant.
- 3) Should be organised, efficient, punctual and hard-working.
- 4) Should be able to build good relationships with co-workers.
- 5) add more

Jobseeker 1 (Male)

Your name is Sergej and you are an experienced Ukrainian chef. You are 55 years old. You have been living in Sydney since you were ten and learnt to cook Ukrainian food from your mother and then from the Sydney school of Ukrainian Cuisine. You used to own your own Ukrainian restaurant in Sydney's south side but you sold it, because you are getting older. You are hoping to retire in ten years.

You speak English better than Ukrainian but still speak Ukrainian well. You are an Australian citizen.

Jobseeker 2 (Female)

Your name is Svetlana and you are 30. You are Ukrainian and are in Australia on a 2 year work visa. You are from Kiev and worked in a Ukrainian restaurant in Kiev for ten years before you came over to Australia. You studied Ukrainian Cuisine at the Kiev Centre for Culinary Arts. In the Ukrainian restaurant, your job was Second Chef and you left the job because you want to be a Head Chef. You are hoping to get a job in Australia so you can extend your visa and move to Sydney permanently.

Jobseeker 3 (Male)

Your name is Peter McDonald and you are 35. You are a Canadian who has been fascinated with Ukrainian food since teaching English in Ukraine. You learnt to cook Ukrainian food formally at the Toronto College of Cuisine and have worked in a Ukrainian restaurant in Toronto for 5 years. For 2 of the 5 years you were the Head Chef there. You left the job however, because you had an argument with the restaurant owner over the menu. You decided to move to Australia because it is warmer and you want to work here for at least a year. You're not sure if you are going to move permanently yet. You speak English as a first language and studied Ukrainian in Kiev for two years.

Jobseeker 4 (Female)

Your name is Tina Kim and you are a college graduate from Ukrainian Cuisine College of Melbourne. You are 24. You are ambitious and want to work as a Head Chef in a Ukrainian restaurant but don't have experience. You worked at the Melbourne Casino whilst at College as a kitchen hand for two years. You are an Australian citizen but you were born in Ukraine. You have moved to Sydney from Melbourne with your boyfriend for his job. You speak fluent Ukrainian and English. Your boss at the Casino praised your hard-work and dedication.

Jobseeker 5 (Male)

Your name is Igor and you are Ukrainian. You are 37 years old and have married an Australian woman. You have moved to Australia permanently. In Ukraine, you worked at a restaurant called 'The Outback' which is how you met your wife. You worked as a head chef there for ten years and had good relationships with all of your co-workers. You speak fluent Ukrainian but your English is still not very good. You are taking English as a Second Language classes at Sydney University and your wife helps you to study English. You studied Ukrainian food at Food College and worked for two years in a Ukrainian restaurant before getting the job as the Head Chef at 'The Outback'

Jobseeker 6 (Female)

Your name is Anna King. You are an Australian from Brisbane. You are 31 years old. You've loved Ukrainian food ever since you tried it at age ten and studied at the Sydney Academy for Chefs when you were 22. You hope to open your own Ukrainian restaurant one day but are still saving up the money. You worked as a Second Chef in a Ukrainian restaurant for 5 years and then as a Head Chef in the same restaurant for 4 years. You left your job though when your husband and you decided to move to Sydney to buy a house together. You are now looking for a job to save money to buy your own Ukrainian restaurant. You speak English well but Ukrainian not so well. Still, you know all of the Ukrainian food words perfectly and picked up a fair bit of Ukrainian whilst studying in Sydney. You are willing to study Ukrainian as a Second Language at Sydney University.

Jobseeker 7

Concoct a story of a possible jobseeker or nominate yourself ☺

The employers need to find the most suitable candidate for the position. Both employers and job-seekers are allowed to ask questions and add information.

◆ **WRITING:**

- “The Personality I Respect and Admire” (both character & appearance are of major importance here)

◆ **RESEARCH (INDIVIDUAL WORK)**

Introduce a report on one of the topics suggested:

- Ukrainian/Russian vs. British (German/American) National Character.
- Narrate a melodramatic story with the characters suggested.
- Do some research into the portrait of a nation, ethnic group or local community that you know of. Work out a TV program, highlighting the key traits that form a stereotyped image of the said population.

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4. Listening BBC English Learning Talk (part 2, part 11) [Electronic resource]. – Access mode : http://www.bbc.co.uk/worldservice/learningenglish/webcast/tae_whoonearth_archive.shtml.

Internet Resources

1. <https://studymoose.com/intercultural-communication-5-essay>.
2. <https://study.com/academy/lesson/intercultural-communication-definition-model-strategies.html>.
3. <https://www.impactfactory.com/library/communication-skills/ten-tips-cross-cultural-communication>.
4. <https://www.careeraddict.com/improve-your-intercultural-communication-skills>.
5. <https://journalism-edu.org/sessions/9-the-others-through-history-and-today-the-role-of-media-in-mass-communication/lecture.html>.
6. <http://byuipn.net/PGVT/index.php?path=/lessons/10/10.php>.
7. <https://culturalawareness.com/idioms-linguistic-journey-across-cultures/>.
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