TASHKENT INSTITUTE OF ECONOMICS AND PEDAGOGY FACULTY OF LANGUAGES AND PRESHCOOL EDUCATION

INTERCULTURAL COMMUNICATION

A TEXTBOOK FOR STUDENTS

PART I

Toshkent IPI nashriyoti 2025 y. 313 b.	
TIPI Tillar va maktabgacha ta'lim fakulteti d TIPI Tillar va maktabgacha ta'lim fakulteti I	lekani O.A.Yoʻldoshev Dotsent, ped.f.f.d. (PhD) O.A.Ibragimova katta oʻqituvchi
Taqrizchilar:	
Mudofaa vazirligi Harbiy kadrlarni tayyorlash boshqarmasi boʻlim katta ilmiy xodimi	Feruza Qoʻysinova Dotsent, siyos.f.f.d. (PhD)
TIPI Tillar va maktabgacha ta'lim fakulteti	Amirsheibani Morteza Hamidreza Professor, f.f.f.d (PhD)
Oʻquv darslik Toshkent iqtisodiyot kafedrasining yigʻilishida koʻrib chiqilgan va ins (20_ yil	
Oʻquv darslik Toshkent iqtisodiyot va penashrga tavsiya qilingan. (20 yil	edagogika institutining ilmiy kengashida koʻrib chiqilgan va oma)

Ingliz tili: Oliy ta'lim muassasalaridagi xorijiy tillar yoʻnalishidagi talabalar uchun darslik

Kirish

Mazkur ingliz tili darsligi Oliy ta'lim muassasalaridagi xorijiy tillar yoʻnalishlarida qoʻllash uchun ishlab chiqilgan, hamda hozirgi zamon talablariga binoan yaratilgan. Darslik ingliz tilini oʻrganishni davom ettirayotgan, ya'ni boshlang'ich bilimga ega boʻlgan Oliy ta'lim muassasalari talabalari uchun moʻljallangan. Ushbu darslikda har bir mashg'ulot qoʻshimcha oʻqish uchun matnlar, shu jumladan mavzuga oid soʻzlar bilan ishlash, (test) mashqlar, turli topshiriqlardan iborat. Darslik quyidagi ilovalardan tashkil topgan:

birinchisi: "Lugʻat" ya'ni Oxford ta'limi boʻyicha 3000 ta eng muhim soʻzlar chet tilini bilish darajasiga ajratilgan holatda keltirilgan;

ikkinchisi: "**Ingliz yumori**" ya'ni har bir madaniyatga kirishning asosiy kalitlaridan bo'lgan yumor misol tariqasida keltirlgan;

uchinchi: "**Topishmoq va qiziqarli savollar**" bu boʻlimda xalq ogʻzaki ijodida keng qoʻllaniladigan topishmoq va qiziqarli savollar javoblari bilan ochib berilgan;

toʻrtinchisi: "Javoblar" bu boʻlimda darslikdagi barcha topshiriq va mashqlarning javoblari keltirilgan; **beshinchisi: "Adabiyotlar roʻyxati"** ya'ni adabiyotlar roʻyxati keltirilgan.

Ushbu darslikni yaratishdan maqsad, talabalarni madaniyatlararo muloqot oʻrnatishdagi koʻnikmalarini shakllantirish va malakalarini oshirish, ularda shu sohadagi bilim va koʻnikmalarni chuqurroq rivojlantirishdir. Darslikdagi barcha matnlar tarbiyaviy ahamiyatga ega boʻlib, talabalarning mustaqil oʻqishlari uchun ham qulay qilib ishlangan. Matnlardagi muhim ma'lumotlar va autentik misollar darslikni yanada dolzarbligini oshirish uchun xizmat qilgan.

Ввеления

Данный учебник английского языка разработан для использования на курсах иностранного языка в высших учебных заведениях, а также в соответствии с требованиями настоящего времени. Учебник предназначен для изучения студентами высших учебных заведений, продолжающими изучать английский язык, то есть имеющими базовые знания. В основе данного учебника лежит учебная программа, в которой каждый урок состоит из текстов для дополнительного чтения, включающих работу со словами, связанными с темой, (тестовые) упражнения, различные задания. Учебник состоит из следующих разделов:

первый: «Словарь», 3000 важнейших слов по данным Оксфордского образования представлены в отдельно по уровню знания иностранного языка;

второй: в качестве примера приведен «Английский юмор», юмор, является одним из главных ключей к вхождению в каждую культуру;

третье: «Загадки и интересные вопросы» в этом разделе раскрыты ответы на загадки и интересные вопросы, широко используемые в фольклоре;

четвертый: «Ответы» В этом разделе содержатся ответы на все задания и упражнения учебника;

пятый: «Литература», дается список литературы.

Целью создания данного учебника является формирование и совершенствование навыков учащихся в налаживании межкультурной коммуникации, углубление их знаний и умений в этой области. Все тексты учебника имеют учебное значение, а также сделано удобным самостоятельное чтение учащихся. Важная информация и аутентичные примеры в текстах сделали учебник более актуальным.

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UNIT 1

The personal growth motive. The social responsibility motive. The economic motive. The cross-cultural travel motive. The media motive.

1.1. General information



PROVERB

If you want a thing well done, do it yourself

Task 1. Read the text and study information. Languages and language varieties

People communicate with each other by using the same language and language varieties in their community. The community might be in large amount, small or might just two-person, for example, communication between a husband and his wife, mother, and her daughter and many others. They use a unique expression or 'private' language, where only they know the meaning of some words although they communicate in the national language. They understand the allusions or private language used in their communication.

Consequently, we must be able to communicate in the language varieties of each group. For example, Nisa is a junior high school student in her town, a music club member, a member of the nature lover club. Speaking the "true" variety makes the individual an " insider," which means she is a group member. Not doing so identifies the individual as an outsider, or he or she is not a group member. He or she is not one of us because he or she does not speak our language.

Children inevitably learn the family's language variety by frequent contact with other family members such as parent, mother,



brothers, and sisters, etc. They acquired the group's or community's language variety by contact with other members of their group. Their language diversity might have been different as a result of contact with those in their culture. The diversity of languages used will foster a feeling of belonging to an in-group. When one of the family members (a child) talks an entirely different language than the rest of the family (not only a new variation of the same language), the distinction is obvious, and they claim to be a member of a particular group. This trend of learning new language variants or entirely new languages will continue over one's existence as individuals join separate communities within the same community or relocate to another.

Task 2. Match each term with its correct definition.

1. Dialect 6. Code-switching

2. Pidgin 7. Endangered Language

3. Creole
 4. Bilingualism
 8. Phonology
 9. Syntax

5. Lingua Franca 10. Morphology

A. A simplified language that develops as a means of communication between two or more groups that do not have a language in common.

- B. The study of the sound systems of languages.
- C. A stable, natural language developed from a mixture of different languages.
- D. The use of two or more languages in a conversation or sentence.
- E. The grammatical structure and arrangement of words in sentences.
- F. The process of using two languages fluently.
- G. A language or dialect in danger of falling out of use entirely.
- H. A language that is adopted as a common language between speakers whose native languages are different.
- I. A regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary.
- J. The study of the structure of words.

- communication

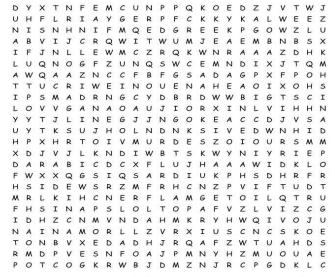
Task 3. Fill in the gaps with the correct words from the list below.

- phonology

	1 0,
- culture	- grammar
- dialects	- semantics
- linguistics	grammarsemanticssyntax
- vocabulary	- written
, J	.,
Language is a syst	em of (1) that
	mmunicate with each other. It
	ned, or (2). The
study of language is	known as(3).
-	
	of several components.
	the study of the sounds of a
language, while	(5) deals with the
structure of words a	nd their meanings. The set of
rules that govern he	ow words are combined into
	(6). Additionally,
	tte the structure and use of
	language are known as
(7).	ianguage are known as
(/).	
Each language has	ita avvn
	s its own (8),
	he words used by speakers of
	rent regions and social groups
	(9) of the same
language, which of	ean vary in pronunciation,

grammar, and _____(10).

Languages



Portuguese	Hungarian	Bulgarian	Norwegian	Mandarin
Japanese	Romanian	Swahili	Maltese	Finnish
Russian	Yiddish	Flemish	Swedish	Catalan
Turkish	English	Italian	Spanish	Arabic
Danish	Polish	German	French	Hindi
Welsh	Czech	Dutch	Greek	Urdu

Useful websites!



- 1. https://games4esl.com/esl-worksheets/countries-and-nationalities-worksheets/;
- $\begin{array}{c} 2.\underline{https://www.liveworksheets.co} \\ \underline{m/w/en/English-second-} \end{array}$

language-esl/1143658;

- 3.https://www.englishwsheets.com/m.countries-nationalities.html;
- $\begin{array}{l} 4.\underline{https://youtu.be/9r7Gd06kkAs?si=uAhkxiErsi9} \\ \underline{Va_4s} \ ; \end{array}$
- 5. https://youtu.be/5-

QASvdyzBs?si=Lbubwx7_CB903k7O;

6.https://youtu.be/0ufrZKdKGrc?si=A2cRHM6B Wpwom9AQ;

1.2. The Evolution of Language



PROVERB

Every family has a black sheep

Task 1. Read the text and study information.

Language is one of the most defining characteristics of the human species. It is a system of communication that allows us to express thoughts, ideas, and emotions. The origins and evolution of language have long been subjects of fascination and study for linguists, anthropologists, and psychologists.

The exact timeline of when humans first started to use language is still debated. However, it is widely believed that the development of language is closely linked to the evolutionary changes in the human brain and vocal apparatus. Early humans likely used a combination of gestures and vocalizations to communicate basic needs and emotions.

The invention of written language marked a significant milestone in human history. The earliest known writing systems, such as cuneiform in Mesopotamia and hieroglyphics in Egypt, date back to around 3200 BCE. Written language allowed for the recording of information, preservation of culture, and the ability to communicate across generations and distances.

Today, there are approximately 7,000 languages spoken around the world. Languages are dynamic and constantly evolving. They change due to social, cultural, and technological influences. For instance, the rise of the internet and social media has introduced new vocabulary and altered the way people communicate.

Looking to the future, language may continue to evolve in unpredictable ways. Advances in technology, such as artificial intelligence and machine translation, are already transforming how we use and understand language. Additionally, efforts to preserve endangered languages are crucial to maintaining linguistic diversity.

Task 2. Answer the questions and discuss them.

- 1. What is the origin of human language?
- 2. What role does the FOXP2 gene play in language development?
- 3. How does the "bow-wow" theory explain the origin of language?
- 4. What evidence supports the theory that language evolved for social interaction?
- 5. What are some differences between human language and animal communication?
- 6. How does the "critical period hypothesis" relate to language acquisition?
- 7. How did written language evolve from spoken language?

Task 3. Read the statements and do True/False quiz on the Evolution of Language

- 1. The FOXP2 gene is exclusively responsible for human language ability.
- 2. The "bow-wow" theory suggests that language originated from the imitation of natural sounds.
- 3. Human language can express abstract concepts and things not present, unlike most animal communication systems.
- 4. Written language appeared simultaneously with spoken language.
- 5. The critical period hypothesis suggests that language acquisition is most effective in early childhood.
- 6. The gestural theory of language evolution suggests that language began with vocal sounds.
- 7. Primate communication shows no evidence of social interaction influencing the development of communication.

Task 4. Do the multiple-choice quiz on the Evolution of Language.

- 1. Which theory suggests that language began with gestures and body movements?
- A. The Vocal Theory
- B. The Gestural Theory
- C. The Social Interaction Theory
- D. The Symbolic Thinking Theory
- 2. What is the role of the FOXP2 gene in language development?

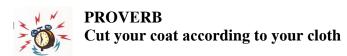
- A. It is responsible for vocabulary acquisition.
- B. It regulates the production of vocal sounds.
- C. It is crucial for the development of fine motor skills required for speech.
- D. It determines the syntax of a language.
- 3. Which theory posits that human language began with imitations of natural sounds?
- A. The Social Interaction Theory
- B. The Vocal Theory
- C. The Symbolic Thinking Theory
- D. The "Bow-Wow" Theory
- 4. Human language is unique because it allows for the creation of new sentences and ideas, a feature known as:
- A. Displacement
- B. Syntax
- C. Creativity
- D. Semantics
- 5. What evidence supports the theory that language evolved for social interaction?
- A. The complexity of human societies
- B. Observations of primate communication
- C. Research on brain regions involved in language
- D. All of the above
- 6. Which of the following is NOT a characteristic that differentiates human language from animal communication?
- A. Use of syntax and grammar
- B. Ability to express abstract concepts
- C. Use of vocal sounds
- D. Displacement
- 7. The critical period hypothesis suggests that:
- A. Language acquisition is most effective during early childhood.
- B. Language can be learned equally well at any age.
- C. Language abilities are determined solely by genetics.
- D. There is no specific time window for language acquisition.

- 8. Written language likely evolved from:
- A. Spoken language
- B. Animal communication systems
- C. Gesture-based communication
- D. Music and rhythms

Task 5. Match the each heading with the appropriate description.

- 1. The Gestural Theory
- 2. The FOXP2 Gene
- 3. The "Bow-Wow" Theory
- 4. Critical Period Hypothesis
- 5. Displacement
- 6. Written Language Evolution
- 7. Social Interaction Theory
- 8. Syntax and Grammar
- 9. Symbolic Thinking Theory
- 10. Animal Communication
- A. Suggests language began with imitations of natural sounds.
- B. A unique feature of human language that allows talking about things not present.
- C. Crucial for the development of fine motor skills required for speech.
- D. A specific window in early childhood during which language acquisition occurs most naturally and effectively.
- E. Developed later than spoken language as a way to record and transmit information.
- F. Emphasizes the role of social interaction and cooperation in the development of language.
- G. Indicates that human language uses complex rules to structure sentences.
- H. Argues that language arose from the human capacity for symbolic thought and representation.
- I. Communication systems that are typically straightforward and context-specific.
- J. Proposes that language began with gestures and body movements.

1.3. National character



Task 1. Read the passage.

National character refers to the collective personality traits, values, behaviors, and cultural patterns that are believed to be characteristic of the people of a particular nation. It is a concept often used in discussions of national identity, cultural stereotypes, and social psychology.

The idea of national character has its roots in the works of early sociologists and anthropologists who sought to understand how cultural and historical experiences shape the personality of a nation. According to this concept, a nation's character is a reflection of its history, geography, language, religion, and social institutions. For example, the industriousness of Germans, the politeness of the Japanese, and the individualism of Americans are often cited as traits of their respective national characters.

Despite its widespread use, the concept of national character is controversial. Critics argue that it oversimplifies the diversity within a nation and reinforces stereotypes. Modern sociologists and psychologists caution against making broad generalizations about entire populations, as this can lead to misperceptions and discrimination. They emphasize the importance of recognizing individual differences and the dynamic nature of cultures.

National character can influence international relations, business practices, and cultural exchanges. Understanding the national character of a country can be helpful in diplomacy and international business, as it provides insights into how people from different cultures might think and behave. However, it is essential to approach these interactions with an open mind and avoid making assumptions based on stereotypes.



Task 2. Discus the questions.

- 1. What is meant by the term "national character"?
- 2. How do historical events shape a nation's character?
- 3. Can national character change over time? If so, what factors contribute to this change?
- 4. How do stereotypes differ from the concept of national character?
- 5. What role do literature, art, and media play in reflecting and shaping national character?

Task 3. Read the passage again and do the True/False statements.

- 1. National character refers to the unique traits and personality of an individual.
- 2. Historical events can have a lasting impact on a nation's character.
- 3. Stereotypes and national character are the same concepts.
- 4. National character is static and does not change over time.
- 5. Literature, art, and media play a role in both reflecting and shaping national character.
- 6. Understanding national character can be useful in international relations.
- 7. Emphasizing national character can never be harmful.
- 8. National character can be easily and accurately measured.

Task 4. Match the Headings. Match the following headings to the appropriate description:

- 1. Historical Influence
- 2. Cultural Expression
- 3. Stereotypes vs. National Character
- 4. Role in International Relations
- 5. Impact of Migration
- 6. Media and National Identity
- 7. Social Grooming Hypothesis
- 8. Factors of Change
- 9. Measuring National Character
- 10. Dangers of Emphasizing National Character
- A. Highlights how literature, art, and media reflect and shape societal values.
- B. Examines the difference between oversimplified beliefs and nuanced national traits.
- C. Describes how significant events shape collective memory and identity.
- D. Suggests that language replaced physical grooming to maintain social bonds in larger groups.
- E. Discusses how demographic shifts and cultural exchanges alter national traits.
- F. Explores how understanding national traits can improve diplomatic communication.
- G. Considers how new cultural influences and diversity shape national identity.
- H. Points out the challenges in capturing the full complexity of a nation's traits.
- I. Warns against nationalism, exclusion, and intolerance resulting from a narrow focus.
- J. Lists key elements that drive the evolution of national character over time.

Task 5. Do the multiple-choice questions.

- 1. Which of the following best defines national character?
- A. The unique traits and personality of an individual.
- B. The collective personality, values, and behaviors of a nation's people.
- C. The political system of a country.
- D. The geographic features of a nation.

- 2. Which factor is most likely to influence changes in national character over time?
- A. Geographic location
- B. Historical events
- C. Weather patterns
- D. Dietary habits
- 3. How do literature, art, and media influence national character?
- A. They provide economic benefits to a nation.
- B. They have no impact on national identity.
- C. They reflect and shape societal values and experiences.
- D. They replace traditional cultural practices.
- 4. What is one potential danger of emphasizing national character?
- A. Promoting tourism
- B. Encouraging national pride
- C. Perpetuating stereotypes and exclusion
- D. Strengthening cultural traditions
- 5. The "social grooming" hypothesis in the context of national character suggests that:
- A. Language evolved from the need to communicate about tools.
- B. Physical grooming was replaced by language as a way to maintain social bonds.
- C. National character is solely a result of biological evolution.
- D. Geographic isolation has no effect on national character.



1.4. Brief theory

Task 1. Study the texts and answer the control check questions.

1. Personal Growth Motive



The personal growth motive is driven by the desire to improve oneself, acquire new skills, and reach one's fullest potential. People with a strong personal growth motive are often dedicated to self-improvement, seeking to overcome challenges, expand their knowledge, and gain deeper insights into themselves. This drive can be seen in efforts to learn new things, cultivate positive habits, and adopt a mindset focused on continuous growth. Those motivated by personal growth often value experiences that enhance selfawareness, resilience, and inner fulfillment, as they strive to become the best version of themselves.

2. Social Responsibility Motive

The social responsibility motive reflects a desire to contribute to the well-being of society and address issues affecting communities. This motive is often grounded in empathy and a commitment to ethical values. Individuals driven by social responsibility may engage in volunteer work, advocate for social justice, or adopt environmentally friendly practices. This motive often pushes people to consider how their actions

impact others and to work toward creating a positive difference in the world. Social responsibility can extend to the workplace, where individuals are inspired to pursue ethical business practices and community involvement.



3. Economic Motive



The economic motive centers on the pursuit of financial stability, wealth accumulation, or career advancement. People with a strong economic motive are often focused on financial independence, professional growth, and the rewards that come from economic success. This motive may encourage individuals to work hard, invest in skills that increase earning potential, and make financially strategic decisions. While often associated with income, the economic motive can inspire entrepreneurship, business also

innovation, and practical financial planning to ensure a secure and prosperous future.

4. Cross-Cultural Travel Motive



The cross-cultural travel motive is fueled by a curiosity about the world, a desire to experience new cultures, and a love for exploration. People driven by this motive are often interested in understanding diverse cultural practices, languages, traditions, and perspectives. They see travel as a means to broaden their worldview, develop cultural empathy, and gain a richer understanding of human diversity. This motive often leads individuals to seek meaningful interactions with local communities, immerse themselves in cultural activities, and appreciate the interconnectedness of different societies.

5. Media Motive



The media motive involves the ways individuals use media to fulfill various personal needs, such as entertainment, information, social connection, or self-expression. People may be motivated to consume media to stay informed, find enjoyment, connect with others, or express their identity. In an age where media is highly accessible, this motive can play a significant role in shaping how people perceive the world and engage with it. Media, whether through news, social platforms, or creative outlets, often influences opinions, provides inspiration, and helps people stay connected across distances.

Each of these motives shapes our behaviors and decisions in unique ways, often guiding us in how we grow, interact with others, manage resources, explore the world, and consume or create media.

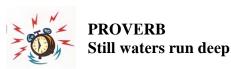
Control check questions.

- 1. What are three areas in your life where you feel you can grow or improve, and what steps are you taking toward that growth?
- 2. How do you handle challenges or setbacks, and what have they taught you about yourself?
- 3. Are there any habits or beliefs you have that are holding you back from reaching your full potential?
- 4. What strengths do you have, and how are you using them to achieve your goals?
- 5. How often do you step out of your comfort zone, and how do you feel afterward?
- 6. Who is your role models, and what qualities do they have that you want to develop in yourself?
- 7. What specific goals have you set for your personal growth, and how are you tracking your progress?
- 8. How do you balance your need for growth with self-acceptance and self-compassion?
- 9. What new skills or knowledge would you like to acquire, and how can you start that journey?

UNIT 2

Challenges of studying intercultural communication. Where did we come from?

2.1. General information



Task 1. Read the text and study information. Cultural stereotypes

For teaching another language we should consider aspects that are present in the class such as personal, social and cultural factors which comprise part of our essence because we live in a community that tends to create patterns to dictate the way we have to behave, dress or speak. In fact, these patterns are connected with what is called stereotypes.

The connection between culture and stereotypes has long been acknowledged and, so, there is an increasing interest in the study of the relationship between these two fields which is included in a project that could be a useful tool for teaching and learning English since it provides situations in which social skills are functional and can be strengthened. Dealing with project facilitates the students' integration of the four language skills in meaningful situations and in a natural way; in addition, the different experiences and workshops students have during project work should lead them to obtain meaningful results.

Culture

To provide a description of what culture entails is difficult. There is a variety of different definitions which attempts to convey what the concept means from different perspectives. Culture is the everchanging values, traditions, social and political relationships, and worldview created and shared by a group of people bound together by a combination of factors (which can include a common history, geographic locations,



language, social class, and/or religion), and how these are transformed by those who share them (Nieto, 1996, p. 390). Culture includes not only language, ethnicity and race, but other crucial dimensions such as social class and gender, because they may be key factors in explaining educational achievement.

This perspective, highly focused on the connection of culture to teaching and learning in educational context, takes into account the sociocultural context and diversity. Consequently, students can take advantage of the English class, sharing their different points of view and constructing their own cultural knowledge.

Stereotypes

The use of stereotypes is a part of our everyday way of thinking; for this reason, our society often innocently creates and perpetuates stereotypes, but these stereotypes often lead to unfair discrimination and persecution when they are unfavorable, but they may also be positive or negative such as when various nationalities are stereotyped as friendly or unfriendly.

Walter Lippmann adopted the term in his book *Public Opinion* (1922) as a means of describing the way society set about categorizing people—"stamping" human beings with a set of

characteristics—as well. In this pioneering work, Lippmann identified the following four aspects of stereotypes:

- 1. Acquired Second-hand: People acquire (and absorb) stereotypes from cultural mediators rather than from their own direct experience with the groups being stereotyped.
- 2. Erroneous: All stereotypes are false. Some are less false than others and, more importantly, some are less harmful than others. They attempt to claim that each human being in a certain group shares a set of common qualities.
- 3. Resistant to change: Where people resist changing and follow common patterns that are difficult to avoid.
- 4. Simple: Certainly more simple than reality, but also often capable of being summarized in only two to three sentences.

Task 2. Discus the questions.

- 1. Why do cultural stereotypes exist, and how are they formed?
- 2. What are the potential consequences of believing in and perpetuating cultural stereotypes?
- 3. Can cultural stereotypes ever be positive, or are they always harmful?
- 4. How can individuals challenge and combat cultural stereotypes in their daily lives?
- 5. How do media and popular culture contribute to the spread of cultural stereotypes?
- 6. What is the difference between cultural appreciation and cultural appropriation, and how can stereotypes play a role in this distinction?
- 7. How can education systems help reduce the impact of cultural stereotypes?
- 8. In what ways do cultural stereotypes affect interpersonal relationships?

Task 3. Read the passage again and do the True/False statements.

- 1. All Asians are good at math.
- 2. All people from the Middle East are Muslim.
- 3. Latin Americans are always passionate and emotional.
- 4. All Americans are overweight and eat fast food.

- 5. African cultures are primitive and underdeveloped.
- 6. Women in Asia are always submissive.
- 7. All British people have a "stiff upper lip" and do not show emotion.
- 8. French people are rude and unfriendly.
- 9. All Italians love pasta and speak loudly.
- 10. Indigenous cultures in the Americas are dying out and irrelevant.

Task 4. Match each paragraph with the most appropriate heading from the list.

- A. Stereotypes About Physical Appearance
- B. Gender-Based Cultural Stereotypes
- C. Religious Stereotypes
- D. Stereotypes About Food Preferences
- E. Stereotypes About Emotional Expression
- F. Stereotypes Based on Nationality
- G. Stereotypes About Intelligence
- H. Stereotypes of Indigenous Cultures
- 1. Many people mistakenly believe that all Indigenous cultures in the Americas are on the brink of extinction. However, these cultures are vibrant and contribute greatly to the world in areas such as art, knowledge, and sustainable practices.
- 2. It is often assumed that people from certain countries, like Italy or Japan, prefer specific foods. For instance, it's a common stereotype that all Italians love pasta, but in reality, food preferences vary greatly among individuals.
- 3. A widely held belief is that people from Asia are naturally gifted in mathematics and science. This stereotype fails to acknowledge the diversity in skills and interests among individuals in Asian cultures.
- 4. Some cultures are stereotypically labeled as being emotionally reserved or overly emotional. For example, the British are often seen as stoic and unemotional, while Latin Americans are stereotyped as highly expressive, which ignores the wide range of emotional expressions in both cultures.

- 5. Gender stereotypes are prevalent across cultures. In many Asian cultures, for instance, women are often portrayed as submissive and passive, while men are expected to be dominant. These stereotypes are harmful and don't reflect the true diversity of gender roles in these societies.
- 6. People often associate certain physical traits with specific ethnicities. For example, African Americans are sometimes stereotyped as being naturally athletic. Such stereotypes are not only inaccurate but also reductive and harmful.
- 7. It's a common misconception that everyone in the Middle East follows Islam. While Islam is the dominant religion in the region, there are significant populations of Christians, Jews, and other religious groups as well.

Character Traits

F	X	٧	N	A	N	C	Z	J	E	Т	Α	R	E	D	1	S	N	0	C	0	U	Н	K
Y	S	S	T	N	E	1	C	1	F	F	E	Α	٧	C	0	N	T	E	N	T	K	R	Т
0	P	F	D	W	E	X	M	1	В	F	N	0	J	G	Ε	D	J	F	D	М	X	Α	Α
W	S	L	E	R	٧	٧	Α	0	L	F	G	M	0	L	C	U	В	X	S	M	M	E	В
F	0	Υ	N	Q	1	В	Ε	٧	Н	G	J	J	X	Ρ	Υ	R	М	R	0	٧	0	٧	X
Y	C	U	R	J	T	Q	D	E	T	E	R	M	1	Ν	E	D	E	1	R	D	X	1	E
M	N	Н	E	Y	Α	C	C	0	U	R	A	G	E	0	U	S	U	Α	Α	Z	В	T	٧
1	E	Α	C	G	R	E	T	Α	N	0	1	S	S	Α	P	M	0	C	T	P	0	Α	1
J	K	N	N	Q	E	٧	L	E	W	N	L	N	C	L	M	U	T	D	Н	1	N	1	S
F	5	G	0	J	P	N	G	K	В	T	N	E	R	Ε	F	E	D	E	0	T	٧	C	1
В	Н	X	C	F	0	E	L	В	A	L	1	A	٧	A	S	K	C	T	X	В	F	E	C
D	0	E	Н	0	0	E	Υ	S	N	K	A	L	N	D	R	E	U	Α	T	X	N	R	E
C	U	Υ	J	Z	C	J	L	K	C	J	1	T	F	P	1	Н	R	S	G	X	1	P	D
D	S	٧	K	G	Z	X	K	В	Н	٧	E	P	1	M	S	S	1	E	X	R	G	P	D
F	1	U	L	Y	K	K	M	X	A	F	K	В	D	U	Q	Α	C	Н	Z	1	G	A	В
P	Α	S	C	X	X	E	N	U	P	D	Z	N	K	X	Q	Q	Q	R	D	D	W	L	Н
Т	T	A	C	0	1	X	N	X	X	٧	N	J	٧	D	W	E	P	٧	E	J	G	G	1
S	T	C	S	E	N	J	P	Y	C	M	٧	Ε	C	0	N	S	1	S	T	E	Ν	T	В
C	E	В	M	R	R	F	Z	Z	M	Y	C	1	P	J	٧	L	A	1	P	R	T	U	Н
C	N	A	В	K	M	N	1	U	N	G	Q	X	N	Ε	T	U	Υ	1	Q	Ε	F	U	Q
В	T	N	G	1	X	Y	1	D	X	E	N	T	G	D	D	S	Z	N	N	E	R	S	R
W	1	Z	Т	G	P	Q	P	N	Ε	D	D	1	L	1	G	Ε	N	T	J	Q	Z	T	D
Z	٧	Q	R	C	U	E	F	U	G	N	C	U	C	0	M	М	1	T	T	E	D	E	М
X	E	Y	C	Н	L	Z	F	C	G	Z	T	0	D	J	G	Α	A	L	Q	U	Z	В	R

Compassionate	Appreciative	Cooperative	Considerate
Discerning	Determined	Dependable	Courageous
Consistent	Equitalbe	Efficient	Confident
Concerned	Committed	Available	Attentive
Discreet	Diligent	Deferent	Decisive
Creative	Content		

Useful websites!



1.https://kidskonnect.com/social -emotional/prejudice-andstereotypes/;

2.https://www.liveworksheets.co m/w/en/english-secondlanguage-esl/857571;

3.https://www.eslprintables.com/vocabulary_worksheets/culture_and_traditions/stereotype;

4.https://youtu.be/wY4rAN5HIAk?si=FFXSrruZkaHewwlZ;

5.https://youtu.be/Ulh0DnFUGsk?si=BormUnvrX 8gAX9K-;

2.2. The Formation of Stereotypes



PROVERB

The rotten apple injures its neighbours

Task 1. Match the Headings. Match the following headings to the appropriate sections of the passage:

- 1. Understanding Cultural Stereotypes
- 2. Factors Contributing to Stereotype Formation
- 3. Consequences of Cultural Stereotypes
- 4. Strategies for Challenging Stereotypes

Section A:

Cultural stereotypes are widely held but oversimplified beliefs about the characteristics, behaviors, and traits of members of a particular group. These stereotypes can be based on race, nationality, gender, religion, or other social categories. While some stereotypes may contain a grain of truth, they often ignore the vast diversity within groups and lead to inaccurate generalizations.

Section B:

Stereotypes often arise from historical events, media portrayals, and socialization processes. For example, the stereotype of the "hardworking Asian" or the "carefree Latino" can be traced back to historical labor roles and migration patterns. Media representations further reinforce these images by consistently depicting certain groups in specific roles or with particular characteristics.

Section C:

The impact of cultural stereotypes can be significant and far-reaching. On an individual level, stereotypes can affect self-esteem and personal identity. For instance, if someone is constantly told they are "good at math" because of their ethnicity, it may shape their self-perception and career choices. On a societal level, stereotypes can contribute to discrimination,

social inequality, and intergroup conflict. They can limit opportunities for those who do not fit the stereotypical mold and perpetuate negative biases.

Section D:

Challenging cultural stereotypes requires conscious effort and critical thinking. Education plays a crucial role in this process by promoting cultural awareness and empathy. Encouraging diverse representation in media and popular culture can also help break down harmful Additionally, stereotypes. fostering open cultural differences dialogues about and commonalities can lead to a deeper understanding and appreciation of diversity.

Task 2. Read the passage again and do the True/False/Not given statements.

- 1. Cultural stereotypes always provide accurate descriptions of cultural traits.
- 2. Stereotypes can arise from historical labor roles and migration patterns.
- 3. Media representations have no influence on the formation of stereotypes.
- 4. Cultural stereotypes can affect an individual's career choices.
- 5. All stereotypes about cultural groups are completely false.
- 6. Education is mentioned as a way to challenge cultural stereotypes.
- 7. The passage states that legal systems and policies are a primary cause of stereotypes.

Task 3. Do the comprehension question tests.

- 1. What are cultural stereotypes?
- A. Accurate descriptions of cultural traits
- B. Oversimplified beliefs about groups
- C. Scientific classifications of societies
- D. Legal definitions of cultural practices

- 2. What can contribute to the formation of stereotypes?
- A. Scientific research and data
- B. Historical events and media portrayals
- C. Legal systems and policies
- D. Personal preferences and choices
- 3. What is one example of a stereotype mentioned in the passage?
- A. The artistic French
- B. The hardworking Asian
- C. The athletic African
- D. The musical Caribbean
- 4. How can stereotypes impact individuals?
- A. They can enhance career opportunities
- B. They can shape self-esteem and identity
- C. They can provide accurate cultural information
- D. They can simplify social interactions
- 5. What is one way to challenge cultural stereotypes mentioned in the passage?
- A. Ignoring cultural differences
- B. Promoting cultural awareness through education
- C. Enforcing stricter immigration laws
- D. Reducing media representation of all cultures

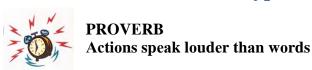


Stereotypes

LBREVEIHCAREVOY S U P STSACT UOA F X R Y ZOYQPZW E M W J P BLNK UGO D J T Н E W U F DLET DPQEVANGE R NQBW U T R I Ι R 0 Z Υ 0 Ι В J В F S P Ι 0 Τ WG E U Α BLES IUC Ι H D E N M E O U 00 CA GKDT В L L 0 G YGGCA L CA YAREULEXOCR OCKSHAGEBEV G SGJSJWQTCNIKUZGEU

social butterfly party people exclusion bullies flirts nerdy cheerleaders troublemaker foreigner popular labels goth overachiever band geek outcasts clique jocks

2.3. Socio-Cultural Stereotypes



Task 1. Match the Headings. Match the following headings to the appropriate sections of the passage:

- 1. Gender Stereotypes
- 2. Definition of Socio-Cultural Stereotypes
- 3. Combating Stereotypes
- 4. Impact of Media
- 5. Effects of Socio-Cultural Stereotypes
- 6. Religious Stereotypes
- 7. Ethnic Stereotypes

Section A:

Socio-cultural stereotypes are oversimplified and fixed ideas about a particular group of people based on their culture, ethnicity, gender, religion, or social status. These stereotypes often emerge from historical contexts, media portrayals, and societal attitudes, and can significantly influence perceptions and interactions between different groups.

Section B:

One common stereotype is the notion that certain ethnic groups possess inherent characteristics, such as being more industrious, lazy, intelligent, or aggressive. For example, stereotypes about Asians being naturally good at mathematics or African Americans being athletically superior are widespread. These generalizations ignore the individual differences and the diverse experiences within these groups.

Section C:

Gender stereotypes are also pervasive. Traditional views often portray men as strong, rational, and dominant, while women are seen as nurturing, emotional, and submissive. These stereotypes can limit opportunities for both genders, constraining men to roles that emphasize toughness and financial provision and relegating women to caregiving and supportive roles.

Section D:

Religious stereotypes can lead to significant misunderstandings and prejudice. For instance, Muslims are often unfairly associated with extremism and terrorism, despite the vast majority being peaceful and law-abiding citizens. Such stereotypes can result in discrimination and marginalization of entire communities.

Section E:

Socio-cultural stereotypes can have harmful effects, including reinforcing social inequalities, perpetuating discrimination, and fostering intolerance. They can influence how people are treated in various settings, including the workplace, educational institutions, and within the justice system.

Section F:

To combat socio-cultural stereotypes, it is essential to promote education and awareness, encourage open-mindedness and empathy, and challenge discriminatory practices and policies. Recognizing the individuality of each person and appreciating cultural diversity can help break down these harmful stereotypes and build a more inclusive and equitable society.

Task 2. Do the comprehension question tests.

- 1. What is a socio-cultural stereotype?
- A. A scientific fact about a group of people
- B. An oversimplified and fixed idea about a group of people
- C. A personal opinion
- D. A historical event
- 2. Which of the following is an example of a gender stereotype?
- A. Men are generally taller than women.
- B. Women are more nurturing and emotional than men.
- C. Some people prefer chocolate over vanilla.
- D. Teenagers use social media more frequently.
- 3. Which of the following can help reduce sociocultural stereotypes?
- A. Reinforcing traditional roles

- B. Promoting education and awareness
- C. Avoiding discussions about diversity
- D. Ignoring cultural differences
- 4. Why are socio-cultural stereotypes harmful?
- A. They accurately represent all members of a group.
- B. They help people make quick decisions.
- C. They reinforce social inequalities and discrimination.
- D. They make communication easier.
- 5. What is an example of an ethnic stereotype?
- A. People from Europe speak many languages.
- B. Asians are naturally good at mathematics.
- C. African Americans enjoy a variety of sports.
- D. Native Americans have diverse cultures.
- 6. Which group is often stereotyped as being associated with extremism?
- A. Buddhists
- B. Christians
- C. Muslims
- D. Hindus
- 7. How can media contribute to socio-cultural stereotypes?
- A. By presenting balanced and diverse perspectives
- B. By portraying groups in a variety of roles
- C. By focusing on individual achievements
- D. By perpetuating narrow and biased representations
- 8. What is a consequence of gender stereotypes in the workplace?
- A. Equal opportunities for all genders
- B. Men and women being treated based on their individual skills
- C. Women being overlooked for leadership roles
- D. Gender stereotypes have no impact on the workplace
- 9. What is a common stereotype about older adults?
- A. They are technologically savvy.
- B. They are more experienced and wise.
- C. They are resistant to change and innovation.

- D. They are physically more active than younger people.
- 10. Which approach can help challenge and break down socio-cultural stereotypes?
- A. Avoiding interaction with diverse groups
- B. Promoting empathy and open-mindedness
- C. Relying on stereotypes for quick judgments
- D. Encouraging homogeneous communities

Task 3. Read the passage again and do the True/False statements.

- 1. Socio-cultural stereotypes are always based on factual information.
- 2. Media representation can influence and perpetuate socio-cultural stereotypes.
- 3. Gender stereotypes often portray men as nurturing and emotional.
- 4. Socio-cultural stereotypes can lead to discrimination and social inequality.
- 5. Stereotypes about certain ethnic groups being inherently intelligent or athletic are examples of socio-cultural stereotypes.
- 6. Religious stereotypes can contribute to prejudice and marginalization of communities.
- 7. Only negative stereotypes are harmful; positive stereotypes are beneficial.
- 8. Socio-cultural stereotypes do not affect mental health.
- 9. Promoting diversity and inclusion can help reduce socio-cultural stereotypes.
- 10. Educational institutions play a significant role in addressing and challenging socio-cultural stereotypes.

2.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Challenges of Studying Intercultural Communication

Studying intercultural communication presents unique challenges as it involves navigating differences in language, values, social norms, and non-verbal cues between diverse cultures. One of the primary challenges is overcoming language barriers, where even fluent speakers may struggle with idiomatic expressions, slang, or cultural references unique specific regions. Additionally, varying communication styles such as direct versus indirect communication lead misunderstandings can misinterpretations in cross-cultural settings.

Another challenge lies in managing ethnocentrism, the tendency to view one's own culture as superior or as the "norm." This can lead to biased perceptions and hinder the ability to understand others' viewpoints objectively. Stereotyping is also a significant issue, as people may unintentionally rely on oversimplified ideas about other cultures rather than understanding their complexities.

Cultural adaptation, or adjusting to different cultural environments, requires both openness and flexibility. However, it can also lead to "culture shock," where individuals feel overwhelmed by unfamiliar customs and practices. This can be a barrier to effective communication if not managed well. Lastly, understanding the impact of globalization on intercultural communication is complex, as it raises questions about cultural identity, preservation, and the blending of traditions in increasingly interconnected societies.

Control check questions.

- 1. How can language differences impact the effectiveness of intercultural communication, and what strategies can help overcome these barriers?
- 2. In what ways do different communication styles (e.g., direct vs. indirect) create challenges in cross-cultural exchanges?
- 3. How does ethnocentrism affect one's ability to understand other cultures objectively?
- 4. What are some common stereotypes that people hold about other cultures, and how can these limit genuine intercultural understanding?
- 5. How can individuals manage culture shock when adapting to a new cultural environment?
- 6. What role does non-verbal communication (like gestures or eye contact) play in intercultural communication, and why is it challenging to interpret?
- 7. How has globalization influenced intercultural communication, and what impact does this have on cultural identity?
- 8. Why is it important to recognize cultural context when interpreting messages, and what are the risks of ignoring it?
- 9. How can people develop cultural empathy to improve their intercultural communication skills?
- 10. What are some methods for evaluating the effectiveness of intercultural communication, and how can individuals improve their intercultural competence?

UNIT 3

Right and wrong in intercultural communication: ethics and morality, political ethics and morality. Determining universal ethical stance.

Ethical relativism.

3.1. General information



- BE GENUINELY INTERESTED in the person. Strive to know more about him/her through the conversation.
- 2. Focus on THE POSITIVE.

 Opt for positive and meaningful topics over negative ones.
- CONVERSE, not debate (or argue).
 Where there are differences, agree to disagree.
- RESPECT; don't impose, criticize, or judge. Respect others' space and right to their views.
- Put the person in his/her BEST LIGHT. Make the person look good (without being unauthentic).



PROVERB Every dog has his day

Conversational Rules for Effective Communication

Clarity and Conciseness:

- Communicate your ideas clearly and directly. Avoid using jargon or overly complex language that may confuse the listener.
- Be concise and stay on topic to ensure that your message is understood without unnecessary elaboration.

EMBRACE DIFFERENCES while building on commonalities.

- 7. Be TRUE TO YOURSELF. Don't mime; be ready to share your own thoughts.
- **8. 50-50 SHARING.** Don't dominate the discussion. At the same time, don't hold back from sharing either.
- 9. Ask PURPOSEFUL QUESTIONS.

"What drives you in life? What are your current goals? What inspired you to make this change?"
Meaningful questions elicit meaningful answers.

 GIVE and TAKE. Don't be too critical over what others say/do. Always give others the benefit of the doubt.

Open-Ended Questions:

- Ask questions that encourage elaboration and discussion rather than those that can be answered with a simple "yes" or "no."
- Open-ended questions foster a more engaging and meaningful conversation.

Empathy and Understanding:

- Show empathy by recognizing and validating the speaker's feelings and experiences. This helps build rapport and trust in the conversation.
- Avoid jumping to conclusions or making assumptions about the speaker's intentions or emotions.

Constructive Feedback:

- When giving feedback, focus on being constructive rather than critical. Provide specific examples and offer suggestions for improvement.
- Frame feedback in a positive and supportive manner to encourage growth and development.

Avoiding Distractions:

- Minimize external distractions such as mobile phones or background noise to maintain focus on the conversation.
- Create an environment conducive to open and effective dialogue.

Respecting Boundaries:

- Be aware of and respect personal boundaries and privacy. Avoid pressing topics that may be sensitive or uncomfortable for the other person.
- Adapt your conversational approach based on the context and the comfort level of all participants.

Task 2. Discussion Questions.

- 1. Why is active listening important in conversations?
- 2. How can respect and politeness impact the outcome of a conversation?
- 3. What are some strategies for maintaining clarity and conciseness in a conversation?
- 4. Why is turn-taking important in conversations, and how can it be managed effectively?
- 5. How do open-ended questions enhance a conversation?
- 6. What role does empathy play in effective communication?
- 7. How can constructive feedback be delivered in a way that is helpful rather than harmful?
- 8. What are some common distractions that can interfere with effective communication, and how can they be minimized?

Task 3. Match the Headings. Match the following headings to the appropriate description:

- 1. Active Listening
- 2. Respect and Politeness
- 3. Clarity and Conciseness
- 4. Turn-Taking
- 5. Open-Ended Questions
- 6. Empathy

- 7. Constructive Feedback
- 8. Managing Distractions
- 9. Non-Verbal Communication
- 10. Respecting Personal Boundaries
- A. Ensures participants have a chance to speak and contributes to balanced dialogue.
- B. Helps participants feel understood and valued, improving overall communication.
- C. Involves asking questions that require more than a yes or no answer to encourage deeper discussion.
- D. Focuses on delivering feedback that is supportive, specific, and aimed at improvement.
- E. Helps maintain a focused and engaging conversation by minimizing interruptions and external noise.
- F. Uses body language, facial expressions, and tone of voice to complement or clarify verbal messages.
- G. Involves actively focusing on the speaker and responding thoughtfully without interruptions.
- H. Involves being courteous and considerate, even during disagreements, to foster a positive dialogue.
- I. Ensures communication is direct and to the point, avoiding unnecessary complexity.
- J. Recognizes and respects personal limits and sensitive topics to avoid discomfort and conflict.

Task 4. Do the multiple-choice quiz on Conversational Rules.

- 1. What is the primary purpose of active listening in a conversation?
- A. To prepare your response while the other person is speaking
- B. To show that you are interested and engaged in the speaker's message
- C. To interrupt the speaker to add your points
- D. To focus on external distractions
- 2. Why is respect and politeness important in conversations?
- A. It makes conversations longer and more complex.
- B. It helps in gaining control of the discussion.

- C. It fosters a positive environment and builds rapport.
- D. It avoids the need for active listening.
- 3. Which strategy helps maintain clarity and conciseness in communication?
- A. Using complex vocabulary and jargon
- B. Speaking as much as possible
- C. Staying focused on the main points and avoiding unnecessary details
- D. Interrupting frequently to ensure your points are made
- 4. What is the benefit of turn-taking in conversations?
- A. It allows one person to dominate the discussion.
- B. It ensures that all participants have the opportunity to contribute.
- C. It prevents the conversation from progressing.
- D. It helps in avoiding eye contact.
- 5. How do open-ended questions contribute to a conversation?
- A. They require a simple "yes" or "no" answer.
- B. They encourage detailed responses and deeper discussion.
- C. They make conversations less engaging.
- D. They focus on unrelated topics.
- 6. What role does empathy play in effective communication?
- A. It involves focusing solely on your own viewpoints.
- B. It allows you to relate to and understand the speaker's feelings and perspectives.
- C. It helps you avoid listening to the speaker.
- D. It discourages open dialogue.
- 7. What is a key characteristic of constructive feedback?
- A. It is general and unspecific.
- B. It focuses on the person rather than the behavior.
- C. It provides specific, actionable suggestions for improvement.
- D. It is delivered in a harsh and critical manner.

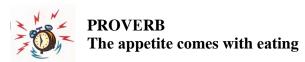
- 8. Which practice helps manage distractions during a conversation?
- A. Multitasking with other activities
- B. Creating a focused environment by minimizing interruptions
- C. Constantly checking your phone
- D. Ignoring the other person's comments



Useful websites!

- 1. https://pin.it/3QMR4peBO;
- 2.https://pin.it/7mKgV9anv;
- 3.https://pin.it/3Z8ZKp07e;
- 4. https://en.islcollective.com/english-esl-worksheets/search/small+talk;
- 5.https://youtu.be/grhzf6VI0Ts?si=wGikhHr kYnEz-u4T;

3.2. Conversational Rules



Task 1. Read the passage.

Effective communication is crucial in both personal and professional contexts. Understanding and applying conversational rules can significantly enhance our interactions. Below are some essential rules of conversation:

- 1. Turn-Taking: A successful conversation relies on the balance of speaking and listening. Each participant should have the opportunity to speak without being interrupted. This promotes a smooth flow of dialogue and ensures everyone feels heard.
- 2. Active Listening: Engaging fully with the speaker by maintaining eye contact, nodding, and providing feedback demonstrates active listening. It shows respect and interest in the conversation, fostering a more meaningful exchange.
- 3. Relevance: Staying on topic is vital. Introducing unrelated topics can confuse or frustrate the participants. Keeping the conversation relevant helps maintain focus and clarity.
- 4. Politeness: Using polite language and a respectful tone can prevent misunderstandings and conflicts. Phrases like "please," "thank you," and "excuse me" help create a positive conversational atmosphere.
- 5. Clarity and Brevity: Being clear and concise in your speech ensures that your message is understood. Avoiding overly complex language or long-winded explanations can prevent miscommunication.
- 6. Non-Verbal Cues: Body language, facial expressions, and gestures play a significant role in communication. Being aware of these non-verbal cues can help convey your message more effectively and interpret others' responses accurately.
- 7. Empathy: Demonstrating empathy involves understanding and sharing the feelings of others. It can create a deeper connection and trust between participants, making the conversation more engaging and supportive.



Task 2. Answer the questions.

- 1. Why is turn-taking important in a conversation?
- 2. How does active listening enhance a conversation?
- 3. What can happen if a conversation does not stay relevant to the topic?
- 4. Give two examples of polite language mentioned in the passage.
- 5. Why should speakers aim for clarity and brevity in their communication?
- 6. How do non-verbal cues impact a conversation?
- 7. What role does empathy play in conversations?

Task 3. Read the passage again and do the True/False/Not given statements.

- 1. Turn-taking helps prevent one person from dominating the conversation.
- 2. Active listening does not require any feedback from the listener.
- 3. Introducing unrelated topics during a conversation can enhance focus.
- 4. Using polite language can prevent misunderstandings.
- 5. Clarity and brevity in speech can lead to more complex conversations.
- 6. Non-verbal cues are not important in effective communication.
- 7. Empathy in conversations can create a deeper connection between participants.
- 8. Interrupting others is a sign of active listening.
- 9. Staying on topic in a conversation is irrelevant for maintaining clarity.
- 10. Demonstrating empathy involves sharing and understanding the feelings of others.

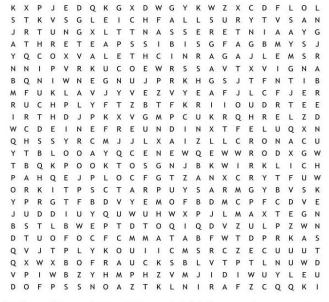
Task 4. Fill in the blanks with appropriate words from the list below. Each word can be used only once.

respect, concise, turn-taking, empathy, non-verbal, active listening, relevant, polite, interruptions

1 helps ensure that everyone has a
chance to speak and be heard in a conversation.
2. Engaging fully with the speaker by maintaining
eye contact and nodding demonstrates
3. Staying to the topic prevents
confusion and maintains focus.
4. Using language and a respectful tone
can prevent misunderstandings and conflicts.
5. Being clear and in your speech
ensures that your message is understood.
6. Body language, facial expressions, and gestures
are examples of cues.
7. Demonstrating involves
understanding and sharing the feelings of others.
8 can disrupt the flow of a conversation
and should be avoided.
9. Showing for the speaker by giving
them your full attention fosters a meaningful
exchange.



Conversation Basics



deinefreundin esfreutmich gleichfalls interessant bisspaeter meinfreund furchtbar wunderbar garnicht kennstdu wirklich bitte danke junge nicht frau herr nur

3.3. A successful conversation



PROVERB

A good beginning makes a good ending

Task 1. Match the Headings. Match the following headings to the appropriate sections of the paragraphs:

- 1. The Importance of Staying Relevant
- 2. Using Polite Language
- 3. The Role of Non-Verbal Cues
- 4. Demonstrating Empathy
- 5. The Need for Turn-Taking
- 6. Benefits of Being Clear and Concise
- 7. Active Listening Skills

Section A

A successful conversation relies on the balance of speaking and listening. Each participant should have the opportunity to speak without being interrupted. This promotes a smooth flow of dialogue and ensures everyone feels heard.

Section B

Engaging fully with the speaker by maintaining eye contact, nodding, and providing feedback demonstrates active listening. It shows respect and interest in the conversation, fostering a more meaningful exchange.

Section C

Staying on topic is vital. Introducing unrelated topics can confuse or frustrate the participants. Keeping the conversation relevant helps maintain focus and clarity.

Section D

Using polite language and a respectful tone can prevent misunderstandings and conflicts. Phrases like "please," "thank you," and "excuse me" help create a positive conversational atmosphere.

Section E

Being clear and concise in your speech ensures that your message is understood. Avoiding overly complex language or long-winded explanations can prevent miscommunication.

Section F

Body language, facial expressions, and gestures play a significant role in communication. Being aware of these non-verbal cues can help convey your message more effectively and interpret others' responses accurately.

Section G

Demonstrating empathy involves understanding and sharing the feelings of others. It can create a deeper connection and trust between participants, making the conversation more engaging and supportive.

Task 2. Do the comprehension question tests.

- 1. Why is turn-taking essential in a conversation?
- A. To ensure one person dominates the conversation
- B. To promote a smooth flow of dialogue and ensure everyone feels heard
- C. To allow people to multitask while talking
- D. To confuse the other participants
- 2. What does active listening involve?
- A. Interrupting the speaker frequently
- B. Maintaining eye contact, nodding, and providing feedback
- C. Talking over the speaker to show interest
- D. Ignoring non-verbal cues
- 3. What can be a consequence of not staying relevant to the topic in a conversation?
- A. Enhanced focus and clarity
- B. Increased participant engagement
- C. Confusion or frustration among participants
- D. Improved understanding of the main topic
- 4. Which of the following is an example of polite language?
- A. "Move over."
- B. "Give me that."
- C. "Please" and "thank you"
- D. "You must do this now."
- 5. Why is it important for speakers to be clear and concise?
- A. To make their speech more complex
- B. To ensure their message is understood and to avoid miscommunication
- C. To show off their vocabulary
- D. To lengthen the conversation unnecessarily

- 6. How do non-verbal cues impact a conversation?
- A. They are irrelevant to effective communication
- B. They help convey messages more effectively and interpret others' responses accurately
- C. They confuse the participants
- D. They replace the need for verbal communication
- 7. What role does empathy play in conversations?
- A. It makes the conversation more competitive
- B. It involves understanding and sharing the feelings of others, creating deeper connections and trust
- C. It allows one participant to dominate the conversation
- D. It encourages participants to ignore each other's feelings





Social Skills



Disagreeing Appropriately
Follow Instructions
Making an Apology
Greting Others
Voice Tone
Sharing

Accepting Compliments Teachers attention Asking Permission Conversation Listening Accepting Criticism Accepting Feedback Asking for help Stay on task Manners

3.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Right and Wrong in Intercultural Communication

In intercultural communication, understanding what is "right" or "wrong" can be complex, as cultures often have different norms and values. What might be seen as polite or respectful in one culture could be interpreted as rude or inappropriate in another. For example, direct eye contact may signify attentiveness in some cultures, while it can be seen as disrespectful in others. Similarly, the way people greet one another-whether with a handshake, bow, or hug—varies widely across cultures. To communicate effectively and ethically, it's essential to approach cultural differences with an open mind and avoid making assumptions based on one's own cultural background. Ethical intercultural communication involves respecting customs, showing empathy, acknowledging that different beliefs and practices are valid, even if they differ from one's own.

Ethics and Morality

Ethics and morality deal with concepts of right and wrong behavior, but they aren't always the same. Morality often reflects personal or societal beliefs about right and wrong, whereas ethics is the philosophical study of these beliefs and can apply to broader contexts. For example, some individuals may hold moral beliefs based on their culture or religion, but ethical theories like utilitarianism or deontology offer frameworks that go beyond personal beliefs to help evaluate actions. In an intercultural context, differing moral beliefs may lead to conflict. An ethical approach to communication, then, requires understanding and respecting diverse moral values while finding ways to address conflicts that are respectful and inclusive.

Political Ethics and Morality

Political ethics focuses on principles guiding behavior in the political realm, while political morality relates to broader beliefs about what's right or wrong within societies or nations. Political ethics requires leaders and policymakers to consider justice, fairness, and the public good when making decisions. However, these decisions can be complicated by diverse values, cultural perspectives, and ethical dilemmas, such as balancing individual freedoms with societal needs. Conflicts in political morality often emerge when different cultural groups have opposing views on issues like human rights, governance, or environmental policy. Ethical political leaders must consider the perspectives of all groups, promoting policies that respect diverse values while upholding core ethical standards, such as justice and equality.

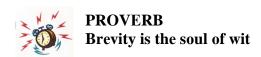
Control check questions.

- 1. How can one determine what is "right" or "wrong" in intercultural communication, and what role does cultural context play?
- 2. What strategies can help avoid misinterpretations that arise from cultural differences?
- 3. How can we ensure that our own cultural values don't unintentionally lead us to judge or misunderstand others?
- 4. How can we distinguish between ethical and moral beliefs when interacting with people from different backgrounds?
- 5. What challenges arise when ethical theories conflict with personal or cultural morals?
- 6. How can individuals navigate situations where their moral beliefs differ from those of the society or culture they are in?
- 7. How do political leaders balance ethical principles with the diverse moral views within a society?
- 8. What is the role of political ethics in international relations, and how can it help prevent conflicts?
- 9. How can citizens hold political leaders accountable to ethical standards without imposing their own cultural biases?

UNIT 4

Civic engagement. Political and civic engagement. Defending civic and political engagement among students. Doing civic engagement. Differences of focus in interculture and communication studies.

4.1. General information



Communication Patterns and Cultural Characteristics of United States

Linguistic expert Richard D. Lewis (2015) mapped the communication patterns and cultural identity of the United States. Americans either listen carefully or nonchalantly, depending on the nature of the conversation or its purpose, when required to listen. Mulyana (2016) describes the characteristics of cultural differences, which include Communication and Language, Clothing and Appearance, Food and Eating Habits, Time and Time Awareness and Values and Norms. Communication and Language includes following points.

1. Verbal

1.1. Direct Communication

According to Bennett (2015), Americans are very direct communicators. They tend to convey their entire message verbally, paying little attention to body language. People are expected to 'get to the point'. This doesn't mean that politeness is ignored in communication, but sometimes Americans become deprived of some nuances of communication (such as disparaging) in conversation or certain types of humour (for example, subtle sarcasm or ironic remarks).

1.2. Style

Americans are generally quite enthusiastic, assertive and persuasive in their speech.

1.3. Modesty

Americans are not very humble (by Indonesian standards) because 'showing off success' is not affected by the "tall poppy tree syndrome" in their culture. People are expected to speak for themselves rather than waiting for someone to share their achievements or successes.

1.4. Intonation and volume

Americans may speak at a higher volume in public spaces, but they generally don't appreciate emotional outbursts or loud outbursts.

1.5. Silent

American culture is a low-context culture. Silence is underappreciated in most American contexts. Americans sometimes feel uncomfortable when social chatter is interspersed with long pauses or silences and often try to fill gaps in conversation (Lewis, 2016). They don't like listeners not giving feedback and staying silent. They perceive silence in conversation as disrespectful behaviour (Cai, 2019).

2. Non-Verbal

Besides Communication and Language, aspects of cultural differences that enter into nonverbal communication according to Mulyana (2016) include Clothing and Appearance, Food and Eating Habits, Time and Time Awareness and Values and Norms. According to Lewis (2016), there are several nonverbal patterns that stick to American culture.

2.1. Eve

Eye contact must be maintained directly. It shows warmth, openness, honesty and approachability. If you make casual eye contact with a stranger (on the street, in the store, in the hallway, etc.) give them a small smile or nod to acknowledge their presence. Continuing on your journey without doing so means you are either just staring or unfriendly, and come across as a little rude.

2.2. Physical Contact

Generally, Americans don't really like physical touch outside of their family and close relationships. However, cities that are more internationally exposed may adopt more physical contact in their behavior. Touching someone of the other gender — especially at work — can be misconstrued as sexual harassment.

2.3. Private Space

Americans like to be given enough personal space, so try not to intrude during a conversation. If Americans feel you're too 'to face' with them, they probably won't mention it and just back off.

2.4. Gestures

It is best to nod or show some kind of sign that you are listening during the conversation.

2.5. Smile

Many Americans smile when passing strangers on the street as a simple gesture of goodwill.

2.6. Basic Etiquette Meet and Greet:

- a) Casual greetings;
- b) Smiles and "hello";
- c) Prefer a handshake as the first greeting. Hugs are suitable for family and friends;
- d) Kisses and sun cheeks in a warmer handshake are usually done only in the context of relatives, lovers, and friends;
- e) Prefer to be called by their first name and title (Mr.Madam and Miss);

American's value "small talk" or chit-chat before talking about important things. However, asking direct questions about someone's salary, wealth, weight, or age is often considered rude. Also, people usually don't wait to be introduced and will start talking to strangers when they are standing in a queue or sitting next to each other at an event. Non-Americans may interpret this informality as overly direct or even rude, but it is the level of friendliness they feel comfortable with.

2.7. *Visits*

Arrange a visit before going to an American home. Don't come unannounced or bring friends and family unless you've requested it beforehand. People are usually expected to arrive at a large party 30 minutes to an hour late, especially if they don't know the host well. Call ahead if you will be arriving more than 10 minutes late for a small group of people. Being late is a sign that you are disrespectful to the meeting and the host. However, late attendance is more acceptable for parties and large social gatherings. Avoid prolonging your visit by staying at an American's

house longer than expected, unless they urge you to stay.

2.8. Dining Etiquette

Americans meet in their homes and yards, or in restaurants and public places. Pray or ask for blessings before eating. The guests will not start eating until the host has started. Table manners are generally used, but for the context of eating at a fast-food restaurant, it becomes loose and relaxed. If someone coughs while you are smoking, it is an indication that you should put out the cigarette. It's rude to clean your teeth without using a toothpick in public. Being a 'picky eater' in America and refusing some foods without explanation is acceptable.

2.9. Gifts

Gifts are usually only given on special occasions and are almost always accompanied by a card. Gifts are usually given even if the recipient does not expect it. People tend to open gifts in front of the giver, either after receiving them or later along with other gifts. For occasions that require a gift (e.g. birthdays, weddings, the birth of a baby), inexpensive and simple gifts are acceptable. Unless the guest is very familiar with the recipient, a more expensive gift can be accepted. Gifts given as a personal gesture outside of special occasions are often grander or more heartfelt. For example, to reflect deep gratitude for the help someone has done for you, you could give them a sports ticket or take them to an expensive restaurant. Gifts can be given when visiting the house (e.g. wine grapes, chocolate, pudding potted plants or flowers for the hostess).

2.10. Business Etiquette

Wear formal clothes. In many companies, casual wear is acceptable on Fridays. A handshake is a common greeting, and eye contact and expression are important. Americans have direct, logical and linear thinking, and are influenced by data and evidence. Talking directly to the topic (shorthanded) is a common and typical style, while praise and appreciation is done sparingly.

Even though the meeting looked relaxed, it is taken seriously.

3. Tips for Communicating with Americans 3.1. Do

It's okay to be open and proud about your success in America because Americans like to focus on accomplishments and other positives. This is just a way to encourage one another and is also part of sharing life with others. If giving suggestions or criticism, be sure to emphasize the points both before and after doing so. If you want to help someone, try to do it in a way that gives them the opportunity to help themselves. Charity done indirectly or in circles can imply that the person is a burden to others. It is also common for people to reach out and help complete strangers spontaneously.

3.2. Don't!

Avoid mentioning divisive topics like gun control, the death penalty, abortion, civil rights, etc. These talks rarely reach a settlement in the public realm of debate and can quickly become heated discussions. Talking about religion can also be sensitive if you don't know everyone's stand on faith. According to the 2020 polling company Gallup, 9 out of 10 Americans are proud of their country. Therefore, do not make fun of the United States. Many Americans would consider themselves patriots, so mocking their country would most likely offend them. Never make insults about race. Race relations in America are taken very seriously.

Useful websites!



1.<u>https://www.etsy.com/listing/1416826733/communication-skills-active-listening;</u>

2.https://kidskonnect.com/social-

emotional/behavior-reflection/;

- 3.https://www.iloveaba.com/2012/05/teaching-non-verbal-children-to.html;
- 4.https://youtu.be/eOvYPd5apQM?si=gdhYyFX6X-N5QTOg;
- 5.https://youtu.be/4_5dayHDdBk?si=UmooclmV E0tlDqep;
- 6.https://youtu.be/TsXxIOUmSbc?si=YDgcptyN9 ivXp8jj;

4.2. American Communication Behavior



Task 1. Read the passage.

American communication behavior is often characterized by directness informality, and a focus on efficiency. These traits are deeply rooted in the cultural values of individualism, equality, and pragmatism.

Directness: Americans generally prefer straightforward communication. They value clarity and honesty, believing that it fosters trust and efficiency. This directness can sometimes be perceived as bluntness by people from cultures that value indirect communication.

Informality: In many social and professional contexts, Americans tend to be informal. First names are commonly used, even in business settings. This informality reflects the cultural emphasis on equality and approachability, minimizing hierarchical barriers.

Efficiency: Time is considered a valuable resource in American culture. Conversations often have a clear purpose, and people are expected to get to the point quickly. This focus on efficiency is evident in business meetings, where agendas and time limits are strictly adhered to.

Non-Verbal Communication: Americans typically use a moderate amount of eye contact, which is seen as a sign of confidence and attentiveness. Personal space is also important; standing too close to someone can be perceived as intrusive.

Small Talk: Despite the emphasis on efficiency, small talk plays a significant role in American communication. It serves as a social lubricant, easing into more substantial discussions. Topics like the weather, sports, and current events are common.

Understanding these aspects of American communication behavior can help foster better interactions and reduce misunderstandings when engaging with Americans in various settings.

Task 2. Answer the questions.

- 1. What are the three main characteristics of American communication behavior mentioned in the passage?
- 2. Why do Americans prefer direct communication?
- 3. How is informality reflected in American communication?
- 4. What is the American attitude towards time, and how does it affect communication?
- 5. How is eye contact perceived in American communication?
- 6. What role does small talk play in American communication?
- 7. What cultural values underlie the American preference for directness and informality?

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided earlier.

- 1. Americans generally prefer straightforward communication because it fosters trust and efficiency.
- 2. In American business settings, it is uncommon to use first names.
- 3. Efficiency in communication is less important to Americans compared to other cultures.
- 4. Americans typically use a lot of eye contact, which is seen as a sign of confidence and attentiveness.
- 5. Standing very close to someone is considered acceptable in American communication.

Task 4. Do the comprehension question tests.

- 1. Which of the following best describes the general American communication style?
- A. Indirect and formal
- B. Direct and informal
- C. Indirect and informal
- D. Direct and formal

- 2. Why do Americans value direct communication?
- A. It is considered more polite.
- B. It helps avoid conflicts.
- C. It fosters trust and efficiency.
- D. It is a traditional practice.
- 3. In American culture, the use of first names in business settings reflects a cultural emphasis on:
- A. Hierarchical respect
- B. Professionalism
- C. Formality
- D. Equality and approachability
- 4. How is time generally viewed in American communication behavior?
- A. As a flexible resource
- B. As an unlimited resource
- C. As a valuable resource
- D. As an irrelevant factor
- 5. What does moderate eye contact signify in American communication?
- A. Aggression
- B. Disinterest
- C. Confidence and attentiveness
- D. Shyness

ASSERTIVE COMMUNICATION

GCQTFDUVWWNHOSTILEWI DBDQB QRN C JH JNGMEFW C В E Z RESPECTO В C YT Q D W M 0 C Н 0 0 LX R G I C D C 0 C н о C 0 CN В D Y U G 0 P D D C P MIN QP E E O S M G X B B W RLONELYV G V Q F S GJWR JTGP NQU BHDTAHDI SRES GNPDQYABSENSITI V E C ZXUSCAREDJWFHSTVOYXAOM F V C Z A R R O G A N T Y J P A B A V M Y D

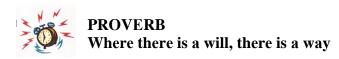
EXPRESS FEELINGS RESPECT OTHERS BLAME OTHERS BEHAVIORS FRIENDLY SCARED

QUIET

LOW SELF ESTEEM RELATIONSHIPS MANIPULATIVE SENSITIVE HOSTILE LONELY SHY RESPECT RIGHTS COMMUNICATION EYE CONTACT ASSERTIVE SELFISH POLITE CONTROL GROUPS DISRESPECTFUL AGGRESSIVE ARROGANT PASSIVE HONEST



4.3. American straightforward communication



Task 1. Match each paragraph with the appropriate heading from the list below.

- 1. The Importance of Directness
- 2. Informality in Communication
- 3. Efficiency and Purpose
- 4. Non-Verbal Cues
- 5. The Role of Small Talk
- 6. Summary of American Communication

Section A

Americans generally prefer straightforward communication. They value clarity and honesty, believing that it fosters trust and efficiency. This directness can sometimes be perceived as bluntness by people from cultures that value indirect communication.

Section B

In many social and professional contexts, Americans tend to be informal. First names are commonly used, even in business settings. This informality reflects the cultural emphasis on equality and approachability, minimizing hierarchical barriers.

Section C

Time is considered a valuable resource in American culture. Conversations often have a clear purpose, and people are expected to get to the point quickly. This focus on efficiency is evident in business meetings, where agendas and time limits are strictly adhered to.

Section D

Americans typically use a moderate amount of eye contact, which is seen as a sign of confidence and attentiveness. Personal space is also important; standing too close to someone can be perceived as intrusive.

Section E

Despite the emphasis on efficiency, small talk plays a significant role in American communication. It serves as a social lubricant, easing into more substantial discussions. Topics like the weather, sports, and current events are common.

Section F

Understanding these aspects of American communication behavior can help foster better interactions and reduce misunderstandings when engaging with Americans in various settings.

Task 2. Fill in the blanks with appropriate words from the list below. Each word can be used only once.

equality, directness, valuable, small talk, individualism, first names, informal, eye contact, efficiency, personal space

1. Americans generally prefer
communication, which they believe fosters trust
and efficiency.
2. In many social and professional contexts,
Americans tend to be
3. The use of in business settings reflects
the cultural emphasis on equality and
approachability.
4. Time is considered a resource in
American culture, leading to conversations with
clear purposes.
5. Moderate is seen as a sign of
confidence and attentiveness in American
communication.
6. Americans value and often get
straight to the point in conversations.
7. Body language and play significant
roles in American communication.
8 serves as a social lubricant in
American conversations, easing into more
substantial discussions.
9. The cultural value of underlies the
American preference for direct communication.
10. Maintaining is important, as
standing too close can be perceived as intrusive.

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided earlier.

- 1. Small talk is not valued in American culture.
- 2. Topics like the weather, sports, and current events are common in American small talk.
- 3. Direct communication in American culture is rooted in the value of individualism.
- 4. Americans often avoid getting straight to the point in conversations.
- 5. Pragmatism is one of the cultural values that influence American communication behavior.

Task 4. Do the comprehension question tests.

- 1. Which of the following is a common function of small talk in American communication?
- A. To waste time
- B. To serve as a social lubricant
- C. To introduce complex topics
- D. To avoid direct conversations
- 2. Which cultural value is NOT mentioned as influencing American communication behavior?
- A. Individualism
- B. Equality
- C. Collectivism
- D. Pragmatism
- 3. What type of personal space behavior is considered typical in American communication?
- A. Standing very close to others
- B. Maintaining a moderate distance
- C. Avoiding any physical presence
- D. Ignoring personal space boundaries
- 4. Why do Americans often have conversations with clear purposes?
- A. To lengthen the conversation
- B. To demonstrate formality
- C. To ensure efficient use of time
- D. To avoid any small talk
- 5. What topics are commonly discussed during American small talk?
- A. Politics and religion
- B. Personal finances

- C. The weather, sports, and current events
- D. Detailed professional projects

Communication Skills



body language respectful assertion listening Nonverbal recognize behavior emotions interest signals tactics Engage stress focus

4.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Civic Engagement

Civic engagement refers to the ways individuals participate in their communities to improve collective well-being and address social issues. It includes activities like volunteering, joining community organizations, participating neighborhood improvement projects, or working with local nonprofits. Civic engagement goes beyond individual actions and aims to create a positive impact on the community by fostering a sense of responsibility, empathy, and cooperation among its members. Civic engagement is building essential for strong, communities. When people get involved in civic they help address local needs, activities, strengthen social networks, and promote a shared sense of purpose. However, challenges such as lack of time, resources, or awareness can sometimes limit people's ability to participate.

Political Engagement

Political engagement involves actively participating in the political process to influence public policy, leadership, and governance. This can include activities such as voting, attending town hall meetings, joining political parties or interest groups, advocating for specific issues, and even running for office. Political engagement is crucial in democratic societies, where citizens have the power to shape government decisions hold leaders accountable. **Political** and engagement can occur at various levels—from local to national—and helps ensure that a diversity of voices is heard in decision-making. While voting is one of the most common forms, engagement also includes protests, social media activism, and campaigns. Barriers to political engagement, like lack of education, political apathy, or restrictive policies, can hinder individuals' ability to participate effectively.

Comparing Civic and Political Engagement

While civic and political engagement often overlap, they have distinct goals. Civic engagement focuses on community improvement and fostering social cohesion, whereas political engagement aims to influence policies and government actions. Both are essential for a healthy society and empower individuals to have a voice, whether in shaping local projects or advocating for broader systemic changes.

Control check questions.

- 1. What are some examples of civic engagement in your community?
- 2. How can civic engagement help solve local issues and strengthen communities?
- 3. What are some barriers that might prevent people from participating in civic activities, and how can these be overcome?
- 4. What forms of political engagement are most accessible to individuals in your community?
- 5. How does political engagement contribute to democracy and accountability?
- 6. What are some obstacles that might discourage political engagement, and how can these be addressed?
- 7. In what ways can civic engagement lead to greater political engagement, and vice versa?
- 8. How can individuals balance civic and political engagement to create both immediate and long-term change?
- 9. What role do education and awareness play in promoting both civic and political engagement?

UNIT 5

Relationship between communication and culture. Defining communication. Defining culture.

5.1. General information



PROVERB Actions speak louder than words

Communication Strategies	Strategies	Explanation of Strategy	
A. Avoidance or Reduction	a. Message abandonment	leaving a message unfinished because of linguistic difficulties	
Strategies	b. Topic avoidance	avoiding topic areas or concepts which pose linguistic difficulties	
	a. Circumlocution	Describing or exemplifying the target object or action (e.g., the thing you open doors with for describing keys)	
B. Achievement or	b. Approximation	Using an alternative terms which expresses the meaning of target lexical items as closely as possible (e.g., ship for describing sail boat)	
Compensatory Strategies	c. Use of all-purpose words	Extending a general empty lexical item to contexts where specific words are lacking (e.g., overuse of thing)	
	d. word-coinage	Creating non-existing L2 word based on a supposed rule (e.g., paintist for painter)	
	e. Use of non-linguistic means	Mime, gestures, facial expressions	
	f. Literal translation	Translating literally a lexical item an idiom, a compound word or structure from L1 to L2	
	g. Foreignizing	Using a L1 word by adjusting it to L2 phonologically (e.g., adding a L2 suffix)	
	h. Code switching	Using a L1 word with L1 pronunciation	
	i. Appeal for help	Turning to the conversation partner for help directly or indirectly	
C. Stalling or time gaining strategies	a. Use of fillers/hesitation devices	Using filling words or gambits to fill in pauses and to gain time to think (e.g., now, let me see)	

Task 1. Match each term with its correct definition.

- 1. Active listening
- 2. Turn-taking
- 3. Feedback
- 4. Code-switching
- 5. Contextualization
- 6. Empathy
- A. Alternating between languages or dialects depending on the context.
- B. Indicating that you are paying attention and understanding what is being said.
- C. Understanding and sharing the feelings of another person.
- D. Structuring conversations so that people speak one at a time.
- E. Providing a response or reaction to someone's message.
- F. Placing communication within a relevant situational or cultural framework.

Useful websites!



1.https://www8.unicatt.it/upl/prog uc/MI/2022/ITA/LING/2A0A Str ategie comunicative lingua ingle se Murphy.docx;

2.https://www.eltconcourse.com/tr

aining/inservice/skills/communicative_strategies. html;

- 3.https://www3.nufs.ac.jp/~yoshi/paper/SLRF-08%28handout%29.doc;
- 4.https://www.slideshare.net/slideshow/communi cation-strategies-70782108;
- 5.https://youtu.be/VDXOFyoBcow?si=iN6_evsV RvHom50n:
- 6.https://youtu.be/Yw4dau35M5g?si=gPaYj2soY E_Tdy6H;



Forms of Communication

CSKLS C BOD Y A L ANGU T C PECPI CTURE OLECTURESW ZMUEXELL X M W H S P Q U 1 UG X O O ZG T N L G WEROY SUXMOSEXRC S A O W Т Α S T E В UDH HY R I EXKLAUSIVYENL EMHCUOTJTHSG UEGAUGNALNGI

EXPRESSION LECTURES READING **POETRY** PHONE

MEMORANDUM PICTURES SINGING VISUAL TOUCH

WHISPERING BRAILLE TWO WAY AUDIO **VIDEO**

BODY LANGUAGE COMMUNICATION HAND GESTURES SIGN LANGUAGE SKETCHING **PSYCHIC HONEST** DANCE TEXT

5.2. Communicative Strategies in the English Language



Task 1. Read the passage.

Communicative strategies are techniques that speakers use to convey their messages effectively, manage conversations, and overcome communication challenges. Understanding and employing these strategies can significantly enhance one's ability to interact in English.

Paraphrasing: When speakers cannot find the exact word they need, they often use paraphrasing. This involves explaining the word or concept using different words. For instance, instead of saying "biodiversity," one might say "the variety of plant and animal life in a particular habitat."

Asking for Clarification: To ensure understanding, speakers may ask for clarification. Phrases like "Could you explain that again?" or "What do you mean by...?" are commonly used. This strategy helps prevent misunderstandings and keeps the conversation clear.

Using Fillers: Fillers such as "um," "uh," "well," and "you know" are often used to give speakers time to think without pausing the conversation. While overuse can be distracting, moderate use can make speech sound more natural.

Non-Verbal Cues: Body language, facial expressions, and gestures play a significant role in communication. Nodding, smiling, and maintaining eye contact can reinforce what is being said verbally and help convey sincerity and engagement.

Code-Switching: This strategy involves alternating between two or more languages or dialects within a conversation. Bilingual speakers might switch languages for clarity, emphasis, or when they can't find the right word in one language.

Repetition: Repeating key information or phrases can emphasize important points and ensure the message is understood. This is particularly useful in formal presentations or when giving instructions.

Summarizing: At the end of a conversation or discussion, summarizing the main points can help reinforce understanding and confirm that all parties are on the same page. Phrases like "So, to summariz..." or "In conclusion..." signal the end of a discussion and recap the key points.

Understanding and using these communicative strategies can improve interaction and reduce misunderstandings in various contexts, from casual conversations to professional meetings.

Task 2. Answer the questions.

- 1. What is paraphrasing and when is it typically used?
- 2. Why might a speaker ask for clarification during a conversation?
- 3. What role do fillers play in communication?
- 4. How do non-verbal cues enhance communication?
- 5. What is code-switching and who typically uses this strategy?
- 6. How can repetition be useful in communication?
- 7. What is the purpose of summarizing at the end of a conversation?

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided earlier.

- 1. Paraphrasing involves using different words to explain a word or concept when the exact word is not known.
- 2. Fillers such as "um" and "uh" should be completely avoided in formal communication.
- 3. Asking for clarification is a strategy to prevent misunderstandings in a conversation.

- 4. Non-verbal cues are not important in communication as long as the verbal message is clear.
- 5. Code-switching is a technique commonly used by bilingual speakers to enhance understanding.
- 6. Repetition of key information is useful in ensuring that the message is understood.
- 7. Summarizing the main points at the beginning of a conversation helps to set the agenda.
- 8. Maintaining eye contact is considered a nonverbal cue in communication.
- 9. Small talk is used to immediately dive into complex topics in American communication.
- 10. Using facial expressions to convey emotions is a part of non-verbal communication.

Task 4. Match each term with its correct definition.

- 1. Fillers
- 2. Code-Switching
- 3. Repetition
- 4. Eye Contact
- 5. Small Talk
- 6. Bilingual
- A. The practice of alternating between two or more languages or dialects in conversation.
- B. Brief, casual conversation that often serves as a social lubricant.
- C. Repeating key information to emphasize important points and ensure the message is understood.
- D. Words or sounds like "um," "uh," and "well" used to give the speaker time to think.
- E. The act of maintaining visual connection during
- F. Being fluent in two languages communication to show attentiveness.



Speech Communication Word Search

K W O K R N E C N A T S I D C I L B U P E E FQBIVDKYTC TONE ENZXWMNPNTDAOTE UVYKGFQVANC PEEOVIIHS ILLNUETTVWASOZQDE VZPEEDREOILDCABGLP ETEROBABKRERIISEOAT CLOKACRLAXVANJSASNI A Z E O A R C W U V H P J L T W T Q M C O O ERNJLMGLORSDEPUSEYFSN ESTNFYKJEBIRERILGTERV BDMTSMSPKENBNAS CCD SJTEAMEOUHU DARHTTRGKVG D G N O C O D B I E I T W M C A Q A T A SDNYUSVENNZLWLHBWROL J W X A A A S U S O B A Q J H N Y G U E K G D L H Y Q A S H F N O H R M D V L Q E EMKCPVIAOVCQQTJBPNYOMEHI T P E R S O N A L S P A C E B P B J A B N S B J

Facial Expressions **Public Distance** Interpersonal Understanding Interview **Problems**

Listen

Non Verbal Message Intimate Distance Social Distance Intrapersonal Eye Contact Role Play

Gesture

Personal Space Johari Window Perception Self Talk Posture

Personal Distance **Body Language** Tone of Voice Handshake Feedbacl Respect

5.3. Communicative strategies



Task 1. Match each paragraph with the appropriate heading from the list below.

- 1. Paraphrasing
- 2. Asking for Clarification
- 3. Using Fillers
- 4. Non-Verbal Cues
- 5. Code-Switching
- 6. Repetition
- 7. Summarizing

Section A

When speakers cannot find the exact word they need, they often use paraphrasing. This involves explaining the word or concept using different words. For instance, instead of saying "biodiversity," one might say "the variety of plant and animal life in a particular habitat."

Section B

To ensure understanding, speakers may ask for clarification. Phrases like "Could you explain that again?" or "What do you mean by...?" are commonly used. This strategy helps prevent misunderstandings and keeps the conversation clear.

Section C

Fillers such as "um," "uh," "well," and "you know" are often used to give speakers time to think without pausing the conversation. While overuse can be distracting, moderate use can make speech sound more natural.

Section D

Body language, facial expressions, and gestures play a significant role in communication. Nodding, smiling, and maintaining eye contact can reinforce what is being said verbally and help convey sincerity and engagement.

Section E

This strategy involves alternating between two or more languages or dialects within a conversation. Bilingual speakers might switch languages for clarity, emphasis, or when they can't find the right word in one language.

Section F

Repeating key information or phrases can emphasize important points and ensure the message is understood. This is particularly useful in formal presentations or when giving instructions.

Section G

At the end of a conversation or discussion, summarizing the main points can help reinforce understanding and confirm that all parties are on the same page. Phrases like "So, to summarize..." or "In conclusion..." signal the end of a discussion and recap the key points.

Task 2. Fill in the blanks with appropriate words from the list below. Each word can be used only once.

paraphrasing, clarification, fillers, nonverbal, code-switching, repetition, summarizing, eye contact, small talk, bilingual

1 involves explaining a word or concept
using different words when the exact term is not
known.
2. To ensure understanding during a conversation,
speakers might ask for
3 such as "um," "uh," and "well" are
used to give speakers time to think without
pausing the conversation.
4. Body language, facial expressions, and gestures
are examples of cues.
5 is a strategy often used by speakers
who can switch between two languages within a
conversation.

- 6. ______ of key information can emphasize important points and ensure the message is understood.
 7. At the end of a discussion, _____ the main points helps reinforce understanding and confirm that everyone is on the same page.
 8. Maintaining _____ is seen as a sign of confidence and attentiveness in communication.
 9. _____ serves as a social lubricant, easing into more substantial discussions.
- Task 3. Do the comprehension question tests.

10. speakers often use code-switching to

- 1. What is paraphrasing in communication?
- A. Using fillers to buy time
- B. Alternating between languages

enhance clarity and communication.

- C. Explaining a word or concept using different words
- D. Asking for clarification
- 2. Which phrase would a speaker use to ask for clarification?
- A. "Let me think..."
- B. "What do you mean by...?"
- C. "In conclusion..."
- D. "You know..."
- 3. What is the main purpose of using fillers in conversation?
- A. To confuse the listener
- B. To add more information
- C. To give the speaker time to think
- D. To summarize the conversation
- 4. How do non-verbal cues enhance communication?
- A. By substituting verbal communication
- B. By reinforcing what is being said verbally
- C. By confusing the listener
- D. By extending the conversation length

- 5. Who typically uses the strategy of code-switching?
- A. Monolingual speakers
- B. Bilingual speakers
- C. Children
- D. Politicians
- 6. What is the purpose of repeating key information in communication?
- A. To extend the conversation
- B. To avoid pauses
- C. To emphasize important points and ensure understanding
- D. To confuse the listener
- 7. When might summarizing be most useful in communication?
- A. At the beginning of a conversation
- B. When asking for clarification
- C. During a heated argument
- D. At the end of a conversation or discussion
- 8. Which of the following is an example of using a non-verbal cue?
- A. Saying "uh-huh"
- B. Asking "Could you repeat that?"
- C. Nodding in agreement
- D. Repeating the main points

5.4. Brief theory

Task 1. Study the texts and answer the control check questions.

The Relationship Between Communication and Culture

Communication and culture are deeply intertwined, each shaping and influencing the other in profound ways. Culture is the collection of shared beliefs, values, customs, behaviors, and artifacts that characterize a group or society. Communication, on the other hand, is the process by which people convey and interpret messages. Because culture provides the framework through which individuals interpret the world, it also shapes the way they communicate.

Language is one of the most evident ways culture affects communication. Different languages carry unique expressions, idioms, and concepts that reflect the values and priorities of the culture. Beyond language, non-verbal communication—such as body language, eye contact, gestures, and personal space—is also heavily influenced by cultural norms. For instance, while direct eye contact may be seen as a sign of confidence in some cultures, it can be considered disrespectful in others.

Cultural context plays a critical role in how people understand and interpret messages. In high-context cultures (such as Japan or Saudi Arabia), much of the communication is implicit, relying on shared cultural understanding, whereas in low-context cultures (like the United States or Germany), messages are usually explicit, with clear and direct language. Misunderstandings often arise when people from different cultures communicate, as they may interpret words, gestures, or behaviors differently based on their cultural backgrounds.

Effective intercultural communication requires cultural awareness, openness, and a willingness to learn about and adapt to different ways of communicating. By understanding the relationship between communication and culture, individuals can foster more meaningful and

respectful interactions with people from diverse backgrounds.

Control check questions.

- 1. How does language shape the way we understand and convey cultural values?
- 2. What role does non-verbal communication play in conveying cultural norms, and how can it lead to misunderstandings across cultures?
- 3. How does cultural context (high-context vs. low-context) influence the way people communicate?
- 4. In what ways can communication styles differ across cultures, and how can individuals navigate these differences?
- 5. How does technology impact communication between cultures, and what challenges or opportunities does it create?
- 6. What are some examples of cultural misunderstandings that could arise in a globalized world?
- 7. How can individuals develop cultural awareness to improve their intercultural communication skills?
- 8. In what ways does cultural identity influence how people perceive and respond to communication?
- 9. How does one balance maintaining their own cultural identity while being open to others' communication styles?
- 10. What are the benefits of understanding the relationship between communication and culture in a multicultural society?

UNIT 6

Aspects and elements of culture. Characteristics of culture. How can we best understand intercultural and intergroup communication?

6.1. General information



PROVERB

If you want a thing well done, do it yourself

'The purpose of family is to love us. They give us all the love we need. They provide everything that we need. They look after us and help us to grow. They care for us and if we are upset, they look after us. They make sure that we go to school every day'

Girl, aged 6-8, Call to Action



'Family is the most important thing in my life.

When I had my children my whole life
changed for the better, sometimes worst, but I
couldn't think of my life without them now'

- Mum, Family Life Survey

FAMILY PROFILE

I'm a mum to five children and we live with my husband and our cat. We're on our own

really, all our extended family is in Ireland so staying in touch with them is a text message affair.

We are a close family, my husband works really hard, he's out from 5am to 7pm working as an Engineer in London. We've only got each other to depend on, we're all we've got.

I would love to do more stuff with the children but as things get worse and worse financially it's hard. I've had to pull them out of swimming. I wanted to pull them out of Scouts but the Scout leader and I worked out I can clean the Scout hut three times a week and they'll waive the fees for the kids.

The biggest challenge for us is bills. Nobody has seen this coming, how hard things are going to be coming up to the winter time, I'm scared for the winter months.

Task 1. Answer the questions.

- 1. What is a family profile, and what purpose does it serve?
- 2. What information is typically included in a family profile?
- 3. How can a family profile be useful in the context of adoption?
- 4. What are some tips for writing an engaging and authentic family profile?
- 5. How can you ensure that a family profile reflects the diversity and uniqueness of your family?
- 6. What role do photos and visuals play in a family profile?
- 7. How can a family profile help in creating stronger family bonds?
- 8. What challenges might arise when creating a family profile, and how can they be addressed?

- 9. Why is it important to update a family profile periodically?
- 10. How can you tailor a family profile for different purposes, such as personal reflection, adoption, or social services?

Task 2. Read each statement and decide if it is true (T), false (F) based on the passage provided.

- 1. The traditional nuclear family (two parents and children) is the most common family structure in Britain today
- 2. In Britain, it is common for extended family members, such as grandparents, to live in the same household.
- 3. Same-sex couples in Britain have the legal right to marry and adopt children.
- 4. Most British families live in urban areas rather than rural areas.
- 5. Family gatherings and traditions, such as Sunday roast, are still important in many British families.
- 6. The average number of children per family in Britain has been increasing steadily over the past few decades.
- 7. It is uncommon for British families to move frequently; most prefer to stay in one place for a long time.
- 8. Co-habitation without marriage is increasingly common among couples in Britain.

Task 3. Fill in the blanks with the correct words from the list provided.

nuclear, urban, grandparents, Sunday, cohabitation, extended, flexible, average, civil partnerships, two

- 1. The traditional _____ family, consisting of two parents and their children, is just one of many family structures found in Britain today.
- 2. In Britain, it is less common for ______, to live in the same household.
- 3. Most British families live in _____ areas, reflecting the country's high level of urbanization.

Useful websites!



- 1.https://www.liveworksheets.co m/w/fr/esl/85193;
- 2.https://www.eslprintables.com/ vocabulary_worksheets/culture_a nd_traditions/the_royal_family/T

he British Royal Family 616582;

- 3. https://slideplayer.com/slide/9722360;
- 4. https://en.ppt-online.org/293509;
- 5.https://youtu.be/8a3mwt4kOlk?si=teEkoB10W1_0CJtC;
- 6.<u>https://youtu.be/n1EPz3zFhu4?si=X4b2y1urs9b</u> 18sp-;

6.2. Family in Britain



Task 1. Read the passage.

Families in Britain have undergone significant changes over the past few decades. Traditional family structures, where the nuclear family (a couple and their children) was predominant, are now accompanied by various other family forms. These include single-parent families, reconstituted families (where one or both parents have children from previous relationships), and extended families (which include additional relatives such as grandparents, aunts, and uncles living together or nearby).

One of the most notable changes has been the increase in single-parent households. This rise can be attributed to higher divorce rates, changes in societal attitudes towards marriage and cohabitation, and greater acceptance of different family forms. The government has implemented various policies to support single parents, including financial assistance and childcare provisions, recognizing the unique challenges they face.

Reconstituted families, sometimes known as stepfamilies, are also more common now. These families face their own set of challenges, such as blending different family cultures and dealing with relationships between step-siblings and step-parents. However, many find that with effective communication and mutual respect, these families can form strong, supportive bonds.

Extended families have traditionally been less common in Britain compared to some other cultures, but economic factors and changes in housing availability have led to a resurgence in multigenerational living arrangements. These setups can provide additional support with childcare and eldercare, creating a more interconnected family network.

Overall, family life in Britain is diverse and continually evolving. While the traditional nuclear family remains important, the acceptance and prevalence of various family structures

highlight a broader understanding of what family can mean in contemporary society.

Task 2. Answer the questions and discuss them with your group.

- 1. How have family structures in Britain changed over the past few decades?
- 2. What are some challenges that single-parent families in Britain face, and how does the government support them?
- 3. In what ways do reconstituted families, or stepfamilies, manage the complexities of blending different family cultures?
- 4. How has the resurgence of extended families impacted family life in Britain?
- 5. What are some societal attitudes towards the various family structures present in Britain today?
- 6. Why is it important to understand and accept the diversity of family structures in contemporary society?
- 7. How do economic factors influence family living arrangements in Britain?
- 8. What are the benefits and potential drawbacks of multigenerational living arrangements?



Task 3. Match each term with its correct definition.

- 1. Nuclear family
- 2. Single-parent family
- 3. Reconstituted family
- 4. Extended family
- 5. Societal attitudes
- 6. Financial assistance
- 7. Multigenerational living
- 8. Acceptance
- 9. Stepfamily
- 10. Challenges
- A. A family structure consisting of a couple and their children.
- B. Support provided to individuals or families in the form of money or resources.
- C. The collective opinions, beliefs, and values held by society regarding family structures.
- D. Living arrangements that involve multiple generations of family members residing together.
- E. A family arrangement where one parent is responsible for raising a child or children.
- F. The acknowledgment and tolerance of diverse family structures within society.
- G. A family unit formed when a divorced or widowed individual remarries and brings children from a previous relationship.
- H. Difficulties or obstacles that families may encounter in their daily lives or relationships.
- I. A family group that includes relatives beyond the nuclear family, such as grandparents, aunts, and uncles.
- J. The process of embracing and welcoming different family structures into mainstream society.



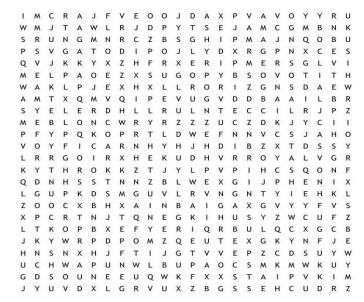
Task 4. Do the comprehension question tests.

- 1. What is one reason for the increase in single-parent households in Britain?
- A. Decrease in divorce rates
- B. Economic prosperity
- C. Changes in societal attitudes towards marriage and cohabitation
- D. Traditional family values
- 2. What are reconstituted families also known as?
- A. Nuclear families
- B. Single-parent families
- C. Extended families
- D. Stepfamilies
- 3. What challenges might reconstituted families face?
- A. High financial burden
- B. Blending different family cultures and dealing with relationships between step-siblings and step-parents
- C. Lack of societal acceptance
- D. Limited housing availability
- 4. How have economic factors influenced family structures in Britain?
- A. They have led to a decrease in multigenerational living arrangements
- B. They have led to a resurgence in multigenerational living arrangements
- C. They have no impact on family structures
- D. They have led to an increase in nuclear families
- 5. Which type of family structure traditionally has been less common in Britain?
- A. Nuclear families
- B. Extended families
- C. Single-parent families
- D. Reconstituted families
- 6. What does the government's support for single parents include?
- A. Increased taxes
- B. Financial assistance and childcare provisions
- C. Housing benefits only
- D. Free education for children

- 7. What does the diversity of family structures in Britain indicate about contemporary society?
- A. A decline in family importance
- B. A broader understanding of what family can mean
- C. A preference for traditional family structures
- D. Homogeneity in family types
- 8. What role can extended families play in Britain?
- A. Decreasing childcare costs
- B. Providing additional support with childcare and eldercare
- C. Reducing the need for public transportation
- D. Increasing household income



UK ROYAL FAMILY



sovereign imperial kingship monarchy duchess majesty footman royalty country castle throne empire prince reign ruler royal crown queen duke king

6.3. Inclusive Attitudes Towards Family Structures in Britain



Task 1. Match each paragraph with the appropriate heading from the list below.

- 1. The Rise of Single-Parent Households
- 2. Evolution of Family Structures
- 3. The Role of Extended Families
- 4. Challenges Faced by Reconstituted Families
- 5. Inclusive Attitudes Towards Family Structures

Section A

Families in Britain have evolved significantly over the past few decades. The traditional nuclear family, consisting of a couple and their children, used to dominate. However, nowadays, there are various family forms, including single-parent families, reconstituted families, and extended families. This diversification reflects broader societal changes and greater acceptance of different family structures.

Section B

One of the most significant shifts has been the rise in single-parent households. Higher divorce rates and changing attitudes towards marriage and cohabitation have contributed to this trend. The government provides support through financial assistance and childcare provisions to help single parents manage their unique challenges.

Section C

Reconstituted families, often referred to as stepfamilies, are increasingly common. These families can face challenges such as blending different family cultures and navigating relationships between step-siblings and stepparents. Effective communication and mutual respect are key to building strong, supportive bonds in these families.

Section D

Extended families, which include additional relatives like grandparents, aunts, and uncles, living together or nearby, are experiencing a resurgence. Economic factors and housing availability have led to more multigenerational living arrangements, which can provide extra support for childcare and eldercare.

Section E

Societal attitudes towards family structures in Britain have become more inclusive and accepting. There is now a broader understanding that families come in various forms, each with its strengths and challenges. This acceptance has helped reduce stigma and promote a more supportive environment for all types of families.

Task 2. Read each statement and decide if it is true (T), false (F), or not given (NG) based on the passage provided.

- 1. The traditional nuclear family is no longer the most common family structure in Britain.
- 2. Higher divorce rates have no impact on the rise of single-parent households.
- 3. The government supports single-parent families with financial assistance.
- 4. Reconstituted families are also known as stepfamilies.
- 5. Blending different family cultures is a challenge faced by reconstituted families.
- 6. Extended families are less common now than they were in the past.
- 7. Economic factors have contributed to the increase in multigenerational living arrangements.
- 8. Societal attitudes towards family structures in Britain have become less accepting.
- 9. The passage mentions that single-parent families are the most financially stable family structure.
- 10. The acceptance of various family forms has helped reduce stigma in Britain.

Task 3. Fill in the blanks with the appropriate words from the list below.

diversification, single-parent, stepfamilies, societal, extended, financial, acceptance, multigenerational, cultural, challenges Families in Britain have undergone significant changes over the past few decades. Traditional family structures, where the nuclear family (a couple and their children) was predominant, are now accompanied by various other family forms. These include _____ families, reconstituted families (where one or both parents have children from previous relationships), and _____ families (which include additional relatives such as grandparents, aunts, and uncles living together or nearby).

One of the most notable changes has been the increase in _____ households. This rise can be attributed to higher divorce rates, changes in _____ attitudes towards marriage and cohabitation, and greater _____ of different family structures. The government has implemented various policies to support _____ parents, including _____ assistance and childcare provisions, recognizing the unique _____ they face.

Reconstituted families, sometimes known as _____, are also more common now. These families face their own set of _____, such as blending different family cultures and dealing with relationships between step-siblings and stepparents. However, many find that with effective communication and mutual respect, these families can form strong, supportive bonds.

Extended families have traditionally been less common in Britain compared to some other cultures, but economic factors and changes in housing availability have led to a resurgence in _____ living arrangements. These setups can provide additional support with childcare and eldercare, creating a more interconnected family network.

Overall, family life in Britain is diverse and continually evolving. While the traditional nuclear family remains important, the _____ and prevalence of various family structures highlight a broader understanding of what family can mean in contemporary society.



Family Tree

SDVUECEINRBMNQQDG QALWWBCDYKEDLSMEY OCUNBRKAFTAGLTHQE NIVNHEIURFALTIZHI K K C K T H Z G C M R K D K D Q M LOEODTVHOWNEONEQO DFNLTAKTUDQPTLJKJ AWIJHFDESXMNCSWOP VHTPJJKRIDWNUVIQS CVNSWRJANYUQOLISP RXDXENYAHIJBVSONA TZGHVWHWPKNRDUFPR LUTBFHEFSPMOHAEME TOPQVHUXFWCTFRNEN M D J X P F V O Q Q P H W Z R F T GTQEQVABKUQERLVIS K B N Z B R B T N Y S R S Y E W L

daughter	parents	brother	nephew
mother	cousin	father	sister
uncle	niece	child	wife
aunt	son		

6.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Aspects and Elements of Culture

Culture is a complex and multifaceted concept that encompasses various aspects and elements that shape the identity and behavior of a group. Key aspects of culture include:



- 1. Language: Language is a primary means of communication and a crucial aspect of culture. It reflects cultural nuances, idioms, and values, allowing individuals to express their identity and connect with others.
- 2. Beliefs and Values: These are the core principles that guide behavior within a culture. They encompass moral standards, religious beliefs, and the importance placed on family, community, and individualism.
- 3. Norms and Customs: Norms are the unwritten rules and expectations that govern behavior within a culture. Customs refer to established practices and rituals, such as holidays, celebrations, and social etiquette.
- 4. Arts and Literature: Cultural expressions such as music, dance, visual arts, and literature reflect the creativity and values of a society. They provide insight into cultural identity and historical context.
- 5. Social Institutions: These include family, education, religion, and government, which play a

- significant role in shaping cultural practices and societal organization.
- 6. Technology and Material Culture: This aspect encompasses the tools, objects, and technologies that people create and use, reflecting their way of life and interactions with the environment.
- 7. Cultural Identity: Cultural identity is how individuals perceive themselves and their affiliation with a specific culture, shaped by aspects such as ethnicity, nationality, and social background.

Characteristics of Culture

Culture possesses several key characteristics that help define its nature:



- 1. Learned: Culture is not inherited biologically; it is learned through socialization and interaction within a community. Children absorb cultural norms, values, and practices from their families and surroundings.
- 2. Shared: Culture is collective and shared among members of a group, creating a sense of belonging and identity. It fosters connections among individuals within the same cultural framework.
- 3. Dynamic: Culture is not static; it evolves over time in response to social, economic, and technological changes. New ideas, practices, and

influences can be integrated into existing cultural frameworks.

- 4. Integrated: The elements of culture are interconnected. Changes in one aspect (e.g., technology) can influence others (e.g., social norms and communication styles).
- 5. Symbolic: Culture is often expressed through symbols, such as rituals, language, and artifacts. These symbols carry meanings that resonate with individuals within the culture.
- 6. Contextual: Culture is influenced by historical, geographical, and social contexts. Different cultures may arise from varying environmental conditions and historical experiences.



Control check questions.

- 1. What role does language play in shaping cultural identity and communication?
- 2. How do beliefs and values influence the behavior and customs of individuals within a culture?
- 3. Can you identify some norms and customs from your own culture that may be unfamiliar or misunderstood by outsiders?
- 4. In what ways do arts and literature reflect the values and struggles of a culture?
- 5. How do social institutions like family and education shape cultural practices and expectations?

- 6. What impact does technology have on the evolution of culture in contemporary society?
- 7. How does cultural identity influence interpersonal relationships and social interactions?
- 8. In what ways is culture learned, and how can individuals contribute to its preservation or transformation?
- 9. How do the dynamic and integrated nature of culture affect the way communities adapt to change?
- 10. Can you think of examples where cultural symbols hold different meanings in various contexts? How can this lead to misunderstandings?

UNIT 7 High and low-context cultures

7.1. General information



What do British people like doing at the weekends?

The weekends are a time for families in Britain. Often the parents are not at work having worked a five day week from Monday to Friday. Saturdays are a busy time for shops with many families going shopping.

Sundays used to be a very special day of the week in Britain. It was the one day of the week for 'worship and rest'. The shops were closed and most people were at home or at church. Popular leisure activities on Sunday used to be going to church and doing odd jobs around the home such as gardening and DIY.



An Euro stat survey, the EU's statistical office, discovered that people in Britain spend about 45% of their free time watching television, 24% of their free time socializing, 22-23% on sport and hobbies, and 10% on other activities. Other popular leisure activities are listening to the radio, listening to pre-recorded music, reading, DIY, gardening, eating out and going to the cinema.

The British aren't particularly different to other countries when it comes to free time activities, although you may notice how social activities do play a huge role. Let's take a look at the top 10 free time activities in the UK.

Watching TV



The most popular free time activity by far is watching TV. Just over 90% of people watch TV when they have some free time. Shockingly, we spend around 20 hours a week, or 3 hours a day sitting in front of a television screen. This number is reducing year-on-year with more people turning to more social activities instead. Perhaps it's the vast amount of thrillers and crime-series that glues us to the TV?

Spending Time With Family And Friends



The second most popular free time activity is spending time with friends and family, catching up, chatting and enjoying each other's company. This includes in restaurants or at pubs, bars and clubs. 90% of us choose to spend our free time with our loved ones.

Listening To Music



Thirdly, perhaps unsurprisingly, is listening to music. It's true we have a wealth of musicians from the UK and with music being an obligatory subject at school all the way through to Key Stage 4, we're brought up in an environment that simply loves music. In the modern world, pop is our favourite kind of music, followed by R&B and dance music. The more classic British rock music of the 80's isn't as popular nowadays but forever lives in British history.

Eating Out



Our fourth favourite free time activity is eating out at restaurants. It's true that the global pandemic has made this somewhat difficult, but we love eating out. The UK offers a very diverse restaurant scene with Italian, Indian, American, Japanese and Chinese to name a few.

Browsing The Internet



Browsing the Internet is a 21st century free time activity and popular amongst the younger generation. In the past this used to take place on computers or laptops but smartphones have well and truly overtaken as the preferred method for browsing the Internet.

Shopping



Shopping is a popular free time activity although the high street has suffered tremendously as a result of the global pandemic. The most popular shopping items tend to be clothing and shoes. However, average spend on items other than food and groceries is relatively low in the UK, so perhaps we spend more time window shopping and browsing stores than actually buying things!

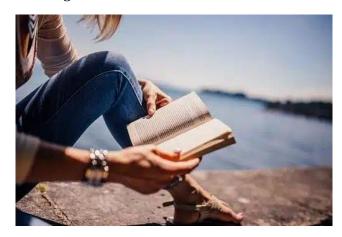
Days Out

Days out are also extremely popular in the UK. The majority of the days out take place in London, with Tower Bridge, the Tower of London and Etihad Stadium being some of the most popular. Days out in the UK can be



extremely expensive and even indoor days out, such as bowling or going to the cinema, can put a dent in your wallet.

Reading



Reading is the next most popular free time activity. Unsurprisingly, this is more popular amongst the older generation. Teens and young adults don't seem to find time for this activity. Brits, on average, only read about 10 books a year. This decreases down to 6 books a year for people aged 16 to 24 and increases to 12 books a year for those aged over 55. Despite the introduction of ebooks, traditional paperbacks are still more popular in the UK with 59% preferring to read these as opposed to the modern digital version.

Go To The Pub

Pubs are an extremely important part of British culture and it's even classed as a free time activity for just over 50% of Brits. Pubs are truly British places that serve alcoholic and non-alcoholic



drinks and "pub grub" (i.e. traditional British food and snacks). Pubs are a cornerstone of British life, often known as the social place of each village, town or city.

Gardening



British people are extremely proud of their gardens. Most houses, certainly in villages and smaller towns, will have a garden and flowers, trees and fruit growing in your garden can even be the talk of the town. Gardening is an increasingly popular free time activity, in part thanks to the global pandemic, which has forced people into outdoor and open spaces. In the UK, we have competitions for "best garden" and it's a talking point when you go past a pretty garden.



UK ROYAL FAMILY

sovereign	imperial	kingship	monarchy
footman	duchess	royalty	majesty
country	castle	throne	empire
prince	reign	ruler	royal
crown	queen	duke	king

Useful websites!



- 1.<u>https://ahzassociates.co.uk/leisure-activities-in-the-uk/</u>;
- 2. https://virtually-fluent.com/what-do-brits-do-in-their-free-time/;
- $3. \underline{https://youtu.be/PppWpdlqSRA?si=_ZiLole4lL}\\ \underline{R0wLrs}~;$
- 4.https://youtu.be/ckwQufOx8_Y?si=3y5Vp01xr 9RTjpe7;
- 5. https://www.slidesrve.com/ember/leisure-activities-in-britain;

7.2. Daily Routine in Britain



Task 1. Read the text 1 and answer the questions.

In Britain, many people follow a routine that starts early in the morning. The typical workday begins around 9 AM, with most people commuting to work by car, bus, or train. During the morning, schools also start around 9 AM, and children usually have their first lesson by 9:30 AM.

Lunch is typically around 12:30 PM to 1:30 PM, with many people taking a break from work or school to eat. In the afternoon, work and school continue until about 5 PM. After work, people often engage in leisure activities, such as going to the gym, walking in the park, or socializing with friends.

Dinner is usually between 6 PM and 7 PM. Evenings are often spent relaxing at home, watching TV, or reading. By 10 PM, many people are preparing for bed, aiming to get enough rest for the next day.

- 1. What time does the typical workday start in Britain?
- 2. When do children usually have their first lesson at school?
- 3. What is a common time for lunch in Britain?
- 4. At what time do most people finish work?
- 5. List two leisure activities people engage in after work.
- 6. When is dinner typically eaten in Britain?
- 7. What do people usually do in the evenings?
- 8. What time do many people start preparing for bed?

Task 2. Fill in the blanks with the appropriate words.

In Britain, many people have a structured daily
routine. The typical workday starts at around (1)
AM. Most people commute to work using
various means of transportation, including (2)
, buses, and trains. Schools also begin
their day at the same time, with children attending
their first lessons by (3) AM.

Lunch breaks usually occur between (4)
PM and (5) PM. During this time, people
take a break from work or school to eat and relax.
Work and school activities resume in the
afternoon and typically conclude by (6)
PM.
After work, many people engage in leisure
activities. Common activities include going to the
(7), walking in the (8), or meeting
friends. Dinner is generally eaten between (9)
PM and (10) PM. Evenings are
often spent relaxing at home, watching (11)
, or reading. By around (12) PM,
many people start preparing for bed to ensure they
get enough rest for the next day.

Task 3. Match each term with its correct definition.

- A. Gardening
- B. Reading
- C. Days Out
- D. Eating Out
- E. Watching TV
- F. Shopping
- G. Going to the Pubs
- 1. The activity of having meals at restaurants, cafes, or pubs instead of at home.
- 2. The activity of going to stores or markets to buy goods and services.
- 3. The activity of viewing programs, shows, or sports on a television.
- 4. The activity of spending a day away from home, typically visiting places of interest or leisure.
- 5. The activity of looking at and understanding written or printed material such as books, newspapers, or magazines.
- 6. The activity of cultivating and maintaining a garden, growing plants, flowers, or vegetables.
- 7. The activity of visiting pubs to socialize, drink, and often enjoy meals and entertainment.

Task 4. Do the multiple-choice test 1.

- 1. What time does the typical workday start in Britain?
 - A. 8 AM
 - B. 9 AM
 - C. 10 AM
 - D. 11 AM
- 2. When do children usually have their first lesson at school?
 - A. 8:30 AM
 - B. 9 AM
 - C. 9:30 AM
 - D. 10 AM
- 3. What is a common time for lunch in Britain?
 - A. 11:30 AM to 12:30 PM
 - B. 12 PM to 1 PM
 - C. 12:30 PM to 1:30 PM
 - D. 1 PM to 2 PM
- 4. At what time do most people finish work?
 - A. 4 PM
 - B. 5 PM
 - C. 6 PM
 - D. 7 PM
- 5. Which of the following is a common leisure activity after work?
 - A. Watching TV
 - B. Gardening
 - C. Going to the gym
 - D. All of the above
- 6. When is dinner typically eaten in Britain?
 - A. 5 PM to 6 PM
 - B. 6 PM to 7 PM
 - C. 7 PM to 8 PM
 - D. 8 PM to 9 PM
- 7. What do people usually do in the evenings?
 - A. Work
 - B. Shop
 - C. Relax at home
 - D. Exercise

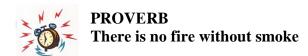
- 8. What time do many people start preparing for bed?
 - A. 9 PM
 - B. 10 PM
 - C. 11 PM
 - D. 12 AM

Daily Routine

F B Z H A B M X O X T E A T I N G RIVATVHCRXYHSWUYX ISEZNZOLIHDWHDRZI EOVDFPUEUDABOFEYM NCEVIKSWBOIRWFJYI DIXALXEJISSEEYELG SAEBMGWWHNHARLOY ZLRESVOLFMDDVOU OMCLZBRVALUITV SEIDCTKSMPSNUBCCM IDSMSKAQYAQGGZGDR OIESLEEPINGQUCGQN UAYUODVBGGAMINGQM MOCPXMTRAVELLINGU COLLEGECASOCEXLPS FAMILYRNDTQQPBJUI WGJWOUSXEPFJDZNOC

SOCIAL MEDIA SLEEPING FRIENDS EATING MUSIC TRAVELLING EXERCISE COLLEGE GAMING FILMS HOUSEWORK READING SHOWER FAMILY TV

7.3. British Weekend Activities



Task 1. Read the text 2 and answer the questions.

Weekends in Britain offer a variety of activities for relaxation and enjoyment. On Saturdays, many people enjoy shopping, either at local markets or larger shopping centers. Sporting events, such as football matches, are also popular and often take place in the afternoon. For those who prefer a quieter day, visiting a museum or taking a walk in the countryside is a common choice.

Sundays are often considered a day for family. Many people attend church services in the morning, followed by a traditional Sunday roast lunch, which typically includes roasted meat, potatoes, and vegetables. In the afternoon, families might visit relatives, go for a drive, or enjoy a leisurely walk.

- 1. What is a common activity on Saturday mornings in Britain?
- 2. When do football matches usually take place?
- 3. Name two quieter activities people might do on Saturdays.
- 4. What is a typical Sunday lunch in Britain?
- 5. List three activities families might do on Sunday afternoons.

Task 2. Fill in the blanks with the appropriate words.

lunch. In the afternoon, families might visit relatives, go for a (5) _____, or enjoy a leisurely walk.

Task 3. Do the multiple-choice test 2

- 1. What is a common activity on Saturday mornings in Britain?
 - A. Visiting friends
 - B. Shopping
 - C. Cleaning the house
- D. Watching TV
- 2. When do football matches usually take place?
 - A. Morning
 - B. Afternoon
 - C. Evening
 - D. Night
- 3. Which of the following is a quieter activity people might do on Saturdays?
 - A. Shopping
 - B. Attending a football match
 - C. Visiting a museum
 - D. Going to a concert
- 4. What is a typical Sunday lunch in Britain?
 - A. Fish and chips
 - B. Pasta
 - C. Sunday roast
 - D. Sandwiches
- 5. Which of the following is an activity families might do on Sunday afternoons?
 - A. Visiting relatives
 - B. Going for a drive
 - C. Enjoying a leisurely walk
 - D. All of the above

Task 4. Match each paragraph with the appropriate heading from the list below.

- 1. Shopping
- 2. Meeting with Friends
- 3. Gardening
- 4. Going to the Pubs
- 5. Watching TV
- 6. Eating Out

- 7. Reading
- 8. Days Out

Section A

In Britain, dining out is a popular activity. There is a wide range of options, from traditional pubs serving hearty meals to high-end restaurants offering fine dining experiences. Many people enjoy trying different cuisines, and cities often have a diverse array of international restaurants.

Section B

Britain offers many opportunities for enjoyable days out. Popular activities include visiting historical sites, exploring national parks, or spending a day at the seaside. Many families take advantage of the numerous theme parks and zoos around the country.

Section C

Shopping is a favorite pastime for many in Britain. High streets and shopping centers are bustling with activity, offering everything from clothing and electronics to unique gifts and souvenirs. Markets are also a popular choice, where fresh produce and handmade items can be found.

Section D

Watching TV remains a common leisure activity in Britain. Popular genres include dramas, comedies, and reality shows. Many people also enjoy watching sports, particularly football and rugby, which are broadcast live on various channels.

Section E

Gardening is a beloved hobby in Britain, especially during the warmer months. People take pride in maintaining their gardens, growing flowers, vegetables, and herbs. Gardening programs and competitions are also quite popular.

Section F

Going to the pub is a quintessential British experience. Pubs are social hubs where people gather to enjoy drinks, meals, and live entertainment. Traditional pubs often have a cozy atmosphere, with many offering outdoor seating for warmer days.

Section G

Reading is a cherished activity in Britain. People enjoy a wide range of genres, from fiction and non-fiction to newspapers and magazines. Book clubs are also popular, providing a social element to the reading experience.

Section H

Meeting with friends is an important part of social life in Britain. People often gather at cafes, restaurants, or each other's homes to catch up and enjoy each other's company. Socializing over tea or coffee is a common and cherished tradition.

Word search - Free time activities



use the cellphone listen to music play videogames play football fly a kite draw

go to the cinema play basketball practice sports watch a movie take a nap read watch television play the guitar go to the park play tennis dance sing

7.4. Brief theory



PROVERB Too many cooks spoil the broth

Task 1. Read the text and tudy

information.

Edward T. Hall was an anthropologist who made early discoveries of key cultural factors. In particular he is known for his high and low context cultural factors.

High context

In a high-context culture, there are many contextual elements that help people to understand the rules. As a result, much is taken for granted. This can be very confusing for person who does not understand the 'unwritten rules' of the culture.

Low context

In a low-context culture, very little is taken for granted. Whilst this means that more explanation is needed, it also means there is less chance of misunderstanding particularly when visitors are present.

Contrasting the two

French contracts tend to be short (in physical length, not time duration) as much of the information is available within the high-context French culture. American content, on the other hand, is low-context and so contracts tend to be longer in order to explain the detail.

Space

Hall was concerned about space and our relationships within it. He called the study of such space Proxemics. We have concerns about space in many situations, from personal body space to space in the office, parking space, space at home.

Personal space is an example of a mobile form of territory and people need less or greater distances between them and others. A Japanese person who needs less space thus will stand closer to an American, inadvertently making the American uncomfortable.

Factor	High-context culture	Low-context culture			
Overtness of messages	Many covert and implicit messages, with use of metaphor and reading between the lines.	Many overt and explicit messages that are simple and clear.			
Locus of control and attribution for failure	Inner locus of control and personal acceptance for failure	Outer locus of control and blame of others for failure			
Use of non- verbal communication	Much nonverbal communication	More focus on verbal communication than body language			
Expression of reaction	Reserved, inward reactions	Visible, external, outward reaction			
Cohesion and separation of groups	Strong diistinction between ingroup and outgroup. Strong sense of family.	Flexible and open grouping patterns, changing as needed			
People bonds	Strong people bonds with affiliation to family and community	Fragile bonds between people with little sense of loyalty.			
Level of commitment to relationships	High commitment to long-term relationships. Relationship more important than task.	Low commitment to relationship. Task more important than relationships.			
Flexibility of time	Time is open and flexible. Process is more important than product	Time is highly organized. Product is more important than process			

Factor	Monochronic action	Polychronic action
Actions	do one thing at a time	do many things at once
Focus	Concentrate on the job at hand	Are easily distracted
Attention to time	Think about when things must be achieved	Think about what will be achieved
Priority	Put the job first	Put relationships first
Respect for property	Seldom borrow or lend things	Borrow and lend things often and easily
Timeliness	Emphasize promptness	base promptness relationship factors

High territoriality

Some people are more territorial than others with greater concern for ownership. They seek to mark out the areas which are theirs and perhaps having boundary wars with neighbors.

This happens right down to desk-level, where coworkers may do battle over a piece of paper which overlaps from one person's area to another. At national level, many wars have been fought over boundaries.

Territoriality also extends to anything that is 'mine' and ownership concerns extend to material things. Security thus becomes a subject of great concern for people with a high need for ownership.

People high territoriality tend also to be low context.

Low territoriality

People with lower territoriality have less ownership of space and boundaries are less important to them. They will share territory and ownership with little thought. They also have less concern for material ownership and their sense of 'stealing' is less developed (this is more important for highly territorial people).

People with low territoriality tend also to be high context.

Contrasting

Australian Aboriginal people will say that they belong to the land rather than the other way around. Before we scotch this, we should remember that they have thrived in harsh conditions for thousands of years. Western society, on the other hand has shown much barbarity over ownership of land.

So what?

When working across cultures, pay attention to high and low cultures through the actions of others. For example if people are late for meetings it may be because they are polychronic, not because they are disrespectful or lazy. When you understand the personal, national or organizational culture, then you can seek to align with them and hence gain greater influence.



Task 2. Do multiple-choice test about types of cultural context by Edward Hall

1. In which type of cultural context is communication often indirect, relying heavily on non-verbal cues and shared experiences?

A. Low-context Culture

- B. High-context Culture
- C. Monochronic Culture
- D. Polychronic Culture
- 2. Which of the following best describes a low-context culture?
- A. Communication is often implicit and requires understanding of the relational context.
- B. Messages are conveyed primarily through explicit verbal statements and clarity.
- C. Non-verbal cues play a crucial role in interpreting messages.
- D. Communication relies heavily on tradition and shared history.
- 3. Which of these countries is commonly associated with high-context communication?
- A. Canada
- B. Sweden
- C. Japan
- D. Australia
- 4. In a low-context culture, which of the following is most likely to be true?
- A. People rely on context and non-verbal signals to understand messages.
- B. Communication is often vague and requires interpretation.
- C. Information is communicated clearly and directly, with little need for contextual understanding.
- D. Shared cultural background heavily influences the interpretation of messages.
- 5. Which type of cultural context would you most likely find in a country where direct communication and explicit details are valued over relational understanding?
- A. High-context Culture
- B. Low-context Culture
- C. Collectivist Culture
- D. Individualist Culture

Task 3. Do a true/false task on the types of cultural context according to Edward Hall's theory:



- 1. In high-context cultures, people rely more on verbal communication than non-verbal cues.
- 2. Low-context cultures generally require more explicit and direct communication.
- 3. In high-context cultures, shared experiences and relationships play a significant role in interpreting messages.
- 4. Low-context cultures often use indirect communication to convey meaning.
- 5. Communication in high-context cultures tends to be more detailed and precise compared to low-context cultures.
- 6. In a low-context culture, people are less likely to rely on the surrounding context and more on the exact words spoken.
- 7. High-context cultures place a high value on directness and clarity in communication.
- 8. Low-context cultures typically expect messages to be conveyed through both verbal and non-verbal communication.
- 9. In high-context cultures, non-verbal cues and implied meanings are less important than the actual spoken words.
- 10. Low-context cultures often have a greater emphasis on formal agreements and written documentation.

Task 4. Complete the sentences with the appropriate terms: High-context Culture, Low-context Culture.



- 1. In a ______, communication relies heavily on implicit understanding and non-verbal cues, with much of the message being conveyed through context and relationships.
- 2. A ______ typically values explicit and direct verbal communication, where the meaning is clear and conveyed primarily through words rather than context.
- 3. In ______, people often need to understand the shared history and experiences of the communicators to fully interpret the message.
- 4. _____ cultures tend to use precise language and detailed information, minimizing the need for contextual interpretation.
- 5. Non-verbal communication and the surrounding context play a crucial role in ______, where messages are not always stated outright.
- 6. In ______, people expect messages to be delivered in a straightforward manner, with little reliance on non-verbal signals or implied meanings.
- 7. _____ cultures often have a high degree of implicit understanding, where much of the communication is unspoken and relies on shared assumptions.
- 8. _____ communication is typically characterized by clear, direct, and explicit verbal exchanges, often documented in formal agreements.

Task 5. Answer the questions and discuss them.

- 1. What are the two main types of cultural contexts identified by E.Hall?
- 2. In which type of culture is communication often implicit, with much reliance on non-verbal cues and the context of the situation?
- 3. Which of the following is a characteristic of a low-context culture?
- 4. How do high-context cultures generally handle disagreements or conflicts in communication?
- 5. Which of the following countries is an example of a high-context culture?
- 6. In a low-context culture, how is information typically communicated?
- 7. Which type of culture places a greater emphasis on the context and background of the communication situation?
- 8. In high-context cultures, how is the relationship between communicators likely to influence the communication process?
- 9. Which of the following statements is true about low-context cultures?
- 10. In a high-context culture, which aspect of communication is often less emphasized?



UNIT 8

Hofstede's cultural dimensions. Culture specific (emic) approaches.

What are the beliefs at the center of our "world"?

(in the sample of the UK)

8.1.General information



PROVERB

Hope for the best, but prepare for the worst

Task 1. Read the text and study the information.

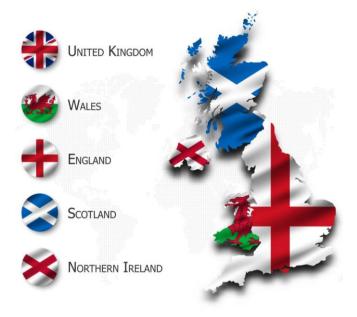
This state has authority over the whole of Great Britain, the north-eastern area of Ireland and most of the smaller islands. Its official name is *The United Kingdom of Great Britain and Northern Ireland*. But as this is too long for practical purposes, it is usually known by a shorter name – *United Kingdom, UK, Britain, Great Britain* (for example in international bank drafts they use Great Britain Pounds). The normal everyday adjective, when talking about something to do with the UK, is *British*.

The earliest known name of Great Britain is *Albion*, from Latin 'albus' meaning white – referring to the white chalk cliffs of Dover, which is the first view of Britain from the continent. Albion is used by poets and songwriters to refer to England, or to Scotland, or to Great Britain as a whole.

Why is Britain 'Great'? The origin of the adjective 'great' in the name Great Britain was not a piece of advertising, although modern politicians sometimes try to use it that way. It was first used to distinguish it from smaller area in France which is called 'Brittany' in modern English.

National symbols and the four nations

Culture and lifestyle varied enormously across the four nations. The dominant culture of people in Ireland, Wales and highland Scotland was *Celtic*; that of people in England and lowland Scotland was *Germanic*. This difference was reflected in the language they spoke. People in the Celtic



United Kingdom

areas spoke Celtic languages; people in the Germanic areas spoke Germanic dialects, including the one which has developed into *modern English*. The nations also tended to have different economic, social and legal systems, and they were independent of each other.

Today, these differences have become blurred, but they have not completely disappeared. Although there is only one government for the whole of Britain, and everybody gets the same passports regardless of where in Britain they live, many aspects of government are organized separately and sometimes differently in the four parts of the United Kingdom. Moreover, Welsh, Scottish and Irish people feel their identity very strongly.

Country	Flag	National	National	Colour	Patron	Saint's
		Animal	Plant		saint	day
England	St. George's Cross	lion	Tudor rose	white	St. George	23 April
Wales	Dragon of Cadwallader	red dragon	leek daffodil	red	St. David	1 March
Scotland	St. Andrew's Cross Lion Rampant	unicorn	thistle	blue	St. Andrew	30 November
Ireland	St. Patrick's Cross	none	shamrock	green	St. Patrick	17 March

Some of the differences can be, for instance, tracked down when observing surnames. The prefix 'Mac' or 'Mc' is Scottish or Irish. The prefix 'O' is Irish. When comparing first names, the Scottish name of 'John' is 'Ian' and its Irish form is 'Sean', although all three names are now common throughout Britain. Outside their own countries, there are also nicknames for Irish, Scottish and Welsh men. For example, Scottish men are sometimes known and addressed as 'Jock', Irishmen are called 'Paddy' or 'Mick' and Welshmen as 'Dai' or 'Taffy'. If the person using one of these names is not a friend, and especially if it is used in the plural (Micks), it can sound insulting.

There are also certain stereotypes of national character which are well-known in Britain and in the rest of the world as well. The Irish are supposed to be *great talkers*, the Scots have a reputation for being *careful with money* and the Welsh are renowned for their *singing ability*. These can indicate some slight differences in the

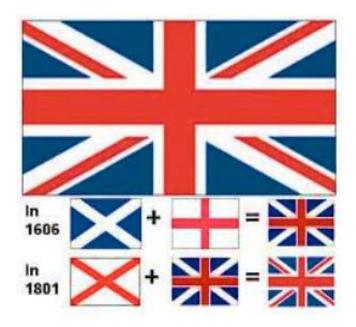
value attached to certain kinds of behavior in these countries.

As to musical instruments, *the harp* is an emblem of both Wales and Ireland. *Bagpipes* are regarded as distinctively Scottish, although a smaller type is also used in traditional Irish music.

The Union flag

Country	Flag	National Personification	National Animal(s)
United Kingdom	Union Jack	Britannia	lion

The Union flag, often known as the 'Union Jack', is the national flag of the United Kingdom. It is a combination of the cross of St. George, the cross of St. Andrew and the cross of St. Patrick.



Task 2. Choose the correct answer.

- 1. What is the common internet domain address for Britain?
- A. .br
- B. .gb
- C. .uk
- 2. Which of these is not an acceptable short name for the United Kingdom of Great

Britain and Northern Ireland?

- A. England
- B. Great Britain
- C. the United Kingdom
- 3. Which city is not in the United Kingdom of Great Britain and Northern Ireland?
- A. Belfast
- B. Cardiff
- C. Dublin
- 4. Which of the following figures is not associated with Britain?
- a) Britannia
- b) John Bull
- c) Uncle Sam
- 5. Which of the four nation's flags is not incorporated in the flag of the UK?
- A. Ireland
- B. Scotland
- C. Wales
- 6. By what name is the UK flag often known?
- A. The Britannia
- B. Old Glory
- C. The Union Jack
- 7. What proportion of the population of Britain lives in England?
- A. more than 80%
- B. about 60%
- C. less than 40%
- 8. A surname beginning with 'Mac' or 'Mc' is understood to be ...
- A. Scottish or English
- B. Scottish or Irish
- C. Scottish or Welsh
- 9. Historically and culturally speaking, which country may be divided into
- 'Lowland' and 'Highland'?
- A. England
- B. Scotland
- C. Wales

- 10. Of which country is St. David the patron saint?
- A. England
- B.Scotland
- C. Wales

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. They lie to the north –west of Europe. The British Isles are separated from the continent by the narrow strait of water which is called the English Channel. The United Kingdom consists of four parts. England, the central part, occupies the most of the island of Great Britain. To the west lies Wales and to the north the third part of the country, Scotland, is situated. The fourth part is called the Northern Ireland and is located on the second island. Each part has its capital. The capital of England is London. Wales has Cardiff, Scotland has Edinburgh and the main city of the Northern Ireland is Belfast.Great Britain is a country of forests and plains. There are no high mountains in this country.

Scotland is the most mountainous region with the highest peak Ben Nevis. The rivers of Great Britain are not long. The longest rivers are the Thames and the Severn. The capital of the United Kingdom, London, stands on the bank of the Thames. As the country is surrounded by many seas there are some great ports at the seaside: London Glasgow, Plymouth and others.

Wales is a country of lakes. It has the most famous lake in the world—Loch Ness. Seas and oceans influence the British climate which is not too cold in winter but never hot in summer. Great Britain is a beautiful country with old traditions and good people.

Task	3.	Read	and	complete	the	givei
senten						

1.	Th	e l	U.K.	is	situ	ıated	on	
	_	_	_	_	_	_		

- A. the Orkney Islands;
- B. the Hebrides;
- C. the British Isles:
- D. the Hawaiian Isles;

2.	The	British	Isles	are	separated	from	the	
continent by								

A. the English Channel; B. the Bering Strait; C. Strait of Dover; D. Suez Canal;	
3. The U.K. consists of A. two parts; B. three parts; C. four parts; D. five parts;	
4. Each part has itsA. river;B. capital;C. valley;D. mountain;	
 5. Great Britain is a country of A. mountains; B. rivers; C. fields; D. plains; 6. As the country is surrounded by ma 	n
A. seas; B. lakes; C. mountains; D. rivers;	
7. Wales is a country of A. mountains; B. plains; C. lakes; D. rivers;	
8. The capital of Great Britain is A. Tashkent; B. Moscow; C. London; D. Washington;	
9. London stands on the bank of A. the Potomac river; B. the Thames; C. the Severn; D. the Seine:	

- 10. Scotland is the most mountainous region with the highest peak _____
- A Mount Snowdon;
- B. Elbrus;
- C. Everest;
- D. Ben Nevis;



The population is over 56million people. The United Kingdom is a monarchy and the King is the head of the state. But in practice it is ruled by the government with the Prime Minister at the head. London is the capital of the United Kingdom and it is one of the largest cities in the world. It is situated upon both banks of the River Thames. The population of London is about 8 million. Traditionally London is divided into several parts: the City, Westminster, the West End and the East End. The City is the oldest part of London, its financial and business center. Numerous banks. offices and firms concentrated here. Few people live in the City but over a million come to work here.

Trafalgar Square is the geographical center of London, it was named in the memory of Admiral Nelson's victory in the battle of Trafalgar in 1805. There are a lot of places of interest in London: St. Paul's Cathedral, the Tower of

London, Westminster, Buckingham Palace, the Houses of Parliament and others.

10. Nelson's Column is in Trafalgar Square.

Task 4. Complete and choose the correct answer or fill in the blank.

- 1. The official name of GB is ...
- 2. The official head of the state (GB) is ...
- 3. The King has his London home at ...
- 4. The United Kingdom consists of ...
- A. England, Scotland, Wales.
- B. Great Britain and Northern Ireland.
- C. England and Scotland.
- D. Great Britain and the Irish Republic.
- 5. What is the name of the oldest and largest inhabited castle in the world?
- A. Dublin Castle
- B. Windsor Castle
- C. Edinburgh Castle
- 6. The biggest city in Scotland is ...
- 7. A very famous lake in Scotland is called...
- 8. The most famous bridge in London is called ...
- 9. Great Britain includes ...
 - A. England, Scotland, Wales.
 - B. England and Scotland.
 - C. England and Wales.
 - D. England and Ireland.
- 10. What is the birthplace of Shakespeare?...

Task 5. Read statements and write if they are *True* or *False*.

- 1. Hundreds of years ago the Tower was a fortress.
- 2. Big Ben is the smallest clock in Britain.
- 3. London is the capital of Scotland.
- 4. William the Conqueror built St. Paul's Cathedral.
- 5. The Tower of London was a prison.
- 6. The Tower of London is a museum now.
- 7. The West End is the poorest part of London.
- 8. Buckingham Palace is the London home of the King.
- 9. London Eye is a famous London theatre.



Task 6. Guess and match the pictures with the words.

Big Ben The Tower of London The British Museum Buckingham Palace
Westminster Abbey The House of Parliament The Tower of Bridge
Nelson's Column London Eye



A_____ B ____ C____

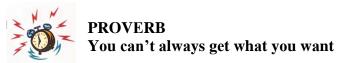


D_____ E____ F____



G______ H______ I_____

8.2. The United Kingdom of Great Britain and Northern Ireland 8.2.1. England



Task 1. Read the text and study the information.

England accounts for over half of the total area of the UK. Most of the country consists of lowland terrain, with mountainous terrain north-west; including *the Cumbrian Mountains* of the Lake District and *the Pennines*, so-called the backbone of England. The main rivers are the *Thames, Severn* (the longest river in Great Britain), the *Humber, Tees, Tyne, Tweed, Avon, Exe and Mersey*.



England is divided into nine regions: East Midlands, East of England, Greater London, North East England, North West England, South East England, South West England, West Midlands, Yorkshire and the Humber.

London



London is the capital of Great Britain; its political, economic and cultural center. It is one of the largest cities in the world. Its population is more than 10 million people. London is situated on the river Thames. The city is very old and beautiful. It was founded more than two thousand years ago. Traditionally London is divided into several parts: the City, the West End and the East End. The City is the oldest part of London, its financial and business center. The West End is the part where rich people live. It is the most beautiful part of London. The best hotels,

restaurants, shops, clubs, parks and houses are situated there. The East End is an industrial

district of London. There are many factories and the port of London is there. London has many places of interest. One of them is the Houses of Parliament, the seat of the British Government. There one can see a famous Clock Tower Big Ben, the symbol of London. Big Ben is really the bell which strikes every quarter of an hour. Another place which strike you most is Buckingham Palace. It is the residence of the

King. There are many other places of interest in London:Trafalgar Square, Regent 's Park, Westminster Abbey and of course, the British museum. We can't describe all the places of interest. The best way to know London is to visit it.

Task 2.	Compl	lete and	l choo	se the	correct
answer	or fill i	in the b	lank.		

ask 2. Complete and choose the correct
answer or fill in the blank.
1. London is the capital of
A. the USA
B. the UK of Great Britain
C. the Republic of Uzbekistan
D. the Russian Federation
2. It is one of thecities in the world
A. youngest
B. largest
C. smallest
D. noisiest
3. The city is very
A. old
B. new
C. young
D. clean
4. London was founded more than
A.one thousand years ago
B. two thousand years ago
C. three thousand years ago
D. four thousand years ago
5. The City of London is its
A. educational centre
B. industrial centre
C. cultural centre
D. financial centre
6. There one can see a famous Clock Tower
A. Loch Ness
B. Ben Nevis
C. Union Jack
D. Big Ben
7. The West End is the part where
A. students live

- B. workers live C. rich people live D. poor people live 8.The East End is _____ A. cultural centre B. industrial centre C. financial centre D. educational centre 9. The Houses of Parliament is the seat of____ A. British Government B. British Museum C. British King D. British Zoo
- 10. The residence of the King is _____
- A. Houses of Parliament
- B. Westminster Abbey
- C. St. Paul's Cathedral
- D. Buckingham Palace

Task 3. How do you know London? Answer the questions.

- 1. The oldest part of London is...
- 2. The place where the King lives is...
- 3. What is Piccadilly Circus?...
- 4. Which part of London is its commercial and financial centre?-...
- 5. What is the Tower of London now?...
- 6. Where is London Zoo?...
- 7. What is the official royal residence in London?...
- 8. Westminister Abbey is...
- 9. Where are the tombs of many British kings and Queens and other famous people?...
- 10. How many bridges cross the Thames?...
- 11. What is the largest museum in London?...
- 12. What is London?...
- 13. What is the population of London?...
- 14. Where is London situated?...
- 15. What parts is London divided into?...

London, the largest city in western Europe, dominates Britain. It is home to the headquarters

of all government departments, the country's parliament, its major legal institutions, and the monarch. It is the country's business and banking centre and the centre of its transport network.

There's so much to discover: more than 30,000 shops, world class galleries and museums, dramatic new landmark buildings and an endless choice of restaurants, bars, clubs, and live music venues and of course theatre.

London is also known by its nickname 'The Big Smoke'. The city was founded by the Romans who called it Londinium. It has the oldest underground in the world and the busiest airport Heathrow.

The original walled city of London was quite small. It is known colloquially today as 'the square mile'. It did not contain Parliament or the royal court, it was in Westminster, another city outside London's walls that these national institutions met. Today, both cities are just two areas of central London. The square mile (also known simply as 'the City') is home to the country's main financial organizations.

Two other well-known areas of London are the *West End* and the *East End*. The former is known for its many theatres, cinemas and expensive shops. The latter is known as the poorer residential area and it is the traditional home of the Cockney and for centuries it has been home to successive waves of immigrant groups.

Other tourist attractions include: Lloyd's building (a skyscraper, an insurance institution, all services – lifts, pipes, are installed outside), Buckingham Palace (the official residence of the British monarch), Trafalgar Square (with a statue of admiral Nelson in the middle), Hyde Park, Madame Tussaud's museum, London Eye. Among world heritage sites, we can mention also Tower of London, Greenwich (The Royal Greenwich Observatory, in the southwest of London, the point of the Prime Meridian), Royal Botanic Kew. of Westminster, Gardens. Palace Westminster Abbey (a Gothic church, a place of coronation and burial site for British monarchs, Poet's Corner is a place where famous poets and writers are buried, namely G. Chaucer, C. Dickens, J. Austen, J.Milton, etc.).

Task 4. Match the description with the sight.

A.The London Eye
B. St Paul's Cathedral
C.Westminster Abbey
D.Big Ben
E.The Tower of London
F. Buckingham Palace

- 1. This is where King Charles III lives much of the time. There are 600 rooms, 780 bathrooms, a cinema, a post-office and a swimming pool.
- 2. It has been many things: a palace, a fortress, a prison, a palace of ex3ecution and even a zoo.
- 3. It was built after the Great Fire of 1666 by Sir Christopher Wren. It took 5him 35 years to finish it
- 4. It was called because of Sir Benjamin Hall, who was in charge of the building works at Westminster and whose nickname was "Big Ben".
- 5. Many British monarchs, writers, poets, musicians and scientists are also buried here.
- 6. It is the tallest observation wheel in the world. It is 135 meters high.



Task 5. Guess and match the pictures with the words.

The Gherkin, Buckingham Palace, Trafalgar square, Harrods, The Royal Albert Hall, Hyde Park, The British Musuem, The National Gallery, Madame Tussaud's Museum, Saint Paul's Cathedral, The Palace of Westminister, Westminister Abbey, 10 Downing Street, Tower Bridge, The Tower of London, The London Eye











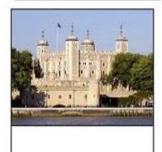


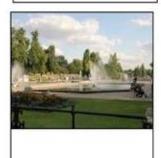


























Tips for a teacher!



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6.https://youtu.be/wpjspHgHU9g?si=iztJAJ_l0g2 oENHD;

7. https://youtu.be/rRFkks3cFsY?si=vyLLHH-KtUl0Z;

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8.2.2. Scotland



PROVERB

A chain is only as strong as its weakest link

Task 1. Read the text and study the information.

Scotland accounts for just under a third of the total area of the UK and it includes nearly eight hundred islands, mostly west and north of the mainland; notably the Hebrides, Orkney Islands and Shetland Islands. Historically and geographically, it can be divided into distinctively different regions; namely Highlands to the north and west and the Lowlands to the south and east. And there is also the central plain called the Central Belt, or Central Lowlands. The more rugged Highland region contains the majority of Scotland's mountainous land, including Ben Nevis which at 1,343 metres (4,406 ft) is the highest point in the UK. Lowland areas, especially the narrow waist of land known as the Central Belt, are flatter and home to most of the population including Glasgow, Scotland's largest city, and Edinburgh, its capital and political centre. Southern Uplands consist of small towns, quite far apart from each other, whose economy depends on sheep farming. The exceedingly beautiful coastline is indented with lochs (particularly in the north and west). Perhaps the most famous Scottish loch is Loch Ness, although there are

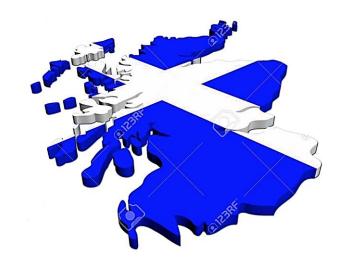
other large examples such as Loch Awe, Loch Lomond and Loch Tay.

THE THISTLE



The flower of Scotland is the best known symbol which is recognized all over the world. It dates back 800 years. A legend says that Viking invaders stepped on these plants, cried out in pain and alarmed sleeping Scots. This helped the Scots

fight off the attackers. It appeared on silver coins in 1470 and became a part of Scotland's Coat of Arms in the 16th cent.



THE SALTIRE



St.Andrew is believed to have died on a diagonally transversed cross. This cross has been adopted as the national flag of Scotland. The blue stands for the sky. It is believed to be one of the oldest

flags in the world still in use today.

ST. ANDREW



Since the 10th cent. he has been considered the Patron Saint of Scotland. A legend says that his holy relics were brought at what is now of St Andrews. St Andrews became the religious capital of

Scotland. Saint Andrew's Day is celebrated on 30th November each year.

THE LION RAMPANT



Unofficially, it is often thought to be the Second National Flag of Scotland. It is also called the Royal Flag of Scotland. It was adopted by King William I (William the Lion) in the 12th cent. It was also used later by King Richard I of England

(Richard the Lion Heart).

THE ORDER OF THE THISTLE



It's Scotland's highest chivalric order founded by King James VII (1687). The official motto of the Order is 'Nemo me impune lacessit', which Latin translates into 'No one provokes me with impunity'.

THE ROYAL COAT OF ARMS



It was the official coat of arms of the kings of Scotland. It presents two crowned unicorns holding a shield with a red lion on a yellow field. Atop the shield sits the helm and the crest depicting a red lion which wears the crown of Scotland

and holds the Sceptre and the Sword of State. Above the crest is the motto 'In Defens'. It is a contraction of the motto 'In My Defence God Me Defend'. The unicorns stand on a number of thistles.

CLAN



The word *clann* in Scottish Gaelic means 'offspring, children, or descendants'. Each **clan** was a large group of people, theoretically an extended family, supposedly descended from one progenitor and

all owing allegiance to the clan chief. It also included a large group of loosely-related *septs*—dependent families - all of whom looked to the clan chief as their head and their protector. They mostly shared the same name. Most clans have their own tartan patterns, usually dating from the 19th century. There are over 350 clans of Scottish origin, eg. *Cameron*, *MacDonald*, *Campbell*, *Duncan*, *Gordon*, *MacLeod*, *Montgomery*, *Ferguson or MacGregor*.

TARTAN



The **tartan** is a symbol of clan kinship. It has lasted in Scotland ever since the earliest Scots formed themselves into clans. Celtic tribes were wearing check and stripes patters for thousands of years but the earliest record of

checked cloth in Scotland was the Falkirk tartan dating to the 3^{rd} century, the first written record in Scotland dates from the 16^{th} century. There are well over 4000 tartan designs that are registered.

KILT



A **kilt** is a knee-length type of male skirt, which has became a part of the standard dress for the Highlanders. Kilts are often worn instead of a black tie and suit at formal occasions such as weddings. It has its origin in an older garment called

the belted plaid. Different patterns of tartan are used to identify the clan, family, or regiment with which the wearer is associated. After the defeat of the clans at Culloden in 1746, the government in London passed the Dress Act which banned the wearing of Highland clothes, kilts and tartans. Punishment for breaking the law were six months' imprisonment for a first offence and a seven -year exile for a second offence. Persecution stopped when George II came to the throne in 1760.

Scottish music is traditionally played by the **bagpipes**. You can hear the instrument in marches, reels, jigs, hornpipes during Military Gatherings, weddings, funerals and many other types of occasion where people gather socially. That is why bagpipes together with tartan, kilt and whisky make Scotland's symbol.



BAGPIPES

Bagpipes are classified as a woodwind instrument. The bagpipe consists of:

- ➤ a leather bag which acts as an air supply to avoid the pause when the piper takes a breath. It is made of animal skins such as goats or sheep. The piper works on it with his arm
- ➤ the blowpipe also called windpipe— used to fill the bag with air
- ➤ the drones- to produce harmony and increase the volume eg. -the tenor drone and the bass drone
- ➤ a chanter to produce the melodies. It has a number of holes or keys by means of which the tune is played. It is mostly made of some hardwood such as rosewood or ebony

Task 2. Match each paragraph with the appropriate heading from the list below.

- **A.** It is not only a free time activity but a tradition, too.
- **B.** Scotland is special and the people there are special, too.
- **C.** The economic situation is getting better.
- **D.** Tradition is very important for Scots.
- **E.** There were many important people in the history of Scotland.
- **F.** There are some historical places to visit.
- **G.** This area of Scotland is for those who enjoy spending their time outdoors.

Section 1

There is nowhere like Scotland. It is often cold and grey. It rains a lot. But many visitors love the country very much. They love the beautiful empty hills of the north. They love the sea and the islands. They love the big cities of Edinburgh and Glasgow. They love the people, who are warm, friendly and funny.

Section 2

For many years Scotland was a poor country, but today it is getting richer. People in many countries drink Scotch whisky and this brings money to Scotland. There is oil and gas in the sea between Scotland and Norway. Visitors bring money to the country too because there are lots of things to do and see. Scotland has more freedom now with its own parliament in Edinburgh. Life can be hard but for many people things are changing.

Section 3

Between 1066 and 1328, there were many battles between England and Scotland. In 1314, the Scottish king, Robert the Bruce, beat the English at the Battle of Bannockburn. 10,000 Englishmen died and, soon after, Scotland was free. In 1542, a girl became queen. She became Mary, Queen of Scots. The man who made the first telephone, Alexander Graham Bell, was born in Scotland. John Logie Baird, who made the first television, was Scottish, too. There are many other famous Scots.

Section 4

Edinburgh is the capital city of Scotland. It is an old city with many interesting buildings. The first thing you see when you leave Waverley Station is Edinburgh Castle. Then go down the Royal Mile to Holyrood house. It is three hundred years old. Near Princes Street is the national Gallery of Scotland, with pictures from Scotland and from other countries. Glasgow is the biggest city in Scotland. It used to be a city of shipbuilding. You can see some of the beautiful buildings from that time in George Square.

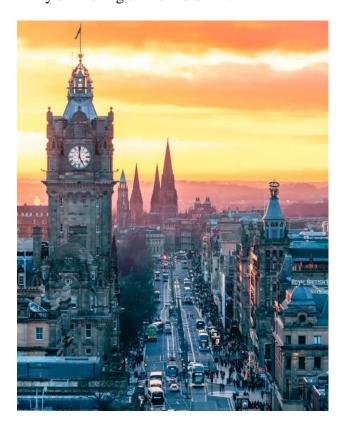
Section 5

Golf started in Scotland in the 15th century. It has been popular since then. Mary, Queen of Scots, played it. The golfing capital of Scotland is St. Andrews, a small city near Edinburgh. For many

Scots, golf is very important. It is not very expensive, and there are many beautiful golf courses: more than four hundred! In the summer, you can play from 7 in the morning till ten at night.

Section 6

The Highlands are good for walking, climbing and fishing. The hills are not very high, but they can sometimes be difficult and dangerous for walkers in the winter, and in the summer, too. Sometimes cold weather comes from the north and so it is important to be warm and always carry something to eat and drink.



Task 3. Do the multiple-choice test.

- 1. What is the capital city of Scotland?
- A. Edinburgh
- B. Glasgow
- C. Aberdeen
- D. Inverness
- 2. Which famous Scottish lake is said to be home to a mythical monster?
- A. Loch Lomond
- B. Loch Ness

- C. Loch Tay
- D. Loch Awe
- 3. Which Scottish poet wrote the famous poem "Auld Lang Syne"?
- A. Robert Louis Stevenson
- B. Sir Walter Scott
- C. Robert Burns
- D. James Hogg
- 4. What is the traditional Scottish garment worn by men called?
- A. Kimono
- B. Kilt
- C. Sarong
- D. Toga
- 5. Which of these is a well-known Scottish food made from sheep's heart, liver, and lungs?
- A. Black pudding
- B. Haggis
- C. Blood sausage
- D. Souse
- 6. Which city is known as the largest city in Scotland?
- A. Dundee
- B. Aberdeen
- C. Glasgow
- D. Edinburgh
- 7. Which Scottish island group is located the furthest north?
- A. Orkney Islands
- B. Hebrides
- C. Shetland Islands
- D. Isle of Skye
- 8. What is the name of the famous military tattoo held annually in Edinburgh?
- A. Edinburgh Festival Fringe
- B. Highland Games
- C. Edinburgh Military Tattoo
- D. Royal Edinburgh Military Tattoo
- 9. What is the national flower of Scotland?
- A. Rose
- B. Shamrock

- C. Daffodil
- D. Thistle
- 10. Who was the Scottish queen executed in 1587?
- A. Mary, Queen of Scots
- B. Anne of Denmark
- C. Elizabeth Stuart
- D. Margaret Tudor

Task 4. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

- 1. Scotland's national animal is the lion.
- 2. The highest mountain in Scotland is Ben Nevis.
- 3. Scotland has hosted the Summer Olympics.
- 4. The official language of Scotland is Gaelic.
- 5. The Scottish city of Dundee is known for its production of jute.
- 6. Loch Ness is the deepest lake in Scotland.
- 7. Scotland's national flag is called the Saltire.
- 8. The Royal Mile is a famous street in Glasgow.
- 9. The kilt is traditionally worn only by women in Scotland.
- 10. The currency used in Scotland is the Euro.
- 11. Robert Burns, a famous Scottish poet, was born in the 19th century.
- 12. Edinburgh Castle is built on an extinct volcano.
- 13. Scotland has more than 700 islands.
- 14. Haggis is a type of Scottish whiskey.
- 15. St. Andrew's Day is celebrated on November 30th in Scotland.

Useful websites!

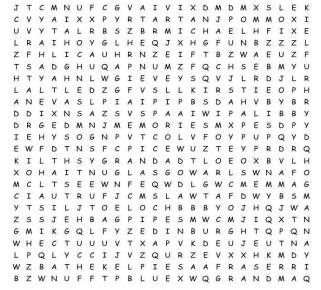


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- 4.https://images.app.goo.gl/sfsrtPTfGuyu5wvQ7;
- 5. https://slideplayer.com/slide/13144241;
- 6. https://www.slideshare.net/slideshow/top-10-most-beautiful-places-in-scotland/69532313;
- 7.https://youtu.be/7pX_b_8iNS4?si=XPpBNdLC EMr0BsXc;
- 8.https://youtu.be/H7SguFl0Xig?si=CeSd8kMVs 3lLFaRQ;

SCOTLAND



LOCH NESS MONSTER ST ANDREW MEMORIES MATILDA KIRSTIE LADDIE HAGGIS

CLAN

TER AULD LANG SYNE
HOGMANNAY
BAGPIPES
GRANDAD
THISTLE
TARTAN
HAPPY
BLUE

THE KELPIES
BEN NEVIS
HAYLEIGH
GRANDMA
GLASGOW
EMELIA
WHITE
KILT

HIGHLANDS EDINBURGH MOTORWAY MICHAEL LASSIE FRASER LIBBY EMMA

8.2.3. Wales

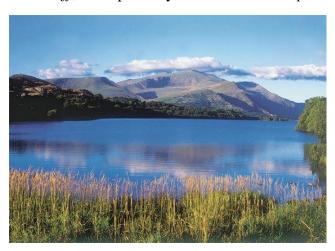
PROVERB

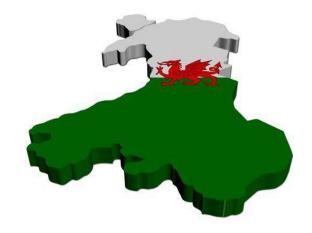
If you want something done right, you have to do it yourself

Task 1. Read the text and study the information.

The irregular-shaped peninsula that is known as Wales accounts for less than a tenth of the total area of the UK. Wales may be small, but if one could roll out flat all the mountains and hills, it would be bigger than Texas. Most of Wales is mountainous. The highest mountains in Wales are in Snowdonia and include Snowdon, which is the highest peak in Wales. The area around Mount Snowdon is very beautiful and it is the largest National Park in Britain. In Wales you're never far from a mountain or the sea, so it's no wonder walkers, cyclists, surfers and sailors love to come and visit. As you travel south you will notice the landscape becomes much softer, though the hills remain of course. In mid Wales there are the Cambrian Mountains and moving further south The Brecon Beacons.

The Welsh coastline is one of the most attractive in the UK, it is very irregular, with many bays. There are over 1,300 kilometres of coastline ranging from long flat sandy beaches to towering cliffs. *Cardigan Bay* is a popular choice for tourists. The main population and industrial areas are in South Wales, consisting of the coastal cities of *Cardiff*, the capital city, *Swansea* and *Newport*.





Wales is said to be *the castle capital of the world*, because it has about 400 castles, of which over 100 are still standing, either as ruins or as restored buildings. The rest have returned to nature, and today consist of ditches, mounds and earthworks, often in commanding positions. They can be find all over the country.



The people of Wales do not have as many reminders of their Welshness in everyday life. The organization of public life is similar to that of England and there are not so many well-known symbols of Welshness. However, there is one single highly important symbol of Welsh identity – the Welsh language. Everybody in Wales can speak English, but it is not everybody's first language. For about 20% of the population, the mother tongue is Welsh. For these people, Welsh identity obviously means more than just living in the region known as Wales. Moreover, in comparison to the other small minority languages of Europe, Welsh is in a strong position. There

are many newspapers in Welsh and a Welsh TV channel, and all public notices and signs are written in both Welsh and English.

Task 2. Do the multiple-choice test.

- 1. What is the capital of Wales?
 - A. Swansea
 - B. Cardiff
 - C. Newport
 - D. Wrexham
- 2. What is the national emblem of Wales?
 - A. Thistle
 - B. Rose
 - C. Daffodil
 - D. Shamrock
- 3. Which language is officially recognized alongside English in Wales?
 - A. Scottish Gaelic
 - B. Welsh
 - C. Cornish
 - D. Irish
- 4. What is the highest mountain in Wales?
 - A. Snowdon
 - B. Ben Nevis
 - C. Scafell Pike
 - D Cadair Idris
- 5. Which famous Welsh castle is a UNESCO World Heritage Site?
 - A. Cardiff Castle
 - B. Caernarfon Castle
 - C. Pembroke Castle
 - D. Conwy Castle
- 6. What is the traditional Welsh dish made of seaweed called?
 - A. Cawl
 - B. Bara Brith
 - C. Laverbread
 - D. Glamorgan Sausage
- 7. Which river is the longest in Wales?
 - A. River Taff
 - B. River Usk
 - C. River Severn

- D. River Dee
- 8. Who is the patron saint of Wales?
 - A. Saint Andrew
 - B. Saint George
 - C. Saint Patrick
 - D. Saint David
- 9. Which sport is Wales particularly known for excelling in?
 - A. Cricket
 - B. Football (Soccer)
 - C. Rugby Union
 - D. Tennis
- 10. What is the name of the Welsh parliament?
 - A. Senedd Cymru
 - B. Scottish Parliament
 - C. House of Commons
 - D. Dáil Éireann

Task 3. Match each paragraph with the appropriate heading from the list below.

- A. The Capital of Wales
- B. The Welsh Language
- C. Historic Castles
- D. Natural Landscapes
- E. Traditional Welsh Cuisine
- F. Welsh Festivals and Events

Section 1

Wales is renowned for its rich cultural heritage, which is exemplified by its numerous castles. These historic fortifications, such as Caernarfon Castle and Conwy Castle, offer a glimpse into the country's medieval past and are major tourist attractions.

Section 2

The landscape of Wales is dominated by stunning natural features, including mountains, valleys, and coastline. Snowdon, the highest peak in Wales, is a popular destination for hikers and nature enthusiasts, providing breathtaking views from its summit.

Section 3

Welsh cuisine is known for its hearty and traditional dishes. Laverbread, made from seaweed, is a unique Welsh delicacy, while other popular foods include cawl (a type of stew) and Welsh cakes, which are often enjoyed during tea time.

Section 4

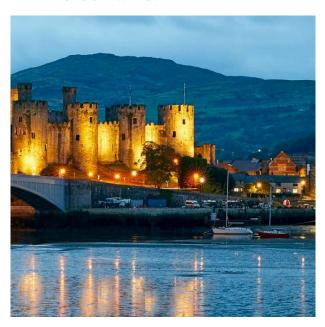
Cardiff, the capital of Wales, is a vibrant city that blends modernity with history. It is home to the Senedd, the Welsh parliament, as well as numerous cultural venues, shopping districts, and the historic Cardiff Castle.

Section 5

The Welsh language, or Cymraeg, is an integral part of Wales' national identity. It is spoken by a significant portion of the population, especially in rural areas, and is taught in schools across the country to ensure its preservation and growth.

Section 6

Wales hosts a variety of festivals and events throughout the year, celebrating its culture and traditions. The Eisteddfod is a notable festival that showcases Welsh music, poetry, and performance, attracting participants and visitors from around the world.



Task 4. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

- 1. Cardiff is the largest city in Wales.
- 2. The Welsh language is spoken by over half of the Welsh population.
- 3. Snowdon is the second-highest peak in the UK.
- 4. Laverbread is made from a type of seaweed.
- 5. The Eisteddfod festival includes competitions in music and poetry.
- 6. Wales has more castles per square mile than any other country in Europe.
- 7. Rugby is the most popular sport in Wales.
- 8. The Senedd Cymru is located in Swansea.
- 9. The River Severn is the longest river in Wales.
- 10. Saint David's Day is celebrated on March 1st in Wales.

Task 5. Read the passage below and fill in the gaps with the given appropriate words.

Cardiff, Eisteddfod, Laverbread, Snowdon, rural, Senedd, castles, Rugby, Severn, David

Wales is a country that is part of the United
Kingdom. It is known for its rugged coastline,
mountainous national parks, and distinctive
Welsh language. The capital city of Wales is
(1), which is also its largest city. Wales
has a rich history, evident in its many
· · · · · · · · · · · · · · · · · · ·
(2), such as Caernarfon Castle and
Conwy Castle.
The highest mountain in Wales is(3),
which attracts many hikers and tourists each year.
Welsh culture is celebrated through various
festivals, including the(4), which
showcases Welsh music, poetry, and
performance. One of the traditional Welsh dishes
is(5), made from seaweed.
Welsh, or Cymraeg, is a language that is still
widely spoken in Wales, especially in the
(6) areas. It is an integral part of the
country's identity and is taught in schools to
ensure its preservation. The Welsh parliament is
known as the(7) Cymru.
Known as the(// Cylinu.

Sport is an important part of Welsh life, with _______(8) Union being particularly popular.

On March 1st, Wales celebrates Saint _______(9)'s Day, in honor of its patron saint.

The longest river in Wales is the River _______(10).

Task 6. Guess and match the pictures with the words by putting number of the pictures.

- A. Enter a fairytale at Castle Coch
- B. Admire Cardiff Castle's wondrous architecture
- C. Go fishing at Roath Park
- D. Cheer on at Principality Stadium
- E. Tour the city in a boat
- F. Feed your curiosity at Techniquest
- G. Stroll through Cardiff City Hall
- H. Visit "Vintage" records store
- I.Bar crawl in the city
- K. Give in to the music at St.David's Hall
- L. Gain knowledge at The Museum of Cardiff
- M. Catch a game at Cardiff City Stadium
- N. Go while water rafting at Cardiff International
- O. Take in the beauty of the Senedd
- P. Tour the filming locations of Doctor Who

Useful websites!



- 1.https://images.app.goo.gl/hEdEKx gnoVswjCoP6;
- 2.https://images.app.goo.gl/66cMC VpPnaJefKG86;
- 3.https://images.app.goo.gl/U2HuC

UboJKgyfx4aA;

- 4.https://images.app.goo.gl/4mykXZxXy4zx3Ed3
6;
- 5. https://amberstudent.com/blog/post/things-to-do-in-cardiff;
- 6. https://youtu.be/3LKB_8z6Dis?si=omOT-axglplWVyG0;
- $7. \underline{https://youtu.be/MdZpF4mkD6o?si=eT7Zvb49f} \\ \underline{uOpes6H} ;$



8.2.4. Northern Ireland



PROVERB

You can't make an omelet without breaking a few eggs.

Task 1. Read the text and study the information.

It is the smallest of the four countries making up the United Kingdom. A characteristic feature of Northern Ireland is the greenness of its countryside and the cloudy skies above. The country consists mainly of low, flat plains which include fertile fields and pasturelands. The centrepiece of Northern Ireland's geography is Lough Neagh, at 151 square miles (391 km2) the largest freshwater lake both on the island of Ireland and in the British Isles. The largest river in the area is the River Bann. There are substantial uplands in the Sperrin Mountains (an extension of the Caledonian fold mountains) with extensive gold deposits, granite Mourne Mountains and basalt Antrim Plateau.

With the exception of Belfast, which is famous for the manufacture of linen and is still a shipbuilding city. this region is largely agricultural. It has several areas of spectacular natural beauty. One of these is the Giant's Causeway on its north coast, so-called because the rocks in the area look like enormous stepping stones. The valley of the River Lagan is dominated by Belfast, whose metropolitan area includes over a third of the population of Northern Ireland, with heavy urbanisation and industrialisation.





Northern Ireland is polarized society where most people are born into, and stay in, one or other of the two communities for the whole of their lives. On one side of the divide are people whose ancestors came from lowland Scotland or England. They are Protestant and want Northern Ireland to remain part of the UK. On the other side are people whose ancestors were native Irish. They are Catholic and would like Northern Ireland to become part of the Irish Republic. Although the two communities live side by side, their lives are segregated. They live in different housing estates, listen to different radio and television programmes, register with different doctors and read different newspapers. Their children go to different schools. The extremes of these hard-line attitudes are gradually softening. Northern Ireland was for many years the site of a violent and bitter ethno-political conflict—the Troubles—which was caused by divisions between nationalists, who are predominantly Roman Catholic, and unionists, who are predominantly Protestant, which has been the most prevalent religion. Unionists want Northern Ireland to remain as a part of the United Kingdom, while nationalists wish for it to be politically united with the rest of Ireland, independent of British rule. However, it should be noted that they apply to a lesser extent among middle-classes.



Northern Ireland, also known as Ulster, is still a part of the United Kingdom. It is made up of six countries: Antrim, Armagh, Down, Fermanagh, Londonderry, Tyrone. One third of the population lives in and around the capital, Belfast. Belfast is also the most important port and commercial and industrial centre. Some parts of the territory, those that are not close to the capital, have remained mainly rural. The Irish population is divided into two groups: the Protestants and the Catholics. The Protestants are of British origin. They are descendants of British settlers who came to Ireland in the XVI-th and XVII-th centuries. during and after the Reformation. The Catholics are mostly natives of Ireland. The Protestants were the majority and dominated the Catholics with strong discrimination. In 1968 the Catholics began the movement for equal civil rights.

The fightings between the two groups of the population continue to this day. Northern Ireland has a strong cultural tradition: songs, dances, literature and festivals. It has its own Art Council, and there are orchestras, theatres, ballet and opera companies.

Give the extensive answers to the discussion questions.

- 1. How many countries are there in Northern Ireland?
- 2. What is the capital of Northern Ireland?
- 3. Into what parts is the Irish population divided?
- 4. Who are the Catholics?
- 5. Who are the Protestants?
- 6. Has the Catholics-Protestants problem been solved?

7. Does Northern Ireland have strong cultural traditions?

Task 2. Do the multiple-choice test.

- 1. What is the capital city of Northern Ireland?
- A. Belfast
- B. Dublin
- C. Edinburgh
- D. Cardiff
- 2. Which famous ship was built in Belfast?
- A. Lusitania
- B. Britannic
- C. Titanic
- D. Queen Mary
- 3. What is the name of the famous volcanic rock formation located on the north coast of Northern Ireland?
- A. Giant's Causeway
- B. Cliffs of Moher
- C. Ring of Kerry
- D. Ben Bulben
- 4. Which traditional Northern Irish sport involves players using a stick to hit a ball into the opposing team's goal?
- A. Hurling
- B. Gaelic football
- C. Shinty
- D. Camogie
- 5. Who is the patron saint of Ireland, celebrated on March 17th?
- A. St. Columba
- B. St. Brigid
- C. St. Patrick
- D. St. Kevin
- 6. What is the name of the famous peace agreement signed in 1998 to help end the conflict in Northern Ireland?
- A. Good Friday Agreement
- B. Belfast Agreement

- C. St. Andrew's Agreement
- D. Anglo-Irish Agreement
- 7. Which city in Northern Ireland is known for its annual Halloween festival, one of the largest in Europe?
- A. Belfast
- B. Derry/Londonderry
- C. Lisburn
- D. Newry
- 8. What is the name of the Parliament building in Belfast?
- A. Stormont
- B. Leinster House
- C. Holyrood
- D. Westminster
- 9. Which body of water separates Northern Ireland from Scotland?
- A. Irish Sea
- B. North Sea
- C. Atlantic Ocean
- D. English Channel
- 10. What traditional music instrument is closely associated with Northern Irish folk music?
- A. Fiddle
- B. Tin whistle
- C. Uilleann pipes
- D. Bodhrán

Task 3. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

1. The Giant's Causeway is a UNESCO World Heritage Site.

- 2. The Ulster Museum is located in the city of Armagh.
- 3. The traditional musical instrument, the bodhrán, is commonly used in Northern Irish folk music.
- 4. The Belfast Peace Walls were built to divide Protestant and Catholic communities.
- 5. St. Patrick's Day is celebrated with more fervor in Northern Ireland than in the Republic of Ireland
- 6. The city of Belfast has a Titanic Quarter, dedicated to the history and legacy of the RMS Titanic.
- 7. The Crown Liquor Saloon in Belfast is known for its elaborate Victorian architecture.
- 8. Northern Ireland is famous for its production of Scotch whisky.
- 9. The Dark Hedges, a famous avenue of beech trees, is located in County Antrim.
- 10. The Ulster Scots language is one of the recognized minority languages in Northern Ireland.





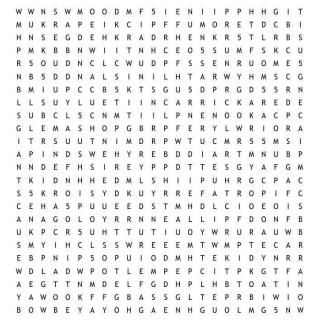
Task 4. Find the word or phrase which is used to mean or describe:

- 1. the edges of hills facing out to sea on the south coast of England;
- 2. areas of land where there are no towns or cities, the opposite of 'urban';
- 3. a combination of smoke and fog;
- 4. the fact that temperatures around the world are rising;
- 5. the flat, watery area in East Anglia;
- 6. an area of Glasgow famous in the past for its terrible housing conditions;

Talking point

- Does the capital city of your country stand in the same relation to the rest of the country as London does to Britain?
- Are the different stereotype reputations of north and south in England similar to those in your own country?

NORTHERN IRELAND



BOTANIC GARDENS CARRICK A REDE DARK HEDGES PORTAFERRY MOURNES MUSSEDEN TEMPLE RATHLIN ISLAND PICKIE PARK PORTRUSH TITANIC GIANTS CAUSEWAY ULSTER MUSEUM LOUGH NEAGH SPERRINS BANGOR

Tips for a teacher!



1.https://images.app.goo.gl/j5Ub 41NohVNS51mg9;

2.

https://images.app.goo.gl/ih2Vj XcC4AJ7tE8T7;

- 3.https://images.app.goo.gl/iNT1Kco8t7M12fMWA;
- 4.https://youtu.be/b_2tOfHiVyg?si=6x6Ot0rAad MDn218;
- 5.https://youtu.be/Tl8_v4q_5rQ?si=rlVnDEGztQ qjh7Hr;
- 6.https://youtu.be/Bcpm1CRg1Sc?si=XWX1aXV bHihFg8Wm;

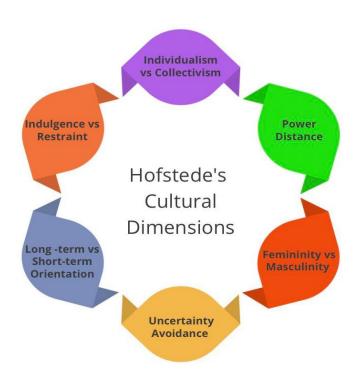
8.3. Culture of the UK from 6 dimensions of Geert Hofstede



PROVERB Don't bite the hand that feeds you.

Task 1. Read the text and study the information.

As the world becomes increasingly interconnected, organizations engage with a diverse array of cultures. This expansion, while offering immense opportunities, also presents unique challenges, particularly in understanding and navigating cultural differences. differences, if not managed effectively, can become roadblocks to international success. Hofstede's Cultural Dimensions Model serves as a critical tool for organizations to successfully operate in the global arena. By harnessing the power of Hofstede's model, organizations can gain a strategic edge, successfully traversing the complex cultural landscapes of the global business environment





Decoding Hofstede's Cultural Dimensions Model

To begin, let's delve into the theoretical underpinnings of Hofstede's Cultural Dimensions Model. Developed by renowned Dutch social psychologist Geert Hofstede, this model provides a comprehensive framework for understanding cultural differences, identifying six dimensions that describe a culture:

- 1. Power Distance Index (PDI): This dimension measures the degree to which less powerful members of organizations and institutions accept and expect power to be distributed unequally.
- 2. Individualism vs. Collectivism (IDV): This dimension explores the extent to which individuals in a society are integrated into groups.
- 3. Masculinity vs. Femininity (MAS): This dimension examines the distribution of roles between genders in society.
- 4. Uncertainty Avoidance Index (UAI): This dimension expresses the level of discomfort members of a society feel with uncertainty and ambiguity.
- 5. Long-Term Orientation vs. Short-Term Normative Orientation (LTO): This dimension describes how societies balance maintaining links with their past while dealing with the challenges of the present and future.
- 6. Indulgence vs. Restraint (IVR): This dimension is related to the extent to which societies allow gratification of basic human drives related to enjoying life and having fun.

The Significance of Hofstede's Model for Organizations



Hofstede's Model provides systematic framework for understanding and comparing and values, equipping cultural norms organizations with the knowledge to comprehend the cultural contexts in which they operate. This understanding is crucial in developing strategies that are culturally sensitive and effective, thereby avoiding misunderstandings, conflicts, failures that can arise from cultural differences.

Now that you understand the model, how do you use it? Let's explore best practices for applying the model:

Training and Development: To design culturally appropriate training programs, start by conducting cultural assessments to understand the dominant cultural dimensions within your organization. Tailor the content and delivery methods to align with the cultural values and preferences of employees. For example, if your organization has a high Power Distance Index (PDI), incorporate hierarchical structures and authority figures in training materials.

Leadership and Coaching: Adapting leadership styles to the cultural context is essential for effective leadership. Leaders should invest time in understanding the cultural dimensions of their team members and adapt their communication and decision-making processes accordingly. For instance, leaders operating in cultures with high Uncertainty Avoidance Index (UAI) should

provide clear guidelines and structured approaches to minimize uncertainty.

Employee Engagement: To develop engagement strategies that resonate with the cultural values of employees, foster an inclusive and participatory culture. Encourage open communication, active listening, and recognition of diverse perspectives. Adapt recognition and rewards programs to acknowledge cultural preferences. For example, in collectivist cultures (high on the Individualism vs. Collectivism dimension), consider team-based incentives rather than individual rewards.

Diversity and Inclusion: Build a culture that celebrates and embraces diversity. Establish diverse hiring practices, ensuring representation from various cultural backgrounds. Encourage cross-cultural collaboration and create platforms for employees to share their cultural experiences and perspectives.

Hofstede's Cultural Dimensions Model is not just a theoretical construct; it's a practical tool that can be leveraged by organizations to navigate the complex cultural landscapes of the global business environment. By understanding and effectively applying this model, organizations can foster a more inclusive work environment, design culturally sensitive strategies, and achieve greater success in their international ventures.



Task 2. Match each heading with the correct description of the UK culture based on Hofstede's six dimensions.

- 1. Individualism
- 2. Power Distance
- 3. Masculinity
- 4. Uncertainty Avoidance
- 5. Long-Term Orientation
- 6. Indulgence

Section A

The UK ranks high on this dimension, indicating that people prefer a loosely-knit social framework where individuals are expected to take care of themselves and their immediate families.

Section B

The UK has a relatively low score on this dimension, which suggests a society that accepts a hierarchical order and values equality and independence.

Section C

The UK scores relatively high on this dimension, reflecting a society driven by competition, achievement, and success, with a focus on material rewards for performance.

Section D

The UK has a moderate to low score on this dimension, showing that the society maintains a relaxed attitude where practice counts more than principles and is open to new ideas and innovation.

Section E

The UK scores low on this dimension, which suggests a society that values personal freedom, enjoys life, and has a positive attitude toward leisure and fun.

Section F

The UK has a moderate score on this dimension, indicating a pragmatic culture that values both short-term and long-term outcomes, with a focus on preparing for the future while respecting the traditions.

Task 3. Read and identify True / False statements on Culture of the UK from Hofstede's Six Dimensions

- 1. The UK scores high on Individualism, indicating a preference for a loosely-knit social framework.
- 2. The UK has a high score on Power Distance, suggesting a society that accepts hierarchical order and values equality.
- 3. The UK scores high on Masculinity, reflecting a competitive and achievement-oriented society.
- 4. The UK has a high score on Uncertainty Avoidance, showing a strong preference for established routines and norms.
- 5. The UK scores low on Long-Term Orientation, indicating a focus on short-term goals over long-term planning.
- 6. The UK scores high on Indulgence, reflecting a society that values personal freedom and leisure.
- 7. The UK's low score on Power Distance suggests a high degree of acceptance of unequal power distribution.
- 8. A high score on Individualism means that the UK values collective well-being over personal achievements.
- 9. The UK's moderate score on Long-Term Orientation indicates a balance between respecting traditions and embracing change.
- 10. The UK's low score on Uncertainty Avoidance means the society is open to new ideas and innovations.

Task 4. Match each term with its correct definition.

- 1. Individualism
- 2. Power Distance
- 3. Masculinity
- 4. Uncertainty Avoidance
- 5. Long-Term Orientation
- 6. Indulgence

A. The degree to which members of a society feel uncomfortable with uncertainty and ambiguity, preferring established norms and procedures.

- B. The extent to which people in a society value independence, self-reliance, and individual achievements over group goals.
- C. The level to which a society is driven by competition, achievement, and success, often associated with material rewards.
- D. The degree to which a society allows relatively free gratification of basic and natural human drives related to enjoying life and having fun.
- E. The extent to which a society accepts that power is distributed unequally among people, and how it deals with inequalities among people.
- F. The degree to which a society maintains a pragmatic approach, fostering virtues oriented towards future rewards, perseverance, and thrift.



Task 5. Do the multiple-choice test on Culture of the UK from Hofstede's Six Dimensions

- 1. Which dimension reflects the UK's preference for a loosely-knit social framework where individuals are expected to take care of themselves and their immediate families?
- A. Power Distance
- B. Individualism
- C. Masculinity
- D. Long-Term Orientation
- 2. What does a low score on the Power Distance dimension indicate about the UK's culture?
- A. A high acceptance of hierarchical order
- B. A preference for equality and independence
- C. Strong competitiveness and achievement orientation
- D. A focus on future rewards and perseverance

- 3. The UK's relatively high score on which dimension indicates a society driven by competition, achievement, and success?
- A. Uncertainty Avoidance
- B. Individualism
- C. Masculinity
- D. Indulgence
- 4. How does the UK's low score on Uncertainty Avoidance affect its culture?
- A. It shows a strong preference for established routines and norms.
- B. It indicates openness to new ideas and innovation.
- C. It reflects a high level of inequality acceptance.
- D. It emphasizes short-term goals over long-term planning.
- 5. Which dimension reflects the UK's balance between short-term and long-term goals, with a focus on preparing for the future while respecting traditions?
- A. Long-Term Orientation
- B. Power Distance
- C. Individualism
- D. Uncertainty Avoidance
- 6. What does a high score on the Indulgence dimension suggest about the UK's culture?
- A. The society prefers restraint over gratification.
- B. The society values personal freedom and leisure.
- C. The society emphasizes long-term planning and perseverance.
- D. The society has a strong preference for hierarchy and inequality.
- 7. Which of the following best describes the UK's attitude towards uncertainty and ambiguity, according to Hofstede's dimensions?
- A. High tolerance and openness to new experiences
- B. Strong adherence to rules and procedures
- C. Emphasis on collectivism and group harmony
- D. High acceptance of power inequality
- 8. The UK's culture, characterized by a high score in Individualism, tends to:

- A. Prioritize group goals over individual achievements.
- B. Value independence and self-reliance.
- C. Maintain a high power distance.
- D. Show strong uncertainty avoidance.
- 9. Which dimension indicates that the UK has a moderate approach, balancing respect for traditions with openness to change and future planning?
- A. Masculinity
- B. Power Distance
- C. Long-Term Orientation
- D. Indulgence
- 10. A society with a low score on Power Distance, like the UK, is likely to:
- A. Rigidly adhere to social hierarchies.
- B. Foster egalitarian and independent relationships.
- C. Have high levels of masculinity.
- D. Avoid uncertainty and change.



Subunit 8.1.

Hofstede's cultural dimensions. Culture specific (emic) approaches. What are the beliefs at the center of our "world"? (in the sample of the USA)

8.1.1.General information



PROVERB When in Rome, do as the Romans

Task 1. Read the text and study the information.

The United States of America is situated on the North America and is washed by two oceans: the Pacific and the Atlantic. The USA borders only two countries — Canada and Mexico. The USA has a lot of mountains, rivers, lakes. The main mountains are Appalachi and the Cordilierra. The longest rivers are the Mississippi and the Missouri. The climate of the country is very changeable. In the southern part it is subtropical while the northern part has a very cold weather in winter.

The USA has fifty states and one Federal district of Colombia where the capital of the country is situated. The capital of the USA is Washington. It stands on the Potomac river in the eastern part of the country. In comparison with such ancient cities as, say, London or Moscow, Samarkand or Bukhara, Washington is quite young. The capital owes much to the first President of the USA-George Washington. It was G. Washington, who chose the place for the capital and laid in 1790 the corner-stone of the Capitol, where Congress sits.

Washington has many historical places. The largest and tallest among the buildings is the Capitol with its great House of Representatives and the Senate chamber. There are no skyscrapers in Washington because no other building must be taller than the Capital. The main cities of the USA are located at the Pacific and Atlantic



coasts. New-York, the largest city of the country, is situated on Manhattan island. Other large cities are San-Francisco, Los-Angeles, Detroit, Chicago, Phoenix and Dallas.

The USA is the country of highly developed industry and agriculture. The main industrial centres are Chicago and Detroit, with their greatest automobile company "General Motors". There are many farms with various agricultural products. Grains, fruit and vegetables are grown on numerous fields especially in the South.

The USA is a country with great holidays, customs and traditions. It is one of the beautiful and interesting countries in world.





Give the extensive answers to the discussion questions:

- 1. Where is the USA situated?
- 2. What is the climate of the USA?
- 3. How many states are there in the USA?
- 4. What is the capital of the USA?
- 5. What historical places are there in Washington
- 6. What industry and agriculture has the USA?

Task 2. Reread the text more carefully and complete the given sentences.

- 1. The USA is situated on...
- A. North America continent;
- B. South America continent
- C. African continent;
- D. European continent;
- 2. The USA borders only...
 - A. one country;
 - B. two countries;
 - C. three countries;
 - D. four countries;
- 3. The climate of the country is...
 - A. mild;
 - B. changeable;
- C. unchangeable;
- D. sharply continental;
- 4. The USA has fifty states and...
 - A. one federal district:
 - B. two federal districts;
 - C. three federal districts;
 - D. four federal districts;

- 5. Washington stands on...
- A. the Seine;
- B. the Severn;
- C. the Potomac
- D. the Thames;
- 6. In comparison with some ancient cities Washington is...
 - A. ancient;
 - B. old;
- C. new;
- D. young;
- 7. The capital owes much to...
 - A. the first president;
 - B. the first minister;
 - C. the first cosmonaut;
 - D. the first sportsman;
- 8. The main cities of the USA are located...
 - A. on the rivers;
 - B. on the plains;
 - C. at the ocean coasts;
 - D. at the mountains;
- 9. New York is situated on...
 - A. Cyprus;
 - B. Iceland:
 - C. Easter Island;
 - D. Manhattan Island;
- 10. There are no...in Washington.
 - A. monuments;
 - B. sky-scrapers;
 - C. hotels;
 - D. restaurants:





Washington

Washington, the capital of the USA, was founded in 1791. The city was named after the first president George Washington. The population of the city is nearly three million people. The Capitol is the centre of the city. It was built according to the plans of William Thornton, who was an amateur architect. It is situated on Capitol Hill. The White House is the place where the president of the USA lives and works. This house was first occupied in 1800 by John Adams, who was the first president to live in that house. The White House has 132 rooms.

Washington has many sights, for example, the Library of Congress, the Lincoln memorial, the Tomb of the Unknown Soldier and others. The National Gallery of Arts contains art collections by the great masters of the 14th to 18th centuries. The Library of Congress contains millions of books and manuscripts. Outside the city the Arlington National Cemetery is situated. John Kennedy was buried there. The famous Tomb of the Unknown Soldier is also situated there. The industry of the city is not well developed. But Washington is a large scientific and cultural centre. Many research and designing institutes are concentrated here. There are five universities in the city and the National Academy of Sciences.

Task 3. Do the multiple-choice test.

- 1. Which sight is **not** situated in Washington DC?
- A. Lincoln Memorial
- B. Empire State Building
- C. The White House

- 2. The place built in honour of the first President of the USA is...
- A. Lincoln Memorial
- B. Jefferson Memorial
- C. Washington Monument
- 3. The President of the USA lives in....
- A. The Capitol
- B. The White House
- C. The Smithsonian Institution.
- 4. The best transport in Washington DC is...
- A. taxi
- B. metro
- C. double-deckers
- 5.The museums of Washington DC are mostly located in...
- A. Pennsylvania Avenue
- B. Broadway
- C. The National Mall

8.1.2. Characteristics of Americans/American Culture



Task 1. Read the statements and study the information.

To help you compare and contrast what you observe of American culture and your own, mark the similarities and differences between your culture and what you have read about in this book.

- 1. America is enormous: the third largest country in the world with a population of more than 300 million people.
- 2. Americans come in all colors, have all types of religions, and speak many languages from all over the world.
- 3. Americans are extremely independent, individualistic, and like to be different from each other.
- 4. 66% of Americans are overweight; 37% of those are obese.
- 5. Americans believe in freedom of choice.
- 6. Americans need a lot of "elbow room"; they like personal space around them.
- 7. Approximately 1% of Americans are homeless (3.5 million people).
- 8. Americans talk easily to the homeless but use good judgment and are careful with whom they talk.
- 9. Sadly, the streets of major cities are often dirty.
- 10. Many people, especially teenagers, wear strange clothes, and many have tattoos and body piercings.
- 11. Americans follow the rule of law.



- 12. Littering (throwing garbage on the street), graffiti and tagging (writing on the walls), and loitering (standing around and doing nothing) are against the law and are punishable by a fine or jail.
- 13. Discriminating against or making any insulting statement about someone else's religion or ethnicity is against the law and could be punishable as a *hate crime*.
- 14. You must be over the age of 21 and you must have an identification card with a photo to buy or drink alcohol.
- 15. In most states, it is illegal to buy cigarettes if you are under the age of 18 and often you can only smoke in certain places.
- 16. Americans are extremely informal and call most people by their first name or nickname.
- 17. Americans smile a lot and talk easily to strangers, sharing personal stories.
- 18. Asking "How are you?" is simply a greeting and is not a question about your health.
- 19. When Americans put their hands on their hips, they are usually relaxed; when they fold their

arms tightly across their chests, they are angry or very serious (or cold).

- 20. Americans don't push or stand too close to anyone in line. They always wait their turn.
- 21. In a restaurant, the server is usually very friendly and helpful and often will tell you his or her name.
- 22. When the service is good, tipping is expected to be 15–20% of the bill.
- 23. Polite Americans eat with one hand while the other one is under the table on their laps.
- 24. Usually, when friends meet at a restaurant they each pay their share of the bill or split the bill in half. It's called *going Dutch*.
- 25. If you have guests over to your house, turn off the television, make sure your music isn't too loud.
- 26. Americans have parties for many reasons. Sometimes they are held for friends to get together and to meet new people. There is rarely music or dancing at a typical American party.
- 27. When you meet Americans, be sure to look them in the eye, smile, and shake hands.
- 28. Make small talk at the beginning of a conversation. After a few questions, you will be asked, "What do you do?" (This means what is your job?)





- 29. For weddings and showers, people register for gifts at a specific place.
- 30. Americans open presents and cards in front of people.
- 31. Be sure you include a card with your gift. The person given the gift will send you a thank you card.
- 32. At an American funeral, it is not normal to make loud sad sounds. Americans try to keep strong emotions inside.
- 33. There is no traditional color or flower that symbolizes death. Any and all flowers can be used at funerals.
- 34. We do not give money at a funeral. Sometimes, we send flowers or plants to the ceremony.
- 35. After the funeral, there is usually a reception at the home of the family. There is usually a lot of food and sometimes alcohol.
- 36. Never ask Americans a direct question about their religion, age, money, salary, weight, or dress/suit size.
- 37. Do not make any racist or negative remarks about someone's religion, family background, or sexual preferences.



- 38. Men should not make any "sexist" remarks to or about women—anything that would make women unequal to men.
- 39. Americans say that they don't want to talk about politics, but sometimes they do. It's best to just listen first to see the other person's point of view before you let them know your thoughts.
- 40. Never go to someone's house without calling first to see if it is convenient.
- 41. If you are invited to an American party, do not bring your children, friends, or family members without first asking the permission of the host.



- 42. Time is money. Never be late to classes, employment interviews, appointments, parties (especially your wedding!), etc.
- 43. Some Americans hug a lot. It is okay for women and men to hug even if they are not close friends.
- 44. It is normal for American women to have male friends who are just friends (and vice versa).
- 45. It is not uncommon for American men and women to share an apartment as roommates and not have a sexual relationship with each other.
- 46. Most American women do not like possessive or jealous men.
- 47. Most American women do not feel comfortable having the man pay for everything all of the time.
- 48. Be careful: Meet new friends in a public place many times before you get into a car or give out your address.
- 49. American parents speak to their children as adults and teach them how to be responsible for their actions.
- 50. American parents encourage their children to question and always ask "Why?"

Task 2. Match the name of the landmarks of the USA with its definition.

- A. The National Monument
- B. The Famous Bridge
- C. The Entertainment Capital
- D. The Iconic Statue
- E. The Historic Independence Site
- F. The Presidential Residence
- G. The Natural Park
- H. The Largest Canyon
- I. The Ancient Ruins
- J. The Symbol of Freedom

- 1. This colossal statue in New York Harbor is a symbol of freedom and democracy, welcoming millions of immigrants to the United States.
- 2. This historic site in Philadelphia is where the Declaration of Independence and the U.S. Constitution were debated and adopted.
- 3. This iconic red suspension bridge connects San Francisco to Marin County and is one of the most photographed bridges in the world.
- 4. Known as the "Entertainment Capital of the World," this city in Nevada is famous for its vibrant nightlife centered around 24-hour casinos and other entertainment options.
- 5. This massive gorge in Arizona, carved by the Colorado River, is renowned for its stunning vistas and geological significance.
- 6. This monument in Washington, D.C., honors the first President of the United States and stands as a prominent feature on the National Mall.
- 7. The residence and workplace of the President of the United States, located at 1600 Pennsylvania Avenue NW in Washington, D.C.
- 8. This stretch of road along California's coast is famed for its dramatic scenery, including cliffs, beaches, and redwood forests.
- 9. This park in Wyoming, Montana, and Idaho is known for its geothermal features, including the famous Old Faithful geyser.
- 10. This site in New York City was tragically destroyed in 2001 and is now a memorial to the victims of the September 11 attacks.



Task 3. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

- 1. The Statue of Liberty was a gift from France to the United States.
- 2. The Golden Gate Bridge is painted golden.
- 3. Yellowstone National Park was the first national park in the world.
- 4. The Empire State Building was once the tallest building in the world.
- 5. Mount Rushmore features the faces of five US Presidents.
- 6. The White House is located in Washington, D.C.
- 7. The Gateway Arch is in New Orleans.
- 8. Independence Hall is where the Declaration of Independence was signed.
- 9. The Space Needle is located in San Francisco.
- 10. The Grand Canyon was formed by the Mississippi River.



Task 4. How do you know the USA?

- 1. What is the capital of the USA?
- 2. Who was the first president of the USA?-
- 3. How many stripes does the American flag have?
- 4. What city was the first capital of the USA?
- 5. Where is the Statue of Liberty situated?
- 6.On what river is Washington situated?
- 7. Which of the USA Presidents was Hollywood actor?
- 8. What is the biggest state of the USA?
- 9.In what city is Hollywood?
- 10.One of the best University of the USA
- 11.The Street in New York where the most theatres are situated

- 12. Who wrote "Adventures of Tom Sawyer 13. What is the official residence of the American President
- 14. What is the national emblem(symbol) of the USA
- 15. What is America's symbol of Freedom

United States of America

CIBMISSISS IPPICOLORADO RBQMODEERFP MONTANAY ESREJWENOBEW L E M Z Z X I R U O S S I M O G M W J O 0 Ν LL Е U M U U EAIN E A L A B AMARL AANXY 0 0 X C S GROEGWCIVI DTH INAMA G C W AA Е N N U K N S 0 0 Ν N W R E TSGAS K AAOSW C L U DAT A C MIA 0 0 F SAXGM L W Н C DCDTJ AHRM AOOHLI K S G C X J Q S N C O N N E C JHREES SENNET GN S KA N SAS A U R L Y M N W Ε S TVIRG IN H E B M I N N E S O T A A R AIVMM YHRHODEIS INNORTHDAKOTABVYNEVA SNAKRAOIHOMIWLANA P E N N S Y L V A N I A J S P K R O Y W E N

District Of Columbia	South Carolina	North Carolina
Massachusetts	Rhode Island	Pennsylvania
Connecticut	Washington	New Mexico
Wisconsin	Tennessee	Minnesota
Oklahoma	New York	Nebraska
Maryland	Kentucky	Illinois
Arkansas	Freedom	Wyoming
Indiana	Georgia	Florida
Oregon	Nevada	Kansas
Texas	Maine	Idaho
Iowa		

West Virginia New Hampshire North Dakota Mississippi **New Jersey** California Louisiana Virginia Missouri Michigan Delaware Colorado Vermont Montana Arizona Alabama Hawaii Alaska Utah Ohio

Task 5. Guess and match the pictures with the words.

- A. The Scenic Coastal Highway
- B. The Historic Battlefield
- C. The National Wonder
- D. The Skyscraper Symbol
- E. The Entertainment Venue
- F. The Historic Gateway
- G. The Historic Route
- H. The Cultural Landmark
- I. The Modern Marvel



Useful websites!



- 1.<u>https://images.app.goo.gl/j5Ub41</u> NohVNS51mg9;
- 2.https://images.app.goo.gl/ih2VjX cC4AJ7tE8T7;
- 3.https://images.app.goo.gl/iNT1K

co8t7M12fMWA;

- 4.<u>https://youtu.be/b_2tOfHiVyg?si=6x6Ot0rAad</u> MDn218;
- 5.https://youtu.be/Tl8_v4q_5rQ?si=rlVnDEGztQgjh7Hr;

8.1.3. Culture of the USA from 6 dimensions of Geert Hofstede



Task 1. Read the text and study the information.

Dimensions of Organizational Cultures

The dimensional paradigm can be applied at other than the national level as well, in particular at the organizational and occupational levels (Helmreich & Merritt, 1998). A research project similar to the IBM studies but focusing on organization rather than national differences was carried out by this author and a team of collaborators in the 1980s (Hofstede, Neuijen, Ohavy, & Sanders, 1990). Qualitative and quantitative data were collected in organizations work or organizations in the Netherlands and Denmark. The units studied varied from a toy manufacturing company to two municipal police corps. The study consisted of three phases: open-ended interviews with a selection of informants, forcedchoice questionnaires with all, or random samples of, employees, and collecting measurable characteristics at the organization level. The questionnaires included the items used for calculating national culture dimensions in the IBM crossnational survey, but added a large number of questions collected by the 18 interviewers in the interview phase. This study found large differences among perceptions of daily practices but only modest differences in values, beyond those due to such basic facts as nationality, education, gender and age group.





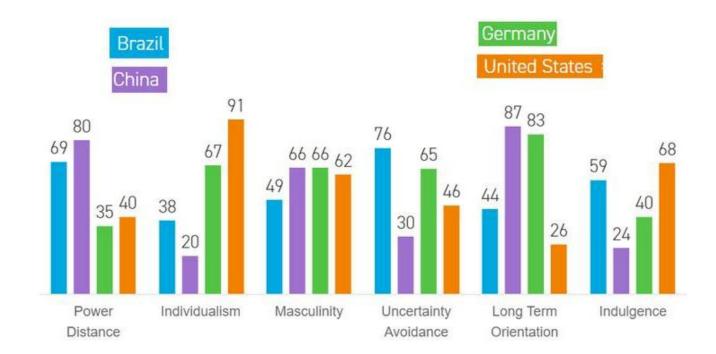
Six independent dimensions, resembling distinctions known from organization sociology, were identified that describe the larger part of the variety in organization practices. These six dimensions can be used as a framework to describe organization cultures, but their research base in twenty units from two countries is too narrow to consider them as universally valid and sufficient. For describing organization cultures in other countries and/or in other types of organizations, additional dimensions may be necessary or some of the six may be less useful. The six dimensions found in our research were:

1. Process-oriented versus results-oriented

Process-oriented cultures are dominated by technical and bureaucratic routines, resultsoriented by a common concern for outcomes. This dimension was associated with the culture's degree of homogeneity: in resultsoriented units, everybody perceived practices in about the same way; in processoriented units, there were vast differences in perception among different levels and parts of the unit. The degree of homogeneity of a culture is a measure of its 'strength': the study confirmed that strong cultures are more results- oriented than weak ones, and vice versa (Peters & Waterman, 1982).

2. Job-oriented versus employee-oriented

The former assume responsibility for the employees' job performance only, and nothing more; employee-oriented cultures assume a broad



responsibility for their members' wellbeing. At the level of individual managers, the distinction between job orientation and employee orientation has been popularized by Blake and Mouton's Managerial Grid (1964). The Hofstede et al. study shows that job versus employee orientation is part of a culture and not (only) a choice for an individual manager. A unit's position on this dimension seems to be largely the result of historical factors, like the philosophy of its founder(s) and the presence or absence in its recent history of economic crises with collective layoffs.

3. Professional versus parochial

In the former, the (usually highly educated) members identify primarily with their profession; in the latter, the members derive their identity from the organization for which they work. Sociology has long known this dimension as 'local' versus 'cosmopolitan', the contrast between an internal and an external frame of reference (Merton, 1949).

4. Open systems versus closed systems

This dimension refers to the common style of internal and external communication, and to the

ease with which outsiders and newcomers are admitted. This is the only one of the six dimensions for which a systematic difference was found between Danish and Dutch units. It seems that organizational openness is a societal characteristic of Denmark more than of the Netherlands. This shows that organization cultures also contain elements from national culture differences.

5. Tight versus loose control

This dimension deals with the degree of formality and punctuality within the organization; it is partly a function of the unit's technology: banks and pharmaceutical companies can be expected to show tight control, research laboratories and advertising agencies loose control; but even with the same technology some units may still be tighter or looser than others.

6. Pragmatic versus normative

The last dimension describes the prevailing way (flexible or rigid) of dealing with the environment, in particular with customers. Units selling services are likely to be found towards the pragmatic (flexible) side, units involved in the application of laws and rules towards the normative (rigid) side. This dimension measures the degree of 'customer orientation', which is a highly popular topic in the marketing literature.

Task 2. Do the multiple-choice test on Culture of the USA from Hofstede's Six Dimensions



- 1. Which dimension reflects the USA's preference for a loosely-knit social framework where individuals are expected to take care of themselves and their immediate families?
- A. Power Distance
- B. Individualism
- C. Masculinity
- D. Long-Term Orientation
- 2. What does a relatively low score on the Power Distance dimension indicate about the USA's culture?
- A. A high acceptance of hierarchical order
- B. A preference for equality and independence
- C. Strong competitiveness and achievement orientation
- D. A focus on future rewards and perseverance
- 3. The USA's relatively high score on which dimension indicates a society driven by competition, achievement, and success?
- A. Uncertainty Avoidance
- B. Individualism
- C. Masculinity
- D. Indulgence
- 4. How does the USA's moderate score on Uncertainty Avoidance affect its culture?
 A. It shows a strong preference for established routines and norms.

- B. It indicates openness to new ideas and innovation.
- C. It reflects a high level of inequality acceptance.
- D. It emphasizes short-term goals over long-term planning.
- 5. Which dimension reflects the USA's focus on immediate gratification and the present moment, rather than long-term goals?
- A. Long-Term Orientation
- B. Power Distance
- C. Individualism
- D. Indulgence
- 6. What does a high score on the Indulgence dimension suggest about the USA's culture?
- A. The society prefers restraint over gratification.
- B. The society values personal freedom and leisure.
- C. The society emphasizes long-term planning and perseverance.
- D. The society has a strong preference for hierarchy and inequality.
- 7. Which of the following best describes the USA's attitude towards uncertainty and ambiguity, according to Hofstede's dimensions?
- A. High tolerance and openness to new experiences
- B. Strong adherence to rules and procedures
- C. Emphasis on collectivism and group harmony
- D. High acceptance of power inequality



- 8. The USA's culture, characterized by a high score in Individualism, tends to:
- A. Prioritize group goals over individual achievements.
- B. Value independence and self-reliance.
- C. Maintain a high power distance.
- D. Show strong uncertainty avoidance.
- 9. Which dimension indicates that the USA has a relatively short-term focus, with an emphasis on quick results and immediate rewards?
- A. Masculinity
- B. Power Distance
- C. Long-Term Orientation
- D. Indulgence
- 10. A society with a low score on Power Distance, like the USA, is likely to:
- A. Rigidly adhere to social hierarchies.
- B. Foster egalitarian and independent relationships.
- C. Have high levels of masculinity.
- D. Avoid uncertainty and change.

Task 3. Fill in the blanks with the correct terms from the list below. Each term can be used only once.

- Individualism
- Power Distance
- Masculinity
- Uncertainty Avoidance
- Long-Term Orientation
- Indulgence

1. The USA scores high on,					
indicating a preference for a loosely-knit social					
framework where individuals are expected to take					
care of themselves and their immediate families.					
2. The relatively low score on					
suggests that the USA values equality and					
independence rather than hierarchical order.					
3. A high score on reflects that the					
USA is driven by competition, achievement, and					
success, with a focus on material rewards.					
4. The USA has a moderate score on,					
showing an openness to new ideas and innovation					

rather	than	strict	adhere	ence	to	esta	ıblish	ed
routine	s.							
5. The	low sc	ore on _			sugg	ests	that t	he
USA	has a	a shor	t-term	focu	ıs	and	plac	es
importa	ance or	n imme	diate gr	atific	atior	n rath	ner th	an
long-te	rm pla	nning.						
6. A hi	gh sco	re on _		i	ndic	ates	that t	he
USA v	alues	persona	al freed	om,	leist	ire, a	and t	he
enjoym	nent of	life.						



Task 4. Match each heading with the correct description of the USA's culture based on Hofstede's six dimensions.

- 1. Individualism
- 2. Power Distance
- 3. Masculinity
- 4. Uncertainty Avoidance
- 5. Long-Term Orientation
- 6. Indulgence

Section A

The USA ranks high on this dimension, indicating a preference for a loosely-knit social framework where individuals are expected to take care of themselves and their immediate families.

Section B

The USA has a relatively low score on this dimension, suggesting that the society values equality and independence rather than hierarchical order.

Section C

The USA scores relatively high on this dimension, reflecting a society driven by

competition, achievement, and success, with a focus on material rewards for performance.

Section D

The USA has a moderate score on this dimension, showing that the society maintains a relaxed attitude where practice counts more than principles and is open to new ideas and innovation.

Section E

The USA scores low on this dimension, indicating a focus on immediate gratification and short-term results rather than long-term planning.

Section F

The USA has a high score on this dimension, which suggests a society that values personal freedom, leisure, and the enjoyment of life.

Task 5. Read each statement and decide if it is true (T) or false (F) based on on Culture of the USA from Hofstede's Six Dimensions

- 1. The USA scores high on Individualism, indicating a preference for a loosely-knit social framework where individuals are expected to take care of themselves and their immediate families.
- 2. The USA has a high score on Power Distance, suggesting a society that values equality and independence rather than hierarchical order.
- 3. The USA scores high on Masculinity, reflecting a society driven by competition, achievement, and success.
- 4. The USA has a high score on Uncertainty Avoidance, indicating a strong preference for established routines and norms.
- 5. The USA scores low on Long-Term Orientation, suggesting a focus on short-term goals over long-term planning.
- 6. The USA scores high on Indulgence, indicating a society that values personal freedom, leisure, and enjoyment of life.
- 7. The USA's low score on Power Distance indicates a high degree of acceptance of unequal power distribution.
- 8. A high score on Individualism means that the USA values collective well-being over personal achievements.

- 9. The USA's low score on Long-Term Orientation indicates a focus on immediate gratification rather than future rewards.
- 10. The USA's moderate score on Uncertainty Avoidance shows that the society is open to new ideas and innovation.



Task 6. Discussion questions on Culture of the USA from Hofstede's Six Dimensions.

- 1. How does the high level of Individualism in the USA influence workplace culture?
- 2. What are the implications of the USA's low Power Distance score for leadership and management styles?
- 3. In what ways does the high Masculinity score affect gender roles and workplace expectations in the USA?
- 4. How does the USA's moderate score on Uncertainty Avoidance impact innovation and risk-taking in business?
- 5. What does the low score on Long-Term Orientation indicate about American attitudes towards planning and future goals?
- 6. How does the high score on Indulgence reflect American values and lifestyle?

Subunit 8.2

Hofstede's cultural dimensions. Culture specific (emic) approaches. What are the beliefs at the center of our "world"? (in the sample of Canada)

8.2.1. General information



PROVERB The early bird cat ches the worm

Task 1. Read the text and study the information.



Canada is the second largest country in the world. Canada is situated in North America. Its total land area is about 10 mil.sq. km . As Canada extends for thousands of miles from the Arctic Ocean to the USA and from the Atlantic Ocean to the Pacific Ocean, all kinds of weather conditions, are to be found there. The capital is Ottawa, which is located on the banks of the Ottawa, Rideau and Gatineau rivers: the main cities are: Toronto. Montreal and Vancouver. The word Canada comes from one of the Red Indian languages «Kannata», meaning «a number of huts». Canada is often called «The land of the Maple Leaf». The maple leaf is the national symbol of Canada. Today Canada is an independent federative state, consisting of 10 provinces and 3 territories. But according to the Constitution Act of 1982 British Monarch, King Charles III of the United

Kingdom is recognized as King of Canada. Both English and French are official languages of the country. It is a member of the Commonwealth, headed by the King of Great Britain. It is the country of many immigrants so it is a mix of cultures and traditions. The Canadians like sports. Canadian popular sport is ice hockey. Canada is a country with very high standards of living. This country is particularly advanced in the areas of health, education, social protection and human rights.



Task 2. Read the text "Canada" again and say which of the two is right.

- 1. The name "Canada" comes from an Indian / French word
- 2. The largest country in the world is Canada / Russia
- 3. Most of the Canadians live in the north / south
- 4. Canada has 10 provinces and 3 territories / 3 provinces and 10 territories
- 5. Forests / prairies cover about half of Canada
- 6. The King is represented in Canada by the lord governor / governor-general
- 7. Every child in Canada can be educated in English / English and French

The flag of Canada is red and white. In the centre there is an 11-pointed red maple leaf (on white background). This has been the national flag of Canada since 1965. It is also known as the **Maple** Leaf. Red and white are Canada's national colours. History records that these colours were used in the first crusade. King George V. approved red and white as Canada's official colours in the proclamation of the royal arms of Canada in 1921. The 11 points of the maple leaf do not stand for the territories or provinces like e.g. the stars in the flag of the USA. On older flags the maple leaf has 13 or even 15 points. From about 1868 - 1965 the Red Ensign, a red flag with the Union Jack in the upper corner, was used as the flag of Canada. The shield on the right was often replaced. The flag shown on this page was Canada's official flag from 1957 - 1965.

Task 3. Try to answer the questions.

- 1. How large is Canada?
- 2. What is the country's most important symbol?
- 3. What are the official languages in Canada?
- 4. What is the symbol of Canada?
- 5. Who are the natives of Canada?
- 6.In what Canadian cities did the Winter Olympic Games take place
- 7. Which agricultural product grown in Canada?
- 8.In what province is the Niagara Falls situated?
- 9. Which is the largest province in Canada?
- 10. What are name of the houses of Indigenous people?





Task 4. Complete the sentences:

- 1. The name Canada is believed to come from the Indian word Kanata, which means ...
- 2. The second largest country of the world is...
- 3. The capital of Canada is ...
- 4. The country's symbol is ...
- 5. The currency of Canada is ...
- 6. Canada's largest metropolitan areas are ...
- 7. The country is rich in natural resources ...
- 8 .Forests of Canada are full of different animals:...

Task 5. Choose the right answer.

- 1. The oldest part of Ottawa is known as ...
- A. Upper Town
- B. Lower Town
- C. The City
- 2. You can see the Changing of the Guard ceremony in ...
- A. Ottawa
- B. Edmonton
- C. Quebec
- 3. When was Ottawa chosen the capital of Canada?
- A. 1847
- B. 1837
- C. 1857

- 4. The largest city in Canada is ...
- A. Ottawa
- B. Toronto
- C. Quebec
- 5. The Niagara Falls are situated in the territory of
- A. America
- B. Canada
- C. both Canada and America

Task 6. Guess and match the pictures with the words.

- 1. Banff National Park
- 2. Montreal
- 3. Niagara Falls
- 4. Ottawa
- 5. Toronto
- 6. Calgary
- 7. Prince Edward Island
- 8. Vancouver



Useful websites!



1.https://images.app.goo.gl/vXw8d Mx2SPTPBtey8

2.https://images.app.goo.gl/pqXLqF yNnyhJC7U17

3.https://images.app.goo.gl/uKP5h9

XhGXWXLzdM8

- 4. https://images.app.goo.gl/htZebJPomY5FeUPm7
- 5.https://images.app.goo.gl/fKfsw8zbv1E2ashy9
- 6.https://www.slideshare.net/slideshow/canada-culture-powerpoint/18066334
- 7. https://slidesgo.com/theme/canadian-culture-traditions
- 8.https://youtu.be/YVnFBERb7mQ?si=P1rglTe2 Rx-bN6eS
- 9. https://youtu.be/Jdk4efYnOFE?si=JgL-TD-UygzdpcTa

8.2.2. Ottawa



PROVERB

You have made your bed, and you must lie on it

Task 1. Read the text and study the information.

Ottawa, in the <u>province of Ontario</u>, is the capital of Canada. As Canada's capital, Ottawa is the perfect place to experience some of the country's best attractions, celebrations and flavours in one welcoming city. With its unique blend of urban and rural beauty, year-round outdoor activities, and vibrant neighbourhoods, the Ottawa region is best explored over three days or more. This picturesque and safe city is the fourth largest city in the country. It's on the eastern border of Ontario, just across the Ottawa River from Gatineau, <u>Quebec</u>. Ottawa is cosmopolitan, with museums, galleries, performing arts and festivals, but it still has the feel of a small town and is relatively affordable.

English and French are the main languages spoken, and Ottawa is a diverse, multicultural city, and about 25 percent of its residents are from other countries. The city has 150 kilometers, or 93 miles, of recreational paths, 850 parks and access to three major waterways. It's iconic Rideau the world's largest naturally Canal becomes frozen skating rink in the winter. Ottawa is a high-technology center and boasts engineers, scientists and Ph.D. graduates per capita than any other city in Canada. It's a great place to bring up a family and a fascinating city to visit.





Deep roots

The Ottawa region's identity has been influenced by many cultures, including First Nations, French, English, Scottish and Irish. The city of Ottawa is located within the traditional Anishinàbeg Algonquin territory. Since several rivers meet here, the area was an active transportation corridor for an astounding diversity of Indigenous groups and travellers. In fact, the city's name is derived from the Algonquin word "Odawa," meaning "to trade."

European explorers passed through the region beginning in the 1600s, followed by Irish, French and Scottish settlers, who launched the local timber trade in the early 1800s. Population also increased with the construction of the Rideau Canal (1826-1832) as a military defence and transportation route in case of war with the United States. The settlement was known as Bytown until it was incorporated as the city of Ottawa in 1855. Queen Victoria chose it as the new capital of Canada in 1857.

Stellar location

Located between Toronto and Montreal, and just north of the eastern United States, getting to Ottawa is easy. And since the metropolitan region stretches across the Ottawa River to Gatineau, Québec, you can visit two provinces in one destination. Cross one of the bridges, take a boat across the river, or even ride the world's first interprovincial zipline, Interzip (seasonal)!

Walkable urban spaces

Around every corner on both the Ontario and Québec sides of the Ottawa River, you'll find unique, safe and walkable neighbourhoods to explore. Try craft beverages and fresh cuisine, shop for big brands or local designers, and admire colourful urban art. For instance, the historic ByWard Market area is always bustling, with its year-round farmers' market, restaurants, cafés and nightlife, as well as unique spots such as the original kiosk of the world-renowned BeaverTails pastry treat.



Local flavours

The diverse culinary scene in Ottawa includes everything from food trucks to fine dining, as well as dozens of craft breweries, distilleries and wineries. Chefs and residents benefit from a bounty of fresh products from over 1,000 farms—more than Montreal, Toronto, Calgary and Vancouver combined—and shop at popular farmers' markets. Many local chefs trained at Le Cordon Bleu Ottawa Culinary Arts Institute (the famed school's only official campus in North America) or in culinary programs at local colleges.

Accessible outdoors



Pristine outdoor spaces within the city and in the nearby countryside offer a wide variety of activities in all four seasons. The region is framed by beautiful waterways, including the Ottawa River, the Rideau River and the Rideau Canal—a UNESCO World Heritage Site. From spring through fall, you can go boating or paddling; for an adrenaline rush, one of the world's best whitewater rafting destinations is just over an hour from the city centre. Winter weather brings opportunities for snowshoeing and skiing (crosscountry and downhill), as well as ice skating options ranging from trails in the forest to the world's largest skating rink, the Rideau Canal Skateway.



Cycling enthusiasts of every level can explore over 800 kilometres (497 miles) of urban and rural pathways, plus mountain biking trails in the nearby hills, including Gatineau Park. The Greenbelt surrounding the city's core features hundreds of kilometres of eco-friendly, multi-use trails for walking and hiking through diverse

landscapes, such as forests, sand dunes and wetlands.

Rich culture

Ottawa is the perfect place to soak up national and regional cultures. Parliament Hill, the seat of Canada's federal government, welcomes visitors on free tours of its historic buildings. Seven of Canada's nine national museums immerse you in Canadian history, art, war, aviation, science and more. The National Arts Centre represents the entire country through orchestra, dance, variety, and multilingual theatre programming. Other sites of national importance include the historic Fairmont Château Laurier (the first in a series of hotels constructed by the Grand Trunk Pacific Railway Company), Rideau Hall (historic home of the Governor General of Canada), the RCMP Musical Ride Visitor Centre (where the renowned horse-riding group practises), Laurier House National Historic Site (where famous prime ministers lived) and the Diefenbunker: Canada's Cold War Museum (a real bunker-turnedmuseum).



Fascinating and unexpected local stories also unfold at sites such as the Bytown Museum (Ottawa's history starting with the construction of the Rideau Canal), the Ottawa Art Gallery (regional art including the Group of Seven and beyond; free admission), Museopark Vanier (Ottawa's French-Canadian history), as well as city-run sites such as Watson's Mill (the operations of a working 1800s flour mill), Cumberland Heritage Village Museum (early 20th-century life) and many more. You can also join a guided tour (including walking, cycling and

boat cruising) for an inside look at history, food, haunted sites and more.

Year-round events

Ottawa hosts exciting annual events that attract international audiences. Visit during Winterlude to celebrate Canadian winter culture and activities, including a giant snow playground for the whole family. Celebrate spring's beauty during the Canadian Tulip Festival, the largest event of its kind in the world. Enjoy concerts by famed international artists and up-and-coming local acts at music festivals in genres ranging from chamber and classical music to blues and EDM. Other fun events celebrate food, fireworks, hot air balloons, international cultures and animated films.

Task 2. Match the words (1-5) with their correct definitions (A-E):

- 1. Parliament Hill
- 2. Rideau Canal
- 3. ByWard Market
- 4. National Gallery of Canada
- 5. Gatineau Park
- A. A major outdoor market and entertainment district in Ottawa.
- B. A historic site and complex of buildings housing the Parliament of Canada.
- C. A large national park located just outside Ottawa, known for its hiking and scenic views.
- D. A prominent Canadian art museum featuring works from various Canadian artists.
- E. A canal in Ottawa that becomes the world's largest skating rink in winter.

Task 3. Try to answer the questions.

- 1. What is the significance of Parliament Hill in Ottawa?
- 2. Why is the Rideau Canal particularly famous during the winter?
- 3. What historical role did Ottawa play in Canada's development as a nation?

- 4. What is unique about the ByWard Market area in Ottawa?
- 5. How does Gatineau Park contribute to the lifestyle of Ottawa residents?
- 6. What is the significance of the National Gallery of Canada to the country's cultural heritage?
- 7. What role does the Tulip Festival play in Ottawa's cultural life?
- 8. How does Ottawa's bilingual nature influence its culture and society?



Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. The Rideau Canal is the longest skating rink in the world during the winter.
- 2. Ottawa is the largest city in Canada by population.
- 3. Parliament Hill is known for its Gothic Revival architecture.
- 4. The ByWard Market is a recent development, established in the early 2000s.
- 5. Gatineau Park is located within the city limits of Ottawa.
- 6. The Canadian Tulip Festival in Ottawa originated as a gift of tulips from the Netherlands.
- 7. Ottawa is a bilingual city with both English and French widely spoken.
- 8. The National Gallery of Canada is known for its collection of European art.
- 9. Ottawa was chosen as the capital of Canada by Queen Elizabeth II.
- 10. Ottawa is home to several national museums and cultural institutions.



Task 5. Do the multiple-choice test: on Amazing Ottawa

- 1. What is the primary architectural style of the buildings on Parliament Hill?
 - A. Modernist
 - B. Gothic Revival
 - C. Art Deco
 - D. Neoclassical
- 2. Which of the following is true about the Rideau Canal in winter?
 - A. It hosts an international boat race.
 - B. It is used for ice fishing.
 - C. It becomes the world's largest skating rink.
 - D. It is drained for maintenance.
- 3. By Ward Market is best known for being:
 - A. A recent development.
 - B. A large public park.
- C. An old and vibrant outdoor market and entertainment district.
 - D. The location of Ottawa's city hall.
- 4. Gatineau Park is located:
 - A. In the heart of downtown Ottawa.
 - B. Within the city limits of Ottawa.
 - C. Just outside Ottawa, in Quebec.
 - D. On the southern border of Ottawa.

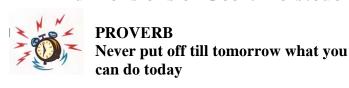
- 5. The Canadian Tulip Festival in Ottawa originated as:
 - A. A celebration of Canadian independence.
 - B. A gift of tulips from the Netherlands.
 - C. An agricultural fair.
 - D. A celebration of the end of winter.
- 6. Which two languages are widely spoken in Ottawa?
 - A. English and Spanish
 - B. French and German
 - C. English and French
 - D. French and Italian
- 7. The National Gallery of Canada is particularly known for its collection of:
 - A. Modern art.
 - B. European art.
 - C. Canadian and Indigenous art.
 - D. Ancient artifacts.
- 8. Who chose Ottawa as the capital of Canada?
 - A. Queen Elizabeth II
 - B. Prime Minister John A. Macdonald
 - C. Queen Victoria
 - D. Governor General Lord Elgin
- 9. Which major outdoor festival is held annually in Ottawa and features millions of flowers?
 - A. Ottawa Winterlude
 - B. Ottawa Jazz Festival
 - C. Canadian Tulip Festival
 - D. Ottawa Bluesfest
- 10. What is a key feature of Ottawa's cultural institutions?
 - A. They are all privately funded.
 - B. They primarily focus on natural history.
 - C. They include several national museums.
 - D. They are located only in By Ward Market.

Canadian provinces



PrinceEdwardIsland	BritishColumbia	NewBrunswick		
Newfoundland	Saskatchewan	NovaScotia		
Northwest	Labrador	Manitoba		
Nunavut	Ontario	Alberta		
Québec	Canada	Yukon		

8.2.3. Culture of Canada from 6 dimensions of Geert Hofstede

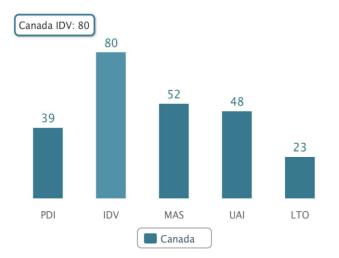


Task 1. Read the text and study the information.

Hofstede's model compares six cultural dimensions in different countries (power distance, individualism, masculinity, uncertainty avoidance, long-term orientation and indulgence). If we explore the Canadian culture through the lens of the 5-D Model, we can get a good overview of the deep drivers of Canadian culture relative to other world cultures.

Power distance

This dimension deals with the fact that all individuals in societies are not equal — it expresses the attitude of the culture towards these inequalities amongst us. Power distance is defined as the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally. It has to do with the fact that a society's inequality is endorsed by the followers as much as by the leaders.





Gerard Hendrik Hofstede was a Dutch social psychologist

With a score of 39 on this dimension, Canadian culture is marked by interdependence among its inhabitants and there is value placed on egalitarianism. This is also reflected by the lack of overt status and/or class distinctions in society. Typical of other cultures with a low score on this dimension, hierarchy in Canadian organisations is established for convenience, superiors are always accessible and managers rely on individual employees and teams for their expertise. It is customary for managers and staff members to consult one another and to share information freely. With respect to communication, Canadians value a straightforward exchange of information.

Individualism

The fundamental issue addressed by this dimension is the degree of interdependence a society maintains among its members. It has to do with whether people's self-image is defined in terms of "I" or "We". In Individualist societies people are supposed to look after themselves and their direct family only. In Collectivist societies people belong to 'in groups' that take care of them in exchange for loyalty.

Canada scores 80 on this dimension (its highest dimension score) and can be characterized as an individualistic culture. Similar to its American neighbor to the south, this translates into a loosely-knit society in which the expectation is that people look after themselves and their immediate families. Similarly, in the business world, employees are expected to be self-reliant and display initiative. Also, within the exchange-based world of work,



Masculinity / Femininity

A high score (masculine) on this dimension indicates that the society will be driven by competition, achievement and success, with success being defined by the "winner" or "best-in-the-field." This value system starts in school and continues throughout one's life — both in work and leisure pursuits. A low score (feminine) on the dimension means that the dominant values in society are caring for others and quality of life. A feminine society is one where quality of life is the sign of success and standing out from the crowd is not admirable. The fundamental issue here is what motivates people, wanting to be the best (masculine) or liking what you do (feminine).

Canada scores 52 on this dimension and can be characterized as a moderately "masculine" society. While Canadians strive to attain high standards of performance in both work and play (sports), the overall cultural tone is more subdued with respect to achievement, success and winning, when compared to the US. Similarly, Canadians also tend to have a work-life balance and are likely to take time to enjoy personal pursuits, family gatherings and life in general. This is not

to say that Canadians are not hard workers. As a general rule, Canadians strive to attain high standards of performance in all endeavors.

Uncertainty avoidance

The dimension Uncertainty Avoidance has to do with the way that a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? This ambiguity brings with it anxiety and different cultures have learnt to deal with this anxiety in different ways. The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these is reflected in the UAI score.

The Canadian score on this dimension is 48 and Canadian culture is more "uncertainty accepting." This is indicative of the easy acceptance of new ideas, innovative products and a willingness to try something new or different, whether it pertains to technology, business practices, or consumer products. Canadians are also tolerant of ideas or opinions from anyone and allow the freedom of expression. At the same time, Canadian culture is not rules-oriented and Canadians tend to be less emotionally expressive than cultures scoring higher on this dimension.



Long-term orientation

The long term orientation dimension is closely related to the teachings of Confucius and can be interpreted as dealing with society's search for virtue, the extent to which a society shows a pragmatic future-oriented perspective rather than a conventional historical short-term point of view.

Canada scores 23 on this dimension and is a short-term oriented culture. As a result, it is a culture focused on traditions and fulfilling social obligations. Given this perspective, a Canadian business entity measures performance on a short-term basis, with profit and loss statements being issued on a quarterly basis. This also drives individuals to strive for quick results within the work place. There is also a need to have the "absolute truth" in all matters



NOTE: While the above descriptions apply to Canadian culture overall, one will likely find subtle differences between Anglophone Canadians and Francophone Canadians (the Province of Quebec.) Compared with their Anglophone counterparts, French-Canadians can formal, hierarchical, be more moderately relationship focused, and more emotionally expressive. The scores for Quebec are as follows: pdi 54; idv 73; mas 45; uai 60

Task 2. Match the headings (1-6) with their correct descriptions (A-F):

- 1. Power Distance
- 2. Individualism
- 3. Masculinity
- 4. Uncertainty Avoidance
- 5. Long-Term Orientation
- 6. Indulgence

Section A

This dimension measures the degree to which people in the society accept inequality in power and authority. In Canada, this is relatively low, indicating a preference for egalitarianism and a decentralized decision-making process.

Section B

This dimension indicates the degree of interdependence a society maintains among its members. Canada scores high, suggesting a culture that values personal freedom, individual rights, and self-reliance.

Section C

This dimension measures how a culture deals with ambiguity and uncertainty. Canada scores moderately, indicating a moderate preference for avoiding uncertainty and adhering to established laws and rules.

Section D

This dimension refers to the degree to which a society values traditional male and female roles. Canada has a low score, reflecting a society that values gender equality, quality of life, and caring for others over competitiveness and material success.

Section E

This dimension assesses how much a society embraces future-oriented behaviors such as planning and saving. Canada has a relatively low score, indicating a focus on the present and shortterm achievements rather than long-term planning.

Section F

This dimension reflects the degree to which a society allows relatively free gratification of basic and natural human desires related to enjoying life and having fun. Canada scores high, showing a culture that values leisure, enjoyment, and a positive attitude towards life.

Task 3. Read each statement and decide if it is true (T) or false (F).based on Culture of Canada (Geert Hofstede's Six Dimensions)

- 1. Canada has a high score in Power Distance, indicating a preference for hierarchical structures and centralized decision-making.
- 2. Individualism is a significant characteristic of Canadian culture, reflecting a high value on personal freedom and individual rights.

- 3. Canada's low Masculinity score indicates a society that prioritizes competitiveness and material success over quality of life and caring for others.
- 4. Uncertainty Avoidance in Canada is moderate, suggesting that Canadians have a balanced approach to ambiguity and adhere to established rules.
- 5. Canada scores high in Long-Term Orientation, showing a strong emphasis on future planning and long-term success.
- 6. Indulgence is high in Canada, reflecting a culture that values leisure, enjoyment, and a positive attitude towards life.



Task 4. Do the multiple-choice test based on Culture of Canada (Geert Hofstede's Six Dimensions)

- 1. What does a low Power Distance score in Canada indicate?
- A. A preference for hierarchical structures and centralized decision-making
- B. Acceptance of inequality in power and authority
- C. A preference for egalitarianism and decentralized decision-making
- D. A high level of dependence on authority figures
- 2. Canada scores high on Individualism. What does this signify about Canadian culture?
- A. A strong focus on community and collective well-being

- B. A high value on personal freedom and individual rights
 - C. A preference for traditional family structures
- D. A tendency towards hierarchical social structures
- 3. With a low score in Masculinity, what is emphasized in Canadian culture?
 - A. Competitiveness and material success
 - B. Traditional gender roles and male dominance
 - C. Quality of life and caring for others
 - D. Strong adherence to traditional values
- 4. How does Canada's moderate score in Uncertainty Avoidance affect its culture?
- A. A high preference for strict rules and regulations
- B. A tendency to avoid new and unknown situations
- C. A balanced approach to ambiguity with adherence to established rules
- D. A low level of stress and anxiety about the future
- 5. What does a low score in Long-Term Orientation indicate about Canadian society?
- A. A strong emphasis on future planning and perseverance
- B. A focus on the present and short-term achievements
- C. High respect for traditions and long-standing practices
 - D. A tendency to avoid change and innovation



- 6. Canada scores high in Indulgence. What does this reflect about Canadian culture?
 - A. Strict control over gratification of desires
- B. A focus on work and duty over leisure and enjoyment
- C. A culture that values leisure, enjoyment, and a positive attitude towards life
- D. A preference for restraint and regulation in daily life



Task 5. Fill in the gaps with the appropriate terms:

- 1. Canada has a relatively ____(1)___ score in Power Distance, indicating a preference for ____(2)___ and decentralized decision-making.
- 2. With a high score in ___(3)___, Canadian culture places a significant value on personal freedom and individual rights.
- 3. The low Masculinity score in Canada reflects a society that prioritizes ____(4)___ of life and caring for others over ____(5)___ and material success.
- 4. Canada's moderate score in Uncertainty Avoidance suggests a balanced approach to ___(6)__ and adherence to established rules.
- 5. A low score in Long-Term Orientation means that Canadian society focuses more on the ____(7)___ and short-term achievements rather than long-term planning.
- 6. A high Indulgence score in Canada shows a culture that values ___(8)___, enjoyment, and a positive attitude towards life.

Task 6. Discussion questions based on Culture of Canada (Geert Hofstede's Six Dimensions)

- 1. How does Canada's low Power Distance score influence workplace relationships and management styles?
- 2. In what ways does high Individualism manifest in Canadian society?
- 3. How does Canada's low Masculinity score reflect its cultural values regarding gender roles and social behavior?
- 4. What impact does Canada's moderate Uncertainty Avoidance score have on its approach to change and innovation?
- 5. How does Canada's low Long-Term Orientation score affect its cultural attitudes towards planning and perseverance?
- 6. In what ways does Canada's high Indulgence score influence its societal norms and behaviors?

Subunit 8.3

Hofstede's cultural dimensions. Culture specific (emic) approaches.

What are the beliefs at the center of our "world"?

(in the sample of Australia)

8.3.1. General information



PROVERB Brevity is the soul of wit

Task 1. Read the text and study the information.

Australia is the only country in the world that is also a continent. It's the sixth large country and the smallest continent. The country's official name is Commonwealth of Australia. The Commonwealth of Australia is a federation of states. Australia has six states and two territories. On the top left-hand corner of the Australian flag is the flag of the United Kingdom (Union Jack) because Australia is a member of Commonwealth. The star under the Union flag has seven points (six for the Australian states and one for all the territories). This star (seven points) is known as the Commonwealth Star – or Star of Federation. The other five stars symbolize the Southern Cross - one of the most popular constellations of the Southern Hemisphere. Australia uses five stars for the Southern Cross. The fifth star (Epsilon Crucis) is not as bright as the others. There are four stars with seven points and one with four points. All stars of the flag of Australia are white.





The Commonwealth of Australia's territories are the continent of Australia, the island of Tasmania and a number of smaller islands. It has an area of about 8 mil. sq.km. The east coast of Australia was discovered by Captain Cook in 1770. The capital of Australia is Canberra. Australia has a federal parliamentary government. There are 5 big cities in Australia: Sydney, Melbourne, Adelaide, Perth, and others. Sometimes Australia is called the Land Down Under because the continent is south of the Equator, where winter comes in July and summer begins in December. During the Christmas holidays people often sunbathe on the beach or surf in the ocean. It is interesting to notice that though most of the territory is too dry or too hot Australia has an extraordinary collection of birds and animals. Many of them are found only there: the emu, the kangaroo, the koala, the dingo, the kookaburra, the great white cockatoo. Australia is said to be an unusual country. It has the rules nobody knows about. The things that the Australians like vegetables, meat, surfing and barbecue.

The sheep industry

Up until well into the twentieth century, wool and later mutton was Australia's major export to Europe. Introduced into Australia in the First Fleet, sheep almost immediately proved to be ideally suited to the warmer, more temperate climate of Australia, and their number quickly proliferated. Fencing played a large part in this. "Between 1861 and 1894," reports one historian, "the number of cattle in New South Wales remained approximately constant at about 2,300,000. During the same period the sheep population of the colony increased from about 6,000,000 to 57,000,000."1 Shearers became significant figures, taking pride in their work, fiercely competitive with one another, and in some cases building up considerable reputations in the areas in which they worked. Much of this is captured beautifully in the film Sunday Too Far Away (1975).



The situation of the Aborigines

If multiculturalism remains a remarkable, if ever fragile achievement, little has been done to resolve the situation of Aborigines in Australia and this (along with the treatment of illegal immigrants) remains the greatest contemporary stain on Australian society. Suggestions have ranged from encouraging



Aborigines to form their own communities inland, self-governed and isolated from white society with a return to old, prewhite laws and customs ("apartheid," say its detractors), to the argument that indigenous people need to be absorbed back into the community and taught the same skills, given the same opportunities, as whites



Australian cuisine is now among the most culturally diverse in the world, especially in the major cities, but in many regional areas as well. Restaurants have sprung up specializing in a remarkable variety of national foods: Chinese,

French, Greek, Indian, Indonesian, Italian, Japanese, Lebanese, Malaysian, Nepalese, Sri Lankan, Afghanistan, Thai, Vietnamese, and even Swedish, Balinese, and self-styled "Modern British." In the past this would have been as much an oxymoron as "Aussie Gourmet." Chefs are now much more confident and experimentation and cross-fertilization common, especially among the various Asian restaurants, and many restaurants simply like to call themselves "Modern" or "Mediterranean."



The Sydney bridge is still one of the most famous landmarks in the world, but more recently has been rivaled by the Sydney Opera House. In 1957, a Dutch architect, Joern Utzon, won the international design competition, which had been funded by a controversial lottery, with a magnificent vision of sails billowing out over the harbor at Bennelong Point.



The original idea for **the Opera House** was that of Sir Eugene Goossens, who was then director of the Sydney Symphony Orchestra, and the competition attracted 233 entries from 32 countries. Often it seemed as if the building might even abandoned, but in 1973, after 14 years in construction, the Sydney Opera House opened with a performance of Prokofiev's opera *War and Peace*.

One of Melbourne's first major designs, the Shrine of Melbourne (architects P. B. Hudson and J. H. Wardrop) ran into no such trouble; by the nature of its subject it was beyond reproof. However, Victoria's next major project, the Victorian Arts Centre, overlooking the banks of the Yarra river, paled into insignificance beside the Opera House but also had more than its share of problems. Its cost soared to \$200 million—twice that of the Opera House and more than four times the original estimate of A\$45 million (US\$337 million).



It was designed by Joseph Reed, a prominent Cornish-born Melbourne architect whose other public buildings include the Public Library and the Town Hall in the provincial Victorian city of Geelong; the former Bank of New South Wales building in Collins Street, Melbourne; the former Independent Church, also in Collins Street; and some of Melbourne's oldest and most famous buildings, such as the Menzies Hotel and the original Wilson Hall at Melbourne University, which subsequently burned down. becoming the University's official architect Reed was responsible, in fact, for most of its nineteenth-century buildings.



Task 2. Choose the correct answer.

- 1. What is the capital of Australia?
- A. Melbourne
- B. Canberra
- 2. Which city is the oldest and largest?
- A. Canberra
- B. Sydney
- C. Darwin
- 3. Which is a popular Australian animal?
- A. bear
- B. kangaroo
- C. Fox
- 4. Who are the Australian natives?
- A. Eskimos
- B. Aborigines
- C. Indians

- 5. Who discovered Australia?
- A. Columbus
- B. Captain Cook
- C. Lewis and Clark
- 6. What is the official Language in Australia?
- A. English
- B. German
- C. Spain



Task 3. How do you know Australia?

- 1. What is the capital of Australia?
- 2. What is the largest city in Australia?
- 3. What is the longest River in Australia?
- 4. How large is the territory of Australia?
- 5. Who discovered Australia?
- 6. What famous breed of dogs lives in Australia?
- 7. What is the full name of Australia?
- 8. Which season do Australians celebrate Christmas?
- 9. How many states are there in Australia?
- 10. When does summer begin in Australia?
- 11. Who are the natives of Australia?
- 12. Which tree loving animal lives in Australia?

Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. Australia is both a country and a continent.
- 2. The Great Barrier Reef is located off the coast of Western Australia.
- 3. Sydney is the capital city of Australia.
- 4. Australia has more kangaroos than people.
- 5. The Outback refers to the densely populated coastal areas of Australia.
- 6. Australia is home to some of the world's oldest continuous cultures.
- 7. The Australian Alps receive more snowfall than Switzerland.

- 8. Uluru, also known as Ayers Rock, is a sacred site for the Indigenous Anangu people.
- 9. Australia is the driest inhabited continent on earth.
- 10. The Tasmanian devil is a real animal found in Australia.



Useful websites!



- 1.https://images.app.goo.gl/aJ7gQs BYYgvCNGqP7
- 2.https://images.app.goo.gl/xJscD8 ws5Df6vJAT7
- 3.https://images.app.goo.gl/fSUKcy 4Qqikx2xtZA
- 4.https://images.app.goo.gl/6AzVLwTjfnxfCef58
- 5.https://www.slideshare.net/slideshow/australia-presentation-11593615/11593615
- 6. https://www.twinkl.co.uk/resource/t2-g-212-australia-information-powerpoint
- 7.https://youtu.be/kLuqCtnKr_8?si=UbvoTzbRO LwWA0_E
- 8.https://youtu.be/EZrKx_ilVvc?si=iO5Lvz7IDa WR7mVQ

Australian Animals

T	Α	S	M	Α	N	I	Α	N	D	E	٧	I	L
D	0	I	L	R	E	D	D	Α	Н	Т	Α	E	D
Α	Υ	В	L	I	В	Α	D	K	Α	Α	R	S	E
Α	G	0	Α	N	N	Α	В	Α	В	В	N	0	I
I	W	Α	L	L	Α	В	Υ	N	Α	М	F	В	Υ
Α	D	Α	С	I	С	E	U	G	R	0	L	R	Α
Α	L	Α	0	K	В	L	Α	Α	R	W	Υ	0	R
L	В	R	Α	U	U	I	N	R	Α	Α	I	W	G
Н	Α	L	Α	G	L	D	D	0	M	I	N	N	N
D	I	N	G	0	L	0	I	0	U	R	G	S	I
F	D	С	L	E	Α	C	Н	Υ	N	E	F	N	Т
D	S	D	G	M	N	0	С	0	D	Н	0	Α	S
Α	G	L	K	U	Т	R	Ε	V	I	T	X	K	0
R	R	E	D	В	Α	С	K	S	Р	I	D	Е	R

CROCODILE
GOANNA
GALAH
RED BACK SPIDER
KANGAROO
BROWN SNAKE
WOMBAT
ECHIDNA
BILBY
FLYING FOX

STINGRAY
CICADA
KOALA
EMU
DEATH ADDER
TASMANIAN DEVIL
BARRAMUNDI
BULL ANT
WALLABY
DINGO

8.3.2. Canberra



Task 1. Read the text and study the information.

Canberra is Australia's capital city and the eighth largest city. The place was built in 1913 in the middle of Australia's Cardilleries; is a designed city located 300 km south west of Sydney, two rival landmarks, 650 km north of Melbourne, in a region called the Australian Capital Territory. The two biggest cities of Australia are based on the historical record of competition between Sydney and Melbourne.



When Australia came out of its own colony in 1901 and decided to unite under a federation roof, Sydney – Melbourne competition, the decision of where the federal capital of the country would come into the agenda. One of the most important conditions of United Australia was that Sydney and Melbourne were on equal terms in this new formation. here were 35 locations as the capital candidate including Bathurst, Bomb, Dalgety, Orange, Tumut and Albury. Canberra become the capital in 1908, and work began to establish the city. Moreover, they set up an international competition in 1912 to plan the city. American architect Walter Burley Griffin won the contest. Canberra's construction began in 1913. When the First World War began, the parliamentary building in Canberra was under construction. In 1921, the government decided to build a temporary parliamentary building. The building,

opened in 1927, served 61 years, although it was temporary.

The selection of Canberra as the new federal capital provided a series of challenges and opportunities for architects and designers. After Victoria and New South Wales could not agree on where Parliament House should be sited, a compromise was made in 1908 whereby a new national capital was laid out between the two largest cities—though the Constitution ordained that the capital must be within New South Wales and not less than 100 miles from Sydney. The foundation stone was laid at Capital Hill and the capital christened Canberra, an Aboriginal term meaning "meeting place." Federal Parliament moved from Melbourne in 1927, and by 1938 the city had a population of 9,000—plus two million flowers and shrubs.

An architectural competition failed to produce a satisfactory design for the proposed Australian War Memorial in Canberra, but two of the entrants— Sydney architects Emil Sodersteen and John Crust—were invited to submit a joint design incorporating Sodersteen's vision for the building and Crust's concept of cloisters to house the Roll of Honor. The design was eventually accepted and the building was completed in 1941.

The filling of Griffin Lake and the construction of additional major buildings—the National Library (1968), High Court (1980), and the National Gallery (1982) reached its climax in the new and massively expensive Parliament House on Capital Hill in 1988. Disastrous bushfires at the beginning of 2003 encroached upon the city and destroyed many homes, but residents have expressed the belief and hope that out of the tragedy will come a stronger sense of communal identity for the city

Task 2. Guess the name of the cities of Australia.

- 1. The oldest city in Australia ...
- 2. The city which offers a lot of opportunities for getting a good education ...
- 3. The city which used to be the seat of the federal government...
- 4. The city where wine is produced ...
- 5. The city famous for its subtropical climate...

6. The city where the festival of Arts is held...

Task 3. Answer the questions.

- 1. By whom was Australia discovered and when was it happened?
- 2. When was the birth of the new nation celebrated?
- 3. What is the official name of Australia?
- 4. What landscape is typical of Australia?
- 5. Name the greatest rivers of Australia?
- 6. What animals live in Australia?
- 7. Name big cities of Australia.
- 8. What is the capital of Australia?

Task 4. Guess and match the pictures with the given names of landmarks.

- 1. Sidney Opera House
- 2. Aborigine
- 3. Great Barrier Reef
- 4. Sidney Harbour bridge
- 5. Uluru
- 6. The Shrine of Remembrance
- 7. The state Library of Victoria
- 8. Big Merino
- 9. Victorian Arts Centre
- 10. Port Arthur



8.3.3. Culture of Australia from 6 dimensions of Geert Hofstede



PROVERB

Where there is a will, there is a way

Task 1. Read the text and study the information.

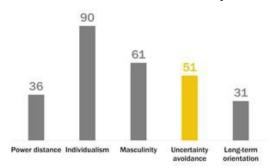
Societal, cultural and gender norms are 'much deeper rooted in the human mind than occupational cultures acquired at school, or other organizational cultures'. 8 Hofstede and McCrae have undertaken extensive work to characterise six dimensions that define national culture; these are (1) power distance, (2) uncertainty avoidance, (3) individualism / collectivism, (4) masculinity/femininity, (5) long-/ short-term orientation and (6) indulgence/restraint.

In comparison to other countries, Australian culture is described as having low power distance (score of 38 out of 100), very high individualism (score 90), intermediate to high masculinity (score 61), intermediate uncertainty avoidance (score 51), low long-term orientation (score 21) and high indulgence (score 71). These results are similar to Canada, the USA and New Zealand and differ substantially from Western Europe and developing countries.

Individualism 90/100 (very high in Australian society) . People prioritise looking after themselves and their direct family in contrast to working for the benefit of a community or group they belong to.

Indulgence 71/100 (high in Australian society)
. Individuals exhibit a willingness to realise their desires and place a high degree of importance on leisure time.

Ego-driven (Hofstede Masculinity) 61/100



(intermediate to high in Australian society).

Individuals value challenging work, with less value placed on comfortable and friendly work environments.

Long-term orientation 21/100 (very low in Australian society). Individuals in Australia are past and present orientated. They tend to respect time-honoured traditions, institutions and norms while living for the present.

Power distance 38/100 (low in Australian society) . In low power societies people tend to value and expect an even distribution of power. Hierarchies are established for convenience. Leaders are seen as always accessible. Communication tends to be informal, direct and participative.

Uncertainty avoidance 51/100 (intermediate in Australian society). Individuals feel threatened by



ambiguous or unknown situations and create beliefs, institutions and laws that try to avoid the negative impacts of uncertainty.

Task 2. Discussion questions based on Culture of Australia (Geert Hofstede's Six Dimensions)

- 1. How does Australia's low score on the Power Distance Index reflect its workplace hierarchy and leadership styles?
- 2. What does Australia's high individualism score tell us about its societal values and interpersonal relationships?
- 3. How does Australia's moderate score on the Masculinity dimension influence its social norms and workplace culture?

- 4. What impact does Australia's low Uncertainty Avoidance score have on its approach to innovation and risk-taking?
- 5. In what ways does Australia's normative orientation (low Long-Term Orientation) shape its business practices and cultural attitudes?
- 6. How does Australia's high score on the Indulgence dimension reflect its societal lifestyle and attitudes towards leisure?

Task 3. Read each statement and decide if it is true (T) or false (F).based on Culture of Australia (Geert Hofstede's Six Dimensions)

- 1. Australia has a high Power Distance Index, indicating a society with significant hierarchical structures and authority differences.
- 2. Australia's high Individualism score suggests that people value independence and personal achievements over group loyalty.
- 3. Australia's moderate score on the Masculinity dimension indicates a culture that balances competitiveness with quality of life.
- 4. A low score on the Uncertainty Avoidance Index in Australia means that Australians prefer strict rules and structured environments.
- 5. Australia's low Long-Term Orientation score signifies a culture that values short-term results and maintaining traditions.
- 6. Australia's high Indulgence score reflects a society that emphasizes restraint and strict social norms.





Task 4. Do the multiple-choice test based on Culture of Australia (Geert Hofstede's Six Dimensions)

- 1. What does Australia's low score on the Power Distance Index indicate about its societal and workplace structure?
- A. High level of inequality and strict hierarchy
- B. Equality and low hierarchical barriers
- C. Strong centralized power
- D. Preference for authoritarian leadership
- 2. How does Australia's high Individualism score reflect its cultural values?
- A. Emphasis on group harmony and family loyalty
- B. Strong collectivist culture
- C. Focus on personal freedom and individual achievements
- D. Preference for communal living and shared responsibilities
- 3. Australia's moderate score on the Masculinity dimension suggests:
- A. A culture dominated by competition and material success
- B. A balanced approach between competitiveness and quality of life
- C. Predominantly caring and nurturing societal values
- D. Strong gender role differentiation
- 4. What does Australia's low score on the Uncertainty Avoidance Index imply about its approach to innovation and risk-taking?

- A. Preference for strict rules and structured environments
- B. High anxiety about the future and resistance to change
- C. Comfort with ambiguity and openness to new ideas
- D. Strong adherence to traditions and resistance to new approaches
- 5. In terms of Long-Term Orientation, what does Australia's low score indicate?
- A. Focus on future rewards and long-term planning
- B. Emphasis on immediate results and preserving traditions
- C. Strong perseverance and planning for the future
- D. Preference for delayed gratification and longterm commitments
- 6. How does Australia's high Indulgence score manifest in its society?
- A. Strict social norms and restrained lifestyle
- B. High value on enjoying life and personal freedom
- C. Emphasis on hard work and self-discipline
- D. Strong focus on societal control and regulation



Australian Cuisine

SLESSUMDEIRRUCEFHRUNZRVGC E B Q Y D O A Q S H R I M P O N T H E B A R B I E PCQVCQRZKBANANAPUFFSIVROV O P I H M A R S H M A L L O W S N O W B A L L S N LIFMXOOHOTFBMDVLGNUFCIOAC A S G E I C H I L E B E E R D A M P E R I L S I L CTLELWTIMLBXTKANGAROOTAIL SIMXMANFFLHKBEOPHHQIGLJIB EUDLRVOQAIEFAJWONSOCAGTJC OCVIKOSPRFEVACRIRYOZGKAGM O S H G W L B U G U X M H O D N I A U P V Q B I D RIDKQVLMJMTJBCLNHHGSGDSAO ABSYIASMQENEJNGZTNGNXHLYZ GCGREPMADINKUMCHILIHAAQMX NAHRCTUUCLERZSADCDUWSKVFB AZFRUITYSEAFOODXDDDSPARSO KNVITWOONCOPNUAUMOULYTOKO BANDICOOTSOUPFPRKPZXRSHBX K G C O C O N U T I C E U E R M O S F C E L P U X CCNRMEATPIEVTHUTBVILFQKED V N U E M O X G N F F A D K C U B M U J Y L L O J TROUYEMAFXDAPOACHEDRABBIT G H M Y Z S P O O K I Z X X E L V Z M C N S M A A J L N Z X Z T F C M Z U H U R P P K S C J E N F W SOKPMOODPPKXILHGHWIZHCKPN

Anzac Biscuits	Date Pudding	Kangaroo Tail
Banana Puffs	Dinkum Chili	Marshmallow Snowball:
Bandicoot Soup	Emu Fillet	Meat Pie
Chile Beer Damper	Fruity Seafood	Mice
Coconut Ice	Jolly Jumbuck	Octopus Salad
Curried Mussels	Kangaroo Kebabs	Poached Rabbit
Damper	Kangaroo Escalopes	Pavlova

Subunit 8.4

Hofstede's cultural dimensions. Culture specific (emic) approaches.

What are the beliefs at the center of our "world"?

(in the sample of New Zealand)

8.4.1. General information



Task 1. Read the text and study the information.

New Zealand is an island country in the Southwest Pacific Ocean. New Zealand belongs to a large island group called Polynesia. The country is situated on two main islands — the North Island and the South Island. Wellington is the capital of New Zealand. English is the official language of New Zealand and is spoken throughout the country. New Zealand is a constitutional monarchy.

New Zealand is situated south-east of Australia. The country consists of the large islands called North Island, South Island and Stewart Island and also many small islands. Before Europeans the Maori lived there. Nowadays both English and Maori are the official languages of the country. The symbol of New Zealand is the kiwi.





On the top left-hand corner there is the flag of the United Kingdom (Union Jack) because New Zealand is a member of the Commonwealth. The other four stars symbolize the Southern Cross one of the most popular constellations of the Southern Hemisphere. New Zealand uses the four brightest stars of the Southern Cross, that mark North, East, South and West on the compass. There have been debates to include the fifth star (which is used in the Australian flag) but it was decided not to do so. The stars of the New Zealand flag have five points and are red, bordered in white. These colours were chosen to complement the colours of the UK.





New Zealand is a very interesting and beautiful country. It has got a total area of 269,000 square kilometres. New Zealand's original inhabitants are Maori. New Zealand is an independent state, yet formerly it was a part of the British Empire. The head of the state is The King. New Zealand is a self- governing state. The Prime Minister is the head of the government. The capital of New Zealand is Wellington. It is a financial centre too. The city was founded in 1840 and has been the capital since 1865. There are some big cities such as Wellington, Christchurch, Auckland and Nelson. A tick land is the biggest city. Wellington and Auckland are the main ports of the country. There are some educational and cultural institutions in Wellington.

There are many mountains in New Zealand. The highest is Mount Cook (3,764 metres or 12,349 feet). It has many rivers and lakes. The main rivers are the Waikato and the Wairu. Popular sports include netball, basketball, golf, tennis, rowing and variety of water sports, particularly sailing and surf sports. But rugby is considered to be the national sport. New Zealand has got heavy industry. There are some major industries in the country, for example, iron and steel industry. The country has gas and petroleum. There are many plants in the country. New Zealand is rich in minerals. Paper and rubber industries are developed too. New Zealand exports wool, meat, butter. The climate of New Zealand is moist. New Zealand has a temperate climate with moderately high rainfall and many hours of sunshine.



Wellington is the capital of New Zealand and Auckland is the largest city. Many native people speak their own language, Maori, in addition to English. The country once belonged to the British empire. Today it is an independent member of the Commonwealth of Nations, an association of Britain and a number of its former colonies.

New Zealand has one of the highest standard of living in the world. For many years, the economy of the country depended largely on agriculture. Today agriculture, manufacturing, and service industries are all important to the economy. New Zealands economy depends on trade with many countries - Australia, Britain, Japan and the United States.

Task 2. Answer the questions.

- 1. Where is New Zealand situated?
- 2. What city is the capital of New Zealand?
- 3. What languages do people in New Zealand speak?
- 4. What is the official language in New Zealand?
- 5. Who is New Zealand's head of state?
- 6. Who runs the national government?
- 7. Who were the first people to live in New Zealand?
- 8. What are the main industries of the country?



Task 3. Do the multiple-choice test based on Culture of New Zealand.

- 1. What is the traditional greeting in Maori culture?
- A. Aloha
- B. Kia ora
- C. Konnichiwa
- D. G'day
- 2. Which iconic Maori carving represents a human figure with its tongue sticking out?
- A. Tiki
- B. Manaia
- C. Pouwhenua
- D. Waka
- 3. What is a marae in Maori culture?
- A. A type of dance
- B. A meeting ground
- C. A traditional song
- D. A type of food
- 4. Which cultural festival celebrates Maori performing arts, including song, dance, and haka?
- A. Waitangi Day
- B. Pasifika Festival
- C. Matariki Festival
- D. Te Matatini
- 5. What is the significance of the Hongi in Maori culture?
- A. It is a traditional greeting involving pressing noses together
- B. It is a form of gift-giving
- C. It is a type of dance
- D. It is a type of food preparation technique



- 6. Which traditional Maori cloak, made from feathers, holds great cultural significance?
- A. Korowai
- B. Pare
- C. Piupiu
- D. Tāniko
- 7. What does the word "whānau" mean in Maori culture?
- A. Community
- B. Respect
- C. Family
- D. Leadership
- 8. Which Maori mythological figure is the god of the forest and birds?
- A. Rangi
- B. Tāne Mahuta
- C. Tangaroa
- D. Tūmatauenga



- 9. Which of these natural wonders is found in New Zealand?
- A. Great Barrier Reef
- B. Milford Sound
- C. Amazon Rainforest
- D. Sahara Desert
- 10. What is the name of the indigenous people of New Zealand?
- A. Aborigines
- B. Maori
- C. Samoans
- D. Polynesians
- 11. Which famous New Zealand athlete won multiple Olympic gold medals in rowing?
- A. Valerie Adams
- B. Ian Ferguson
- C. Peter Snell
- D. Eric Murray
- 12. What is the currency of New Zealand?
- A. Dollar
- B. Euro
- C. Yen
- D. Pound
- 13. Which New Zealand city is known as the "City of Sails"?
- A. Wellington
- B. Auckland
- C. Christchurch
- D. Dunedin
- 14. Which animal is the symbol of New Zealand's national rugby team?
- A. Kiwi
- B. Kea
- C. Silver Fern
- D. Tui
- 15. What is the traditional Maori dance called?
- A. Haka
- B. Siva
- C. Poi
- D. Waiata



Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. The hongi is a traditional Maori greeting where people press noses together.
- 2.The All Blacks, New Zealand's national rugby team, perform the haka before their matches.
- 3. Matariki is a significant Maori festival that celebrates the Māori New Year.
- 4. The traditional Maori cloak made from woven flax is called a "piupiu."
- 5. Pounamu, also known as greenstone or jade, is considered a sacred stone by Maori people.
- 6. The Treaty of Waitangi was signed in 1840 between the British Crown and Maori chiefs.
- 7. Whakapapa refers to genealogy and is important in Maori culture to trace ancestry.
- 8. Waiata are traditional Maori songs that can be sung in both celebratory and solemn occasions.



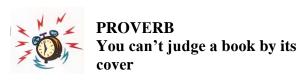
Useful websites!

- 1.https://images.app.goo.gl/vvSe 9ARTZYsc84BQ7
- 2.https://images.app.goo.gl/MW Gt1jSfLU3zbeJG6
- 3.https://images.app.goo.gl/ipvK

gZWvbCiU3VebA

- 4.https://images.app.goo.gl/jWr5eo3cfJBzBe7G8
- 5. https://images.app.goo.gl/fsqWeaEFmKVZaniK
- 6. https://www.slideshare.net/slideshow/new-zealand-79587932/79587932
- 7. https://www.slideshare.net/slideshow/new-zealand-4552840/4552840
- 8.https://youtu.be/EdKDIph5IaM?si=QrspbOIIUc QFQeT2

8.4.2. Capital of New Zealand Wellington



Task 1. Read the text and study the information.

Wellington is the capital of New Zealand. It is the administrative centre and the seat of the government. Wellington has been the capital of New Zealand since 1865. It is one of the busiest port. It is situated at the southern end of North Island. The New Zealand parliament and government buildings are situated in Wellington. It also has an international airport. In the suburb of Wellington there are important machinebuilding, plants and factories. They produce milk, meat, wool and tobacco. Wellington lies among hills on the western side of a natural harbour. It is the third largest city in New Zealand. Auckland (the former capital) is the first largest city, and Christchurch is the second. The Maori name for Wellington Harbour means the great bay of Tara. According to Maori legend, Tara was the first Polynesian settler in this place. But Nicholson (after a Royal Navy captain) was the name given to it by the first British settlers, and it is still sometimes called by this name. In 1839 a British officer bought the site of Wellington from the Maoris; he got it in exchange for blankets and some other unimportant things. In 1840 the first settlers arrived and called their settlement Britannia. By 1842 there were 3.700 colonists in the settlement and Britannia had become Wellington.

Task 2. How do you know New Zealand?

- 1. What city has the nickname "Windy City"?
- 2. Who is native New Zealanders?
- 3. What was the first capital of New Zealand?
- 4. Who discovered New Zealand?
- 5. What is the symbol of New Zealand?
- 6. How do New Zealanders call themselves?

Task 3. Match each landmark with its description:

- 1. Te Papa Tongarewa
- 2. Wellington Cable Car
- 3. Beehive
- 4. Mount Victoria Lookout
- 5. Cuba Street
- A. A popular shopping and dining street known for its bohemian atmosphere.
- B. An iconic building that houses the executive wing of the New Zealand Parliament.
- C. A museum that showcases New Zealand's history, art, and natural environment.
- D. A scenic viewpoint offering panoramic views of Wellington city and harbor.
- E. A historic funicular railway that runs from Lambton Quay to Kelburn.



Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. Wellington is the capital city of New Zealand.
- 2. The Wellington Cable Car is primarily a tourist attraction and does not serve as a regular mode of public transport.
- 3. The Weta Cave is a visitor center showcasing props and creatures from movies produced by Weta Workshop.
- 4. Mount Victoria Lookout offers panoramic views of Wellington city and its harbor.
- 5. The Museum of New Zealand Te Papa Tongarewa is commonly referred to as "Te Papa" and is located on Wellington's waterfront.
- 6. Wellington is known for its strong winds, earning it the nickname "Windy City."

- 7. The Wellington Botanic Garden features a historic cable car and is known for its extensive collection of native and exotic plants.
- 8. The Wellington Writers Walk celebrates famous authors and literary figures associated with the city through a series of sculptures and plaques along the waterfront.



Places in New Zealand

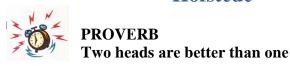
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Milford Sound Christchurch Cape Reinga Tauranga Dunedin

Queenstown Auckland Nelson

Invercargill Balclutha Rotorua Taupo

8.4.3. Culture of New Zealand from 6 dimensions of Geert Hofstede



Task 1. Read the text and study the information.

As mentioned in the Communication and Culture section intercultural communication generally describes communication efforts between different cultural subgroups. groups or Differences between those groups, even if they speak the same language, can create problems and make understanding each other much harder. As globalisation has brought the whole world closer together, business between different cultures happens on a daily basis. To make things run smoothly, intercultural communication skills are crucial.

Intercultural communication research mainly focuses on national comparisons and is hooked in the background of management and organizational theories. One pioneering model is the one Geert Hofstede derived in worldwide studies of different nations along certain characteristics.

Hofstede refers to culture as "the collective programming of the mind distinguishing the members of one group or category of people from others" (Hofstede, 2013). Comparing values, behaviours and organisation for different nations Hofstede developed five dimensions to classify cultural principles. Each dimension builds up between two poles who describe the idealised extremes of it.

Hofstedes original dimensions included power distance (PDI), individualism vs. collectivism (IDV), masculinity vs. femininity (MAS) and Uncertainty avoidance (UAI) (Hofstede, 2001). A fifth definition, the one of long-term vs. short-term orientation or in other words pragmatic vs. normative, was added by Micheal Bonds research

in 1991, followed by the definition of indulgence vs. restraint by Michael Minkov (Hofstede 2013). In each dimension the lowest possible score is 0 and the highest is 100.



The following questions give a better understanding of the six dimensions which have been researched to a broad extent in the last couple of years:

Power distance:

How flat are hierarchies?

How does a culture deal with inequalities? Is societal influence concentrated in the hands of a few or distributed throughout the population? How authoritarian is a country's organisation? Are communication efforts interactive?

New Zealand Score: 12

New Zealand's low score indicates a culture with flat hierarchies and a very low power distance. Communication in organisations is interactive and rather informal.

Individualistic vs. Collectivist culture:

Does the interest of the group or the individual matter the most?

Are people only looking after themselves and their immediate family?

How well are individuals integrated and networked?

New Zealand Score: 86

With the rather high score of 86 New Zealand can be described as a rather individualistic culture with people looking after themselves and their immediate families first.

Masculinity vs. Femininity:

Which values are aimed for?

How strong is a society following material values and success in comparison to the quality of life, interpersonal relationships and the concern for the weak?

New Zealand Score: 59

ity rather then femininity. People strive to be the best they can be in work or school-related settings with the focus on winning, being proud of their achievements and success in life.

Uncertainty avoidance vs. taking risks:

Do members of a society feel threatened by unknown situations?

Are there attempts to control the future or do people just let it happen?

How high is the willingness to try something new or different?

New Zealand Score: 39

With a score of 39 New Zealand can be described as a pragmatic society that deals with uncertainties in a relaxed and flexible fashion. Originality is valued. People are willing to accept new ideas, give innovative products a try and a not too averse to taking risks.

Long-term vs. short-term orientation (Pragmatic vs. normative):

How are individuals subordinating themselves for longer term purposes?

How are the tendencies towards short-term spending and long-term savings, perseverance and quick results?

New Zealand Score: 28

New Zealand is shown to be a normative country with a normative way of thinking. Motivation to save for the future is rather low, therefore the focus on quick results is high.

Indulgence vs. Constraint:

How freely are hedonist drives as gratifications towards enjoying life and having fun tolerated and allowed?

Is the gratification of needs restricted by strong social norms?

A rather high score of 75 pictures New Zealand's society indulgent. With it people tend to possess a positive attitude and a tendency towards optimism. Leisure time is regarded as important, also the ability to spend money as one likes and and to follow desires and needs to enjoy life and have fun.



As you can see in the questions above Hofstede's model is all about comparison. National cultures and their distinct attitudes, behaviours and norms can be seen as specific through boundaries and differences in comparison to others. Although Hofstede's model is widely accepted organisational communication and management theory critics argue that most research is not integrated with findings from research that is not concentrating purely economic on and organisational values (Kirkman et al, 2006).

While values change with the developments of society globalization and convergence tendencies technologies of new and communication a structures lead to broader integrated international consumer culture and national values. General tendencies towards a culture of networked individualism are researched and referred to in literature (Castells 1996; Wellman 2002).

Still Hofstede's dimensions seem to be quite stable and remain over time. Changes in technology affect a lot of countries at the same time or with only a small delay and therefore make their relative position amongst the other nations rather stable as every nation shifts in the same direction.



Task 2. Read each statement and decide if it is true (T) or false (F).based on Culture of New Zealand (Geert Hofstede's Six Dimensions)

- 1. New Zealand has a high power distance, where hierarchy and authority are strongly respected.
- 2. New Zealanders tend to prioritize group goals over individual achievements.
- 3. New Zealand is a highly masculine society, valuing competitiveness and achievement.
- 4. New Zealanders are comfortable with ambiguity and uncertainty.
- 5. New Zealand has a strong long-term orientation, valuing perseverance and thriftiness.
 6.New Zealanders tend to indulge in their desires and impulses.

Task 3. Do the multiple-choice test based on Culture of New Zealand (Geert Hofstede's Six Dimensions)

- 1. Which best describes New Zealand's attitude towards power distance?
- A. High; respect for hierarchy and authority.
- B. Low; preference for equality and less hierarchical structures.
- C. Medium; occasional deference to authority.
- 2. New Zealand scores high on which dimension according to Hofstede?
- A. Collectivism; emphasis on group harmony.

- B. Individualism; valuing personal freedom and self-reliance.
- C. Both equally.
- 3. How does New Zealand score on the masculinity index?
- A. High masculinity; competitive and achievement-oriented.
- B. Low masculinity; emphasizing cooperation and modesty.
- C. Balanced between masculinity and femininity.
- 4. New Zealanders generally exhibit what level of uncertainty avoidance?
- A. High; preferring structured environments and clear rules.
- B. Low; comfortable with ambiguity and change.
- C. Moderate; depends on the context.
- 5. In terms of long-term orientation, New Zealand tends to prioritize:
- A. Immediate results and enjoyment of life.
- B. Future rewards and perseverance.
- C. A balanced approach between short and long-term goals.
- 6. New Zealanders are more likely to:
- A. Practice restraint and self-discipline.
- B. Indulge in their desires and impulses.
- C. Balance between restraint and indulgence.



Task 4. Try to match the headings to the correct descriptions for New Zealand and the UK cultures based on Geert Hofstede's Six Dimensions.

- 1. Power Distance
- 2. Individualism vs. Collectivism
- 3. Masculinity vs. Femininity
- 4. Uncertainty Avoidance
- 5. Long-Term Orientation
- 6. Indulgence vs. Restraint
- A. Both countries have a low score on this dimension, indicating a preference for equality and a less hierarchical society.
- B. Both countries score high on this dimension, valuing personal freedom, self-reliance, and individual achievements.
- C. New Zealand scores lower on this dimension, emphasizing modesty and cooperation, while the UK scores higher, valuing competitiveness and achievement.
- D. New Zealand has a lower score, being more comfortable with ambiguity and change, while the UK has a slightly higher score, preferring more structure and clear rules.
- E. Both countries tend to prioritize immediate results and enjoyment of life over long-term goals and perseverance.
- F. Both countries score high on this dimension, indicating a tendency to indulge in their desires and impulses.



Task 5. Do the gap-filling task on the culture of New Zealand based on Geert Hofstede's six dimensions.

- New Zealand has a (1) _____ power distance, indicating a preference for equality and a less hierarchical society.
 New Zealand scores (2) _____ on individualism, meaning that personal freedom and self-reliance are highly valued.
- 3. In terms of masculinity vs. femininity, New Zealand has a (3) _____ score, which emphasizes modesty and cooperation over competitiveness and achievement.
- 4. New Zealanders exhibit a (4) _____ level of uncertainty avoidance, showing comfort with ambiguity and change.
- 5. When it comes to long-term orientation, New Zealand tends to have a (5) _____ orientation, focusing on immediate results and enjoying life.
- 6. On the indulgence vs. restraint scale, New Zealand scores (6) _____, reflecting a tendency to indulge in desires and impulses.

Subunit 8.5

Hofstede's cultural dimensions. Culture specific (emic) approaches.

What are the beliefs at the center of our "world"?

(in the sample of Central Asia)

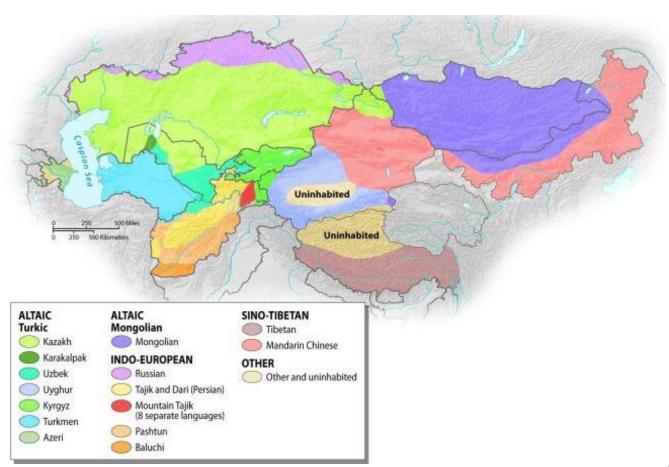
8.5.1. General information



PROVERB Honesty is the best policy

Task 1. Read the text and study information.

The peoples of Central Asia today derive from a multitude of tribes and races, and from processes of assimilation, coercion, conquest, and migration. Some understanding of this complexity can be found in historical events. The area now called Central Asia was occupied in past millennia by Persian or Iranian tribes—mainly Persian-speaking nomads and settlers in the steppes, piedmonts, and mountains, and around rivers and oases in the more arid and desert areas. They developed irrigation for developed agriculture perhaps 5,000–6,000 years ago and large populations irrigated areas. The area of the present Uzbekistan is said to be one of the cradles of human civilization, containing of the world's populations and cities. Domestication of horses for transport in about 4,000 BC is attributed to these people Empires rose and fell. The Archaemenid Persian Empire, perhaps the largest empire of ancient times, covered the region from 550 BC to 330 BC.





A Greek dynasty under Alexander the Great then held sway for more than a century until a nomadic tribe from the Central Asian steppe, the Parni, seized control and began the Parthian Empire, which assimilated Archaemenid and Greek culture and lasted until the 3rd century AD, when the Romans finally conquered the Parthians and took their almost incredible wealth to Rome.

Across the southwestern parts of the region, the Sassanid Persian Empire then arose. It replaced Greek cultural influence and restored Iranian traditions until Muslim Arab invasions swept across the region in the latter half of the 7th century. Arabic tribes and culture dominated much of the region over the next 3–4 centuries, establishing Islam as the main religion, and bringing what is described as a golden age of art, culture, and knowledge.

In the east of the region, Greek influence was replaced by that of the Kushan Empire that brought Indian influence and by the Chinese Han dynasty. The Persian language and culture persisted through the period of Arab control and by the 12th century, Persian (Farsi) had become the main written language.

Meanwhile, Turkic tribes, derived from Oghuz tribes from Mongolia in the east, became prominent in the region by the 6th century. One Islamic tribal group, under its leader Seljuk, came to power in the 11th century, occupying most of the region and spreading south into what is now Turkmenistan (and into Iran) and giving rise to the former name of the area: Turkestan, or Land of the Turks (which then also included the present-day Xinjiang Uyghur Autonomous Region).

Turkmen came to be identified with these Oghuz, especially those who adopted Islam; later the term Turkmen replaced Oghuz altogether. The Turkmen gradually removed the Persian influence across Central Asia and Turkish people—the Oghuz Turks (or Turkmen), Uzbeks, Kazakhs, Khazars, and Kyrgyz—still dominate the region today.

Early in the 13th century, the Mongol tidal wave of Genghis Khan swept through the region, on the one hand destructive but on the other bringing security of trade along the Silk Road. Europeans, Marco Polo, among them, began to venture across Asia.



The Mongols were conquered by Uzbek tribes at the beginning of the 16th century. Over the next 4 centuries, the region was splintered into many khanates and emirates accompanied by almost incessant struggles for power. Uzbek rule was weakened, while the wealth of the region as a whole declined as ocean transport began to replace the Silk Road.



The rise of the British Empire in the west and of the Russian Empire to the north replaced Turkic and Mongol influence as the British and Russians vied for control over the region through the 19th century in a 100-year "Great Game." The Russian revolution of 1917 changed the dynamics of this conflict, when Russia annexed most of the region. The countries now known as Central Asia were formed in the 1920s as republics of the former Soviet Union.

The division of the region into five republics by the Soviets in the 1920s broadly followed ethnic and linguistic groups, but not entirely. For example, the division of the population of Fergana Valley

among three republics—the Kyrgyz Republic, Tajikistan, and Uzbekistan—turned some ethnic communities into minority groups in a different country. Independence brought increased ethnic tensions as the countries began to exert their new nationalism.

Task 2. Try to answer the questions and discuss them.

- 1. What are the primary linguistic groups in Central Asia?
- 2. How has the Soviet legacy influenced the linguistic landscape of Central Asia?
- 3. What are some of the challenges faced by minority languages in Central Asia?
- 4. How are Central Asian countries promoting their national languages post-independence?
- 5. What role do regional organizations play in the linguistic and cultural cooperation in Central Asia?

Task 3. Read each statement and decide if it is true (T) or false (F).

- 1. The majority of people in Kazakhstan speak a Turkic language.
- 2. Tajik, the official language of Tajikistan, belongs to the Turkic language family.
- 3. Russian is no longer spoken widely in Central Asia after the collapse of the Soviet Union.
- 4. Kyrgyz and Uzbek are written using the Cyrillic script in their respective countries.
- 5.Mongolic languages are the primary languages spoken in Uzbekistan.
- 6. The Soviet Union's influence led to a significant presence of Russian as a lingua franca in Central Asia.
- 7. All Central Asian countries use the Latin alphabet for their national languages.
- 8. Iranian languages are spoken by some minority groups in Central Asia.
- 9.Kazakh and Kyrgyz are mutually intelligible languages.
- 10.Globalization has no impact on the linguistic diversity of Central Asia.
- 11. The educational system in Central Asian countries post-independence primarily uses Russian as the medium of instruction.
- 12. Turkmenistan's national language, Turkmen, is a member of the Iranian language family.

- 13. Tajikistan has implemented policies to revive the use of the Tajik language in official and educational contexts.
- 14. Minority languages in Central Asia are often well-supported and have extensive institutional backing.
- 15.Regional organizations in Central Asia do not engage in promoting linguistic and cultural cooperation.



Task 4.Do the matching task with words related to the linguistic groups of Central Asia and their definitions:

- 1. Turkic
- 2. Iranian
- 3. Cyrillic
- 4. Lingua Franca
- 5. Tajik
- 6. Kazakh
- 7. Bilingualism
- 8. Soviet Legacy
- 9. Language Shift
- 10. Minority Language
- A. A group of languages including Kazakh, Kyrgyz, Turkmen, and Uzbek.
- B. The official language of Tajikistan, part of the Iranian language family.
- C. An alphabet used for writing many languages in Central Asia, introduced during the Soviet era.
- D. A situation where two languages are used by the same community or individual.

- E. A dominant language used as a common means of communication between speakers of different native languages.
- F. The impact of the former Soviet Union's policies on the current linguistic and cultural landscape.
- G. The official language of Kazakhstan, part of the Turkic language family.
- H. A process where a community gradually stops using one language in favor of another.
- I. A language spoken by a smaller population within a larger community, often without official status.
- J. A group of languages including Tajik, spoken primarily in Iran, Afghanistan, and Tajikistan.

Useful websites!



- 1.<u>https://www.carecprogram.org/uploads/Peoples-and-Cultural-Traditions.pdf</u>
- 2.https://images.app.goo.gl/KE2W jRQS6CtiBsVB8
- 3.https://www.tes.com/teaching-

resource/central-asia-12604151

- 4. https://study.com/academy/lesson/cultural-patterns-of-russia-central-asia.html
- 5. https://kidskonnect.com/places/tajikistan/
- 6. https://kidskonnect.com/places/kazakhstan/
- 7.https://kidskonnect.com/geography/uzbekistan/
- $8. \underline{https://kidskonnect.com/geography/turkmenistan/}\\$
- 9.https://www.pinterest.com/pin/66850313841472 0594/
- 10.https://www.slideshare.net/slideshow/central-asia-people-and-places/182275438
- 11.https://www.slideshare.net/slideshow/central-asian-arts-and-crafts/246852238
- 12.<u>https://youtu.be/ZaGgb1TTFWw?si=54P4aguC4sHvNYWn</u>
- 13. https://youtu.be/a1WM5fb_-iE?si=IMe-cNQ-nnfstDUu

8.5.2. Cultural Icons of Central Asia

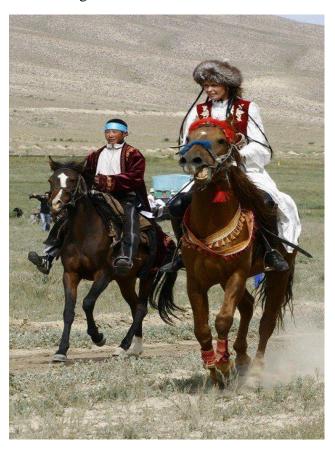


PROVERB If you can't beat 'em, join 'em.

Task 1. Read the text and study

information.

Central Asia has a unique blend of cultural icons. Foremost among them is the horse, first domesticated in the region some 6 millennia ago. Horses extended the reach of travelers and warriors alike and accelerated the spread of cultures and religions. Horses were a major factor in the success of the Mongol hordes in their invasions.



Modern horse breeds range from the stocky Przewalski's horse from the steppe, the last surviving subspecies of wild horses, to the Akhal Teke breed, which has a special place in the culture of Turkmenistan. These are tall, slim horses of a golden color, furthest among the Central Asian breeds from the Przewalski's horse and are the ancestral breed of western racehorses.

Other ethnic groups also take pride in their horses. Horses are said to be the wings of the Kyrgyz people. The Tajiks have their *lokai* breed and the Uzbeks the *karabair* breed, both horses of great endurance.



Horses are an essential ingredient of recreational activities in most of the region, in such games as horseback fighting, in which riders grapple to topple each other from their horses; horse racing over distances up to 100 kilometers; wrestling among horse riders for a goat carcass (buzakashi), a lively event depicting the chasing and beating of a wolf that has attacked a livestock herd; and chase-the-girl, a wedding ritual involving the groom chasing and catching the bride—both on horseback.

Bactrian, or two-humped, camels were domesticated around the same time as the horse; these camels were used for transport and, by the 2nd millennium BC, in towing wheeled vehicles for farmers. The camel became for the sedentary groups what the horse was for the nomadic tribes. Horses were often associated with war, camels with trade: horses gave Genghis Khan's hordes advantage in battle; camels made possible the caravans that plied the Silk Road.



Falconry, using birds (mostly falcons and hawks, although the Kyrgyz also used golden eagles) to catch prey for humans, is a proud tradition with roots in the 1st or 2nd millennium BC. It was held in esteem as a noble sport across the region and beyond and is now popular worldwide. The Saker falcon is a favorite bird for falconry, a popularity, however, that has led to rapid decline of Central Asian Saker populations.

Ethnic groups throughout the region have one thing in common, the yurt, their compact, circular houses with dome roofs, made of a wooden frame covered in felt from the hides of sheep or other livestock. Of course, different tribes have different touches and motifs. All have the advantage of being quickly erected and dismantled for travel, as the nomadic communities move their herds from pasture to pasture. Nomadic groups have traditionally crafted carpets for their yurts. The best-known carpets are those from Turkmenistan and Uzbekistan, such as the "red rugs," woven by nomadic tribes, principally Tekke Turkmen, who extract a wide variety of red and redbrown dyes from the madder plant for their carpets.

Women are skilled in exuberant and colorful embroidery and each ethnic group has its own distinctive patterns. Embroidery extends beyond garments to decorative motifs on animals, especially horses.



Task 2. Try to answer to some quiz questions about cultural icons of Central Asia:



- 1. Which Central Asian country is home to the historic city of Samarkand, known for its stunning Islamic architecture and as a key city on the Silk Road?
- 2. Who is the famous 14th-century conqueror from Central Asia, known for establishing the Timurid Empire and making Samarkand its capital?
- 3. What is the name of the traditional yurt-like dwelling used by the nomadic peoples of Central Asia?
- 4. Which epic poem, considered one of the most important works of Turkic literature, was written by the Kyrgyz poet Manas?
- 5. Which Central Asian country celebrates the Navruz (Nowruz) festival, marking the Persian New Year, with great enthusiasm?
- 6. What is the name of the famous 12th-century Islamic scholar and polymath from Central Asia, known for his contributions to medicine, astronomy, and philosophy?
- 7. Which traditional Central Asian musical instrument is a long-necked lute, often used in Kazakh and Uzbek music?
- 8. What is the name of the Central Asian horse breed known for its speed, endurance, and beauty, often associated with Turkmenistan?
- 9. Who is the celebrated Kazakh poet and philosopher, known for his work "The Book of Words"?
- 10. Which city in Kazakhstan is known for its futuristic architecture and serves as the country's capital since 1997?



Task3. Match the cultural icons with their corresponding descriptions.

- 1. Timur (Tamerlane)
- 2. Yurt (Ger)
- 3. The Epic of Manas
- 4. Navruz (Nowruz)
- 5. Avicenna (Ibn Sina)
- 6. Dombra
- 7. Akhal-Teke
- 8. Abai Qunanbaiuly
- 9. Samarkand
- 10. Nur-Sultan (Astana)
- A. A traditional dwelling used by the nomadic peoples of Central Asia.
- B. A 14th-century conqueror who established the Timurid Empire.
- C. A long-necked lute used in Kazakh and Uzbek music.
- D. Celebrated Kazakh poet and philosopher known for "The Book of Words."
- E. Celebrated annually, marking the Persian New Year.
- F. A historic city in Uzbekistan, known for its Islamic architecture and Silk Road heritage.
- G. A famous 12th-century scholar known for his contributions to medicine and philosophy.
- H. The capital city of Kazakhstan, known for its futuristic architecture.
- I. An epic poem from Kyrgyz literature, considered one of the most important works of Turkic literature.
- J. A Central Asian horse breed known for its speed, endurance, and beauty.

Task 4. Read the statements and do true/false task on cultural icons such as horses, falcons, carpets, and embroidery of the Central Asian people:

- 1. The Akhal-Teke is a horse breed known for its exceptional endurance and beauty, and it originates from Turkmenistan.
- 2. Falconry, the art of training falcons for hunting, has been a long-standing tradition among Central Asian nomadic peoples.
- 3. Central Asian carpets, especially those from Turkmenistan, are known for their intricate designs and high quality.
- 4. Embroidered textiles, such as suzanis, are a significant part of the cultural heritage in Central Asia, particularly in Uzbekistan.
- 5. The Kyrgyz are renowned for their skill in creating felt rugs known as shyrdaks.
- 6. Central Asian embroidery often features geometric and floral patterns and is typically created using silk and cotton threads.
- 7. The practice of horse games, such as kok-boru (buzkashi), is a significant cultural tradition in Central Asia.
- 8. The Tajikistan national sport involves racing yaks across mountainous terrain.
- 9. The art of falconry in Central Asia is primarily a recreational activity with little historical significance.
- 10. Kumis is a traditional dairy product made from fermented camel milk in Central Asia.



Task 5. Try to do some multiple-choice tests about cultural icons like horses, falcons, carpets, and embroidery of the Central Asian people:



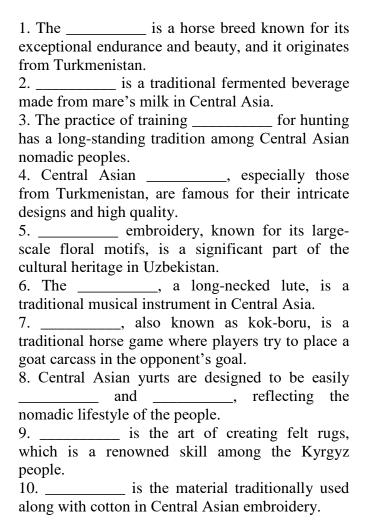
- 1. What is the Akhal-Teke known for?
- A. Its ability to fly
- B. Its exceptional endurance and beauty
- C. Its strength in pulling heavy loads
- D. Its ability to live in the desert without water
- 2. Which traditional beverage is made from fermented mare's milk in Central Asia?
- A. Sake
- B. Kumis
- C. Kefir
- D. Chicha
- 3. What is the primary use of falcons in Central Asian culture?
- A) Guarding livestock
- B) Hunting
- C) Performing in circuses
- D) Messaging



- 4. Turkmen carpets are renowned for their:
- A. Bright neon colors
- B. Intricate designs and high quality
- C. Use of synthetic materials
- D. Minimalist style
- 5. Suzani embroidery, known for its large-scale floral motifs, is traditionally made by:
- A. Men in Uzbekistan
- B. Women in Uzbekistan
- C. Children in Kazakhstan
- D. Elders in Turkmenistan
- 6. Which of the following is a traditional horse game in Central Asia?
- A. Polo
- B. Kok-boru (buzkashi)
- C. Steeplechase
- D. Dressage
- 7. The primary materials used in Central Asian embroidery are:
- A. Wool and linen
- B. Silk and cotton
- C. Polyester and acrylic
- D. Nylon and rayon
- 8. Central Asian yurts are designed to be:
- A. Permanent structures
- B. Easily assembled and disassembled
- C. Made of stone and brick
- D. Underwater homes
- 9. The Dombra is a traditional musical instrument from Central Asia. What type of instrument is it?
- A. Wind instrument
- B. Percussion instrument
- C. String instrument
- D. Brass instrument
- 10. Which Central Asian country is particularly known for its high-quality carpets that even have a national holiday dedicated to them?
- A. Kazakhstan
- B. Turkmenistan
- C. Kyrgyzstan
- D. Uzbekistan



Task 6. Try to do a gap-filling task on cultural icons of the Central Asian people:





Central Asia

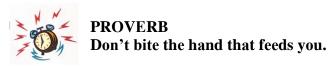


Mediterranean Sea Turkmenistan Uzbekistan Kazakhstan India

Tajikistan Silk Road Xi'an

Indian Ocean Kyrgyzstan Mining China

8.5.3. Culture of Central Asia from 6 dimensions of Geert Hofstede



Task 1. Read the text and study information.

National culture in Asian countries

Asia is sub divided into 48 countries and Asia is the earth's largest and most populous continent. Though it covers only 8.7% of the Earth's total surface area, it comprises 30% of earth's land area and population of the continent approximately 4.4 billion people.

The culture of Asia is human civilization in Asia. It features different kinds of cultural heritage of many nationalities, societies, and ethnic groups in the region, traditionally called a continent from a Western-centric perspective, of Asia. Above cultural changes affected human behavior of the people in country within Asia in differently The region or "continent" is more commonly divided into more natural geographic and cultural sub regions, including Central Asia, East Asia, North Asia, South Asia, Southeast Asia and West Asia .Geographically, Asia is not a distinct continent; culturally, there has been little unity or common history for many of the cultures and peoples of Asia. Asian art, music, and cuisine, as well as literature, are important parts of Asian culture. Eastern philosophy and religion also plays a major role, with Hinduism, Taoism, Confucianism, Buddhism, Judaism and Islam all playing major roles. One of the most complex parts of Asian culture is the relationship

between traditional cultures and the Western world.

Cultural comparison in countries according to Hofsted's dimension

To continue this research we selected 20 countries which represent all the culture according to country's location in Asia continent to compare culture dispersion among countries according to Hofstede's culture dimensions. In here mainly we focus on four dimensions which are early development of Hofstede's model as power

Distance, Individualism vs. Collectivism, Uncertainty Avoidance and Masculinity Vs. femininity to compare Asian countries because the some countries not score on Long-term orientation (LTO) Indulgence versus restraint index.

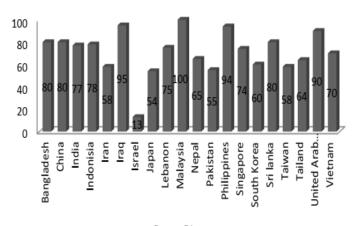


Power Distance

Power distance is defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally. According to Hofstede center power distance Index of selected countries are figured as below.

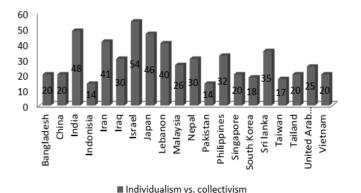
Individualism vs. collectivism

The fundamental issue addressed by this dimension is the degree of interdependence a society maintains among its members. It has to do with whether people's self-image is defined in terms of "I" or "We". In Individualist societies people are supposed to look after themselves and their direct family only. According to Hofstede center Individualism vs. collectivism Index of selected



■ Power Distance

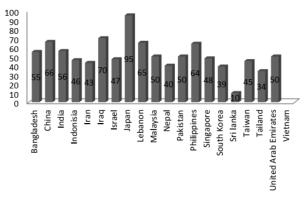
countries is showed as below. In Collectivist society's people belong to 'in groups' that take care of them in exchange for loyalty



Uncertainty avoidance index

Uncertainty avoidance Index show extent to which a society feels threatened by uncertain and ambiguous and tries to avoid these situations by providing greater carrier stability, establishing more suitable rules, not tolerating deviant ideas and behaviors and believing in absolute truths and the attainment of expertise. According to Hofstede Uncertainty avoidance Index of selected countries is showed as below.

Masculinity vs. femininity

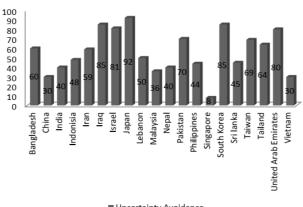


■ Masculiinity

The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these is reflected in the UAI score. According to Hofstede centre Masculinities. femininity Index of selected countries is showed as below

In here we can conclude the four dimension's index earlier we discussed that reflects numerous figures in Asia for each index, emphasizing the

nations in Asia not same to each other. When consider the power index almost all the countries in Asia take high above 50, that means all the nations in Asia has been tend to accept the power coming from organizational hierarchy without further justifications. Uncertainty avoidance index of the Asia is scored low amount excepting few countries which Japan, South Korea, Iraq, Israel and Iraq, indicating the lot of nations in Asia who not comfortable with an ambiguity situations. Masculinity vs. femininity index of the every Asian countries score a small amount excepting Japan, Iraq reflecting the nation who work in order to live rather than live in order to work. Individualism vs. Collectivism index shows small value in countries below 50 in almost every country in Asia reflecting nations who highly desire for collectivism than individually survive.



■ Uncertainty Avoidance

Furthermore we identified one dimension score value can change another dimension value as in Singapore which score lowest value in Uncertainty Avoidance that is influenced by their high Power Distance value according to Hofstede center. Furthermore that indicate some dimension to be record high score that are affected by the country's inherent natural disaster as Japan's high scored on Asia when compare to other country.

Finally we can say though Asian countries in similar at a one sight it features different kinds of cultural heritage of many peoples, societies, groups, region.



Task 2. Try to answer the questions and discuss them.

- 1. How does high Power Distance manifest in Central Asian cultures, and what are its implications for workplace hierarchy and family structure?
- 2. What role does Collectivism play in the social and professional lives of Central Asian people?
- 3. How does high Uncertainty Avoidance influence decision-making and attitudes towards change in Central Asian societies?
- 4. In what ways does Masculinity influence gender roles and societal expectations in Central Asian cultures?
- 5. How does Long-Term Orientation shape the values and future outlook of Central Asian societies?
- 6. What impact does Restraint have on the lifestyle and behavior of people in Central Asian cultures?

Task 3. Read and do true/false statements based on the cultural dimensions of Geert Hofstede applied to Central Asian cultures.

- 1. Central Asian cultures generally exhibit high levels of Power Distance, where hierarchical structures and authority are respected.
- 2. Central Asian societies typically have low Individualism, valuing collective well-being and community over individual achievements.
- 3. Uncertainty Avoidance is high in Central Asian cultures, meaning that people tend to avoid

- ambiguous situations and prefer clear rules and structures.
- 4. Central Asian cultures often show low Masculinity, emphasizing cooperation, modesty, and caring for others over competition and achievement.
- 5. Long-term orientation is strong in Central Asian cultures, with a focus on future rewards, perseverance, and thrift.
- 6. Central Asian societies have high Indulgence, where individuals prioritize enjoying life and having fun over strict social norms.



Task 4. Do the multiple-choice tests about the culture of Central Asian people based on Geert Hofstede's six cultural dimensions:

- 1.In Central Asian cultures, high Power Distance means:
- A. Equality is highly valued and everyone has the same level of authority.
- B. There is a significant acceptance of hierarchical order without much question.
- C.People prefer decentralized power structures.
- D.Power is rarely concentrated and frequently changes hands.
- 2. Regarding Individualism vs. Collectivism, Central Asian societies typically:
- A. Prioritize individual achievements and personal goals.
- B. Emphasize the importance of the group and collective well-being.
- C. Have a balanced approach between individualism and collectivism.
- D. Disregard both individual and collective achievements.



- 3. High Uncertainty Avoidance in Central Asian cultures indicates:
- A. A preference for ambiguous situations and flexibility.
- B. Low concern for rules and structure.
- C. A strong preference for clear rules, regulations, and predictable situations.
- D. An openness to taking risks and trying new things.
- 4. In terms of Masculinity vs. Femininity, Central Asian cultures generally:
- A. Place a high value on competition, achievement, and material success.
- B. Focus more on cooperation, modesty, and quality of life.
- C. Exhibit no clear preference between masculinity and femininity.
- D. Strongly discourage competitive behavior and material success.
- 5. When considering Long-Term Orientation vs. Short-Term Orientation, Central Asian cultures tend to:
- A. Focus on immediate results and quick returns.
- B. Place a strong emphasis on future rewards, perseverance, and thrift.
- C. Disregard both long-term and short-term goals.
- D. Focus solely on past traditions and maintaining the status quo.

- 6.In the dimension of Indulgence vs. Restraint, Central Asian cultures are more likely to:
- A. Prioritize enjoying life and having fun over strict social norms.
- B. Emphasize restraint, strict social norms, and controlled gratification of desires.
- C. Have no clear preference between indulgence and restraint.
- D. Encourage unrestricted freedom and personal gratification.



Task 5. Try to do a gap-filling task based on the culture of Central Asian people using Geert Hofstede's six cultural dimensions:

1.	In	Cent	ral As	ian c	ulture	s, hig	h _		
me	ans	that	there	is a	signi	ficant	acc	eptance	of
hie	rarc	hical	order v	witho	ut mu	ch que	stior	1.	
2.	Ce	ntral	Asian	soci	eties	typica	ılly	emphas	ize
			_, prior	itizin	g the	group	and	l collect	ive

- well-being over individual achievements.

 3 High in Central Asian culture.
- 3. High _____ in Central Asian cultures indicates a strong preference for clear rules, regulations, and predictable situations.
- 4. In terms of _______, Central Asian cultures generally place a high value on competition, achievement, and material success.
- 5. Central Asian cultures tend to exhibit a strong ______, with a focus on future rewards, perseverance, and thrift.

UNIT 9

An introduction to identity: who am I, really? How do we communicate our identities? Social identity theory and stages of identity development. Identity is created through communication.

9.1. General information



Task 1. Read the info and study the data.

Differences between culture

English and American English have various contrasts which identify with the diverse social estimations of the two nations. For instance, British English contains various oftentimes utilized allegories identifying with football ('scoring a possess objective') and cricket ('a sticky wicket'), while American English uses analogies identifying with baseball ('in the ball park') (Khilsher, 2014). Every set up an example of basic resistances that closer views and trashes those codes that record "non-mainstream" groups in the United States and "lower-class" groups in Britain (Milroy, 2000).

Differences between languages

English begins from England and has a place with Germanic of IndoEuropean family. Affected by culture of different nations and districts, English can be arranged into British English, American English, Australian English, New Zealand English, Canadian English, Indian English, Irish English, and so forth. In any case, at present, American English (AmE) and British English (BrE) are most regularly utilized. American English and British English are comparable in a large portion of viewpoints. By and by, there are contrasts between American English and British English in parts of word spelling, articulation and language. The linguistic divergences between day by day British English and American English are primarily as far as the utilization of relational words, helper action words, pronouns, descriptive words and verb modifiers, and tense and subjunctive state of mind. These distinctions apply effect on English learning and relational correspondence.



The distinctions include:

- sometimes, British English and American English will receive diverse punctuations to express a similar importance;
- in some cases, a similar language communicates diverse implications in British English and American English;
- in a few structures, either American English or British English will utilize incorporated linguistic structure, while alternate embraces precluded shape;
- in other cases, American English and British English utilize the equivalent syntactic frame to express a similar significance. Be that as it may, one of them may utilize another shape to express the importance while alternate does not have such frame.

In the UK, "knock up" indicates "tired very much", while in the US, this expression signifies "pregnant". The expression is the equivalent; be that as it may, the expression communicates diverse implications in various nations and achieves misconception.

1. Syntactic dissimilarities between every day British and American English

a. Differences in action words

In British English, the past tense of "get' is "got", while American English more often than not utilize

its past participle "gotten". Another model is "have". English for the most part utilizes "Have you any kids?" or "Do you have any kids?" while Americans ordinarily express a similar significance with "Do you have any kids?" (Zhang & Jiang, 2009).

b. Differences in relational words

These include differences among British and American English in relational words are appeared in the accompanying two perspectives:

- (1) diverse utilization of relational words in the development of expressions;
- (2) when utilizing phrases, one will utilize a relational word while the other will overlook it. Also, "five past nine" can be communicated in American English by "five after nine" or "nine five". Before "weekend" and "Christmas", British English uses "at" or "over", while American English receives "over" or "on".

c. Differences in tense

There are contrasts in the utilization of tense in British and American English. While communicating the occasion that simply occurred, British English normally utilizes past immaculate tense, for example, "I've quite recently observed your sibling" and "I've just eaten." However, American English embraces past tense, for example, "I just observed your sibling" and "I previously ate." (Zhang & Jiang, 2009).

d. Differences being used of things

Difference in structures such as Candidature in American language while Candidacy in British. Same word, diverse implications involve similar word communicates diverse implications in British and American English. For the most part talking, there are two sorts. The first is to include implications. At the point when Americans need to express another thing or item, they can't help thinking that the most advantageous technique is to add another importance to one existing word. For instance: "Clout" alludes to power, impact or eminence, esp.

e. Differences in article

It involves the discarding of article most expressions of British English have article, while those of American English don't have. "The" in the standard articulations in British English "all the evening", "all the winter", "all the week", "this time", and so forth. Are normally discarded in American English. Distinctions in pronouns. English and American English utilize distinctive pronouns to rehash the uncertain pronoun "one". English uses "one", for instance, "One can't succeed except if one makes a decent attempt", while American English uses "he", for instance, "One can't succeed except if he makes a decent attempt". Divergences in descriptive words and intensifiers. In non-formal American English, descriptive words can be utilized as verb modifiers, for instance "a genuine decent supper". Be that as it may, in British English and formal American English, no one but qualifiers can be utilized, "a great supper".

f. Qualifiers

In American English, qualifiers can be utilized all the more openly in regard of position. They can either be set before helper action words or behind them, while the importance of the sentences continues as before. For instance, we can either say "They never will consent to it" or "They well never consent to it". For another model, "You likely could have done it without anyone's help" signifies equivalent to "You could most likely have done it without anyone's help". Notwithstanding, in British English, intensifiers are generally set behind the principal assistant action word. In British English, the verb modifiers "yet" and "as of now" cannot be utilized in past tense and must be utilized in past flawless tense. Be that as it may, in American English, they can be utilized both in past tense and past immaculate tense (Zhang & Jiang, 2009).

2. Synonymy

It implies that distinctive words in American English and British English are utilized to assign a similar standing. In America, the primary floor of the structures and houses is called first floor and obviously the second floor is called second floor. In any case, in Britain individuals call the primary floor of the structures and houses, particularly

these with a long history ground floor (Benson, 1989).

3. Homonymy

It indicates to words or expressions that vary in significance. Numerous words have very surprising implications or allude to various things in British English and American English. The expression "clean up" implies that washing the plates blades and forks, etc. in the UK. In any case, when American individuals state "clean up", they mean washing one's body. In any case, when British individuals state "I will assist you with washing up" to American individuals, American individuals might be extremely astounded in light of the fact that American individuals believe that it signifies "I will enable you to wash your body" (Benson, 1989).

4. Dissimilarity in Spelling

Improvement of American English In America, individuals utilize "claim to fame" rather than "strength". This demonstrates the letter "I" is missed in a few words in American English. What's more, individuals infrequently observe "discourse" yet dependably observe "exchange". Alphabets Besides Changes of American improvement, spelling contrasts between American English and British English are thought about the perspective that a solitary letter set or more letter sets are changed in a word. Distinctive spelling may cause diverse meaning. For instance, the words "matt" and "matte", in the UK, "matt" alludes to a non-shiny surface, and "matte" to the film system. In any case, in America, the two have a similar significance (Benson, 1989).

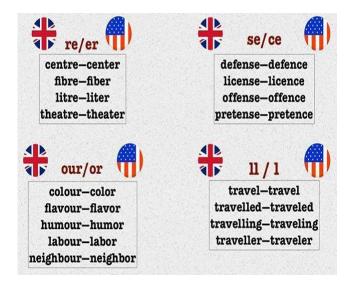
5. Varied Recognition Methods Effective technique

It is a technique for recognizing vocabulary differences between American English and British English essentially incorporates: the judgment strategy as per the substance of the announcement and judgment technique as indicated by the syntactic connection. The previous indicates to expressing as per the substance. That is the announcement strategy by breaking down the substance and discovering the explicit vocabulary

of Britain and the United States to pass judgment on the announcement having a place with what sort of English. For instance: "She rose right on time to be prepared for the post, and from the second floor level she could see the postman". Since the British individuals with a "level" depict "flat", while Americans use "apartment" to portray "left" (Benson, 1989).

Table 1 shows some examples of the differences between British and American languages (Abderrahim, 2015).

Difference	American	British	
-ize/-se (-yze/yse)	characterize	characterise	
-or/-our	behavior	behaviour	
-er/-re	center	centre	
-e/(-ae <i>or</i> -oe)	anesthesia	anaesthesia	
-se/-ce	defense	defence	
-/e, -og/-ogue	aging	ageing	
-l/-ll or -ll/-l	fulfll	fulfl	



6. Full stops/Periods in shortened forms

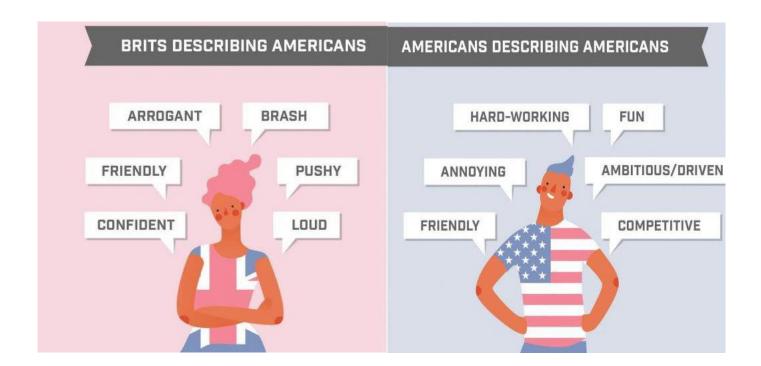
In American English, we use "Mr.", "Mrs.", "St.", "Dr." etc., whereas in British it is typically "Mr", "Mrs", "St", "Dr", etc.

7. Ouotes

In British English, single quotes are utilized, and in American English, twofold quotes are utilized. In British English, twofold quotes are utilized inside the single quotes, though in American English, single quotes are utilized inside twofold quotes. Period and comma: In British English, the period and comma are put outside quotes. Be that as it may, in the event that the accentuation stamp is a piece of the statement itself, the quote is set after the period or comma. In American English, the period and comma are constantly put inside quotes. In British English, i.e. what's more, e.g. are utilized, though in American English, i.e., and e.g., are utilized (Diatel, 2017).

7.<u>https://youtu.be/TknsAdpYlrU?si=bZNO_kLxO7</u> RCH-ZV;

8.https://youtu.be/krEO7nGknwl?si=UGa7PrjyctJ0d2kk;





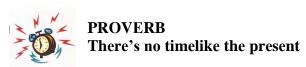
Useful websites!

1.https://www.eslprintables.com/vocab ulary_worksheets/culture_and_traditio ns/american_culture/American_British

_culture_Gam_645944/;

- 2.<u>https://m.busyteacher.org/9424-america-english-vs-british-english-worksheet-ii.html;</u>
- 3.https:// mlmt.dev.codetrade.io/?s=british-vs-american-english-worksheet-live-worksheets-aa-KY747QSI;
- 4. https://pin.it/2WO99gl09;
- 5. https://m.busyteacher.org/22839-british-english-vs-american-english-power-point.html;
- 6.https://www.slideserve.com/roza/differencesbetween-american-english-british-english;

9.2. Differences between British and American culture



Task 1.Read the text and answer the questions.

Language

One of the most noticeable differences between British and American culture is the language. Although both countries speak English, there are several variations in vocabulary, spelling, and pronunciation. For example, in the UK, the back of a car is called a "boot," while in the US, it is known as a "trunk." Similarly, British people refer to the underground train system as the "tube" or "underground," whereas Americans call it the "subway."

Education

The education systems in the UK and the US also have distinct characteristics. In the UK, the education system is divided into primary, secondary, and further education, with students taking their General Certificate of Secondary Education (GCSE) exams at the age of 16. In contrast, the US education system consists of elementary, middle, and high school, with students graduating high school at around 18 years old and then moving on to college or university.

Food

Cuisine is another area where British and American cultures differ significantly. Traditional British foods include dishes like fish and chips, roast dinners, and shepherd's pie. In contrast, American cuisine features items like hamburgers, hot dogs, and barbecue ribs. Additionally, the British have a strong tradition of tea drinking, often enjoying it with biscuits or scones, whereas Americans are more inclined towards coffee.

Humor

British and American humor also exhibit distinct styles. British humor often relies on sarcasm, irony, and understated wit. Shows like "Monty Python" and "The Office" are prime examples of British comedic sensibility. On the other hand, American humor tends to be more straightforward and slapstick, as seen in shows like "Friends" and "Saturday Night Live."

Social Etiquette

Social etiquette varies as well between the two cultures. British people are generally known for their politeness and tendency to avoid confrontation. They often use indirect language and may apologize frequently, even if not at fault. In contrast, Americans are typically more direct in their communication style and may value assertiveness and straightforwardness.

- 1. What is the British term for the back of a car, and what do Americans call it?
- 2. At what age do students in the UK take their GCSE exams, and what is the equivalent stage in the US education system?
- 3. Name one traditional British dish and one traditional American dish.
- 4. How does British humor typically differ from American humor?
- 5. Describe one aspect of British social etiquette and one aspect of American social etiquette.

Task 2. Determine if the statements are True (T), False (F) based on the passage above.

- 1. Both the UK and the US have underground train systems, but they call them by different names.
- 2. In the US, students take their GCSE exams at the age of 16.
- 3. Traditional British foods include shepherd's pie and roast dinners.
- 4. Americans traditionally prefer tea over coffee.
- 5. British humor tends to be more straightforward and slapstick compared to American humor.
- 6. British people are known for their direct communication style.

Task 3. Fill in the blanks with the appropriate words from the list below.

humo, food, middle, chips, communication, trunk, vocabulary, college, irony, boot, confrontation, subway, coffee, 16, scones, slapstick

The education systems in the UK and the US also have distinct characteristics. In the UK, the education system is divided into _______ (5), secondary, and further education, with students taking their General Certificate of Secondary Education (GCSE) exams at the age of ______ (6). In contrast, the US education system consists of elementary, ______ (7), and high school, with students graduating high school at around 18 years old and then moving on to ______ (8) or university.

British and American humor also exhibit distinct styles. British humor often relies on sarcasm, ______ (13), and understated wit. Shows like "Monty Python" and "The Office" are prime examples of British comedic sensibility. On the other hand, American humor tends to be more straightforward and _____ (14), as seen in shows like "Friends" and "Saturday Night Live."

Social etiquette varies as well between the two cultures. British people are generally known for their politeness and tendency to avoid ______ (15). They often use indirect language and may apologize frequently, even if not at fault. In

contrast, Americans are typically more direct in their communication style and may value assertiveness and ______ (16).



Task 4. Do the multiple-choice test.

- 1. What is the British term for the back of a car?
 - A. Trunk
 - B. Boot
 - C. Hood
 - D. Bonnet
- 2. What do Americans call the underground train system?
 - A. Tube
 - B. Subway
 - C. Underground
 - D. Metro
- 3. At what age do students in the UK typically take their GCSE exams?
 - A. 14
 - B. 16
 - C. 18
 - D. 20



- 4. In the US, what is the equivalent stage to the UK's GCSE exams?
 - A. Middle School
 - B. Elementary School
 - C. High School Graduation
 - D. Associate Degree
- 5. Which of the following is a traditional British dish?
 - A. Pizza
 - B. Hot Dogs
 - C. Fish and Chips
 - D. Tacos
- 6. Which of the following is a traditional American dish?
 - A. Shepherd's Pie
 - B. Sushi
 - C. Barbecue Ribs
 - D. Curry
- 7. British humor often relies on which of the following?
 - A. Slapstick
 - B. Sarcasm
 - C. Puns
 - D. Wordplay
- 8. Which of the following TV shows is an example of American humor?
 - A. Monty Python
 - B. Fawlty Towers
 - C. Friends
 - D. The Office (UK)
- 9. British people are generally known for their:
 - A. Directness
 - B. Assertiveness
 - C. Politeness
 - D. Loudness
- 10. Americans are typically more:
 - A. Indirect
 - B. Confrontational
 - C. Apologetic
 - D. Reserved

American/English Words Hunt

VACATIONBISCUITZO DMOMQFAUCETTRA MYWLJYPAVEMENTPOD DJJHCSDBPRRBRRLM SWEETSWGEUUIWQTQS UCCHINILWBCCANDY IMUMCBEELWHP TQBPANTSCOILCRUGT UFDBDBHTOSOGAAFQ M D A Q Y Y S Y A K H L A G A Q S DEWALKPIULKTVZD TRAINERSESYMYJUW QYBHFCPZHOLIDAYAF SNEAKERSWGGDASZNE J G E Q P O P S I C L E L J T Y E RTQFEQCOURGETTEXI AFWPOTATOCHIPSESW

potatochips	courgette	trainers	pavement	icelolly
zucchini	vacation	sidewalk	sneakers	popsicle
holiday	biscuit	rubbish	sweets	faucet
cookie	trash	pants	candy	tap
mum	mom			

9.3. Differences between cultures



PROVERB

The grass is always greener on the other side of the hill

Task 1. Match each definition to the correct vocabulary word.

- 1. Boot
- 2. Trunk
- 3. Tube
- 4. Subway
- 5. GCSE
- 6. Shepherd's pie
- 7. Sarcasm
- 8. Irony
- 9. Slapstick
- 10. Confrontation
- A. A type of underground train system in the US.
- B. A British term for the back of a car.
- C. A British dish made with minced meat and mashed potatoes.
- D. A direct and physical form of comedy often found in American humor.
- E. British exams taken at the age of 16.
- F. The American term for the back of a car.
- G. A British term for the underground train system.
- H. A situation involving a conflict or dispute.
- I. The use of words to convey the opposite of their literal meaning, often humorously.
- J. A form of humor where the intended meaning is opposite to the literal meaning.

Film

Pavement

Holiday(s)

Trainers

American English



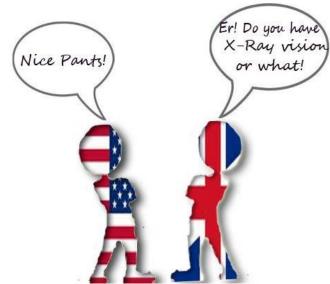


Apartment

British English







Task 2. Match each paragraph with the appropriate heading from the list below.

- 1. Food and Drink Preferences
- 2. Education Structure
- 3. Communication and Social Norms
- 4. Entertainment Styles
- 5. Linguistic Differences

Section A

One of the most noticeable differences between British and American culture is the language. Although both countries speak English, there are several variations in vocabulary, spelling, and pronunciation. For example, in the UK, the back of a car is called a "boot," while in the US, it is known as a "trunk." Similarly, British people refer to the underground train system as the "tube" or "underground," whereas Americans call it the "subway."

Section B.

The education systems in the UK and the US also have distinct characteristics. In the UK, the education system is divided into primary, secondary, and further education, with students taking their General Certificate of Secondary Education (GCSE) exams at the age of 16. In contrast, the US education system consists of elementary, middle, and high school, with students graduating high school at around 18 years old and then moving on to college or university.

Section C.

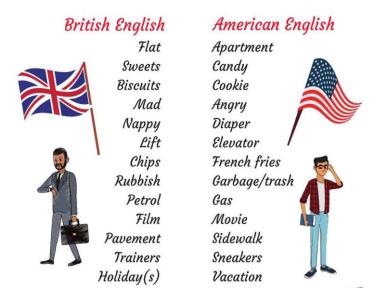
Cuisine is another area where British and American cultures differ significantly. Traditional British foods include dishes like fish and chips, roast dinners, and shepherd's pie. In contrast, American cuisine features items like hamburgers, hot dogs, and barbecue ribs. Additionally, the British have a strong tradition of tea drinking, often enjoying it with biscuits or scones, whereas Americans are more inclined towards coffee.

Section D.

British and American humor also exhibit distinct styles. British humor often relies on sarcasm, irony, and understated wit. Shows like "Monty Python" and "The Office" are prime examples of British comedic sensibility. On the other hand, American humor tends to be more straightforward and slapstick, as seen in shows like "Friends" and "Saturday Night Live."

Section E

Social etiquette varies as well between the two cultures. British people are generally known for their politeness and tendency to avoid confrontation. They often use indirect language and may apologize frequently, even if not at fault. In contrast, Americans are typically more direct in their communication style and may value assertiveness and straightforwardness.



Different cultures of the world



Dominican RepublicNative AmericanSouth AsiancolombianEgyptianJapaneseJamaicanAmericanChineseMexicanAfricanGermanIndianIrishGreek

9.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Introduction to Identity

Identity refers to the understanding and perception of oneself, shaped by various factors such as personal experiences, social interactions, cultural backgrounds, and individual choices. It encompasses multiple dimensions, including personal identity (who we are as individuals) and social identity (how we identify with various groups). Identity is a complex and dynamic construct that evolves over time and influences how we view ourselves and interact with others.

Social Identity Theory

Social Identity Theory (SIT), developed by Henri Tajfel and John Turner in the 1970s, focuses on how individuals categorize themselves and others into different social groups. According to SIT, our social identities are formed through membership in various groups, such as nationality, ethnicity, religion, gender, and profession. These group affiliations contribute to our self-concept and influence our behavior, attitudes, and perceptions.

Key components of Social Identity Theory include:

- 1. Categorization: People categorize themselves and others into groups, which helps to simplify social interactions and make sense of the social world. This process can lead to in-group (us) and out-group (them) distinctions.
- 2. Identification: Individuals adopt the identity of the groups they belong to, which affects their selfesteem and sense of belonging. Positive identification with a group can enhance selfesteem, while negative associations can lead to feelings of inferiority.
- 3. Comparison: People compare their in-groups to out-groups, often leading to favoritism towards their own group (in-group bias) and discrimination against those in out-groups. This can reinforce

social hierarchies and contribute to prejudice and stereotyping.



Stages of Identity Development

The process of identity development is complex and can be understood through various theoretical frameworks. One influential model is Erik Erikson's stages of psychosocial development, which outlines eight stages that individuals navigate throughout their lives. Each stage presents a conflict that must be resolved for healthy identity development:

- a. Trust vs. Mistrust (Infancy): Establishing a sense of trust through reliable caregivers.
- b. Autonomy vs. Shame/Doubt (Early Childhood): Developing independence while learning boundaries.
- c. Initiative vs. Guilt (Preschool Age): Exploring the world and asserting control over choices.
- d. Industry vs. Inferiority (School Age): Building competence through success in tasks and relationships.
- e. Identity vs. Role Confusion (Adolescence): Developing a sense of self and personal values; exploring various identities.
- f. Intimacy vs. Isolation (Young Adulthood): Forming meaningful relationships and connections with others.

- g. Generativity vs. Stagnation (Middle Adulthood): Contributing to society and nurturing the next generation.
- h. Integrity vs. Despair (Late Adulthood): Reflecting on life and finding a sense of fulfillment or regret.



Control check questions.

- 1. How do personal experiences shape individual identity, and what role do social interactions play in this process?
- 2. In what ways does Social Identity Theory help explain group behavior and intergroup relations?
- 3. Can you identify examples of how in-group favoritism and out-group discrimination manifest in everyday life?
- 4. How might cultural factors influence the development of social identity in different groups?
- 5. What are some challenges individuals might face during the "Identity vs. Role Confusion" stage of Erikson's model?
- 6. How can understanding the stages of identity development assist educators and parents in supporting children and adolescents?
- 7. In what ways can identity be fluid, and how do life experiences contribute to changes in one's identity over time?
- 8. How does identity play a role in mental health and well-being, particularly during adolescence and young adulthood?
- 9. How can individuals reconcile conflicting identities, such as cultural, religious, or professional identities?

10. What are some strategies individuals can use to foster a positive and cohesive sense of identity?

UNIT 10

You are what you eat: food as at example of identity.

10.1. General information



PROVERB
The busiest man finds the most leisure



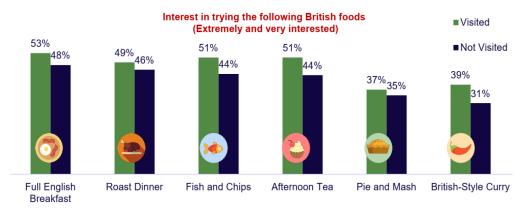




Food is often not top of mind when tourists think about taking a trip Britain, and it often falls below Britain's great cultural and historical attractions in terms of appeal. Britain's food and drink offering is not a strong driver for visiting. But what is the appeal of and satisfaction with British food?

Food and tourism:

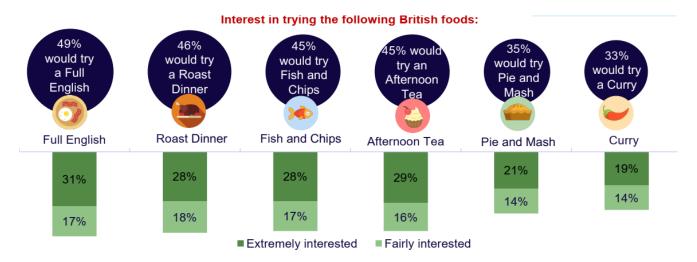
- In general, a high proportion of travellers have tried a new food whilst on a recent trip. Many travellers are keen to try out local specialities and nearly as many would like to have gourmet food whilst on holiday.
- Chinese travellers are most likely to use social media to look for food and drink recommendations, whilst European travellers are least likely to do this.
- Over half (54%) of global travellers have used their smartphone to look at food or drink reviews whilst on a holiday.



Britain and food:

- Many travellers have a low association of Britain with food.
- Generally food is not a major reason why people visited the UK in 2015, and only 4% of visitors cited it as a top 3 reason for coming in 2015.

Trying British food:

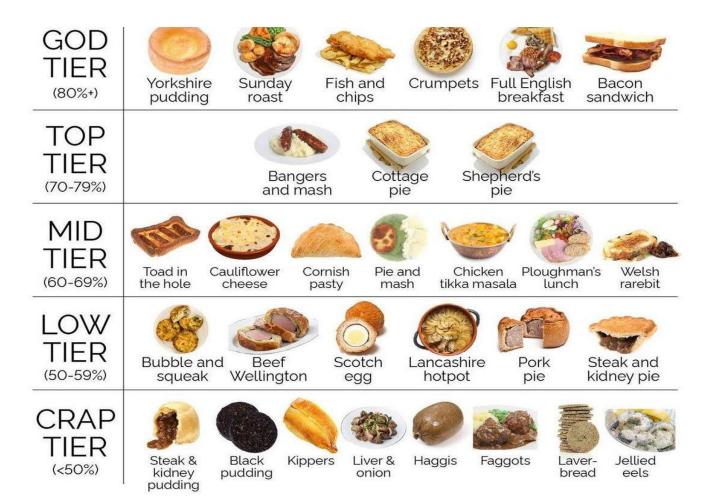


- Despite it not being a strong motivator to visit, there is high interest in trying local food and drink in Britain.
- Many are open-minded to trying our local dishes, with 70% interested in trying at least one iconic British dish.
- Women are more likely to be open to trying British dishes and new food in general.
- British desserts and beer are appealing to travellers, and many would like to try a British pudding or a craft beer.

Satisfaction with food:

- Over three quarters of visitors to the UK in 2015 were satisfied with their food and drink. This falls behind satisfaction for attractions or transport but is ahead of satisfaction with value for money.





Useful websites!



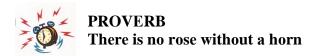
- 1. https://in2english.net/2019/03/16/ /food-and-drink-in-britain/;
- 2. https://www.studocu.com/
 https://www.studocu.com/
- 3. https://evanevanstours.com/blog/famous-british-food-and-drink/;
- 4. https://www.historic-
- uk.com/CultureUK/Hiistory-of-British-Food/;
- 5.<u>https://youtu.be/AeDco_eYzyl?si=Duo2bbiqrgeuYhzt;</u>
- 6. https://youtu.be/VfOrldyPslc?si=ltAppJ9n-zsMlDvZ;
- 7.https://youtu.be/allk82QTgiA?si=DnZhFSxlJAX3agWK;
- 8. https://www.slideshare.net/tomoates526/british-food-and-drink-presentation;

English food and drink



Black pudding	Battenberg	crumble
Kippers	Sponge	Trifle
Scones	Parkin	pasty
chips	fish	tart
pies	tea	

10.2. Traditional British Foods



Task 1. Read the text 1 and answer the questions.

British cuisine is known for its hearty and comforting dishes. One of the most famous traditional meals is the full English breakfast, which typically includes eggs, bacon, sausages, beans, toast, and sometimes black pudding. Another classic is fish and chips, where battered and deep-fried fish is served with thick-cut fries and often accompanied by mushy peas.

For lunch, many Britons enjoy a Sunday roast, especially on weekends. This meal usually consists of roasted meat (such as beef, lamb, or chicken), potatoes, vegetables, Yorkshire pudding, and gravy. Shepherd's pie, a dish made with minced meat and topped with mashed potatoes, is another popular option.

Afternoon tea is a cherished British tradition, where tea is served with a selection of sandwiches, scones with clotted cream and jam, and various pastries. In the evening, many families enjoy meals like bangers and mash (sausages with mashed potatoes) or a hearty stew.

- 1. What are the typical components of a full English breakfast?
- 2. What accompanies fish and chips in the traditional British meal?
- 3. What is included in a Sunday roast?
- 4. Describe shepherd's pie.
- 5. What is served during afternoon tea?
- 6. Name two common evening meals in Britain.

Task 2. Do the multiple-choice test 1.

- 1. What are the typical components of a full English breakfast?
- A. Eggs, bacon, sausages, beans, toast, and sometimes black pudding
 - B. Pancakes, syrup, bacon, and eggs

- C. Croissants, jam, and coffee
- D. Yogurt, fruit, and granola
- 2. What accompanies fish and chips in the traditional British meal?
 - A. Mashed potatoes
 - B. Rice
 - C. Thick-cut fries and often mushy peas
 - D. Salad
- 3. What is included in a Sunday roast?
 - A. Pizza, salad, and ice cream
- B. Roasted meat, potatoes, vegetables, Yorkshire pudding, and gravy
 - C. Sandwiches, chips, and cookies
 - D. Pasta, garlic bread, and salad
- 4. Describe shepherd's pie.
- A. A dish made with minced meat and topped with mashed potatoes
- B. A pie filled with fruits and topped with whipped cream
 - C. A pasta dish with tomato sauce and cheese
 - D. A stew made with lamb and vegetables
- 5. What is served during afternoon tea?
 - A. Coffee, donuts, and fruit
- B. Tea, sandwiches, scones with clotted cream and jam, and various pastries
 - C. Smoothies, muffins, and cookies
 - D. Hot chocolate, croissants, and cheese
- 6. Name two common evening meals in Britain.
 - A. Pizza and sushi
 - B. Bangers and mash, and hearty stew
 - C. Tacos and burritos
 - D. Burgers and fries

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided.

Traditional British cuisine has evolved significantly over the years. Classic dishes like fish and chips, roast dinners, and English breakfasts remain popular, but there's also a growing appreciation for international cuisines. British people are known for enjoying tea, particularly in the afternoon, often accompanied by scones, clotted cream, and jam. In recent years, coffee culture has also become prevalent, with many opting for latter and cappuccinos.

Pubs are a staple of British social life, offering a wide range of beers, ales, and ciders. Craft beers have surged in popularity, reflecting a broader trend towards artisanal and locally sourced food and drinks. However, traditional drinks like gin and tonic and Pimm's are still widely enjoyed, especially during the summer months.

The British are also known for their love of desserts. Classics like apple crumble, sticky toffee pudding, and trifle are commonly found on menus. In recent years, there's been a noticeable shift towards healthier eating, with an increased focus on organic and plant-based foods.

- 1. Traditional British cuisine has remained unchanged over the years.
- 2. Afternoon tea is often accompanied by scones, clotted cream, and jam.
- 3. Coffee culture has not become popular in Britain.
- 4. Pubs in Britain offer a variety of beers, ales, and ciders.
- 5. Gin and tonic is only enjoyed during the winter months in Britain.
- 6. The British no longer enjoy classic desserts like apple crumble and sticky toffee pudding.
- 7. There has been a shift towards healthier eating habits in Britain.

Task 4. Fill in the blanks with the appropriate words from the list below.



international, organic, Pimm's, locally, clotted, tea, cappuccinos, ciders, pudding

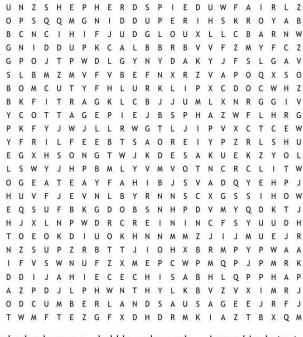
Pubs are an integral part of British social life, offering a wide range of beers, ales, and ______(5). The popularity of craft beers has surged, reflecting a broader trend towards

artisanal and	(6	<u>(</u>	sourc	ced	food	and
drinks. However, tradition	ıal	dı	rinks	like	gin	and
tonic and	(7))	are	stil	l wi	dely
enjoyed, especially during	the	SI	umm	er m	onths	3.

The British have a fondness for desserts. Classics like apple crumble, sticky toffee ______(8), and trifle are commonly found on menus. In recent years, there has been a noticeable shift towards healthier eating, with an increased focus (9) and plant-based foods.



British Food

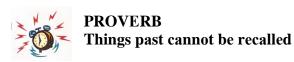


Cumberland sausage bubble and squeak Yorkshire pudding fish and chips Cottage pie

toad in the hole black pudding roast beef

Lancashire hotpot bacon roly poly shepherds pie

10.3. British Beverages



Task 1. Read the text 2 and answer the questions.

Britain has a rich tradition of beverages, ranging from hot drinks to alcoholic beverages. Tea is perhaps the most iconic British drink, enjoyed throughout the day by people of all ages. It is often served with milk and sometimes sugar. Black tea varieties like Earl Grey and English Breakfast are particularly popular.

Coffee has also become increasingly popular in recent years, with a growing number of coffee shops and cafes offering a wide range of options, from espressos to lattes and cappuccinos.

Among alcoholic beverages, beer is a staple. Traditional British beers include ales, bitters, and stouts, with famous brands such as Guinness and Fuller's. Pubs often serve these beers on tap. Another popular alcoholic drink is cider, made from fermented apple juice, which is especially enjoyed during the summer.

Wine consumption has also risen, with both imported wines and a growing number of domestic English wines available. Finally, Britain is known for its gin, with many local distilleries producing a variety of gins that are often enjoyed with tonic water.

- 1. What is the most iconic British drink?
- 2. How is tea commonly served in Britain?
- 3. Name two popular black tea varieties in Britain.
- 4. What types of coffee drinks are commonly available in British coffee shops?
- 5. List three types of traditional British beers.
- 6. What is cider made from?
- 7. Besides imported wines, what type of wine is becoming more popular in Britain?
- 8. What is gin often enjoyed with?

Task 2. Do the multiple-choice test 2.

- 1. What is the most iconic British drink?
 - A. Coffee
 - B. Tea
 - C. Hot chocolate
 - D. Smoothies
- 2. How is tea commonly served in Britain?
 - A. With lemon and honey
 - B. With milk and sometimes sugar
 - C. Plain with ice
 - D. With cinnamon and cream
- 3. Name two popular black tea varieties in Britain.
 - A. Green tea and matcha
 - B. Earl Grey and English Breakfast
 - C. Oolong and chai
 - D. Herbal and peppermint
- 4. What types of coffee drinks are commonly available in British coffee shops?
 - A. Espressos, lattes, and cappuccinos
 - B. Matcha lattes and herbal tea
 - C. Iced tea and lemonade
 - D. Hot chocolate and milkshakes
- 5. List three types of traditional British beers.
 - A. Lagers, pilsners, and IPAs
 - B. Ales, bitters, and stouts
 - C. Ciders, meads, and wines
 - D. Sakes, sojus, and baijus
- 6. What is cider made from?
 - A. Fermented grape juice
 - B. Fermented apple juice
 - C. Fermented barley
 - D. Fermented rice
- 7. Besides imported wines, what type of wine is becoming more popular in Britain?
 - A. French wine
 - B. Spanish wine
 - C. Domestic English wines
 - D. Australian wine
- 8. What is gin often enjoyed with?
 - A. Lemonade

- B. Coffee
- C. Tonic water
- D. Milk



Task 3. Match each paragraph with the appropriate heading from the list below.

- 1. Afternoon Tea
- 2. British Beer
- 3. Fish and Chips
- 4. Full English Breakfast
- 5. Gin and Tonic
- 6. Sunday Roast
- 7. English Wines
- 8. British Cider

Section A

The full English breakfast is a beloved traditional meal in Britain, typically enjoyed in the morning. It includes eggs, bacon, sausages, baked beans, toast, and sometimes black pudding. This hearty meal is designed to provide a substantial start to the day.

Section B

Fish and chips is perhaps the most iconic British dish. It features battered and deep-fried fish,

typically cod or haddock, served with thick-cut fries. Often, mushy peas and tartar sauce accompany this dish, which is a popular takeaway option.

Section C

Afternoon tea is a cherished British tradition, often enjoyed in the mid-afternoon. It includes a selection of sandwiches, scones with clotted cream and jam, and a variety of pastries, all served with a pot of tea. This social occasion is a quintessentially British experience.

Section D

The Sunday roast is a traditional British meal usually served on Sundays. It consists of roasted meat (such as beef, lamb, or chicken), roast potatoes, vegetables, Yorkshire pudding, and gravy. This meal is often a family gathering event.

Section E

British beer is diverse and includes types such as ales, bitters, and stouts. Pubs across the country serve these beers, with many local breweries offering unique flavors. Popular brands include Guinness and Fuller's, known for their quality and tradition.

Section F

Cider is a popular alcoholic drink in Britain, made from fermented apple juice. It is especially favored during the summer months. The taste of cider can vary from sweet to dry, and it is often enjoyed chilled.

Section G

Gin and tonic is a classic British drink, especially popular in the warmer months. British gin is renowned for its quality, with many local distilleries producing a variety of gins. The drink is typically served with tonic water and garnished with a slice of lime or lemon.

Section H

While Britain is not traditionally known for wine, English wines have been gaining popularity. The cool climate is particularly suited for sparkling wines, which are increasingly recognized for their quality. English vineyards produce both red and white wines.

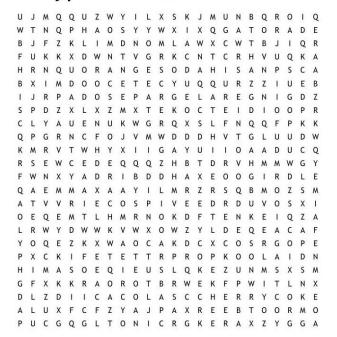


Task 4. Match each definition to the correct vocabulary word.

- A. Afternoon Tea
- B. British Beer
- C. Fish and Chips
- D. Full English Breakfast
- E. Gin and Tonic
- F. Sunday Roast
- G. English Wines
- H. British Cider
- 1. A traditional British breakfast meal including eggs, bacon, sausages, baked beans, toast, and sometimes black pudding.
- 2. A popular British dish consisting of battered and deep-fried fish served with thick-cut fries.
- 3. A social British tradition involving a selection of sandwiches, scones with clotted cream and jam, pastries, and tea.
- 4. A traditional British meal typically served on Sundays, including roasted meat, roast potatoes, vegetables, Yorkshire pudding, and gravy.
- 5. A variety of beers such as ales, bitters, and stouts, often enjoyed in pubs across Britain.
- 6. An alcoholic drink made from fermented apple juice, popular during the summer months.
- 7. A classic British drink made with gin and tonic water, often garnished with a slice of lime or lemon.

8. Wines produced in England, including both red and white varieties, with sparkling wines gaining popularity.

Types Of Soda & Drinks



Vitamin Water	Energy Drink	Almond Milk	
Cherry Coke	Grape Soda	Ginger Ale	
Coke Zero	Root Beer	Kool-Aid	
Gatorade	Iced Tea	Water	
Milk	Cola	Coke	
	Cherry Coke Coke Zero Gatorade	Cherry Coke Grape Soda Coke Zero Root Beer Gatorade Iced Tea	

UNIT 11

Identity and politics: Punk rock – A case study in brief

11.1.General information

PROVERB Poverty is no sin.

Task 1. Read the text and study

information.

The Critique of Identity Politics

Identity politics, to both critics and defenders, refers to politics based on es-sentialist or fixed notions of identity. In the case of lesbians and gay men, homosexuality is seen as fixed, whether it is conceived of as a result of nature (genes, hormores, etc.) or of nurture-etched indelibly in early childhood so-cialization resulting in a unitary identity that cannot be altered. Defenders view identity politics as a strategy necessary to obtain liberal political goals of freedom and equal opportunity in order to gain entry into the political main-stream on the same level as other groups, without altering the structures of society. Critics of identity politics by contrast, see the result of embracing an essentialist identityas a limited and flawed politics because it relies on claims to a racial- or ethnic-like minority status. Despite these contrasting views, neither side explains why activists at times embrace or at times fail to embrace such politics.

Critics from the Left as well as social movement scholars level two broad categories of criticism at identity politics. First, they attribute the failure to articulate a universal vision for social change to a reliance on fixed identity categories. Because identity groups tend to splinter into ever more narrow categories, they cannot agree on or sustain anything but an opposition to acommon enemythe omnipotent white, heterosexual male. By targeting white heterosexual men, identity politics leaves no space for them to partici-pate politically, resulting in unproductive an defensiveness Such politics leads to an inability to form coalitions that could agitate for pro-gressive or revolutionary social change. This critique, however, falsely attributes causality to the reliance on fixed identity. Instead, it is the failure



to articulate a shared vision of social change that included, for example, heterosexual women, gays, and lesbians that in-spired the fragmentation of the Left. Feminists and other commentators have shown the limits of Marxist and even neo-Marxist thought to adequately con-ceptualize or simply address discrimination based on gender or sexual orientation. Furthermore, as the discus-sion below when lesbian and gay activists illustrates. fixed eschewed identity categories. otheroppressed groups still refused to work with them politically. Until the stigma associated with homosexuality lessened, alliances would not be possible. And finally, even when activists relied on fixed identities, coali-tions with other groups nonetheless formed.

The second broad criticism leveled at identity politics is that such poli-tics cannot produce meaningful social change Unfortunately, what consti-tutes "meaningful" change depends on whom one asks. Some indict identity movements for mistaking symbolic orcultural concessions for programmatic change, whereas others charge that the focus on narrow minority-based political rights will result only in "virtual equality" rather than in transformative cultural change. .2 On one hand, it seems, then, that if identity movements seek programmatic change, they are apoliticalmis-taking new laws and policies for lasting cultural change. On the other hand, activists who seek cultural transformation are charged with mistaking sym-bolic concessions for real change. Identity politics becomes apolitical because it devolves into a politics of consumption, so that

protest becomes commodified as a t-shirt or ribbon to be purchased and worn. Life-style or consumerism rather than political change becomes the goal.



The extent to which the lesbian and gay movement has created reformist or revolutionary change remains a legitimate question. Its gains can largely be classified within a liberal framework of rights that, to many, is sufficient. But even achieving a more progressive or radical political agenda that recognizes same-sex desire would require some freedom from state harassment achieved through the extension of rights. The political and cultural implications of agitating for formal legal equality vary over time, sometimes presenting challenges to dominant constructions of masculinity, femininity, and sexuality and at other times suppressing the critical ("cul-tural") challenge of homosexuality. The lesbian and gay movement has battled for political and cultural change, and the rde of identities within that pursuit has changed considerably over time.

Task 2. Do a matching task on identity and politics.

- 1. Identity Politics
- 2. Nationalism
- 3. Multiculturalism
- 4. Populism
- 5. Civic Identity
- 6. Ethnic Identity
- 7. Political Ideology
- 8. Social Constructivism
- 9. Intersectionality

10. Sovereignty

- A. The idea that multiple social identities (e.g., race, gender, class) intersect to shape experiences of privilege and oppression.
- B. A belief in the importance of a shared national culture, sometimes linked to political independence.
- C. The principle that a state has full control over its own affairs without outside interference.
- D. A political approach that appeals to "ordinary people" against perceived elites or establishment.
- E. The belief that identities such as race, gender, and nationality are shaped by social and cultural influences rather than being innate.
- F. A form of political activism based on the interests and perspectives of social groups with shared identities (e.g., race, gender, religion).
- G. A political and social philosophy that promotes the presence and support of multiple cultural traditions within a single nation.
- H. A set of beliefs about how a government and society should function (e.g., liberalism, conservatism, socialism).
- I. A person's sense of belonging to a nation based on shared values, laws, and civic participation rather than ethnicity.
- J. A person's sense of belonging to a group based on ancestry, language, and shared cultural heritage.



11.2. Punk rock



Task 1. Read the text and study information.

It's over 20 years since the death of Sid Vicious, yet in some ways interest in punkhas never been so intense. It's no longer the subculture of the moment, of course, but people's fascination with it is evident in other spheres.1 There's the plethora ofbooks on the subject, for example, both learned and not so learned the quantity of documentaries on radioand TV and the number ofarticles in the press (hardly a week goes by, it seems, without some kind of punk centred feature in the Sunday supplements). Then there's the fact that reissue CDsare doing great business (often in boxed-set form), and that ephemera is beingcollected at a furious rate by museums. Even the auction houses aremaking a profit: Sid's 'My Way' tuxedo was recently sold by Sotheby's for £1400—he must be spinning in his grave.Part of the reason for this continuing interest is that 'pop culture' has gonemainstream. It wasn't ever thus, and there was a time, pre-punk, when pop culturewas still considered to be vulgar, 'corrupting', and (in Britain) 'too American' (prejudices that were a hangover from Victorian notions of high and low culture).But now pop is much more acceptable, and, for example, in the media, subjectmatter previously thought to be the domain of the alternative and music press hasmade its way overground (there is now more space in the mainstream for thecoverage of gigs, street fashion, drug culture and so on). Indeed, journaliststhemselves have often made the transition without much difficulty: in Britain. it'sbecome a cliché that writers from the punk era now set the cultural agenda on'Fleet Street' publications (from the Roxy Club to the Groucho Club, if you like). Even academia has not been immune. The growth of Cultural Studies since the 1970s has meant that it is now possible to study modules on popular culture, indeedon punk itself, in universities and art colleges across Britain and the USA.

First rule of punk



SuperMexican	Gainsville	violation	
Queen bee	misfits	Chicago	
school	cocnut	Punk	
Band	Rock	Malu	



Many of the people whose lives were touched by punk talk of being in astate of shock ever since.

Historian Jon Savage, speaking at the ICA, London, 1991

Task 2. Do a matching task on Punk Rock.

- 1. Punk Rock
- 2. DIY Ethic
- 3. CBGB
- 4. The Ramones
- 5. Anarchy in the UK
- 6. Hardcore Punk
- 7. Riot Grrrl
- 8. Straight Edge
- 9. The Clash
- 10. Mohawk
- A. A famous New York City club where many early punk bands performed.
- B. A subgenre of punk rock known for its faster, louder, and more aggressive style.
- C. A philosophy in punk culture that promotes self-production and independence from mainstream industries.
- D. A song by the Sex Pistols that became an anthem for punk rebellion.
- E. A hairstyle associated with punk culture, featuring upright spikes.
- F. A punk movement promoting feminist activism and empowerment in the 1990s.
- G. A British punk band known for blending punk with reggae and socially conscious lyrics.
- H. A lifestyle in the punk scene that rejects alcohol, drugs, and promiscuity.
- I. One of the first punk bands, known for short, fast songs like "Blitzkrieg Bop."
- J. A raw, rebellious genre of rock music that emerged in the 1970s as a reaction to mainstream rock.





Task 3. Try to fill a gap-filling task based on Punk Rock.

The Ramones, DIY, The Clash, CBGB, Hardcore, Anarchy in the UK, Riot Grrrl, Mohawk, Straight Edge, Sex Pistols

1. The famous punk club in New York City,
where many early punk bands performed, was
called
2 is a punk philosophy that
promotes self-production and independence from
mainstream industries.
3 was one of the first punk
bands, known for songs like Blitzkrieg Bop.
4 is a subgenre of punk rock
that is faster, louder, and more aggressive.
5. The British punk band was
known for mixing punk with reggae and writing
socially conscious lyrics.
6. The song by the Sex Pistols
became an anthem for rebellion in the UK.
7. The movement in the 1990s
combined punk music with feminist activism.
8. A punk hairstyle featuring upright spikes is
called a
9. Thelifestyle in the punk
scene rejects alcohol, drugs, and promiscuity.
10. The band was one of
the most controversial and influential groups in
the UK nunk scene

11.3. Punk rock – A case study in brief



PROVERB

Don't put all your eggs in one basket.

Task 1. Case Study: The Rise and Impact of Punk Rock.

Background:

It is the late 1970s, and a new underground music movement is emerging in both the U.S. and the U.K. Known as punk rock, this movement is a reaction to mainstream rock music, which many feel has become too polished and commercialized. Punk bands embrace a DIY ethic, fast-paced music, and anti-establishment themes.

Case Scenario:

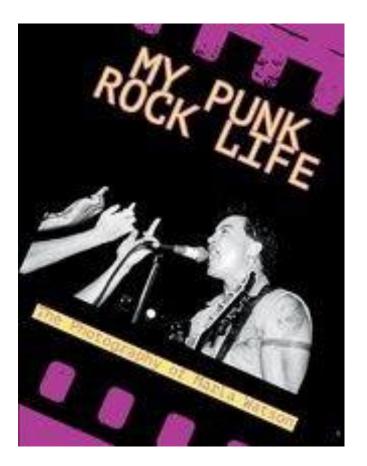
Imagine you are a music journalist in 1977, assigned to cover the growing punk rock scene. You have been asked to write an article exploring the movement's significance. Your editor wants you to answer the following questions:

- 1. What social and political factors contributed to the rise of punk rock?
- 2. How did the DIY ethic influence punk music and culture?
- 3. Compare and contrast the punk scenes in New York (CBGB) and London.
- 4. What impact did bands like the Sex Pistols, The Ramones, and The Clash have on music and society?
- 5. How has punk rock influenced modern music and fashion?

Activity Variation:

If you're using this for a class or discussion group, you could:

- Ask participants to write their own response as if they were journalists in 1977.
- ➤ Debate whether punk's anti-establishment message still exists in modern music.
- ➤ Create a timeline of punk rock's evolution from the 1970s to today.



Control check questions:

- 1. What type of music is Punk? (genre and sound)
- 2. When did it emerge? and where?
- 3. What is the name of the band that epitomises Punk?
- 4. What do Punk Rockers talk about in their songs?
- 5. Why is Punk a "counterculture"?
- 6. Can you narme a few bands and singers who have shaped the Punk ideology?
- 7. Who sang the Punk song "God save the Queen"?
- 8. The release of this song overlapped/ coincided with a historic event. Which one? When was it?
- 9. Was it a coincidence? Explain.
- 10. Why did the BBC refuse to play the song?
- 11. What did British people think about the song back then?
- 12. What is so polemical/controversial about the song?

UNIT 12

Identity and intercultural communication: orientalism, the symbolic annihilation of race.

Identity, solidarity and civic action: can make a difference?

12.1.General information



PROVERB

One man's trash is another man's treasure.

Task 1. Read the text and study information. What is a communication model?

A communication model serves as a visual depiction of the communication process, conveying ideas, thoughts, or concepts through diagrams and other means. These systematic representations aid in comprehending how communication takes place.

8 types of communication models

All types of communication, especially oral communication are essential for how we interact with others, and there are different ways to understand how it works.



1. Aristotle communication model

The Aristotle model of communication is a persuasive approach to communication, attributed to the ancient Greek philosopher Aristotle. In this model, the focus lies on the speaker's ability to influence the audience and elicit a specific response to their message. The Aristotelian model underscores the speaker's role in persuading the audience to respond as intended. This communication model finds application in various professional scenarios, such as sales, marketing,

negotiations, and public speaking, where effective communication is key to achieving specific objectives.

2. Berlo's communication model

Berlo's SMCR Model of Communication

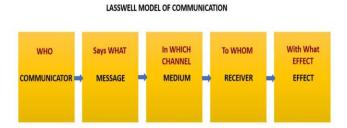


The Aristotelian model of communication places the speaker at its core, emphasizing their role as the primary driver of communication. In contrast, Berlo's model considers the emotional dimension of the message. Operating on the SMCR model, Berlo's approach takes into account the Source, Message, Channel, and Receiver to comprehend communication dynamics more comprehensively:

- ➤ **Source:** The project manager acts as the source or sender of the message, aiming to convey specific information to their team.
- ➤ Encoding: The project manager encodes the information by converting their thoughts and ideas into a message, which can take the form of oral communication, written documents, or visual presentations.
- ➤ Message: The message itself contains all the relevant details, goals, and instructions related to the project.
- Channel: The project manager selects the appropriate communication channel to transmit the message, such as face-to-face meetings, emails, or organizational tools.

- ➤ **Decoding:** The team members receive the message and decode it by interpreting the information conveyed by the project manager.
- Receiver: The team members are the receivers of the message, tasked with understanding the project's requirements, timelines, and deliverables.
- Feedback: After receiving the message, the team members provide feedback to the project manager, seeking clarification, expressing concerns, or confirming their comprehension of the project's scope.
- ➤ Noise: Noise refers to any obstacles or interference that may impede effective communication, such as distractions during meetings, language barriers, or technical glitches during virtual communication.

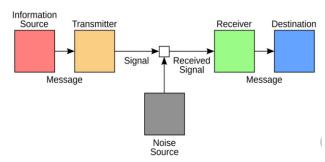
3. Lasswell's communication model



Lasswell's model of communication, also known as the "action model," was proposed by Harold D. Lasswell in 1948. This communication model provides a comprehensive framework to analyze and understand the communication process by addressing five fundamental questions:

- 1. Who is the source of the message or the communicator?
- 2. What is the content or message being conveyed?
- 3.Through which channel or medium is the message being transmitted?
- 4. Who is the intended target audience or receivers of the message?
- 5. What effect does the message have on the audience or receivers?

Lasswell's model is valuable for its simplicity and usefulness in analyzing various communication scenarios in the professional world. It helps



organizations design targeted and impactful messages, select appropriate communication channels, and evaluate the effectiveness of their communication strategies.

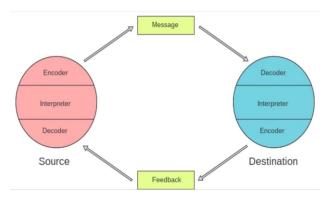
4. Shannon and Weaver communication model

The Shannon-Weaver model of communication, developed by Claude Shannon and Warren Weaver in 1949, is a mathematical approach focusing on the technical aspects of communication. It comprises five fundamental components:

- Source of information: The initiator or sender begins the communication process by creating a message to convey information. In a professional setting, this might involve a company's marketing team developing an advertising campaign for a new product.
- > Transmitter: The transmitter encodes the message into a signal suitable for through transmission a communication channel. In our example, the advertising visuals campaign's content and are transformed signals into digital for broadcasting on various media platforms.
- ➤ Communication channel: This refers to the medium or pathway used to transmit the encoded message from the sender to the receiver. It could be television, radio, social media, or other advertising platforms where the campaign is disseminated.
- ➤ Receiver: The receiver represents the intended audience or target group who receives the transmitted message. In our case, it would be potential customers exposed to the advertising campaign on TV, social media, or other platforms.
- ➤ **Destination:** The destination is where the receiver decodes the message to interpret its meaning. In our example, the audience

processes the information from the advertising campaign, comprehends the product's features and benefits, and forms opinions about the brand.

5. The Osgood-Schramm communication model



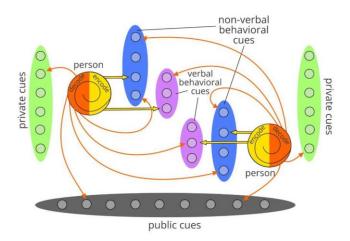
The Osgood-Schramm model of communication is a dynamic and interactive approach that emphasizes feedback and context in the communication process. In the professional context, it involves a sender (e.g., a manager) delivering a message (e.g., about a new project) to receivers (e.g., the team).

6. The Westley and MacLean communication model

The Westley and MacLean model of communication, also known as the Conceptual Model of Communication, is a circular approach that highlights the dynamic and evolving nature of communication. It comprises five components: source (sender), encoder, message, decoder, and receiver. This model views communication as an ongoing process with constant feedback and adaptation.

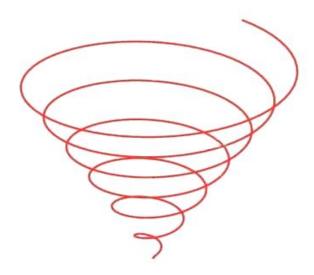
7. Barnlund's transactional communication model

Barnlund's transactional model of communication is a comprehensive and interactive approach that emphasizes the reciprocal nature of communication. It portrays communication as a dynamic exchange of messages where both the sender and receiver actively participate in the process.



8. Dance's Helical communication model

Dance's Helical model of communication represents communication as a spiraling and dynamic process, acknowledging the continuous evolution of interactions over time. In a professional scenario, this model can be illustrated by team meetings throughout a long-term project.



DANCE'S HELICAL MODEL depicts communication as an endless spiral of increasing complexity.

Task 2. Read and do true/false statements about various communication models:

1. The Shannon-Weaver Model of Communication is also known as the Mathematical Model of Communication.

- 2. In the Schramm Model of Communication, feedback is considered a crucial element in the communication process.
- 3. The Berlo's SMCR Model of Communication includes four components: Source, Message, Channel, and Receiver.
- 4. According to the Linear Model of Communication, communication is a one-way process without feedback.
- 5. The Interactive Model of Communication emphasizes the role of context and environment in the communication process.
- 6. The Transactional Model of Communication suggests that communicators are simultaneously senders and receivers.
- 7. The Lasswell Model of Communication does not consider the effects of the communication on the audience.
- 8. In the Osgood-Schramm Model of Communication, encoding and decoding are simultaneous processes.
- 9. The Barnlund Transactional Model of Communication focuses on the importance of non-verbal cues in the communication process.
- 10. The Aristotle Model of Communication is considered the oldest communication model and focuses primarily on the speaker and the speech.



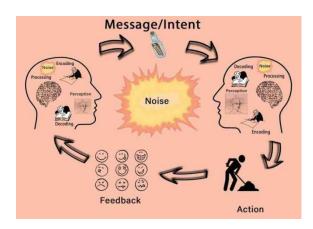
Task 3. Do a matching headings task on various communication models:

- 1. Transactional Model
- 2. Barnlund Transactional Model
- 3. Lasswell Model
- 4. Aristotle Model
- 5. Interactive Model
- 6. Shannon-Weaver Model
- 7. Berlo's SMCR Model
- 8. Osgood-Schramm Model

9. Schramm Model

10. Linear Model

- A. This model is also known as the Mathematical Model and focuses on the technical aspects of communication, including the concepts of encoder, channel, and decoder.
- B. This model introduces feedback and views communication as a cyclical process with shared fields of experience.
- C. This model breaks down communication into four components: Source, Message, Channel, and Receiver, and emphasizes the role of each in the communication process.
- D. This model views communication as a oneway process, primarily from sender to receiver, without considering feedback.
- E. This model includes feedback and acknowledges that both parties can send and receive messages, considering the role of context and environment.
- F. This model sees communication as a simultaneous process with mutual influence, emphasizing the dynamic and continuous nature of interactions.
- G. This model analyzes communication by asking, "Who says what in which channel to whom with what effect?"
- H. This model is based on encoding and decoding, viewing communication as a circular process without a clear beginning or end.
- I. This model focuses on the role of non-verbal cues in the continuous, dynamic interaction between communicators.
- J. This is the oldest model, focusing primarily on the speaker, the message, and the audience.



Task 4. Do some multiple-choice tests about various communication models:

- 1. Which model of communication is also known as the Mathematical Model?
- A. Berlo's SMCR Model
- B. Shannon-Weaver Model
- C. Schramm Model
- D. Lasswell Model
- 2. Which communication model introduces the concept of feedback and shared fields of experience?
- A. Linear Model
- B. Berlo's SMCR Model
- C. Schramm Model
- D. Aristotle Model
- 3. Which of the f ollowing is a component of Berlo's SMCR Model?
- A. Noise
- B. Feedback
- C. Source
- D. Context
- 4. The Linear Model of Communication views communication as:
- A. A cyclical process with feedback
- B. A simultaneous exchange of messages
- C. A one-way process from sender to receiver
- D. An interactive process with context
- 5. Which communication model emphasizes the role of context and environment?
- A. Interactive Model
- B. Shannon-Weaver Model
- C. Osgood-Schramm Model
- D. Aristotle Model
- 6. In the Transactional Model of Communication, communicators are:
- A. Only senders
- B. Only receivers
- C. Simultaneously senders and receivers
- D. Neither senders nor receivers
- 7. The Lasswell Model of Communication is known for its analysis of communication through the questions:

- A. Who says what to whom with what effect?
- B. Who encodes and who decodes?
- C. What is the context and environment?
- D. What is the feedback and noise?
- 8. Which model of communication sees encoding and decoding as simultaneous processes?
- A. Barnlund Transactional Model
- B. Shannon-Weaver Model
- C. Berlo's SMCR Model
- D. Osgood-Schramm Model
- 9.The Barnlund Transactional Model of Communication emphasizes the importance of:
- A. Noise
- B. Feedback
- C. Non-verbal cues
- D. Channels
- 10. Which model of communication is considered the oldest and focuses primarily on the speaker and the speech?
- A. Aristotle Model
- B. Interactive Model
- C. Shannon-Weaver Model
- D. Schramm Model

Useful websites!



- 1.https://www.chanty.com/blog/communication-models/
- 2.https://www.teacherspayteachers.com/Product/Shannon-
- Weaver-Communication-Model-Information-and-WorkSheet-

3125198

- 3. https://15worksheets.com/worksheet-category/communication/
- 4.<u>https://beefgoodov.best/product_details/7768440.html</u>
- 5.https://goodtitevs.best/product_details/13786737.ht ml
- **6.**https://www.slideshare.net/judyanntulao/models-of-communication-63898369
- $7. \ \underline{https://www.slideserve.com/alva/the-models-of-} \\ \underline{communication}$
- $8. \underline{https://youtu.be/3x0YDCVzeMg?si=tHnSBSpVTF8}\\ \underline{dSHch}$
- 9.https://youtu.be/C2YZ7g_ClEw?si=ydkemcZGqg8K HWu9

12.2. Communication model of Juri Lotman



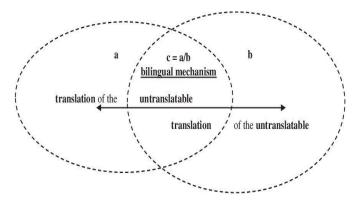
Task 1. Read the text and study information.

Lotman defines the model of culture as those descriptions of cultural texts that are founded on spatial modelling. Thus, we can view the actually existing texts as realizations of these models. The basic characteristics of such models are:

- 1) types of fragmentation of universal space;
- 2) the dimension of the universal space;
- 3) orientation.

The basic concept of the metalanguage describing culture's spatiality is "boundary", which is also one of the most common characteristics of cultural models, dividing the cultural space into two – inner and outer – spaces (Lotman 1975: 104)

It is clear that one and the same text (of culture) can be described in its actual functioning simultaneously in several categories of the model of culture. This is exactly what Lotman does, as well as in later treatments: he offers us different models of culture which are universal and able to describe the most different of cultural texts (types of culture).

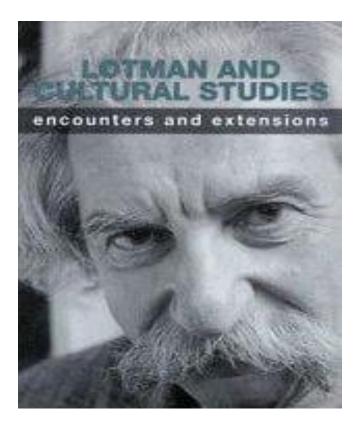


Treating culture as text, Lotman distinguishes two types of internal organization:

1. Paradigmatic, in which the whole worldview is represented as an "extratemporal paradigm in which the elements are situated on various levels and represent different variants of a single

invariant meaning" (Lotman 1977b: 227). Therefore, it is natural to semantically relate a concept with a corresponding element of another level with the help of a number. It is the paradigmatic culture that enables the transformation of a number from an element of culture to a universal symbol of culture.

2. Syntagmatic, in which the worldview represents "a sequence in which the various elements are situated on one level and a single temporal plane and receive meaning in reciprocal relation to each other".

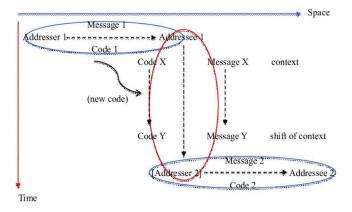


If we take such an existential-evaluative classification as the basis of the system of culture, we obtain four cultural codes:

- 1. Semantic (symbolic) cultural code. Non-text, the word is essential ("In the beginning there was the word"). Movement towards the truth is not movement from one sign to another, but deepening into the sign. The temporal dimension is not important here. Lotman uses the early Middle Ages as an example.
- **2. Syntactic cultural code.** Text (musical-architectural). The concept of progress is prevalent, the opposition of old and new is

important. Epoch of Peter the Great with its reforms, the Baroque.

3. Asemantic and asyntactic. The cultural code denies signs. Non-text, non-word. The opposition of natural and unnatural. The world of things is real whereas the world of signs, of social relations, is borne by deceitful civilization. The Enlightenment, especially the rousseauesque worldview are brought as examples.



4. Semantic-syntactic cultural code. Text (verbal). The beginning of the 19th century.

Naturally, this is a simplification. In the course of the historical evolution of culture, complex interlacings of these basic types are formed. On the other hand, Lotman claims that: "the logic of internal development in one or another cultural cycle is built upon dominant structures as a certain exhaustion of the general possibilities of semiosis, as a progressive enrichment of the communication system." (Lotman 2004b: 402)



Task 2. Try to do a matching task on communication models of Juri Lotman.

- 1. Text
- 2. Message

- 3. Code
- 4. Context
- A. The physical form or carrier of the communication.
- B. The meaningful content or information conveyed.
- C. The rules and conventions governing the transmission and interpretation of messages.
- D. The broader cultural, historical, and situational background influencing communication.



Task 3. Read the statements and indicate true or false.

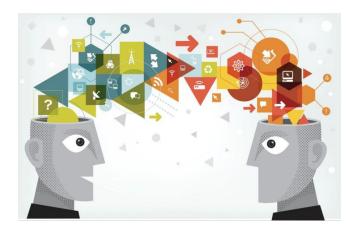
- 1. According to Lotman, the "text" refers only to written communication.
- 2. Lotman's model emphasizes the importance of context in understanding communication.
- 3. Lotman's concept of "code" refers to the symbolic rules governing communication.
- 4. Lotman's model distinguishes between the physical carrier of a message and its meaningful content.
- 5. Lotman's communication model focuses primarily on individual interpretation rather than cultural context.

Task 4. Try to fill a gap-filling task based on communication models of Juri Lotman.

1.	Lotman's	model	distinguishes	between	the
		and	the		of
co	mmunication	on.			
2	According	to Lotm	an the	refe	rs to

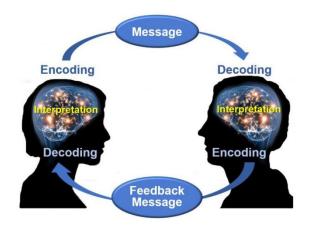
2. According to Lotman, the _____ refers to the meaningful content or information conveyed in communication.

- 3. The _____ in Lotman's model represents the rules and conventions governing transmission and interpretation of messages.
- 4. Lotman emphasizes the importance of in understanding communication, which includes cultural, historical, and situational factors.



Task 5. Try to answer the questions on Communication Models of Juri Lotman and discuss them.

- 1. What are the key elements in Juri Lotman's communication model?
- 2. How does Lotman differentiate between 'text' and 'message'?
- 3. Why is the concept of 'code' important in Lotman's model?
- 4. How does Lotman's model emphasize the role of 'context' in communication?
- 5. What are the implications of Lotman's communication model for understanding cultural communication practices?



DIFFERENT METHODS OF COMMUNICATION

J T H S I G N L A N G V A G E W V TNO ZLIMA C 5 6 NUWCTB JAMISZLKJ MSPEAKING ORFKCABDE CHI DSYEZU OQIIQENQZ WRITTENGQEGQVJ SNOISSERPXELAICAF

FEEDBACK FROM WORK FACIAL EXPRESSIONS

SIGN LANGUAGE LISTENING

SPEAKING EMAIL

FACE TO FACE VOICEMAIL WRITTEN

ANSWER MACHINE EYE CONTACT

TELEPHONE MAKATON

12.3. Electronic interactive communications



PROVERB

A chain is only as strong as its weakest link.

Task 1. Read the text and study information.

What is Interactive Communication?

Interactive communication involves active participation from all parties involved, where information flows bidirectionally—both sending a message and receiving. Imagine a regular conversation between two people, a prime example of interactive communication.



Modern technologies have revolutionized the nature of communication, opening up new types of interactive avenues for engagement. Activities such as browsing the Internet, interacting with social media posts, and leaving comments constitute communication as a two-way process. Essentially, it's about people sending messages and receiving feedback within a channel.

Interactive communication isn't just about technology; it's about creating messages that entice your audience to explore further. By capturing their attention and sparking curiosity, you can overcome the challenge of information overload.

But what about the tech side of interactive communication?

Interactive communication influence digital communication by connecting with individuals on

a personalized level and responding to their actions in real time. By employing triggers like user choices or personal data, brands can create unique interactions tailored to each user.

Thanks to artificial intelligence and machine learning, interactive communication has evolved into a seamless process. It adapts swiftly and harnesses valuable data about the user, providing a consistent experience across all interactions.

Interactive communication shines when it comes to sensitive or immediate communication needs. Real-time exchanges ensure clarity and understanding, whether it's a project update or addressing an issue. Face-to-face meetings, phone calls, and video conferences are prime examples of interactive communication in action, where nuances like facial expressions and body language play crucial roles.

In essence, interactive communication fosters engagement, clarity, and personalized experiences—essential elements in today's fast-paced world of communication.



Elements Of An Interactive Communication Model

The following are the essential elements of an interactive communication model. Whether managing stress and anxiety or harnessing positive emotions to enhance engagement, recognizing the role of emotions in communication is essential. Communicators can

navigate interactions more effectively by acknowledging and addressing psychological influences and improving outcomes and relationships.



In the interactive model, communication isn't a one-way street but a dynamic exchange where feedback drives the interaction. It's not just about sending messages but also responding to others' messages. Feedback isn't just about responding to messages—it's about keeping the conversation alive and ensuring understanding between participants. Whether a patient asks questions about health information or participants engage in a discussion, feedback drives the interactive elements of the communication process, making it more engaging, meaningful, and effective.

Task 2. Match each heading (A-E) with the correct statement (1-5) about electronic interactive communications.

- A. Definition of Electronic Interactive Communications
- B. Benefits of Electronic Interactive Communications
- C. Examples of Electronic Interactive Communications
- D. Challenges of Electronic Interactive Communications
- E. Future Trends in Electronic Interactive Communications
- 1. Utilizes real-time feedback and response mechanisms.
- 2. Includes social media platforms and chatbots.
- 3. Involves two-way communication between users and systems.

- 4. Issues related to data privacy and security.
- 5. Predicted advancements include AI-driven personalized interactions.

Task 3. Select the most appropriate answer for each question.

- 1. What best describes electronic interactive communications?
- A. One-way transmission of information
- B. Real-time exchange of information between users and systems
- C. Static communication through printed media
- D. Offline communication channels only
- 2. Which of the following is an example of electronic interactive communication?
- A. Television broadcast
- B. Email newsletter
- C. Telephone call
- D. Live chat support on a website
- 3. What are the primary benefits of electronic interactive communications?
- A. Limited reach and accessibility
- B. Cost-effective and efficient communication
- C. Slow response times and delays
- D. High cost and resource-intensive
- 4. What is a significant challenge associated with electronic interactive communications?
- A. Lack of user engagement
- B. Limited customization options
- C. Data privacy and security concerns
- D. High initial investment



- 5. What is a future trend in electronic interactive communications?
- A. Reduction in user participation
- B. Decreased reliance on AI technologies
- C. Personalized and AI-driven interactions
- D. Decreased integration with social media
- 6. Which statement best defines electronic interactive communications?
- A. Transmitting messages via physical mail
- B. Sending automated emails to subscribers
- C. Facilitating two-way communication in real-time
- D. Broadcasting advertisements on television
- 7. Which of the following is NOT an example of electronic interactive communications?
- A. Video conferencing
- B. Online gaming with chat features
- C. Streaming a prerecorded lecture
- D. Participating in a live webinar
- 8. What is a key advantage of using social media platforms for electronic interactive communications?
- A. Limited audience reach
- B. Inability to share multimedia content
- C. Facilitation of direct user engagement
- D. High cost of implementation
- 9. What challenge does electronic interactive communications pose to organizations regarding customer relationships?
- A. Improved customer satisfaction
- B. Difficulty in obtaining feedback
- C. Enhanced brand visibility
- D. Managing multiple communication channels
- 10. In what way does AI technology contribute to electronic interactive communications?
- A. By reducing the need for personalized responses
- B. By automating customer complaints
- C. By providing data-driven insights for better interaction
- D. By limiting access to communication channels



Task 4. Fill in the blanks with the appropriate words or phrases.

1. Electronic interactive communications involve					
between users and systems,					
enabling real-time feedback and interaction.					
2. Examples of electronic interactive					
communications include social media platforms					
such as and customer support					
chatbots.					
3. One of the benefits of electronic interactive					
communications is its ability to facilitate					
and immediate responses.					
4. Organizations face challenges related to					
and security when implementing					
electronic interactive communications.					
5. Future trends in electronic interactive					
communications include the integration of					
technologies to personalize user					
technologies to personalize user					
experiences.					

Task 5. Try to answer the questions and discuss them.

- 1. What are some examples of electronic interactive communications?
- 2. How do they enhance user engagement?
- 3. What are the main benefits of implementing electronic interactive communications for businesses?

- 4. What challenges do organizations face when adopting electronic interactive communications?
- 5. How can these challenges be mitigated?
- 6. How can artificial intelligence (AI) enhance electronic interactive communications? Provide examples of AI applications in this context.
- 7. What are some future trends you foresee in electronic interactive communications?
- 8. How might these trends impact businesses and users?



Task 6. Determine whether each statement is true or false. If false, provide a brief explanation.

- 1. Electronic interactive communications involve two-way communication between users and systems.
- 2. Email newsletters are considered examples of electronic interactive communications.
- 3. Data privacy and security are not significant electronic interactive concerns in communications.
- 4. AI technologies do not play a role in enhancing customer interactions in electronic interactive communications.
- electronic future of interactive communications may involve decreased reliance on mobile devices.

CH 10 ELECTRONIC AND TELECOMMUNICATIONS

H X K Y C O N F E R E N C E C A L L D A X Z X G LIQUIDCRYSTALDISPLAYBRNM C K S M A R T P H O N E A R C J R Y G I Q C T Y K A Q D H L H U Z L B P L T C D X S K Y X S X O I P E F Q P A G E R T I Z E A T N F L B A C P E E D D I A L I N G S S L L B R O O Z W A K P Y W E B S I T E I H J E L K E Z L V A W N W C A L L E R I D C F F S M G C N L P S Q F L C T Z K V D U O G J O O A P N W K Y H CDSHATYIRWJKUKCMRCOWI O D W C O A X L N Z M O M M W S N A H F CQATUMYXCXPVOUAISTNJ Q E T G Z L R W W O B N R M I I U H X L U P J O Z O X J I I D I V M ZBPOYIGVKLCILEE GEWSHFNOZEANEW RKRFXPTGMEO ZQRLZQUHIBA TERHDROOACD CEMAILNNDHE UCYSMRESNI EPLFETCGJHMOQNIE N N N L H I F W Q S K X X O J E G G B F W D CELLULARTECHNOLOGYNSPOIU

LIQUID CRYSTAL DISPLAY TELECOMMUNICATIONS CALL FORWARDING MOBILE PHONE SMARTPHONE WEBSITE **PAGER**

FACSIMILE MACHINE SPEED DIALING **CALL HOLDING** VOICEMAIL YOUTUBE WIFI

RESPONSIVE WEB DESIGN CELLULAR TECHNOLOGY CONFERENCE CALL SOCIAL MEDIA TIME ZONES CALLER ID **TWITTER**

12.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Identity

dentity multifaceted concept encompasses an individual's sense of self, shaped by various factors such as culture, ethnicity, gender, social roles, and personal experiences. It influences how individuals perceive themselves and how they interact with others in society. Identity is not static; it evolves over time in response to changing circumstances, social interactions, and personal growth. In a globalized world, the concept of identity has become increasingly complex. Many individuals navigate multiple identities—cultural, social, personal—often blending and negotiating these aspects to create a cohesive sense of self. Understanding one's identity is crucial for fostering meaningful relationships and engaging with diverse communities.





Intercultural Communication

communication Intercultural refers exchange of information and ideas between individuals from different cultural backgrounds. It plays a significant role in shaping relationships and fostering understanding in an increasingly interconnected world. Effective intercultural communication requires awareness of cultural differences in language, non-verbal cues, values, and social norms. Challenges in intercultural communication may arise due misunderstandings, stereotypes, or assumptions based on one's cultural background. However, by competence—an developing cultural understanding and appreciation of cultural differences—individuals can enhance their ability communicate across cultures. relationships, and navigate potential conflicts.

Solidarity

Solidarity is the recognition of shared interests, values, and experiences that bind individuals and communities together. It fosters a sense of unity and mutual support among people, particularly in times of adversity or social struggle. Solidarity can manifest in various forms, including social community organizing, movements. and collective action. In the context of identity and intercultural communication, solidarity essential for promoting inclusivity and addressing social injustices. By standing together and advocating for common goals, individuals can create positive change and challenge systemic inequalities. Solidarity encourages collaboration and empathy, reinforcing the idea that our fates are interconnected.



Civic Action

Civic action encompasses the various ways individuals engage with their communities and contribute to the common good. This includes activities voting, such volunteering. participating in community projects, advocating for social change. Civic action is a fundamental aspect of democracy and community engagement, empowering individuals to voice their concerns and influence decision-making processes. Civic action is closely linked to identity and solidarity, as individuals often draw on their cultural backgrounds and shared experiences to motivate their participation. By recognizing their collective identity and the importance of community, individuals can work together to address social issues and promote a more equitable society.

Control check questions.

- 1. How does understanding one's identity influence the way individuals engage in intercultural communication?
- 2. What are some examples of how cultural differences can lead to misunderstandings in communication?

- 3. In what ways can individuals cultivate cultural competence to enhance their intercultural interactions?
- 4. How can solidarity among diverse communities foster a more inclusive society?
- 5. What role does social identity play in motivating civic action and community engagement?
- 6. How can individuals leverage their unique identities to contribute to collective efforts for social change?
- 7. What challenges might arise in building solidarity across different cultural groups, and how can these challenges be addressed?
- 8. How does civic action reflect the values and priorities of a community?
- 9. Can you think of examples where intercultural communication has successfully facilitated solidarity and civic action?
- 10. How can educators and community leaders promote understanding and solidarity among individuals from diverse backgrounds?



UNIT 13

How can we make the world a more tolerant place? Framing the problem: when can we recognize intolerance? Types of intolerance.

13.1. General information



PROVERB Two wrongs don't make a right

Task 1. Read the text and study information.



As a basic structured unit, a concept may be refracted in the human consciousness due to understanding of diverse events and phenomena of the reality, taking into account the individual and social experience, the specific space, time, geographical, historical and cultural environment, as well as depending on the way of thinking (common or scientific) that prevails in any specific situation. The results of the whole cognitive activity of the person are linked with creation of the system of concepts reflecting the real or imaginary status of things in the world. At that, the cognitive activity along with the language activity implement the adaptive, communicative, regulatory, perceptive nominative functions of information processing and are carried out by the person.

A concept is stored in the long-term memory and can be reproduced in words which may not literally coincide with the perceived idea, but in which the same meaning is concentrated as in the logical integral of the received expression. In the course of communication a certain contextual meaning is perceived as part of the concept, and then, if necessary, the communicant chooses an appropriate verbal form. The synonymic rows allow a fast respective choice; therefore, the language has nothing excessive or superfluous. On the other hand, the perceived discourse can be compressed to a concept containing the gist of the whole text.

As a combination of general knowledge about an object or a phenomenon, the concept differs from the notion (specially, scientific one) and the meaning (as a language essence) by the fact that it represents a basic perceptive, cognitive and affective unit of dynamic nature that is subordinate to the rules of person's mental life. This psycholinguistic approach to understanding of the phenomenon of a concept is somewhat different from the linguocultural one, which foresees that concepts are characterized as primary cultural units which express the objective contents of words, have their meanings and are thus transmitted to various fields of human existence, in particular, in the spheres of notional, figurative and activity learning of the world (Pesina, Solonchak, 2014).



Formation of Concepts

Initially many concepts emerge on the objectimage sensual basis as a definite empirical image of an object or a phenomenon (e.g., image of a house, a park, a village) in the collective activity context. Later (when the initial content of the concept becomes more complex due to the knowledge obtained through other kinds of cognitive activity) these images maintain their function of the most illustrative representative of this concept in human consciousness.



Concepts are formed from one's direct sensorial experience of a person – perception of reality by the sensory organ (and understanding of one's place in this reality); from direct operations with other concepts which were already present in one's consciousness (such operations may result in appearance of new concepts); from language communication (the concept can be explained to the person); from individual learning of meanings of linguistic units (e.g., using a dictionary). In most cases the new concept arises as an image and, through verbalization, being used in speech, can be codified as an abstraction or a contour (for instance, if it belongs to the multiple-meaning word system). The generally-known fact that at the stage of learning of abstractions it is better to provide examples proves the figurative nature of the majority of concepts. Figurativeness is often the most optimal and economic tool of access and updating of one or another meaning in the communication process.

The Structure of Concepts

As shown above, researchers underline the multicomponent structure of concepts specifying, for instance, historical layers which differ in time of creation, origin and semantics. In their turn, every layer may include figurative, value and notional components. The figurative side includes visual, audial, tactile, taste and characteristics of objects, phenomena, events reflected in our memory; the notional side covers linguistic fixation of the concept, its designation, description, structure of attributes, definition, comparative characteristics of this concept with relation to a certain series of concepts which never exist in isolation; the value side of the concept contains the importance of this psychic formation both an individual and a collective.



There is a belief that a figurative component has two constituents - perceptive and cognitive images. They equally reflect the characteristics of conceptualized object phenomenon. or However, the image does not compulsorily belong to the concept core as a structure; although in an individual consciousness a specific image codifies the concept for such language speaker. Sometimes, in addition to the notional and figurative constituents, value components are found in the concept -etymological associative characteristics of the concept which determine its place in the lexical and grammatical system of the language. The logical approach foresees the following zones: main domains intra domain (concept attributes which reflect the

denotation's own attributes), extra domain (concept attributes extracted from paroemias and transitional meanings) - and additional ones quasi domain (they are linked with formal associations which occur as the result of consonance of the concept name with the other figurative meanings). word, use of combination of the core layer, additional cognitive attributes and cognitive layers (main and peripheral ones) constitutes the concept volume and determines its structure. This structure is not rigid, because every concept functions all the time and is updated in its various constituent parts and aspects interacting with other concepts.

Understanding a concept means building a certain structure. It is known that every structure is not a simple set of elements, but an entirety constituted by interrelated elements, so that each depends on the others and has its proper function thanks to the relations with the other elements. However, we need to make a reservation that often structuring does not reflect the real status of things, being just a convenient tool for the researcher, because it acts as a means of simplification of the object of interest. No model or structure is absolute or immaculate. A model is just a trial description, and at a certain moment, it can become inconsistent.

Understanding of concepts is possible only through combination of various perception techniques: perception of the world by sense organs from direct sensual experience, as well as from substantive activity, mental operations with the concepts that already exist in consciousness. language communication. learning of language units, conscientious contemplation. Thus, the core layer of the concept is apparently the language of schemes, images, tactile and smell imprints of reality that codifies the concept for thinking operations. That generally known core part of the concept, with appropriate social reference can coincide for certain concepts, also with the notion as a complex of substantive distinguishing features and universal knowledge about one or another phenomenon or a class of objects.

Task 2. Match the headings with their correct descriptions of the concept.

- 1. Definition
- 2. Examples
- 3. Importance
- 4. Components
- 5. Applications
- A. Real-world scenarios where the concept is utilized.
- B. The essential parts or elements that make up the concept.
- C. A brief explanation of what the concept means.
- D. Reasons why the concept is significant or valuable.
- E. Specific instances that illustrate the concept.



Task 3. Try to do some multiple-choice questions about the concept.

- 1. What is the definition of a concept?
- A. A detailed explanation of a scientific theory.
- B. A general idea or understanding of something.
- C. A specific instance of an event.
- D. A practical application of a theory.

- 2. Which of the following is an example of a concept?
- A. The law of gravity
- B. The idea of freedom
- C. A historical event
- D. A mathematical equation
- 3. Why is understanding concepts important?
- A. They help us perform specific tasks.
- B. They provide a foundation for further knowledge and understanding.
- C. They are used to measure physical quantities.
- D. They provide detailed historical records.
- 4. What are the components of a concept?
- A. Ideas, definitions, and applications
- B. Theories, laws, and principles
- C. Observations, experiments, and data
- D. Thoughts, feelings, and emotions
- 5. In which fields are concepts commonly applied?
- A. Science and technology
- B. Art and literature
- C. Social sciences and humanities
- D. All of the above



Task 4. Fill in the blanks with the correct words from the list below:

- abstract
- categories
- characteristics
- cognitive
- examples

- experiences
- generalization
- process
- similarities
- understanding

1. Concept formation is the	_ by which
we organize information into	•
2. It involves identifying	anc
differences among various	
3. Through processes, we	develop an
of what different items or	ideas have
in common.	
4. This allows us to create	ideas
based on specific	
5. Our personal play a	significant
role in how we form concepts.	

Task 5. Try to do a True/False task about the concept structure:

- 1. A concept structure consists of a set of elements that are unrelated to each other.
- 2. Concept structures help in organizing and categorizing information in a meaningful way.
- 3. Concept structure is static and does not change over time.
- 4. Concept structures are only useful in scientific fields.
- 5. Understanding the concept structure can enhance learning and problem-solving abilities.

Useful websites!



- 1.https://www.worksheetsplanet.com/what-is-a-concept/
- 2.https://helpfulprofessor.com/concepts-examples/
- 3.https://www.researchgate.net/figure/Conceptual-framework-of-

the-study-Conceptual-Framework-Input-Process-Output fig1 305166162

- 4. https://study.com/learn/lesson/concept-map-feedback-mechanisms-purpose.html
- $\begin{array}{l} \textbf{5.https://amadorandrea.wordpress.com/2016/10/2} \\ \underline{\textbf{5/whats-a-good-concept/}} \end{array}$
- 6. https://slideplayer.com/slide/6011951/
- 7.https://www.researchgate.net/figure/Sample-concept-cartoon-worksheet_fig1_276481974

13.2. The concept as the basis of the linguistic picture of the world



PROVERB A watched pot never boils

Task 1. Read the text and study information.

According to the fair statement of A. D. Petrenko, "linguists proceed in their research from the need for a comprehensive and in-depth consideration of the forms of linguistic variability correlated with certain social (and other) characteristics of native speakers."

Representatives of certain areas of the humanities interpret the concept of the worldview in a striking way. The subject of philologists' analysis is the linguistic picture of the world. In linguistic terms, O. A. Kornilov's definition is considered to be successful, according to which "the picture of the world should be a systematization of the language content plan in one way or another."



Based on the ideas of V. Humboldt on the concept of the spirit of the people as a manifestation of culture over time, the following provisions were formulated:

➤ about the mutual influence of language and thinking ("thanks to diversity languages

- reveal to us the richness of the world and the richness of what we learn in it; languages figuratively and effectively offer us different ways thinking and perception");
- on the relationship between language and world perception ("words and word forms create and define concepts and different languages are essentially different worldviews in their influence on cognition and feelings");
- on the comparison of languages ("the analysis of the structure and constituent parts of individual languages demonstrates the way a person uses language and, in addition, only with its help can one conclude about related relations of languages and peoples");
- about the linguistic picture of the world ("different languages are not different designations of the same thing, but different visions of it...Thanks to the diversity of languages, the richness of the world and the diversity of what we learn in it opens up to us; human existence becomes more multifaceted for us, since languages intelligibly and effectively offer us different ways of thinking and perception");
- ➤ about the study of languages ("The study of the languages of the world is also the history of the thoughts and feelings of mankind. It should describe people of all countries and all stages of cultural development; it is necessary to involve everything that concerns a person").

Any national language performs several basic functions: communicative, informative, emotive and, what is especially important from the standpoint of today for research in the field of intercultural communication, the function of fixing and storing the entire complex of knowledge and ideas of this linguistic community about the world. One of the main characteristics of the language picture of the world is its stability, its main purpose is to preserve and pass on from generation to generation of a certain structuring of the surrounding world, to ensure the continuity of

linguistic thinking of native speakers of this language by traditionally established categories.



The value of the linguistic picture of the world is that it reflects a spontaneous, holistic perception of the world by a person. B. V. Rauschenbach notes the following: "Extra-logical knowledge is older than logical. It is impossible to comprehend it based on rational logic. We do not know the mechanism of its action... The world as a whole is perceived by the extra-logical part of the human spirit." Humanity has long known that the Earth revolves around the Sun, but no one has stopped saying, "The sun rises and sets." No one suggests replacing the combination "The moon is shining" with a more correct one from the point of view of physicists, "sunlight is reflected from the surface of the moon."

The world is perceived through the prism of philosophical views, religious beliefs, cultural traditions, moral values, stereotypes and prejudices. The nature of the communicant's worldview depends on how "universal, culturally specific and personal components are balanced in it". An important condition for successful intercultural communication is the readiness of the communicant to perceive differences and expand the picture of the world when confronted with unfamiliar or different phenomena of reality.

During cross-cultural contacts, two or more national linguistic pictures of the world collide. A person entering a different cultural and linguistic space brings with him an image of the worldview that differs from the linguistic picture of the world that dominates in a new linguistic culture for him. The first thing that always catches the eye is natural and social objects that have no analogues (or significantly differ in their characteristics) in the native culture of the communicant.

In this regard, the statement of O. A. Kornilov looks fair stating that any national language is "the seat of the soul, the spirit of the people, it is a collective product of national creativity which can be used not only for the specific needs of communication, messages and information storage, processing, logical operations, but to just enjoy it, to contemplate its wealth and originality". It is the national-specific periphery of the linguistic picture of the world that is of the greatest interest to the researcher. To comprehend someone else's national linguistic picture of the world means to take the place of a native speaker of a foreign language, to his point of "world outlook", that is through the lexical system to get an idea of the national mentality (national logic) and national character (emotions and means of their expression, moral priorities, etc.).



Everyone details any of the universals in their own way, relying on the national mentality and national character. Modeling and research of intercultural communication should take place at the level of interdisciplinary dialogue of linguists, ethnologists, sociologists, teachers, psychologists and specialists in the field of communication theory.

Task 2. Match the headings with their descriptions.

- A. Linguistic Relativity
- B. Lexical Gaps
- C. Metaphorical Conceptualization
- D. Cultural Influence on Language
- E. Semantic Fields
- F. Language and Perception
- G. Sapir-Whorf Hypothesis
- 1. The idea that the structure and vocabulary of a language influence how its speakers perceive and think about the world.
- 2. The phenomenon where certain concepts or experiences exist in one language but have no direct translation in another language.
- 3. How language structures and categories, such as color terms or spatial relations, shape our experiences and understanding of reality.
- 4. The way in which different cultures develop unique expressions and idioms that reflect their distinct worldviews.
- 5. The role of language in shaping cognitive processes, suggesting that speakers of different languages may experience the world differently.
- 6. A theory that language determines or influences thought and perception.
- 7. Groupings of words related by meaning that reflect how a particular language organizes and categorizes the world.



Task 3. Try to do a True/False task based on the concept of the "linguistic picture of the world."

- 1. The linguistic picture of the world suggests that all languages categorize the world in the same way.
- 2. The Sapir-Whorf Hypothesis posits that language influences thought and perception.
- 3. Lexical gaps refer to the absence of a word in one language for a concept that exists in another language.
- 4. Cultural differences do not impact the development of unique expressions and idioms in languages.
- 5. Semantic fields are groupings of words that reflect how a language organizes and categorizes the world.
- 6. Metaphorical conceptualization is unrelated to the linguistic picture of the world.
- 7. Language and perception are closely linked, indicating that speakers of different languages may experience the world differently.



Task 4. Try to do multiple-choice questions based on the concept of the "linguistic picture of the world."

- 1. What does the linguistic picture of the world suggest?
- A. All languages categorize the world identically.
- B. Different languages provide different perspectives and categorizations of the world.

- C. Language does not influence how we perceive the world.
- D. Only scientific language shapes our worldview.
- 2. Which hypothesis posits that language influences thought and perception?
- A. Linguistic Relativity Hypothesis
- B. Universal Grammar Hypothesis
- C. Sapir-Whorf Hypothesis
- D. Critical Period Hypothesis
- 3. What are lexical gaps?
- A. Words that have the same meaning in all languages.
- B. The phenomenon where certain concepts or experiences have no direct translation in some languages.
- C. The tendency of languages to borrow words from each other.
- D. Words that are difficult to pronounce in certain languages.
- 4. How does culture influence language according to the concept of the linguistic picture of the world?
- A. It has no influence; language is purely a cognitive phenomenon.
- B. It shapes the development of unique expressions and idioms.
- C. It only affects the pronunciation of words.
- D. It makes all languages look the same.
- 5. What are semantic fields?
- A. Groupings of words related by their phonetic similarities.
- B. The study of ancient languages.
- C. Groupings of words related by meaning that reflect how a particular language organizes and categorizes the world.
- D. Random collections of words in a language.
- 6. What does metaphorical conceptualization involve?
- A. Creating new words by combining existing ones.
- B. Using metaphors to understand and explain abstract concepts through language.

- C. The literal translation of words from one language to another.
- D. Avoiding the use of metaphors in everyday speech.
- 7. How are language and perception linked?
- A. Language and perception are entirely independent of each other.
- B. Language directly shapes our cognitive processes, influencing how we experience the world.
- C. Perception always shapes language, but language never influences perception.
- D. There is no significant relationship between language and perception.



Task 5. Fill in the blanks with the correct terms from the list below:

- -linguistic relativity,
- -lexical gaps,
- -metaphorical conceptualization,
- -cultural influence,
- -semantic fields,
- -Sapir-Whorf Hypothesis,
- -perception)
- 1. The _____ suggests that the structure and vocabulary of a language influence how its speakers perceive and think about the world.

2. _____ refer to the phenomenon where certain concepts or experiences exist in one language but have no direct translation in another language. _____ involves using metaphors 3. _____ to understand and explain abstract concepts through language. __ on language shapes the 4. _ development of unique expressions and idioms that reflect distinct worldviews. ____ are groupings of words related by meaning that reflect how a particular language organizes and categorizes the world. 6. According to the concept of linguistic relativity, language and _____ closely linked, indicating that speakers of different languages may experience the world differently.

7. The _____

influences thought and perception.

_____ posits that language

Newspapers

Mass media

TV-news

Radio

Task 6. Answer the questions and discuss them.

- 1. How does the Sapir-Whorf Hypothesis relate to the concept of the linguistic picture of the world?
- 2. Can you provide an example of a lexical gap and explain its significance in understanding linguistic relativity?

- 3. In what ways does metaphorical conceptualization contribute to our understanding of abstract concepts?
- 4. How does cultural influence on language shape the development of unique expressions and idioms?
- 5. What role do semantic fields play in organizing and categorizing the world within a language?
- 6. Discuss the relationship between language and perception. How does this relationship support the concept of the linguistic picture of the world?
- 7. Why is the study of the linguistic picture of the world important in understanding human cognition and cultural diversity?



13.3. The concept of the culture code



PROVERB

Necessity is the mother of invention

Task 1. Read the text and study

information.

The Significance of Cultural Codes

Cultural codes play a crucial role in shaping social interactions and influencing individual and collective behavior. They provide a set of guidelines and expectations that help people navigate social situations and make sense of the world around them. Cultural codes are deeply ingrained in society and are passed down from generation to generation through socialization processes.



In sociology, cultural codes refer to the shared meanings, values, norms, and symbols that exist within a particular culture or society. These codes serve as a framework for understanding and interpreting the world, shaping individuals' behavior, and providing a sense of identity and belonging. In this blog post, we will explore the concept of cultural codes in more detail, outlining their significance and explaining how they function within societies.

These codes are not static but evolve and change over time, reflecting shifts in societal values, beliefs, and practices. They are also influenced by external factors such as globalization, technological advancements, and contact with other cultures.



Types of Cultural Codes

There are various types of cultural codes that exist within societies. These codes can be categorized into different domains, including:

1. Language

Language is a fundamental cultural code that encompasses the system of communication used by a particular group or society. It includes not only the words and grammar but also the nonverbal aspects such as gestures, facial expressions, and body language. Language is not only a means of communication but also reflects the values, beliefs, and worldview of a culture.

2. Symbols and Rituals

Symbols and rituals are cultural codes that represent shared meanings and practices within a society. Symbols can be objects, gestures, or images that carry cultural significance. They serve as a way to communicate and convey ideas, values, and emotions. Rituals, on the other hand, are a set of prescribed actions or behaviors that are performed in a specific sequence and have symbolic meaning. They often mark important events or transitions in life.

3. Social Norms

Social norms are cultural codes that dictate acceptable behavior within a society. They define what is considered appropriate or inappropriate,

right or wrong, and guide individuals' actions and interactions. Social norms vary across cultures and can include norms related to gender roles, family dynamics, etiquette, and moral values.

4. Beliefs and Values

Beliefs and values are cultural codes that shape individuals' worldview and provide a framework for understanding the world and guiding behavior. Beliefs are specific ideas or convictions that individuals hold to be true, while values are broad principles or standards that guide behavior and decision-making. These cultural codes influence individuals' attitudes, perceptions, and actions.

Cultural codes serve several important functions within societies:

1. Social Cohesion

Cultural codes help create a sense of belonging and identity within a group or society. They provide a common framework of understanding and shared meanings, fostering social cohesion and a sense of community. Cultural codes also help establish social boundaries and differentiate between "us" and "them," reinforcing group solidarity.

2. Social Control

Cultural codes play a role in regulating behavior and maintaining social order. They provide guidelines for acceptable behavior and serve as a basis for social control mechanisms such as social sanctions and rewards. By internalizing cultural codes, individuals learn to conform to societal expectations and norms.

3. Communication and Understanding

Cultural codes facilitate communication and understanding within a society. They provide a shared language and symbolic system that allows individuals to convey ideas, meanings, and emotions. Cultural codes also enable individuals to interpret and make sense of the behavior of others, reducing ambiguity and promoting effective communication.

4. Identity Formation

Cultural codes play a crucial role in shaping individual and group identities. They provide a sense of belonging and contribute to the formation of personal and collective identities. Cultural codes influence individuals' self-

concept, values, beliefs, and behaviors, helping them define who they are and where they belong within a larger social context.

Defining the "cultural code"

The field of phenomenons in humanity existence is almost endless; often a word culture is used as a substitute for that multitude explanation. To reveal specific cultural forms, describe and systematize them seems to be an important step in understanding culture. Although a proper scientific operationalization of the term may be in penetration inside of phenomenons, revealing deep essences, that common ground which unites multitude of separate parts, framing the mosaics of empirical cases in a possible term of "cultural code". For that reason a conception of its existence may be valid, in pursuit of the essence.

Essence – is a mental category, which uncovers the studying matter, replying to the questions – how is the phenomenon different from other world elements, where are its roots, what are its peculiarities? To show the essence and reveal it is to answer the question – what is it?



So a term culture is taken as polyfunctional and has broad meanings. In that aspect it is presumed that a proper structure of "cultural code" model in geometrical scheme form may be a valuable idea in reflecting cultural essence. In other words, the parameters which constitute the body of the code would reflect the peculiarities of the culture, explaining the details of the matter. Though, the search of the analytical form of the essence - would be in narrowing the scope of the logically

directed focus upon cultural parameters, which form the body of the "cultural code".



There is no intention to create new ambiguous definitions in already complex for perception study field. On the contrary, the goal is to make culture a more comprehensible subject in all types of researches. Hence a comparative method is chosen to aggregate similarities in cultural approaches of contemporary scientists. Cross the critical analysis may help in finding the parameters of the code's body. By following the intention to operationalize culture in our daily life perception, such word combination as "cultural code" would mean a subject with a structure, thus leading further to the parameters of the structure.

Task 2. Do some true/false questions about the concept of culture code.

- 1.A culture code is a set of rules and guidelines specific to a particular company or organization that defines its work culture and ethical standards.
- 2. The culture code of an organization has no impact on employee behavior or company performance.
- 3. Culture codes are static and do not evolve over time.
- 4. A strong culture code can help attract and retain top talent in an organization.
- 5. Culture codes are only relevant for large corporations and not necessary for small businesses or startups.
- 6. Transparency, inclusivity, and collaboration are common elements found in many organizational culture codes.

- 7. Implementing a culture code can help in building a cohesive and productive work environment.
- 8. A culture code is only concerned with internal company practices and does not influence external relationships with customers or partners.
- 9. Employees are more likely to adhere to a culture code if they are involved in its creation and development.
- 10. A culture code should remain confidential and not be shared publicly to maintain its effectiveness.



Task 3. Match each heading to its correct description.

- A. Definition of Culture Code
- B. Importance of Culture Code
- C. Elements of a Strong Culture Code
- D. Impact on Employee Behavior
- E. Culture Code Evolution
- F. Culture Code in Small vs. Large Organizations
- G. Role in Talent Attraction and Retention
- H. Influence on External Relationships
- I. Employee Involvement
- J. Transparency and Public Sharing
- 1. This heading explains how culture codes help in forming expectations and behaviors within the workplace.
- 2. This heading describes the necessity of culture codes for both small businesses and large corporations.
- 3. This heading highlights how involving employees in the creation of a culture code increases adherence.

- 4. This heading outlines the benefits of making the culture code accessible and visible to all stakeholders.
- 5. This heading focuses on the various aspects such as transparency and collaboration that make up a robust culture code.
- 6. This heading elaborates on the reasons why having a culture code is crucial for an organization.
- 7. This heading describes how culture codes can change and adapt over time.
- 8. This heading discusses the effect of a culture code on the overall performance and behavior of employees.
- 9. This heading addresses the definition and basic understanding of what a culture code is.
- 10. This heading emphasizes the role of a culture code in enhancing relationships with customers and partners.



Task 4. Do some multiple-choice questions about the concept of culture code.

- 1. What is a culture code?
- A. A set of laws that govern workplace behavior
- B. A document outlining a company's work culture and ethical standards
- C. A guide for customer interactions
- D. A training manual for new employees
- 2. Which of the following is NOT typically an element of a strong culture code?
- A. Transparency
- B. Inclusivity
- C. Dictatorial leadership
- D. Collaboration

- 3. Why is a culture code important for an organization?
- A. It eliminates the need for performance reviews
- B. It sets expectations and guidelines for behavior
- C. It replaces the need for human resources
- D. It reduces the need for employee training
- 4. How does a strong culture code impact employee retention?
- A. It increases employee turnover
- B. It makes employees more likely to leave
- C. It helps attract and retain top talent
- D. It has no impact on retention
- 5. Which of the following statements is true about the evolution of a culture code?
- A. It should never change once established
- B. It can evolve and adapt over time
- C. It should change every month
- D. It should be completely rewritten annually
- 6. What role do employees play in the effectiveness of a culture code?
- A. No role; it's solely up to management
- B. They should be involved in its creation and development
- C. They only need to read it once
- D. They should enforce it among customers
- 7. Which of the following is a benefit of having a publicly shared culture code?
- A. It confuses employees
- B. It helps in building trust with customers and partners
- C. It keeps competitors informed
- D. It complicates company operations



- 8. How can organizations measure the effectiveness of their culture code?
- A. By conducting regular surveys and feedback sessions
- B. By ignoring employee feedback
- C. By relying solely on annual performance reviews
- D. By limiting access to the culture code document
- 9. What challenge might an organization face when creating a culture code?
- A. Ensuring it is comprehensive yet concise
- B. Making it difficult to understand
- C. Ignoring employee input
- D. Keeping it secret from employees
- 10. Why is leadership's role crucial in maintaining a culture code?
- A. Leaders can enforce punitive measures
- B. Leaders set an example and uphold the standards
- C. Leaders can disregard the culture code
- D. Leaders should rewrite the culture code frequently



Task 5. Fill in the blanks with the correct words related to the concept of culture code.

1. A culture code is a set of _____ that outlines a company's values, beliefs, and behavioral expectations.



2. Implementing a culture code can lead to					
increase among employees and					
better organizational performance.					
3. To be effective, a culture code should be					
and reflect the company's mission					
and values.					
4. Regular and feedback from					
employees help in assessing the effectiveness of a					
culture code.					
5. The culture code should be and					
accessible to all members of the organization.					
6. Leaders play a crucial role in and					
enforcing the culture code within the					
organization.					
7. A well-defined culture code helps in attracting					
and top talent to the company.					
8. The culture code can and adapt					
over time to meet the changing needs of the					
organization.					
9. An effective culture code should promote					
and collaboration among employees.					
10. Transparency in sharing the culture code can					
help in building trust with and					
nartners					

Task 6. Answer the questions and discuss them.

- 1. How does a well-defined culture code contribute to the overall success of an organization?
- 2. What are some challenges an organization might face when implementing a culture code, and how can they be addressed?
- 3. In what ways can a culture code impact employee behavior and organizational culture?

- 4. Why is it important for a culture code to be adaptable over time, and how can organizations ensure it remains relevant?
- 5. How can transparency in communicating the culture code benefit the organization and its stakeholders?
- 6. What role does leadership play in maintaining and enforcing a culture code, and why is this role crucial?
- 7. How can employee involvement in the development of a culture code impact its effectiveness and acceptance?
- 8. What are some potential consequences of not having a culture code or having an ineffective one?



Culture and Society



discrimination	islamophobia	homophobia	stereotype
prejudice	religion	equality	respect
muslim	stigma	gender	racism
sexism	ageism	label	media
fear	hate		

13.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Framing the Problem

Framing the problem involves defining and contextualizing an issue to influence public perception and response. In the case of intolerance, it is crucial to understand how intolerance manifests in society underlying factors that contribute to Intolerance can be defined as an unwillingness to accept views, beliefs, or behaviors that differ from one's own. It often leads to discrimination, prejudice, and social division. When framing the problem of intolerance, it is important to consider various dimensions, such as historical, cultural, psychological, and socio-political contexts. Identifying the root causes of intolerance-such as fear of the unknown, lack of understanding, or societal norms-can help in developing effective strategies for addressing it. Framing intolerance as a societal problem rather than an individual failing encourages collective action and solutions.

Types of Intolerance

Intolerance can manifest in several forms, each with distinct characteristics and consequences:

- 1. Racial Intolerance: This form of intolerance is based on an individual's race or ethnicity, often leading to discrimination and systemic racism. It can result in social exclusion, violence, and inequality.
- 2. Religious Intolerance: Religious intolerance arises when individuals or groups are persecuted or discriminated against based on their religious beliefs or practices. This can lead to sectarian violence, discrimination, and restrictions on religious freedoms.
- 3. Sexual Orientation Intolerance: This type of intolerance targets individuals based on their sexual orientation, often leading to homophobia. It can manifest in hate crimes, social exclusion, and lack of legal protections.

- 4. Cultural Intolerance: Cultural intolerance occurs when individuals reject or disrespect cultural practices and beliefs that are different from their own. This can hinder intercultural understanding and perpetuate stereotypes.
- 5. Political Intolerance: Political intolerance is characterized by the rejection of differing political views and ideologies. This can lead to polarization, the suppression of dissent, and challenges to democratic processes.
- 6. Intolerance of Differences: This broader category encompasses intolerance towards various differences, including disability, age, gender, and socioeconomic status. It often results in discrimination and social exclusion.

Understanding the different types of intolerance is essential for developing targeted strategies to promote acceptance, respect, and coexistence among diverse groups.

Control check questions.

- 1. How does framing the problem of intolerance influence public perception and response to discriminatory behaviors?
- 2. What are some historical examples of intolerance, and how have they shaped societal attitudes today?
- 3. In what ways can societal norms and values contribute to the perpetuation of different types of intolerance?
- 4. How can education play a role in addressing and reducing intolerance in society?
- 5. What impact does media representation have on shaping perceptions of intolerance and its various forms?
- 6. How can individuals and communities work together to combat racial intolerance effectively?
- 7. What are some strategies for promoting religious tolerance in diverse societies?
- 8. In what ways can cultural exchange foster understanding and reduce cultural intolerance?
- 9. How can legal and policy frameworks support the protection of marginalized groups from intolerance?

UNIT 14

Debate: where does racism lie, and who can be a racist?

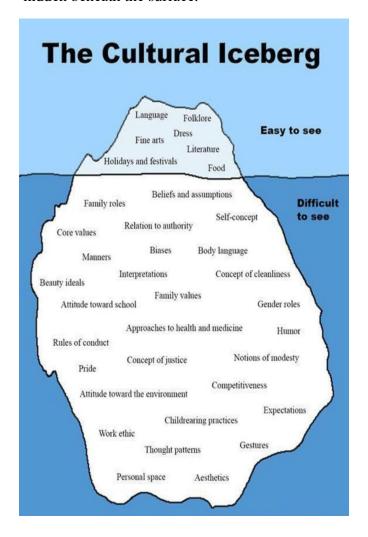
14.1. General information



PROVERB Don't put all your eggs in one

Task 1. Read the text and study information. Edward T. Hall's Cultural Iceberg Model

In 1976, Hall developed the iceberg analogy of culture. If the culture of a society was the iceberg, Hall reasoned, than there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface.



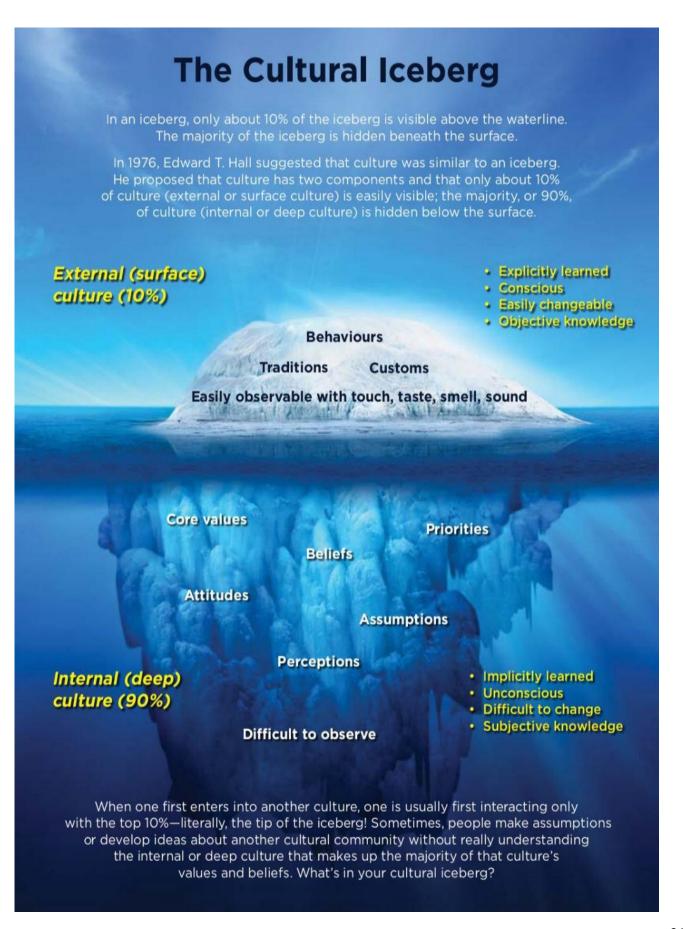


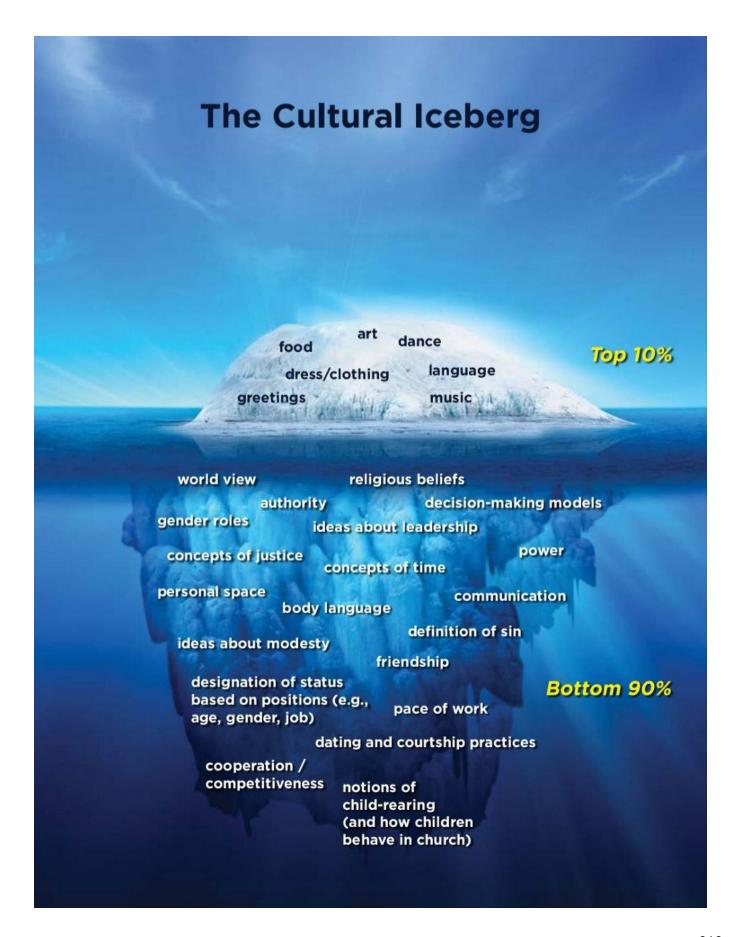
What does that mean?

The external, or conscious, part of culture is what we can see and is the tip of the iceberg and includes behaviors and some beliefs. The internal, or subconscious, part of culture is below the surface of a society and includes some beliefs and the values and thought patterns that underlie behavior. There are major differences between the conscious and unconscious culture.

What can we do?

Hall suggests that the only way to learn the internal culture of others is to actively participate in their culture. When one first enters a new culture, only the most overt behaviors are apparent. As one spends more time in that new culture, the underlying beliefs, values, and thought patterns that dictate that behavior will be uncovered. What this model teaches us is that we cannot judge a new culture based only on what we see when we first enter it. We must take the time to get to know individuals from that culture and interact with them. Only by doing so can we uncover the values and beliefs that underlie the behavior of that society.





Task 2. Match each heading with the correct description.

- A. Visible Culture
- B. Hidden Culture
- C. Surface-Level Culture
- D. Deep-Level Culture
- 1. These are the tangible aspects of culture that are easily observed, such as clothing, food, and architecture.
- 2. These are the behaviors and practices that are visible and observable, like rituals, celebrations, and social norms.
- 3. These are the underlying values and beliefs that influence behavior but are not immediately visible, such as individualism vs. collectivism or attitudes towards authority.
- 4. These are the unconscious assumptions and thought patterns that guide behavior and are deeply embedded in a culture, like core beliefs about human nature and relationships.

Task 3. Do a multiple-choice test based on Edward T. Hall's cultural iceberg model.

- 1. According to the cultural iceberg model, what represents the visible aspects of culture?
- A. Values and Beliefs
- B. Artifacts
- C. Assumptions and Thought Patterns
- D. Behaviors and Practices
- 2. What term is used for the behaviors and practices that are observable in a culture?
- A. Surface-Level Culture
- B. Deep-Level Culture
- C. Hidden Culture
- D. Artifacts
- 3. Which aspect of the cultural iceberg model is least visible and involves underlying values and beliefs?
- A. Assumptions and Thought Patterns
- B. Artifacts
- C. Values and Beliefs
- D. Behaviors and Practices
- 4. What represents the unconscious assumptions and thought patterns in a culture?

- A. Artifacts
- B. Surface-Level Culture
- C. Deep-Level Culture
- D. Hidden Culture
- 5. Which of the following is an example of hidden culture?
- A. Language
- B. Food
- C. Attitudes towards authority
- D. Clothing
- 6. How would you categorize a traditional festival in a culture?
- A. Deep-Level Culture
- B. Hidden Culture
- C. Surface-Level Culture
- D. Artifacts
- 7. Which aspect of culture involves the symbols, art, and physical objects of a society?
- A. Assumptions and Thought Patterns
- B. Artifacts
- C. Values and Beliefs
- D. Behaviors and Practices
- 8. What is an example of deep-level culture?
- A. Rituals
- B. Dress codes
- C. Core beliefs about human nature
- D. Festivals



Task 4. Answer the questions and discuss them.

- 1. Which element of the cultural iceberg includes the food and dining etiquette of a culture?
- 2. What aspect of culture is represented by underlying assumptions and worldview that guide behavior but are not immediately obvious?
- 3. What is an example of surface-level culture?
- 4. Which of the following best describes the hidden culture of a society?
- 5. What type of culture involves the symbols and physical objects that are observable and often tangible?
- 6. Which element of the iceberg model deals with the moral and ethical principles guiding a culture?
- 7. What can be classified as deep-level culture?
- 8.. In the cultural iceberg model, which category would "traditional ceremonies" fall into?
- 9. Which aspect of culture would be most concerned with core values such as individualism versus collectivism?
- 10. What type of culture includes elements like social institutions and their roles in society?

Task 5. Do a true/false task based on Edward T. Hall's cultural iceberg model.

- 1. The cultural iceberg model suggests that only the visible aspects of culture are important for understanding a society.
- 2. Artifacts are examples of surface-level culture in the cultural iceberg model.
- 3. Values and beliefs are considered part of the deep-level culture.
- 4. Surface-level culture includes things like rituals and ceremonies, which are easily observable.
- 5. Deep-level culture refers to the tangible artifacts and symbols of a society.
- 6. Hidden culture includes social norms and unspoken rules that are not immediately visible.
- 7. Clothing and physical objects are examples of deep-level culture.

Task 6. Fill in the blanks with the correct terms related to Edward T. Hall's cultural iceberg model.

___ of culture includes visible elements such as clothing, food, and architecture.

2. The of culture encompasses the					
underlying values and beliefs that influence					
behavior but are not immediately visible.					
3. According to the cultural iceberg model,					
are tangible items and physical					
objects that are observable in a culture.					
4 involves the unconscious					
assumptions and thought patterns that deeply					
influence behavior and are not easily visible.					
5. Rituals, ceremonies, and daily practices are part					
of the culture, as they are observable					
and can be experienced directly.					
6. Social norms and unspoken rules that guide					
behavior without being explicitly stated fall under					
culture.					
7 refers to the core beliefs about					
human nature and social relationships that are					
deeply embedded and not immediately apparent.					

Useful websites!

2 The



- 1.https://pubmed.ncbi.nlm.nih.go v/19623247/
- 2.https://www.ncbi.nlm.nih.gov/ pmc/articles/PMC2707607/
- 3.https://www.slideserve.com/pa ul/unveiling-the-special-theory-

of-relativity

- 4.https://www.slideshare.net/slideshow/relativitytheory-45072316/45072316
- 5. http://ed.ted.com/lessons/an-exercise-in-timeperception-matt-danzico
- 6.https://youtu.be/8vTdCwBW5kc?si=rq3ee67epe Elr0zi
- 7.https://youtu.be/DKPhPz5Hggc?si=oMRH73fe **HiCiRcaE**
- 8. https://en.islcollective.com/english-eslworksheets/reading-comprehension/generalreading-comprehension/science/theory-ofrelativity/149024
- 9. https://quizizz.com/en-gb/special-relativityworksheets-year-11

14.2. Relativity of time perception



PROVERB Absencemakes the heart grow fonder

Task 1. Read the text and study information.

In special relativity (Einstein, 1905), one is faced with the difficulty of reconciling the reality of one's present experience with that of the fourdimensional continuum. What does really exist, the entities moving along their worldlines, or the themselves? worldlines These seemingly irreconcilable questions, which reflect the dichotomy between the views of 'presentism' and 'eternalism', outline the debate about the nature of time and change, in the background of which lies the fundamental question about what can truly be considered to exist in our reality.



This question was also central to the research on the foundations of quantum mechanics, which began in the 1970s, building on the EPR article (Einstein et al., 1935), then leading to Bell's inequalities (Bell, 1964) and the experimental confirmation of quantum entanglement and nonlocality (Freedman and Clauser, 1972; Weish et al., 1998). One of us actively participated in these developments, particularly in the construction of an axiomatic operational-realistic

quantum formalism, which allowed for a general representation of physical systems, containing as cases the quantum and special classical descriptions (Aerts, 1982, 1983). What is important for the matter at hand, is that similarly to what Einstein did with the measurement of distances and durations, 'what exists' was also obtained in this formalism from an analysis of the measurement procedures and their relation to 'prediction', also allowing 'potentiality' to have its proper place in reality. And when in the 1990s this general approach was applied to relativity, an important addition to Einstein's operational analysis resulted (Aerts, 1996).

Note that from an ontological perspective, 'what exists' should not be operationally defined, being independent of any measurement; but an 'operational reality' must be part of reality in a more general metaphysical sense, as experiments always have the last word (consider the emblematic case of entanglement). Let us dwell for a moment on how in pre-relativistic physics 'what exists' was conceived. The 'present reality' was considered to be everything that could be touched, felt, and more generally experienced, in a given moment of time. The conditional is important here, as reality does not reduce to the content of our actual present experience, but encompasses all our 'possible' experiences, those we could have had in our present moment, should we have made other decisions in our past. And this highlights the importance of 'free choice' in our reality's construction, the robustness of which is grounded in the consistency of all our experiences, and those of other human beings. And of course, our operational reality construction can continue beyond the limited reach of our senses, thanks to the much broader reach of our knowledge, particularly the scientific one.

That being said, for the 'personal present realities' of the different observers to be coherently integrated into a 'global present reality' construction, one needs a Newtonian absolute and invariable time that advances unhindered by anything. Special relativity, on the other hand,

shows us that every present is strictly personal, so there is no global present. More so, time itself becomes strictly personal: there is not 'one time', but 'multiple times.' Hence, when operationally constructing reality, there is not 'one global present reality', but 'multiple present personal realities.' And there is a surprise when considering these multiple operational constructions, which we will now try to highlight (Aerts, 1996; Aerts and Sassoli de Bianchi, 2023).



In Newtonian physics, when the wristwatch of a person — let us call her Alice — indicates 5 pm, of a given day, it is 5 pm of that day across the universe. In relativity, Alice can still consider 5 pm as her personal present moment, and she can also extend her present towards everything that does not move with respect to her, for example, a wall clock in her office, also indicating 5 pm. But suppose that a week earlier Alice chose to take a space round trip, so that when she returns to the office, that same day, with her wristwatch indicating 5 pm, the wall clock now indicates a different time: a time in the future when compared to that of her wristwatch, the difference being determined by the speed and duration of her trip. Considering an operational construction of reality, based on possible experiences, where the conditional is fundamental, hence 'what Alice could have decided differently in her past' counts as 'potential', we must then conclude that Alice's personal present reality contains both states of the wall clock, one of which is in the future with respect to the other. And since Alice can make trips of arbitrary duration and speed, it is the entire worldline of the wall clock that is part of her personal reality at 5 pm, and of course this equally applies to all entities not travelling with her.



The proper velocity is also the spatial component of a 'four-velocity', and the magnitude of the latter, for any entity, in any reference system, is always equal to c. This is a result that can be found in any textbook, although it is usually regarded as a mathematical property having no particular physical meaning. But considering that Lorentz transformations can be derived without using Einstein's second postulate (Ignatowsky, 1910, 1911; Lévy-Leblond, 1976), the structural parameter can be given a more general interpretation, as the 'absolute speed of all material entities', whose motions occur in the spacetime, since they are characterized by a nonzero time component.



Coming back to Newtonian thinking, we can see its presence in our continued use of the notion of 'coordinate velocity' (expression of our prejudice that space would be a container of everything that exists) instead of studying motion from a four-velocity perspective, as we do consistently with relativity in Aerts and Sassoli de Bianchi (2023). When we limit ourselves to the description of the centre of mass of macroscopic entities, the illusion of a spatial reality can be partly maintained, but fundamental problems are rapidly encountered when considering spatially extended entities and nonlocal quantum entities.

Speaking of quantum mechanics, we believe it has a distinguished role to play in further revealing the deeper nature of our spatiotemporal construction, and we refer to Aerts et al. (2020) for a possible line of investigation. Here we simply say that spacetime can be seen as an emergent structure, with classical entities manifesting a permanent dynamical presence in it, whereas quantum nonlocality, both in space and time, tells us that our personal reality is essentially of a nonspatiotemporal nature. Note that the notion of 'nonspatiality' was introduced by one of us in the late eighties (Aerts, 1990) and discussed since then in several works (Aerts. 1998, 1999). In the run, others have realized its importance, like Ruth Kastner in her 'possibilist transactional interpretation' (Kastner, 2012, 2023; Aerts and Sassoli de Bianchi, 2017; Sassoli de Bianchi, 2021).



Task 2. Match each heading with the correct description.

- A. Situational Context
- B. Cultural Differences
- C. Biological Factors
- D. Psychological Factors
- E. Environmental Influences
- 1. This factor includes the internal clock, age, a nd hormonal changes that can alter the perception of time.
- 2. This factor involves mental states, such as attention, stress, and emotional state, affecting how time is perceived.
- 3. This factor covers external conditions like temperature, light, and noise levels that can influence time perception.
- 4. This factor reflects how different societies and communities understand and value time, impacting individual time perception.
- 5. This factor is related to specific circumstances or tasks, such as engaging in a highly immersive activity, which can make time feel like it's passing faster or slower.

Task 3. Do some multiple-choice questions about the relativity of time perception.

- 1. Which biological factor is primarily responsible for regulating our sense of time?
- A. Hormones
- B. Circadian rhythms
- C. Environmental stimuli
- D. Cultural norms
- 2. How does stress typically affect time perception?
- A. It makes time seem to pass more slowly.
- B. It has no effect on time perception.
- C. It makes time seem to pass more quickly.
- D. It makes time perception more accurate.
- 3. Which of the following is an example of an environmental influence on time perception?
- A. Engaging in a conversation
- B. Experiencing cold temperatures
- C. Feeling anxious
- D. Thinking about the future

- 4. In which cultural context might time be perceived as more flexible and less rigid?
- A. Western cultures
- B. Asian cultures
- C. Mediterranean cultures
- D. Scandinavian cultures
- 5. When people are fully immersed in an engaging activity, they often experience time as:
- A. Moving more slowly
- B. Standing still
- C. Moving more quickly
- D. Moving backward



Task 4. Do some true/false questions about the relativity of time perception.

- 1. Stress can make time seem to pass more slowly.
- 2. Circadian rhythms are external factors that influence our perception of time.
- 3. Time perception is unaffected by the emotional state of an individual.
- 4. Cultural differences do not influence how people perceive time.
- 5. Engaging in highly immersive activities can make time feel like it is passing more quickly.
- 6. Environmental factors, such as noise levels and light, can affect time perception.
- 7. Older people often perceive time as moving more quickly compared to younger people.

Task 5. Fill in the blanks with the appropriate words from the list below:

1 The internal clock that regulates our sleen-

- -stress.
- -circadian rhythms,
- -boredom,
- -cultural differences,
- -immersion,
- -environmental factors,
- -age,
- -attention

The internal erect that regulates our steep
wake cycle and influences our perception of time
is known as
2. Feeling can make time seem to
pass more slowly because we are more aware of
each moment.
3. Different can affect how time is
perceived, with some cultures viewing time as
more flexible than others.
4 such as temperature and noise can
have an impact on our sense of time.
5. When people are highly engaged or
in an activity, they often experience
time as moving more quickly.
6. The perception of time can change with
, as older individuals often feel that
time passes more quickly compared to younger
people.
7 can alter how we experience time
by affecting our focus and awareness.
8 can influence how time is
perceived, such as when we are under pressure or
in a relaxed state.

Task 6. Answer the questions and discuss them.

- 1. What is the role of circadian rhythms in time perception?
- 2. How does stress affect our perception of time?
- 3. In what way do cultural differences impact time perception?
- 4. What are some environmental factors that can influence time perception?
- 5. How does immersion in an activity affect time perception?

14.3. Cultural relativism



PROVERB All that glitters is not gold

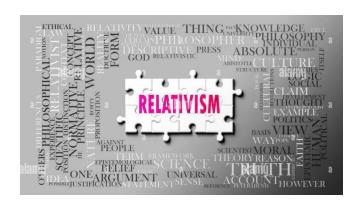
Understanding Cultural Relativism

Cultural relativism is the concept that a person's practices should values, and understood based on that person's own culture, rather than judged against the criteria of another. This idea challenges ethnocentrism, where one may judge other cultures by the standards of their own culture. Cultural relativism encourages openness to diverse ways of living and promotes the understanding that no single culture has a monopoly on truth or morality. This perspective is particularly important in anthropology and sociology, as it allows researchers to approach cultures with respect and without bias. However, cultural relativism also raises complex questions, such as whether certain cultural practices should be accepted universally or critiqued based on ethical standards. By fostering an attitude of cultural relativism, we can work toward greater tolerance, empathy, and insight into the diversity of human experiences.



Task 1. Fill in the blanks with the correct words from the box.

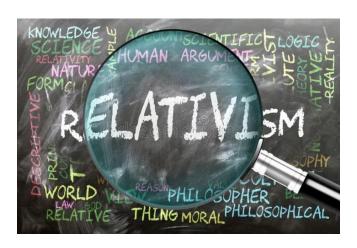
anthropolo	gy	relativism	tolerance
ethnocentrism	truth	openness	understand
bias ethi	cs	context	



Task 2. Match each definition with the correct term related to cultural relativism.

- A. Cultural Relativism
- B. Ethical Relativism
- C. Cultural Immersion
- D. Cultural Tolerance
- E. Ethnocentrism

- 1. The idea that each culture has its own unique values, beliefs, and practices that should be understood on their own terms, without judgment.
- 2. The belief that no one culture's ethics are superior to those of another, and that one should not impose their own values on another culture.
- 3. The practice of attempting to understand and evaluate another culture by its own standards, rather than by comparing it to one's own culture.
- 4. The view that ethical and moral systems are relative to cultural context, meaning there are no universal moral truths.
- 5. A situation in which a person from one culture encounters beliefs or practices from another culture that seem strange or wrong but may make sense within that culture's context.



Task 3. Do some true/false questions about cultural intolerance.

- 1. Cultural relativism suggests that there is no universal standard of morality.
- 2. Cultural relativism implies that all cultural practices are equally valid and beyond criticism.
- 3. According to cultural relativism, it is possible to judge another culture's practices based on one's own cultural standards.
- 4. Cultural relativism argues that moral beliefs are shaped by the society in which one lives.
- 5. Cultural relativism supports the idea that human rights are universal and apply to all cultures.
- 6. Cultural relativism encourages understanding and respect for other cultures' practices and beliefs.

- 7. A key critique of cultural relativism is that it can prevent people from speaking out against harmful practices in other cultures.
- 8. Cultural relativism holds that ethical values are determined independently of social or cultural context.
- 9. Cultural relativism suggests that what is considered "right" or "wrong" can vary significantly between cultures.
- 10. Cultural relativism is widely accepted without any criticism from other philosophical perspectives.



14.4. Brief theory

Task 1. Study the texts and answer the control check questions.



Understanding Types of Cultural Intolerance

Cultural intolerance occurs when individuals or groups are unwilling to accept or respect the beliefs, customs, or practices of cultures different from their own. This type of intolerance can manifest in several ways, such as stereotyping, exclusion, discrimination, or hostility toward people from different backgrounds. Cultural intolerance can stem from ignorance, fear, or a belief in the superiority of one's own culture. Common forms of cultural intolerance include ethnocentrism (judging other cultures based on the standards of one's own culture), xenophobia of foreign cultures), and cultural appropriation (misusing elements of another culture without understanding or respect). Cultural intolerance often leads to social division and conflict, harming both individuals and society. Promoting cultural tolerance-through education, empathy, and open-mindedness-helps create more inclusive communities and reduces prejudice and misunderstanding.



Task 2. Do some true/false questions about cultural intolerance.

- 1. Cultural intolerance involves rejecting or being hostile toward people from other cultural backgrounds.
- 2. Ethnocentrism is the belief that all cultures are equally valuable and should be respected.
- 3. Cultural appropriation is a form of cultural intolerance when elements of a culture are used without understanding or respect.
- 4. Xenophobia is a form of cultural intolerance involving the fear or dislike of people from other countries or cultures.
- 5. Cultural intolerance always leads to violence.
- 6. Stereotyping is a form of cultural intolerance where people make unfair generalizations about others based on their cultural background.
- 7. Promoting cultural tolerance requires ignoring differences between cultures.
- 8. Cultural intolerance can cause divisions in society and increase prejudice.
- 9. Assuming that all people from a certain culture behave the same way is an example of cultural tolerance.
- 10. Educational programs about diversity can help reduce cultural intolerance.

Control check questions.

- 1. What term describes a belief in the superiority of one's own culture over others?
- 2. Which of the following is an example of cultural appropriation?
- 3. Which of the following is NOT a form of cultural intolerance?
- 4. What does stereotyping involve?
- 5. The practice of judging another culture by the standards of one's own culture is called:
- 6. Which of the following best defines cultural intolerance?
- 7. What is the term for excluding people from activities or communities based on their cultural background?
- 8. Which of the following is often a cause of cultural intolerance?

UNIT 15

Looking to a better future: what are some causes of and solutions for intolerance.

15.1. General information



PROVERBThe rotten apple injures its neighbours

Task 1. Read the text and study.

The privacy of personal information is an important area of focus in today's electronic world, where information can so easily be captured, stored, and shared. In recent years it has regularly featured as a topic in news media and has become the target of legislation around the world.

Multidisciplinary privacy research has been conducted for decades, yet privacy remains a complex subject that still provides fertile ground for further investigation. This article provides a narrative overview of the nature of information describing the complexities privacy, challenges that consumers and organizations face when making decisions about it, in order to demonstrate its importance to both groups. Based on this work, we present a transdisciplinary view of information privacy research linking the consumer and organization. It illustrates areas of concern for consumers and organizations together with the factors that influence the decisions they make about information privacy.

By providing such a view we hope to encourage further cross disciplinary research into this highly pertinent area. The General Data Protection Regulation (GDPR) is a formidable piece of legislation from the EU that sets the bar for privacy laws around the world. Even companies located outside of EU jurisdiction must comply with the legislation if they process the personal data of EU citizens, who are the primary beneficiaries of the law. The guidance handed down by the European Commission is often nonspecific. It leaves latitude for companies to make

their own decisions about handling data, but it also levies serious penalties for violating the law. The best way to begin to tackle the GDPR is to understand the spirit of it. The spirit of the GDPR comes to life in the six privacy principles underlying the law.

The GDPR presents six privacy principles that help place the rules and repercussions in context:

- 1. Lawfulness, Fairness, and Transparency
- 2. Limitations on Purposes of Collection, Processing, and Storage
- 3. Data Minimization
- 4. Accuracy of Data
- 5. Data Storage Limits
- 6. Integrity and Confidentiality

Useful websites!



1.https://core.ac.uk/reader/51089 430;

2.<u>https://www.equalityhumanrights.com/sites/default/files/researrch-report-69-protecting-</u>

information-privacy.pdf;

- 3. https://content.tfl.gov.uk/2019-05-ph-operator-pdp-guidance.pdf;
- 4. https://www.slideshare.net/slideshow/privacy-politics-in-the-uk-general-election-2010/3707510
- 5.https://www.slideshare.net/ slideshow/what-you-need-to-know-about-privacy-now/7862480; 6.https://youtu.be/MNTHySp8P7A?si=Q02TPr32 xeATYV3b;
- 7.<u>https://www.ted.com/talks/glenn_greenwald_w</u> hy privacy matters?language=en

15.2. Privacy Matters in Britain



Keep your friends close and your enemies closer

Task 1. Read the text and answer the questions.

Privacy is a significant concern in Britain, governed by several laws and regulations aimed at protecting individuals' personal information. The primary legislation is the Data Protection Act 2018, which incorporates the European Union's General Data Protection Regulation (GDPR) into British law. The Information Commissioner's Office (ICO) is the authority responsible for enforcing data protection laws and ensuring that organizations comply with regulations.

- 1. Data Protection Act 2018: This act ensures that individuals have more control over their personal data. It applies to all data processing activities, from collection to disposal. Key principles include:
 - Lawfulness, fairness, and transparency
 - Purpose limitation
 - Data minimization
 - Accuracy
 - Storage limitation
 - Integrity and confidentiality
- **2.** *Individual Rights:* Under the GDPR and the Data Protection Act 2018, individuals have several rights regarding their personal data:
- The right to be informed about how their data is being used
 - The right of access to their data
 - The right to rectification of inaccurate data
- The right to erasure (the "right to be forgotten")
 - The right to restrict processing
 - The right to data portability
 - The right to object to data processing
- Rights related to automated decision-making and profiling
- 3. Information Commissioner's Office (ICO): The ICO is an independent authority set up to

uphold information rights in the public interest. It provides guidance to organizations and individuals, handles complaints, and has the power to issue fines for non-compliance.

- 4. Surveillance and Privacy: Britain is known for its extensive use of CCTV cameras. The Surveillance Camera Code of Practice aims to ensure that the use of surveillance cameras is appropriate and proportionate, balancing the need for security with individuals' right to privacy.
- 5. Online Privacy: The Privacy and Electronic Communications Regulations (PECR) complement the Data Protection Act by covering specific areas like electronic marketing, cookies, and confidentiality of communications.
- **Brexit:** The UK's exit from the EU has raised questions about the future alignment of British data protection laws with GDPR. The UK has adopted GDPR into its law, but future changes may diverge.
- **Technological Advances:** The rise of artificial intelligence and big data analytics presents new challenges for privacy, requiring ongoing updates to legislation and practices.
- **Public Awareness:** There is a growing public awareness and concern about privacy issues, with more individuals exercising their rights and demanding greater transparency from organizations.
- 1. What is the primary legislation governing data protection in Britain?
- 2. Who is responsible for enforcing data protection laws in Britain?
- 3. List three key principles of the Data Protection Act 2018.
- 4. Name two rights individuals have under the Data Protection Act 2018.
- 5. What does the Surveillance Camera Code of Practice aim to balance?
- 6. How does Brexit affect data protection laws in Britain?
- 7. Why is there a growing concern about privacy issues among the public?

Task 2. Do the multiple-choice test.

- 1. What is the primary legislation governing data protection in Britain?
 - A. Data Privacy Act 2020
 - B. Data Protection Act 2018
 - C. Information Security Act 2015
 - D. General Data Protection Regulation (GDPR)
- 2. Which organization is responsible for enforcing data protection laws in Britain?
 - A. British Data Authority (BDA)
 - B. Information Security Office (ISO)
 - C. Information Commissioner's Office (ICO)
 - D. Privacy Protection Agency (PPA)
- 3. Which of the following is NOT a key principle of the Data Protection Act 2018?
 - A. Lawfulness, fairness, and transparency
 - B. Data minimization
 - C. Unlimited data storage
 - D. Integrity and confidentiality
- 4. Under the Data Protection Act 2018, which right allows individuals to request the deletion of their personal data?
 - A. The right to access
 - B.The right to rectification
 - C.The right to erasure
 - D.The right to object
- 5. What does the Surveillance Camera Code of Practice aim to balance?
- A. The need for national security and economic growth



- B. The need for surveillance and the right to privacy
- C. The need for data collection and public interest
- D. The need for law enforcement and public trust
- 6. What regulation complements the Data Protection Act by covering electronic marketing and cookies?
- A. Privacy and Electronic Communications Regulations (PECR)
- B. Data Security and Communications Act (DSCA)
- C. Online Privacy and Data Protection Regulations (OPDPR)
 - D. Digital Marketing and Privacy Act (DMPA)
- 7. How has Brexit potentially impacted data protection laws in Britain?
- A. It has made the GDPR irrelevant in Britain.
- B. It has led to the adoption of entirely new data protection laws.
- C. It has raised questions about the future alignment with GDPR.
 - D. It has reduced the authority of the ICO.
- 8. Which technological advance presents new challenges for privacy legislation?
 - A. Blockchain technology
 - B. Artificial intelligence and big data analytics
 - C. Virtual reality
 - D. Internet of Things (IoT) devices





- 9. What is the public's growing concern regarding privacy mainly about?
 - A. Increasing internet speeds
 - B. Rising data storage costs
 - C. Misuse of personal data and data breaches
 - D. Declining use of traditional media
- 10. Which of the following rights allows individuals to receive their data in a structured, commonly used, and machine-readable format?
 - A. The right to be informed
 - B. The right to data portability
 - C. The right to restrict processing
 - D. The right to object

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided above.

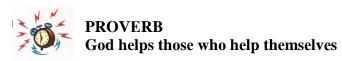
- 1. The Data Protection Act 2018 applies only to digital data processing activities.
- 2. The ICO has the authority to issue fines for non-compliance with data protection laws.
- 3. Individuals have the right to be informed about how their data is being used under the GDPR and the Data Protection Act 2018.
- 4. The Surveillance Camera Code of Practice permits unrestricted use of CCTV cameras in Britain.
- 5. The Privacy and Electronic Communications Regulations (PECR) cover electronic marketing and cookies.
- 6. Brexit has led to the immediate cessation of GDPR enforcement in Britain.
- 7. Technological advances necessitate regular updates to privacy legislation and practices.
- 8. Public awareness of privacy issues has decreased in recent years.

British Law

Ε	Ν	Υ	G	1	F	C	U	Υ	C	Α	R	C	0	M	E	D
C	0	C	Υ	Н	1	M	S	1	Ν	U	M	M	0	C	R	E
S	1	P	1	Н	S	R	0	Т	Α	Т	C	1	D	M	U	٧
Р	Т	Ε	C	Ν	Ε	D	Ν	Ε	P	Ε	D	Ν	1	Т	0	1
Α	C	K	G	C	D	Ν	Ε	J	Α	W	M	Q	Z	В	В	Т
R	Ε	Ε	1	0	Υ	٧	Υ	Н	C	R	Α	Ν	0	M	Α	Α
L	L	R	T	Α	K	R	C	Υ	N		I	٧	J	Q	L	٧
1	Ε	Υ	Ν	L	R	Ε	F	Ε	R	Ε	Ν	D	U	M	U	R
Α	Ν	Р	Ε	1	M	0	S	Υ	W	R	Z	D	P	Α	Ν	E
M	R	1	M	T	M	Α	Ν	D	Α	T	E	Α	L	Ν	Ε	S
Ε	Α	K	Ν	1	C	T	L	X	٧	M	M	M	Υ	1	E	Ν
N	Ν	U	R	0	Ε	U	L	В	Α	L	L	0	Т	F	R	0
T	Α	S	Ε	Ν	G	X	В	٧	J	J	W	J	W	Ε	G	C
Ν	R	Т	٧	S	S	Ν	Ε	J	X	Z	Н	W	R	S	F	G
U	C	М	0	J	K	D	R	Ν	D	G	X	Р	Z	Т	В	Ν
N	Н	٧	G	Q	L	J	Α	В	U	T	X	Н	Н	0	1	N
Α	Y	F	C	J	J	J	L	M	Н	T	K	M	Н	X	U	В

Independence	Conservative	Dictatorship	Government
Referendum	coalitions	Parliament	Manifesto
Democracy	Communism	Election	Monarchy
Liberal	Mandate	Anarchy	Labour
Ballot	Green		

15.3. The Data Protection in Britain



Task 1. Match each paragraph with the appropriate heading from the list below.

- 1. Individual Rights
- 2. Role of the Information Commissioner's Office (ICO)
- 3. Recent Developments and Challenges
- 4. Surveillance and Privacy
- 5. Online Privacy
- 6. Overview of Privacy Legislation
- 7. Key Aspects of Privacy Legislation

Section A

Privacy is a significant concern in Britain, governed by several laws and regulations aimed at protecting individuals' personal information. The primary legislation is the Data Protection Act 2018, which incorporates the European Union's General Data Protection Regulation (GDPR) into British law. The Information Commissioner's Office (ICO) is the authority responsible for enforcing data protection laws and ensuring that organizations comply with regulations.

Section B

The Data Protection Act 2018 ensures that individuals have more control over their personal data. It applies to all data processing activities, from collection to disposal. Key principles include lawfulness, fairness, and transparency, purpose limitation, data minimization, accuracy, storage limitation, and integrity and confidentiality.

Section C

Under the GDPR and the Data Protection Act 2018, individuals have several rights regarding their personal data. These include the right to be informed about how their data is being used, the right of access to their data, the right to rectification of inaccurate data, the right to erasure (the "right to be forgotten"), the right to

restrict processing, the right to data portability, the right to object to data processing, and rights related to automated decision-making and profiling.

Section D

The ICO is an independent authority set up to uphold information rights in the public interest. It provides guidance to organizations and individuals, handles complaints, and has the power to issue fines for non-compliance. The ICO plays a crucial role in educating the public about their data protection rights and ensuring that organizations adhere to legal standards.

Section E

Britain is known for its extensive use of CCTV cameras. The Surveillance Camera Code of Practice aims to ensure that the use of surveillance cameras is appropriate and proportionate, balancing the need for security with individuals' right to privacy. This code provides guidelines for the installation and use of surveillance systems to protect citizens' privacy rights.

Section F

The Privacy and Electronic Communications Regulations (PECR) complement the Data Protection Act by covering specific areas like electronic marketing, cookies, and confidentiality of communications. These regulations ensure that businesses operate with transparency and respect the privacy of individuals in the digital environment.

Section G

Brexit has raised questions about the future alignment of British data protection laws with GDPR. Although the UK has adopted GDPR into its law, future changes may diverge. Additionally, technological advances such as artificial intelligence and big data analytics present new challenges for privacy, requiring ongoing updates to legislation and practices. There is also a growing public awareness and concern about privacy issues, with more individuals exercising their rights and demanding greater transparency from organizations.



Task 2. Fill in the blanks with the appropriate words from the list below.

Surveillance Camera Code of Practice, lawfulness, non-compliance, right to be forgotten, access, fairness, electronic marketing, artificial intelligence, object

Privacy is a significant concern in Britain, governed by several laws and regulations aimed at protecting individuals' personal information. The primary legislation is the Data Protection Act 2018, which incorporates the European Union's General Data Protection Regulation (GDPR) into British law. The Information Commissioner's Office (ICO) is the authority responsible for enforcing data protection laws and ensuring that organizations comply with regulations.

The Data Protection Act 2018 ensures that individuals have more control over their personal data. It applies to all data processing activities, from collection to disposal. Key principles include ______ (1), _____ (2), and transparency; purpose limitation; data minimization; accuracy; storage limitation; and integrity and confidentiality.

Under the GDPR and the Data Protection Act 2018, individuals have several rights regarding their personal data. These include the right to be informed about how their data is being used, the right of ______ (3) to their data, the right to rectification of inaccurate data, the right to erasure (the "_____ (4)"), the right to restrict processing, the right to data portability, the right to _____ (5) to data processing, and rights

related to automated decision-making and profiling.

The Privacy and Electronic Communications Regulations (PECR) complement the Data Protection Act by covering specific areas like _____ (8), cookies, and confidentiality of communications. Brexit has raised questions about the future alignment of British data protection laws with GDPR. The UK has adopted GDPR into its law, but future changes may Technological diverge. advances such (9) and big data analytics present new challenges for privacy, requiring ongoing updates to legislation and practices. There is also a growing public awareness and concern about privacy issues, with more individuals exercising their rights and demanding greater transparency from organizations.

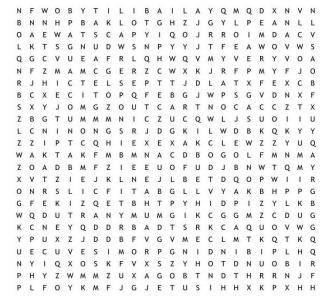


Task 3. Match each definition to the correct vocabulary word.

- 1. Data Protection Act 2018
- 2. Information Commissioner's Office (ICO)
- 3. GDPR

- 4. Right to erasure
- 5. Data minimization
- 6. Surveillance Camera Code of Practice
- 7. PECR
- 8. Brexit
- 9. Artificial intelligence
- 10. Data portability
- A. Ensures that the use of surveillance cameras is appropriate and proportionate.
- B. The authority responsible for enforcing data protection laws in Britain.
- C. The principle of collecting only the data that is necessary for a specific purpose.
- D. Regulation that covers electronic marketing, cookies, and confidentiality of communications.
- E. The right of individuals to have their personal data deleted.
- F. British legislation that incorporates GDPR into national law.
- G. Technology that presents new challenges for privacy.
- H. A regulation that provides a framework for data protection across Europe.
- I. The ability to move personal data from one service provider to another.
- J. The UK's exit from the European Union, impacting future data protection alignment.

Obligation



binding promise requirement obligation bound to duty accountability undertaking liability contract IOU responsibility commitment agreement pledge vow

15.4. Brief theory

Task 1. Study the texts and answer the control check questions.



Looking to a Better Future

Imagining a better future means envisioning a world where each of us, individually and collectively, commits to creating positive change. This future is one where we address today's challenges, like climate change, inequality, and access to education, to improve the quality of life for generations to come. The journey toward a better future requires that we adopt sustainable practices, embrace diversity, and support innovation that benefits everyone.

To move in this direction, we need to build strong communities and actively work toward a more inclusive, just, and compassionate society. It means focusing on both personal responsibility and large-scale actions, such as advocating for policy changes, supporting ethical business practices, and nurturing the natural environment. By investing in technology, renewable resources, and equal opportunities, we can set the foundation for a future where growth and environmental preservation coexist.

In this vision, education plays a crucial role, empowering people with knowledge and skills that drive meaningful contributions to society. Future generations will inherit the results of the decisions we make today. Through reflection, collaboration, and a commitment to positive action, we can shape a world where everyone has

the chance to lead a fulfilling life, and where hope, sustainability, and compassion define the years ahead.

Looking to a better future isn't just about hope-it's about the choices we make, the values we hold, and the actions we take today to build a more promising tomorrow.



Control check questions.

- 1. What small steps can I take today to contribute to a sustainable future?
- 2. How can education systems be improved to prepare future generations for upcoming challenges?
- 3. What role does technology play in creating a more equitable and advanced future?
- 4. How can individuals and communities work together to promote social justice and inclusivity?
- 5. In what ways can we protect and restore the natural environment for future generations?
- 6. How can companies balance profit with ethical responsibility to create a better future?
- 7. What kind of future do I want for myself and for society, and what actions support that vision?
- 8. How can advancements in science and technology help solve pressing global issues like poverty and climate change?
- 9. What values should guide our decisions to create a peaceful and sustainable future?
- 10. How can we ensure that future progress benefits everyone, not just certain groups?

UNIT 16

Understanding and addressing the problem.

16.1. General information



PROVERB Nothing venture, nothing have

The scale and shape of housing need in England

The National Housing Federation (NHF) is the voice of housing associations in England. With almost 700 housing association members, providing homes for around six million people, They are at the forefront of tackling the nation's housing crisis. The vision is for a country where everyone can live in a good quality home they can afford. This vision a reality – delivering ambitious programmes that lead to lasting, positive change. It is essential to understand the true scale of housing need in order to plan appropriate policy responses, and to humanise and better inform the debate around the scale and dynamics of the need for new housing. The People in housing need work, outlining:

- The number of people affected by housing problems.
- The issues they are facing such as affordability, overcrowding or poor conditions.
 - The type of housing that would be most appropriate to meet their needs,

based on their income and circumstances.

The number of people in need of social housing in England has now reached 4.2 million. This equates to 1.6 million households – 500,000 more than the 1.1 million households recorded on official waiting lists. Long-term, sustained investment in social housing is the only solution to the problem to provide people with suitable homes they can afford.

Task 1. Read the text and answer the questions.



Housing in Britain through the Ages

British housing has evolved significantly over the centuries. In medieval times, homes were often made from wattle and daub, with thatched roofs. Tudor houses, from the 16th century, are known for their black-and-white timber framing.

During the Industrial Revolution, the need for worker housing led to the construction of large numbers of terraced houses. The 20th century saw the rise of council housing, providing affordable homes to millions. Today, the focus is on creating sustainable and energy-efficient housing to meet modern environmental standards.

- 1. What materials were used in medieval British homes?
- 2. What is a distinctive feature of Tudor houses?
- 3. Why were many terraced houses built during the Industrial Revolution?
- 4. What is a key focus in modern British housing?

Task 2. Do the multiple-choice test.

- 1. What material was commonly used in medieval British homes?
- A. Brick
- B. Wattle and daub
- C. Steel
- D. Glass

- 2. Which period is known for houses with black-and-white timber framing?
- A. Medieval
- B. Tudor
- C. Victorian
- D. Modern
- 3. Why were many terraced houses built during the Industrial Revolution?
- A. To reduce urban sprawl
- B. To house wealthy landowners
- C. To provide housing for workers
- D. To showcase architectural innovation
- 4. What is a key focus in modern British housing?
- A. Luxurious design
- B. Sustainability and energy efficiency
- C. Historical preservation
- D. High-rise construction

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided below.

The traditional British house is typically constructed from brick and features a tiled roof. Common types include semi-detached and terraced houses. Victorian and Edwardian houses are known for their intricate brickwork and large bay windows. In rural areas, cottages with thatched roofs, made from materials like straw or reeds, are common.

Modern British homes use materials such as timber, glass, and steel. Sustainability is a key focus, with many homes featuring solar panels and energy-efficient windows. Urban areas mostly have apartments and flats with open-plan living spaces, while suburban homes often have gardens and garages.

Historically, British housing has evolved from medieval homes made from wattle and daub with thatched roofs to Tudor houses with black-and-white timber framing. The Industrial Revolution brought about a significant increase in the construction of terraced houses to accommodate workers. In the 20th century, council housing

provided affordable homes. Today, the emphasis is on creating sustainable and energy-efficient housing.

- 1. Traditional British houses are usually made from wood.
- 2. Victorian houses have large bay windows.
- 3. Modern British homes never use steel in their construction.
- 4. Urban areas in Britain mostly consist of apartments and flats.
- 5. Medieval homes in Britain were made from wattle and daub.
- 6. The Industrial Revolution decreased the number of terraced houses built.
- 7. The 20th century saw the rise of council housing for affordable living.
- 8. Today's British homes focus on luxury over sustainability.

Useful websites!



1.https://www.englishwsheets.co m/m.places-house-4.html; 2.https://www.englishwsheets.co m/m.places-house-3.html; 3.https://lovecrewar.best/product details/47724827.html;

- $4.\underline{https://youtu.be/rcDmldRy2xM?si=vUmwnh9q}$ Lv8N-Sdn;
- 5.https://youtu.be/d4hM5Yq5q0E?si=bpQS_1glS CzPLOX5;
- 6. https://www.slideshare.net/slideshow/types-of-houses-in-england-32615094/32615094;

16.2. The Traditional British House



PROVERB

People who live in glass houses should not throw stones

Task 1. Read the text and answer the question.

The traditional British house is often characterized by its brick construction and tiled roof. Many houses in Britain are semi-detached or terraced. A semi-detached house shares one wall with another house, while a terraced house is part of a row of houses that share walls with their neighbors on both sides.

Victorian and Edwardian houses are notable for their intricate brickwork and large bay windows. In the countryside, you might find cottages with thatched roofs, which are made from dried vegetation such as straw or reeds.

- 1. What materials are commonly used in the construction of traditional British houses?
- 2. What is the difference between a semi-detached house and a terraced house?
- 3. What are two architectural features of Victorian and Edwardian houses?
- 4. What are thatched roofs made from?

Task 2. Do the multiple-choice test.

- 1. What material is most commonly used in the construction of traditional British houses?
- A. Wood
- B. Brick
- C. Concrete
- D. Glass
- 2. What is a semi-detached house?
- A. A house that shares one wall with another house
- B. A house that stands alone
- C. A house that shares walls with neighbors on both sides
- D. A house made of timber
- 3. Which of the following is a characteristic feature of Victorian houses?

- A. Large bay windows
- B. Flat roofs
- C. Minimalist design
- D. Open-plan interiors
- 4. What are thatched roofs typically made from?
- A. Metal
- B. Concrete
- C. Dried vegetation such as straw or reeds
- D. Plastic



Task 3. Match each definition to the correct vocabulary word.

- 1. Semi-detached house
- 2. Terraced house
- 3. Victorian house
- 4. Thatched roof
- 5. Sustainable housing
- 6. Council housing
- 7. Wattle and daub
- 8. Bay window
- 9. Tudor house
- 10. Open-plan living
- A. Housing designed to be environmentally friendly and energy-efficient.
- B. A layout where multiple living spaces, such as the kitchen and living room, are combined into a single, open area.
- C. A construction method using woven wooden strips and a daub of wet soil, clay, sand, and straw.
- D. Government-provided affordable housing.
- E. A large window that projects outwards from a wall, forming a bay in a room.

- F. Houses from the 16th century known for their black-and-white timber framing.
- G. A roof made from straw, reeds, or similar materials.
- H. A type of house that shares one wall with another house.
- I. A row of houses connected by shared side walls.
- J. Housing known for its intricate brickwork and large windows from the 19th century.

Task 4. Fill in the blanks with the appropriate words from the list below.

thatched, apartments, semi-detached, garage, timber, sustainable, terraced, solar, brick, intricate, wattle, windows, tiled, terraced, bay, Tudor

The traditional British house is often constructed from (1) and features a (2) roof. Many houses in Britain are (3), meaning they share one wall with another house, or (4), where they share walls with neighbors on both sides.
In the Victorian and Edwardian eras, houses were known for their (5) brickwork and large (6) windows. In rural areas, one can find cottages with (7) roofs, made from
materials such as straw or reeds.
Modern British homes are diverse, using materials like (8), glass, and steel. Sustainability is important, and many homes include eco-friendly features like (9) panels and energy-efficient (10). In urban areas, (11) and flats with openplan living spaces are common, whereas suburban homes often have gardens and sometimes a (12).
Over the centuries, British housing has evolved significantly. Medieval homes were made from (13) and daub with thatched roofs. The (14) period is famous for black-and-white timber framing. During the Industrial Revolution, the need for worker housing led to the construction of many (15) houses. In

the 20th century, council housing provided affordable homes to many people. Today, the focus is on creating _____ (16) and energy-efficient housing.

Houses



16.3. Modern British Homes



Task 1. Read the text 2 and answer the questions.

Modern British homes vary widely in style and construction. Many contemporary houses are built with sustainability in mind, using materials like timber, glass, and steel. Eco-friendly homes often feature solar panels, energy-efficient windows, and green roofs.

In urban areas, apartments and flats are common. These often have open-plan living spaces and are designed to maximize natural light. In contrast, suburban homes typically have more space, including gardens and sometimes even a garage.

- 1. What materials are commonly used in modern British homes?
- 2. What features are often found in eco-friendly homes?
- 3. What type of living spaces is common in urban areas?
- 4. What are two features commonly found in suburban homes?

Task 2. Do the multiple-choice test.

- 1. Which material is NOT commonly used in the construction of modern British homes?
- A. Timber
- B. Glass
- C. Steel
- D. Clay
- 2. Which feature is often found in eco-friendly homes?
- A. Swimming pools
- B. Solar panels
- C. Fireplaces
- D. Marble floors
- 3. What type of living space is common in urban areas?

- A. Separate rooms
- B. Open-plan living spaces
- C. Large gardens
- D. Basements
- 4. What is a common feature of suburban homes?
- A. Rooftop terraces
- B. Small, compact designs
- C. Gardens
- D. High-rise structures

Task 3. Match each paragraph with the appropriate heading from the list below.



- 1. Evolution of British Housing Over Time
- 2. Characteristics of Traditional British Houses
- 3. Modern British Housing and Sustainability
- 4. Common Features of Urban Apartments
- 5. Types of Rural Dwellings in Britain

Section A

The traditional British house, often characterized by its brick construction and tiled roof, includes types such as semi-detached and terraced houses. Victorian and Edwardian houses are notable for their intricate brickwork and large bay windows. In rural areas, cottages with thatched roofs made from dried vegetation like straw or reeds are common.

Section B

Modern homes in Britain are diverse in style and construction. Sustainability is a key focus, with many homes built using materials like timber,

glass, and steel. Eco-friendly features often include solar panels, energy-efficient windows, and green roofs. Urban areas predominantly feature apartments and flats with open-plan living spaces, while suburban homes usually have more space, including gardens and garages.

Section C

Over centuries, British housing has evolved significantly. Medieval homes were made from wattle and daub, with thatched roofs. The Tudor period brought black-and-white timber framing. The Industrial Revolution led to the mass construction of terraced houses to accommodate workers. In the 20th century, council housing provided affordable homes. Today, the emphasis is on creating sustainable and energy-efficient housing.



Types of Homes

Ι	G	N	I	D	L	I	U	В	R	U	R	Α	L
Ε	G	Е	M	С	S	С	E	N	I	С	С	N	E
F	Т	Ε	L	Α	Н	С	L	M	E	G	0	D	Н
E	L	Α	L	Т	W	0	T	Α	S	N	U	L	0
U	R	Α	T	Α	D	N	E	I	U	0	N	0	Α
R	С	N	T	G	N	I	R	S	0	I	Т	Н	Р
В	U	0	I	М	Н	В	R	0	Н	S	R	Ε	Α
Α	S	N	Т	Т	М	Α	Α	N	Т	N	Υ	S	R
N	G	U	E	T	0	L	С	E	N	Α	S	U	Т
S	E	S	W	M	Α	Т	E	T	E	М	I	0	M
S	U	I	T	E	0	G	D	T	Р	U	D	Н	E
Т	E	I	F	0	Α	Н	E	E	F	N	E	R	N
Α	E	I	Α	Н	Α	С	I	Е	N	D	Α	M	Т
Ε	Н	W	0	L	Α	G	N	U	В	G	G	R	C

TERRACED FLAT MAISONETTE LODGING CHALET HOUSEHOLD SCENIC **HACIENDA PENTHOUSE** HOME **APARTMENT** SUITE BUILDING BUNGALOW MANSION **URBAN** COUNTRYSIDE COTTAGE RURAL

16.4. Brief theory

Task 1. Study the texts and answer the control check questions.

Understanding and Addressing the Problem of Intolerance



Understanding Intolerance

Intolerance is a complex social issue characterized by an unwillingness to accept or respect differing views, beliefs, or identities. It can manifest in various forms, including racial, religious, sexual orientation, cultural, political, and other types of intolerance. To effectively address intolerance, it is essential to comprehend its underlying causes, including:



- 1. Fear of the Unknown: Many people exhibit intolerance as a defense mechanism against unfamiliar ideas, cultures, or practices. This fear can stem from a lack of exposure or understanding.
- 2. Stereotypes and Prejudices: Preconceived notions about specific groups can lead to intolerance. These stereotypes are often perpetuated by media, cultural narratives, and social environments.

- 3. Socialization and Upbringing: Intolerance can be learned behavior passed down through generations. Family beliefs, community norms, and educational systems can all contribute to shaping an individual's attitudes.
- 4. Power Dynamics: Intolerance is often rooted in issues of power and control. Dominant groups may exhibit intolerance towards marginalized communities to maintain their social status or privilege.
- 5. Societal Divisions: Economic disparities, political polarization, and cultural divisions can exacerbate feelings of intolerance by fostering an "us vs. them" mentality.

Addressing Intolerance

Addressing intolerance requires a multifaceted approach that involves individuals, communities, and institutions. Some strategies include:

- 1. Education and Awareness: Promoting education that emphasizes cultural competence, empathy, and critical thinking can help dismantle stereotypes and foster understanding.
- 2. Open Dialogue: Creating spaces for open and respectful conversations about differences can facilitate understanding and reduce fear. Encouraging dialogue among diverse groups helps build relationships.
- 3. Community Engagement: Engaging in community initiatives that promote inclusivity and diversity can help individuals connect and build solidarity across differences.
- 4. Policy Advocacy: Supporting policies that promote equality, protect marginalized communities, and address systemic discrimination is vital in combating intolerance at a societal level.
- 5. Media Responsibility: Media plays a significant role in shaping perceptions. Advocating for responsible media representation

that challenges stereotypes and promotes diverse narratives can contribute to reducing intolerance.

- 6. Personal Reflection: Encouraging individuals to reflect on their biases, assumptions, and experiences can promote personal growth and a greater understanding of others.
- 7. Building Allyship: Encouraging individuals to stand in solidarity with marginalized communities and advocate against intolerance can foster a culture of acceptance and respect.



Control check questions.

- 1. What are some of the most common causes of intolerance in your community or society?
- 2. How can fear of the unknown contribute to the perpetuation of intolerance?
- 3. In what ways can education systems play a role in reducing intolerance among students?
- 4. How can individuals engage in open dialogue to confront their biases and promote understanding?
- 5. What are some effective strategies for fostering empathy in communities that experience high levels of intolerance?
- 6. How do power dynamics influence the prevalence of intolerance in different social contexts?
- 7. What role can social media play in both promoting and combating intolerance?
- 8. Can you identify examples of successful community initiatives that have effectively

- addressed intolerance? What made them successful?
- 9. How can individuals take personal responsibility for addressing their own biases and attitudes toward others?
- 10. In what ways can allyship manifest in everyday interactions, and why is it important in the fight against intolerance?



Vocabulary

The 3000 most important words to learn in English, from A1 to B2 level

The 3000 n	1
a, an <i>indefinite article</i> A1	
abandon v. B2	
ability n. A2	
able <i>adj</i> . A2	
about <i>prep.</i> , adv. A1 above	
prep., adv. A1 abroad adv.	
B2	
absolute <i>adj</i> . B2 absolutely	
adv. B1 academic adj.B1	
accept v. A2	
acceptable adj. B2	
access n., v. B1 accident n.	
A2 accompany v. B2	
according to prep. A2	
account n. B1, v. B2	
accurate adj. B2	
accuse v. B2	
achieve v. A2	
achievement <i>n</i> . B1	
acknowledge v. B2 acquire	
v. B2	
across prep., adv. A1	
act v. A2, n. B1	
action n . A1	
active <i>adj</i> . A2	
activity <i>n</i> . A1	
actor n. A1	
actress n. A1	
actual <i>adj</i> . B2	
actually adv. A2	
actually <i>uav</i> . A2 ad <i>n</i> . B1	
adapt v. B2 add v. A1	
addition <i>n</i> . B1	
additional <i>adj</i> . B2	
address n. A1, v. B2	
administration <i>n</i> . B1	
admire v. B1	
admit v. B1	
adopt v. B2	
adult n. A1, adj. A2	
advance n., v., adj. B2	
advanced adj. B1	
advantage n. A2	
adventure <i>n</i> . A2	
advertise v. A2	
advertisement n. A2	
advertising <i>n</i> . A2	
advice <i>n</i> . A1	
advise v. B1	
affair <i>n</i> . B2	
affect v. A2	
afford v. B1	
afraid <i>adj</i> . A1	
after prep.A1, conj.adv.A2	
afternoon n A1	

afternoon n. A1

1 0 0 0 0 0 0 0
timportant words to
afterward adv. B2
again adv. A1
against prep. A2
age n. A1, v. B1
agency n. B2
agenda n. B2
agent n. B1
aggressive adj. B2
ago adv. A1
agree v. A1
agreement <i>n</i> . B1
ah exclam. A2
ahead adv. B1
aid n., v. B2
aim v., n. B1
air <i>n</i> . A1
aircraft n. B2
airline <i>n</i> . A2
airport n. A1
alarm <i>n</i> . B1, <i>v</i> . B2
album n. B1
alcohol n. B1
alcoholic <i>adj</i> . B1
alive <i>adj</i> . A2
all det., pron. A1, adv. A2
all right <i>adj./adv</i> . A2 allow
v. A2
almost adv. A2
alone adj./adv. A2
along prep., adv. A2
already adv. A2
also adv. A1
alter v. B2
alternative n. A2, adj. B1
although conj. A2
always adv. A1
amazed adj. B1
amazing adj. A1
ambition n. B1
among prep. A2
amount <i>n</i> . A2, <i>v</i> . B2
analysis n. B1
analyze v. A2
ancient adj. A2
and conj. A1
anger n. B2
angle <i>n</i> . B2
angry adj. A1
animal <i>n</i> . A1
ankle <i>n</i> . A2
anniversary n. B2 announce
v. B1
announcement <i>n</i> . B1 annoy
v. B1

annoyed adj. B1

ann in English from
arn in English, from
annoying <i>adj.</i> B1
annual <i>adj</i> . B2
another det./pron. A1
answer n., v. A1
anxious adj. B2
any det., pron.A1, adv. A2
anybody <i>pron</i> . A2 anymore
adv. A2
anyone <i>pron</i> . A1
anything <i>pron</i> . A1
anyway adv. A2
anywhere adv., pron. A2
apart adv. B1
apartment <i>n</i> . A1
apologize v. B1
app <i>n</i> . A2
apparent <i>adj</i> . B2 apparently
adv. B2
appeal n., v. B2
appear v. A2
appearance <i>n</i> . A2
apple n. A1
application <i>n</i> . B1 apply <i>v</i> . A2
appointment n. B1
appreciate v. B1
approach <i>n.</i> , <i>v</i> . B2
appropriate <i>adj</i> . B2
appropriate <i>aaj</i> . B2 approval <i>n</i> . B2
approve v. B2
approximately <i>adv</i> . B1
April <i>n</i> . A1
architect <i>n</i> . A2 architecture
n. A2
area n. A1
argue v. A2
argument <i>n</i> . A2
arise v. B2
arm <i>n</i> . A1
armed <i>adj</i> . B2
arms n . B2
army n. A2
around <i>prep.</i> , adv. A1
arrange v. A2
arrangement <i>n</i> . A2
arrest v., n. B1
arrival n. B1
arrive v. A1
art <i>n</i> . A1
article <i>n</i> . A1
artificial <i>adj</i> . B2
artist n. A1
artistic <i>adj</i> . B2
as prep. A1, adv., conj. A2
ashamed <i>adj</i> . B2
aside <i>adv</i> . B2
adiao www. D2
)

ask v. A1 asleep adj. A2 aspect n. B2 assess v. B2 assessment n. B2 assignment n. B1 assist v. B1 assistant n., adj. A2 associate v. B2 associated adj. B2 association n. B2 assume v. B2 at prep. A1 athlete n. A2 atmosphere n. B1 attach v. B1 attack n., v. A2 attempt n., v. B2 attend v. A2 attention n. A2 attitude n. B1 attorney n. B2 attract v. B1 attraction n. B1 attractive adj. A2 audience n. A2 August n. A1 aunt n. A1 author n. A2 authority n. B1 automatic adj. B1 automatically adv. B1 available adj. A2 average adj., n. A2, v. B1 avoid v. A2 award n. A2, v. B1 aware adj. B1 away adv. A1 awesome adj. A1 awful adj. A2 baby n. A1 back n.adv.A1adj.A2,v.B2 background n. A2 backward adv. B1 bacteria n. B2 bad adj. A1 badly adv. A2 bag *n*. A1 bake v. B1 balance n., v. B1 ball n. A1 ban v., n. B1

banana *n*. A1 band *n*. A1

bank (money) n. A1

bank (river) n. B1

bar <i>n</i> . A1, <i>v</i> . B2	black adj., n. A1	burn v. A2, n. B2	center <i>n</i> . A1, <i>v</i> . B1
barrier <i>n</i> . B2	blame <i>v.</i> , <i>n</i> . B2	bury v. B1	central <i>adj</i> . B1
base <i>n.</i> , <i>v</i> . B1	blank <i>adj.</i> , <i>n</i> . A2	bus <i>n</i> . A1	century <i>n</i> . A2
baseball <i>n</i> . A1	blind <i>adj</i> . B2	bush n. B2	ceremony <i>n</i> . B1
based <i>adj</i> . A2	block <i>n</i> . A2, <i>v</i> . B1	business n. A1	certain <i>adj</i> . A2
basic <i>adj</i> . B1	blog n. A1	businessman <i>n</i> . A2	certainly <i>adv</i> . A2
basically <i>adv</i> . B2	blond <i>adj</i> . A1	busy <i>adj</i> . A1	chain <i>n</i> . B1, <i>v</i> . B2
basis n. B1	blood n. A2	but conj. A1, prep. B2	chair n. A1, v. B2 chairman
basketball <i>n</i> . A1	blow v. A2	butter <i>n</i> . A1	n. B2
bath <i>n</i> . A1	blue adj., n. A1	button <i>n</i> . A2	challenge n. B1, v. B2
bathroom <i>n</i> . A1	board <i>n</i> . A2, <i>v</i> . B1	buy v. A1	champion <i>n</i> . B1
battery <i>n</i> . B1	boat <i>n</i> . A1	by <i>prep</i> . A1, <i>adv</i> . B1	chance n. A2
battle <i>n</i> . B1, <i>v</i> . B2	body n. A1	bye exclam. A1	change v., n. A1
be v., auxiliary v. A1 beach	boil v. A2	cable <i>n</i> . B1	channel <i>n</i> . B1
n. A1	bomb <i>n.</i> , <i>v</i> . B1	cafe n. A1	chapter <i>n</i> . B1
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figure <i>n</i> . A2, <i>v</i> . B2	found v. B2	girl n. A1	harm <i>n.</i> , <i>v</i> . B2
file <i>n</i> . B1, <i>v</i> . B2	four <i>number</i> A1	girlfriend n. A1	harmful <i>adj</i> . B2

hat n. A1 hospital n. A1 increase v., n. A2 investment n. B2 invitation hate v. A1. n. B1 host n. B1, v. B2 increasingly adv. B2 n. A2 invite v. A2 have v. A1, auxiliary v. A2 hot adj. A1 incredible adj. A2 hotel n. A1 have to modal v. A1 incredibly adv. B1 involve v. A2 he pron. A1 hour n. A1 indeed adv. B1 independent involved adj. B1 head n. A1, v. B1 headache house n., v. A1 adj. A2 indicate v. B1 iron n., v. B1 n. A2 household n. B2 indirect adj. B1 island n. A1 headline *n*. B1 housing *n*. B2 individual n., adj. A2 issue n. B1, v. B2 IT n. B1 health n. A1 how adv. A1 indoor adj. B1 it pron. A1 indoors adv. B1 healthy adj. A1 however adv. A1 item n. A2 hear v. A1 huge adj. A2 industrial adj. B2 its det. A1 hearing n. B2 human adj., n. A2 industry n. A2 itself pron. A2 heart n. A2 humor n. B2 infection n. B2 jacket n. A1 heat *n.*, *v*. A2 humorous adj. B2 influence n., v. B1 jam *n*. A2 heating *n*. B1 hundred number A1 hungry inform v. B2 January n. A1 informal adj. A2 heaven n. B2 adj. A1 jazz n. A2 heavily adv. B1 hunt v. B1, n. B2 information n. A1 jeans n. A1 heavy adj. A2 hunting n. B2 ingredient n. B1 jewelry n. A2 heel n. B2 hurricane n. B1 initial adi. B2 job *n*. A1 height n. A2 hurry *n.*, *v*. B1 initially adv. B2 ioin v. A1 helicopter n. B1 hurt v., adj. A2, n. B2 initiative *n*. B2 joke *n.*, *v*. A2 hell n. B2 husband n. A1 I pron. A1 iniure v. B1 iournal n. B1 hello exclam./n. A1 injured adj. B1 journalist n. A2 ice *n*. A1 help v., n. A1 ice cream n. A1 journey n. B1 injury *n*. A2 helpful adj. A2 idea n. A1 inner adj. B2 joy *n*. B2 her pron., det. A1 ideal adj. A2, n. B2 innocent adj. B1 judge n., v. B1 here adv. A1 identify v. A2 inquiry n. B2 judgment n. B2 hero n. A2 identity n. B1 insect n. A2 juice n. A1 hers pron. A2 if conj. A1 inside prep,adv.,n.,adj.A2 July n. A1 herself pron. A2 insight n. B2 jump *v.*, *n*. A2 ignore v. B1 hesitate v. B2 ill adj. A2 insist v. B2 June n. A1 hey exclam. A1 illegal adj. B1 inspire v. B2 junior adj. B2 just adv. A1 hi exclam. A1 illness n. A2 install v. B2 hide v. A2 illustrate v. B2 instance n. B2 justice n. B2 high adj. A1, adv. A2, n. B2 illustration n. B2 instead adv. A2 justify v. B2 highlight v., n. B1 image n. A2 institute n. B2 keep v. A1 highly adv. B1 imaginary adj. B1 institution n. B2 instruction key n., adj. A1, v. B1 highway n. B1 imagination n. B2 n. A2 instructor n. A2 keyboard n. B1 hill n. A2 imagine v. A1 instrument n. A2 insurance kick v., n. B1 immediate adj. B1 him pron. A1 n. B2 intelligence n. B1 kid *n*. A2 immediately adv. A2 himself pron. A2 intelligent adj. A2 kill v. A2 hire v. B1, n. B2 immigrant n. B1 intend v. B1 killing n. B1 kilometer n. A2 his det. A1, pron. A2 impact n., v. B1 intended adj. B2 impatient adj. B2 intense adj. B2 kind (type) n. A1 historic *adj.* B1 intention n. B1 historical adj. B1 imply v. B2 kind (caring) adj. B1 king n. A2 history *n*. A1 import n., v. B1 importance interest n., v. A1 hit *v.*, *n*. A2 n. B1 important adj. A1 interested adj. A1 kiss *v.*, *n*. B1 hobby n. A1 impose v. B2 interesting adj. A1 kitchen n. A1 hockey n. A2 impossible adj. A2 impress internal adj. B2 knee n. A2 hold v. A2, n. B2 v. B2 international adj. A2 knife n. A2 impressed adj. B2 knock v. A2, n. B1 hole n. A2 internet *n*. A1 holiday n. A2 impression *n*. B1 interpret v. B2 know v. A1 impressive adj. B1 improve hollow adj. B2 interrupt v. B2 knowledge n. A2 holy adj. B2 v. A1 improvement n. B1 interview n., v. A1 lab *n*. A2 in prep., adv. A1 label n., v. B1 home *n.*, *adv*. A1, *adj*. A2 into prep. A1 homework n. A1 inch n. B2 introduce v. A1 labor n. B2 honest adj. B1 incident n. B2 introduction n. A2 laboratory n. B1 honor n., v. B2 include v. A1 invent v. A2 lack n., v. B1 hope v. A1, n. A2 included adj. A2 invention n. A2 lady n. A2 horrible adi. B1 including prep. A2 invest v. B1 lake n. A2 horror n. B1 income n. B2 investigate v. B1 lamp *n*. A2 horse n. A1 investigation n. B2

lion n. A1 land n. A1, v. A2 landscape market n. A1, v. B1 minute1 n. A1 n. B2 lip *n*. B1 marketing n. B1 mirror n. A2 liquid n., adj. B1 language n. A1 marriage n. B1 miss v. A1 laptop n. A2 list n., v. A1 married adj. A1 missing adj. A2 large adj. A1 listen v. A1 marry v. A2 mission *n*. B2 mistake n. A1, v. B2 largely adv. B2 listener n. A2 mass *n.*, *adj*. B2 last1 (final) A1,adv., n. A2 literature *n*. B1 massive *adj.* B2 mix v., n. B1 last1 (taking time) v. A2 little adj.,pron.A1,adv.A2 master n., v. B2 mixed adj. B2 match (contest/correspond) mixture n. B1 late adj., adv. A1 live1 v. A1 live2 adj., adv. B1 later adv. A1, adj. A2 latest model n. A1, v. B2 modern n., v. A1 adj. B1, n. B2 lively adj. B2 matching adj. B2 adj. A1 material n. A2, adj. B2 laugh v., n. A1 living adj., n. B1 modify v. B2 math n. A2 laughter n. A2 load *n.*, *v*. B2 mom *n*. A1 moment n. A1 launch v., n. B2 loan n. B2 mathematics n. A2 law *n*. A2 local adj. A1, n. B1 matter n., v. A2 Monday n. A1 lawyer n. A2 locate v. B1 maximum adj., n. B2 money n. A1 lay v. B1 located adj. B1 May *n*. A1 monitor n., v. B2 layer n. B1 location n. B1 may modal v. A2 monkey n. A2 lazy adj. A2 lock v., n. A2 maybe adv. A1 month *n*. A1 lead1 v. A2, n. B1 logical adi. B2 mayor n. A2 mood n. B1 leader n. A2 lonely adj. B1 me pron. A1 moon n. A2 leadership n. B2 long1 adj., adv. A1 meal n. A1 moral adj., n. B2 leading adj. B1 long-term adj., adv. B2 more det./pron., adv. A1 mean v. A1 leaf n. B1 look v. A1, n. A2 morning n. A1 meaning *n*. A1 league n. B2 loose adj. B2 means n. B2 most det./pron., adv. A1 lean v. B2 lord *n*. B2 meanwhile adv. B1 mostly adv. A2 learn v. A1 lose v. A1 measure v., n. B1 mother n. A1 learning *n*. A2 loss n. B1 measurement n. B2 motor n., adj. B2 least det./pron., adv. A2 lost adj. A2 meat n. A1 motorcycle n. A2 lot pron., det., adv. A1 loud mount v. B2 leather *n*. B1 media n. A2 leave v. A1. n. B2 adj., adv. A2 medical adj. A2 mountain n. A1 lecture n., v. A2 loudly adv. A2 medicine n. A2 mouse n. A1 left adj., adv., n. A1 love *n.*, *v*. A1 medium adj. B1, n. B2 mouth n. A1 leg n. A1 low adj., adv. A2, n. B2 meet v. A1 move v. A1, n. B1 legal adj. B1 lower v. B2 meeting n. A1 movement n. A2 leisure n. B1 luck n. A2 melt v. B2 movie n. A1 lemon n. A2 lucky adj. A2 much det./pron., adv. A1 member n. A1 lend v. A2 lunch n. A1 memory n. A2 mud n. B1 length n. B1 lung n. B2 mental adi. B1 multiple adj. B2 less det./pron., adv. A2 luxury n. B1 mention v. A2. n. B1 menu multiply v. B2 murder n., v. B1 lesson n. A1 machine *n*. A1 n. A1 let v. A1 mad adj. B1 mess n., v. B1 muscle n. B1 message n. A1 magazine n. A1 museum n. A1 letter n. A1 level n. A2, adj. B1, v. B2 magic n., adj. B1 metal n. A2 music n. A1 musical adj. A2, n. B1 library *n*. A1 mail *n.*, *v*. A2 meter n. A1 main adj. A1 license n. B2 method n. A2 musician n. A2 lie1 v. A1 mainly adv. B1 middle n., adj. A2 midnight must modal v. A1 lie2 (tell a lie) v., n. B1 maintain v. B2 my det. A1 life n. A1 major adj. A2, n. B2 might modal v. A2 myself pron. A2 lifestyle n. A2 majority n. B2 mild adj. B1 mysterious adj. B2 mystery make v. A1, n. B2 lift v. A2 mile n. A1 n. B1 light (from the sun/a lamp) male adj., n. A2 military adj., n. B2 nail n. B1 mall n. A1 n., adj. A1, v. A2 milk n. A1 name n., v. A1 million number A1 light (not heavy) adj. A2 man n. A1 narrative n., adj. B1 narrow mind n., v. A2 adj. A2, v. B2 nation n. B1 like (similar) prep. A1 manage v. A2 management like (find sb/sth pleasant) v. national adj. A2, n. B2 n. B1 manager n. A2 mine (belongs tome) pron. A2 A1, n. B1 manner n. A2 mine (hole in the ground) n.B1 native adj., n. B1 likely adj. A2 many det./pron. A1 mineral n. B2 natural adj. A1 limit *n.*, *v*. B1 map n. A1, v. B2 minimum adj., n. B2 naturally adv. B1 limited adj. B2 March n. A1 minister n. B2 nature n. A2 line n. A1. v. B2 mark v., n. A2 minor adj. B2 near prep., adj., adv. A1 link n., v. A2 minority n. B2 nearly adv. A2

neat adj. B1 obviously adv. B1 occasion outdoor adj. B1 perfectly adv. B1 n. B1 necessarily adv. B1 outdoors adv. B1 perform v. A2 performance n. B1 perhaps adv. A2 necessary adj. A2 occasionally adv. B2 occur outer adj. B2 neck n. A2 v. B1 outline n., v. B2 period n. A1 need v.A1,n.A2,modal v.B1 ocean n. A1 outside adv.A1,prep.,n.,adj.A2 permanent adj. B2 needle n. B1 o'clock adv. A1 oven n. A2 permission n. A2 negative adj. A1, n. B2 October n. A1 over prep., adv. A1 permit v., n. B2 neighbor n. A1 odd adj. B1 overall adj., adv. B2 person n. A1 neighborhood n. A1 neither overseas adv. A2, adj. B1 personal adj. A1 of prep. A1 pron.A2,adv. B1 off adv., prep. A1 personality n. A2 owe v. B2 nerve n. B2 offend v. B2 own adj./pron. A1, v. A2 personally adv. B1 owner n. A2 nervous adj. A2 offense n. B2 perspective *n*. B2 net *n*. B1 offensive adj. B2 pace n., v. B2 persuade v. B1 network n. A2 offer v., n. A2 pack v. A2, n. B1 pet *n*. A2 never adv. A1 nevertheless office n. A1 package n. B1, v. B2 phase n. B2 phenomenon n. B2 adv. B2 officer n. A2 page n. A1 official adj. B1, n. B2 often new adj. A1 pain n. A2 philosophy n. B2 news n. A1 adv. A1 painful adj. B1 phone n., v. A1 newspaper n. A1 oh exclam. A1 paint *v.*, *n*. A1 photo n. A1 next adj., adv. A1, n. B1 oil n. A2 painter n. A2 photograph n. A1, v. A2 next to prep. A1 OK exclam., adj./adv. A1 painting n. A1 photographer *n*. B1 nice adj. A1 old adj. A1 pair *n*. A1 photography n. B1 night n. A1 old-fashioned adj. B1 palace n. A2 phrase n. A1 nightmare n. B2 on prep., adv. A1 pale *adj*. B1 physical adj. A2 pan *n*. B1 physics n. A2 nine number A1 once adv. A1, conj. B1 one nineteen number A1 ninety number/det., pron. A1 panel n. B2 piano n. A1 number A1 onion *n*. A1 pants n. A1 pick v. A2, n. B2 no exclam., det. A1 online adj., adv. A1 paper n. A1 picture n. A1, v. B2 no one pron. A1 only adj., adv. A1 paragraph n. A1 piece n. A1 nobody pron. A1 onto prep. A2 parent n. A1 pig *n*. A1 noise n. A2 open adj., v. A1 park n., v. A1 pile *n.*, *v*. B2 noisy adj. A2 opening n. B2 parking *n*. A2 pilot n. A2 none pron. A2 operate v. B2 part n. A1 pin n., v. B1 nor conj./adv. B1 operation n. B1 participant n. B2 participate pink adj., n. A1 normal adj. A2, n. B1 opinion n. A1 v. B1 pipe n. B1 normally adv. A2 opponent n. B2 opportunity particular adj. A2 pitch n. B2 place n. A1, v. B1 north n., adj., adv. A1 n. A2 particularly adv. B1 plain adj. B2 northern adj. B1 oppose v. B2 partly adv. B2 nose n. A1 opposed adj. B2 partner n. A1 plan n., v. A1 not adv. A1 plane *n*. A1 opposite adj.,adv.,prep.,n.A1 party n. A1 note n. A1, v. B1 opposition n. B2 pass v. A2, n. B1 planet n. A2 nothing pron. A1 option n. A2 passage n. B2 planning n. B1 notice v., n. A2 or conj. A1 passenger n. A2 plant n. A1, v. A2 notion n. B2 orange n., adj. A1 passion n. B1 plastic n., adj. A2 novel n. A2 order n., v. A1 passport n. A1 plate *n*. A2 November n. A1 ordinary adj. A2 past adj.,n.,prep.A1,adv.A2 platform n. A2 now adv. A1, conj. B1 organ n. B2 path n. B1 play v., n. A1 nowhere adv. A2 organization n. A2 organize patient n. A2, adj. B2 player *n*. A1 nuclear adj. B1 pattern n. A2 pleasant *adj*. B1 number n. A1, v. A2 pay v. A1, n. A2 please exclam. A1, v. A2 organized adj. B1 organizer numerous adj. B2 n. B1 payment n. B1 pleased adj. A2 nurse n. A1 origin n. B2 peace n. A2 pleasure n. B1 nut *n*. A2 original adj. A2, n.B1 peaceful adj. B1 plenty pron. B1 obey v. B2 originally adv. B1 pen n. A1 plot n. B1, v. B2 object n. A1, v. B2 other adj./pron. A1 pencil n. A1 plus1 prep.B1,adj.,conj., n.B2 objective n., adj. B2 otherwise adv. B2 pocket n. A2 penny n. A2 obligation n. B2 ought modal v. B1 poem n. B1 people n. A1 observation n. B2 our det. A1 pepper n. A1 poet n. B1 observe v. B2 ours pron. B1 per prep. A2 poetry n. B1 obtain v. B2 ourselves pron. A2 percent noun., adj./adv.A2 point *n*. A1, *v*. B1 out adv./prep. A1 obvious adj. B1 percentage *n*. B1 pointed adj. B2

perfect adj. A1

poison n., v. B1

outcome n. B2

poisonous adj. B1	primary <i>adj</i> . B1	qualification <i>n</i> . B1	reduction <i>n</i> . B2
police <i>n</i> . A1	prime <i>adj</i> . B2	qualified <i>adj</i> . B1	refer v. A2
policeman <i>n</i> . A1	prince <i>n</i> . B1	qualify v. B1	reference <i>n</i> . B1
policy <i>n</i> . B1	princess <i>n</i> . B1	quality <i>n</i> . A2	reflect v. B1
polite <i>adj</i> . A2	principal n. B1, adj. B2	quantity <i>n</i> . A2	refrigerator <i>n</i> . A2
political adj. B1	principle <i>n</i> . B2	quarter n. A1	refuse1 v. A2
politician n. B1	print v. A2, n. B2	queen n. A2	regard v., n. B2
politics n. B1	printer <i>n</i> . A2	question n. A1, v. A2 quick	region n. A2
pollution <i>n</i> . A2	printing <i>n</i> . B1	adj. A1	regional <i>adj</i> . B2
pool n. A1	priority <i>n</i> . B2	quickly <i>adv</i> . A1	register v., n. B2
poor <i>adj</i> . A1	prison n. A2	quiet <i>adj</i> . A1	regret v., n. B2
pop <i>n.</i> , <i>adj</i> . A2	prisoner <i>n</i> . B1	quietly adv. A2	regular <i>adj</i> . A2
popular <i>adj</i> . A1	privacy n. B2	quit v. B1	regularly <i>adv</i> . B1
popularity <i>n</i> . B2 population	private <i>adj</i> . B1	quite adv. A1	regulation <i>n</i> . B2
n. A2	prize n. A2	quotation <i>n</i> . B1	reject v. B1
port <i>n</i> . B1	probably <i>adv</i> . A1	quote v., n. B1	relate v. B1
portrait n. B1	problem <i>n</i> . A1	race (competition) n., v.A2	related <i>adj</i> . B1
pose v. B2	procedure <i>n</i> . B2	race (of people) n. B1	relation <i>n</i> . B1
position n. A2, v. B2	process n. A2, v. B2		relationship <i>n</i> . A2
	-	racing n. B1	
positive <i>adj.</i> A1, <i>n</i> . B2	produce v. A2, v. B2	radio n. A1	relative <i>adj.</i> , <i>n</i> . B1
possess v. B2	producer n. B1	railroad n. A2	relatively <i>adv</i> . B2
possession n. A2	product n. A1	rain <i>n.</i> , <i>v</i> . A1	relax v. A1
possibility <i>n</i> . A2	production <i>n</i> . B1	raise v. A2, n.B1	relaxed <i>adj</i> . B1
possible <i>adj</i> . A1	profession <i>n</i> . B1	range <i>n</i> . B1, <i>v</i> . B2	relaxing adj. B1
possibly adv. B1	professional adj. A2, n. B2	rank <i>n.</i> , <i>v</i> . B2	release v., n. B1
post <i>n.</i> , <i>v</i> . A1	professor <i>n</i> . A2	rapid <i>adj</i> . B2	relevant <i>adj</i> . B2
poster n. A2	profile <i>n</i> . A2	rapidly <i>adv</i> . B2	reliable <i>adj</i> . B1
pot <i>n</i> . B1	profit <i>n</i> . B1	rare <i>adj</i> . B1	relief <i>n</i> . B2
potato <i>n</i> . A1	program n. A1, v. B1	rarely <i>adv</i> . B1	religion <i>n</i> . B1
potential adj., n. B2	progress n., v. A2	rate <i>n</i> . A2, <i>v</i> .B2	religious adj. B1
pound <i>n</i> . A1	project n. A1, v. B2	rather adv. A2	rely v. B2
pour v. B1	promise v., n. A2	raw <i>adj</i> . B2	remain v. B1
poverty <i>n</i> . B1	promote v. B1	reach v. A2, n. B2	remark n., v. B2
powder n. B1	pronounce v. A2	react v. A2	remember v. A1
power <i>n</i> . A2, <i>v</i> . B2	proof <i>n</i> . B2	reaction <i>n</i> . B1	remind v. B1
powerful <i>adj</i> . B1	proper <i>adj</i> . B1	read v. A1	remote <i>adj.</i> B1
practical <i>adj</i> . B1	properly <i>adv</i> . B1	reader n. A1	remove v. A2
practice n., v. A1	property <i>n</i> . B1	reading <i>n</i> . A1	rent <i>n.</i> , <i>v</i> . B1
praise n., v. B2	proposal <i>n</i> . B2	ready <i>adj</i> . A1	repair v. A2, n. B1
pray v. B1	propose v. B2	real <i>adj</i> . A1	repeat v. A1, n. B1 repeated
prayer n. B1	prospect n. B2	realistic <i>adj</i> . B2	adj. B1
predict v. A2	protect v. A2	reality <i>n</i> . B1	replace v. A2
prediction <i>n</i> . B1	protection <i>n</i> . B2	realize v. A2	reply v., n. A2
prefer v. A1	protest n., v. B1	really adv. A1	report n. A1, v. A2 reporter
pregnant <i>adj</i> . B2	proud <i>adj</i> . B1	reason n. A1	n. A2
preparation <i>n</i> . B2	prove v. B1	reasonable <i>adj.</i> B2	represent v. B1
	-	· ·	
prepare v. Al	provide v. A2	recall v. B2	representative <i>n.</i> , <i>adj.</i> B2
prepared <i>adj</i> . B1	psychologist n. B2	receipt n. B1	reputation <i>n</i> . B2
presence n. B2	psychology n. B2	receive v. A2	request <i>n</i> . A2, <i>v</i> . B1 require
present adj., n. A1, v. A2	public <i>adj.</i> , <i>n</i> . A2	recent adj. A2	v. B1
presentation <i>n</i> . B1 preserve	publication n. B2	recently adv. A2	requirement <i>n</i> . B2
v. B2	publish v. A2	reception n. A2	rescue v., n. B2
president <i>n</i> . A2	pull v. A2, n. B1	recipe n. A2	research n., v. A2
press v., n. B1	punish v. B1	recognize v. A2	researcher n. A2
pressure <i>n</i> . B1	punishment <i>n</i> . B1 purchase	recommend v. A2	reservation <i>n</i> . B1
pretend v. B1	n., v. B2	recommendation <i>n</i> . B1	reserve n., v. B2
pretty adj., adv. A1 prevent	pure <i>adj</i> . B2	record n., v. A2	resident n., adj. B2
v. A2	purple <i>adj.</i> , <i>n</i> . A1	recording <i>n</i> . A2	resist v. B2
previous adj. B1 previously	purpose <i>n</i> . A2	recover v. B2	resolve v. B2
adv. B1	pursue v. B2	recycle v. A2	resort <i>n</i> . B2
price <i>n</i> . A1, <i>v</i> . B2	push v. A2, n. B1	red adj., n. A1	resource <i>n</i> . B1
priest n. B1	put v. A1	reduce v. A2	respect n., v. B1

respond v. A2	salary n. A2	series n. A2	silent <i>adj</i> . B1
response n. A2	sale <i>n</i> . A2	serious adj. A2	silk n. B2
responsibility <i>n</i> . B1	salt n. A1	seriously <i>adv</i> . B1	silly <i>adj</i> . B1
responsible <i>adj</i> . B1	same adj., pron., adv. A1	servant <i>n</i> . B1	silver n., adj. A2
rest (remaining part) n. A2	sample n. B1, v. B2	serve v. A2	similar <i>adj</i> . A1
rest (sleep/relax) n., v. A2	sand n. B1	service n. A2	similarity <i>n</i> . B1
restaurant n. A1	sandwich n. A1	session n. B2	similarly adv. B1
result <i>n</i> . A1, <i>v</i> . B1	satellite <i>n</i> . B2	set (put) v. B1	simple <i>adj</i> . A2
retain v. B2	satisfied <i>adj</i> . B2	set (group) n. B1	simply adv. B1
retire v. B1	satisfy v. B2	setting <i>n</i> . B1	since prep.,conj.A2,adv.B1
retired <i>adj</i> . B1	Saturday <i>n</i> . A1	settle v. B2	sincere <i>adj</i> . B2
return v., n. A1	sauce <i>n</i> . A2	seven number A1	sing v. A1
reveal v. B2	save v. A2	seventeen number A1	singer <i>n</i> . A1
review n., v. A2	saving <i>n</i> . B2	seventy <i>number</i> A1 several	singing <i>n</i> . A2
revise v. B1	say v. A1	det./pron. A2	single adj., n. A2
revolution n. B2	scale n. B2	severe <i>adj</i> . B2	sink v. B1
reward <i>n.</i> , <i>v</i> . B2	scan v. B1	sex <i>n</i> . B1	sir <i>n</i> . A2
rhythm <i>n</i> . B2	scared adj. A2	sexual <i>adj</i> . B1	sister n. A1
rice <i>n</i> . A1	scary adj. A2	shade <i>n</i> . B2	sit v. A1
rich adj. A1	scene n. A2	shadow n. B2	site n. A2
rid v. B2	schedule n. A2, v. B2	shake v. A2, n. B1	situation <i>n</i> . A1
ride v. A1, n. A2	school n. A1	shall <i>modal v</i> . B2	six number A1
right adj., adv., n. A1 ring1	science n. A1	shallow <i>adj</i> . B2	sixteen number A1
n. A2	scientific adj. B1	shame <i>n</i> . B2	sixty <i>number</i> A1
ring2 v. A2, n.B1	scientist n. A1	shape <i>n</i> . A2, <i>v</i> . B2	size n. A2
rise v. A2, n. B2	score v., n. A2	share <i>v</i> . A1, <i>n</i> . B1	ski v., n. A2
risk <i>n.</i> , <i>v</i> . B1	scream v., n. B2	sharp <i>adj</i> . B1	skiing <i>n</i> . A2
river <i>n</i> . A1	screen n. A2, v. B2	she <i>pron</i> . A1	skill <i>n</i> . A1
road n. A1	script <i>n</i> . B1	sheep n. A1	skin n. A2
robot <i>n</i> . B1	sculpture <i>n</i> . B1	sheet <i>n</i> . A2	skirt n. A1
rock (stone) n. A2	sea n. A2	shelf <i>n</i> . B1	sky <i>n</i> . A2
rock (music) n. A2	search n., v. A2	shell <i>n</i> . B1	slave <i>n</i> . B1
role n. A2	season n. A2	shelter n., v. B2	sleep v. A1, n. A2
roll <i>v.</i> , <i>n</i> . B1	seat <i>n</i> . A2, <i>v</i> . B2	shift <i>n</i> . B1, <i>v</i> . B2	slice <i>n.</i> , <i>v</i> . B1
romantic <i>adj</i> . B1	second1 (next after the first)	shine v. B1	slide <i>v.</i> , <i>n</i> . B2
roof <i>n</i> . A2	det./number A1, adv. A2	shiny <i>adj</i> . B1	slight <i>adj</i> . B2
room <i>n</i> . A1	second1 (unit of time) <i>n</i> .A1	ship <i>n</i> . A2, <i>v</i> . B2	slightly adv. B1
root <i>n</i> . B2	secondary <i>adj</i> . B1	shirt <i>n</i> . A1	slip v. B2
rope <i>n</i> . B1	secret adj., n. A2	shock n., v. B2	slope <i>n.</i> , <i>v</i> . B2
rough <i>adj</i> . B1	secretary n. A2	shocked adj. B2	slow <i>adj</i> . A1, v. B1
round adj.,adv.,prep.A2, n.B2	section n. A1	shoe <i>n</i> . A1	slowly <i>adv</i> . A2
route <i>n</i> . A2	sector <i>n</i> . B2	shoot v. B1	small <i>adj</i> . A1
routine <i>n</i> . A1, <i>adj</i> . B2	secure v., adj. B2	shooting <i>n</i> . B2	smart <i>adj</i> . A1
row1 <i>n</i> . B1	security <i>n</i> . B1	shop <i>n.</i> , <i>v</i> . A1	smartphone <i>n</i> . A2
royal <i>adj</i> . B1	see v. A1	shopping <i>n</i> . A1	smell <i>v.</i> , <i>n</i> . A2
rub v. B2	seed n. B1	short <i>adj</i> . A1	smile <i>v.</i> , <i>n</i> . A2
rubber n., adj. B2	seek v. B2	shot n. B2	smoke <i>n.</i> , <i>v</i> . A2
rude <i>adj</i> . A2	seem v. A2	should <i>modal v</i> . A1	smoking <i>n</i> . A2
rule <i>n</i> . A1, <i>v</i> . B1	select v. B2	shoulder n. A2	smooth <i>adj</i> . B1
run v. A1, n. A2	selection <i>n</i> . B2	shout v., n. A2	snake n. A1
runner n. A2	self n. B2	show <i>v.</i> , <i>n</i> . A1	sneaker <i>n</i> . A2
running n. A2	sell <i>v</i> . A1 senate <i>n</i> . B2	shower <i>n</i> . A1	snow <i>n.</i> , <i>v</i> . A1
rural <i>adj</i> . B2	senator <i>n</i> . B2	shut v., adj. A2	so adv., conj. A1
rush v., n. B2	send v. A1	shy <i>adj</i> . B1	soap n. A2
sad <i>adj</i> . A1	senior <i>adj</i> . B2	sick <i>adj</i> . A1	soccer n. A2
sadly adv. A2	sense <i>n</i> . A2, <i>v</i> . B2	side n. A2	social <i>adj</i> . A2
safe adj. A2	sensible <i>adj</i> . B1	sight n. B1	society n. A2
safety n. B1	sensitive <i>adj</i> . B2	sign n., v. A2	sock n. A2
sail v. A2, n. B1	sentence <i>n</i> . A1, <i>v</i> . B2	signal n., v. B1	soft adj. A2
sailing n. A2	separate <i>adj</i> . A2, v. B1	significant adj. B2	software <i>n</i> . B1
sailor n. B1	September <i>n</i> . A1	significantly <i>adv</i> . B2	soil n. B1
salad <i>n</i> . A1	sequence <i>n</i> . B2	silence <i>n</i> . B2	solar <i>adj</i> . B2
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soldier n. A2	station <i>n</i> . A1	sum <i>n.</i> , <i>v</i> . B2	tell v. A1
solid <i>adj.</i> , <i>n</i> . B1	statistic <i>n</i> . B1	summarize v. B1	temperature <i>n</i> . A2
solution <i>n</i> . A2	statue <i>n</i> . B1	summary <i>n</i> . B1	temporary <i>adj</i> . B2
solve v. A2	status n. B2	summer <i>n</i> . A1	ten <i>number</i> A1
some det., pron. A1	stay v. A1, n. A2	sun <i>n</i> . A1	tend v. B1
somebody <i>pron</i> . A1	steady <i>adj</i> . B2	Sunday <i>n</i> . A1	tennis <i>n</i> . A1
someone <i>pron</i> . A1	steal v. A2	supermarket <i>n</i> . A1	tent <i>n</i> . B1
something <i>pron</i> . A1	steel n. B2	supply <i>n.</i> , <i>v</i> . B1	term <i>n</i> . A2, <i>v</i> . B2
sometimes adv. A1	steep <i>adj</i> . B2	support v., n. A2	terrible <i>adj</i> . A1
somewhat <i>adv</i> . B2	step <i>n</i> . A2, <i>v</i> . B2	supporter <i>n</i> . B1	test <i>n.</i> , <i>v</i> . A1
somewhere adv., pron. A2	stick (push into/attach) v. B1	suppose v. A2	text <i>n</i> . A1, <i>v</i> . A2
son <i>n</i> . A1	stick (piece of wood) n.B1	sure adj. A1, adv. A2	than <i>conj</i> . A1
song <i>n</i> . A1	sticky adj. B2	surely adv. B1	thank v. A1
soon adv. A1	stiff adj. B2	surface <i>n</i> . B1	thanks exclam., n. A1
sorry adj., exclam. A1	still adv. A1, adj. B1	surgery n. B2	that det.,pron.,conj.A1,adv.B1
sort <i>n</i> . A2, <i>v</i> . B1	stock n. B2	surprise n., v. A2	the definite article A1
soul n. B2	stomach n. A2	surprised adj. A2	theater <i>n</i> . A1
sound <i>n.</i> , <i>v</i> . A1	stone <i>n</i> . A2	surprising adj. A2 surround	their det. A1
soup <i>n</i> . A1	stop <i>v.</i> , <i>n</i> . A1	v. B2 surrounding adj. B2	theirs <i>pron</i> . B1
source n. A2	store <i>n</i> . A1, <i>v</i> . B1	survey n. A2, v. B2 survive	them <i>pron</i> . A1
south n., adj., adv. A1	storm n. A2	v. B1	theme <i>n</i> . B1
southern <i>adj</i> . B1	story n. A1	suspect v., n. B2	themselves pron. A2
space n. A1	stove n. A2	swear v. B2	then adv. A1
speak v. A1	straight adv., adj. A2	sweater <i>n</i> . A1	theory <i>n</i> . B1
speaker n. A2	strange <i>adj.</i> A2	sweep v. B2	therapy <i>n</i> . B2
special <i>adj</i> . A1	stranger n. B1	sweet adj. A2	there adv. A1
specialist n., adj. B2	strategy n. A2	swim v. A1, n. B1	therefore <i>adv</i> . B1
species n. B2	stream n. B2	swimming <i>n</i> . A1	they pron. A1
specific <i>adj</i> . A2	street n. A1	switch v. B1, n. B2 symbol	thick adj. A2
specifically adv. B1 speech	strength <i>n</i> . B1	n. A2	thief n. A2
n. A2	stress n., v. A2	sympathy <i>n</i> . B2	thin <i>adj</i> . A2
speed n. A2, v. B2	stretch v., n. B2	symptom <i>n</i> . B1	thing <i>n</i> . A1
spell v. A1	strict adj. B2	system n. A2	think v. A1
spelling <i>n</i> . A1	strike v., n. B2	table <i>n</i> . A1	thinking <i>n</i> . A2
spend v. A1	string n. B1	tablet n. A2	third <i>number</i> A1, <i>n</i> . A2
spending <i>n</i> . B1	strong <i>adj</i> . A1	tail <i>n</i> . B1	thirsty <i>adj</i> . A1
spicy adj. B1	strongly adv. B1	take v. A1	thirteen <i>number</i> A1
spider n. A2	structure n. A2, v. B2	tale n. B2	thirty <i>number</i> A1
spirit <i>n</i> . B1	struggle v., n. B2	talent n. B1	this det./pron. A1, adv. B1
spiritual <i>adj</i> . B2	student n. A1	talented adj. B1	though <i>conj.</i> , <i>adv</i> . B1
split v., n. B2	studio <i>n</i> . B1	talk v. A1, n. A2	thought n. A2
spoken <i>adj</i> . B1	study n., v. A1	tall <i>adj</i> . A1	thousand <i>number</i> A1 threat
sponsor v., n. B2	stuff n. B1, v. B2	tank <i>n</i> . B2	n. B2
spoon n. A2	stupid <i>adj</i> . A2	tape <i>n</i> . B1	threaten v. B2
sport <i>n</i> . A1	style <i>n</i> . A1	target n. A2, v. B2	three number A1
spot <i>n</i> . B1, <i>v</i> . B2	subject n. A1, adj. B2	task n. A2	throat <i>n</i> . B1
spread v. B1, n. B2	submit v. B2	taste <i>n.</i> , <i>v</i> . A2	through prep., adv. A1
spring <i>n</i> . A1, <i>v</i> . B1	substance <i>n</i> . B1	tax <i>n.</i> , <i>v</i> . B1	throughout <i>prep./adv</i> . B1
square adj., n. A2	subway <i>n</i> . A2	taxi n. A1	throw v. A2
stable <i>adj</i> . B2	succeed v. A2	tea <i>n</i> . A1	Thursday n. A1
stadium <i>n</i> . B1	success n. A1	teach v. A1	thus adv. B2
staff <i>n</i> . B1	successful adj. A2	teacher n. A1	ticket n. A1
stage n. A2, v. B2	successfully adv. B1	teaching <i>n</i> . A2	tie v., n. A2
stair n. A2	such det./pron. A2	team n. A1	tight adj. B1
stamp <i>n</i> . A2	sudden <i>adj</i> . B1	tear1 v., n. B2	till conj./prep. B1
stand v. A1, n. B2	suddenly <i>adv</i> . A2	tear2 n. B2	time <i>n</i> . A1, <i>v</i> . B2
standard n., adj. B1	suffer v. B1	technical adj. B1 technique	tiny adj. B1
star n. A1, v. A2	sugar n. A1	n. B1 technology n. A2	tip <i>n</i> . A2, <i>v</i> . B1
stare v. B2	suggest v. A2	teenage adj. A2	tire n. B1
start v. A1, n. A2	suggestion n. A2	teenager <i>n</i> . A1	tired adj. A1
state <i>n</i> . A2, <i>adj.</i> , <i>v</i> . B1	suit <i>n</i> . A2, <i>v</i> . B1	telephone <i>n</i> ., <i>v</i> . A1	title <i>n</i> . A1, <i>v</i> . B2
statement n. A1	suitable <i>adj</i> . B1	television n. A1	to prep., infinitive markerA1
	v		

today <i>adv.</i> , <i>n</i> . A1	Tuesday n. A1	usual <i>adj</i> . A2	weather <i>n</i> . A1
toe <i>n</i> . B1	tune <i>n</i> . B2	usually <i>adv</i> . A1	web <i>n</i> . A2
together adv. A1	tunnel <i>n</i> . B2	vacation <i>n</i> . A1	website <i>n</i> . A1
toilet <i>n</i> . A1	turn <i>v.</i> , <i>n</i> . A1	valley n. A2	wedding <i>n</i> . A2 Wednesday
tomato <i>n</i> . A1	TV n. A1	valuable <i>adj</i> . B1	n. A1
tomorrow adv., n. A1	twelve <i>number</i> A1	value <i>n</i> . B1, <i>v</i> . B2	week n. A1
ton <i>n</i> . B1	twenty <i>number</i> A1	van <i>n</i> . B2	weekend <i>n</i> . A1
tone <i>n</i> . B2	twice <i>adv</i> . A1	variety n. A2	weigh v. B1
tongue <i>n</i> . B1	twin <i>n.</i> , <i>adj</i> . A2	various <i>adj</i> . B1	weight <i>n</i> . A2
tonight adv., n. A1	two <i>number</i> A1	vary v. B2	welcome exclam.,v.,adj.A1,n.A2
too adv. A1	type <i>n</i> . A1, <i>v</i> . B1	vast <i>adj</i> . B2	well adv.,adj.,exclam.A1
tool n. A2	typical <i>adj</i> . A2	vegetable <i>n</i> . A1	west <i>n.</i> , <i>adj.</i> , <i>adv</i> . A1
tooth <i>n</i> . A1	typically <i>adv</i> . B1	vehicle <i>n</i> . A2	western <i>adj</i> . B1
top <i>n.</i> , <i>adj</i> . A2	ugly adj. B1	venue <i>n</i> . B2	wet adj. A2
topic <i>n</i> . A1	ultimately <i>adv</i> . B2	version <i>n</i> . B1	what <i>pron./det</i> . A1
total adj., n. B1	umbrella n. A1	very adv. A1, adj. B2	whatever det./pron. B1
totally adv. B1	unable <i>adj</i> . B1	via <i>prep</i> . B2	wheel <i>n</i> . A2
touch v. A2, n. B1	uncle n. A1	victim n. B1	when adv., pron., conj. A1
tough adj. B2	uncomfortable adj. B1	victory n. B2	whenever conj. B1
tour <i>n</i> . A2, <i>v</i> . B1	unconscious adj. B2	video n. A1	where adv., conj. A1
tourism <i>n</i> . A2	under prep., adv. A1	view <i>n</i> . A2, <i>v</i> . B1	whereas conj. B2 wherever
tourist n. A1	underground adj., adv. A2	viewer n. B1	conj. B2 whether conj. B1
toward prep. A2	understand v. A1	village n. A2	which pron./det. A1
towel n. A2	understanding n. A2	violence n. B2	while conj. A2, n. B1
tower n. A2	underwear n. B1	violent adj. B1	whisper v., n. B2
town n. A1	unemployed adj. B1	virtual adj. B2	white <i>adj.</i> , <i>n</i> . A1
toy <i>n.</i> , <i>adj</i> . A2	unemployment <i>n</i> . B1	virus n. A2	who pron. A1
track n. A2, v. B2	unexpected adj. B2	vision n. B2	whole <i>adj.</i> A2, <i>n</i> . B1 whom
trade n., v. B1	unfair <i>adj</i> . B1	visit v., n. A1	pron. B2
tradition n. A2	unfortunately <i>adv</i> . A2	visitor n. A1	whose det./pron. A2
traditional <i>adj</i> . A2	unhappy adj. A2	visual <i>adj.</i> B2	why adv. A1
traffic n. A1	uniform n. A2	vital <i>adj</i> . B2	wide <i>adj</i> . A2
train n. A1, v. A2	union n. B1	vitamin n. B2	widely <i>adv</i> . B2
trainer <i>n</i> . B1	unique <i>adj</i> . B2	voice n. A2	wife n. A1
training n. A2	unit n. A2	volume n. B2	wild <i>adj</i> . A2
transfer v., n. B2	united <i>adj</i> . A2	volunteer <i>n.</i> , <i>v</i> . B1	wildlife n. B2
transform v. B2	universe n. B2	vote <i>n.</i> , <i>v</i> . B1	will <i>modal v.</i> A1, <i>n</i> . B1
transition n. B2	university n. A1	wage n. B2	willing adj. B2
translate v. B1	unknown <i>adj.</i> B2	wait v. A1, n. A2	win v. A1, n. B1
translation <i>n</i> . B1	unless conj. B1	waiter <i>n</i> . A1	wind1 <i>n</i> . A2
transport v. B1	unlike <i>prep</i> . B1	wake v. A1	wind2 v. B2
transportation <i>n</i> . A2	unlikely <i>adj</i> . B1	walk v., n. A1	window n. A1
trash n. A2	unnecessary adj. B1	wall n. A1	wine n. A1
travel v., n. A1	unpleasant <i>adj</i> . B1	want v. A1	wing n. B1
traveler n. A2	until conj./prep. A1	war n. A2	winner n. A2
treat <i>v</i> . B1 treatment <i>n</i> . B1	unusual <i>adj</i> . A2 up <i>adv.</i> , <i>prep</i> . A1	warm <i>adj</i> . A1, v. B1 warn v. B1	winter <i>n</i> . A1 wire <i>n</i> . B2
tree n . A1		warning <i>n</i> . B1	wise adj. B2
trend <i>n</i> . B1	update v., n. B1	wash v. A1, n. A2	wish v., n. A2
trial <i>n</i> . B2	upon <i>prep</i> . B1 upper <i>adj</i> . B2	washing n. A2	with prep. A1
trick n., v. B1	upset adj., v. B1	wasting <i>n</i> . A2 waste <i>n</i> ., <i>v</i> ., <i>adj</i> . B1	within <i>prep</i> . B1
trip n. A1, v. B2	upstairs adv. A1, adj. A2	watch <i>v.</i> , <i>n</i> . A1	without <i>prep</i> . A1
tropical <i>adj</i> . B2	upward <i>adv</i> . B2	water <i>n</i> . A1, <i>v</i> . B1	witness n., v. B2
trouble <i>n</i> . A2, <i>v</i> . B2	urban <i>adj</i> . B2	water <i>n</i> . A1, <i>v</i> . B1 wave <i>n</i> . A2, <i>v</i> . B1	witness n ., v . $D2$ woman n . $A1$
truck <i>n</i> . A1	urge v. B2	way <i>n</i> . A1, <i>adv</i> . B2	wonder v., n. B1 wonderful
true <i>adj</i> . A1	us pron. A1	we pron. A1	adj. A1
truly adv. B2	us <i>pron</i> . A1 use v. A1, n. A2	we pron. A1 weak adj. A2	wood <i>n</i> . A2
trust n ., v . B2	use <i>v</i> . A1, <i>n</i> . A2 used1 <i>adj</i> . B1	weak auj. A2 weakness n. B2	wood n. A2 wooden adj. A2
truth n. B1	used2 <i>adj</i> . B1	weakliess n. B2 wealth n. B2	wood n. B1
try v. A1, n. B2	used to modal v. A2	wealthy <i>adj</i> . B2	word <i>n</i> . A1
T-shirt <i>n</i> . A1	useful <i>adj</i> . A1	weapon <i>n</i> . B1	work v., n. A1
tube <i>n</i> . B1	user n. A2	weapon n. B1 wear v. A1	worker <i>n</i> . A1
11. D1	usel 11. 112	W Car V. 111	WOIREI II. AI

working adj. A2

world n. A1

worldwide adj., adv. B1

worried adj. A2

worry v. A2, n. B1

worse adj. A2, adv. B1, n. B2

worst *adj*.A2,*adv*.B1,*n*.B2

worth adj. B1, n. B2 would

modal v. A1

wound n., v. B2

wow exclam. A2

wrap v. B2

write v. A1

writer n. A1

writing n. A1

written adj. B1

wrong adj.A1,adv.B1,n.B2

yard *n*. A1

yeah exclam. A1

year n. A1

yellow adj., n. A1

yes exclam. A1

yesterday adv., n. A1

yet adv. A2, conj. B2

you pron. A1

young adj. A1, n. B1

your det. A1

yours pron. A2

yourself pron. A1

youth n. B1

zero number A2

zone n. B2

English Humor

- 1. Henry joined Alcoholics Anonymous. He still **imbibes**, but under an assumed name.
- **2.** A hapless man was run over by a steamroller. He's in the hospital, in Rooms 3642.
- **3.** My father 's accountant treats people with **compassion**. His office has a recovery room.
- **4.** Samson must have been quite a **thespian**, because he brought down the house.
- **5. Inanimate** owls don't give a hoot.
- **6.** You're probably an **octogenarian** if dialing long distance wears you out.
- 7. You have a right to be wary on a cheap airline if the oxygen mask has a meter on it.
- **8.** The **magnanimous** husband bought his wife a clothes dryer—50 feet of clothesline.
- **9.** He's so proud of his **longevity**, he has an autographed Bible.
- **10.** Victor has a **voracious** appetite; his favorite food is seconds.
- 11. With a pugnacious wife, it's always better to give than to receive.
- 12. Henry Ford had millions, and yet he never had a yen for a Cadillac.
- 13. A woman in Tibet looked at her stove and quipped, "Oh, my baking yaks."
- **14.** The rabbit's **progeny** consisted of ten bunnies. It beat the record by a hare.
- 15. My astute fish swims backwards. It keeps the water out of his eyes.
- **16.** He made a **bogus** claim about the surgery to remove an ingrown cell phone.
- 17. The intrepid paratrooper spent three years climbing down trees he never climbed up.
- **18.** Van Gogh had a **voluminous** output. As of today, Americans own 423 of his 72 paintings.
- **19.** The **frugal** man complained about the cost of raising a baby. The nurse said, "Sure, but look how long they last."
- **20.** The **maladjusted** baby just started to eat solids—his crib, blanket, pillows.
- **21.** My old neighborhood **bristled** with trouble; even the candy store had a bouncer.
- 22. Uncle Eddie is not bereft of curly locks. He's just taller than his hair.
- 23. Today's financial phenomenon—a dollar saved is a quarter earned.
- **24.** "What is the name of your bank?" I asked the **timorous** investor. "Piggy," he replied.
- **25.** I don't like my **garrulous** barber, because he talks behind my back.
- **26.** The **prudent** girl found the key to looking beautiful—she hangs out with real ugly people.
- **27.** The pigeons in our neighborhood are quite **prescient**, because they always know when my Dad has polished our car.
- 28. "Do boats sink often?" I asked the laconic sailor. "Only once," he replied.
- **29.** I'm such a **dilatory** reader that it takes me six weeks to read the Book of the Month.
- **30.** Some make **sporadic** payments when their bills are due, some when overdue, some never do.
- **31.** I asked the literary **dilettante**, "Have you read all of Shakespeare?" "I think so," he replied, "unless he's written something lately."
- **32.** A flying goose in a **quandary** asked, "Why do we always follow the same leader?" The goose next to him answered, "Because he's got the map."
- 33. A bore is the guy who, when you ask him how he feels, he tells you so with gusto.
- **34.** The **pertinent** advice my father was given was to buy a used car when it was new.
- 35. A trenchant remark: a cat has nine lives, but a bullfrog croaks every night.
- **36.** My family had to **jettison** our car. It had low mileage, but most of it from being towed.

- **37.** The charity was **reputed** to have raised three million dollars. Now they are going out in search of a disease.
- **38. Squeamish** about paying a restaurant check, he reached for it as though it were a subpoena.
- **39.** He's so **parsimonious** he tosses money around like manhole covers.
- **40.** Han's parents weren't too thrilled with him. His mother had a **penchant** for wrapping his lunch in a road map.
- **41.** The pompous actor ran the **gamut** from A to B.
- **42.** Our **glib** doctor is a humorist. He said my uncle has the body of a 20-year-old—a twenty-year-old Chevy.
- **43.** We call our **vigilant** dog Rolex, because he's a watchdog.
- **44.** My **artless** neighbor lost her dog but refused to put an ad in the newspaper—he said his dog can't read.
- **45.** Our doctor has a **lucrative** practice; he just bought a cemetery.
- **46.** We heard of the **asinine** chicken who sat on an ax, trying to hatchet.
- **47.** Mark asked his **sage** waiter, "What do you call two thousand pounds of Chinese soup?" The answer was, "Won ton."
- 48. Last Christmas I told Santa what I wanted. His retort was, "Me, too."
- **49.** The **abstemious** young man boasted that he had finally given up trying to quit smoking.
- **50.** P.T. Barnum's **grotesque** two-headed man asked him for a raise. "After all," he said, "I have two mouths to feed."

Riddles and Silly questions

- 1- What are two things people never eat before breakfast?
- 2- Why did the man throw a bucket of water out the window?
- 3- Why did the man throw the butter out the window?
- 4- Why did the man put the clock in the safe?
- 5- What has two hands and a face, but no arms and legs?
- 6- What has a neck, but no head?
- 7- Where is the ocean the deepest?
- 8- "What letter of the alphabet is always waiting in order?"
- 9- Why did the man throw his watch out of the window?
- 10- What State in the United States is High in the middle and round at the ends?
- 11- How do you spell mousetrap?
- 12- How many legs does an ant have?
- 13- How many people are buried in that cemetery?
- 14- What can't be used until it's broken?
- 15- What do tigers have that no other animals have?
- 16- What is Black and white and read (red) all over?
- 17- Why is number six afraid?
- 18- What did number 1 say to 7?
- 19- Which is the most self-centered letter of the alphabet?
- 20- Which letter is always trying to find reasons?
- 21- Which letter is not me?
- 22- What letter can do the work in one day that you can do in two days?
- 23- Why is the A like a flower?
- 24- Why is the letter "A" like noon?
- 25- "What letter of the alphabet has got lots of water?"
- 26- What has two heads, four eyes, six legs and a tail?

- 27- What is as big as a horse but doesn't weigh anything?
- 28- What begins with T, ends with T and has T in it?
- 29- What did zero say to eight?
- 30- Do you know why birds fly to south in the winter?
- 31- Which letters do Tuesday, Thursday, Friday and Saturday have in common?
- 32- Which room has no doors, no windows.
- 33- What gets wetter as it dries?
- 34- A man rode into town on Tuesday. Two days later he rode home on Tuesday. How is this possible?
- 35- Why didn't the skeleton go to the dance?
- 36- A father and his son were in a car accident.

The father died. The son was taken

to the hospital. The doctor came in and said: I can't do surgery on him, because he's my son.

Who was the doctor?

- 37- Why did the student take a ladder to school?
- 38- What are the two strongest days of the week?
- 39- What do you call a bear without an "ear"?
- 40- Which is faster, heat or cold?
- 41- How many apples can you eat if your stomach is empty? B: 4 or 5
- 42- Why did Mickey Mouse go to outer space?
- 43- What do you call a Spaniard who can't find his car?
- 44- What's the difference between electricity and lightening?
- 45- What part of your body disappears when you stand up?
- 46- What do you call a witch at the beach?
- 47- What's the difference between a lion with toothache and a wet day?
- 48- Why are baseball stadiums so cool?
- 49- What do you call a fish without an eye?
- 50- What has thirteen hearts but no body and no soul?

- 51- What do you call a fish that only cares about himself?
- 52- Why couldn't Mozart find his teacher?
- 53- What's a minimum?
- 54- Why can't a bicycle stand on its own?
- 55- What's got a head and a tail, but no body?
- 56- What's got a wave but no sea?
- 57- Where does a boxer who weighs 135 kilograms sit on a bus?
- 58- What makes "oom" and gives milk?
- 59- Where does Dracula stay when he goes to New York City?
- 60- What do cows like to read?
- 61- What is the longest word?
- 62- What is the word that everybody always says wrong?
- 63- What five-letter word becomes shorter when you add two letters to it?
- 64- What's the longest word in the dictionary?
- 65- How many seconds are there in one year?
- 66- What two days of the week start with the letter "T"?
- 67- Why did the pony have a sore throat?
- 68- What did the undertaker die of?
- 69- Why can't a nose be twelve inches?
- 70- How do porcupines kiss each other?
- 71- What has four wheels and flies?
- 72- What has teeth but can't bite?
- 73- Why did the chicken cross the road?
- 74- Why do people call their own language their mother tongue?
- 75- Why is it impossible to starve in the desert?
- 76- Do you know where people send a horse when it is sick?
- 77- What did the doctor say when the invisible man called to make an appointment?
- 78- Which 'BUS' could cross the ocean?
- 79- What a bee says when it gets in the hive?
- 80- How do you catch a squirrel?
- 81- What do you call a deer with no eyes?
- 82- Where do cows go for entertainment?
- 83- What animal is it that has four legs a tail and flies?
- 84- What do you call 'a fly' without wings?
- 85- What goes "ZUB, ZUB"?

- 86- What did one light bulb say to another light bulb?
- 87- What flowers have two lips?
- 88- They travel all over the world but end up in the corner, what are they?
- 89- Why didn't the farmer cry when his dairy cow fell off the cliff?
- 90- What is the difference between a jeweler and a jailor?
- 91- Why do cows have bells?
- 92- Why were the little drops of ink crying?
- 93- How many sheep does it take to make one wool sweater?
- 94- What's a teacher's favorite nation?
- 95- What's the most colorful state of U.S.A.?
- 96- In what state does it cost the most to live in?
- 97- What did the cannibal who was late for dinner get?
- 98- What do you call a dog with no legs?
- 99- How do you top a car?
- 100- Is there a word in the English language that uses all the vowels including "y"?

Answers of the Riddles and Silly questions

- 1- Lunch and supper.
- 2- He wanted to see the waterfall.
- 3- He wanted to see the butterfly.
- 4- He wanted to save time.
- 5- A clock.
- 6- A bottle.
- 7- On the bottom.
- 8- "The Q. (queue)
- 9- He wanted to see time fly.
- 10-Ohio.
- 11- C-A-T.
- 12- Two, the same as an uncle.
- 13- All of them.
- 14- An egg.
- 15- Baby tigers.
- 16- A newspaper
- 17- Because seven eight nine (seven ate nine)
- 18- Nice hair
- 19- "i" (I)
- 20- "y" (Why?")
- 21- U.
- 22- W (Double u- Double you)
- 23- Because the B is after it.
- 24- Because it's in the middle of the day.
- 25- "The C"
- 26- A horse and its rider.
- 27- The horse's shadow.
- 28- A teapot.
- 29- Nice belt.
- 30- Because it's too far to walk there.
- 31- None! None of them have "c", "o", "m" or "n" in them.
- 32- A mushroom.
- 33- A towel
- 34- His horse's name is Tuesday.
- 35- He didn't have anybody to take. (any BODY)
- 36- The doctor was his mother.
- 37- Because he/she was going to high

- 38- They are Saturday and Sunday. All the others
- are weak (week) days. 39-BBBBBBB
- 40- Heat, because you can catch a cold.

- 41- No, that's wrong, because after eating one apple your stomach isn't empty.
- 42- To find Pluto.
- 43- Carlos (It's pronounced "carless")
- 44- You don't have to pay for lightening.
- 45- Your lap. (good for phrasal 'stand up', and 'laptop', lap-dog, etc.)
- 46- A sandwich.
- 47- One's roaring with pain the other's pouring with rain
- 48- There is a fan in every seat.
- 49- Fsh. (Hint: No "eye" = No "i")
- 50- A pack of playing cards.
- 51- Selfish.
- 52- Because the teacher was Hayden.

(Hayden, Hidin', Hiding)

- 53- A very small mother! (mini-mom)
- 54- Because it's two-tired (too tired)
- 55- A coin.
- 56- My hair.
- 57- Wherever he wants to.
- 58- A cow walking backwards.
- 59- The Vampire State building.
- 60- The mooooospaper
- 61- Smiles, because there is a mile between the first and last s.
- 62- "Wrong".
- 63-Short
- 64- Rubber-band because it stretches.
- 65- Twelve. January second, February second,

March second...

66- Tuesday and Thursday? NO, today and

tomorrow!

- 67- Because it was a little horse. (hoarse)
- 68- Coughin' (coffin)
- 69- Because then it would be a foot.
- 70- Very carefully.
- 71- A garbage truck.
- 72- A Comb.
- 73- To get to the other side.
- 74- Because their fathers seldom get a

chance to use it.

75- Because of all the sandwiches (sand

which is) there.

- 76- To a horsepital.
- 77- Tell him I can't see him today.
- 78- Columbus!
- 79- Hi Honey! I'm home!
- 80- Climb a tree and act like a nut!
- 81- No idea. (No eye deer)
- 82- They go to the mooovies!
- 83- A dead horse!
- 84- You call it 'a walk.'
- 85- A bee flying backwards.(Buz,Buz)
- 86- You are the light of my life.
- 87- Tulips
- 88- Stamps
- 89- There's no use crying over split milk.
- 90- A jeweler sells watches. A jailer watches cells.
- 91- Because their horns don't work.
- 92- Their mother was in the pen and they did not know how long her sentence would be.
- 93- I didn't even know sheep could knit!
- 94- Expla-nation.
- 95- Color-ado.
- 96- Expennsylvania.
- 97- The cold shoulder.
- 98- Why bother, he won't come anyway.
- 99- Tep on the brake, tupid!
- 100- Unquestionablely!

Answer key

UNIT 1

1.1.General information

Task 2. Match each term with its correct definition.

- 1. Dialect I
- 2. Pidgin A
- 3. Creole C
- 4. Bilingualism F
- 5. Lingua Franca H
- 6. Code-switching D
- 7. Endangered Language G
- 8. Phonology B
- 9. Syntax E
- 10. Morphology J

Task 3. Fill in the gaps with the correct words from the list below.

- 1. communication
- 2. written
- 3. linguistics
- 4. Phonology
- 5. semantics
- 6. grammar
- 7. syntax
- 8. vocabulary
- 9. dialects
- 10. vocabulary

1.2. The Evolution of Language

Task 2. Answer the questions and discuss them.

- 1. The origin of human language is still a topic of much debate among scholars. There are several theories, including:
- The Gestural Theory: Suggests that language began as gestures and body movements.
- The Vocal Theory: Proposes that vocal sounds were the primary medium of early language.
- The Social Interaction Theory: Emphasizes the role of social interaction and cooperation in the development of language.
- The Symbolic Thinking Theory: Argues that language arose from the human capacity for symbolic thought and representation.
- 2. The FOXP2 gene is often referred to as the "language gene." It is crucial for the development of fine motor skills required for speech. Mutations in this gene have been linked to speech and language disorders, indicating its significant role in the evolution of language capabilities in humans.
- 3. The "bow-wow" theory posits that human language began with imitations of natural sounds. Early humans supposedly mimicked the sounds they heard around them, such as animal noises, which gradually evolved into more complex forms of communication.
- 4. Evidence supporting this theory includes:
- Social Complexity: Human societies are complex, requiring sophisticated communication to maintain social bonds and coordinate activities.

- Primate Studies: Observations of primate communication suggest that social interaction is a key driver of communication evolution.
- Brain Studies: Research on the brain regions involved in language shows they are also critical for social cognition, implying a link between language and social interaction.
- 5. Human language is unique in several ways:
- Syntax and Grammar: Humans use complex rules to structure sentences, unlike animal communication, which is typically more straightforward.
- Displacement: Humans can talk about things that are not present or even abstract concepts, whereas animal communication is generally about immediate contexts.
- Creativity: Human language allows for the creation of new sentences and ideas, a feature not observed in animal communication systems.
- 6. The critical period hypothesis suggests that there is a specific window in early childhood during which language acquisition occurs most naturally and effectively. If language exposure does not happen during this period, typically before puberty, it becomes much harder to learn a language fluently later in life. This hypothesis underscores the importance of early exposure to language in human development.
- 7. Written language likely evolved as a way to record and transmit information over time and space. Early writing systems, such as cuneiform and hieroglyphs, emerged from pictorial representations. These systems gradually became more abstract and sophisticated, evolving into the alphabets and scripts we use today. Written language allowed for the preservation of knowledge, cultural transmission, and the administration of complex societies.

Task 3. Read the statements and do True/False quiz on the Evolution of Language.

- 1. False. While FOXP2 is crucial for speech and language development, language ability results from a complex interplay of many genetic, neural, and environmental factors.
- 2. True.
- 3. True.
- 4. False. Written language developed much later than spoken language, as a means to record and transmit information over time.
- 5. True.
- 6. False. The gestural theory suggests that language began with gestures and body movements, not vocal sounds.
- 7. False. Primate communication studies suggest that social interaction plays a key role in the development of communication.

Task 4. Do the multiple-choice quiz on the Evolution of Language.

- 1. B.
- 2. C.
- 3. D.
- 4. C.
- 5. D.
- 6. C. 7. A.
- 8. A.

Task 5. Match the each heading with the appropriate description.

- 1. The Gestural Theory J
- 2. The FOXP2 Gene C
- 3. The "Bow-Wow" Theory A
- 4. Critical Period Hypothesis D
- 5. Displacement B

- 6. Written Language Evolution E
- 7. Social Interaction Theory F
- 8. Syntax and Grammar G
- 9. Symbolic Thinking Theory H
- 10. Animal Communication I

1.3. National character

Task 2. Discus the questions.

- 1. National character refers to the collective personality, values, attitudes, and behaviors that are commonly attributed to the people of a specific nation. It encompasses the shared cultural traits, historical experiences, and societal norms that define and distinguish a nation.
- 2. Historical events play a significant role in shaping a nation's character by influencing collective memory and identity. For example, wars, revolutions, and significant political changes can foster a sense of resilience, patriotism, or skepticism towards authority. These events leave a lasting impact on national consciousness, molding the attitudes and behaviors of the population over generations.
- 3. Yes, national character can change over time. Factors contributing to this change. Include economic development, political transformations, cultural exchanges, technological advancements, and demographic shifts. For instance, globalization and increased interaction with other cultures can lead to changes in values and norms, while political reforms can alter collective attitudes towards governance and civic responsibilities.
- 4. Stereotypes are oversimplified and often exaggerated beliefs about a group of people, while national character refers to more nuanced and comprehensive descriptions of the collective traits of a nation's population. Stereotypes can be harmful as they ignore individual differences and perpetuate biases, whereas the study of national character aims to understand and appreciate the complexity of a nation's identity.
- 5. Literature, art, and media play a crucial role in both reflecting and shaping national character. They provide insights into the values, beliefs, and experiences of a society, often highlighting national pride, struggles, and aspirations. Additionally, these cultural forms can influence public perception and reinforce or challenge existing narratives about national identity.

Task 3. Read the passage again and do the True/False statements.

- 1. False. National character refers to the collective personality, values, and behaviors commonly attributed to the people of a specific nation.
- 2. True.
- 3. False. Stereotypes are oversimplified and often exaggerated beliefs, while national character refers to more nuanced and comprehensive descriptions of a nation's traits.
- 4. False. National character can change over time due to factors such as economic development, political transformations, and cultural exchanges.
- 5. True.
- 6. True.
- 7. False. Emphasizing national character can lead to nationalism, exclusion, or intolerance if not approached critically and inclusively.
- 8. False. Measuring national character is challenging due to its subjective and multifaceted nature, and the diversity within a nation.

Task 4. Match the Headings. Match the following headings to the appropriate description:

- 1. Historical Influence C
- 2. Cultural Expression A
- 3. Stereotypes vs. National Character B

- 4. Role in International Relations F
- 5. Impact of Migration G
- 6. Media and National Identity A
- 7. Social Grooming Hypothesis D
- 8. Factors of Change J
- 9. Measuring National Character H
- 10. Dangers of Emphasizing National Character I

Task 5. Do the multiple-choice questions.

- 1.B.
- 2.B.
- 3.C.
- 4.C.
- 5.B.

Unit 2.

2.1. General information

Task 2. Discus the questions.

- 1. Suggested Answer: Cultural stereotypes often arise from historical interactions, media portrayals, and a lack of direct experience with diverse groups. They are formed when people oversimplify complex social groups based on limited or biased information. Stereotypes can be perpetuated by popular culture, education, and societal norms, leading to generalizations that do not reflect the true diversity within any group.
- 2. Suggested Answer: Believing in and perpetuating cultural stereotypes can lead to prejudice, discrimination, and social divisions. It can also cause harm to individuals by limiting their opportunities, reinforcing negative self-perceptions, and perpetuating unfair treatment. On a broader scale, stereotypes contribute to systemic inequalities and hinder cross-cultural understanding.
- 3. Suggested Answer: While some stereotypes may seem positive (e.g., "Asians are good at math"), they can still be harmful because they create unrealistic expectations and pressure on individuals to conform to certain traits. Even so-called "positive" stereotypes can contribute to a narrow view of a culture, disregarding the full spectrum of individual personalities and abilities. Overall, stereotypes, whether positive or negative, reduce people to a set of simplistic traits and ignore their individuality.
- 4. Suggested Answer: Individuals can challenge stereotypes by educating themselves about different cultures, questioning their own biases, and interacting with people from diverse backgrounds. Engaging in open-minded discussions, seeking out media that accurately represents diverse groups, and speaking out against stereotypical remarks or portrayals can also help. It's essential to approach each person as an individual rather than assuming characteristics based on their cultural background.
- 5. Suggested Answer: Media and popular culture often rely on stereotypes because they are easily recognizable and can quickly convey ideas to a broad audience. Unfortunately, this can reinforce and spread inaccurate or exaggerated portrayals of certain groups. Movies, television, news outlets, and social media often depict characters or people in stereotypical roles, which can shape public perception and understanding in a way that perpetuates these stereotypes.
- 6. Suggested Answer: Cultural appreciation involves respecting and learning about another culture with genuine interest and sensitivity. Cultural appropriation, on the other hand, is when elements of a culture are borrowed or used out of context, often without permission or understanding, and can perpetuate stereotypes. Stereotypes play a role in cultural appropriation when cultural symbols or practices are misrepresented or reduced to clichés, leading to disrespect and exploitation.

- 7. Suggested Answer: Education systems can reduce the impact of cultural stereotypes by incorporating diverse perspectives into curricula, teaching critical thinking skills, and encouraging students to explore and understand different cultures. Educators can use inclusive materials, promote discussions about stereotypes and their effects, and create a classroom environment that values diversity. Education that fosters empathy and cross-cultural understanding can help dismantle stereotypes and promote a more inclusive society.
- 8. Suggested Answer: Cultural stereotypes can create barriers to genuine connections by causing people to make assumptions about others based on their background. This can lead to misunderstandings, mistrust, and biased behavior. For example, if someone assumes that a person from a particular culture behaves in a certain way, it may prevent them from seeing the individual for who they truly are, leading to shallow or strained relationships.

Task 3. Read the passage again and do the True/False statements.

- 1. False. This is a stereotype. People of all backgrounds have varying abilities and interests.
- 2. False. The Middle East is home to diverse religious communities, including Christians, Jews, and others.
- 3. False. This is a stereotype that overlooks the diversity of personalities within Latin American cultures
- 4. False. While fast food is popular in the U.S., many Americans lead healthy lifestyles and have diverse diets.
- 5. False. Africa is a continent with rich and varied cultures, and many countries are modern and developed.
- 6. False. This is a stereotype that does not reflect the complexity and diversity of gender roles across Asia.
- 7. False. This is a cultural stereotype that does not apply to all British people, who express emotions in diverse ways.
- 8. False. This stereotype does not reflect the behavior of all French people, many of whom are kind and welcoming.
- 9. False. While pasta is popular in Italy, not all Italians love it, and communication styles vary widely.
- 10. False. Indigenous cultures are alive, resilient, and continue to contribute to the cultural richness of the Americas.

Task 4. Match each paragraph with the most appropriate heading from the list.

- 1. H. Stereotypes of Indigenous Cultures
- 2. D. Stereotypes About Food Preferences
- 3. G. Stereotypes About Intelligence
- 4. E. Stereotypes About Emotional Expression
- 5. B. Gender-Based Cultural Stereotypes
- 6. A. Stereotypes About Physical Appearance
- 7. C. Religious Stereotypes

2.2. The Formation of Stereotypes

Task 1. Match the Headings. Match the following headings to the appropriate sections of the passage:

Section A: 1. Understanding Cultural Stereotypes

Section B: 2. Factors Contributing to Stereotype Formation

Section C: 3. Consequences of Cultural Stereotypes

Section D: 4. Strategies for Challenging Stereotypes

Task 2. Read the passage again and do the True/False/Not given statements.

- 1. False Cultural stereotypes are oversimplified beliefs and often lead to inaccurate generalizations.
- 2. True
- 3. False Media representations are mentioned as a factor that reinforces stereotypes.

- 4. True
- 5. False- The passage states that some stereotypes may contain a grain of truth.
- 6. True
- 7. Not Given- The passage does not specifically mention legal systems and policies as a primary cause of stereotypes.

Task 3. Do the comprehension question tests.

- 1. B.
- 2. B.
- 3. B.
- 4. B.
- 5. B.

2.3. Socio-Cultural Stereotypes

Task 1. Match the Headings. Match the following headings to the appropriate sections of the passage:

- 1-A. Definition of Socio-Cultural Stereotypes
- 2-B. Ethnic Stereotypes
- 3-C. Gender Stereotypes
- 4-D. Religious Stereotypes
- 5-E. Effects of Socio-Cultural Stereotypes
- 6-F. Combating Stereotypes

Task 2. Do the comprehension question tests.

- 1.B.
- 2.B.
- 3.B.
- 4.C.
- 5.B.
- 6.C. 7.D.
- 8.C.
- 9.C.
- 10.B.

Task 3. Read the passage again and do the True/False statements.

- 1. False
- 2. True
- 3. False
- 4. True
- 5. True
- 6. True
- 7. False
- 8. False
- 9. True
- 10. True

Unit 3

3.1. General information

Task 2. Discussion Questions.

- 1. Active listening is crucial because it ensures that the speaker feels heard and understood. It allows the listener to fully grasp the speaker's message, which leads to more meaningful and productive communication. It also helps prevent misunderstandings and shows respect for the speaker's viewpoint.
- 2. Respect and politeness create a positive environment for dialogue, making it more likely that participants will engage openly and constructively. It helps to build rapport and trust, reduces the likelihood of conflict, and encourages a more collaborative and amicable exchange of ideas.
- 3. To maintain clarity and conciseness, speak directly and avoid using complex jargon. Structure your thoughts before speaking and stick to the main points of the discussion. Summarize or paraphrase key ideas to ensure that they are understood and avoid over-explaining.
- 4. Turn-taking is important to ensure that all participants have an opportunity to contribute to the conversation. It helps to balance the dialogue and prevent one person from dominating. Effective management can be achieved by being aware of conversational cues, such as pausing for others to speak, and using verbal or non-verbal signals to indicate when you wish to contribute.
- 5. Open-ended questions encourage participants to provide more detailed responses and engage more deeply in the conversation. They prompt elaboration and discussion, leading to a richer exchange of ideas and a better understanding of different perspectives.
- 6.Empathy plays a crucial role in effective communication by allowing participants to understand and relate to each other's emotions and viewpoints. It helps to create a supportive and non-judgmental environment, fostering stronger connections and more meaningful interactions.
- 7.Constructive feedback should be specific, focused on observable behavior, and aimed at providing actionable suggestions for improvement. It should be delivered in a positive and supportive manner, highlighting strengths as well as areas for growth. This approach encourages learning and development rather than defensiveness.
- 8. Common distractions include mobile phones, background noise, and multitasking. These can be minimized by creating a focused environment, turning off notifications, and dedicating full attention to the conversation. Setting aside time specifically for the dialogue helps ensure that all participants are fully engaged.

Task 3. Match the Headings. Match the following headings to the appropriate description:

- 1. Active Listening G
- 2. Respect and Politeness H
- 3. Clarity and Conciseness I
- 4. Turn-Taking A
- 5. Open-Ended Questions C
- 6. Empathy B
- 7. Constructive Feedback D
- 8. Managing Distractions E
- 9. Non-Verbal Communication F
- 10. Respecting Personal Boundaries J

Task 4. Do the multiple-choice quiz on Conversational Rules.

- 1. B
- 2. C
- 3. C
- 4. B

- 5. B
- 6. B
- 7. C
- 8. B

3.2. Conversational Rules

Task 2. Answer the questions.

- 1. Turn-taking is important because it ensures that each participant has the opportunity to speak without being interrupted, promoting a smooth flow of dialogue and making everyone feel heard.
- 2. Active listening enhances a conversation by showing respect and interest in the speaker, which fosters a more meaningful and engaging exchange. Techniques like maintaining eye contact, nodding, and providing feedback are crucial.
- 3. If a conversation does not stay relevant to the topic, it can confuse or frustrate the participants, leading to a lack of focus and clarity.
- 4. Two examples of polite language mentioned are "please" and "thank you."
- 5. Speakers should aim for clarity and brevity to ensure their message is understood and to avoid miscommunication. This prevents confusion that can arise from overly complex language or long-winded explanations.
- 6. Non-verbal cues like body language, facial expressions, and gestures impact a conversation by helping to convey messages more effectively and interpret others' responses accurately.
- 7. Empathy plays a role in conversations by creating a deeper connection and trust between participants, making the conversation more engaging and supportive. It involves understanding and sharing the feelings of others.

Task 3. Read the passage again and do the True/False statements.

- 1. True
- 2. False Active listening does require feedback from the listener.
- 3. False Introducing unrelated topics can confuse or frustrate the participants.
- 4. True
- 5. False Clarity and brevity in speech ensure that the message is understood and prevent miscommunication.
- 6. False Non-verbal cues are important in effective communication.
- 7. True
- 8. False Interrupting others is not a sign of active listening.
- 9. False Staying on topic in a conversation is vital for maintaining clarity.
- 10. True

Task 4. Fill in the blanks with appropriate words from the list below. Each word can be used only once.

- 1. Turn-taking
- 2. active listening
- 3. relevant
- 4. polite
- 5. concise
- 6. non-verbal
- 7. empathy

- 8. Interruptions
- 9. respect

3.3. A successful conversation

Task 1. Match the Headings. Match the following headings to the appropriate sections of the paragraphs:

- A. 5. The Need for Turn-Taking
- B. 7. Active Listening Skills
- C. 1. The Importance of Staying Relevant
- D. 2. Using Polite Language
- E. 6. Benefits of Being Clear and Concise
- F. 3. The Role of Non-Verbal Cues
- G. 4. Demonstrating Empathy

Task 2. Do the comprehension question tests.

- 1.B
- 2.B
- 3.C
- 4.C
- 5.B
- 6.B
- 7.B

Unit 4

4.2. American Communication Behavior

Task 2. Answer the questions.

- 1. The three main characteristics are directness, informality, and efficiency.
- 2. Americans prefer direct communication because they value clarity and honesty, believing that it fosters trust and efficiency.
- 3. Informality in American communication is reflected by the common use of first names, even in business settings, which minimizes hierarchical barriers and emphasizes equality and approachability.
- 4. Americans consider time a valuable resource, leading to conversations with clear purposes and expectations to get to the point quickly. This attitude is evident in business meetings, where agendas and time limits are strictly adhered to.
- 5. In American communication, moderate eye contact is seen as a sign of confidence and attentiveness.
- 6. Small talk serves as a social lubricant in American communication, helping to ease into more substantial discussions. Common topics include the weather, sports, and current events.
- 7. The cultural values of individualism, equality, and pragmatism underlie the American preference for directness and informality.

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided earlier.

- 1. True
- 2. False In American business settings, it is common to use first names.
- 3. False Efficiency in communication is very important to Americans.
- 4. True
- 5. False Standing very close to someone is considered intrusive in American communication.

Task 4. Do the comprehension question tests.

- 1.B
- 2.C

- 3.D 4.C
- 5.C

4.3. American straightforward communication

Task 1. Match each paragraph with the appropriate heading from the list below.

- A. 1. The Importance of Directness
- B. 2. Informality in Communication
- C. 3. Efficiency and Purpose
- D. 4. Non-Verbal Cues
- E. 5. The Role of Small Talk
- F. 6. Summary of American Communication

Task 2. Fill in the blanks with appropriate words from the list below. Each word can be used only once.

- 1. direct
- 2. informal
- 3. first names
- 4. valuable
- 5. eye contact
- 6. efficiency
- 7. personal space
- 8. Small talk
- 9. individualism
- 10. personal space

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided

- 1. False Small talk is valued in American culture as it serves as a social lubricant.
- 2. True
- 3. True
- 4. False Americans often get straight to the point in conversations.
- 5. True

Task 4. Do the comprehension question tests.

- 1. B
- 2. C
- 3. B
- 4. C
- 5. C

Unit 5

5.1. General information

Task 1. Match each term with its correct definition.

- 1. Active listening B
- 2. Turn-taking D
- 3. Feedback E
- 4. Code-switching A
- 5. Contextualization F
- 6. Empathy C

5.2. Communicative Strategies in the English Language

Task 2. Answer the questions.

- 1. Paraphrasing is explaining a word or concept using different words. It is typically used when speakers cannot find the exact word they need.
- 2. A speaker might ask for clarification to ensure understanding and prevent misunderstandings.
- 3. Fillers give speakers time to think without pausing the conversation and can make speech sound more natural when used moderately.
- 4. Non-verbal cues such as body language, facial expressions, and gestures reinforce what is being said verbally and help convey sincerity and engagement.
- 5. Code-switching involves alternating between two or more languages or dialects within a conversation. It is typically used by bilingual speakers.
- 6. Repetition can emphasize important points and ensure the message is understood, particularly in formal presentations or when giving instructions.
- 7. Summarizing reinforces understanding and confirms that all parties are on the same page by recapping the key points of the discussion.

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided earlier.

- 1. True Paraphrasing involves using different words to explain a word or concept when the exact word is not known.
- 2. False Fillers such as "um" and "uh" should not be completely avoided; moderate use can make speech sound more natural.
- 3. True Asking for clarification is a strategy to prevent misunderstandings in a conversation.
- 4. False Non-verbal cues are important in communication as they reinforce the verbal message.
- 5. True Code-switching is a technique commonly used by bilingual speakers to enhance understanding.
- 6. True Repetition of key information is useful in ensuring that the message is understood.
- 7. False Summarizing the main points is usually done at the end of a conversation to reinforce understanding.
- 8. True Maintaining eye contact is considered a non-verbal cue in communication.
- 9. False Small talk is used as a social lubricant, not to immediately dive into complex topics.
- 10. True Using facial expressions to convey emotions is a part of non-verbal communication.

Task 4. Match each term with its correct definition.

- 1. Fillers D.
- 2. Code-Switching A.
- 3. Repetition C.
- 4. Eye Contact- E.
- 5. Small Talk B.
- 6. Bilingual F.

5.3. Communicative strategies

Task 1. Match each paragraph with the appropriate heading from the list below.

- A. 1. Paraphrasing
- B. 2. Asking for Clarification
- C. 3. Using Fillers
- D. 4. Non-Verbal Cues
- E. 5. Code-Switching
- F. 6. Repetition
- G. 7. Summarizing

Task 2. Fill in the blanks with appropriate words from the list below. Each word can be used only once.

- 1. Paraphrasing
- 2. clarification
- 3. Fillers
- 4. non-verbal
- 5. Code-switching
- 6. Repetition
- 7. summarizing
- 8. eye contact
- 9. Small talk
- 10. Bilingual

Task 3. Do the comprehension question tests.

- 1.C
- 2.B
- 3.C
- 4.B
- 5.B
- 6.C
- 7.D
- 8.C

Unit 6

6.1. General information

Task 1. Answer the questions.

- 1. A family profile is a detailed description or overview of a family, highlighting its members, relationships, values, traditions, and important milestones. It serves various purposes, such as providing a snapshot of the family's dynamics for personal reflection, sharing with extended family members, or using in contexts like adoption, where prospective parents present their family to agencies or birth parents.
- 2. A family profile usually includes information such as the names and ages of family members, their occupations, hobbies, and interests, a description of the family's home and community, the family's values and traditions, and any pets. It might also include a family history, significant achievements or events, and a summary of the family's lifestyle.
- 3. In adoption, a family profile is crucial as it introduces prospective adoptive parents to birth parents or adoption agencies. It provides a comprehensive view of the family's environment, lifestyle, values, and reasons for adopting, helping birth parents or agencies decide if the family is a good fit for the child. A well-crafted profile can convey warmth, stability, and readiness to welcome a child into the family.
- 4. To write an engaging and authentic family profile, be honest and genuine about who your family is. Highlight your strengths but also be open about your challenges and how you overcome them. Use descriptive language to paint a vivid picture of your family life, and include personal anecdotes that reflect your values and traditions. Incorporating photos can also make the profile more relatable and visually appealing.
- 5. To reflect the diversity and uniqueness of your family, focus on the specific traditions, values, and experiences that make your family distinct. Celebrate the different backgrounds, cultures, or beliefs within the family, and highlight how these contribute to your family's identity. Be sure to include the voices of all family members, ensuring that everyone's perspective is represented.

- 6. Photos and visuals play a significant role in a family profile by making it more engaging and relatable. They provide a glimpse into the family's daily life, showcasing moments of togetherness, celebrations, and everyday activities. Including images of your home, community, and any special events or traditions can help convey the warmth and atmosphere of your family, making the profile more memorable.
- 7. Creating a family profile can help strengthen family bonds by encouraging members to reflect on their shared values, traditions, and experiences. The process of compiling the profile can foster communication, as family members discuss what aspects of their life they want to highlight. It can also serve as a reminder of the family's strengths and unity, reinforcing a sense of belonging and togetherness.
- 8. Challenges in creating a family profile might include balancing different perspectives, deciding which details to include, and representing the family authentically. These can be addressed by involving all family members in the process, ensuring that everyone's voice is heard. It's also important to stay focused on the profile's purpose and to be selective about what information is most relevant and meaningful.
- 9. It's important to update a family profile periodically because families grow and change over time. New family members may be born or join the family, and significant life events such as moves, job changes, or the adoption of new pets may occur. Regular updates ensure that the profile remains accurate and reflects the current dynamics, values, and experiences of the family.
- 10. Tailoring a family profile involves focusing on the aspects most relevant to its intended purpose. For personal reflection, the profile might emphasize personal growth, family traditions, and milestones. In adoption contexts, the focus would be on showcasing the family's readiness to welcome a child, including their parenting philosophy and home environment. For social services, the profile might need to be more factual, highlighting the family's stability, resources, and support systems. Adjusting the tone, content, and level of detail helps ensure that the profile meets the specific needs of each context.

Task 2. Read each statement and decide if it is true (T), false (F) based on the passage provided.

- 1. False. While the nuclear family is still common, family structures in Britain have become more diverse, including single-parent families, blended families, and cohabiting couples without children.
- 2. False. It is less common in Britain for extended family members to live together in the same household. However, grandparents and other relatives often play a significant role in family life, even if they live separately.
- 3. True.
- 4. True.
- 5. True.
- 6. False. The average number of children per family in Britain has actually decreased over recent decades, reflecting broader social trends such as delayed parenthood and smaller family sizes.
- 7. False. While some British families do stay in one place for extended periods, it is not uncommon for families to move for reasons such as job changes, education, or housing needs.
- 8. True.

Task 3. Fill in the blanks with the correct words from the list provided.

- 1. nuclear
- 2. extended, grandparents
- 3. urban
- 4. Civil
- 5. Co-habitation
- 6. average

- 7. Sunday
- 8. flexible

6.2. Family in Britain

Task 2. Answer the questions and discuss them with your group.

- 1. Sample Answer: Family structures in Britain have diversified significantly over the past few decades. While the traditional nuclear family used to be the predominant model, now there are various forms such as single-parent families, reconstituted (step) families, and extended families. These changes are due to higher divorce rates, changes in societal attitudes towards marriage and cohabitation, and economic factors influencing living arrangements.
- 2. Sample Answer: Single-parent families in Britain often face financial difficulties, challenges in balancing work and childcare, and social stigma. The government provides support through financial assistance programs, childcare provisions, and housing benefits to help single parents manage these challenges. These measures are aimed at ensuring that single-parent families have access to the resources they need to thrive.
- 3. Sample Answer: Reconstituted families manage complexities by fostering open communication, establishing clear family rules, and promoting mutual respect among all family members. It's important for step-parents to build positive relationships with step-children and for biological parents to maintain their roles while supporting the new family dynamics. Counseling and family therapy can also be beneficial in addressing specific issues that arise.
- 4. Sample Answer: The resurgence of extended families in Britain has provided additional support systems within the family unit, such as shared childcare and eldercare responsibilities. This multigenerational living arrangement can alleviate financial pressures, offer emotional support, and strengthen family bonds. However, it can also lead to conflicts over space and privacy, requiring careful negotiation and understanding among family members.
- 5. Sample Answer: Societal attitudes towards different family structures in Britain have become more accepting and inclusive over time. There is a growing recognition that families can come in many forms, each with its own strengths and challenges. This broader understanding has helped reduce stigma and promote a more supportive environment for all types of families.
- 6. Sample Answer: Understanding and accepting the diversity of family structures is crucial for fostering an inclusive society where all individuals feel valued and supported. It helps to break down stereotypes and prejudices, promoting equality and respect. Recognizing the varied ways families can function allows for better social policies and community support systems that cater to everyone's needs.
- 7. Sample Answer: Economic factors greatly influence family living arrangements in Britain. Housing costs, employment opportunities, and the availability of childcare can determine whether families live in nuclear, single-parent, or extended family setups. For example, high housing costs might lead to multigenerational living arrangements as a way to share expenses and provide mutual support.
- 8. Sample Answer: Benefits of multigenerational living arrangements include shared financial responsibilities, enhanced support for childcare and eldercare, and strengthened family bonds. Potential drawbacks include conflicts over privacy and space, differences in lifestyle preferences, and the stress of navigating complex family dynamics. Effective communication and mutual respect are key to managing these challenges.

Task 3. Match each term with its correct definition.

1. A. Nuclear family

- 2. E. Single-parent family
- 3. G. Reconstituted family
- 4. I. Extended family
- 5. C. Societal attitudes
- 6. B. Financial assistance
- 7. D. Multigenerational living
- 8. F. Acceptance
- 9. J. Stepfamily
- 10. H. Challenges

Task 4. Do the comprehension question tests.

- 1.C
- 2.D
- 3.B
- 4.B
- 5.B
- 6.B
- 7.B
- 8.B

6.3. Inclusive Attitudes Towards Family Structures in Britain

Task 1. Match each paragraph with the appropriate heading from the list below.

- B. 1. The Rise of Single-Parent Households
- A. 2. Evolution of Family Structures
- D. 3. The Role of Extended Families
- C. 4. Challenges Faced by Reconstituted Families
- E. 5. Inclusive Attitudes Towards Family Structures

Task 2. Read each statement and decide if it is true (T), false (F) or not given (NG) based on the passage provided.

- 1. True
- 2. False The passage states that higher divorce rates have contributed to the rise in single-parent households.
- 3. True
- 4. True
- 5. True
- 6. Not Given The passage does not provide information on whether extended families are less common now than in the past.
- 7. True
- 8. False The passage states that societal attitudes towards family structures in Britain have become more inclusive and accepting.
- 9. Not Given The passage does not mention the financial stability of single-parent families compared to other family structures.
- 10. True

Task 3. Fill in the blanks with the appropriate words from the list below.

- 1. single-parent
- 2. extended
- 3. single-parent
- 4. societal
- 5. acceptance
- 6. financial

- 7. challenges
- 8. stepfamilies
- 9. cultural
- 10. multigenerational

Unit 7

7.2. Daily Routine in Britain

Task 1. Read the text 1 and answer the questions.

- 1. The typical workday starts around 9 AM.
- 2. Children usually have their first lesson by 9:30 AM.
- 3. Lunch is typically around 12:30 PM to 1:30 PM.
- 4. Most people finish work around 5 PM.
- 5. Two leisure activities people engage in after work are going to the gym and walking in the park.
- 6. Dinner is typically eaten between 6 PM and 7 PM.
- 7. In the evenings, people usually relax at home, watch TV, or read.
- 8. Many people start preparing for bed around 10 PM.

Task 2. Fill in the blanks with the appropriate words.

- 1.9
- 2. cars
- 3.9:30
- 4. 12:30
- 5. 1:30
- 6.5
- 7. gym
- 8. park
- 9.6
- 10.7
- 11. TV
- 12.10

Task 3. Match each term with its correct definition.

- 1. D. Eating Out
- 2. F. Shopping
- 3. E. Watching TV
- 4. C. Days Out
- 5. B. Reading
- 6. A. Gardening
- 7. G. Going to the Pubs

Task 4. Do the multiple-choice test 1.

- 1. B. 9 AM
- 2. C. 9:30 AM
- 3. C. 12:30 PM to 1:30 PM
- 4. B. 5 PM
- 5. D. All of the above
- 6. B. 6 PM to 7 PM
- 7. C. Relax at home
- 8. B. 10 PM

7.3. British Weekend Activities

Task 1. Read the text 2 and answer the questions.

- 1. A common activity on Saturday mornings in Britain is shopping.
- 2. Football matches usually take place in the afternoon.
- 3. Two quieter activities people might do on Saturdays are visiting a museum and taking a walk in the countryside.
- 4. A typical Sunday lunch in Britain is a traditional Sunday roast, which includes roasted meat, potatoes, and vegetables.
- 5. Three activities families might do on Sunday afternoons are visiting relatives, going for a drive, or enjoying a leisurely walk.

Task 2. Fill in the blanks with the appropriate words.

- 1. markets
- 2. afternoon
- 3. church
- 4. Sunday
- 5. drive

Task 3. Do the multiple-choice test 2

- 1. B. Shopping
- 2. B. Afternoon
- 3. C. Visiting a museum
- 4. C. Sunday roast
- 5. D. All of the above

Task 4. Match each paragraph with the appropriate heading from the list below.

- 1. A 6. Eating Out
- 2. B 8. Days Out
- 3. C 1. Shopping
- 4. D-5. Watching TV
- 5. E 3. Gardening
- 6. F 4. Going to the Pubs
- 7. G 7. Reading
- 8. H 2. Meeting with Friends

7.4. Brief theory

Task 2. Do multiple-choice test about types of cultural context by Edward Hall

- 1. B.
- 2. B.
- 3. C.
- 4. C.
- 5. B.

Task 3. Do a true/false task on the types of cultural context according to Edward Hall's theory:

- 1. False
- 2. True
- 3. True
- 4. False
- 5. False
- 6. True
- 7. False
- 8. False
- 9. False
- 10. True

Task 4. Complete the sentences with the appropriate terms: High-context Culture, Low-context Culture.

- 1. High-context Culture
- 2. Low-context Culture
- 3. High-context Culture
- 4. Low-context Culture
- 5. High-context Culture
- 6. Low-context Culture
- 7. High-context Culture
- 8. Low-context Culture

Task 5. Answer the questions and discuss them.

- 1. High-context and Low-context
- 2. High-context Culture
- 3. Direct and explicit verbal communication
- 4. They prefer to avoid confrontation and use indirect methods.
- 5. China
- 6. Directly and explicitly through spoken or written words
- 7. High-context Culture
- 8. Relationships play a significant role in interpreting the message.
- 9. Messages are generally conveyed with clarity and detail.
- 10. Explicit verbal clarity

Unit 8

8.1.General information

Task 2. Choose the correct answer.

- 1. A
- 2. C
- 3. C
- 4. C
- 5. C
- 6. C 7. A
- 8. B 9. B
- 10. C

Task 3. Read and complete the given sentences:

- 1. C
- 2. A
- 3. C
- 4. B
- 5. B
- 6. A 7. B
- 8. C
- 9. B
- 10. D

Task 4. Complete and choose the correct answer or fill in the blank.

- 1. The United Kingdom of Great Britain and Northern Ireland
- 2. The Prime Minister

3. The Buckinghm Palace 4.B 5.C 6.Edingburgh 7.Loch Ness 8. Tower of Bridge 9.A 10.Straitford – upon – Avon Task 5. Read statements and write if they are True or False. 1.True 2.False 3.False 4.False 5.True 6.True 7.False 8.True 9.False 10.True Task 6. Guess and match the pictures with the words. 1.Nelson's Column 2.The Tower of London 3.Big Ben 4. Westminster Abbey 5.The Tower of Bridge 6.Buckingham Palace 7.London Eye 8. The British Museum 9. The House of Parliament 8.2. The United Kingdom of Great Britain and Northern Ireland **8.2.1. England** Task 2. Complete and choose the correct answer or fill in the blank. 1.B 2.B 3.A 4.D 5.D 6.D 7.C 8.B 9.A 10.D Task 3. How do you know London? Answer the questions. 1. Oxford 2. Buckingham Palace 3. Circus 4. The City 5. Museum

- 6. The Regent's park
- 7. Buckingham Palace
- 8. Church and cemetery
- 9. Westminster Abbey
- 10, 214
- 11.British museum
- 12. Capital and big city
- 13.9.748.000 people
- 14.In England
- 15. The City, the Westminster, the West End, the East End

Task 4. Match the description with the sight.

- 1. F
- 2. E
- 3. B
- 4. D
- 5. C
- 6. A

Task 5. Guess and match the pictures with the words.

- 1.The Royal Albert Hall
- 2. The British Musuem
- 3. Westminister Abbey
- 4.Buckingham Palace
- 5. Saint Paul's Cathedral
- 6.The National Gallery
- 7. Tower Bridge
- 8. Trafalgar square
- 9. The Palace of Westminister
- 10.Madame Tussaud's Museum
- 11. The Tower of London
- 12. Hyde Park
- 13.The Gherkin
- 14.Harrods
- 15. The London Eye
- 16.10 Downing Street

8.2.2. Scotland

Task 2. Match each paragraph with the appropriate heading from the list below.

- 1. B
- 2. C
- 3. E
- 4. F
- 5. A
- 6. G

Task 3. Do the multiple-choice test.

- 1. A
- 2. B
- 3. C
- 4. B
- 5. B

- 6. C
- 7. C
- 8. D
- 9. D
- 10. A

Task 4. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

- 1. False. The national animal is the unicorn.
- 2. True
- 3. False. Scotland has never hosted the Summer Olympics.
- 4. False. English is the official language, although Gaelic is also spoken.
- 5. True
- 6. False. Loch Morar is the deepest lake in Scotland.
- 7. True
- 8. False. The Royal Mile is in Edinburgh.
- 9. False Kilts are traditionally worn by men.
- 10. False The currency used in Scotland is the British Pound Sterling.
- 11. False. Robert Burns was born in the 18th century, specifically in 1759.
- 12. True
- 13. True
- 14. False. Haggis is a traditional Scottish dish.
- 15. True

8.2.3. Wales

Task 2. Do the multiple-choice test.

- 1. B
- 2. C
- 3. B
- 4. A
- 5. B 6. C
- 7. C
- 8. D
- 9. C
- 10. A

Task 3. Match each paragraph with the appropriate heading from the list below.

- 1. C Historic Castles
- 2. D Natural Landscapes
- 3. E Traditional Welsh Cuisine
- 4. A The Capital of Wales
- 5. B The Welsh Language
- 6. F Welsh Festivals and Events

Task 4. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

- 1. True
- 2. False The Welsh language is spoken by about 19% of the population, not over half.
- 3. False Snowdon is the highest peak in Wales and the second-highest in the UK, after Ben Nevis.
- 4. True
- 5. True

- 6. True
- 7. True
- 8. False The Senedd Cymru is located in Cardiff, not Swansea.
- 9. True
- 10. True

Task 5. Read the passage below and fill in the gaps with the given appropriate words.

- 1. Cardiff
- 2. castles
- 3. Snowdon
- 4. Eisteddfod
- 5. Laverbread
- 6. rural
- 7. Senedd
- 8. Rugby
- 9. David
- 10. Severn

Task 6. Guess and match the pictures with the words by putting number of the pictures.

- 1. P. Tour the filming locations of Doctor Who
- 2. A. Enter a fairytale at Castle Coch
- 3. G. Stroll through Cardiff City Hall
- 4. L. Gain knowledge at The Museum of Cardiff
- 5. F. Feed your curiosity at Techniquest
- 6. M. Catch a game at Cardiff City Stadium
- 7. D. Cheer on at Principality Stadium
- 8. C. Go fishing at Roath Park
- 9. H. Visit "Vintage" records store
- 10. N. Go while water rafting at Cardiff International
- 11. E. Tour the city in a boat
- 12. K. Give in to the music at St.David's Hall
- 13. I.Bar crawl in the city
- 14. O. Take in the beauty of the Senedd
- 15. B. Admire Cardiff Castle's wondrous architecture

8.2.4. Northern Ireland

Task 2. Do the multiple-choice test.

- 1. A.
- 2. C.
- 3. A.
- 4. B.
- 5. C.
- 6. A.
- 7. B. 8. A.
- 9. A.
- 10. C.

Task 3. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

- 1. True
- 2. False (The Ulster Museum is located in Belfast)

- 3. True 4. True 5. False 6. True
- o. True
- 7. True
- 7. Truc
- 8. False (Scotch whisky is from Scotland; Northern Ireland is known for Irish whiskey)
- 9. True
- 10. True

Task 4. Find the word or phrase which is used to mean or describe:

- 1. cliffs
- 2. rural
- 3. smog
- 4. global warming
- 5. The Fens
- 6. The Gorbals

8.3. Culture of the UK from 6 dimensions of Geert Hofstede

Task 2. Match each heading with the correct description of the UK culture based on Hofstede's six dimensions.

- 1. A. Individualism
- 2. B. Power Distance
- 3. C. Masculinity
- 4. D. Uncertainty Avoidance
- 5. E. Indulgence
- 6. F. Long-Term Orientation

Task 3. Read and identify True / False statements on Culture of the UK from Hofstede's Six Dimensions

- 1. True
- 2. False
- 3. True
- 4. False
- 5. False
- 6. True
- 7. False
- 8. False
- 9. True
- 10. True

Task 4. Match each term with its correct definition.

- 1. Individualism B
- 2. Power Distance E
- 3. Masculinity C
- 4. Uncertainty Avoidance A
- 5. Long-Term Orientation F
- 6. Indulgence D

Task 5. Do the multiple-choice test on Culture of the UK from Hofstede's Six Dimensions

- 1. B
- 2. B
- 3. C

- 4. B
- 5. A
- 6. B
- 7. A
- 8. B
- 9. C
- 10.B

Subunit 8.1

8.1.1. General information

Task 2. Reread the text more carefully and complete the given sentences.

- 1. A
- 2. B
- 3. B
- 4. A
- 5. C
- 6. D
- 7. A
- 8. C
- 9. D
- 10. B

Task 3. Do the multiple-choice test.

- 1. B
- 2. C
- 3. B
- 4. B
- 5. C

8.1.2. Characteristics of Americans/American Culture

Task 2. Match the name of the landmarks of the USA with its definition.

- 1. D. The Iconic Statue (Statue of Liberty)
- 2. E. The Historic Independence Site (Independence Hall)
- 3. B. The Famous Bridge (Golden Gate Bridge)
- 4. C. The Entertainment Capital (Las Vegas)
- 5. H. The Largest Canyon (Grand Canyon)
- 6. A. The National Monument (Washington Monument)
- 7. F. The Presidential Residence (White House)
- 8. N. The National Park (Yellowstone National Park)
- 9. I. The Ancient Ruins (Mesa Verde)
- 10. J. The Symbol of Freedom (9/11 Memorial)

Task 3. Read each statement and decide if it is true (T) or false (F) based on the passage provided above.

- 1. True
- 2. False (The Golden Gate Bridge is painted "International Orange.")
- 3. True
- 4. True
- 5. False (Mount Rushmore features the faces of four US Presidents.)
- 6. True
- 7. False (The Gateway Arch is in St. Louis.)
- 8. True

- 9. False (The Space Needle is in Seattle.)
- 10. False (The Grand Canyon was formed by the Colorado River.)

Task 4. How do you know the USA?

- 1.-Washington
- 2. George Washington
- 3.-13
- 4.-Philadelphia
- 5. in New York
- 6. –Potomac
- 7. Ronald Reagan
- 8. Alaska
- 9. -Los Angeles
- 10. Harvard
- 11.-Broadway
- 12. –Mark Twain
- 13. -The White House
- 14.- the Bald Eagle
- 15. –The Statue of Liberty

Task 5. Guess and match the pictures with the words.

- 1. I. The Modern Marvel
- 2. G. The Historic Route
- 3. B. The Historic Battlefield
- 4. E. The Entertainment Venue
- 5. A. The Scenic Coastal Highway
- 6. H. The Cultural Landmark
- 7. C. The National Wonder
- 8. D. The Skyscraper Symbol
- 9. F. The Historic Gateway

8.1.3. Culture of the USA from

6 dimensions of Geert Hofstede

Task 2. Do the multiple-choice test on Culture of the USA from Hofstede's Six Dimensions

- 1. B
- 2. B
- 3. C
- 4. B
- 5. D
- 6. B
- 7. A
- 8. B 9. C
- 10. B

Task 3. Fill in the blanks with the correct terms from the list below. Each term can be used only once.

- 1. Individualism B
- 2. Power Distance E
- 3. Masculinity C
- 4. Uncertainty Avoidance A
- 5. Long-Term Orientation F

6. Indulgence – D

Task 4. Match each heading with the correct description of the USA's culture based on Hofstede's six dimensions.

- 1. Individualism
- 2. Power Distance
- 3. Masculinity
- 4. Uncertainty Avoidance
- 5. Long-Term Orientation
- 6. Indulgence

Task 5. Read each statement and decide if it is true (T) or false (F) based on on Culture of the USA from Hofstede's Six Dimensions

- 1. True
- 2. False
- 3. True
- 4. False
- 5. True
- 6. True
- 7. False
- 8. False
- 9. True
- 10. True

Task 6. Discussion questions on Culture of the USA from Hofstede's Six Dimensions.

- 1. The high level of Individualism in the USA influences workplace culture by emphasizing personal achievement and individual goals. Employees are encouraged to be self-reliant, take initiative, and pursue their own career aspirations. This often leads to a competitive environment where personal success and innovation are highly valued.
- 2. The low Power Distance score in the USA suggests a preference for equality and flat organizational structures. Leaders and managers are often more approachable and encourage open communication and collaboration. Employees are expected to voice their opinions and contribute to decision-making processes, leading to a more democratic and inclusive workplace culture.
- 3. The high Masculinity score in the USA indicates a society that values competition, achievement, and success. This can affect gender roles by promoting traditional views where assertiveness and competitiveness are often seen as desirable traits. In the workplace, there is a strong focus on performance and material success, and employees are often motivated by recognition and financial rewards.
- 4. The moderate score on Uncertainty Avoidance in the USA reflects a culture that is relatively comfortable with ambiguity and change. This openness to new ideas fosters innovation and encourages risk-taking in business. Companies are more likely to invest in new ventures and technologies, and there is a greater tolerance for failure as part of the learning process.
- 5. The low score on Long-Term Orientation indicates that Americans tend to focus on short-term goals and immediate results. There is a strong emphasis on quick wins and rapid success, which can lead to a more dynamic and fast-paced business environment. Long-term planning may be less prioritized, with more emphasis placed on flexibility and adaptability to changing circumstances.

6. The high score on Indulgence suggests that American culture values personal freedom, leisure, and the enjoyment of life. This is reflected in a lifestyle that prioritizes pleasure, entertainment, and consumerism. People are encouraged to pursue their desires and live in the moment, which can be seen in the strong emphasis on individual happiness and well-being.

Subunit 8.2.

8.2.1. General information

Task 2. Read the text "Canada" again and say which of the two is right.

- 1. Indian
- 2. Russia
- 3. south
- 4. 10 provinces and 3 territories
- 5. Forests
- 6. governor-general
- 7. English or French

Task 3. Try to answer the questions.

- 1. Its total land area is about 10 mil.sq. km.
- 2. The flag of Canada is red and white
- 3. English and French
- 4. the Maple Leaf.
- 5. Indigenous people (Inuits and)
- 6. in Calgary in 1988, and in Vancouver in 2010
- 7. grains, soybeans and feeds
- 8. Ontario
- 9. Quebec
- 10. wigwam and igloo

Task 4. Complete the sentences:

- 1. «a number of huts».
- 2. Canada
- 3. Ottawa
- 4. the Maple Leaf.
- 5. Canadian dollar
- 6. Toronto, Montreal, Vancouver, Ottawa, Calgary
- 7. crude oil and natural gas
- 8. moose, black bears, beavers, Canadian jays, Canadian lynx...

Task 5. Choose the right answer.

- 1. B
- 2. A
- 3. C
- 4. B
- 5. C

Task 6. Guess and match the pictures with the words.

- 1. Banff National Park
- 5. Montreal
- 2. Niagara Falls
- 3. Ottawa
- 4. Toronto
- 6. Prince Edward Island

- 7. Calgary
- 8. Vancouver

8.2.2. Ottawa

Task 2. Match the words (1-5) with their correct definitions (A-E):

- 1. B. A historic site and complex of buildings housing the Parliament of Canada.
- 2. E. A canal in Ottawa that becomes the world's largest skating rink in winter.
- 3. A. A major outdoor market and entertainment district in Ottawa.
- 4. D. A prominent Canadian art museum featuring works from various Canadian artists.
- 5. C. A large national park located just outside Ottawa, known for its hiking and scenic views.

Task 3. Try to answer the questions.

- 1. Parliament Hill is the political and cultural heart of Ottawa, housing the Parliament of Canada. It is the site of national celebrations and political events and features iconic Gothic Revival architecture.
- 2. The Rideau Canal is famous in winter because it transforms into the world's largest naturally frozen skating rink, attracting thousands of visitors and locals to skate along its scenic route.
- 3. Ottawa became the capital of the Province of Canada in 1857, chosen by Queen Victoria. Its strategic location between Toronto and Montreal, and along the border of English- and French-speaking Canada, helped unite the country and serve as a neutral ground.
- 4. By Ward Market is one of Ottawa's oldest and largest public markets. It is unique for its vibrant atmosphere, featuring a mix of farmers' markets, artisan shops, restaurants, and nightlife, making it a hub of activity year-round.
- 5. Gatineau Park offers Ottawa residents a vast natural area for recreational activities such as hiking, cycling, swimming, skiing, and wildlife watching. Its proximity to the city provides an accessible escape to nature and promotes outdoor living.
- 6. The National Gallery of Canada holds one of the most important collections of Canadian and Indigenous art, showcasing the nation's artistic heritage and promoting cultural understanding and appreciation.
- 7. The Canadian Tulip Festival, held annually in Ottawa, celebrates the city's international friendship with the Netherlands. It features millions of tulips, symbolizing peace and friendship, and attracts visitors with its vibrant displays and cultural events.
- 8. Ottawa's bilingual nature, with both English and French widely spoken, reflects Canada's multicultural identity. This fosters a diverse and inclusive environment, influencing everything from education and government to arts and everyday life.

Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. True
- 2. False. Ottawa is not the largest city by population; Toronto holds that title. Ottawa is the fourth largest city in Canada.
- 3. True
- 4. False. The By Ward Market is one of Ottawa's oldest markets, established in 1826.
- 5. False. Gatineau Park is located just outside Ottawa, in the province of Quebec.
- 6. True
- 7. True.

8. False. While the National Gallery of Canada has European art, it is particularly known for its collection of Canadian and Indigenous art. 9. False. Ottawa was chosen as the capital of Canada by Queen Victoria. 10. True Task 5. Do the multiple-choice test: on Amazing Ottawa 2. C 3. C 4. C 5. B 6. C 7. C 8. C 9. C 10. C 8.2.3. Culture of Canada from 6 dimensions of Geert Hofstede Task 2. Match the headings (1-6) with their correct descriptions (A-F): 1. A. 2. B. 3. D. 4. C. 5. E. 6. F. Task 3. Read each statement and decide if it is true (T) or false (F).based on Culture of Canada (Geert Hofstede's Six Dimensions) 1. False. Canada has a low score in Power Distance, indicating a preference for egalitarianism and decentralized decision-making. 2. True 3. False. Canada's low Masculinity score indicates a society that prioritizes quality of life and caring for others over competitiveness and material success. 4. True 5. False. Canada scores low in Long-Term Orientation, indicating a focus on the present and short-term achievements rather than long-term planning. 6. True Task 4. Do the multiple-choice test based on Culture of Canada (Geert Hofstede's Six Dimensions)

- 1. C.
- 2. B.
- 3. C.
- 4. C.
- 5. B.
- 6. C.

Task 5. Fill in the gaps with the appropriate terms:

- 1. low
- 2. egalitarianism
- 3. Individualism
- 4. quality
- 5. competitiveness

- 6. ambiguity
- 7. present
- 8. leisure

Task 6. Discussion questions based on Culture of Canada (Geert Hofstede's Six Dimensions)

- 1. Canada's low Power Distance score suggests a preference for egalitarianism and decentralized decision-making. This means that workplace relationships are generally more collaborative, with less emphasis on hierarchy. Managers are more likely to involve employees in decision-making processes, and there is an expectation of mutual respect and open communication across all levels of an organization.
- 2. High Individualism in Canada manifests in a strong emphasis on personal freedom, individual rights, and self-reliance. People are encouraged to pursue their personal goals and express their individual opinions. Social and business interactions often prioritize individual achievements and personal initiative, and there is a strong sense of privacy and personal responsibility.
- 3. Canada's low Masculinity score reflects a cultural value system that prioritizes quality of life, equality, and caring for others over competitiveness and material success. Gender roles are more fluid and egalitarian, with a strong emphasis on gender equality and social welfare. Social behavior tends to be more cooperative than confrontational, and there is significant support for policies that promote work-life balance and social support systems.
- 4. Canada's moderate Uncertainty Avoidance score indicates a balanced approach to ambiguity and risk. Canadians are relatively comfortable with change and innovation, but they also value stability and adherence to established rules. This balance allows for a culture that supports innovation and new ideas while maintaining a sense of security and reliability through regulations and structured processes.
- 5. Canada's low Long-Term Orientation score suggests a focus on the present and short-term achievements rather than long-term planning. This cultural attitude can lead to a greater emphasis on immediate results and flexibility in personal and business decisions. While this may foster adaptability and quick responses to new opportunities, it can also mean less emphasis on long-term goals and sustained efforts towards future outcomes.
- 6. Canada's high Indulgence score reflects a cultural norm that values leisure, enjoyment, and a positive attitude towards life. Canadians generally place a high importance on having fun, enjoying life, and pursuing personal happiness. This can be seen in the widespread participation in recreational activities, a strong consumer culture, and societal support for personal freedom and self-expression. There is also a more relaxed approach to life, with a focus on balancing work and leisure.

Subunit 8.3.

8.3.1. General information

Task 2. Choose the correct answer.

- 1. B
- 2. B
- 3. B
- 4. B
- 5. B
- 6. A

Task 3. How do you know Australia?

- 1. Canberra
- 2. Sydney, Melbourne, Adelaide, Perth, and others

- 3. the river Murray
- 4. It has an area of about 8 mil. Sq.km.
- 5. James Cook
- 6. dingo
- 7. Commonwealth of Australia.
- 8. Summer
- 9. Australia has six states and two territories.
- 10. in July
- 11. Aborigines
- 12. the koala

Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. True
- 2. False. The Great Barrier Reef is located off the coast of Queensland, in northeastern Australia.
- 3. False. Canberra is the capital city of Australia.
- 4. True
- 5. False. The Outback refers to the vast, remote, and sparsely populated inland areas of Australia.
- 6. True
- 7. True
- 8. True
- 9. True
- 10. True

8.3.2. Canberra

Task 2. Guess the name of the cities of Australia.

- 1. Sydney
- 2. Melbourne, Canberra
- 3. Canberra
- 4. North West Victoria
- 5. Sydney
- 6. Sydney

Task 3. Answer the questions.

- 1. James Cook, in 1770
- 2. on 26 January in 1788
- 3. Commonwealth of Australia
- 4. mostly low plateau with deserts, rangelands and a fertile plain in the southeast, mountain ranges in the east and south-east
- 5. The River Murray
- 6. the emu, the kangaroo, the koala, the dingo, the kookaburra, the great white cockatoo.
- 7. Sydney, Melbourne, Brisbane, Perth, Adelaide, Canberra, Hobart, Darwin
- 8. Canberra

Task 4. Guess and match the pictures with the given names of landmarks.

- 1. Uluru
- 2. Sidney Harbour bridge
- 3. Big Merino
- 4. Sidney Opera House
- 5. The Shrine of Remembrance
- 6. The state Library of Victoria
- 7. Aborigine
- 8. Victorian Arts Centre

9. Port Arthur10. Great Barrier Reef

8.3.3. Culture of Australia from 6 dimensions of Geert Hofstede

Task 2. Discussion questions based on Culture of Australia (Geert Hofstede's Six Dimensions)

- 1. Sample Answer: Australia's low score on the Power Distance Index indicates a culture that values equality and minimizes hierarchical barriers. In the workplace, this manifests as flat organizational structures, where communication between different levels is open and accessible. Leadership styles in Australia tend to be more democratic and participative, encouraging employees to voice their opinions and contribute to decision-making processes. This approach fosters a collaborative environment and emphasizes mutual respect regardless of rank.
- 2. Sample Answer: Australia's high individualism score suggests a society that emphasizes personal freedom and individual achievements. In Australian culture, people are encouraged to be self-reliant and pursue their own goals. Interpersonal relationships tend to be based on personal choice rather than obligations to a group, such as extended family. This value on individualism can also be seen in the emphasis on personal responsibility, where success is often attributed to individual effort rather than collective effort.
- 3. Sample Answer: Australia's moderate score on the Masculinity dimension indicates a balance between competitive, achievement-oriented values and a focus on quality of life and care for others. In social norms, this balance can be seen in the coexistence of a strong work ethic and the importance placed on leisure and family time. In the workplace, while there is a drive for success and excellence, there is also a significant focus on employee well-being and work-life balance. This balanced approach encourages both competitiveness and cooperation.
- 4. Sample Answer: Australia's low score on the Uncertainty Avoidance Index indicates a culture that is comfortable with ambiguity and uncertainty. This openness to the unknown fosters a high level of innovation and risk-taking. Australians are generally more willing to try new ideas and approaches, which can lead to a dynamic and entrepreneurial business environment. The acceptance of uncertainty also means that Australians are more adaptable to change and more flexible in their problem-solving methods.
- 5. Sample Answer: Australia's normative orientation, reflected by a low Long-Term Orientation score, suggests a focus on short-term results and a preference for maintaining established traditions. In business practices, this often translates to an emphasis on achieving quick outcomes and immediate rewards rather than long-term planning and perseverance. Culturally, Australians tend to value tradition and stability, and there is a strong focus on the present. This can also be seen in the importance placed on enjoying life and making the most of current opportunities.
- 6. Sample Answer: Australia's high score on the Indulgence dimension indicates a culture that places a high value on enjoying life and having fun. This is reflected in the societal lifestyle, where there is a strong emphasis on leisure activities, socializing, and spending time with family and friends. Australians tend to have a positive outlook on life and are generally more optimistic. The high level of indulgence also means that there is a greater emphasis on personal freedom and self-expression, with people feeling free to pursue their desires and enjoy various forms of entertainment.

Task 3. Read each statement and decide if it is true (T) or false (F).based on Culture of Australia (Geert Hofstede's Six Dimensions)

- 1. False. Australia has a low Power Distance Index, reflecting a preference for equality and a more democratic approach in hierarchical structures.
- 2. True

- 3. True
- 4. False. A low score on the Uncertainty Avoidance Index indicates that Australians are comfortable with ambiguity, flexible, and open to new ideas and changes.
- 5. True
- 6. False. A high Indulgence score indicates a culture that values enjoying life, personal freedom, and leisure activities.

Task 4. Do the multiple-choice test based on Culture of Australia (Geert Hofstede's Six **Dimensions**)

- 1. B
- 2. C
- 3. B
- 4. C
- 5. B
- 6. B

Subunit 8.4

8.4.1. General information

Task 2. Answer the questions.

- 1. New Zealand is situated south-east of Australia
- 2. Wellington
- 3. English
- 4. English
- 5. The King Charles IV
- 6. The Prime Minister
- 7. Before Europeans the Maori lived there.
- 8. agriculture, manufacturing, and service industries

Task 3. Do the multiple-choice test based on Culture of New Zealand.

- 1. B
- 2. A
- 3. B
- 4. D
- 5. A
- 6. A
- 7. C
- 8. B
- 9. B
- 10. B
- 11. D
- 12. A 13. B
- 14. C
- 15. A

Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. True
- 2. True
- 3. True
- 4. True
- 5. True
- 6. True

- 7. True
- 8. True

8.4.2. Capital of New Zealand

Wellington

Task 2. How do you know New Zealand?

- 1.Wellington
- 2. Maoris
- 3.Okiato
- 4. Abel Tasman
- 5. Kiwi
- 6.Kiwis

Task 3. Match each landmark with its description:

- 1. C. Te Papa Tongarewa
- 2. E. Wellington Cable Car
- 3. B. Beehive
- 4. D. Mount Victoria Lookout
- 5. A. Cuba Street

Task 4. Read each statement and decide if it is true (T) or false (F).

- 1. True
- 2. False
- 3. True
- 4. True
- 5. True
- 6. True
- 7. True
- 8. True

8.4.3. Culture of New Zealand from 6 dimensions of Geert Hofstede

Task 2. Read each statement and decide if it is true (T) or false (F).based on Culture of New Zealand (Geert Hofstede's Six Dimensions)

- 1. False. New Zealand has a low power distance, emphasizing equality and a less hierarchical society
- 2. False. New Zealand scores high on individualism, emphasizing personal freedom and self-reliance
- 3. False. New Zealand has a more feminine culture, prioritizing cooperation, modesty, and caring for others
- 4. True
- 5. False. New Zealand tends to have a short-term orientation, emphasizing immediate results and enjoying life
- 6. True

Task 3. Do the multiple-choice test based on Culture of New Zealand (Geert Hofstede's Six Dimensions)

- 1. B
- 2. B
- 3. B
- 4. B
- 5. A
- 6. B

Task 4. Try to match the headings to the correct descriptions for New Zealand and the UK cultures based on Geert Hofstede's Six Dimensions.

- 1. A
- 2. B
- 3. C
- 4. D
- 5. E
- 6. F

Task 5. Do the gap-filling task on the culture of New Zealand based on Geert Hofstede's six dimensions.

- 1. low
- 2. high
- 3. low
- 4. low
- 5. short-term
- 6. high

Unit 8.5

8.5.1. General information

Task 2. Try to answer the questions and discuss them.

- 1. Central Asia is home to a diverse range of linguistic groups, primarily including:
- -Turkic languages: Spoken by the majority in countries like Kazakhstan, Kyrgyzstan, Turkmenistan, and Uzbekistan. Key languages include Kazakh, Kyrgyz, Turkmen, and Uzbek.
- -Iranian languages: Mainly spoken in Tajikistan (Tajik) and by minority groups such as the Pamiris in the Gorno-Badakhshan region.
- -Mongolic languages: Spoken by the Mongol minorities in regions like Xinjiang in China and parts of Mongolia that are culturally linked to Central Asia.
- -Russian: Widely spoken as a second language due to the region's history as part of the Soviet Union.
- 2. The Soviet legacy has had a significant impact on the linguistic landscape of Central Asia:
- -Russian as a lingua franca: During the Soviet era, Russian was promoted as the lingua franca across the republics, leading to widespread bilingualism.
- -Educational policies: Soviet education policies emphasized Russian, resulting in generations of Central Asians who are proficient in Russian.
- -Script changes: The Soviet regime implemented script changes to standardize writing systems. For example, many Turkic languages were shifted from the Arabic script to Latin, and then to Cyrillic.
- -Cultural exchange: Russian facilitated cultural and intellectual exchange among the diverse ethnic groups in Central Asia, creating a shared cultural space.
- 3. Minority languages in Central Asia face several challenges:
- -Language shift and loss: Dominance of national languages and Russian often leads to language shift, where speakers of minority languages gradually adopt the majority language.
- -Lack of institutional support: Many minority languages lack official status, leading to limited resources for education, media, and literature in these languages.
- -Globalization: The spread of global languages like English can further marginalize minority languages.
- -Urbanization: Migration to urban areas, where dominant languages are more prevalent, can result in the decline of minority language use.
- 4. Post-independence, Central Asian countries have taken several measures to promote their national languages:

- -Language laws: Many countries have enacted laws to prioritize their national languages in government, education, and media.
- -Educational reforms: Schools and universities have shifted to teaching primarily in the national language, although Russian and other languages are still taught.
- -Media and literature: There is increased production
- -Cultural revival: Efforts to revive and promote national cultures often include language revitalization projects and the promotion of traditional arts and folklore.
- 5. Regional organizations play a crucial role in fostering linguistic and cultural cooperation in Central Asia:
- -Cultural exchange programs: Organizations like the Commonwealth of Independent States (CIS) and the Shanghai Cooperation Organization (SCO) promote cultural exchange programs that include language learning initiatives.
- -Educational collaboration: Regional cooperation often includes agreements to recognize each other's educational qualifications and promote language learning among member states.
- -Joint cultural projects: Collaborative cultural projects and festivals celebrate the linguistic and cultural diversity of the region, encouraging mutual understanding and respect.
- -Policy dialogue: Regional forums provide a platform for dialogue on language policies, minority rights, and cultural preservation, helping to harmonize efforts across countries.

Task 3. Read each statement and decide if it is true (T) or false (F).

- 1. True
- 2. False. Tajik is an Iranian language
- 3. False. Russian is still widely spoken as a second language
- 4 True
- 5. False. Uzbek, a Turkic language, is the primary language spoken in Uzbekistan
- 6. True
- 7. False. Some countries still use the Cyrillic script
- 8. True
- 9. True
- 10. False. Globalization can affect linguistic diversity by promoting dominant global languages like English
- 11. False. National languages are now primarily used, although Russian is still taught and used
- 12. False. Turkmen is a Turkic language
- 13. True
- 14. False. Many minority languages face challenges and lack institutional support
- 15. False. Regional organizations do promote linguistic and cultural cooperation

Task 4.Do the matching task with words related to the linguistic groups of Central Asia and their definitions:

- 1. A.
- 2. J.
- 3. C.
- 4. E.
- 5. B.
- 6. G.
- 7. D.
- 8. F.
- 9. H.
- 10. I.

8.5.2. Cultural Icons of Central Asia

Task 2. Try to answer to some quiz questions about cultural icons of Central Asia: 1. Uzbekistan 2. Timur (Tamerlane) 3. Yurt (or Ger) 4. The Epic of Manas 5. All Central Asian countries celebrate Navruz, but it is particularly significant in Tajikistan. 6. Avicenna (Ibn Sina) 7. Dombra 8. Akhal-Teke 9. Abai Ounanbaiuly 10. Nur-Sultan (formerly known as Astana) Task 3. Match the cultural icons with their corresponding descriptions. 1. Timur (Tamerlane) – B 2. Yurt (Ger) – A 3. The Epic of Manas – I 4. Navruz (Nowruz) –E 5. Avicenna (Ibn Sina) –G 6. Dombra – C 7. Akhal-Teke – J 8. Abai Qunanbaiuly – D 9. Samarkand – F 10. Nur-Sultan (Astana) – H Task 4. Read the statements and do true/false task on cultural icons such as horses, falcons, carpets, and embroidery of the Central Asian people: 1. True 2. True 3. True 4. True 5. True 6. True 7. True 8. False (The Tajikistan national sport is not yak racing; horse-related sports are more common) 9. False (Falconry has significant historical and cultural importance in Central Asia) 10. False (Kumis is made from fermented mare's milk, not camel milk)

Task 5. Try to do some multiple-choice tests about cultural icons like horses, falcons, carpets, and embroidery of the Central Asian people:

1. B

2. B

3. B

4. B

5. B

6. B

7. B

8. B

9. C

9. C

10. B

Task 6. Try to do a gap-filling task on cultural icons of the Central Asian people:

1. Akhal-Teke

- 2. Kumi
- 3. falcons
- 4. carpets
- 5. Suzani
- 6. Dombra
- 7. Buzkashi
- 8. assembled and disassembled
- 9. Shyrdak
- 10. Silk

8.5.3. Culture of Central Asia from 6 dimensions of Geert Hofstede

Task 2. Try to answer the questions and discuss them.

- 1. High Power Distance in Central Asian cultures means that there is a significant acceptance of hierarchical order without much question. In the workplace, this translates to clear hierarchies where subordinates are unlikely to challenge or question the authority of their superiors. Decision-making is typically centralized, and employees expect to be directed rather than take initiative. In family structures, this can be seen in the respect and authority granted to elders and parents, with younger family members expected to obey and respect the decisions and opinions of their elders.
- 2. Collectivism in Central Asian cultures places a high value on group cohesion and loyalty. Socially, this means that individuals are expected to prioritize the needs and goals of their family, community, or group over personal desires. Professional relationships are also influenced by this collectivist mindset, with an emphasis on teamwork, group harmony, and mutual support. Loyalty to one's group or organization is highly valued, and social networks and connections often play a critical role in professional advancement and success.
- 3. High Uncertainty Avoidance in Central Asian cultures leads to a preference for clear rules, regulations, and predictable situations. Decision-making processes tend to be cautious and risk-averse, with a strong reliance on established procedures and policies to minimize uncertainty. There is a general preference for stability and consistency, and significant changes or innovations may be met with resistance. This cultural dimension fosters an environment where planning and preparation are prioritized to reduce the potential for unexpected outcomes.
- 4. Masculinity in Central Asian cultures emphasizes competition, achievement, and material success. This can influence gender roles by promoting traditional expectations where men are seen as the primary breadwinners and are encouraged to be assertive, ambitious, and competitive. Women, on the other hand, may be expected to focus on family, nurturing roles, and maintaining the household. Societal expectations often uphold these gender roles, and success is frequently measured by one's achievements and status, particularly in professional and public spheres.
- 5. Long-Term Orientation in Central Asian cultures reflects a focus on future rewards, perseverance, and thrift. This cultural dimension fosters values such as patience, hard work, and forward-thinking. People are encouraged to plan for the long term, invest in their education and future, and be frugal with resources. Traditions and cultural heritage are respected, but there is also an openness to adapt and change in order to achieve long-term goals. This outlook can be seen in the emphasis on saving, long-term investments, and the importance of maintaining strong relationships for future benefits.
- 6. Restraint in Central Asian cultures emphasizes strict social norms and controlled gratification of desires. This means that people tend to adhere to societal expectations and rules, and there is a focus on self-discipline and modesty. Public displays of emotion or excessive indulgence in pleasures are often frowned upon, and individuals are encouraged to control their impulses and behave in a socially acceptable manner. This cultural dimension fosters a lifestyle that values hard work, modesty, and

adherence to traditional values and norms, often prioritizing long-term well-being over immediate gratification.

Task 3. Read and do true/false statements based on the cultural dimensions of Geert Hofstede applied to Central Asian cultures.

- 1. True
- 2. True
- 3. True
- 4. False Central Asian cultures often show higher Masculinity, emphasizing competition, achievement, and success more than cooperation and modesty.
- 5. True
- 6. False Central Asian societies generally have low Indulgence, where there is more emphasis on restraint, strict social norms, and controlled gratification of desires.

Task 4. Do the multiple-choice tests about the culture of Central Asian people based on Geert Hofstede's six cultural dimensions:

- 1. B
- 2. B
- 3. C
- 4. A
- 5. B
- 6. B

Task 5. Try to do a gap-filling task based on the culture of Central Asian people using Geert Hofstede's six cultural dimensions:

- 1. Power Distance
- 2. Collectivism
- 3. Uncertainty Avoidance
- 4. Masculinity
- 5. Long-Term Orientation

Unit 9

9.2. Differences between British and American culture

Task 1. Read the text and answer the questions.

- 1. Language Differences: The British term for the back of a car is "boot," while Americans call it a "trunk."
- 2. Education Systems: Students in the UK take their GCSE exams at the age of 16. In the US, the equivalent stage is high school, with students graduating around the age of 18.
- 3. Cuisine: One traditional British dish is fish and chips, and one traditional American dish is hamburgers.
- 4. Humor: British humor often relies on sarcasm, irony, and understated wit, whereas American humor tends to be more straightforward and slapstick.
- 5. Social Etiquette: British people are known for their politeness and tendency to avoid confrontation, often using indirect language and apologizing frequently. Americans are more direct in their communication style and value assertiveness and straightforwardness.

Task 2. Determine if the statements are True (T), False (F) based on the passage above.

- 1. True
- 2. False In the US, students do not take GCSE exams; they graduate high school around 18 years old.
- 3. True
- 4. False Americans traditionally prefer coffee over tea.

- 5. False British humor is described as relying on sarcasm, irony, and understated wit, while American humor is more straightforward and slapstick.
- 6. False British people are known for their indirect communication style, not direct.

Task 3. Fill in the blanks with the appropriate words from the list below.

- 1. language
- 2. vocabulary
- 3. boot
- 4. subway
- 5. primary
- 6.16
- 7. middle
- 8. college
- 9. chips
- 10. hot dogs
- 11. scones
- 12. coffee
- 13. irony
- 14. slapstick
- 15. confrontation
- 16. straightforwardness

Task 4. Do the multiple-choice test.

- 1. B
- 2. B
- 3. B
- 4. C
- 5. C
- 6. C
- 7. B
- 8. C 9. C
- 10. B

9.3. Differences between cultures

Task 1. Match each definition to the correct vocabulary word.

- 1. B. A British term for the back of a car.
- 2. F. The American term for the back of a car.
- 3. G. A British term for the underground train system.
- 4. A. A type of underground train system in the US.
- 5. E. British exams taken at the age of 16.
- 6. C. A British dish made with minced meat and mashed potatoes.
- 7. J. A form of humor where the intended meaning is opposite to the literal meaning.
- 8. I. The use of words to convey the opposite of their literal meaning, often humorously.
- 9. D. A direct and physical form of comedy often found in American humor.
- 10. H. A situation involving a conflict or dispute.

Task 2. Match each paragraph with the appropriate heading from the list below.

- 1. Food and Drink Preferences C
- 2. Education Structure B
- 3. Communication and Social Norms E
- 4. Entertainment Styles D

5. Linguistic Differences – B

Unit 10

10.2. Traditional British Foods

Task 1. Read the text 1 and answer the questions.

- 1. Eggs, bacon, sausages, beans, toast, and sometimes black pudding.
- 2. Thick-cut fries and often mushy peas.
- 3. Roasted meat, potatoes, vegetables, Yorkshire pudding, and gravy.
- 4. A dish made with minced meat and topped with mashed potatoes.
- 5. Tea, sandwiches, scones with clotted cream and jam, and various pastries.
- 6. Bangers and mash, and hearty stew.

Task 2. Do the multiple-choice test 1.

- 1. A.
- 2. C.
- 3. B.
- 4. A.
- 5. B.
- 6. B.

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided.

- 1. False Traditional British cuisine has evolved significantly over the years.
- 2. True
- 3. False Coffee culture has become prevalent in Britain.
- 4. True
- 5. False Gin and tonic is still widely enjoyed, especially during the summer months.
- 6. False The British still enjoy classic desserts like apple crumble and sticky toffee pudding.
- 7. True

Task 4. Fill in the blanks with the appropriate words from the list below.

- 1. international
- 2. tea
- 3. clotted
- 4. cappuccinos
- 5. ciders
- 6. locally
- 7. Pimm's
- 8. pudding
- 9. organic

10.3. British Beverages

Task 1. Read the text 2 and answer the questions.

- 1 Tea
- 2. With milk and sometimes sugar.
- 3. Earl Grey and English Breakfast.
- 4. Espressos, lattes, and cappuccinos.
- 5. Ales, bitters, and stouts.
- 6. Fermented apple juice.
- 7. Domestic English wines.
- 8. Tonic water.

Task 2. Do the multiple-choice test 2.

- 1. B.
- 2. B.
- 3. B.
- 4. A.
- 5. B.
- 6. B.
- 7. C.
- 8. C.

Task 3. Match each paragraph with the appropriate heading from the list below.

- 1. A 4. Full English Breakfast
- 2. B 3. Fish and Chips
- 3. C 1. Afternoon Tea
- 4. D 6. Sunday Roast
- 5. E 2. British Beer
- 6. F 8. British Cider
- 7. G 5. Gin and Tonic
- 8. H 7. English Wines

Task 4. Match each definition to the correct vocabulary word.

- 1. D. Full English Breakfast
- 2. C. Fish and Chips
- 3. A. Afternoon Tea
- 4. F. Sunday Roast
- 5. B. British Beer
- 6. H. British Cider
- 7. E. Gin and Tonic
- 8. G. English Wines

Unit 11

11.1.General information

Task 2. Do a matching task on identity and politics.

- 1 F (Identity Politics → A form of political activism based on identity groups)
- 2 B (Nationalism \rightarrow A belief in a shared national culture and independence)
- 3 G (Multiculturalism → Support for multiple cultural traditions in a society)
- 4 -D (Populism \rightarrow A political approach opposing elites)
- 5 -I (Civic Identity → Identity based on shared values and participation)
- 6 J (Ethnic Identity → Identity based on ancestry and culture)
- 7 H (Political Ideology → A set of beliefs about government and society)
- 8 E (Social Constructivism → The idea that identities are shaped by society)
- 9 A (Intersectionality → The idea that multiple identities shape experiences)
- 10 C (Sovereignty \rightarrow A state's full control over its affairs)

11.2. Punk rock

Task 2. Do a matching task on Punk Rock.

- 1 J (Punk Rock → A raw, rebellious genre of rock music)
- 2 C (DIY Ethic \rightarrow Promoting self-production and independence)
- $3 A (CBGB \rightarrow A famous NYC punk club)$
- 4 I (The Ramones \rightarrow A pioneering punk band with short, fast songs)
- 5 D (Anarchy in the UK \rightarrow A rebellious punk song by the Sex Pistols)
- 6 B (Hardcore Punk \rightarrow A more aggressive subgenre of punk)
- 7 F (Riot Grrrl \rightarrow A feminist punk movement)

- 8 H (Straight Edge → A punk lifestyle rejecting substances)
- 9 G (The Clash \rightarrow A socially conscious British punk band)
- 10 E (Mohawk \rightarrow A punk hairstyle with upright spikes)

Task 3. Try to fill a gap-filling task based on Punk Rock.

- 1. CBGB
- 2. DIY
- 3. The Ramones
- 4. Hardcore
- 5. The Clash
- 6. Anarchy in the UK
- 7. Riot Grrrl
- 8. Mohawk
- 9. Straight Edge
- 10. Sex Pistols

11.3. Punk rock – A case study in brief

Task 1. Case Study: The Rise and Impact of Punk Rock.

1. Social and Political Factors:

Punk rock emerged as a response to economic struggles, political instability, and dissatisfaction with mainstream music. In the U.K., youth faced high unemployment and political unrest, leading to an antiestablishment attitude. In the U.S., punk was a reaction to the commercialization of rock and the excesses of 1970s arena rock.

2. The DIY Ethic:

The DIY approach encouraged bands to self-produce their music, make their own flyers, and perform in small clubs rather than relying on major record labels. This independence allowed for raw, unfiltered music that expressed the frustrations of youth culture.

3. New York vs. London Punk Scenes:

New York (CBGB): The punk scene was more experimental and artistic, with bands like The Ramones, Patti Smith, and Talking Heads blending different genres. CBGB, a small club in NYC, became the epicenter of this movement.

London: The punk scene in the U.K. was more aggressive and politically charged. The Sex Pistols and The Clash used their music to express anti-establishment views, sparking controversy and media attention.

4. Impact of Key Bands:

The Ramones: Pioneered the fast, stripped-down sound of punk rock.

Sex Pistols: Their rebellious attitude and songs like Anarchy in the UK challenged the British monarchy and social norms.

The Clash: Blended punk with reggae and political messages, making punk music more socially conscious.

5. Influence on Modern Music and Fashion:

Punk rock continues to influence alternative rock, grunge, and even pop-punk. Bands like Green Day and Nirvana were heavily inspired by punk. In fashion, punk's influence is seen in ripped jeans, leather jackets, and DIY aesthetics, which remain popular in streetwear and high fashion.

Unit 12

12.1.General information

Task 2. Read and do true/false statements about various communication models:

- 1. True
- 2. True
- 3. True
- 4. True

- 5. True
- 6. True
- 7. False The Lasswell Model of Communication does consider the effects of the communication on the audience.
- 8. False In the Osgood-Schramm Model of Communication, encoding and decoding are not simultaneous; they occur in a cyclical process.
- 9. True
- 10. True

Task 3. Do a matching headings task on various communication models:

- 1. Transactional Model F
- 2. Barnlund Transactional Model I
- 3. Lasswell Model G
- 4. Aristotle Model J
- 5. Interactive Model E
- 6. Shannon-Weaver Model A
- 7. Berlo's SMCR Model C
- 8. Osgood-Schramm Model H
- 9. Schramm Model B
- 10. Linear Model D

Task 4. Do some multiple-choice tests about various communication models:

- 1. B
- 2. C
- 3. C
- 4. C
- 5. A
- 6. C
- 7. A
- 8. D
- 9. C
- 10. A

12.2. Communication model of Juri Lotman

Task 2. Try to do a matching task on communication models of Juri Lotman.

- 1. Text B.
- 2. Message A.
- 3. Code C.
- 4. Context D.

Task 3. Read the statements and indicate true or false.

- 1. False: According to Lotman, "text" refers broadly to any structured system of communication, not just written texts.
- 2. True
- 3. True
- 4. True
- 5. False: Lotman's model emphasizes the importance of cultural context and collective meaning-making in communication.

Task 4. Try to fill a gap-filling task based on communication models of Juri Lotman.

- 1. text
- 2. text

- 3. code
- 4. context

Task 5. Try to answer the questions on Communication Models of Juri Lotman and discuss them.

- 1. Juri Lotman's communication model includes the concepts of text, message, code, and context. The text refers to the structured form of communication, while the message is the meaningful content conveyed. The code represents the rules and conventions governing communication, and context encompasses the cultural, historical, and situational background influencing communication.
- 2. Lotman distinguishes 'text' as the physical carrier or form of communication, which can include written texts, images, or any structured system. 'Message,' on the other hand, refers to the meaningful content or information conveyed through the text. This differentiation helps in understanding how communication involves both the material form and the semantic content.
- 3. In Lotman's model, 'code' refers to the set of rules and conventions governing the creation and interpretation of messages within a communication system. Understanding the code is crucial because it determines how messages are structured, encoded, and decoded. It highlights the role of shared cultural and symbolic systems in communication processes.
- 4. Lotman emphasizes that communication cannot be fully understood without considering its broader context. Context includes cultural norms, historical references, and situational factors that shape the interpretation of texts and messages. This aspect underscores the dynamic and contextual nature of communication processes.
- 5. Lotman's model suggests that cultural communication practices are deeply embedded within specific codes and contexts. It emphasizes the importance of shared cultural frameworks and symbolic systems in shaping how messages are produced and interpreted within a given cultural milieu. This perspective encourages a nuanced understanding of cultural diversity and the role of context in intercultural communication.

12.3. Electronic interactive communications

Task 2. Match each heading (A-E) with the correct statement (1-5) about electronic interactive communications.

A - 3

B-1

C-2

D-4

E-5

Task 3. Select the most appropriate answer for each question.

1. B

2. D

3. B

4. C

5. C

6. C 7. C

8. C

6. C

9. D

10. C

Task 4. Fill in the blanks with the appropriate words or phrases.

- 1. two-way communication
- 2. Facebook, Twitter
- 3. fast
- 4. privacy
- 5. AI (Artificial Intelligence)

Task 5. Try to answer the questions and discuss them.

- 1/2. Examples include live chat support on websites, social media interactions, video conferencing, and interactive mobile apps. These platforms enable direct interaction between users and organizations, allowing for real-time feedback, personalized communication, and enhanced customer support.
- 3/4. Electronic interactive communications offer several benefits, such as improved customer engagement and satisfaction, faster response times to inquiries and issues, cost-effectiveness compared to traditional communication methods, and the ability to gather valuable data for analytics and customer insights.
- 5/6. Challenges include managing multiple communication channels, ensuring data privacy and security, maintaining consistent user experience across platforms, and handling high volumes of interactions. These challenges can be mitigated through robust cybersecurity measures, clear communication protocols, training for staff handling interactions, and implementing scalable technology solutions.
- 4. AI can enhance electronic interactive communications by automating routine tasks such as customer inquiries, providing personalized recommendations based on user behavior and preferences, analyzing large volumes of data to improve service offerings, and facilitating natural language processing for more human-like interactions. Examples include AI-powered chatbots, predictive analytics for customer behavior, and voice recognition technologies in customer service.
- 7/8. Future trends include further integration of AI for more sophisticated interactions, the rise of augmented reality (AR) and virtual reality (VR) for immersive customer experiences, enhanced data privacy regulations influencing communication practices, and the continued shift towards mobile-first communication strategies. These trends will impact businesses by requiring adaptability to new technologies and providing users with more personalized and engaging interactions.

Task 6. Determine whether each statement is true or false. If false, provide a brief explanation.

- 1. True.
- 2. False. Email newsletters typically involve one-way communication where the sender broadcasts information to recipients without immediate interaction.
- 3. False. Data privacy and security are critical concerns in electronic interactive communications due to the collection and transmission of sensitive information.
- 4. False. AI technologies such as chatbots and predictive analytics are used to improve customer interactions by providing personalized responses and insights.
- 5. False. The future of electronic interactive communications is expected to further integrate mobile-first strategies, leveraging the increasing use of smartphones and mobile apps for communication.

Unit 13

13.1. General information

Task 2. Match the headings with their correct descriptions of the concept.

- 1. Definition E
- 2. Examples C
- 3. Importance –D
- 4. Components − B
- 5. Applications A

Task 3. Try to do some multiple-choice questions about the concept. 1. B 2. B 3. B 4. A 5. D
Task 4. Fill in the blanks with the correct words from the list below: 1. process/categories. 2. similarities/examples 3. cognitive/understanding 4. abstract/characteristics 5. experiences
Task 5. Try to do a True/False task about the concept structure: 1. False 2. True 3. False 4. False 5. True
 13.2. The concept as the basis of the linguistic picture of the world Task 2. Match the headings with their descriptions. 1. G. Sapir-Whorf Hypothesis 2. B. Lexical Gaps 3. F. Language and Perception 4. D. Cultural Influence on Language 5. A. Linguistic Relativity 6. C. Metaphorical Conceptualization 7. E. Semantic Fields
Task 3. Try to do a True/False task based on the concept of the "linguistic picture of the world." 1. False 2. True 3. True 4. False 5. True 6. False 7. True
Task 4. Try to do multiple-choice questions based on the concept of the "linguistic picture of the world." 1. B. 3. B. 4. B. 5. C. 6. B. 7. B.
Task 5. Fill in the blanks with the correct terms from the list below: 1. Sapir-Whorf Hypothesis 2. Lexical gaps

- 3. Metaphorical conceptualization
- 4. Cultural influence
- 5. Semantic fields
- 6. Perception
- 7. Linguistic relativity

Task 6. Answer the questions and discuss them.

- 1. The Sapir-Whorf Hypothesis, also known as linguistic relativity, suggests that the structure and vocabulary of a language influence its speakers' cognition and perception of reality. This hypothesis is central to the concept of the linguistic picture of the world, which posits that different languages offer different perspectives and categorizations of the world. According to this view, language shapes our thoughts, experiences, and interactions with our environment, indicating that speakers of different languages may see and interpret the world in unique ways.
- 2. A lexical gap occurs when a specific concept or experience in one language has no direct translation in another. For example, the German word "Schadenfreude" refers to the pleasure derived from another person's misfortune. There is no direct equivalent in English, which highlights how different languages can encapsulate unique concepts and emotions. This is significant in understanding linguistic relativity because it illustrates how the absence or presence of specific terms in a language can shape and reflect the cultural and cognitive frameworks of its speakers.
- 3. Metaphorical conceptualization involves using metaphors to understand and communicate abstract concepts. For instance, we often use spatial metaphors to describe time, such as "looking forward to the future" or "leaving the past behind." This helps us grasp intangible ideas by relating them to more concrete experiences. This process shows how language structures our understanding of abstract notions, supporting the idea that linguistic patterns influence our cognitive processes and perceptions.
- 4. Cultural influence on language results in the creation of expressions and idioms that reflect the values, traditions, and experiences of a specific culture. For example, the Japanese phrase "natsukashii" expresses a nostalgic longing for the past, which reflects the cultural importance placed on memory and reflection in Japan. Such expressions are deeply rooted in cultural contexts and can offer insights into the collective mindset of a society. This underscores the interplay between language and culture in shaping how people communicate and perceive their world.
- 5. Semantic fields are groupings of words related by meaning that reflect how a language organizes and categorizes the world. For example, in English, the semantic field of "colors" includes terms like red, blue, green, and yellow. These groupings help speakers make sense of their environment by providing a structured way to refer to related concepts. The organization of semantic fields can vary across languages, revealing different ways of understanding and interacting with the world. This highlights how language influences cognitive categorization and perception.
- 6. The relationship between language and perception is fundamental to the concept of the linguistic picture of the world. Language provides the categories and frameworks through which we interpret sensory information. For instance, studies have shown that speakers of languages with more distinct color terms can differentiate colors more accurately than speakers of languages with fewer color terms. This supports the idea that the linguistic categories available to us influence how we perceive and understand the world. The concept of the linguistic picture of the world argues that language shapes our reality, and the link between language and perception is a key aspect of this theory.
- 7. Studying the linguistic picture of the world is important because it provides insights into how language influences thought, perception, and cultural identity. It helps us understand the cognitive processes underlying language use and how different linguistic structures can lead to diverse ways of

thinking. Additionally, it highlights the richness of cultural diversity by showing how various languages encapsulate unique worldviews and experiences. This knowledge can foster greater empathy and appreciation for different cultures, as well as inform language learning, translation, and communication practices.

13.3. The concept of the culture code

Task 2. Do some true/false questions about the concept of culture code.

- 1. True
- 2. False
- 3. False
- 4. True
- 5. False
- 6. True
- 7. True
- 8. False
- 9. True
- 10. False

Task 3. Match each heading to its correct description.

- 1. D.
- 2. F.
- 3. I.
- 4. J.
- 5. C.
- 6. B.
- 7. E.
- 8. A.
- 9. H.
- 10. G.

Task 4. Do some multiple-choice questions about the concept of culture code.

- 1. B
- 2. C
- 3. B
- 4. C
- 5. B
- 6. B 7. B
- 8. A
- 9. A
- 10. B

Task 5. Fill in the blanks with the correct words related to the concept of culture code.

- 1. guidelines
- 2. engagement
- 3. clear
- 4. evaluations
- 5. communicated
- 6. modeling
- 7. retaining
- 8. evolve
- 9. inclusivity

10. customers

Task 6. Answer the questions and discuss them.

- 1. A well-defined culture code sets clear expectations for behavior and interactions within the organization, fostering a cohesive work environment. It helps in aligning employees with the company's values, which can improve job satisfaction, enhance productivity, and contribute to the organization's success. By providing a framework for behavior and decision-making, it also aids in maintaining consistency and integrity across various departments.
- 2. Challenges may include resistance from employees, lack of engagement in the creation process, and difficulty in aligning the code with existing practices. To address these challenges, organizations can involve employees in the development of the culture code, ensure it is communicated effectively, and provide training to help employees understand and integrate the code into their daily routines. Regular feedback and adjustments based on real-world experiences can also help in refining the code.
- 3. A culture code influences employee behavior by clearly outlining acceptable and expected actions, which helps in guiding decision-making and interactions. It shapes organizational culture by promoting shared values and norms, thereby creating a unified work environment. This can lead to improved collaboration, reduced conflicts, and a more positive workplace atmosphere.
- 4. It is important for a culture code to be adaptable because organizational needs and external conditions can change. To ensure the code remains relevant, organizations should periodically review and update it based on feedback from employees, changes in business strategy, and shifts in industry standards. Engaging in continuous dialogue with employees and leaders can help keep the culture code aligned with the organization's evolving goals and values.
- 5. Transparency in communicating the culture code builds trust with employees, customers, and partners by demonstrating the organization's commitment to its values and ethical standards. It helps in aligning expectations, fostering accountability, and creating a positive reputation. Transparent communication also ensures that all stakeholders understand the principles guiding the organization, which can enhance relationships and support organizational integrity.
- 6. Leadership plays a critical role in modeling and reinforcing the culture code through their actions and decisions. Leaders set an example for employees, demonstrating the importance of adhering to the code. Their commitment to upholding the code is crucial for its success, as it influences the organization's culture and encourages employees to follow suit. Effective leadership ensures that the culture code is not just a set of guidelines but a living, practiced standard within the organization.
- 7. Employee involvement in the development of a culture code can significantly enhance its effectiveness and acceptance. When employees contribute to creating the code, they are more likely to feel a sense of ownership and commitment to it. This involvement fosters a greater understanding of the code's purpose and increases adherence. Engaging employees in this process also helps ensure that the code addresses real concerns and reflects the diverse perspectives within the organization.
- 8. Without a culture code, organizations may face issues such as inconsistent behavior, lack of direction, and diminished employee morale. An ineffective culture code can lead to confusion, misalignment with organizational goals, and increased conflicts among employees. It can also negatively impact the company's reputation and ability to attract and retain talent, as employees and stakeholders may perceive the organization as lacking a clear set of values and standards.

Unit 14

Task 2. Match each heading with the correct description.

- 1. Artifacts A. Visible Culture
- 2. Behaviors and Practices C. Surface-Level Culture
- 3. Values and Beliefs B. Hidden Culture
- 4. Assumptions and Thought Patterns D. Deep-Level Culture

Task 3. Do a multiple-choice test based on Edward T. Hall's cultural iceberg model.

- 1. B
- 2. A
- 3. C
- 4. C
- 5. C
- 6. C
- 7. B
- 8. C

Task 4. Answer the questions and discuss them.

- 1. A. Surface-Level Culture
- 2. D. Deep-Level Culture
- 3. C. Traditional clothing
- 4. C. Unspoken social rules
- 5. B. Artifacts
- 6. B. Hidden Culture
- 7. B. Attitudes towards work-life balance
- 8. B. Surface-Level Culture
- 9. D. Deep-Level Culture
- 10. D. Deep-Level Culture

Task 5. Do a true/false task based on Edward T. Hall's cultural iceberg model.

- 1. False: The cultural iceberg model highlights that the most significant aspects of culture are often hidden beneath the surface, such as values, beliefs, and assumptions.
- 2. True
- 3. True
- 4. True
- 5. False: Deep-level culture involves underlying assumptions and thought patterns, not tangible artifacts.
- 6. True
- 7. False: Clothing and physical objects are considered surface-level culture or artifacts.

Task 6. Fill in the blanks with the correct terms related to Edward T. Hall's cultural iceberg model.

- 1. Surface-Level Culture
- 2. Hidden Culture
- 3. Artifacts
- 4. Deep-Level Culture
- 5. Surface-Level Culture
- 6. Hidden Culture
- 7. Deep-Level Culture

14.2. Relativity of time perception

Task 2. Match each heading with the correct description.

- 1. C. Biological Factors
- 2. D. Psychological Factors

- 3. E. Environmental Influences
- 4. B. Cultural Differences
- 5. A. Situational Context

Task 3. Do some multiple-choice questions about the relativity of time perception.

- 1. B.
- 2. A.
- 3. B.
- 4. C.
- 5. C.

Task 4. Do some true/false questions about the relativity of time perception.

- 1. True
- 2. False. Circadian rhythms are internal factors
- 3. False
- 4. False
- 5. True
- 6. True
- 7. True

Task 5. Fill in the blanks with the appropriate words from the list below:

- 1. circadian rhythms
- 2. boredom
- 3. cultural differences
- 4. Environmental factors
- 5. immersion
- 6. age
- 7. Attention
- 8. Stress

Task 6. Answer the questions and discuss them.

- 1. Circadian rhythms regulate our internal biological clock, influencing our sleep-wake cycles and overall sense of time throughout the day.
- 2. Stress can make time seem to pass more slowly because it heightens our awareness and makes us more conscious of each moment.
- 3. Cultural differences can affect how time is perceived, with some cultures viewing time as more flexible and less rigid than others.
- 4. Environmental factors such as temperature, light levels, and noise can impact how we perceive the passage of time.
- 5. When people are deeply immersed in an activity, they often experience time as passing more quickly because they are less focused on the clock.

14.3. Cultural relativism

Task 1. Fill in the blanks with the correct words from the box.

- 1. relativism
- 2. ethnocentrism
- 3. openness
- 4. bias
- 5. tolerance
- 6. understand
- 7. truth
- 8. ethics

9. anthropology

10. context

Task 2. Match each definition with the correct term related to cultural relativism.

- 1. A. Cultural Relativism
- 2. B. Ethical Relativism
- 3. C. Cultural Immersion
- 4. B. Ethical Relativism
- 5. D. Cultural Tolerance

Task 3. Do some true/false questions about cultural intolerance.

- 1. True
- 2. True
- 3. False
- 4. True
- 5. False
- 6. True
- 7. True
- 8. False
- 9. True
- 10. False

14.4. Brief theory

Task 2. Do some true/false questions about cultural intolerance.

- 1. True
- 2. False (Ethnocentrism is the belief that one's own culture is superior to others.)
- 3. True
- 4. True
- 5. False (Cultural intolerance can lead to discrimination, exclusion, and prejudice, but it does not always result in violence.)
- 6. True
- 7. False (Cultural tolerance involves respecting and understanding differences, not ignoring them.)
- 8 True
- 9. False (This is an example of stereotyping, which is a form of cultural intolerance.)
- 10. True

Unit 15

15.2. Privacy Matters in Britain

Task 1. Read the text and answer the questions.

- 1. The primary legislation is the Data Protection Act 2018, which incorporates the GDPR into British law.
- 2. The Information Commissioner's Office (ICO) is responsible for enforcing data protection laws.
- 3. List three key principles of the Data Protection Act 2018.
 - Lawfulness, fairness, and transparency
 - Data minimization
 - Integrity and confidentiality
- 4. Name two rights individuals have under the Data Protection Act 2018.
 - The right to be informed about how their data is being used
 - The right to erasure (the "right to be forgotten")
- 5. It aims to balance the need for security with individuals' right to privacy.
- 6. Brexit raises questions about the future alignment of British data protection laws with GDPR, as the UK has adopted GDPR into its law but may diverge in the future.

7. There is growing public awareness and concern due to increased data breaches, misuse of personal data, and the impact of technological advances on privacy.

Task 2. Do the multiple-choice test.

- 1. B
- 2. C
- 3. C
- 4. C
- 5. B
- 6. A
- 7. C
- 8. B
- 9. C
- 10. B

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided above.

- 1. False The Data Protection Act 2018 applies to all data processing activities, not just digital ones.
- 2. True
- 3. True
- 4. False The Surveillance Camera Code of Practice aims to ensure that the use of surveillance cameras is appropriate and proportionate, not unrestricted.
- 5. True
- 6. False Brexit has raised questions about future alignment with GDPR, but GDPR is currently still part of UK law.
- 7. True
- 8. False There is a growing public awareness and concern about privacy issues.

15.3. The Data Protection in Britain

Task 1. Match each paragraph with the appropriate heading from the list below.

- 1. Individual Rights C
- 2. Role of the Information Commissioner's Office (ICO) D
- 3. Recent Developments and Challenges G
- 4. Surveillance and Privacy E
- 5. Online Privacy F
- 6. Overview of Privacy Legislation A
- 7. Key Aspects of Privacy Legislation B

Task 2. Fill in the blanks with the appropriate words from the list below.

- 1. lawfulness
- 2. fairness
- 3. access
- 4. right to be forgotten
- 5. object
- 6. non-compliance
- 7. Surveillance Camera Code of Practice
- 8. electronic marketing
- 9. artificial intelligence

Task 3. Match each definition to the correct vocabulary word.

- 1. F. Data Protection Act 2018
- 2. B. Information Commissioner's Office (ICO)

- 3. H. GDPR
- 4. E. Right to erasure
- 5. C. Data minimization
- 6. A. Surveillance Camera Code of Practice
- 7. D. PECR
- 8. J. Brexit
- 9. G. Artificial intelligence
- 10. I. Data portability

Unit 16

16.1. General information

Task 1. Read the text and answer the questions.

- 1. Brick and tiles.
- 2. A semi-detached house shares one wall with another house, while a terraced house shares walls with neighbors on both sides.
- 3. Intricate brickwork and large bay windows.
- 4. Dried vegetation such as straw or reeds.

Task 2. Do the multiple-choice test.

- 1. B
- 2. A
- 3. A
- 4. C

Task 3. Read each statement and decide if it is true (T), false (F) based on the passage provided below.

- 1. False
- 2. True
- 3. False
- 4. True
- 5. True
- 6. False
- 7. True
- 8. False

16.2. The Traditional British House

Task 1. Read the text and answer the question.

- 1. Timber, glass, and steel.
- 2. Solar panels, energy-efficient windows, and green roofs.
- 3. Open-plan living spaces.
- 4. Gardens and garages.

Task 2. Do the multiple-choice test.

- 1. D
- 2. B
- 3. B
- 4. C

Task 3. Match each definition to the correct vocabulary word.

- 1. Semi-detached house A
- 2. Terraced house B
- 3. Victorian house C

- 4. Thatched roof D
- 5. Sustainable housing E
- 6. Council housing F
- 7. Wattle and daub G
- 8. Bay window H
- 9. Tudor house I
- 10. Open-plan living J

Task 4. Fill in the blanks with the appropriate words from the list below.

- 1. brick
- 2. tiled
- 3. semi-detached
- 4. terraced
- 5. intricate
- 6. bay
- 7. thatched
- 8. timber
- 9. solar
- 10. windows
- 11. apartments
- 12. garage
- 13. wattle
- 14. Tudor
- 15. terraced
- 16. sustainable

16.3. Modern British Homes

Task 1. Read the text and answer the questions.

- 1. Wattle and daub, with thatched roofs.
- 2. Black-and-white timber framing.
- 3. To provide housing for workers.
- 4. Creating sustainable and energy-efficient housing.

Task 2. Do the multiple-choice test.

- 1. B
- 2. B
- 3. C
- 4. B

Task 3. Match each paragraph with the appropriate heading from the list below.

- 1. Evolution of British Housing Over Time- C
- 2. Characteristics of Traditional British Houses-A
- 3. Modern British Housing and Sustainability -B

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