

Ministry of Education and Science of Ukraine  
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# **CULTURE AND COMMUNICATION**

Manual for Sociology Students

2-nd edition, proved, revised

Kharkiv – 2009

Міністерство освіти і науки України  
Харківський національний університет імені В. Н. Каразіна

Ткаля І. А., Гусєва Г. Г., Сергєєва О. А.

**CULTURE AND COMMUNICATION**  
**СОЦІОЛОГІЯ АНГЛІЙСЬКОЮ МОВОЮ. КУЛЬТУРА ТА**  
**КОМУНІКАЦІЯ**

Навчальний посібник  
2-ге видання, виправлене та доповнене

Харків – 2009

УДК 811.111 (075 )

ББК 81.2 Англ.-923

I21

*Рекомендовано Вченою радою Харківського національного  
університету імені В. Н. Каразіна  
(протокол №     від     )*

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I21

Culture and Communication/ Соціологія англійською мовою.  
Культура та комунікація. Навчальний посібник для студентів-соціологів. Укладачі: Ткаля І.А., Гусєва А.Г., Сергєєва О.А. –  
2-е вид., випр. та доп. – Х.: ХНУ імені В.Н. Каразіна, 2009. –  
208 с.

ISBN 9666-623-276-6

Навчальний посібник може бути використаний студентами соціологічного факультету усіх курсів як для аудиторної, так і для самостійної роботи з метою навчання різним видам мовної діяльності.

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## ПЕРЕДУМОВА

Навчальний посібник розрахований на студентів 1-3 курсів соціологічного факультету, а також магістрантів гуманітарних факультетів.

Система вправ забезпечує вироблення навичок і вмінь роботи з англомовними автентичними текстами за фахом, що передбачає ефективне засвоєння студентами релевантних лексико-граматичних та синтаксичних знань.

Увага приділяється вивченню професійної лексики; навичкам визначати правильне тлумачення слова, базуючись на розумінні значення суфіксів або префіксів, визначенні основи слова та його граматичної функції у реченні, що сприяє загальним вмінням орієнтуватися у граматичній структурі речень. Більшість завдань мають комунікативну спрямованість, що забезпечує студентів практичними навичками у використанні професійної англійської мови в можливих реальних ситуаціях.

Посібник складається з 12 уроків, зміст яких поділяється на 2 тематичні частини і відповідає теоретичному матеріалу, що студенти мають засвоїти з обраної спеціальності.

Кожна з двох частин посібника містить по 6 уроків. Завдання кожного уроку передбачають підготовку студентів до роботи з текстом, активізацію учбового матеріалу стосовно лексики, граматики, особливостей академічного письма. Окремі розділи уроків мають завдання, які навчають студентів визначати головні ідеї тексту і повідомляти про них як в усній, так і у письмовій формах. Кожний текст супроводжується вправами комунікативної спрямованості для розвитку вмінь професійно орієнтованого усного мовлення. Робота за матеріалами посібника передбачає парний та груповий формати.

До складу посібника входять різноманітні довідкові матеріали: словник, граматичний довідник, словник словосполучень, список нестандартних дієслів, – які можуть використовуватися студентами як для самостійної, так і

для аудиторної роботи. Окремо додаються тексти для індивідуального читання.

Посібник передбачає системну роботу і може сприяти практичному володінню англійською мовою на професійному рівні у межах тематичних аспектів “культура” та “комунікація”, а загалом – розвивати навички та вміння, необхідні для того, щоб зробити студентів компетентними і спроможними у використанні професійної англійської мови.



## PART I. CULTURE



### LESSON 1. WHAT IS CULTURE?



#### WARMING-UP AND READING

1. Work as a group. Answer the question: “What does the term ‘culture’ mean to you?”
2. What words would you expect to find in a text on this topic? Make a list.
3. Before you read the text check the pronunciation and the meaning of the following words:

A. 1) area, 2) behavio(u)r, 3) belief, 4) bridge, 5) capacity, 6) commonly, 7) culture, 8) cultural, 9) constitute, 10) create, 11) define, 12) disorientation, 13) describe, 14) difference, 15) emotionally, 16) experience (v, n), 17) guide (n, v), 18) human (n, adj), 19) humanity, 20) influence (v, n), 21) inherently, 22) include, 23) intangible, 24) own (v, adj), 25) personal, 26) personality, 27) refer to, 28) respond to, 29) shape (v, n), 30) society, 31) take for granted, 32) tendency, 33) trait, 34) unfamiliar, 35) view (v, n), 36) value, 37) valuable, 38) ultimately.

B. 1) *even*, 2) *given*, 3) *i.e.= that is,* 4) *in short*, 5) *on the other hand*, 6) *though*.

4. Now read the text and compare your ideas concerning your understanding of the term ‘culture’.

### WHAT IS CULTURE?

1. Sociologists define culture as the values, beliefs, behavior, and material objects that *constitute* a people's way of life. Culture includes what we think, how we act, and what we own. By being a bridge to our past, culture is also a guide to the future.

2. What sociologists call nonmaterial culture is the intangible (=non-material) world of ideas created by members of a society. Material culture, *on the other hand*, refers to the tangible things created by members of a society.

Not only does culture shape what we do, it also helps form our personalities - what we commonly describe as "human nature."

3. *Given* the cultural differences in the world and the tendency of all of us to view our own way of life as "natural," it is no wonder that travelers often feel culture shock, *i.e.* personal disorientation that comes from experiencing an unfamiliar way of life.

No cultural trait is *inherently* "natural" to humanity, *even though* most people around the world view their own way of life that way. What is natural to human beings is the capacity (=ability) to create culture.

4. *In short*, culture influences all areas of life. The things that people take for granted as right and good and as valuable and possible and the way that they respond emotionally and intellectually to their lives ultimately depend on the culture in which they live. (1090)

**5. Find the topic words in the text and compare them to your list. Add any new words.**



## LANGUAGE WORK

**1. Give Russian/Ukrainian equivalents to the following:**

1) To define culture as ..., 2) to constitute a people's way of life, 3) the intangible world of ideas, 4) members of a society, 5) to shape what we do, 6) to form our personalities, 7) to experience an unfamiliar way of life, 8) to influence all areas of life, 9) to take for granted, 10) cultural trait, 11) cultural differences, 12) to be a bridge to our past, 13) to be a guide to the future, 14) material culture, 15) to refer to the tangible (i.e. material) things, 16) to feel culture shock, 17) nonmaterial culture, 18) to view our own way of life as "natural", 19) to depend on the culture in which we live, 20) on the other hand.

**2. Give English equivalents to the following words and word combinations from the text:**



1) Материальная культура/ матеріальна культура, 2) формировать то, что мы делаем/ формувати те, що ми робимо, 3) испытывать культурный шок/ відчувати культурний шок, 4) неосязаемый мир идей/ невідчутний світ ідей, 5) члены общества/ члени суспільства, 6) культурные различия/ культурні розбіжності, 7) определять культуру как../ визначати культуру як..., 8) влияют на все сферы жизни/ впливати на усі сфери життя, 9) с другой стороны/ з іншого боку, 10) рассматривать свой способ жизни как “естественный”/ розглядати свій спосіб життя як “природний”, 11) принимать как должное/ сприймати як належне, 12) отвечать, реагировать на/ відповідати, реагувати на, 13) зависит от культуры/ залежати від культури, 14) незнакомый образ жизни/ незнайомий спосіб життя, 15) включать в свой состав/ входити до складу, 16) то, как мы действуем/ те, як ми діємо, 17) то, чем мы владеем/ те, чим ми володіємо, 18) называть, именовать/ найменувати, 19) создавать культуру/ створювати культуру.

**3. Translate the underlined words in the text, paying attention to their functions in the sentences.**

**4. Translate the sentences, paying attention to the words *in italics*:**

1. These questions *constitute* a challenge to established attitudes.
2. This is the best place to study, *given* my interest in Kant, Hegel, and Marx. (If you say ‘*given* a particular thing’ or ‘*given* that something is true’ you mean ‘what is mentioned is taken into account’)
3. *Given* that you had very little help, I think you did very well.
4. He *viewed* the future with optimism.
5. He tends to take a wider, more overall *view* of things than most people.
6. He is known for his *inherent* laziness.

**5. Match these definitions from column A with the words from column B:**

A	B
1. The behaviour or habits that are typical of a particular person or group	a) belief
2. A particular characteristic that someone or something has	b) culture shock
3. Values	c) trait
4. An opinion that you feel sure about	d) way of life
5. A feeling of loneliness and confusion that people can experience when they first arrive in another country	e. moral principles and beliefs that people think are important in life

## WRITING

### 6. Arrange the following words in an alphabetical order:

a) Experience, b) cultural, c) natural, d) unfamiliar, e) trait, f) inherently, g) belief, h) value, i) shape.

### 7. In the text above, find and write down:

#### a) the nouns that go together with the following adjectives:

1) Tangible, 2) material, 3) cultural, 4) intangible, 5) non-material.

#### b) adjectives that go together with these nouns:

1) Culture, 2) things, 3) trait, 4) way of life, 5) objects.

### 8. In the text find and copy the words and expressions that

#### a) have the same or similar meaning to those *in italics*:

1) To *identify* culture, 2) what we *possess*, 3) *made* by members of a society, 4) to *form* what we do, 5) an *unknown* way of life, 6) *all over* the world, 7) the *ability* to *build* culture, 8) to constitute a *nation's* way of life, 9) natural to *people*, 10) *individual* orientation, 11) to *make up* a people's way of life, 12) all *spheres* of

life, 13) to *react to* something, 14) material culture *belongs to*...15) to say something *in brief*.

**b) have the opposite to those in italics:**

1) *Material* culture, 2) *intangible* things, 3) personal *orientation*, 4) cultural *similarities*, 5) a bridge to our *future*, 6) on *the one* hand, 7) to *exclude* what we own, 8) *unnatural* to human beings, 9) *impossible* things.

**9. Identify the part of speech the word belongs to: a verb (v), a noun (n), an adjective (adj), or an adverb (adv). Identify the part of the word, which shows its grammatical function.**

*Example: culturall (adj)*

1) Commonly, 2) disorientation, 3) inherently, 4) difference, 5) personal, 6) sociologist, 7) humanity, 8) intellectually, 9) personality.

**10. Use the correct forms in the sentences below:**

**Create, creation, creative, creatively**

1. Artists are \_\_\_\_ people.
2. People come to museums to admire artists' \_\_\_\_.
3. Artists see things \_\_\_\_.
4. It is a great gift to be able to \_\_\_\_ something new and different.
5. His \_\_\_\_ life went on until he was well over 80.

**11. Fill in the gaps.**

Culture ..1.. what we think, ..2.. we act, and what we own. ..3.. call culture a bridge to our ..4.. and a guide to ..5.. .Nonmaterial culture is the ..6.. of ideas ..7.. by members of a society. On the other hand, ..8.. culture refers to the tangible ..9.. created by members of a ..10.. .

We all have a tendency to ..11.. our own way of life as ..12.. . But there are cultural .. 13.. in the world. So it is no wonder that .. 14.. often feel culture .. 15.. , which is personal ..16.. that comes from experiencing an .. 17.. way of life. Culture ..18.. our personalities and ..19.. all areas of life.



## GRAMMAR IN USE

**Mind the difference between:** own (adj) – own (v).

**Compare:** Each culture has its *own* specific traits. Who *owns* this old house?

**12. In the sentences below, use the correct forms out of own (v) – owner (n)– own (adj):**

- a) The ... of the bookstore was sitting at his desk.
- b) Make your ... decisions!
- c) My ... view is that there are no serious problems.
- d) We don't ... this building. We just rent it.
- c) He ... that business long ago.

**Mind the specificity of using “no” in English sentences:**

1) No words can describe the picture. 2) He had no friends. 3) There was no end to their troubles.

**13. A. Compare the sentences above with their equivalents in your native language. What is the difference? Find similar examples in the text above.**

**B. Make up your own sentences with “no”, paying attention to the positive form of the English verb.**

**14. Translate into English:**

- 1. Социологи изучают материальную и нематериальную культуру/ Соціологи вивчають матеріальну та нематеріальну культуру.
- 2. Нематериальная культура представляет собой мир идей, созданных людьми/ Нематеріальна культура являє собою світ ідей, що створені людьми.
- 3. Культура формирует личности и влияет на все сферы жизни/ Культура формує особистості та впливає на всі сфери життя.
- 4. То, что люди принимают как само собой разумеющееся, зависит от культуры, в которой люди живут/ Речі, які люди сприймають як зрозумілі, залежать від культури, в якій люди живуть.
- 5. Культурный шок происходит от испытания незнакомого образа жизни/ Культурний шок відбувається від пізнання незнайомого способу життя.



## DISCUSSION

### **1. Give definitions of the following:**

1) Culture, 2) material culture, 3) non-material culture, 4) values, 5) culture shock.

### **2. In turns with your partner answer the questions:**

1. How do sociologists define culture?
2. What is nonmaterial culture?
3. What is material culture?
4. What is culture shock?
5. What influence does culture have on people?

### **3. Work in pairs. Say whether you agree or disagree with the following. Don't forget to prove your answer.**

1. Culture is a bridge to our past.
2. Culture is a guide to the future.
3. Culture shapes our personalities.



## ADDITIONAL TASKS

### **1. Translate this text in writing, paying attention to the underlined words.**

Culture refers to the social heritage of a people – the learned patterns for thinking, feeling, and acting that characterize a population of society, including the expression of these patterns in material things. Culture is composed of nonmaterial culture – abstract creations like values, beliefs, symbols, norms, customs, and institutional arrangements – and material culture – physical artifacts or objects. In sum, culture reflects both the ideas we share and everything that we make.

In ordinary speech, a person of culture is the individual who can speak another language, the person who is familiar with the fine arts, music, literature, philosophy, or history. But to sociologists to be human is to be cultured, because culture is the common world of experience that we share with other members of our groups. (689)

**2. Check your translation with the partner. If there is still something you don't understand in the text, be ready to discuss it with others.**

**3. BACK TRANSLATION Work in pairs. In turns, based on your written version, interpret the main ideas of the text into English.**



## **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

### **SUPPLYING A TITLE.**

**4. Read the text below and answer the questions: “What is the text about? What is the most important the author wants me to understand about the topic?”**

The term 'culture' is defined very broadly in sociology. It is most commonly used to show the symbolic aspects of human society so as to include beliefs, rituals, customs, conventions, ideals or artistic endeavours (= efforts, attempts). In this usage, culture contrasts with the biological aspects of human behavior on the one hand, and social institutions on the other.

Culture does, therefore, cover a very wide range of social phenomena. Thus, for the media the central sociological questions are: What sort of view of the world is presented by radio, television and the press? Why are some views excluded or included, and what effect, if any, does the presentation of a particular view of the world have on the audience?

A somewhat different set of questions is raised by the study of leisure (=spare time, free time from work) and popular culture. We look at the way social groups use their leisure time in different ways; women's leisure, for example, is much more home-based than that of men. Some of these issues (= questions) arise (=come into existence) again in a rather different form in the study of youth cultures. We show the way in which youth cultures accept, or are resistant to, parent cultures or the dominant culture in a society. (960)

**5. Use the statements below to determine the topic of the text, formulate the main idea of the paragraphs and supply a title:**

*The test deals with...*

*In the first paragraph the author's main point is ...*

*Paragraph two is concentrated on...*

*The best title for this passage is ....*

**6. In the text above find and copy the word combinations with the words:**

a) Culture, b) social, c) way(s), d) view(s), e) different.

**7. Match column A with column B, finding the words and expressions that have similar meaning:**

A	B
1. endeavour	a) question, problem
2. to arise	b) to study
3. issue	c) effort, attempt
4. leisure	d) to come into existence
5. to look at	e) spare time, free time

**8. Mind the difference between:**

*different* things (різноманітні речі) – *a different* thing (інша річ).

**Find word combinations with the word *different* in the text above. Translate them.**

**9. Be sure you understand the meaning of the word *different* in the following sentences:**

1. She is wearing a *different* dress every time I see her.
2. There are *different* ways of learning foreign languages.
3. I need a *different* position.
4. The book is *different* from anything I have read before.
5. The two articles are very *different* in content.
6. You'd look completely *different* with short hair.
7. This book is available in three *different* formats.

**10. Work in pairs.**

**a) Say whether you agree or disagree with the following. Prove your answer.**

There is a strict definition of culture in sociology.

**b) Explain in your own words:** Women's leisure is much more home-based than that of men.

**11. Translate into English, using 'different', 'own', 'owner', 'no' for the words in italic:**

1. *Разные* люди могут иметь *разные* ценности в жизни/ *Різні* люди можуть мати *різні* цінності у житті.
2. Он учится на *другом* факультете/ Він навчається на *іншому* факультеті.
3. Если тебе не нравится эта статья, возьми *другую*/ Якщо тобі не подобається ця стаття, візьми *іншу*.
4. У него *другая* цель: – он хочет иметь *обственный* бизнес/ У нього *інша* ціль – він бажає мати *власний* бізнес.
5. Кто *собственник*(владелец) этой газеты?/ Хто *власник* цієї газети?
6. Сожалею, но я не прочитал(а) *ни одной* статьи этого автора/ На жаль, я не прочитав(ла) *жодної* статті цього автора.

**Active Vocabulary On Lesson 1**

**Be sure you know the following key words and can use them when discussing culture**

behaviour

belief

culture shock

define

depend on

different

experience

guide

heritage



include  
influence  
issue  
leisure  
material culture  
own  
personality  
refer to  
share  
social  
take for granted  
value



## LESSON 2. THE COMPONENTS OF CULTURE



### WARMING-UP AND READING

#### 1. Work as a group. Answer the questions:

- a) What components does culture include?
- b) What words would you expect to find in a text on this topic? Make a list.

#### 2. Before you read the text check the pronunciation and the meaning of the following words and phrases:

A. 1) anticipate, 2) approval, 3) child abuse, 4) conscience, 5) conduct (n), 6) derive from, 7) desirable, 8) describe, 9) divide into, 10) eccentric, 11) exotic, 12) familiar with, 13) fear ridicule, 14) field study, 15) follow, 16) honesty, 17) incest, 18) indicate, 19) interest (v), 20) leave the scene, 21) measure (v), 22) pattern, 23) perception, 24) product, 25) prohibition (against), 26) provoke, 27) punishment, 28) reason (for), 29) reveal, 30) ritual, 31) self-evident, 32) shake hands, 33) technology, 34) vary, 35) yawn.

B. 1) *according to*, 2) *also*, 3) *as a rule*, 4) *as known*, 5) *for example*, 6) *in advance*, 7) *in contrast*, 8) *indeed*, 9) *in some cases*, 10) *in such situation*, 11) *in terms of*, 12) *nevertheless*, 13) *that is*, 14) *then*, 15) *unlike*.

#### 3. Read the text to be able to discuss its main ideas.

### THE COMPONENTS OF CULTURE

1. *As known*, culture can be divided into material aspects (the products of a people's art and technology) and nonmaterial aspects (a people's customs, beliefs, values, and patterns of communication). Much of what we know about nonmaterial culture comes from field studies about people whose ways of life are different from our own. There are two basic reasons why studies of "exotic" ways of life interest sociologists. *First*, it is only by learning that other groups of people think and act differently that we realize (= understand) how much of our behavior is *governed* by

cultural rules. *Second*, comparative studies *reveal* that *although* beliefs and practices *vary* (= differ) widely, the forms culture takes are *familiar* (= well-known). We can describe any human culture in terms of (concerning, regarding)) sets of norms and values.

2. In ***Games People Play***, Eric Berne describes the greeting ritual of the American: "Hi!" (Hello, good morning.)

"Hi!" (Hello, good morning.)

"How are you?"

"Fine. How are you?"

"Okay"

"I'll be seeing you."

"So long."

"So long."

If you were to measure the success of the conversation *in terms of* the information conveyed, you would have to give it a zero. *Nevertheless*, both people involved leave the scene feeling quite satisfied. They have said no more and no less *than* the situation required. Each behaved quite properly, *according to* accepted social norms.

3. Norms are the guidelines (= strategies) people *follow* in their relations with one another; they are shared standards of desirable behavior. Not only do norms indicate what people should or should not do in a *given* situation, but norms *also enable* them to anticipate how others will *interpret* and *respond to* their words and actions. Norms vary from society to society, from group to group within societies, and from situation to situation.

4. Some norms are situational - *that is*, they apply to specific categories of people in specific situations. Social norms govern our emotions and perceptions. What is so interesting about social norms is how most people follow them automatically. This is particularly true of unspoken norms that seem (=look as if) self-evident, such as responding to a person who addresses you. People conform (= obey the rules) because it seems right; because to *violate* norms would damage their self-image (or "hurt their conscience"); and because they want approval and fear

ridicule, ostracism, and in some cases, punishment. Norms *vary* in intensity - *that is*, some are more important to people *than* others.

5. The term 'folkways' *refers to* everyday habits and conventions people obey without giving much thought to the matter. *For example*, we expect people to cover their mouths when they yawn, to shake hands when introduced. People who violate folkways may be labeled eccentrics, but as a rule they are tolerated.

6. *In contrast*, violation of mores provokes intense reactions. Mores are the norms people consider *vital to* their wellbeing; they are a society's standards of *proper* moral conduct. Examples are the prohibitions against incest, cannibalism, and child abuse. People who *violate* mores are considered unfit for decent company and may be punished. *In some cases*, societies give norms the formal status of law. Punishments are fixed *in advance* (earlier) and enforced by political authorities.

7. Values are the general ideas people share about what is good or bad, right or wrong, desirable or undesirable. *Unlike* norms, the rules that *govern* behavior in actual (real) relations with other people, values are broad, abstract concepts; *indeed*, they are the foundation for a *whole* way of life.

8. Norms, then, derive from values, but there is no one-to-one *correspondence*: any *given* value can support several norms. More than one value may be operating in a *given* situation. If being *honest* also means unkind to another person, we are caught in a conflict of values. Telling a white lie in such a situation means choosing kindness over honesty. (3223)

**4. Find the topic words in the text and compare them to your list. Add related new words.**



## LANGUAGE WORK

### **1. Give Russian/Ukrainian equivalents to the following:**

1) To be different from, 2) accepted greeting rituals, 3) to be governed by cultural rules, 4) to say no more and no less than the situation requires, 5) shared standards of desirable behavior, 6) in a given situation, 7) to indicate what people should or should not do, 8) to vary from society to society, 9) in specific situations, 10) to

seem self-evident, 11) to follow norms automatically, 12) to conform (to), 13) to violate norms, 14) everyday habits and conventions, 15) to obey without giving much thought to the matter, 16) to provoke intense reactions, 17) to consider something vital to something or somebody, 18) society's standards of proper moral conduct, 19) prohibitions against, 20) to be unfit for decent company, 21) to be enforced by political authorities, 22) to govern behavior, 23) actual relations with other people, 24) to derive from, 25) to be unkind to another person, 26) to be caught in a conflict of values, 27) to tell a white lie, 28) to choose kindness over honesty, 29) to act differently.

## **2. Give English equivalents to the following:**

1) Принятые нормы/ прийняті норми, 2) нематериальные компоненты/ нематеріальні компоненти, 3) продукты технологии/ продукти технології, 4) полевые исследования/ польові дослідження, 5) стиль жизни/ стиль життя, 6) думать по-другому/ думати інакше, 7) культурные правила/ культурні правила, 8) экзотические стили жизни/ екзотичні стилі життя, 9) сравнительные исследования/ порівняльні дослідження, 10) знакомые формы/ знайомі форми, 11) модели коммуникации/ моделі комунікації, 12) ритуал приветствия/ ритуал привітання, 13) желаемое поведение/ бажана поведінка, 14) указывать людям, что следует делать/ вказувати людям, що потрібно робити, 15) казаться очевидным/ здаватися очевидним, 16) нарушать принятые правила поведения/ порушувати прийняті правила поведінки, 17) стандарты надлежащего нравственного поведения/ зразки належної моральної поведінки, 18) жизненно необходимые нормы/ життєво необхідні норми, 19) запрет на.../ заборона на..., 20) отношения с другими людьми/ відношення з іншими людьми, 21) конфликт ценностей/ конфлікт цінностей.

## **3. Translate the underlined words in the text, paying attention to their functions in the sentences.**

### **4. Translate the sentences paying attention to the words *in italics*:**

1. Do genes *govern* all characteristics of an individual?
2. Can you *reveal* your secret?

3. Individual opinions *vary* considerably.
4. *Although* it is so late, I'm still working at my course paper.
5. People in Europe are not very *familiar with* Chinese music.
6. The film *conveyed* lot of information.
7. You go first and I'll *follow* you later.
8. We *share* the same interests.
9. These facts *indicate* that the experiments were unsuccessful.
10. Only practice will *enable you* to be good at English.
11. How would you *interpret* this part of the poem?
12. He *responded* to my question with a smile.
13. The term 'teenager' *refers to* a person aged between 13 and 19.
14. Practice is *vital* if you want to speak a language well.
15. They threatened to use *violence* if we did not give them the money.
16. The *actual* (real) damage to the car was not as great as we had feared.
17. The heat was terrible, so I drank a *whole* bottle of water.
18. London is more expensive *than* Madrid.
19. You speak French much better *than* she does.
20. In the final chapter, there is no *correspondence* between the two lists.
21. What can you tell us *in terms of* the given article?
22. To be *honest*, I don't agree with you.

**5. Match these terms in column A with their definitions in column B:**

A	B
1. norms	a) society's standards of proper moral conduct
2. mores	b) culturally defined standards of desirability, goodness, and beauty that serve as broad guidelines for social living
3. values	c) rules and expectations by which a

	society guides the behavior of its members
4. folkways	d) norms to which a society has given a formal status
5. symbols	e) a society's customs for routine, casual interaction
6. language	f) anything that carries a particular meaning recognized by people who share culture
7. laws	g) a system of symbols that allows members of a society to communicate with one another

## WRITING

### **6. Arrange the following words in an alphabetical order:**

1) Value, 2) norm, 3) violate, 4) punishment, 5) share, 6) folkways, 7) tolerate, 8) vital, 9) obey, 10) mores, 11) conduct, 12) relation, 13) indicate, 14) ritual, 15) accepted, 16) prohibition.

### **7. State the root in the following words:**

1) Reaction, 2) prohibition, 3) conversation, 4) information, 5) foundation, 6) violation, 7) perception, 8) situation.

### **8. Identify whether each word below is a verb (v), a noun (n), an adjective (adj), or an adverb (adv). Identify the part of the word which shows its grammatical function.**

*Example: culturally (adv)*

1) Kindness, 2) prohibitions, 3) automatically, 4) situation, 5) correspondence, 6) differently, 7) social, 8) punishmen.

### **9. Use the correct forms in the sentences below:**

**Describe, description, descriptive, descriptively**

1. This is a \_\_\_\_ article.
2. His article contains a brief \_\_\_\_ of some of his ideas.
3. The book is \_\_\_\_ accurate but not very interesting.
4. Can you \_\_\_\_ your dean?
5. His article contains a brief \_\_\_\_ of some of his ideas.

**10. Write down Infinitive, Past Simple and Past Participle of the verbs in italics in the following phrases from the text above.**

1. As *known*, culture can be divided into material aspects and nonmaterial aspects.
2. The forms culture *takes* are familiar.
3. Other groups of people *think* differently.
4. If you were to measure the success of the conversation, you would have to *give* it a zero.
5. Both people involved *feel* quite satisfied and *leave* the scene.
6. They have *said* no more and no less than the situation required.

**11. Use similar words and expressions instead of those given in italics (You can find the prompts in the text above, with paragraph numbers given in brackets)**

1. We *understand* how much of our behavior is *controlled* by cultural rules (1).
2. The studies *show* that beliefs and practices *differ* widely (1).
3. Much of our knowledge about nonmaterial culture *originates from* field studies (1).
4. The forms of culture are *well-known* (1).
5. Norms are *common* standards of desirable behavior (3).
6. Norms *show* what people should or should not do in a given situation (3).
7. Folkways *apply to* everyday habits which people *follow* without giving much thought to the matter (5).
8. People obey folkways *automatically* (5).
9. Mores are a society's standards of *correct moral behaviour* (6).
10. Values are the ideas which people *have in common* about what is good or bad (7).



## **12. Give the opposites to those *in italics*.**

**Example:** *material* aspects – *nonmaterial* aspects.

1) *Spoken* norms, 2) *decent* company, 3) *undesirable* behaviour, 4) to be *kind* to another person, 5) *nonmaterial* culture.

## **13. Fill in the gaps.**

**A.** Social norms ..1.. our emotions and perceptions. Most people ..2.. them automatically. This is particularly true of ..3.. norms that seem ..4.., such as responding to a person who ..5.. you. People conform because to ..6.. norms would damage their self-image. People want approval and ..7.. ridicule, and in some cases, punishment. Norms ..8.. in intensity. Some norms are more ..9 .. to people than others.

**B.** Mores are the ..1.. which people consider ..2.. to their wellbeing. Mores are a society's standards of ..3.. moral behaviour. Violation of mores ..4.. intense reactions. People who ..5.. mores are considered unfit for ..6.. company and may be punished. Societies can give norms the ..7.. of law. Punishments are fixed *in advance* and enforced by political authorities.

**C.** Values are the general ..1.. which people ..2.. about what is good or ..3.. , right or ..4.., desirable or ..5.. . Values are broad, abstract..6.. . They are the ..7.. for a whole way of ..8.. .

**D.** Norms ..1.. from values. But there is no one-to-one ..2.. .Any value can support ..3.. norms. More than one ..4.. may be operating in a given ..5.. .

## **14. Translate into English:**

1. Культуру можно разделить на материальную и нематериальную/ Культуру можна поділити на матеріальну й нематеріальну.

2. Существуют две главные причины, почему «экзотические» образы жизни интересуют социологов/ Існують дві головні причини, чому “екзотичні” способи життя цікавлять соціологів.

3. Мы можем описать любую культуру в виде норм и ценностей/ Ми можемо описати будь-яку культуру у вигляді норм та цінностей.

4. Нормы представляют собой общие стандарты желаемого поведения/ Норми являють собою спільні стандарти бажаної поведінки.

5. Нормы меняются в зависимости от общества, группы и ситуации/ Норми змінюються залежно від суспільства, групи та ситуації.



## DISCUSSION

### **1. Give definitions of the following :**

1) Way of life, 2) norms, 3) mores, 4) folkways, 5) values, 6) habits, 7) comparative studies, 8) self-image, 9) white lie.

### **2. In turns with your partner ask and answer the questions.**

1. Why do studies of "exotic" ways of life interest sociologists?
2. Why is the book by Eric Burne mentioned in the text?
3. Do norms vary from society to society? Why
4. Which people are usually called eccentrics?
5. Is there much difference between mores and norms?
6. When are people caught in a conflict of values?

### **3. Work as a group. Do you agree or disagree with the following statements?**

#### **Use specific details to prove your choice.**

1. We can describe any human culture in terms of sets of norms and values.
2. The material culture of a people can seem as strange to outsiders.
3. Norms vary from society to society, from group to group within societies, and from situation to situation.
4. People follow social norms automatically.
5. People who violate mores are unfit for decent company.



## ADDITIONAL TASKS

### **1. Translate this text in writing, paying attention to the underlined words.**

Cultural values and beliefs not only affect how we perceive our surroundings, they also form the core of our personalities. We learn from families, schools, and

religious organizations to think and act according to approved principles, to pursue (follow) worthy goals, and to believe a host of (a multitude of) cultural truths. Particular values and beliefs thus operate as a form of "cultural capital" that can give some people an optimistic determination to pursue success but leave others with a sense of hopelessness about the prospects of bettering their lives (1100).

**2. Check your translation with your partner. If there is still something you don't understand in the text, be ready to discuss it with others.**

**3. BACK TRANSLATION. Work in pairs: In turns, based on your translation of the text above, interpret its main ideas into English.**



## **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

### **SUPPLYING A TITLE.**

**4. Read the text below to answer the questions: "What is the text about? What is the most important the author wants me to understand about the topic?" Use this statement:** *The principal idea of this passage is...*

If we are going to live our lives in group settings, we must have understandings that tell us which actions are permissible and which are not. Only in this way do our daily lives take on an ordered and patterned existence. And only in this way can we determine which behaviors we can legitimately insist others perform and which they can legitimately insist we perform. For instance, when we enter a clothing store, begin a college course, get married, or start a new job, we already have some idea regarding the expectations that will hold for us and others in these settings. Such expectations are norms. Norms are social rules that specify appropriate and inappropriate behavior in given situations. They tell us what we "should," "ought," and "must" do, as well as what we "should not," "ought not," and "must not" do. In all cultures, the great body of rules deal with such matters as sex, property, and safety (760).

**5. Supply a title for the text above.** (*The title for this passage can be ...*)

## **Active Vocabulary on Lesson 2 (The Components Of Culture)**

**Be sure you know the following key words and can use them, when discussing the components of culture**

accepted (accepted social norms)

conflict of values

convey (to convey information)

eccentric

folkways

follow (to follow norms automatically)

mores

proper (proper behaviour)

provoke (to provoke intense reactions)

punish (to be punished)

rule (to follow cultural rules)

standard (society's standards of proper conduct)

tolerate (to be tolerated)

unfit (to be unfit for decent company)

unspoken (unspoken norms)

violate (to violate folkways/ mores)

violation (violation of mores)



## LESSON 3. SYMBOLS AND LANGUAGE



### WARMING-UP AND READING

1. **Work as a group. Answer the question: What does the term 'symbol' mean to you?**
2. **What words would you expect to find in a text on this topic? Make a list.**
3. **Check the pronunciation and the meaning of the following words and phrases:**
  - A. 1) Appraise, 2) arbitrary, 3) assume, 4) attach, 5) cornerstone, 6) diversity, 7) embody, 8) existence, 9) gesture, 10) inexpensive, 11) inhabitant, 12) inhumane treatment, 13) innocent, 14) isolated, 15) misinterpret, 16) nontangible, 17) physical, 18) pride, 19) offend, 20) reliable, 21) represent, 22) significance, 23) symbol, 24) symbolize, 25) tongue, 26) unfamiliar, 27) vehicle, 28) wealthy.
  - B. 1) *By virtue of*, 2) *hence*, 3) *in sum*, 4) *that is*, 5) *then*, 6) *through*, 7) *within*.
4. **Read the text to be able to discuss its main ideas.**

### SYMBOLS AND LANGUAGE

1. Norms and values are nontangible aspects of social life, what sociologists term nonmaterial culture. But if they lack a physical existence, how can we study them? How in the course of our daily lives can we talk to one another about rules and standards, think about them in our minds, and appraise people's behavior in terms of them? The answer has to do with symbols. Symbols are acts or objects that have come to be nonmaterial as standing for something else. They come to represent other things *through* the shared understandings people have. Consider the word "computer," a symbol that when spoken or written stands for a physical object. It becomes a vehicle (=means) of communication because a community of users agrees that the symbol and the object are linked. *Hence* symbols are a powerful code for representing and dealing with the world around us.

2. Symbols assume many different forms. Take gestures, or movements with social significance. Whereas Europeans and Americans shake their heads to show a negative reaction, the inhabitants of the Admiralty Islands make a quick stroke of the nose with a finger of the right hand. Turks display negation by throwing their heads back and *then* making a clucking noise with the tongue. By virtue of (= *by means of*) their culture, Europeans and Americans will misinterpret the meaning of these gestures. Objects such as flags, paintings, religious icons, badges, and uniforms also function as social symbols. But probably the most important symbols of all are found in language. The latter can be referred to as a socially structured system of sound patterns (words and sentences) with specific and arbitrary meanings. Language is the cornerstone of every culture. It is the chief vehicle (means) by which people communicate ideas, information, attitudes, and emotions to one another. And it is the principal means by which human beings create culture and transmit it from generation to generation.

3. The study of the meanings people attach to the things they do and make is central to the study of culture. A symbol is an object, gesture, sound, color, or design that represents something other than itself. *That is*, humans transform elements of the world into symbols, anything that carries a particular meaning recognized by people who share culture. Because we are surrounded by our culture's symbols, we take them for granted. Culture shock is really the inability to "read" meanings in new surroundings. Not understanding the symbols of a culture leaves a person feeling lost and isolated, unsure of how to act, and sometimes frightened. In an unfamiliar setting, we need to remember that even behavior that seems innocent and normal to us may offend others. *Then*, too, symbolic meanings can vary within a single society. A fur coat may represent a luxurious symbol of success or the inhumane treatment of animals. Similarly, a flag, which for one individual embodies regional pride, may symbolize racial oppression to someone else. Cultural symbols also change over time. Blue jeans were created more than a century ago as reliable and inexpensive work clothes. In the liberal political climate of the 1960s jeans became popular among wealthy students, who wore them to look

"different" or perhaps to identify with working people. A decade later, "designer jeans" appeared as high-priced status symbols. Today, jeans are as popular as ever, simply as comfortable dress.

4. *In sum*, we use symbols to make sense of our lives. Shared symbols allow us to communicate with others in our own culture. In a world of cultural diversity, however, the careless use of symbols can cause embarrassment and even conflict (3600).

**5. Find the key (topic) words in the text and compare them to your list. Add any new words.**



## LANGUAGE WORK

### **1. Give Russian/Ukrainian equivalents to the following:**

1) To lack a physical existence, 2) to be socially accepted as standing for something else, 3) to stand for a physical object, 4) to assume many different forms, 5) to use gestures or movements with social significance, 6) to show a negative reaction, 7) to be surrounded by our culture's symbols, 8) to communicate ideas, information, attitudes, and emotions to one another, 9) to take our culture's symbols for granted, 10) to transmit culture from generation to generation, 11) symbolic meanings, 12) to vary within a single society, 13) to embody pride, 14) to symbolize ... to someone, 15) to change over time, 16) to become a high-priced status symbol, 17) to make sense of the world around us, 18) to communicate with others, 19) to seem innocent and normal, 20) to offend others, 21) to cause embarrassment.

### **2. Give English equivalents to the following:**

1) Физические предметы/ фізичні предмети, 2) жесты с социальным значением/ жести із соціальним значенням, 3) символы нашей культуры/ символи нашої культури, 4) показывать негативную реакцию/ показувати негативну реакцію, 5) сообщать информацию друг другу/ повідомляти інформацію один одному, 6) принимать как должное/ приймати як належне, 7) передавать от поколения к поколению/ передавати з роду в рід,

8) изменяться внутри одного общества/ змінюватися в межах одного суспільства, 9) символизировать/ символізувати, 10) меняться со временем/ змінюватися з часом, 11) символическое значение/ символічне значення, 12) общаться с другими/ спілкуватися з іншими, 13) вызывать смущение/ бентежити, 14) быть гордим/ бути гордим.

**3. Translate the underlined words in the text, taking into account their functions in the sentences.**

**4. Translate the sentences, paying attention to the words *in italics*:**

1. I hate the *lack* of privacy in the dormitory (the hall of residence).
2. The advertisement *lacks* individuality.
3. Why do you always *leave* your homework till the last minute?
4. I don't want to upset you, but your essay *leaves* much to be desired.
5. What do you know about everyday *lives* of your peers abroad?
6. Do you know that this author *lives* in this country?
7. Do you have any *means* of transport?
8. This word has two different *meanings* in English.
9. What does this word *mean*?
10. The bell *means* that the lesson is over.

**5. Use the correct forms in the sentences below:**

**Embarrass, embarrassment, embarrassing, embarrassed**

1. His cheeks were hot with \_\_\_\_ .
2. I felt really \_\_\_\_ about it.
3. It \_\_\_\_ me even to think about it
4. This put them in an \_\_\_\_ position.
5. He didn't want to talk either, which \_\_\_\_ her

**6. Match the words and word combinations in column A with those having similar meanings in column B.**

A	B
1) surrounding	a) principal



2) show	b) understand
3) be referred to	c) means
4) behavior	d) setting
5) vehicle	e) display
6) chief	f) conduct
7 ) make sense of	g) be called

**7. In the text *Symbols and Language* find the words and word combinations with similar meaning to those in italics. Make up your own examples with these words:**

1. Nontangible aspects of life are what sociologists *call* nonmaterial culture.
2. Nontangible aspects *have no* physical existence.
3. Symbols are acts or objects that *represent* something else.
4. Turks *show* negation by throwing their heads back.
5. Europeans will *understand in a wrong way* the meaning of these gestures.
6. Many objects also *operate* as social symbols.
7. Language can be *termed* as a socially structured system of sound patterns.
8. Language is the *most important part* of every culture.
9. Language is the chief *means* by which people *transmit* ideas to one another.
10. By means of language people *build* culture and *pass* it from generation to generation.



## WRITING

**8. Arrange the following words in an alphabetical order:**

- a) Symbolic, b) meaning, c) nonmaterial, d) accept, e) language, f) surrounding, g) generation, h) embody.

**9. Identify whether each word below is a verb (v), a noun (n), an adjective (adj), or an adverb (adv). Identify the part of the word, which shows its grammatical function.**

*Example: religious (adj)*

1) Careless, 2) embarrassment, 3) symbolize, 4) socially, 5) luxurious, 6) negation, 7) diversity, 8) generation, 9) recognize.

**10. State the root in the following words:**

*Example:* uniforms – form.

1) Treatment, 2) transform, 3) regional, 4) existence, 5) generation, 6) significance, 7) movements, 8) inhabitants.

**11. Write down Past Simple and Past Participle of the following verbs in the bold.**

1) to **think** about smth in our minds, 2) to **come** to represent other things, 3) to **become** a means of communication, 4) to **stand** for physical objects, 5) to **deal** with the world around, 6) to **shake** one's head (in order) to **show** a negative reaction, 7) to **throw** one's head back. 8) to **take** one's culture's symbols for granted, 9) to **wear** something to look differen), 10) to **make** sense of the world around us.

**Use the combinations above in the sentences of your own.**

**12. In the text above find and copy word combinations with these words:**

1) Culture, 2) cultural, 3) setting, 4) symbol, 5) symbolic.

**13. Fill in the gaps:**

**A.** Norms and values are ..1.. aspects of social life. Norms and values ..2.. a physical existence. But then, how can we ..3.. them? The answer ..4.. with symbols. Symbols stand for ..5.. .Symbols represent other things ..6.. the people's shared understandings. A community of users ..7..that the symbol and the object are ..8.. Hence symbols are a powerful ..9.. for representing and dealing with the ..10.. around us.

**B.** Symbols ..1.. many different forms. Take, for example, ..2.., or movements with social ..3.. . Such objects as flags, paintings, and badges also ..4.. as social symbols. The most ..5.. symbols are found in language. The latter can be .. 6.. to as a socially structured ..8.. of words and sentences. Language is the ..9.. of every culture. It is the chief .. 10.. by which people communicate information, attitudes, and emotions to .. 11 .. . Language is the principal ..12.. by which human beings ..13.. culture and ..14.. it from generation to ...15... .

C. Blue jeans were ..1.. more than a century ..2.. as reliable and .. 3.. work clothes. In the liberal political ..4.. of the 1960s, jeans ..5.. popular among wealthy students, who ..6.. them to look "..7.." or to identify with working ..8.. . A decade ..9.. , "designer jeans" appeared as ..10.. of a high-priced status. Today, jeans are as popular as ever, just as ..11.. dress.

## GRAMMAR IN USE

**A.** *To form abstract nouns from some **verbs** we use suffix **tion/sion**.*

E.g. inform (v) – information (n), decide (v) – decision (n), present (v) – presentation

**B.** *To form abstract nouns from some **adjectives** we use suffix **ness**.*

E.g. dark (adj) – darkness (n), lazy (adj) – laziness (n)

**14. A. Translate the nouns, identifying their main part (a verb or an adjective) and a suffix:**

1) creation, 2) observation, 3) helplessness, 4) illustration, 5) freshness, 6) hardness, 7) liberation, 8) smartness.

**Find similar words in the text above.**

**B. Form abstract nouns from these verbs:**

A. 1) To communicate, 2) to create, 3) to elaborate, 4) to generate, 5) to imagine, 6) to overestimate, 7) to transmit, 8) to demonstrate, 9) to permit.

B. 1) bright, 2) rude, 3) polite, 4) white, 5) happy, 6) loud.

**15. Translate into English:**

1. Нормам и ценностям не достает физической формы, то есть физического существования/ Нормам і цінностям бракує фізичної форми, тобто фізичного втілення.

2. Для отображения мира вокруг нас мы используем символы/ Для зображення світу навколо нас ми використовуємо символи.

3. Символы нематериальны, но обозначают материальные предметы и действия/ Символи нематеріальні, але означають матеріальні предмети та дії.

4. Символ – это предмет, звук, жест, цвет, который представляет что-то

другое, нежели он сам/ Символ – це предмет, звук, жест, колір, який відбиває щось інше, ніж він сам.

5. Формы символов разнообразны/ Форми символів різноманітні.



## DISCUSSION

### **1. In groups, work out definitions of the following:**

1) Nonmaterial culture, 2) cultural symbols, 3) language.

### **2. In turns with a partner ask and answer these questions:**

- 1) What is a symbol?
- 2) For what reason does a symbol become a means of communication?
- 3) What examples of social symbols can you name?
- 4) Why is language called the cornerstone of every culture?
- 5) What is cultural shock ?
- 6) When can symbols cause embarrassment and conflict?
- 7) Why are jeans mentioned in the text *Symbols and Language*?
- 8) What is a symbol of success to you?

### **3. Work as a group. Do you agree or disagree with the following statements?**

#### **Use specific details to prove your choice.**

- 1) Symbols are a powerful code for representing and dealing with the world around us.
- 2) Symbols assume many different forms.
- 3) Behavior that seems innocent and normal to us may offend others.
- 4) Symbolic meanings can vary within a single society.
- 5) Cultural symbols change over time.

**Discuss your answers with each other, having one member of the group record the answers. A member of the group may be asked to share the group's answers with the class.**



## ADDITIONAL TASKS

**1. Translate this text in writing, paying attention to the underlined words.**

It is impossible to overestimate the importance of language in the development, elaboration, and transmission of culture. Language enables people to store meanings and experiences and to pass this heritage on to new generations. Through words, we are able to learn from the experiences of others and from events at which we were not present. In addition, language enables us to transcend (go beyond) the here and now, preserving the past and imagining the future; to communicate with others and formulate complex plans; to integrate different kinds of experiences; and to develop abstract ideas. (490)

**2. Check your translation with your partner. If there is still something you don't understand in the text, be ready to discuss it with others.**

**3. Supply a title to the text above. : (The best title for this passage is...)**

**4. BACK TRANSLATION. Based on your written translation, interpret the main ideas of the text into English.**



**DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

**5. Read the text below to answer the question:” What does the text deal with?”**

What accounts for the popularity of film characters such as James Bond and Rambo? Each is highly individualistic and relies on personal skills and intelligence (= intellect) to challenge "the system." In applauding such characters, we are endorsing (endorse = give approval of) certain values, i.e. culturally defined standards of desirability, goodness, and beauty that serve as broad guidelines for social living. Thus, values are statements from the standpoint of a culture of what ought to be. Values are broad principles that underlie (= form the basis of) beliefs, i.e. specific statements that people hold to be true. In other words, values are abstract standards of goodness, while beliefs are particular matters that individuals consider to be true or false (600).

**6. Work in pairs. In turns answer the question: “What is the most important the author wants me to understand about the topic?”**

## **Active Vocabulary on Lesson 3 (Symbols And Language)**

**Be sure you know the following key words and can use them when  
discussing symbols and language**

carry (to carry a particular meaning)

change (to change over time)

communicate (to communicate information, to communicate with others)

diversity (cultural diversity)

embarrassment

embody

lack (to lack a physical existence)

language

feel lost (to feel lost/isolated/ frightened)

meaning (the meanings people attach to the things...)

misinterpret (to misinterpret the meaning of ...)

represent (to represent other things)

share (to share culture)

stand for (to stand for a physical object)

symbol

to symbolize



## LESSON 4. MATERIAL CULTURE AND TECHNOLOGY



### WARMING-UP AND READING

**1. Look at the title. What words would you expect to find in a text on this topic?**

**Make a list.**

**2. Check the pronunciation and the meaning of the following words and phrases:**

A. 1) Artifact, 2) afford, 3) common to, 4) contribute to, 5) creation, 6) destroy in a flash, 7) device, 8) environment, 9) imagine, 10) indicate, 11) intangible, 12) item, 13) judgment, 14) knowledge, 15) medical treatment, 16) members of our society, 17) miraculous, 18) outsider, 19) prefer, 20) priority, 21) a wide range of, 22) reject, 23) sophisticated technology, 24) weapons.

B. 1) *Although*, 2) *however*, 3) *in addition to*, 4) *finally*, 5) *in short*, 6) *such as*, 7) *while*, 8) *within*.

**3. Now read the text to be able to discuss its main ideas.**

### MATERIAL CULTURE AND TECHNOLOGY

1. *In addition to* intangible elements *such as* values and norms, every culture includes a wide range of tangible (from Latin meaning "touchable") human creations that sociologists term *artifacts*. The Chinese eat with chopsticks rather than knives and forks, the Japanese put mats *rather than* rugs on the floor, and many men and women in India prefer flowing robes to the tighter clothing. The material culture of a people can seem *as* strange to outsiders *as* their language, values, and norms.

2. The artifacts common to a society typically reflect cultural values. Material culture also indicates a society's level of technology, knowledge that a society *applies to* the task of living in a physical environment. *In short*, technology ties (=connects) the world of nature to the world of culture rather than technologically

powerful societies are constantly reshaping the environment (for better or ill) according to their interests and priorities. Attaching great importance to science and praising the sophisticated technology it has produced, members of technologically powerful societies *tend to* judge cultures with simpler technology as less advanced.

3. *However*, we must be careful not to make self-serving judgments about other countries. *While* complex technology produces work-reducing devices and miraculous medical treatments, it can also *contribute to* unhealthy levels of stress, erode the natural environment, and create weapons capable of destroying in a flash everything humankind has achieved.

4. *Finally*, technology is another element of culture that varies greatly *within* one country. *Although* some of us cannot imagine life without CD players, televisions, and personal computers, many members of our society cannot *afford* such items, and others *reject* them on principle. (1500)

#### **4. Find the topic words in the text and compare them to your list. Add any new words.**



### **LANGUAGE WORK**

#### **1. Give Russian/Ukrainian equivalents to the following:**

1) to include a wide range of, 2) to indicate a society's level of technology, 3) to reflect cultural values, 4) to erode the natural environment, 5) technologically powerful societies, 6) to reshape the environment, 7) to praise the sophisticated technology produced by science, 8) to make self-serving judgments, 9) to produce work-reducing devices, 10) to reject some items of technology, 11) to be careful not to..., 12) to attach great importance to..., 13) to seem strange to outsiders, 14) in addition to.

#### **2. Give English equivalents to the following:**

1) Уровень технологии общества/ рівень технології суспільства, 2) окружающая среда/ оточуюче середовище, 3) отображать культурные ценности/ відбивати культурні цінності, 4) технологически мощные общества/



технологічно потужні суспільства, 5) персональний комп'ютер/ персональний комп'ютер, 6) разрушать окружающую среду/ руйнувати оточуюче середовище, 7) быть осторожным/ бути обережним, 8) представлять(воображать) жизнь без компьютеров/уявляти життя без комп'ютерів, 9) позволять себе продукты сложной технологии/ дозволяти речі складної технології.

**3. Translate the underlined words in the text, paying attention to their positions in the sentences.**

**4. Translate the sentences, paying attention to the words *in italics*:**

- 1) The meal was *as awful as* the conversation.
- 2) The press *termed* the visit a triumph.
- 3) I *tend to* wake up early in the morning.
- 4) Advanced technology has directly *contributed to* the excessive growth of cities.
- 5) I can *afford* to rent this flat.
- 6) You can't *afford* to be careless in this job.
- 7) Some people *reject* the idea of mixed schools.

**WRITING**

**5. Arrange the following words in an alphabetical order:**

- 1) Intangible, 2) afford, 3) contribute, 4) value, 5) reject, 6) artifact, 7) priorities, 8) items.

**6. Identify whether each word below is a verb (v), a noun (n), an adjective (adj), or an adverb (adv). Identify the part of the word which shows its grammatical function.**

*Example: environment (n)*

- 1) Creation, 2) unhealthy, 3) judgment, 4) physical, 5) technologically, 6) miraculous, 7) powerful, 8) greatly, 9) priority.

**7. Use the correct forms of the following in the sentences below:**

**Person, personal, personally**

1. \_\_\_\_\_, I don't think you should go to the party.

2. She really isn't a very nice \_\_\_\_ .
3. Of course, that's only my \_\_\_\_ opinion.
4. The book was translated from English under the \_\_\_\_ supervision of the author.

**8. a) Be sure you understand these verbs used in the text above.**

- 1) Apply to, 2) depend on, 3) contribute to, 4) prefer ... to..., 5) respond to.

**b) Make up your own sentences with the same verbs. Mind the prepositions.**

**9. a) In the text above find and copy the word combinations with the words:**

- 1) Technology, 2) environment, 3) level.

**b) Make up your own sentences with the same words.**

**10. In the text find and copy the words or expressions that:**

**a) have the same or similar meaning to the following in italics:**

- 1) Every culture includes a wide range of "*touchable*" human creations.
- 2) Sociologists *call* tangible human creations "artifacts".
- 3) Material culture *shows* a society's level of technology,
- 4) Technology *connects* the world of nature to the world of culture.

**b) have the opposite meaning to the following in italics:**

- 1) *Healthy* levels of stress, 2) *tangible* elements, 3) *non-material* culture, 4) *artificial* environment, 5) life *with* CD players, televisions, and personal computers.

**11. Fill in the gaps:**

A. The artifacts typically ..1..cultural values. Material ..2.. also indicates a society's ..3.. of technology. Technology ..4.. the world of ..5.. to the world of culture. Technologically powerful ..6.. are constantly reshaping the ..7.. for better or ill. Members of technologically powerful ..8.. attach great importance to ..9.. . They praise the ..10.. technology and judge cultures with ..11.. technology as..12.. .advanced.

B. We must be ..1.. not to make self-serving ..2.. about other countries. While ..3.. technology produces ..4.. devices, it can also ..5.. to unhealthy levels of stress, ..6.. the natural environment, and ..7.. weapons capable of ..8.. in a flash everything that humankind has ..9.. .

C. Technology varies greatly ..1.. one country. Some of us cannot ..2.. life without CD players, televisions, and ..3.. computers. But many ..4.. of our society cannot ..5.. such items, and others ..6.. them on principle.

## **12. Translate into English:**

A. 1. Ценности и нормы являются неосязаемыми элементами культуры/  
Цінності й норми є нематеріальними елементами культури.

2. Существуют также артефакты, то есть созданные человеком предметы/  
Існують також артефакти, тобто предмети, що створені людиною.

3. Материальная культура одного народа может казаться странной для представителей другой культуры/  
Матеріальна культура одного народу може здаватися дивною представникам іншої культури.

4. Артефакты отражают культурные ценности страны/  
Артефакти відбивають культурні цінності країни.

5. Материальная культура указывает на уровень технологий общества/  
Матеріальна культура вказує на рівень технологій суспільства.

## **B. Translate the sentences using the words *person, personal, personally*:**

1. Это мое личное дело/ Це моя особиста справа.

2. Я знаком(а) с ним лично/ Я знайом(а) з ним особисто.

3. Этот автор – интересная личность/ Цей автор – цікава особистість.



## **DISCUSSION**

### **1. WORKING OUT DEFINITIONS. Work in groups. Explain in your own words the meanings of these words and phrases from the text:**

1) Artifacts, 2) a society's level of technology, 3) natural environment, 4) outsiders, 5) technologically powerful societies, 6) work-reducing devices, 7) priorities.

### **2. In turns with your partner ask and answer these questions:**

1. What is specific about the Chinese in terms of eating?

2. What is specific about the Indians in terms of clothes?

3. What indicates a society's level of technology?

4. Can you imagine your life without CD players, television, and personal computers?

**3. List of as many advantages and disadvantages of technology as you can think of. Compare your list with that of the others.**

**4. Do you agree or disagree with the following statements? Use specific details to prove your choice.**

- 1) Technology is another element of culture.
- 2) Technology ties the world of nature to the world of culture.
- 3) The artifacts common to a society typically reflect cultural values.
- 4) Complex technology can erode the natural environment.



### **ADDITIONAL TASK**

**1. Translate this text in writing, paying attention to the underlined words.**

Culture is essential to our humanness. It contains a set of ready-made definitions each of us reshapes very little in dealing with social situations. Put another way, culture provides a kind of map for relating to others. Consider how you find your way about social life. How do you know how to act in a classroom, a church, or a supermarket; at a birthday party or a funeral? Your culture provides you with standardized, prefabricated answers for dealing with each of these situations. Not surprisingly, if we know a person's culture, we can understand and even predict a good deal of his or her behavior. (513)

**2. Check your translation with the partner. If there is still something you don't understand in the text, be ready to discuss it with others.**

**3. BACK TRANSLATION. Work in pairs: In turns, based on your translation of the text above, interpret it into English again.**



### **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

**SUPPLYING A TITLE.**

**4. Read the text below and answer the questions: What is the text about? What is the most important the author wants me to understand about the topic? Use these statements:**

*The text deals with... According to the author, ....*

Culture shock is a two-way process. On the one hand, the traveler experiences culture shock when encountering people whose way of life is different. For example, peoples who consider dogs beloved household pets might be put off by the Masai of eastern Africa, who ignore them and never feed them. The same travelers might well be horrified to find that in parts of Indonesia, Korea, and China people cook dogs for dinner.

On the other hand, a traveler inflicts culture shock on others by acting in ways that give offense. A person who asks for a cheeseburger in an Indian restaurant offend Hindus, who consider cows sacred and not to be eaten. Global travel provides almost endless opportunities for misunderstanding. (600)

**5. Is there anything in the text that especially attracts your attention? Is there anything you don't understand? Be ready to discuss it in class.**

**6. Supply a title to the text above.**

**Active Vocabulary on Lesson 4 ( Material Culture And Technology)**

**Be sure you know the following key words and can use them when discussing material culture and technology**

advanced (less advanced societies)

afford (to afford such items as personal computers)

artifacts

contribute (to contribute to smth)

device (work-reducing devices )

environment

erode (to erode the natural environment)

indicate (to indicate a society's level of technology)

judge (to judge cultures with simpler technology as less advanced)

judgment (to make self-serving judgments about smth)

nature (the world of nature)

reflect (to reflect cultural values)

reject (to reject smth on principle)

technology (level of technology, sophisticated technology)



## LESSON 5. THE INFORMATION REVOLUTION



### WARMING-UP AND READING

#### 1. Before you read the text, answer the questions:

1. What is your idea of the information revolution?
2. What does the information revolution mean for our way of life?

#### 2. Check the pronunciation and the meaning of the following words and phrases:

A. 1) ancestor, 2) authentically, 3) cyber-society, 4) Disney characters, 5) elite, 6) heritage, 7) idea, 8) intentionally, 8) overlook shortcomings, 9) over time, 10) trend, 11) transmitted over time, 12) strive, 13) unprecedented rate, 14) youngsters.

B. 1) *although*, 2) *earlier*, 3) *in the past*, 4) *in the traditional view*, 5) *no doubt*, 6) *of course*, 7) *through*

#### 3. Now read the text and compare the information with your ideas about the information revolution.

### THE INFORMATION REVOLUTION

1. The Information Revolution is now generating symbols - words, sounds, and images - at an unprecedented rate and rapidly spreading these symbols across the nation and around the world. What does this new information technology mean for our way of life?

2. One important trend is that more and more of our cultural symbols are *intentionally created*. *In the past*, sociologists viewed culture as a way of life transmitted over time from generation to generation. *In this traditional view*, culture is a deeply rooted heritage that is passed along over the centuries and is authentically our own because it belonged to our ancestors. But in the emerging cyber-society, more and more cultural symbols are new, intentionally generated by a small cultural elite of composers, writers, filmmakers, and others who work within

the rapidly developing information economy.

3. To illustrate this change, consider the changing character of cultural heroes, people who represent an ideal we strive to live up to. *Earlier*, our heroes were real men and women who made a difference in the life of this nation - George Washington, Abraham Lincoln. Of course, when we make a hero of someone (almost always well after the person has died), we "clean up" the person's biography, highlighting the successes and overlooking the shortcomings. But, *although idealized*, these people were authentic (= real) parts of our history.

4. Today's youngsters, by contrast, are fed a steady diet of virtual culture, images that spring from the minds of contemporary culture-makers and that reach us through a screen – on television, in the movies, or *through* computer cyberspace. Today's "heroes" include Power Rangers, Rugrats, Ninja Turtles, Batman, Barbie, and a continuous flow of Disney characters. *No doubt*, these cultural heroes embody some of the key cultural values that have shaped our way of life. But none has any historical reality and almost all came into being for a single purpose: making money.  
(1754)



## LANGUAGE WORK

### **1. Give Russian/Ukrainian equivalents to the following:**

1) to generate images at an unprecedented rate, 2) to spread symbols around the world 3) to spread images across the nation, 4) in the past, 5) new information technology, 6) one important trend, 7) to be intentionally created, 8) to view culture as..., 9) in the traditional view, 10) a deeply rooted heritage, 11) to belong to our ancestors, 12) the emerging cyber-society, 13) a cultural elite, 14) the changing character of cultural heroes, 15) to strive to live up to an ideal, 16) to "clean up" the person's biography, 17) to highlight the successes, 18) to overlook the shortcomings, 19) authentic parts of our history, 20) to reach us through a screen, 21) to come into being for a single purpose.

### **2. Give English equivalents to the following:**



1) Производить звуки, слова и образы/ продукувати звуки, слова та образи, 2) во всем мире/ в усьому світі, 3) одно из важных направлений/ один із важливих напрямків, 4) рассматривать культуру как.../ розглядати культуру як..., 5) культурная элита/ культурна еліта, 6) культурные герои/ культурні герої, 7) стремиться к идеалу/ прагнути до ідеалу, 8) подчеркивать успехи/ підкреслювати успіхи, 9) появляться с одной целью/ з'являтися з однією метою, 10) в прошлом/ у минулому, 11) быть созданным преднамеренно/ бути зробленим навмисно.

**3. Translate the underlined words in the text, taking into account their functions in the sentences.**

**4. Translate the sentences, paying attention to the words *in italics*:**

1. Your *ancestors* are the people in former times from who you descended.
2. This simple device is the *ancestor* of the modern computer.
3. She had no *intention* of spending the rest of her life working as a waitress.
4. To some people the term 'industrial revolution' is associated with *images* of smoky steel factories and clanking machines.
5. Due to his lack of *imagination*, he just didn't know what to do.
6. This is the thing that may one day be a part of our national *heritage*.

**WRITING**

**5. Arrange the following words in an alphabetical order:**

a) Rate, b) technology, c) trend, d) cyber-space, e) heritage, f) authentically.

**6. Identify whether each word below is a verb (v), a noun (n), an adjective (adj), or an adverb (adv). Identify the part of the word which shows its grammatical function.**

*Example: deeply (adv)*

- 1) Generation, 2) composer, 3) rapidly, 4) traditional, 5) imagination, 6) reality, 7) achievements.

**7. State the roots in these words:**

- 1) Overlooking, 2) unprecedented, 3) youngsters, 4) shortcomings, 5) reality.

**8. Match column A with column B, finding the words and expressions that have the similar meaning:**

<u>A</u>	<u>B</u>
1. in the past	a. actual men and women
2. to view culture as	b. to represent values of culture
3. to embody cultural values	c. to emphasize the achievements
4. real men and women	d. earlier
5. to highlight the successes	e. to consider culture as

**9. Make up your own sentences with these words:**

1) More and more, 2) in the past, 3) from generation to generation, 4) to belong to our ancestors, 5) to represent an ideal.

**10. Use the correct forms in the sentences below:**

**Success, successful, successfully**

1. Jack gets good grades at school; he is a \_\_\_\_ student.
2. I'm sure he will be \_\_\_\_ in his chosen career.
3. He \_\_\_\_ studied last year.
4. His \_\_\_\_ is due to his hard work.

**11. a) Write words and expressions that have the same or similar meaning to the following in italics (the text above can help you):**

**A.** 1) The Information Revolution is now *producing* symbols at a *an extremely high* rate. 2) Sociologists *looked at* culture as a way of life *passed* from generation to generation. 3) But more and more cultural symbols are *produced* by those who work within the *quickly* developing information economy. 4) These people were *true* parts of our history. 5) These cultural heroes *appeared* for *the only* purpose: *earning* money.

**B.** 1) One important *tendency*, 2) *actual* men and women, 3) *quickly* spreading these symbols, 4) in the *appearing* cyber-society, 5) images that *originate* from the minds of *modern* culture-makers, 6) these cultural *characters*.

**b) Write words and expressions that have the opposite meaning to the following in italics (the text above can help you)::**

1) One *unimportant* trend, 2) *less and less* of our cultural symbols, 3) created *accidentally*(= *by chance*), 4) in the *future*.

**12. In the text above find and copy the word combinations with the words:**

1) Symbols, 2) society, 3) character, 4) hero.

**Make up your own sentences with these words.**

**13. Fill in the gaps:**

More and more of our cultural symbols are intentionally ..1... In the past, sociologists viewed .. 2 .. as a way of life .. 3 .. over time from generation to .. 4 ... In this traditional view, culture is a deeply rooted .. 5 .. that is passed along over the centuries. It is authentically our own because it .. 6 .. to our ancestors. But now more and more .. 7 .. symbols are .. 8 .. generated by a small cultural .. 9 ...

**14. Translate into English:**

1. Традиционно культура является глубоко укорененным наследием/  
Традиційно культура є глибоко вкоріненим спадком.
2. Это наследие принадлежало нашим предкам/ Цей спадок належав нашим пращурам.
3. Но все больше и больше появляется новых культурных символов/ Проте все більше й більше з'являється нових культурних символів.
4. Культурная элита создает новые культурные символы/ Культурна еліта створює нові культурні символи.
5. Культурная элита состоит из писателей, композиторов, создателей фильмов/  
Культурна еліта об'єднує письменників, композиторів, кінематографістів.



## **DISCUSSION**

**1. Explain in your own words what these words and phrases from the text mean.**

1) Today's youngsters, 2) cultural elite, 3) virtual culture, 4) the Information Revolution, 5) cyber-society, 6) filmmakers, 7) computer cyberspace, 8) culture-makers.

**2. Paraphrase these sentences:**

1) Culture is a deeply rooted heritage. 2) When we make a hero of someone, we "clean up" the person's biography. 3) Today's youngsters are fed a steady diet of virtual culture.

**3. In turns tell each other whether you agree completely with the ideas in the text.**

**4. List of as many advantages and disadvantages of virtual culture heroes as you can think of. Compare your list with the others'.**

**5. Give any example of a cultural hero (or a real person) who represents an ideal you strive to live up to.**

**6. Think about a cultural hero (or a real person) who represents an ideal you strive to live up to and complete the following: "I strive to live up to ....., because ... ."**



## ADDITIONAL TASKS

**1. Translate this text in writing, paying attention to the underlined words.**

Just as other animals are prisoners of biology, so it appears that human beings are prisoners of culture. But there is a crucial difference, as this chapter suggests. Biological instinct creates a ready-made world, but culture gives to us the opportunity and responsibility to make and remake a world for ourselves. Therefore, although culture seems at times to restrict our lives, it also embodies hope, creativity, and choice. There is no better evidence in support of this conclusion than the fascinating cultural diversity of our own society and the far greater human variety of the larger world. Furthermore, culture is ever-changing as the result of human imagination and inventiveness. And the more we discover about our culture, the greater our ability to use the freedom it offers us. (680)

2. Check your translation with your partner.
3. If there is still something you don't understand in the text, be ready to discuss it with others.
4. BACK TRANSLATION. In turns, based on your translation of the text above, interpret it into English again.



## **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA. SUPPLYING A TITLE.**

5. Read the text below, asking yourself "What is the passage about?"

Culture can present itself on different levels. The highest level is occupied by the culture of a national or regional society. The way in which attitudes are expressed within a specific organization is described as a corporate or organizational culture. Finally, we can even talk about the culture of particular functions within organizations: marketing, research and development, personnel. People within certain functions will tend to share certain professional and ethical orientations. (420)

6. Answer the question, "What is the most important the author wants me to understand about the topic?"

Use this statement: *According to the author, ...*

Supply a title.

7. Is there anything in the text that especially attracts your attention? Is there anything you don't understand? Be ready to discuss it with others.

## **Active Vocabulary On Lesson 5**

### **(The Information Revolution)**

**Be sure you know these key terms and can use them when discussing the  
Information Revolution**

ancestor

authentic (authentic parts of our history)

character (Disney characters)  
come into being (= to emerge)  
culture-makers  
cyber-society  
elite (cultural elite)  
embody (to embody the key cultural values)  
emerge (the emerging cyber-society)  
generate (to generate symbols)  
generation (to transmit smth from generation to generation)  
heritage (a deeply rooted heritage)  
hero (to make a hero of someone)  
image  
intentionally (to be intentionally created)  
live up (to strive to live up to...)  
make money  
shape (to shape our way of life)  
sound (words and sounds)  
spread (to spread symbols around the world)  
transmit (a way of life transmitted from generation to generation)  
technology  
trend (one important trend is...)  
unprecedented (at an unprecedented rate)  
virtual (virtual culture)



## LESSON 6. YOUTH CULTURE



### WARMING-UP AND READING

1. **Pre-reading task. What do you know about youth culture?**

2. **Check the pronunciation and the meaning of the following words and phrases:**

A. 1) adopt, 2) assume, 3) attitude, 4) body language, 5) different, 6) envy (n, v) , 7) fit together, 8) focus (v, n), 9) focus of attention, 10) (the) middle-aged, 11) noisy, 12) (the) old, 13) particular, 14) separate (adj), 15) separate (v), 16) special, 17) state (v, n), 18) style, 19) sympathy, 20) taste (in), 21) young people

B. 1) *Consequently*, 2) *despite*, 3) *furthermore*, 4) *however*, 5) *it is assumed that...* , 6) *obviously*, 7) *to some extent*, 8) *whatever*.

3. **As you read, ask yourself: "What is the most important the author wants me to understand about the youth culture?"**

### YOUTH CULTURE

1. In many modern nations, the members of some groups participate in the main culture of the society while simultaneously sharing with one another a number of unique values, norms, traditions, and life styles. These distinctive cultural patterns are termed a subculture. Subcultures can find expression in various religious, racial, ethnic, occupational, and age groups. One example of a subculture is youth culture.

2. In many countries, young people have become a focus of attention; they have become a problem. *It is assumed that* being young is somehow special; it is a state that requires public notice from the middle-aged and the old. *Obviously*, a wide variety of attitudes are mixed up in this, including envy, fear, dislike and even sympathy. *Whatever* the attitude, *however*, the young are seen as *different*.

3. *To some extent*, sociological analysis of youth culture (or cultures) has adopted the common-sense view of young people as a problematic category in that it has focused on *spectacular* youth cultures. These are cultures that construct themselves as spectacles (= impressive public show); it is as if *they are meant to* be seen, looked at. *Consequently*, participants dress extravagantly and distinctively, are noisy and demonstrative in public places, and appear to behave defiantly. Critical to this spectacularity is the adoption of a particular *style*. Each youth culture has its own particular style, a blend (= mixture) of special tastes in music, clothes, hairstyle or even body language. *Furthermore*, young people are creative in putting together elements of style taken from quite different sources; punk style is a case in point. *Despite* these completely different sources, the elements of youth culture styles do fit together. Different styles separate one culture from another, give members an identity, and enable them to recognize themselves and others. (1580)



## LANGUAGE WORK

### **1. Give Russian/Ukrainian equivalents to the following:**

1) to become a focus of attention, 2) it is assumed that, 3) the middle-aged, 4) a wide variety of attitudes, 5) whatever the attitude, 6) to be seen as different, 7) sociological analysis, 8) a common-sense view of young people, 9) a problematic category, 10) to include envy and fear, 11) to include sympathy, 12) adoption of a particular style, 13) to dress distinctively and extravagantly, 14) to be demonstrative in public places, 15) to be noisy, 16) to behave defiantly, 17) to have one's own particular style, 18) youth culture, 19) a blend of special tastes, 20) hairstyle, 21) body language, 22) from quite different sources, 23) to separate one culture from another, 24) to fit together, 25) to give... an identity.

### **2. Give English equivalents to the following:**

1) Зависть и страх/ заздрість і страх, 2) люди среднего возраста/ люди середнього віку, 3) социологический анализ/ соціологічний аналіз, 4) проблемная категория/ проблемна категорія, 5) вести себя с вызовом в общественных местах/ поводитися зухвало у громадських місцях,



6) сочувствие/ співчуття, 7) иметь свой собственный стиль/ мати свій власний стиль, 8) молодежная культура/ молодіжна культура, 9) смешение вкусов/ змішування смаків, 10) прическа/ зачіска, 11) вкусы в музыке/ музичні вподобання, 12) язык жестов/ мова жестів, 13) отделять одну культуру от другой/ відокремлювати одну культуру від іншої, 14) разные источники/ різні джерела, 15) идентичность/ ідентичність, 16) в общественных местах/ у громадських місцях.

**3. Translate the underlined words in the text, taking into account their functions in the sentences.**

**4. Translate the sentences, paying attention to the words in italics:**

1. *Whatever* she says, she doesn't really *mean* it.
2. I still love you, *whatever* you may think.
3. You may say *whatever* you like.
4. *Despite* public opposition the programme went on.
5. *Somehow* they got completely lost.
6. According to Hindus, a being may pass through numberless *states* of existence.
7. The *state* of affairs between the two countries is fairly satisfactory.

**5. Fill in the gaps:**

According to sociologists, in many countries .. 1 .. have become a .. 2 .. of attention; they have become a *problem*. It is assumed that being young is a .. 3 .. that requires public notice from the middle-aged and the old. Obviously, a wide .. 4 .. of attitudes are mixed up in this. Whatever the attitude, however, the young are seen as .. 5 ..

**WRITING**

**6. Arrange the following words in an alphabetical order:**

a) Youth, b) participant, c) blend, d) recognize, e) source, f) particular, g) body.

**7. Identify whether each word below is a verb, a noun, an adjective, or an adverb. Identify the part of the word, which shows its grammatical function.**

*Example:* defiantly (*adv*):

- 1) Problematic, 2) special , 3) spectacularity, 4) distinctively, 5) condemnation, 6) creative, 7) extravagantly, 8) adoption, 9) obviously.

**8. State the roots in these words:**

1) Different, 2) completely, 3) demonstrative, 4) adoption, 5) dislike.

**9. Use words and expressions that mean the same as the following words in italics (the text above can help you):**

1) To *build* oneself, 2) to *seem* to behave defiantly, 3) *components* of style, 4) *absolutely* different sources, 5) *young people*, 6) to become *a centre* of attention.

**10. Use the correct forms in the sentences below:**

**A. Create, creation, creative, creatively**

1. Artists are \_\_\_\_ people.
2. People come to museums to admire artists' \_\_\_\_ .
3. People of art see things \_\_\_\_ .
4. It is a great gift to be able to \_\_\_\_ something new and different.
5. She's a fantastic designer. She is so \_\_\_\_ !

**B. Vary, variety, various**

1. This store has a great \_\_\_\_ of clothes.
2. You can find anything you want in its \_\_\_\_ departments.
3. The selection of clothes \_\_\_\_ from month to month.
4. He decided to leave the country for \_\_\_\_ reasons.

**11. Translate into English:**

1. Соціологи розглядають молодь як проблемну категорію/ Соціологи визначають молодь як проблемну категорію.
2. Во многих социологических исследованиях молодежная культура рассматривается как культура, которая конструирует себя как зрелище (спектакль)/ Багато соціологічних досліджень визначають молодіжну культуру як таку, що конструє себе як видовище.
3. Молодые люди одеваются экстравагантно и ведут себя шумно/ Молоді люди одягаються екстравагантно і поведуть себе галасно.
4. У каждой молодежной культуры свой определенный стиль/ Кожна молодіжна культура має власний стиль.

5. Молодые люди имеют свои определенные вкусы в музыке, одежде, причёске/ Молоді люди дотримуються власних смаків у музиці, одязі та зачісках.

6. Каждая молодежная культура имеет свой язык жестов/ Кожна молодіжна культура має свою мову жестів.

7. Различные стили отделяют одну культуру от другой/ Відмінні стилі відрізняють одну культуру від іншої.



## GRAMMAR IN USE

### Mind the difference between:

separate [ˈseprɪt] (**adj**) – separate [sepeˈreɪt] (**v**) (from):

a) (adj) to remain **separate**, to organise a **separate** group, to do a **separate** research

b) (v) to **separate** opponents , ...the theme that **separated** them.

### In the text above find the sentence with the word *separate*.

### 12. Be sure you understand the use of the words in bold:

1. Faith and God are the same things to me. I can't *separate* them.
2. It is so sad to think that when we graduate we shall all go our *separate* ways.
3. England is *separated* from France by the Channel.
4. Keep these documents *separately* from those ones.
5. These three parts have always been *separated*.

### 13. Use the correct forms of 'separate' in the sentences below. Mind the pronunciation of the word 'separate' and its derivatives:

1. Cut it into three \_\_\_\_ parts.
2. Mrs Brown and her husband are living \_\_\_\_ now.
3. In some places girls and boys are taught \_\_\_\_ .
4. The Great lakes \_\_\_\_ Canada from America.
5. The two sides of the city \_\_\_\_ by the river.

### 14. Make up your own sentences with the words *separate* (adj), *separate* (v), *separately* (adv).



## DISCUSSION

**1. Explain in your own words what these words and phrases from the text mean.**

1) Spectacular things or events, 2) public places, 3) to dress distinctively and extravagantly, 4) a common-sense view, 5) a problematic category, 6) a case in point.

**2. Do you agree or disagree with the following? Give reasons to support your answer.**

1. In all countries young people have become a problem.
2. People behave differently when they wear different clothes.
3. There is nothing that young people can teach older people.

**3. Speak about youth culture, using the following:**

A) **Key words:** a) The youth, b) the middle-aged, c) the old, d) youth culture, e) a focus of attention, f) different styles, g) special tastes in music, clothes etc.

B) **Linking words:** a) despite, b) furthermore, c) however, d) obviously, e) to some extent, f) consequently.



## ADDITIONAL TASKS

**1. Translate this text in writing, paying attention to the underlined words.**

You have some opinions and ideas that are uniquely your own. But many of your attitudes, values, and beliefs are the same as those of your family, your community, and your fellow countrymen. You learned to think the way you do because you were taught to do so. So were all other people in your country. But not all the people in the world think the same way. Because your friends and neighbors have the same views and opinions that you do, you may not realize how different other people's ideas may be (411).

**2. Check your translation with your partner. If there is still something you don't understand in the text, be ready to discuss.**

**3. BACK TRANSLATION. Work in pairs: In turns, based on your translation of the text above, interpret its main ideas into English.**



**DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

**SUPPLYING A TITLE.**

**4. Read the text below to answer the question “What does the text deal with?”**

In many modern nations, the members of some groups participate in the main culture of the society while simultaneously sharing with one another a number of unique values, norms, traditions, and life styles. These distinctive cultural patterns are termed a subculture. Subcultures can find expression in various religious, racial, ethnic, occupational, and age groups.

The Amish are a case in point. These people a religious sect that originated in Germany and Switzerland during the Reformation conflicts of the sixteenth century. Now the Amish live in small farming communities across Pennsylvania, Ohio, and Indiana. These "Plain People" avoid most modern conveniences on religious grounds. The Amish may seem like a curious relic of the past. They believe in a literal interpretation of the Bible and turn their backs on modern standards of dress, "progressive" morality, "worldly" amusement, automobiles, and higher education. Above all, the Amish value hard physical work and believe that those who do not find joy in work are somehow abnormal. Far from being ashamed of their nonconformity to "worldly standards," the Amish pride themselves on being a "peculiar people" who separate themselves from the world. And many of the outsiders who observe them each year come away with the suspicion that "local, enduring, and stable" Amish communities may well be "islands of sanity in a culture dominated by commercialism" (1200).

**5. Work in pairs. In turns, answer the question “What is the most important the author wants me to understand about the topic of the text?”.**

**6. Supply a title.**

## **Active Vocabulary on Lesson 6 (Youth Culture)**

**Be sure you know these key terms and can use them**  
**when discussing youth culture**

age groups

distinctive (distinctive cultural patterns)

dress (to dress extravagantly and distinctively)

ethnic groups

expression (to find expression in ...)

extravagant

focus of attention (to become a focus of attention)

occupational groups

problematic (a problematic category)

racial groups

religious groups

spectacle (to construct oneself/oneselves as a spectacle/ spectacles)

spectacular

subculture

youth culture



## PART II. COMMUNICATION



### LESSON 1. COMMUNICATION



#### WARMING-UP AND READING

**1. Check the pronunciation and the meaning of the following words and phrases:**

A. 1) Background, 2) bring about, 3) content (n), 4) describe, 5) dimension, 6) enormous, 7) exert influence on, 8) implication, 9) obvious, 10) occur, 11) participant, 12) physical dimension, 13) psychological dimension, 14) refer to, 15) restrict, 16) result in (v), 17) stand out, 18) sequence of events, 19) status relationships, 20) temporal.

B. 1) *Among*, 2) *at times*, 3) *for example*, 4) *as well as*, 5) *at least*, 6) *similarly*, 7) *therefore*.

**2. Read the text below to answer the questions: “What does the text deal with? What is the most important the author wants me to understand about the theme?”**

### COMMUNICATION

1. Communication always takes place within a *context*. The context describes the environment in which communication occurs and which exerts influence on the form and content of the communication. *At times* this context is not *obvious*; it seems so natural that it is *ignored*, as with background music. At other times the context *stands out*, and the ways in which it *restricts* or stimulates our communications are obvious. Compare, *for example*, the difference among communicating in a funeral home, in a football stadium, in a quiet restaurant, and at a rock concert.

2. The context of communication has *at least* three *dimensions*: physical, temporal, and social-psychological. The room or park in which communication takes place is the physical dimension. The temporal dimension also refers to where a particular message fits into the *sequence* of communication events. The social-psychological dimension includes, *for example*, status relationships *among* the *participants*, roles that people play, norms and cultural mores of the society, *as well as* friendliness and formality of the situation.

3. Today, more than ever before, we are living in a multicultural world, and our communication, *therefore*, takes place in a multicultural context. The implications of this simple observation are enormous for *interpersonal* communication. When people from different cultures *interact*, they may each *follow* different *rules* of communication, rules that are often unknown to the other participants. This can result in confusion, and a host of (= a lot of) other miscommunication. *Similarly*, communication strategies or techniques that prove satisfying to members of one culture may prove disturbing or offensive to members of another. These three aspects of context interact; each influences and is influenced by the others. A change in the context can be *brought about* by a change in one of the basic dimensions or by interaction among the dimensions. (1650)



## LANGUAGE WORK

### **1. Give Russian/Ukrainian equivalents to the following:**

1) to take place within a context, 2) the environment in which communication occurs, 3) to exert influence on the form and content of the communication, 4) to be (not) obvious, 5) to have a physical dimension, 6) temporal dimension, 7) to have a social-psychological dimension, 8) to follow different rules of communication, 9) to seem natural, 10) to restrict communication, 11) to result in confusion, 12) to prove satisfying to members of one culture, 13) to prove offensive to members of another culture, 14) to take place in a multicultural context, 15) to include status



relationships among the participants, 16) background music, 17) to live in a multicultural world, 18) sequence of communication events.

## **2. Give English equivalents to the following:**

1) происходить в рамках какого-то контекста/ відбуватися в межах якого сь контексту, 2) оказывать влияние на форму и содержание коммуникации/ впливати на форму та зміст комунікації, 3) очевидный контекст/ явний контекст, 4) казаться естественным/ здаватися природним, 5) фоновая музыка/ фонова музика, 6) ограничивать коммуникацию/ обмежувати комунікацію, 7) стимулировать коммуникацию/ стимулювати комунікацію, 8) последовательность коммуникативных событий/ послідовність комунікаційних подій, 9) иметь социально-психологическое измерение (параметр)/ мати соціально-психологічний вимір, 10) включать в свой состав статусные отношения между участниками коммуникации/ включати до складу статусні стосунки між учасниками комунікації, 11) дружелюбие ситуации/ приязність ситуації, 12) формализованность (формальный характер) ситуации/ формалізованість ситуації, 13) жить в мультикультурном мире/ жити у багатокультурному світі, 14) межличностная коммуникация/ міжособистісна комунікація, 15) придерживаться разных правил/ дотримуватися різних правил, 16) взаимодействовать/ взаємодіяти, 17) привести к неразберихе/ призвести до безладу (плутанини), 18) оказаться обидным для представителей другой культуры/ виявитися образливим для представників іншої культури.

## **3. What do you think the words *in italics* mean in the sentences below?**

1. At times this context is not *obvious*.
2. At other times the context *stands out*.
3. The context of communication has *at least* three *dimensions*.
4. The term “teenagers” *refers to* young people between the ages of 13 and 19.”
5. The *implications* of this simple observation are *enormous* for interpersonal communication.
6. This can *result in* confusion, and *a host of* other miscommunication.

7. Communication strategies that *prove* satisfying to members of one culture may *prove* offensive to members of another .

8. Good education can *bring about* changes in people's lives.

**4. Translate the underlined words in the text, paying attention to their functions in the sentences.**

**5. Match the words and word combinations having similar meaning:**

A	B
1. obvious	a. the most important
2. to ignore	b. to take place
3. multicultural	c. easily seen or noticed
4. to occur	d. to limit
5. to restrict	e. relevant for all cultures
6. interaction	f. communication
7. basic	g. to pay no attention (to)

**6. Match the word combinations having opposite meaning:**

A	B
1. similarity between two events	a. to follow the same rules
2.to influence the others	b. to seem unnatural
3. to follow different rules	c. to take place within a context
4. to seem natural	d. to be influenced by the others
5. to result in confusion	e. difference between two events
6. to take place beyond a context	f. to result from confusion

## WRITING

**7. Arrange the following words in an alphabetical order:**

a) context, b) physical, c) dimension, d) temporal, d) psychological, e) follow, f) prove, g) rule, h) seem, i) natural, j) exert, k) influence, l) restrict.

**8. State the root in the following words:**

1) Friendliness, 2) interact, 3) unintentional, 4) similarly, 5) miscommunication, 6) inaccurate, 7) multicultural, 8) interpersonal, 9) interaction, 10) judgment, 11) disturbing, 12) different, 13) participants, 14) observation, 15) formality.

**9. Arrange the words above into different columns according to the part of speech they belong to. The first four ones have been done for you.**

Verb	Noun	Adjective or participle	Adverb
	Friendliness		
interact			
		unintentional	
			similarly

**10. Fill in the gaps:**

The context of ...1... has at least three ...2...: physical, temporal, and social-psychological. The place in which communication ...3... is the physical dimension. The temporal dimension also ...4... to where a particular message fits into the ...5...of communication events. The social-psychological dimension ...6... status relationships among the ...7..., roles that people ...8..., norms and cultural mores of the ...9..., as well as friendliness and formality of the ...10... .

Today, more than ever ...11... , we are living in a ...12... world, and our communication therefore takes ...13... in a multicultural context. The ...14... of this observation are enormous for interpersonal ...15... When people from different cultures ...16..., they may follow different ...17... of communication. This can ...18... in confusion and miscommunication.

**11. Match column A with column B, finding the words and expressions that have similar meanings:**

A	B

1. to take place	a. parameter, aspect
2. to result in	b. to ignore
3. to pay no attention (to)	c. to cause
4. to follow the rules	d. to occur, to happen
5. to bring about	e. to lead to
6. dimension	f. to obey the rules
7. at times	g. sometimes

**12. Write down Infinitive, Past Simple and Past Participle of the verbs in italics in the followings:**

- 1) Communication always *takes place* within a context. 2) At times the context *stands out*. 3) A particular message *fits* into the sequence of communication events. 4) The social-psychological dimension includes roles that people *play*. 5) A change in the context can be *brought about* by a change in one of the basic dimensions.

**13. Use the correct forms in the sentences below:**

**Communicate, communication, communicative, uncommunicative**

- David doesn't talk much; he is very \_\_\_\_ .
- His wife wishes he were more \_\_\_\_ .
- There is a lack of \_\_\_\_ between young people and the aged.
- It is unfortunate that young and old people don't \_\_\_\_ more with each other.
- When you \_\_\_\_ an idea to your listeners you make them aware of it.
- The level of \_\_\_\_ between mother and child is perfect.

**14. Translate into English:**

- При сравнении различных коммуникативных ситуаций выясняется, что коммуниканты выбирают разные стили общения и разные коммуникативные стратегии/ Порівнюючи різні комунікативні ситуації, виявляється, що комуніканти обирають відмінні стилі спілкування і комунікативні стратегії.

2. Как правило, контекст предопределяется средой, в которой происходит общение и которая влияет на выбор формы и содержания такого общения/ Зазвичай, контекст зумовлюється середовищем, у межах якого відбувається спілкування, що впливає на вибір форми та змісту такого спілкування.
3. Коммуникация непосредственно связана с контекстом/ Комунікація безпосередньо пов'язана із контекстом.
4. Иногда контекст очевиден, благодаря чему становятся очевидными способы ограничения и стимуляции общения/ Іноді контекст є очевидним, завдяки чому стають очевидними способи (шляхи) обмеження та стимуляції спілкування.
5. Иногда контекст не преобладает, и тогда его игнорирование кажется естественным, как в случае с фоновой музыкой/ Іноді контекст не превалює (не переважає), і тоді його ігнорування здається природним, як і у випадку з фоновною музикою.



## DISCUSSION

### **1. In pairs, work out definitions of the following:**

1. The context of communication, 2. background music, 3. status relationships, 4. participants of communication, 5. a multicultural world, 6. a dimension of the communication context, 7. a communication failure .

### **2. In turns with your partner ask and answer these questions:**

1. What conditions are necessary for the communication to take place?
2. What dimensions of communication do you know?
3. What are the characteristics of the present day communication?
4. What is a communication failure?
5. What factors lead to a communication failure?
6. What results can a change in the context lead to?

### **3. Work in pairs. Tell each other whether you agree or disagree with the following statements. Prove your position.**

1. Communication always takes place within a context.
2. The context of communication has only one dimension.
3. We are living in a multicultural world.



## GRAMMAR IN USE

### 1. A. Guess the meaning of ‘the older..., the happier’ in the sentence:

**Ex.:** *The older I get, the happier I am.*

*We use **the... the ...** with comparatives to say that things change.*

**Example:** The more money he has, the more useless things he buys.

### **B. Complete the sentences with expressions from the box. The first has been done for you.**

a) more/more b) older/more c) more/ less d) longer/more
---

1. \_\_\_\_ he gets, \_\_\_\_ he looks like his grandfather. → The older Alexander gets, the more he looks like his grandfather.
2. \_\_\_\_ he spoke, \_\_\_\_ we laughed.
3. \_\_\_\_ I live here, \_\_\_\_ I like it.
4. \_\_\_\_ I get to know, \_\_\_\_ I understand you.

### 2. A. Make sentences according to the model:

*He works much; he gets nervous → The more he works, the more nervous he gets;  
and the more nervous he gets, the less he works.*

1. He eats ice cream; he gets fat.
2. He reads; he forgets.
3. She ignores him; he loves her.
4. I sleep; I'm tired.

### **B. Make up your own example according to the model above.**

### 3. In the text below find the sentences with the structure “The ..., the... “. Translate them.

Languages reflect the cultures of which they are a part. The more widely different the cultures, the greater the communication differences in both language and nonverbal signals.

The greater the differences between the cultures (and, therefore, the greater the communication differences), the more difficult communication will be. This difficulty is likely to lead, for example, to more communication errors, more false starts, more misunderstanding, etc. (386)



## ADDITIONAL TASKS

### **1. Translate the text below in writing, paying attention to the underlined words.**

#### **Field of Experience**

Communication is effective to the extent that the participants share the same experiences and ineffective to the extent that they do not share experiences. Parents have difficulty communicating with their children, because the child cannot share the parental experience, while the parent may have forgotten what it is like to be a child. Differences among people make communication more difficult. The wider the differences, the more difficult communication becomes. Although many differences cannot be eliminated, communication is still possible. Although we cannot share the experiences of others, we can learn to empathize with (understand) people different from ourselves – to feel what they are feeling - and thus widen the overlap (having common characteristics) in our personal fields of experience. (615)

### **2. In the text above find the words with the meanings similar to the following:**

1) to understand someone else's feelings as if they were one's own, 2) relating to parents, 3) to get rid of, 4) direct personal participation, 5) someone who takes part in a particular activity.

### **3. Use the words from the exercise above in the examples of your own.**

### **4. Work in pairs. Exchange your ideas whether you agree or disagree with the following. Prove your choice.**

The wider the differences among people, the more difficult communication becomes.



## **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

### **5. Read the text below, asking yourself the following questions: "What does the text deal with? What in particular is said about the topic?"**

All interpersonal interactions have an ethical dimension. We must, therefore, consider interpersonal interactions not only in terms of effective – ineffective or satisfactory-unsatisfactory, but also in terms of right – wrong, moral – immoral. The major determinant of whether communications are ethical or unethical can be found in the notion of choice. We assume that people have a right to make their own choices. Unethical communications are those that force a person to make choices he or she would not normally make. The ethical communicator provides others with the kind of information that is helpful in making their own choices. (537)

### **6. Determine the topic and formulate the main idea, using such statements as: *The text deals with ... It is said that...***

#### **Supply a title.**

### **7. In turns with your partner, ask and answer the following questions:**

1. Is it ever ethical to lie? If so, under what conditions?
2. Can you give a definition of an ethical communicator?

### **Active Vocabulary on Lesson 1 (Communication)**

#### **Be sure you understand the following key terms and can use them speaking about communication:**

background (background music)

communication

communication events

communication strategies/ techniques

confusion (to result in confusion)

content (the content of communication)

context (to take place within a ~, aspects of ~, obvious ~, natural ~)



dimension (a physical ~ , a temporal ~ , a social-psychological ~ , an ethical ~ )

environment (~ in which communication occurs )

event ( communication events)

follow ( to follow different rules of communication)

form (the form\_and content of communication)

ignore (to be ignored)

influence (to influence and be influenced by the others)

interact

interaction

interpersonal communication

member (members of one culture, members of another culture)

message (a particular message)

miscommunication (to result in miscommunication)

multicultural ( multicultural context)

natural (to seem so natural)

offensive (prove offensive to members of a culture)

participant ( participants of communication)

restrict (to restrict communication)

rule ( rules of communication )

stimulate ( to stimulate communication)



## LESSON 2. NONVERBAL COMMUNICATION



### WARMING-UP AND READING

#### 1. Answer the following questions:

1. What is communication?
2. What types of communication do you know?
3. What is information?
4. What sources of information do you know?

#### 2. Before you work with the text below, check the pronunciation and the meaning of the following words and phrases:

A.1) celebrity, 2) certain, 3) characteristics, 4) circumstances, 5) confront, 6) considerable, 7) converse, 8) deliberate, 9) distinction, 10) environment, 11) exchange, 12) expressive, 13) facial expression, 14) feature, 15) gesture, 16) interpretation, 17) involuntary, 18) loudness, 19) means (n), 20) misunderstanding, 21) a number of, 22) pleasure, 23) politeness, 24) obvious, 25) recognize, 26) reprimand, 27) rudeness, 28) separate (v), 29) silence, 30) source, 31) thumb, 32) verbal.

B. 1) *along with*, 2) *as well as*, 3) *depending upon*, 4) *for example*, 5) *in addition to*, 6) *in place of*, 7) *on the other hand*, 8) *rather than*, 9) *similarly*, 10) *such as*, 11) *that is*, 12) *though*, 13) *under other circumstances*, 14) *yet*.

#### 3. Read the text below to answer the questions: “What is the text about? What in particular is said about the given topic?”

### NONVERBAL COMMUNICATION

1. Verbal communication is our most powerful means of exchanging information, yet it is not the only means. Accompanying any act of speech, there are various facial expressions and bodily movements *as well as* vocal characteristics *such as*

varying degrees of loudness and speed. The value of such nonverbal acts becomes obvious on occasions when we need to confront a person face to face *rather than* just send a memorandum or a letter. We do not like to talk to a person whose back is turned or who is blocked from view by some object. We normally do not like to converse in a dark *room*: we want to see the person we are talking to.

2. Our interpretation of what another person says is determined by a number of features. Usually we do not separate verbal and nonverbal acts in our minds, but rather concentrate on the overall effect of what we think the other person is trying to communicate. *Yet* we have the ability to make such a distinction even if we are not aware of which features actually signal the information. *For example*, some people can give a compliment or extend an invitation, and we know that they do not really mean what they are saying but rather are just being polite. We may recognize that a mother is trying to convince herself when she says she is happy that her sixteen year-old daughter is getting married.

3. All sources of information are not deliberate (=purposeful) communicative acts. It is true that we learn something from and base judgments on hair coloring, watery eyes, bruised foreheads, wrinkled necks, and the like. *Similarly*, it is possible to communicate some ideas by merely remaining silent. The old expression "Silence means consent" in many instances holds true. *For example*, a child may tell their mother that they are going outside to play, or one friend may tell another to wait for him or her in the car. In either case a reply is unnecessary unless it is negative. Silence can mean consent, but it can also mean "I understand" without necessarily indicating agreement. *Under other circumstances* silence may indicate that the intended (=planned) listener did not hear the speaker. At still other times it can signal rudeness, such as when a question is not responded to. There is usually room for considerable misunderstanding over silence.

4. Of more interest to us are the facial expressions and various body movements which people use in place of language or along with it. Many of these are involuntary, and are apparently instinctive since they are found among people all over the world. Certain facial expressions clearly indicate fright, boredom, ecstasy,

and a few other emotions. Even a visitor from a radically different culture would not need an interpreter to explain these expressions. We learn most of our gestures, however, from our cultural environment. People in some countries have been said to "speak with their hands", *that is*, they customarily have a great deal of body motion when they are speaking. There is also much variation among people within a given culture, some of them using very few facial motions and others being much more "vivacious (=cheerful, lively)." Even in the motions of a single individual there is much variation, *depending upon* whether s/he is bored or excited. Most of these gestures and facial expressions, *though* expressive of emotions, are not referential.

5. *In addition to* involuntary (instinctive, unintentional) facial expressions, there are other motions which are symbolic. They obviously have to be learned. For example, children do not instinctively know what the sound of clapping hands means, but they learn that if it is accompanied by a smile they are being applauded for doing something clever. *On the other hand*, if one or two claps are accompanied by a stern (= strict) facial expression, they are being reprimanded (= warned). Later they learn that clapping after certain programs indicates pleasure or politeness. On other occasions it may mean agreement with a statement made by a speaker or pleasure at the entrance of a celebrity, or it may be used as an accompaniment to music. In some cultures it may mean that a servant or other subordinate is being called.

6. Other gestures include those used by a policeman for directing traffic, by a driver for signaling a turn, or by anyone to indicate "Be quiet," "Come here," "Thumbs down," and the like. (3500)



## LANGUAGE WORK

### **1. Give Russian/Ukrainian equivalents to the following:**

1) Nonverbal communication, 2) sources of information, 3) means of exchanging information, 4) to make a distinction, 5) facial expression, 6) bodily movement, 7) vocal characteristics, 8) to signal the information, 9) to extend an invitation, 10) to convince oneself, 11) to learn something from, 12) to hold true, 13) to

respond to..., 14) to mean consent, 15) to remain silent, 16) under other circumstances, 17) in addition to..., 18) boredom, 19) to be blocked from..., 20) to concentrate on, 21) undesirable misunderstanding, 22) to accompany an act of speech, 23) to confront a person face to face, 24) to talk to a person whose back is turned, 25) to base judgments on..., 26) to communicate ideas by remaining silent, 27) to signal rudeness, 28) the sound of clapping hands.

## **2. Give English equivalents to the following:**

1) Вербальная коммуникация/ вербальна комунікація, 2) способы обмена информацией/ способи обміну інформацією, 3) громкость и скорость/ гучність та швидкість, 4) сопровождать невербальные речевые акты/ підтримувати невербальні мовні акти, 5) ряд (несколько) характеристик, черт/ низка (декілька) характеристик, рис, 6) отделять вербальные и невербальные речевые акты/ розрізняти вербальні та невербальні мовні акти, 7) встречаются с человеком лицом к лицу/ ити назустріч з людиною рдин на один, 8) видеть человека, с которым мы разговариваем/ бачити людину, з якою ми розмовляємо, 9) источники информации/ джерела інформації, 10) узнавать что-либо/ дізнаватися про щось, 11) базировать суждение на/ базувати судження на, 12) концентрировать внимание на/ концентрувати увагу на, 13) сообщать какую-то информацию, не говоря ничего/ повідомляти якусь інформацію, не говорячи нічого, 14) означать согласие/ означати згоду, 15) грубость/ .брутальність, 16) выражение лица/ вигляд обличчя, 17) произвольные (инстинктивные) движения тела/ мимовільні рухи тіла, 18) хлопанье в ладоши (аплодисменты)/ оплески/плесканья у долоні, 19) сопровождаться улыбкой/ супроводжуватися посмішкою, 20) указывать на удовольствие или вежливость/ вказувати на задоволення або ввічливість, 21) знаменитость (известный человек)/ знаменитість (відома людина).

## **3. What do you think the words in bold mean in the sentences below? (Text paragraph numbers are in brackets).**

1. We do not like to talk to a person who is **blocked from view** by some object. (1).
2. Our interpretation of what another person says is determined **by a number of** features (2).
3. It is possible to **communicate** some ideas by merely remaining silent (4).
4. We normally do not like to converse in a dark **room** (1).
5. There is usually **room** for considerable misunderstanding over silence (4).
6. **Certain** facial expressions **indicate** other emotions (4).
7. Many of these facial expressions and body movements are **involuntary**. (4)
8. Clapping may mean pleasure at the entrance of **a celebrity** (5).

**4. Match the words and word combinations in column A with their synonyms in column B:**

A	B
1. to confront smb face to face	a) a famous person
2. vocal characteristics	b) to go with smth/smb, to escort ...
3. to give a compliment	c) to become noticeable
4. to accompany smth/smb	d) to invite
5. to extend an invitation	e) to praise
6. a celebrity	f) speaking features
7. to become obvious	g) to meet smb personally
8. to indicate agreement	h) to show agreement

**5. Fill in the gaps**

Usually we do not ...1... verbal and nonverbal acts in our minds, but rather .....2..... on the overall .....3..... of what we think the other person is trying to .....4..... . Yet we have the ...5... to make such a ...6.... . Some people can ...7...a compliment or extend an invitation, and we know that they do not really ...8... what they are saying but rather are just being ...9... .

It is possible to ...10...some ideas by merely remaining ...11... . The old expression "...12... means consent" in many ...13... holds true.

## **WRITING**

### **6. Arrange the following words in alphabetical order:**

1) Obvious, 2) normally, 3) polite, 4) verbal, 5) means, 6) silent, 7) separate, 8) source, 9) exchanging, 10) nonverbal, 11) silence, 12) distinction.

### **7. Identify the part of speech the word belongs to (a verb, a noun, an adjective, or an adverb).**

**Example:** Gradually (adv)

1) Personally 2) obvious, 3) really, 4) movement, 5) interpretation, 6) recognize, 7) distinction, 8) distinctive, 9) similarity 10) rudeness, 11) interpreter, 12) interpretation, 13) loudness, 14) normally, 15) normal, 16) politeness.

### **8. Use the correct forms in the sentences below:**

#### **A. Person, personal, personally**

1. \_\_\_\_, I don't think you should go to Cyrill's party.
2. She really isn't a very nice \_\_\_\_.
3. Of course, that's only my \_\_\_\_ opinion.
4. I want to see a \_\_\_\_ responsible for this work.

#### **B. Vary, variety, various**

1. This store has a great \_\_\_\_ of clothes.
2. You can find anything you want in its \_\_\_\_ departments.
3. The selection of clothes \_\_\_\_ from month to month.
4. His excuses are many and \_\_\_\_ .

### **9. Use two (or more) adjectives that go together with these nouns in the text:**

1) Communication, 2) acts, 3) means.

### **10. In the text find and copy the words or expressions that have**

- a) the same or similar meaning to the following:** 1) to *meet* a person face to face, 2) to be blocked from view by some *thing*, 3) to *focus* on the overall effect, 4) to

*transmit* some ideas, 5) to concentrate on the *total* effect, 6) an *answer* is unnecessary, 7) to concentrate on the overall *result*, 8) to communicate some *thoughts*.

**b) the opposite meaning to the following:** 1) *verbal* communication, 2) *polite* behaviour, 3) *material* culture, 4) *authentic* thing, 5) a reply is *necessary*.

### **11. Translate these sentences into English:**

1. Речевые акты часто сопровождаются определенным выражением лица и жестами, а также разнообразными голосовыми характеристиками такими, как: различный уровень громкости и тембр/ Мовні акти часто супроводжуються певним виразом обличчя та рухами, а також різними голосовими характеристиками такими, як: різний рівень гучності та тембр.
2. Нам неприятно разговаривать с человеком, который стоит (повернут) к нам спиной/ Нам неприємно спілкуватися з людиною, яка стоїть до нас спиною.
3. Наше понимание того, о чем говорит другой человек, определяется целым рядом факторов/ Наше розуміння того, про що говорить інша людина, обумовлюється цілою низкою факторів.
4. Молчание может выражать согласие, но также оно может означать "понимаю"/ Мовчання може виражати згоду, але також воно може означати "розумію".



## **DISCUSSION**

### **1. Work with a partner. In turns, explain the following in your own words:**

**A.** 1) facial expressions, 2) bodily movements, 3) to confront a person face to face, 4) to communicate ideas, 5) deliberate communicative acts, 6) to hold true 7) involuntary bodily movements, 8) the intended listener, 9) people within a given culture, 10) to be aware of something, 11) an interpreter.

**B.** 1. It is possible to communicate some ideas by merely remaining silent.

2. "Silence means consent".

3. People can "speak with their hands".



**2. Work in groups. Tell your partner(s) whether you agree or disagree with the statements below. Prove your answer.**

1. Verbal communication is the only powerful means of exchanging information.
2. It is possible to communicate some ideas by merely remaining silent.
3. Silence can signal rudeness.
4. Many of facial expressions and body movements which people use are involuntary

**3. In turns with your partner ask and answer these questions:**

1. What is verbal communication?
2. What other means of communication do you know?
3. What influences our interpretation of what the other person says?
4. Which ways can silence be interpreted by communicators?
5. How can a facial expression be interpreted?
6. Do you like to speak with a person in a dark room or do you prefer to be able to see the person you are talking to? Why?
7. How do you feel when you talk to a person whose back is turned?
8. What determines our interpretation of what other people say?



**ADDITIONAL TASKS**

**1. Translate this text in writing, paying attention to the underlined words.**

You have some opinions and ideas that are uniquely your own. But many of your attitudes, values, and beliefs are the same as those of your family, your community, and your fellow countrymen. You learned to think the way you do because you were taught to do so. So were all other people in your country. But not all the people in the world think the same way. Because your friends and neighbors have the same views and opinions that you do, you may not realize how different other people's ideas may be (411).

**2. Check your translation with your partner. If there is still something you don't understand in the text, be ready to discuss in class.**

**3. BACK TRANSLATION. Work in pairs: In turns, based on your translation of the text above, interpret its main ideas into English.**



## **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

**4. Read the text below to answer the questions: "What does the text concern?", "What is the most important the author wants me to understand about the topic?"**

The opportunity to live with people with different attitudes and beliefs will give you a better understanding of what your own ideas are. It will also give you a very good understanding of how people in other countries think. And best of all, it will give you the chance to see that many ideas are common to all people.

It is important to appreciate and accept the fact that everyone has his or her own way of looking at the world. It is also important to be able to see the differences without saying one view is right and one is wrong. You should be careful not to let your own values and attitudes prevent you from enjoying the different life around you in a foreign country. (550)

**5. A. Formulate the topic and the main ideas of the text above, using such statements as “The text deals with ...”, “According to the author,...”**

**B. Supply a title.**

### **Active Vocabulary on Lesson 2 (Nonverbal Communication)**

**Be sure you understand the following key terms and can use them when speaking about nonverbal communication**

accompany (to ~ any act of speech)

body motion (to have a great deal of ~ when speaking)

bodily movements

clap hands (the sound of clapping hands)

communicate ideas

confront (to confront a person face to face)

consent (n) (to mean ~ )

degree (~ of loudness, ~ of speed)

deliberate (adj) (~ communicative acts)

distinction (to make ~ )  
facial expressions  
gesture  
hear ( to ~ the speaker)  
indicate (to ~ agreement, to ~ fright, to ~ boredom)  
listener (the intended ~)  
mean (v) (to ~ what you are saying)  
means (n) (~ of exchanging information)  
misunderstanding over smth  
nonverbal (~ acts)  
verbal ( ~ communication)  
obvious (to become ~)  
polite (to be just polite)  
reply (n) (a negative ~, an unnecessary ~ )  
separate (v) ( to ~ verbal and nonverbal acts)  
signal (v) (to ~ rudeness)  
silent (to remain ~ )  
speaker (to hear the ~, to listen to the ~ )



## LESSON 3. INTERCULTURAL COMMUNICATION



### WARMING-UP AND READING

#### **1. Before you read the text answer these questions:**

1. What do you know about intercultural communication?
2. Make a list of the key terms that you expect to find in a text on intercultural communication.

#### **2. Check the pronunciation and the meaning of the following words and phrases:**

A. 1) define, 2) common, 3) exactly, 4) generation, 5) identify, 6) Jewish culture, 7) language, 8) marriage, 9) native (n, adj), 10) profoundly, 11) regional cultures, 12) religious system, 13) rural, 14) share, 15) urban, 16) Western culture, 17) work of art, 18) a variety of characteristics.

B. 1) *As this definition suggests*, 2) *as well as*, 3) *moreover*, 4) *yet*, 5) *at large* (= in general), 6) *even*, 7) *in terms of*, 8) *for instance*, 9) *through*.

#### **3. Read the text below to answer the questions: "What is the text about? What in particular is argued on the given topic in the text?"**

### **INTERCULTURAL COMMUNICATION**

1. Intercultural communication can be defined as communication between members of different cultures (whether defined in terms of racial, ethnic, or socioeconomic differences). *As this definition suggests*, the division between cultural groups is not established or absolute; we may choose one or more of a variety of characteristics to identify a group of people as having a common culture. We may, *for instance*, speak of *natives* of California, Nebraska, and New Hampshire as being from different *regional* cultures (West Coast, Midwest, and New England); we may identify each

of them as a member of an *urban* or rural culture, or as a member of a Jewish or Irish culture; we may speak of them all as members of a broader Western culture.

2. Culture is a way of life developed and shared by a group of people and passed from generation to generation. It is made up of many complex elements, including religious and political systems, customs, and language *as well as* tools, clothing, building, and works of art. The way you dress, your relationships with your parents and friends, what you expect of a marriage and of a job, the food you eat, the language you speak are all profoundly (=deeply) affected by your culture. This does not mean that you think, believe, and act exactly as everyone else in your cultural group. Not all members of a culture share all its elements. Moreover, a culture will change and evolve (=develop) over time. *Yet*, a common set of characteristics is shared by the group *at large* (= in general) and can be traced (=outlined), even *through* great changes, over many generations.

3. Because culture is learned, not innate (=inherent), an infant born in Vietnam of Vietnamese parents but brought to the United States and raised as an American will be culturally an American. Because culture is learned, it also changes as people come into contact with one another or as their experiences change their needs.

4. *In a sense*, it is the culture that provides a *coherent* (= consistent, logical) framework for organizing our activity and allowing us to predict (=expect) the behavior of others. People from other cultures who enter our way may be *threatening* because they *challenge* our system of beliefs. In the same way, we ourselves may become *threatening* to others as we enter a foreign culture and *challenge* the cultural foundation of their beliefs. (1930)



## LANGUAGE WORK

### 1 . Give Russian/Ukrainian equivalents to the following:

1) to define intercultural communication as... , 2) to be defined as communication between members of different cultures, 3) to be defined in terms of socioeconomic

differences, 4) a variety of characteristics, 5) to identify a group of people as..., 6) to have a common culture, 7) to identify somebody as a member of an urban culture, 8) to identify somebody as a member of a rural culture, 9) to be made up of many complex elements, 10) to include religious and political systems, 11) to expect of a marriage, 12) to include customs and language, 13) works of art, 14) to be profoundly affected by..., 15) the way you dress, 16) what you expect of (from) a job, 17) to believe exactly as everyone else, 18) to change over time, 19) to think exactly as everyone else in your culture, 20) to share a common set of characteristics, 21) to act exactly as everyone else in your cultural group, 22) to evolve (= develop) over time, 23) to be defined in terms of racial and ethnic differences, 24) natives of California, 25) to be culturally an American, 26) in a sense, 27) to provide a coherent framework for..., 28) to predict the behavior of others, 29) to challenge our system of beliefs, 30) to become threatening to others.

## **2. Give English equivalents to the following:**

1) Определять межкультурную коммуникацию как.../ визначати міжкультурну комунікацію як..., 2) расовые различия/ расові відмінності, 3) этнические различия/ етнічні розбіжності, 4) коммуникация между представителями различных культур/ комунікація між представниками різних культур, 5) разделение между культурными группами/ розподіл між культурними групами, 6) местные жители/ місцеві мешканці, 7) передавать из поколения в поколение/ передавати з роду в рід, 8) произведение искусства/ витвір мистецтва, 9) думать и поступать точно так же, как и каждый человек вашей культуры/ мислити й діяти саме так як мислить й діє кожна людина вашої культури, 10) определять человека как представителя городской или сельской культур/ визначати людину як представника міської або сільської культур, 11) группа людей, имеющих общую культуру/ група людей, які мають спільну культуру, 12) говорить о ..., как о членах более широкой культуры/ говорити про ..., як про членів більш широкої культури, 13) изменяться со временем/ змінюватися з часом.

**3. What do you think the words in bold mean in the sentences below? (Text paragraph numbers are in brackets).**

1. We may choose one or more of **a variety of** characteristics **to identify** a group of people as having a common culture (1).
2. Culture is a way of life **developed** and **shared** by a group of people (2).
3. Not all members of a culture **share** all its elements (2).
4. A culture will change and evolve **over time** (2).
5. Culture is learned, not **innate** (3).
6. People from other cultures may be **threatening** (4).

**4. Translate the sentences, paying attention to the words in italics:**

1. *Ethnic* means connected with or relating to *different* groups of people.
2. A *native* of a particular country or region is someone who is born in that country or region.
3. Your *native* country or area is the country or *area* where you were born and brought up.
4. Most *regional* committees meet four times a year.
5. More and more people are moving to *urban* areas.
6. India is still a predominantly *rural* country.
7. The group's members were *threatened* by imprisonment.
8. They can offer no *coherent* theory.
9. Nowadays people face a greater *challenge*.

**5. Fill in the gaps**

Culture is a .....1.... of life developed and shared .....2..... a group of people and passed from generation .....3... generation. Culture is made .....4... of many complex elements ...5..... religious and political systems, customs, and language as well .....6..... tools, clothing, building, and works of art. The .....7... you dress, your relationships with your parents and friends, what you expect .....8.... a marriage and of a job, the food you eat, the .....9..... you speak are all profoundly affected .....10..... your culture. This does not .....11..... that you think, believe, and act exactly as

.....12..... else in your cultural group. Not all members of a culture  
.....13..... all its elements.



## **WRITING**

### **6. Arrange the following words in an alphabetical order:**

a) Suggest, b) definition, c) division, d) cultural, e) share, f) between, g) groups, h) establish, i) absolute; j) choose, k) variety, l) characteristics, m) identify.

### **7. Identify the part of speech the word belongs to : a verb (v), a noun (n), an adjective (adj) , or an adverb(adv):**

1) Identify, 2) religious, 3) definition, 4) political, 5) profoundly, 6) generation, 7) define.

### **8. a) Use words and word combinations which mean the same or similar to the following *in italics* (you can find prompts in the text above):**

1. We can *identify* intercultural communication as communication between members of different cultures.

2. *According to this definition*, the division between cultural groups is not established or absolute.

3. Culture *consists* of many complex elements.

4. Not all members of a culture *have the same* elements.

### **b) Use words and word combinations which mean the opposite to the following *in italics* (for the prompts apply to the text above):**

1. They are members of a *narrower* Western culture.

2. It is made up of many *simple* elements.

3. Culture will *be the same* over time.

### **9. Use the correct forms in the sentences below:**

#### **a) Define, definition, definite, definitely**

1. There is no clear \_\_\_\_ of this concept.

2. They have very \_\_\_\_ views on this topic.

3. I want you to \_\_\_\_ the problems discussed yesterday.

4. This book is \_\_\_\_ not for sale.



5. There was no \_\_\_\_ evidence.

**b) Differ, difference, different, differently**

1. Bill \_\_\_\_ from his brother a great deal.

2. They have very \_\_\_\_ personalities.

3. The \_\_\_\_ between them is really remarkable.

4. They think \_\_\_\_.

5. Tastes \_\_\_\_ .

**10. Translate the following sentences into English**

1. Межкультурну коммунікацію можна визначити як коммунікацію між представниками різних культур з урахуванням расового, етнічного і соціокультурного компонентів/ Міжкультурну комунікацію можна визначити як комунікацію між представниками різних культур з урахуванням расової, етнічної та соціокультурної складових.

2. Согласно определению, деление между культурными группами не является абсолютным/ Згідно з визначенням, розподіл поміж культурними групами не є абсолютним.

3. Для индентификации группы людей, имеющих общую культуру, можно выбрать одну или даже целый ряд характеристик/ Для ідентифікації групи людей, які мають спільну культуру, можна обрати одну або навіть цілу низку характеристик.

4. Например, мы можем рассматривать коренных жителей Калифорнии, Небраски и Нью Хэмпшира как представителей различных региональных культур/ Наприклад, ми можемо розглядати корінних мешканців Каліфорнії, Небраски та Н'ю Хемпшира як представників різних регіональних культур.

5. Мы можем определить их как «члены городской или сельской культур», или как «представители еврейской или ирландской культур»/ Ми можемо визнати їх як «члени міської або сільської культур» або «представники єврейської або ірландської культур».

6. Мы также можем говорить о них, как о членах более широкой западной культуры/ Ми також можемо говорити про них як про членів більш широкої західної культури.



## DISCUSSION

### **1. Work in groups. Define the following:**

1) Intercultural communication, 2) ethnic differences, 3) racial differences, 4) regional cultures, 5) a shared culture, 6) natives of some area, 7) urban culture, 8) rural culture.

### **2. In turns with your partner ask and answer these questions:**

1. What is intercultural communication?
2. Do all members of a culture share all its elements?
3. Does a culture change over time?
4. Why can people from one culture be threatening to another culture?

### **3. Work with a partner to discuss whether you agree or disagree with the statements below. Remember to prove your answer.**

1. The division between cultural groups is absolute.
2. Culture is innate.
3. Culture provides a coherent framework for organizing our activity.
4. We ourselves may become threatening to people from other cultures.



## ADDITIONAL TEXT

### **1. Read the text below and think of the word which best fits each space. Fill in the gaps.**

#### **COMMUNICATION PROBLEMS**

Europe has always had its differences. At the moment, as politicians are trying to agree (1) ..... monetary union, EU funding and social policy, we ignore other things – the things that matter.

Think of food, kissing and dressing. Think of (2) ..... people in different countries speak on the phone. The Russian or Ukrainian translation of

“Good morning. My name is James Brown. Would you be (3) ..... kind as to put me through to Mr Ivanov?” is just a shout: “Ivanovaaaa!”

Sense of humour changes a great (4) ..... from country to country. What is funny in one place (5) ..... be rude in another. The same can be (6) ..... for gestures: what is acceptable in an Italian taverna – snapping fingers to call the waiter’s attention, for example – can (7) ..... a fight in an Irish restaurant. In some countries – Poland, Russia and, up to a point, Britain – the art of queuing means people (8) ..... straight lines; in others like Greece (9) ..... Portugal, queues take a more artistic shape.

All (10) ..... unfortunately goes almost unreported. Journalists, when they write books, tend to write (11) ..... historic events. However, sometimes scholars go (12) ..... journalists dare not. Peter Collet, a psychologist at Oxford University, has written a guide (13) ..... European manners. Using history (14) ..... explain cultural differences, he covers queuing, humour, cleanliness and yes and no gestures. The chapter (15) ..... hand signals is frightening; after you have read it, you will keep your hands firmly in your pockets (16) ..... abroad. (1100)

## **2. Give Russian/Ukrainian equivalents to the following:**

1) Gesture, 2) guide, 3) frighten, 4) humour, 5) journalist, 6) politician, 7) psychologist, 8) queue.

## **3. Give definitions of the following:**

1. A journalist, 2. gestures, 3. a guide, 4. a politician, 5. a psychologist, 6. social policy, 7. a waiter, 8. a historic event.

## **4. Be sure you understand different meanings of the word “matter” in the sentences below.**

1. What does it *matter*?
2. Our dean is strict in the *matter* of discipline.
3. It is a personal *matter*.
4. She is very honest in money *matters*.

5. What's the *matter*? What's *the matter* with you?
6. What really *matters* is solving this problem as soon as possible.

**5. Fill in the gaps, matching nouns and adjectives:**

*For example:* China – Chinese

Noun (Country)	Adjective (nationality)
	British
Greece	
	Polish
Portugal	
	Russia
Ukraine	
	German
France	
	Swiss
Sweden	



## ADDITIONAL TASKS

**1. Translate this text in writing, paying attention to the underlined words.**

The best way to prepare yourself to do business with people from another culture is to study their culture in advance. If you plan to live in another country or do business repeatedly, learn the language. The same holds true if you must work closely with a subculture that has its own language. Even if you end up doing business with foreigners, you may show respect by making the effort to learn their language. In addition, you will learn something about the culture and its customs in the process. If you do not have the time or opportunity to actually learn a new language, at least learn a few words. (495)

**2. Check your translation with your partner. If there is still something you don't understand in the text, be ready to discuss it with others.**

**3. BACK TRANSLATION. Based on your translation version, interpret the main ideas of the text above into English.**



**DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.  
SUPPLYING A TITLE.**

**4. Read the text below and answer the questions: “What does the text deal with? What in particular is said about the topic?”**

Intercultural differences are especially important in initial interactions and gradually decline in importance as the relationship becomes more intimate.

Although we are always in danger in misperceiving and evaluating another person, we are in special danger in intercultural situations. Therefore, try to resist your natural tendency to judge others quickly and permanently. A judgment made early is likely to be based on too little information. Because of this, be flexible and willing to revise your early opinions. Prejudices and biases, when combined with high uncertainty, are sure to produce judgments you'll want to revise. (540)

**5. Use the statements below to determine the topic of the text, formulate the main idea of the paragraphs and supply a title.**

*The text deals with...*

*Special attention is given to ...*

*It is said that ...*

*The best title for this passage is ....*

### **Active Vocabulary on Lesson 3 (Intercultural Communication)**

**Be sure you understand the following key terms and can use them when speaking about Intercultural Communication**

challenge (to challenge our system of beliefs)

characteristics (a variety of characteristics)

common (to have a common culture)

cultural foundation (to challenge the cultural foundation of)

cultural groups

division (the division between cultural groups)  
foreign (foreign culture, to enter a foreign culture)  
identify (to identify a group of people)  
members of different cultures  
native (natives of this region)  
regional culture  
rural (rural culture, a member of a rural culture)  
share (to share a common set of characteristics)  
threaten  
threatening (to become threatening to others)  
urban (urban culture, a member of an urban culture)



## LESSON 4. MEANS AND OBSTACLES TO INTERCULTURAL COMMUNICATION



### WARMING-UP AND READING

#### **1. Work as a group. Answer the following questions:**

1. What elements of culture do all its members share in common?
2. What are the components of communication?
3. What makes communication successful?
4. What is a communication failure?

#### **2. Check the pronunciation and the meaning of the following words and phrases:**

**I.** 1) abilities, 2) allow, 3) although, 4) apply to, 5) argue, 6) beliefs, 7) degree, 8) difference, 9) dramatic, 10) effectively, 11) enough, 12) event, 13) exceed, 14) explicit, 15) expansion, 16) expectations (of), 17) immediacy, 18) improvement, 19) instance, 20) misunderstanding, 21) network, 22) peoples, 23) repeatedly, 24) satellite technology, 25) a shared code, 26) technical capacity, 27) technological means, 28) theorist, 29) values, 30) vast, 31) verbal, 32) the whole world.

**II.** 1) Adopt, 2) acknowledge, 3) anthropologist, 4) among, 5) assume, 6) assumption, 7) attribute ... to... , 8) Chinese, 9) contribute to, 10) determine, 11) distinction (between), 12) environment, 13) explicit, 14) extremely, 15) high-context cultures, 16) implication, 17) indirect, 18) influence (n, v), 19) Japanese, 20) judge (v), 21) Korean, 22) likely, 23) low-context cultures, 24) neither, 25) others, 26) perception, 27) predict, 28) prediction, 29) refuse, 30) the same, 31) tolerant of.

#### **3. Read the text below to answer the questions: “What does the text deal with? What is the most important the author wants me to understand about the topic (What in particular is stated about the given topic)?”**

## MEANS OF AND OBSTACLES TO INTERCULTURAL COMMUNICATION

(I) 1. We have come *to take for granted* the use of telephone, radio, newspaper, books, wireless services, and network television. Now satellite technology has brought the immediacy (= directness, closeness) of world events into homes. The *expansion* of a vast electronic communications network has linked peoples of the world many times over.

2. Although modern means of travel and communication have brought us into contact with virtually the whole world, the technical capacity to transmit and receive messages is not, in itself, enough to allow people who have vastly different cultures to communicate with one another. Dramatic (= striking, remarkable) improvements in the technological means of communication have in many instances *exceeded* our abilities to communicate effectively with people who have different languages, different beliefs and values, and different expectations of relationships. Repeatedly, interaction between people of different cultures has created more misunderstanding than understanding.

3. Of the many principles used by theorists to describe the communication process, several clearly apply to intercultural exchanges. The first is **a shared code system**, which of course will have two aspects - verbal and nonverbal. It is argued that without such a shared system, communication will be impossible. There will be degrees of difference, but *the less* a code system is shared, *the less* communication is possible (1200).

(II) 4. In his work anthropologist Edward Hall makes the distinction between high- and low-context cultures having several important differences in the way information is coded. Members of high-context cultures are more skilled in reading nonverbal behaviors and in reading the environment; and they assume that other people will also be able to do so. *Thus* they speak less than members of low-context cultures; and in general their communication tends to be indirect and less explicit. Low-context cultures, on the other hand, stress direct and explicit communication:



verbal messages are extremely important, and the information to be shared is coded in the verbal message. Among members of high-context cultures are the Chinese, Korean, and Japanese.

5. Second, **different beliefs and behaviors between communicators** establish the basis for different assumptions from which to respond. *In fact*, our own beliefs and behaviors influence our perception of what other people do. *Thus* two people of different cultures can easily attribute different meanings to the same behavior. If this happens, the two behave differently with neither being able to predict the other's response. *Yet* predictions are an integral part of being able to communicate effectively.

6. A third principle that has important implications for intercultural communication is the **level of knowing and accepting the beliefs and behaviors of others**. The degree to which we judge a culture by our own cultural views and refuse to consider other cultural norms will determine how likely it is that effective communication takes place.

7. Adopting a shared code system, acknowledging differences in beliefs and behaviors, and learning to be tolerant of the beliefs and behaviors of others all contribute to effective communication (1500).



## LANGUAGE WORK

### **1. Give Russian/Ukrainian equivalents to the following:**

(I) 1) To take for granted, 2) a vast electronic communications network, 3) to link peoples of the whole world, 4) to transmit and receive messages , 5) to bring us into contact with ..., 6) technical capacity, 7) vastly different cultures, 8) dramatic improvements in the technological means of communication, 9) to exceed our abilities to communicate effectively, 10) to communicate with people who have different languages, beliefs, and values, 11) to have different expectations of ... , 12) to create more misunderstanding than understanding, 13) to apply to intercultural exchanges, 14) verbal and nonverbal aspects of a shared code system, 15) It is argued that... .

(II) 1) to make the distinction between... , 2) differences in the way information is coded, 3) to be skilled in... , 4) to assume that... , 5) in general, 6) to tend to be indirect, 7) to be less explicit, 8) to stress direct communication, 9) to establish the basis for... , 10) to influence our perception of ... , 11) to attribute different meanings to the same behavior, 12) to behave differently, 13) to predict the others' response, 14) to be an integral part of... , 15) to have important implications for ... , 16) to determine how likely it is that ... , 17) to be tolerant of the beliefs and behaviors of others, 18) to contribute to effective communication .

## **2. Give English equivalents to the following:**

(I) 1) Использование беспроводной связи/ використання бездротового зв'язку, 2) непосредственность событий/ безпосередність подій, 3) распространение широкой сети электронной связи/ розповсюдження широкої мережі електронного зв'язку, 4) принимать как должное/ сприймати як належне, 5) связывать народы мира/ зв'язувати народи світу, 6) современные средства путешествий/ сучасні засоби подорожі/ мандрів, 7) соединять нас практически со всем миром/ з'єднувати нас практично зі всім світом, 8) передавать и принимать сообщения/ передавати і приймати повідомлення, 9) позволять людям общаться друг с другом/ дозволяти людям спілкуватися один з одним, 10) радикальные улучшения средств связи/ радикальні зміни засобів зв'язку, 11) технические средства коммуникации/ технічні засоби комунікації, 12) превышать возможности/ перевищувати можливості, 13) эффективно общаться/ ефективно спілкуватися, 14) разные языки/ різні мови, 15) иметь разные ценности и ожидания/ мати різні цінності та сподівання, 16) создавать больше недопонимания, чем понимания/ створювати більше недорозуміння (недостатнього розуміння), ніж розуміння, 17) обращаться к межкультурному обмену/ звертатися до міжкультурного обміну, 18) общая кодовая система/ загальна кодова система, 19) вербальные и невербальные аспекты/ вербальні та невербальні аспекти, 20) быть

невозможным без.../ бути неможливим без..., 21) утверждается, что.../ стверджується, що... .

(II) 1) высококонтекстная культура/ висококонтекстна культура, 2) низкоконтекстная культура/ низькоконтекстна культура, 3) находить различия между...(различать)/ розрізняти, 4) различия в том, как кодируется информация/ розбіжності у тому, як кодується інформація, 5) иметь тенденцию/ мати тенденцію, 6) быть опосредованным, непрямым/ бути опосередкованим, 7) вообще/ взагалі, 8) устанавливать основу для/ встановлювати засади для, 9) влиять на восприятие/ впливати на сприйняття, 10) выделить, акцентировать/ виділити, акцентувати, 11) прямая коммуникация/ безпосередня комунікація, 12) такое же поведение/ така сама поведінка, 13) приписывать разные значения одному и тому же.../ приписувати різні значення тому самому ..., 14) вести себя по-разному/ поводитися по-різному, 15) быть составной частью чего-либо/ бути складовою чогось, 16) быть толерантным относительно .../бути толерантним відносно до..., 17) способствовать, вносить вклад в.../сприяти, робити внесок у... .

**3. Be sure you understand the meaning of the words in bold in the sentences below. (Text paragraph numbers are in brackets).**

1. We have come **to take for granted** the use of telephone, radio, and television (1).
2. Dramatic **improvements** in the technology have **exceeded** our abilities to communicate effectively (2).
3. Several principles clearly **apply to** intercultural exchanges (3)
4. The first principle is a **shared** code system (3).
5. **It is argued** that without such a shared system, communication will be impossible (3).
6. Edward Hall **makes the distinction between** high- and low-context cultures (4).
7. Their communication **tends to** be indirect (4).
8. Low-context cultures **stress direct and explicit** communication (4).
9. Our own beliefs influence our **perception of what** other people do (5).

10. People of different cultures can easily **attribute** different meanings **to** the same behavior (5).

11. This principle has important **implications for** intercultural communication (6).

12. We **judge** a culture by our own cultural views (6).

13. This degree will determine how **likely** it is that effective communication takes place (6).

14. Learning **to be tolerant of** the beliefs and behaviors of others contributes to effective communication (7).

**4. Translate the sentences, paying attention to the words in italics:**

1. Bats can not only sense *obstacles* in their paths, but also identify them.
2. Not speaking a foreign language was a major *obstacle* to her career.
3. He faced a lot of bureaucratic *obstacles* to getting the documents.
4. The way in which information is transmitted has changed *dramatically*.
5. There's no need to be so *dramatic* about everything!
6. The contract is written in both languages to avoid any *misunderstanding*.
7. She was quite *explicit* about her feelings on the subject.
8. We had an *implicit* agreement that we would support each other.
9. The new law will have serious *implications* for our work.

**5. Explain the following words and word combinations:**

- 1) Satellite technology, 2) a low-context culture, 3) high-context cultures.

**6. In the text find and copy the words and expressions**

**a) that have the same or similar meaning to the following in italics:**

(I) 1) The *development* of an *enormous* electronic communications network has *connected* peoples of the world. 2) *Remarkable* improvements in the technological means of communication in many *cases* have *gone above* our abilities to communicate *successfully* with people who *do not have the same* languages, beliefs and values. 3) It is argued that without a *common* code system, *contact* will be *impractical*.

**b) that have the opposite meaning to the following in italics:**

(II) 1) Low-context cultures stress *indirect* and *implicit* communication.

2) Two people of *the same* cultures can *hardly* attribute different meanings to the same behavior.

### **7. Fill in the gaps**

Members of high-context cultures .....1.... reading nonverbal behaviors. They .....2..... that other people will also be able to do so. In general their communication .....3..... to be indirect and less .....4..... Low-context cultures, on the other hand, stress ....5... and explicit communication: verbal messages are .....6..... important, and the information to be .....7..... is coded in the verbal message. ....8... beliefs and behaviors between communicators ...9... the basis for different assumptions from which to ...10... . In fact, our own beliefs and behaviors ...11..... our perception of what other people do. Thus two people of different cultures can easily ....12... different meanings to the same behavior. If this happens, the two .....13..... differently with neither being able to predict the other's ....14..... Yet predictions are an integral part of being able to ...15... effectively.

### **8. Translate into English**

1. Теперь, благодаря спутниковым технологиям, в наши дома своевременно доставляется информация о политических событиях/ Тепер, завдяки супутниковим технологіям, у наші оселі своєчасно надається інформація про політичні події.

2. Развитие широких электронных коммуникационных сетей связало многие народы по всему миру/ Розповсюдження широких електронних комунікаційних мереж зв'язало багато народів по всьому світу.

3. Существенные усовершенствования технологических средств коммуникации во многих случаях повысили наши возможности эффективно общаться с носителями других языков/ Істотні вдосконалення технологічних засобів комунікації у багатьох випадках поліпшили наші можливості щодо ефективного спілкування з носіями інших мов.

4. Технологические средства коммуникации улучшили наше понимание представителей других культур с другими убеждениями, ценностями и ожиданиями/ Технологічні засоби комунікації поліпшили наше розуміння представників інших культур, які мають інші переконання, цінності та бажання.

5. Часто, взаимодействие представителей разных культур создает скорее недопонимание, чем понимание/ Часто, взаємодія представників різних культур створює скоріше непорозуміння, ніж порозуміння.



## DISCUSSION

### **1. In turns with your partner, ask and answer these questions:**

1. What has connected peoples of the world?
2. Why remarkable achievements in technology of communication can be not effective in communication with people from other cultures?
3. What important principles do experts identify to describe the communication process?
4. What two types of culture does E. Hall distinguish in terms of the way information is coded?
5. What can be a communication result when communicators have different beliefs and behaviors?
6. Which way does the degree of knowledge of the beliefs of others influence communication?

### **2. Work with a partner to exchange your ideas whether you agree or not with the statements below. Remember to prove your answer:**

1. Intercultural communication is more vital today than it was at any other point in history.
2. At present, people throughout the world have greater mobility than before.
3. Today, most countries are economically dependent on one another.
4. Today our political well-being greatly depends on other countries.

5. The rapid increase in communication technology has brought foreign cultures closer to us.

**ACTIVE VOCABULARY ON LESSON 4 (MEANS OF AND OBSTACLES  
TO INTERCULTURAL COMMUNICATION)**

**Be sure you understand the following key terms and can use them when speaking about means of and obstacles to intercultural communication**

attribute (to attribute different meanings to the same thing)

difference (degrees of difference)

different ( ~ assumptions, ~ beliefs, ~ expectations, ~ values, ~ language)

exceed

explicit

feedback (to get feedback)

high - context culture

indirect

influence (to influence our perception)

interaction (interaction between people of different cultures)

intercultural exchange

judge (to judge a culture by our own cultural views)

low-context culture

misunderstanding

perception (to have different perception)

skilled in... (to be skilled in reading nonverbal behaviors)



## LESSON 5. EFFECTS OF INTERCULTURAL COMMUNICATION



### WARMING-UP AND READING

#### **1. Before reading the text below, answer the following questions:**

1. What do you think intercultural communication is?
2. What do you think the elements of intercultural communication are?

#### **2. Check the pronunciation and the meaning of the following:**

A. 1) aboriginal communities, 2) agriculture, 3) agricultural, 4) allow, 5) apparent, 6) availability, 7) affirm, 8) benefit from, 9) bilingual, 10) citizen, 11) civilization, 12) correspond to, 13) cultural exchange, 14) cultural homogenization, 15) desire, 16) diversity, 17) economic change, 18) emphasis, 19) evident, 20) exposure to, 21) flourish, 22) health care, 23) increasingly, 24) intercultural exchange, 25) lead to, 26) obstacle to, 27) occur, 28) outweigh, 29) pollution, 30) preserve, 31) pronounced effect, 32) racial groups, 33) raise, 34) reflect, 35) sanitation, 36) save, 37) scholar, 38) spread, 39) starvation, 40) truly, 41) various, 42) widespread.

B. 1) *although*, 2) *as well*, 3) *as well as*, 4) *etc.*, 5) *from the earliest times*, 6) *given*, 7) *no longer*, 8) *such as*, 9) *whether*.

#### **3. Read the text below to answer the questions:” What is the text about? What is the most important the author wants me to understand about the topic?”**

### **EFFECTS OF INTERCULTURAL COMMUNICATION**

1. *Although* intercultural communication increasingly affects the world we live in, most scholars agree that the obstacles to intercultural communication and understanding will probably always mean that little of that communication will occur at a personal level.

2. Today the needs and desires of people of many groups to affirm and preserve their cultures are reflected in demands for more bilingual education. We are



*no longer* limited to being members of our own small community; we are citizens of the world *as well*, affected by political, economic, and social changes.

3. *From the earliest times*, cultures have been affected by contact with one another. As intercultural communication becomes more common and widespread, the effects of cultural contact are more pronounced (= distinct, evident) and rapid. These are evident in the increased availability of goods that once would have been available, if at all, only to the very rich: tea from India, coffee from Brazil, woolen cloth from Britain, wine from France and Italy. It is also apparent in the spread of availability, health care methods, *etc.*

4. Most people would not question the value of some aspects of cultural exchange, *such as* introduction of sanitation methods that curb (=restrain, stop) epidemics, or agricultural methods that save thousands from starvation. But many, including *a number of* scholars of culture, question the other aspects of cultural exchange. They ask *whether* certain so-called Stone Age and aboriginal communities that have been isolated for hundreds of years truly benefit from sudden contact with the outside world - *whether*, for example, exposure to war *as well as* sources of illness and pollution might outweigh what we consider as the "advances" (developments) of civilization. The possibilities raise many ethical questions.

5. Intercultural exchange leads to cultural homogenization, the tendency for cultures in contact with one another to become increasingly similar to one another. Cultural homogenization implies that some aspects of one culture will dominate and eliminate the corresponding aspects of the other.

6. But even if we are familiar with foods from all over the world and blue jeans are as popular in Ukraine or Russia as in the United States, emphasis today is increasingly on our diversity. It is differences that have become the issue in conflicts between racial and ethnic groups in our own country and in those of other countries. Given enough understanding of regional *as well as* national cultures, it is possible to preserve individual differences of many kinds and allow members of various subcultures and groups to coexist and flourish (2200).



**1. Give Russian/Ukrainian equivalents to the following:**

1) To increasingly affect the world we live in, 2) obstacles to intercultural communication, 3) to occur at a personal level, 4) the needs and desires of people, 5) to be no longer limited to being members of our own small community, 6) to become more widespread, 7) the increased availability of goods that once were available only to the very rich, 8) to question the value of some aspects of cultural exchange, 9) aboriginal communities, 10) to have been isolated for hundreds of years, 11) to benefit from contact with the outside world, 12) exposure to war, 13) to outweigh the "advances" of civilization, 14) to raise ethical questions, 15) to lead to cultural homogenization, 16) to become increasingly similar to one another, 17) to dominate the corresponding aspects of culture, 18) to eliminate some aspects of culture, 19) to become the issue in conflicts between racial and ethnic groups, 20) to preserve individual differences, 21) to allow members of various subcultures and groups to coexist and flourish.

**2. Give English equivalents to the following:**

1) Все больше и больше воздействовать на мир/ все більше і більше впливати на світ, 2) препятствия межкультурной коммуникации/ перешкоди міжкультурній комунікації, 3) происходит, случается на личностном уровне/ відбуватися, мати місце на особистіському рівні, 4) нужды и потребности многих групп/ нужди та потреби у багатьох груп, 5) сохраняют свою культуру/ зберігати свою культуру, 6) ограничиваться принадлежностью к своей небольшой общности/ обмежуватися приналежністю до своєї невеликої спільноти, 7) становится более распространенным/ ставати більш розповсюдженим, 8) увеличенное наличие товаров/ збільшена наявність товарів, 9) подвергать сомнению ценности некоторых аспектов культуры/ ставити під сумнів цінності деяких аспектів культури, 10) введение методов санитарии/ запровадження методів санітарії, 11) остановить эпидемию/ зупинити епідемію, 12) спасать от голода/ рятувати від голоду, 13) быть

изолированным на протяжении столетий/ бути ізольованим протягом ста років, 14) получают пользу от.../ отримувати користь від..., 15) контакт с внешним миром/ контакт із зовнішнім світом, 16) поднимают большое количество этических вопросов/ ставити багато етичних питань, 17) приводит к культурной однородности/ призводити до культурної однорідності, 18) становится все больше похожими друг на друга/ ставати все більше схожими один на одного, 19) доминировать над соответствующими аспектами другой культуры/ домінувати над відповідними аспектами іншої культури, 20) устраняют некоторые аспекты культуры/ усувати деякі аспекти культури, 21) быть знакомым с товарами со всего мира/ бути обізнаними із товарами зі всього світу, 22) сохраняют индивидуальные различия/ зберігати індивідуальні відмінності.

**3. Be sure you understand the meaning of the words in bold in the sentences below. (Text paragraph numbers are in brackets).**

1. We are **no longer** limited to being members of our own small community (2).
2. The effects of cultural contact are evident in the increased **availability** of goods that once would have been **available** to the very rich (3).
3. **A number of** scholars of culture, **question** the other aspects of cultural exchange. (4).
4. Exposure to war might **outweigh** what we consider as the "**advances**" of civilization (4).
5. Cultural homogenization implies that some aspects of one culture will dominate and eliminate the **corresponding** aspects of the other (5).
6. Emphasis today is **increasingly** on our diversity (6)
7. **It is differences that have become** the issue in conflicts between racial and ethnic groups (6).
8. **Given enough understanding** of regional and national cultures, it is possible to preserve individual differences (6).

9. It is possible to allow members of various subcultures and groups to **coexist** and **flourish** 6).

**4. Translate the sentences, paying attention to the words in italics:**

1. They were suffering the *exposure to* nuclear radiation.
2. Intercultural communication *increasingly* affects the world.
3. More information becomes *available* through the use of computes.
4. Parliamentary democracy cannot possibly *flourish* in such circumstances.

**5. Match the words in column A with those having similar meanings in column B:**

A	B
1. aspects of cultural exchange	a) more and more
2. to question some values	b) to put questions
3. increasingly	c) original, native
4. advance	d) sides of cultural exchange
5. demand	e) to put some values to doubt
6. to raise questions	f) famine, hunger
7. aboriginal	g) requirement
8. starvation	h) improvement, progress
9. emphasis	i) contamination
10. pollution	j) stress, accent

**WRITING**

**6. Arrange the following words in an alphabetical order:**

1) Pollution, 2) coexist, 3) exchange, 4) increasingly, 5) preserve, 6) citizen, 7) whether, 8) homogenization, 9) starvation, 10) aboriginal.

**7. Identify the part of speech the word belongs to (a verb, a noun, an adjective, or an adverb):**

*Example: available (adj)*

1) Availability, 2) probably, 3) bilingual, 4) education, 5) increasingly.

**8. Use the correct forms in the sentences below:**

**a) Effect, effective, effectively**

1. The Dean spoke rather \_\_\_\_ at the meeting.
2. His speech was really \_\_\_\_.
3. He hopes that the program he is suggesting will have a positive \_\_\_\_ .
4. She dealt with the situation \_\_\_\_ .

**b) Increase (v), increase (n), increasing, increasingly**

1. The crime rate in the city \_\_\_\_ every year.
2. The residents are \_\_\_\_ worried about this.
3. They hope to stop \_\_\_\_ in crimes.
4. Despite the \_\_\_\_ number of crimes, people still move to this city.
5. The rate of inflation has \_\_\_\_ recently.

**9. Fill in the gaps:**

Most people would not ...1... the value of some aspects of cultural ...2..., such as ...3... of sanitation methods that ....4....epidemics, or agricultural methods that ....5.... thousands from starvation. But many, ....6.... a number of scholars of culture, ...7... the other aspects of cultural exchange. They ask ...8...certain so-called Stone Age and aboriginal ....8... that have been isolated for hundreds of years truly .....9.... from sudden contact with the outside world. They ask whether, for example, ...10..... to war as well as ...11... of illness and pollution might ....12... what we consider as the "....13...." of civilization. The possibilities ....14.... many ethical questions.

**10. In the text find and copy the words or expressions**

**a) that have the same or similar meaning to the following *in italics* (Text paragraph numbers are given in brackets):**

1. Intercultural communication *more and more* affects the world we live in (1).
2. Little of that communication will *take place* at a personal level (1).
3. *At present* the needs and *wishes* of people of many groups are reflected in *requirements* for more bilingual education (3).
4. The effects of cultural contact have become more *distinct (marked)* (3).

5. The effects of cultural contact are *obvious* in the *greater* availability of goods (3).
6. Cultural homogenization implies that some aspects of one culture will *control* and *remove* the corresponding aspects of the other (5).
7. Intercultural exchange *results in* cultural homogenization (5).
8. *Focus* today is *more and more* on our *variety* (6).
9. It is possible to *maintain* individual differences of many *types* and *permit* members of *different* subcultures to coexist and *do well* (6).
10. It is differences that have become the *question* in conflicts between racial and ethnic groups (6).

**b) that have the opposite meaning to the following *in italics*:**

1. *Much* of that communication will occur at a personal level (1).
2. Intercultural communication becomes *less* widespread (3).
3. Emphasis today is *less and less* on our diversity (6).
4. It is *similarities* that have become the issue in conflicts between racial and ethnic groups (6).
5. It is possible to preserve individual differences and allow members of *the same* subcultures and groups to coexist (6).

**11. Write down Infinitive, Past Simple and Past Participle of the verbs *in italics* in the following sentences:**

1. Most scholars agree that the obstacles to intercultural communication will always *mean* that little of that communication will occur at a personal level.
2. Intercultural communication *becomes* more common and widespread.
3. Intercultural exchange *leads* to cultural homogenization.

**12. Translate into English:**

1. Сегодня нужды и желания представителей многих групп касательно укрепления и сохранения своей культуры выражаются в потребности получения двуязычного образования/ Сьогодні потреби та бажання представників багатьох груп щодо укріплення та збереження своєї культури відбиваються у необхідності отримання двомовної освіти.

2. На протяжении многих лет культуры оказывали влияние друг на друга/  
Протягом багатьох років культури впливали одна на одну.
3. Поскольку сегодня межкультурная коммуникация происходит чаще,  
культурные контакты становятся более отчетливыми/ Оскільки сьогодні  
міжкультурна комунікація відбувається частіше, культурні зв'язки стають  
більш чіткими.
4. Межкультурный обмен ведет к культурной гомогенизации, то есть  
склонности контактирующих культур перенимать определенные черты  
друг у друга/ Міжкультурний обмін веде до культурної гомогенізації, тобто  
схильності контактуючих культур запозичати певні риси одна в одної.
5. Понимая особенности региональных, а также национальных культур, важно  
сохранять индивидуальные различия и позволять членам различных  
субкультур и групп сосуществовать и процветать/ Розуміючи особливості  
регіональних, а також національних культур, важливо зберігати  
індивідуальні відмінності та дозволяти членам різних субкультур і груп  
співіснувати та процвітати.



## DISCUSSION

### **1. Work in groups. Explain the following in your own words:**

- 1) Cultural homogenization, 2) bilingual education, 3) aboriginal communities,
- 4) national cultures, 5) subcultures, 6) ethical questions.

### **2. In turns with your partner ask and answer these questions:**

1. How do specialists characterize the present state of development of intercultural communication?
2. Can we call contemporary people 'members of the world' or 'members of their own small communities'?
3. What phenomenon is proved by the increased availability of goods that earlier were available only to the very rich?
4. Do people put to doubt any sides of cultural exchange?
5. What can be the result of intercultural exchange?

6. What is the main problem in conflicts between racial and ethnic groups?
7. Give examples of personal, political, and social effects of intercultural communication?
8. What is your attitude to the desires of people to preserve their own cultures?

**3. Choose one of the statements below to discuss/ write about:**

1. Intercultural communication has become increasingly widespread.
2. Cultural and ethnic diversity are necessary for community to exist.
3. Intercultural exchange leads to cultural homogenization.
4. Emphasis today is increasingly on our diversity.
5. We are no longer limited to being members of our own small community



## **ADDITIONAL TASKS**

**1. Translate this text in writing, paying attention to the underlined words.**

Culture also presents itself on different levels. At the highest level one can find the culture of a national or regional society, the French or West European versus the Singaporean or Oriental. The way in which attitudes are expressed within a specific organization is described as a corporate or organizational culture. Finally, we can even talk about the culture of particular functions within organizations: marketing, research and development, personnel. People within certain functions will tend to share certain professional and ethical orientations (476).

**2. Check your translation with your partner. If there is still something you don't understand in the text, be ready to discuss it with others.**

**3. BACK TRANSLATION. Based on your written version, interpret the main ideas of the text above into English.**



## **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

## **SUPPLYING A TITLE.**



**4. Read the text below and answer the questions: “What is the text about? What is the most important the author wants me to understand about the the given theme?”**

Cultural differences do not only exist with regard to faraway, exotic countries. In the course of research it can become clear that at several levels there are as many differences between, say, the cultures of West Coast and East Coast America as there are between different nations (countries). All the examples show that there is a clear-cut (definite) cultural border between the north-west European (analysis, logic, systems and rationality) and the Euro-Latin (more person-related, more use of intuition and sensitivity). There are even significant (important) differences between the neighbouring Dutch and Belgians.

The average Belgian manager has a family idea of the organisation. He or she experiences the organisation as paternalistic and hierarchical, and, as in many Latin cultures, father decides how it should be done. The Belgian sees the Dutch manager as overly democratic: what nonsense that everybody consults everybody! The Dutch manager thinks in a way more consistent with (in agreement with) the Protestant ethic than the Belgian, who thinks and acts in a more Catholic way. Most Dutch managers distrust authority, while Belgian managers tend to respect it (1000).

**5. Use the statements below to determine the topic of the text, formulate the main idea of the paragraphs and supply a title:**

*The text deals with...*

*In the first paragraph it is argued that ...*

*In paragraph two special attention is paid to... (the fact that...)*

*The best title for this passage is ....*

**ACTIVE VOCABULARY ON LESSON 5 (EFFECTS OF INTERCULTURAL COMMUNICATION)**

**Be sure you understand the following key terms and can use them when speaking about effects of intercultural communication**

aborigine (n) (aboriginal communities)  
affect (v) (to increasingly affect the world we live in)  
availability (the increased availability of some goods)  
benefit (v) (to benefit from)  
citizen (citizens of the world)  
coexist (to allow members of various subcultures to coexist)  
diversity  
dominate  
eliminate (to eliminate the corresponding aspects of the other)  
ethical (ethical questions)  
exchange (cultural exchange, intercultural exchange)  
exposure to  
flourish (to allow members of various groups to flourish)  
homogenization (cultural homogenization)  
innate (innate characteristics)  
learned (learned skills)  
limit (v) (to be limited to)  
member of... (members of small communities)  
obstacle (an obstacle to intercultural communication)  
outweigh (to outweigh the "advances" of civilization)  
preserve (to preserve individual differences)  
question (v) (to question the value of cultural exchange)  
raise (v) (to raise ethical questions)  
spread (n, v) (the spread of availability)  
widespread (to become more widespread)



## LESSON 6. IMPROVING COMMUNICATION



### WARMING-UP AND READING

#### **1. Before reading, work as a group to answer the following questions:**

- 1) What factors make communication successful?
- 2) What factors do you think make communication unsuccessful?
- 3) Do you think there are ways of improving communication?

#### **2. Check the pronunciation and the meaning of the following:**

**A.** 1) accept, 2) achieve, 3) approach (v), 4) **audience**, 5) caution, 6) communication barriers, 7) complete (v), 8) confident, 9) consequence, 10) create, 11) current, 12) destination, 13) emphasize, 14) encourage, 15) exist, 16) familiar, 17) feedback, 19) guide (n,v), 20) increase (v), 21) intended destination, 22) journey, 23) key points, 24) launch (v), 25) likelihood, 26) overcome (barriers), 27) purpose, 28) review, 29) significant, 30) wander.

**B.** 1) *At the beginning*, 2) *before*, 3) *however*, 4) *in some cases*, 5) *once*, 6) *thoroughly*, 7) *through*, 8) *too*, 9) *whether*.

#### **3. Read the text below to discuss its main ideas.**

### **IMPROVING COMMUNICATION**

**1.** *Sooner or later, practically everyone has to give a presentation, or a speech, to a group. See what experts in business communication have to say about communicating effectively.*

Think about the people you know. Which of them would you call successful communicators? If you want people in your audience to understand and accept your message, you have to help.

**2. Think about your purpose and your audience.** So the first step is to define your goal in communicating. Why are you sending your message? What do you want your audience to do or know as a consequence?

When you have answered these questions, you can begin to build a message to *achieve* your purpose. You must create a bridge of words that leads the audience from their *current* position to your *point*. *Before* you can do this, of course, you have to know something about the audience's current position. What do they know now, and what do they need to know? If you're addressing *strangers*, try to find out more about them; if that's impossible, try to *project yourself into their position* by using your *common sense* and imagination.

**3. Tell the audience what to expect.** *Once* you have defined your listeners' information needs, you can *launch* (initiate) them on their journey toward the intended *destination*. As they travel, you must be their guide, *providing* them with a map of the territory they will cover. Tell them at the outset what they can expect to gain from the trip. Let them know the purpose of the message; tell them what main points they will *encounter* (=come across, meet) on the way. By telling your audience what to expect, you help them recognize the relationship among the ideas you hope to convey.

**4. Use concrete, specific language.** The best way to help your audience understand and remember the message is to *balance* general concepts with specific illustrations. *At the beginning*, state the *overall* idea; then develop the idea by using vivid (bright), concrete examples to help the audience visualize the concept.

**5. Stick to the point.** You can also help your audience by eliminating any information that doesn't directly contribute to your purpose. Many business messages contain too much material. The sender, in hopes of being *thorough* (=careful, methodical), tries to explain everything about the subject. But most receivers don't need everything. By keeping your messages as lean (not excessive, economical) as possible, you make them easier to absorb. By *eliminating* unnecessary ideas, you focus the other person's thoughts on those few points that really *matter*.

You have to be careful, *however*, to develop each main idea adequately. You'd better cover three points *thoroughly* rather than eight points superficially.

Don't rush the audience *through* a laundry list in the mistaken belief that you are being brief. If an idea is worth including, it's worth explaining.

**6. Connect new information to existing ideas.** The mind absorbs information by categorizing it into mental files. If you want the receiver to understand and remember new ideas, you have to indicate how those ideas are related to the files that already exist in her or his mind. When the connection with familiar concepts is lacking, the new material tends to get lost, to become mentally misplaced, because it doesn't fit into the receiver's filing cabinet.

By showing the audience how new ideas relate to familiar ones, you increase the likelihood that your message will be understood correctly. The meaning of the new concept is clarified by its relationship to the old one.

Connecting new ideas to existing ones also helps make the new concepts acceptable. Most of us approach anything unfamiliar with caution. When we discover that it's similar to something familiar, we become more confident.

**7. Emphasize and review key points.** Another way to help the audience is to *call attention* to the most important points in your message. You can do this with your words, format, and your body language. When you come to an important idea, say so. By *explicitly* stating that the idea is especially significant, you wake people up; you also make it easier for them to file the thought in the *proper* place. If you are delivering the message orally, use your body and voice to *highlight* important concepts.

*Before you conclude* your message, take a moment or two to review the *essential* points.

**8. Providing feedback.** When you plan a message, think about the amount of *feedback* that you want to encourage. Think about how you want to obtain feedback. Feedback is not always easy to get. *In some cases*, you may have to involve the other person by asking questions. If you want to know specific things, ask specific questions. But also encourage the other person to express general reactions; you can often learn something very interesting that way.

Remember, too, that *in order to* get feedback; you have to listen, which is more difficult than you might think. We tend to let our mind wander (roam, walk) and miss important points, or we jump in too quickly with comments of our own, so the other person doesn't have a chance to complete a thought.

You have to encourage people to be open if you want them to tell you what they really think and feel. Your goal is to find out whether the people in your audience have understood and accepted your message.

9. To overcome communication barriers, think about your audience, let them know what to expect, use vivid language, stick to the point, connect your ideas to familiar ones, and emphasize and review key points. Also provide opportunities for feedback (4500).



## **LANGUAGE WORK**

### **1. Give Russian/Ukrainian equivalents to the following:**

1) to give a presentation to a group, 2) to understand and accept your message, 3) to define one's goal, 4) to achieve one's purpose, 5) to know something about the audience's current position, 6) to state the overall idea 7) to eliminate unnecessary ideas, 8) to provide the listeners with a map of the territory they will cover, 9) to balance general concepts with specific illustrations, 10) to use your common sense and imagination, 11) to help the audience visualise the concept, 12) to be your listeners' guide, 13) to convey the ideas, 14) to think about your purpose and your audience, 15) to tell the audience what to expect, 16) to use concrete, specific language to connect new information to existing ideas, 17) to stick to the point, 18) to emphasize and review key points, 19) , to project yourself into the position of strangers, 20) to contribute to one's purpose, 21) to review the essential points, 22) to highlight important concepts, 23) to file the thought in the proper place, 24) to conclude your message.

### **2. Give English equivalents to the following:**

1) Слушатели, аудитория/ слухачі, аудиторія, 2) делать презентацию для слушателей/ робити презентацію для слухачів, 3) достичь своей цели/ досягти

своєї мети, 4) понять и принять сообщение/ зрозуміти й сприйняти повідомлення, 5) сформулировать идею полностью/ сформулювати ідею повністю, 6) исключить необязательную информацию/ виключити необов'язкову інформацію, 7) направлять, вести слушателей/ направляти слухачів, 8) уравнивать общие идеи с конкретными примерами/ зрівноважувати загальні ідеї з конкретними прикладами, 9) помогать аудитории представить (увидеть) концепт/ допомагати аудиторії уявити (побачити) концепт, 10) думать о своей цели и аудитории/ думати про свою мету й аудиторію, 11) использовать понятный (конкретный) язык/ застосовувати зрозумілу (чітку) мову, 12) придерживаться темы/ дотримуватися теми, 13) присоединять новую информацию к.../ приєднувати нову інформацію до ..., 14) сказать аудитории, что ожидать/ казати аудиторії, на що очікувати, 15) выделять основные моменты/ виділяти основні моменти, 16) ставить себя на место слушателей/ ставити себе на місце слухачів, 17) воспринимать нечто незнакомое с осторожностью/ сприймати щось незнайоме з обережністю, 18) способствовать своей цели/ сприяти своїй меті, 19) знать о современной позиции аудитории/ знати про сучасну позицію аудиторії, 20) определить цель презентации/ визначити ціль презентації, 21) обращаться к аудитории/ звертатися до аудиторії, 22) завершить презентацию/ завершити презентацію, 23) преодолевать коммуникативные барьеры/ долати комунікативні бар'єри, 24) логически соединять новые идеи с уже знакомыми/ логічно приєднувати нові ідеї до вже знайомих, 25) подчеркивать и повторяют ключевые моменты/ підкреслювати і повторювати ключові моменти, 26) получить обратную связь/ отримати зворотній зв'язок.

**3. Be sure you understand the meaning of the words *in italics* in the sentences below. (Text paragraph numbers are in brackets).**

1. You can begin to build a message *to achieve* your purpose (2).
2. You must create a bridge of words that leads the audience from their *current* position to your *point* (2).
3. If you're addressing *strangers*, try to find out more about them (2).

4. Try to *project yourself into the strangers' position* by using your *common sense* and imagination (2).
5. *Once* you have defined your listeners' information needs, you can *launch* them on their journey toward the intended destination (3).
6. *Provide* them with a map of the territory they will cover (3).
7. Tell them what main points they will *encounter* on the way (3).
8. At the beginning, state the *overall* idea (3).
9. The best way to help your audience understand and remember the message is to *balance* general concepts with specific illustrations (4).
10. By *eliminating* unnecessary ideas, you focus the other person's thoughts on those few points that really *matter* (5).
11. If an idea is *worth* including, it's *worth* explaining (5)
12. The sender, in hopes of being *thorough* tries to explain everything about the subject.
13. Another way to help the audience is *to call attention to* the most important points in your message (7).
14. By *explicitly* stating that the idea is especially significant, you wake people up (7).
15. Make it easier for the audience to file the thought in the *proper* place (7).
16. Use your body and voice to *highlight* important concepts. (7)
17. Before you *conclude* your message, take a moment or two to review the *essential* points (7).
18. Feedback is not always easy to get (8).
19. *In order to* get feedback; you have to listen (8).
20. You have to *encourage* people to be open if you want them to tell you what they really think (8).
21. *To overcome* communication barriers, use vivid language (9).

**4. Match column A with column B, finding the words and expressions that have the similar meaning:**



<u>A</u>	<u>B</u>
1. audience	a) to classify material into intellectual files
2. to contain essential points	b) to get from the journey
3. to give a presentation	c) listeners
4. to communicate successfully	d) to make clear everything concerning the theme
5. to define your goal	e) to tell your listeners what to wait for
6. as a consequence	f) to give a speech
7. to address strangers	g) in the beginning
8. at the outset	h) to communicate effectively
9. to gain from the trip	i) as a result
10. to tell your audience what to expect	j) to draw attention to
11. to categorize information into mental files	k) to understand your point
12. to explain everything about the subject	l) to include important information
13. to visualize the concept	m) to picture the idea
14. familiar concepts	n) to determine your aim
15. to call attention to	o) to speak to unfamiliar people

**5. Explain the following in your own words:**

1) communication barriers, 2) the audience's current position, 3) to visualize the concept, 4) the listeners' information needs, 5) body language, 6) feedback, 7) key points, 8) to file the thought in the proper place, 9) to explicitly state that... , 10) to let our mind wander, 11) to approach anything unfamiliar with caution, 12) to balance general concepts with specific illustrations, 13) to rush the audience through a laundry list, 14) to clarify the meaning of the new concept by its relationship to the old one.

**6. Fill in the gaps:**

The best way to help your...1... understand and remember the message is to ....2..... general concepts with specific illustrations. At the .....3....., state

the overall idea; then develop the idea by using vivid, concrete .....4..... to help the audience ...5... the concept. The sender, in hopes of being thorough, tries to explain everything about the ...6... But most receivers don't .....7..... everything. By keeping your message as lean as .....8....., you make them easier to .....9..... By eliminating unnecessary .....10....., you focus the other person's .....11..... on those few points that really .....12..... The mind absorbs information by categorizing it into .....13..... files. If you want the receiver to .....14..... new ideas, you have to indicate how those ideas are .....15..... to the files that already .....16.... in her or his mind. When the ....17.....with familiar concepts is lacking, the new material .....18..... to get lost, because it doesn't fit into the receiver's filing .....19.....

## **WRITING**

### **7. Make up word combinations with these words below (You can find the prompts in the text *Improving Communication*)**

1) message, 2) audience, 3) idea(s), 4) mind, 5) concept(s), 6) information, 7) point, 8) feedback, 9) example(s), 10) sender.

### **8. Identify the part of speech the word belongs to (a verb, a noun, an adjective, or an adverb):**

1) explicitly, 2) presentation, 3) receiver, 4) visualize, 5) illustrations, 6) effectively, 7) acceptable, 8) reactions, 9) adequately, 10) thoroughly.

### **9. Use the words or expressions that have the same or similar meaning to the following *in italics* (The prompts are available in the text above).**

- 1) The first step is to *determine* your *aim*.
- 2) When you have *responded* to these questions, you can *start creating* a message to *obtain* your *aim*.
- 3) *As soon as* you have *determined* your listeners' information *requests*, you can *initiate* their *travel* toward the *planned goal*.
- 4) Tell them *at the start* what they can expect to *benefit from* the *journey*.
- 5) Tell them what *key points* they will *meet* on the way.

- 6) *At the outset*, state the *general idea*; then *expand* the idea.
- 7) By *getting rid of* unnecessary *thoughts*, you should *center* the other person's *opinions* on those *not many* points that really *are important*.
- 8) Most of us *come close to* anything *unknown* with *care*.
- 9) *One more* way to help the audience is to *attract* attention to the most important *items* in your message.
- 10) By *openly* stating that the *concept* is especially *important*, you wake people up.
- 11) You also make it easier for the audience to *put* the thought in the *suitable* place.
- 12) Use your voice to *emphasize* important *ideas*.
- 13) Before you *finish* your message, take a *minute* or two to review the *fundamental* points
- 14) *Response* is not always easy to get.

**10. Translate these sentences into English:**

1. Если вы хотите, чтобы ваша аудитория понимала то, о что вы говорите, вам нужно оказывать помощь слушателям/ Якщо ви бажаєте, щоб ваша аудиторія розуміли те, про що ви говорите, вам потрібно допомагати слухачам.
2. Думайте о своей цели и о своей аудитории/ Думайте про вашу ціль і про вашу аудиторію (ваших слухачів).
3. Ответьте на такой вопрос: “Почему вы говорите об этом?”/ Дайте відповідь на таке запитання: “Чому ви говорите про це?”
4. Вам нужно знать, что известно вашим слушателям сейчас и что они желают знать/ Вам потрібно знати, що відомо вашим слухачам зараз і що вони бажають знати.
5. Связывая новые идеи с уже существующими, говорящий делает новые идеи доступными для понимания/ Поєднуючи нові ідеї з тими, що вже існують, мовець робить нові ідеї доступними для розуміння.
6. Большинство из нас воспринимают нечто незнакомое с осторожностью/ Більшість із нас сприймає щось незнайоме з обережністю.
7. С помощью тела и голоса можно подчеркнуть важные идеи/ За допомогою тіла та голосу можна підкреслити важливі ідеї.

8. Для того, чтобы получить обратную связь, нужно слушать. И это является труднее, чем можно было бы представить/ Для того, щоб отримати зворотній зв'язок, потрібно слухати. А це – є важче, ніж можна було б уявити.

9. Чтобы преодолеть коммуникативные барьеры, необходимо думать об аудитории, использовать понятный язык, логически соединять новые идеи с уже знакомыми, а также подчеркивать и повторять ключевые моменты/ Щоб подолати комунікативні бар'єри, необхідно думати про аудиторію, використовувати зрозумілу мову, логічно поєднувати нові ідеї з вже знайомими, а також підкреслювати і повторювати ключові моменти.



## DISCUSSION

### **1. Work with a partner. Tell each other how you understand the following expressions:**

1) a bridge of words, 2) your listeners' information needs, 3) to project oneself into the strangers' position. 4) to cover points thoroughly, 5) to cover points superficially, 6) to categorize information into mental files, 7) to visualize the concept.

### **2. Work in groups. Tell your partner(s) whether you agree or disagree with these statements below. Prove your position.**

1. The best way to help your audience understand and remember the message is to balance general concepts with specific illustrations.

2. Another way to help the audience understand and remember the message is to call attention to the most important points in your message with your words and your body language.

3. Vivid, concrete examples help the audience visualize the concept.

4. You'd better cover three points thoroughly rather than eight points superficially.

5. Most of us approach anything unfamiliar with caution.

6. By explicitly stating that the idea is especially significant, you wake people up.

7. Feedback is not always easy to get.

### **3. In turns with your partner ask and answer these questions:**

1. What are the main steps that help achieve effective communication?
2. Is it important to have as much information about your audience as it is possible? Why?
3. What speaker's skills and features make communication effective?
4. In your opinion, what is the best way to help your audience understand and remember the message?



## ADDITIONAL TASKS

### 1. Translate this text in writing, paying attention to the underlined words.

#### Attitudes to Time

The way in which societies look at time differs. In some societies what somebody has achieved in the past is not that important. It is more important to know what plan they have developed for the future. In other societies you can make more of an impression with your past accomplishments than those of today. These are cultural differences that greatly influence corporate activities.

With respect to time, the American Dream is the French Nightmare. Americans generally start from zero and what matters is their present performance and their plan to "make it" in the future. They have an enormous sense of the past and relatively less focus on the present and future than Americans.

In certain cultures like the American, Swedish and Dutch, time is perceived as passing in a straight line, a sequence of disparate (=unrelated) events. Other cultures think of time more as moving in a circle, the past and present together with future possibilities. This makes considerable differences to planning, strategy, investment and views on home-growing your talent, as opposed to buying it (900).

### 2. Check your translation with your partner. If there is still something you don't understand in the text, be ready to discuss it with others.

### 3. BACK TRANSLATION. Based on your written translation, interpret the main ideas of the text above into English.



## **DETERMINING THE TOPIC. FORMULATING THE MAIN IDEA.**

### **SUPPLYING A TITLE.**

#### **4. Read the text below and answer the questions: What is the text about? What is the most important the author wants me to understand about the topic?**

Most forgetting takes place immediately after learning. An hour after studying or learning something new, more than 50 per cent has been forgotten. After one month 80 per cent has been forgotten, and so on.

This shows that revision is very important. If you revise new material you have learnt, you remember much more. It's important to revise newly learnt material a little and often. It's also necessary to have frequent breaks. We best remember what we learn at the beginning of a learning period and at the point where we stop. After the break, it's necessary to revise what was learnt before the break and then to continue learning the new material.

These breaks should occur every 20 or 45 minutes. If very concentrated work is being done, it's important to have breaks every 20 minutes. Other experiments have shown that the brain needs time to "digest" what has been learnt. The time necessary for this is 5 to 10 minutes. After a break of this time the memory will have absorbed what it has just learnt, and more will be remembered. During this break it is important to exercise the right side of the brain, because the left side is used during a learning period. Therefore you should relax in some way. Listening to music, breathing in fresh air, and looking at a picture are all ways of using the other side of the brain.

Scientists believe that our brains will work at least 75 per cent more effectively if both sides are exercised.(1200)

#### **5. Use the statements below to determine the topic of the text, formulate the main idea of the paragraphs and supply a title:**

*The text deals with...*

*In the first paragraph it is stated that ...*

*The principal idea of the second paragraph can be formulated as follows...*

*Special attention of paragraph three is paid to the idea that...*

*Finally, it highlighted that ...*

The best title for this passage is ....

## **ACTIVE VOCABULARY ON LESSON 6 (IMPROVING COMMUNICATION)**

**Be sure you understand the following key terms and can use them when  
speaking about improving communication**

audience (the audience's current position)

balance (to balance general concepts with specific illustrations)

contain (to contain too much material)

convey (to convey ideas)

emphasize (to emphasize key points)

expect (to tell the audience what to expect)

feedback (to obtain feedback)

highlight (to highlight important concepts)

message (to build a message , to send a message , to understand and accept the ~ )

needs (to define your listeners' information needs)

point (n) (to cover the points)

position (the audience's current position)

project (v) ( project oneself into the audience's position)

purpose (the purpose of the message)

provide (to provide feedback)

review (v) (to review key points)

stick to (to stick to the point)



## GRAMMAR APPENDIX

### THE INDEFINITE ARTICLE A/ AN

Use '**a**' with nouns starting with a **consonant** (letters that are not vowels), '**an**' – with nouns starting with a **vowel** (a, e, i, o, u)

**Examples:** a scientist, a graduate, a chance, a point, but an expert, an undergraduate, an opportunity, an item.

**MIND** An before an *h* mute (i.e. when *h* is not pronounced) and A before *u* and *eu* when they sound like '*you*':

**Examples:** an hour (but a house, a hall); a European, a university, a unit

### THE INDEFINITE ARTICLE (A/AN) IS USED:

1. when you are not referring to a particular thing or person:

**Examples:** Could you give me a pen? ( Any pen will be okay). She's got a new job.

2. to refer to a representative of a group or class, as in a definition:

**Example:** A sociologist is someone who studies or teaches sociology.

2. with names of jobs:

**Examples:** She is a psychologist. He's an economist.

3. with singular nouns, after the words '*what*' and '*such*':

**Examples:** What a surprise! Such a good choice!

4. meaning 'one', referring to a single object or person:

**Example:** An apple a day keeps a doctor away.

**NOTE:** We usually say a hundred, a thousand, a million. But we use '*one*' to add emphasis or to contrast with other numbers:

**Example:** We've got *six computers* but only *one printer*.

### THE DEFINITE ARTICLE (THE) IS USED



**1. to refer to something which has already been mentioned or when both the speaker and listener know what is being talked about, even if it has not been mentioned before.**

**Examples:** Thank you for **the** letter (= the one that you sent me). **The** teacher said my essay was the best (= our teacher).

'Where's **the** dean's office?' – 'It's on **the** third floor.'

**2. to refer to unique objects:**

**Examples:** They thought **the earth** was **the centre** of **the universe**.

**The Pope** is the head of the Roman Catholic Church.

**3. before superlatives and ordinal numbers: (see Adjectives)**

**Examples:** China has **the largest** population of all countries in the world.

**the highest** building, **the first** page, **the last** chapter

**4. with adjectives, to refer to a whole group of people:**

**Examples:** **the** Japanese, **the** Chinese, **the** poor, **the** old.

**5. with names of geographical areas, oceans, seas, rivers:**

**Examples:** Where is **the** Crimea? What is longer, **the** Dnieper or **the** Danube

**6. with decades, or groups of years:**

**Examples:** They grew up in **the 1990s**.

## **EXCEPTIONS TO USING THE DEFINITE ARTICLE**

There is **no** article:

1. with names of **countries** (if singular).

**Examples:** *Germany, Great Britain, Ukraine.* (But: *the United State, the United Kingdom, the Nitherlands.*)

2. with the names of **languages**

**Examples:** *English* uses many words of *Latin* origin.

3. with the names of **meals**.

**Examples:** *Lunch* is at midday. *Dinner* is in the evening. *Breakfast* is the first meal of the day.

4. with people's **names** (if singular):

**Examples:** *John* is coming to the party. *Paul Butler* is my friend's son-in law.  
(**But:** we're having lunch with *the Morgans* tomorrow.)

5. With **titles** and **names**:

*Prince Charles* is *Queen Elizabeth's* son.

*President Kennedy* was assassinated in Dallas.

*Dr Watson* was Sherlock Holmes' friend.

(**But:** *the Queen of England, the Pope.*)

6. after the 's possessive case:

**Examples:** His brother's **family**, Peter's *house*.

7. with **professions**:

**Examples:** *Engineering* is a useful career.

He'll probably go into *medicine*.

8. with **years**:

**Examples:** *2004* was a wonderful year. Do you remember *1995*?

9. with **uncountable nouns**:

**Examples:** *Rice* is the main food in Asia. *Milk* is often added to *tea* in England.

*Peace* is constructive.

10. with most **names of towns, streets, stations and airports**:

**Examples:** *Kharkiv* is the second biggest city in Ukraine.

Can you direct me to **Bond Street**? They're flying from **Heathrow**.

11. in some **fixed expressions**.

**Examples:** by car, by train, by air, on foot, on holiday, on air (*in broadcasting*)

at school, at work, at University, in church, in prison, in bed

## **NUMBERS**

The **cardinal** numbers (one, two, three, etc.) are adjectives referring to quantity, and the **ordinal** numbers (first, second, third, etc.) refer to distribution.

1	one	first
2	two	second

3	three	third
4	four	fourth
5	five	fifth
6	Six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	Ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	Twenty-one	twenty-first
22	Twenty-two	twenty-second
23	twenty-three	twenty-third
24	Twenty-four	twenty-fourth
25	Twenty-five	twenty-fifth
26	Twenty-six	twenty-sixth
27	twenty-seven	twenty-seventh
28	twenty-eight	twenty-eighth
29	Twenty-nine	twenty-ninth
30	thirty	thirtieth
31	thirty-one	thirty-first

40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	one hundred	hundredth
500	five hundred	Five hundredth
1,000	one thousand	thousandth
100,000	one hundred thousand	hundred thousandth
1,000,000	one million	millionth

### Examples:

If no candidate gets **fifty** percent, a second ballot must be held. .

He was **the fourteenth** person to win the award.

**Six hundred thousand** people were left homeless after the earthquake.

I must have asked you **twenty** times to be quiet!

It's the **first** time I have seen this film.

### Fractions and decimals

Half	0.5	point five
a quarter	0.25	point two five
three quarters	0.75	point seven five

### Percentages

25%	twenty five percent
50%	fifty percent
75%	seventy five percent
100%	a/one hundred percent
<b>Units</b>	
\$1,200	one thousand two hundred dollars

£16,486	sixteen thousand four hundred and eighty-six pounds
€ 3,100	three thousand and one hundred euros
545kms	five hundred and forty-five kilometres
\$25.35	twenty-five dollars thirty-five
<b>Years</b>	
1988	Nineteen eighty-eight
1864	Eighteen sixty-four
1999	Nineteen ninety-nine
2012	Twenty twelve or Two thousand twelve

## THE PRONOUNS

### THE POSSESSIVES

Possessive pronouns and possessive adjectives show who the thing belongs to.

PERSON_		ADJECTIVES	PRONOUNS
1st	(I)	my	mine
2nd	(you)	your	yours
3rd	(he)	his	his
	(she)	her	hers
	(it)	it	its
Plural_			
1st	(we)	our	ours
2nd	(you)	your	yours
3rd	(they)	their	theirs

### Examples:

- Peter is a student of **mine**. **His** graduation project was a success!
- Julia is still working at **her** paper.
- I wonder whether **your colleagues** are involved in this research.
- ‘Is this **their results**?’ – ‘No, they are **ours**.’

## THE QUANTIFIERS

Some quantifiers can only go with *countable* nouns (friends, days, jobs ), and some can only go with *uncountable* nouns (money, news, advice).

Only with uncountable nouns	With uncountable and countable nouns	Only with countable nouns
How much?	How much? or How many?	How many?
a little	no/none	a few
a bit (of)	not any	a number (of)
-	some (any)	several
a great deal of	a lot of	a large number of
a large amount of	plenty of	a great number of
-	lots of	-
+ noun		

*Some* and *any* are used with countable and uncountable nouns.

+	-	?
<b>A lot of</b>	<b>Many/much</b>	<b>Many/much</b>
<b>some</b>	<b>any</b>	<b>any</b>

**Examples:** I had *some* time at my disposal. Have you got *any* money on you?

He didn't give me *any* advice.

### Compound nouns made with SOME, ANY and NO

Some +				
Any +	-thing	-body	-one	-where
No +				

**Examples:** *Someone* is speaking now. Are you looking for *someone*? (= I'm sure you are) Have you lost *something*? (= I'm sure you have) Is there *anything* to eat? (real question) Did you go *anywhere* last night?

**NOTICE** that there is a difference in emphasis between *nothing*, *nobody* etc. and *not ... anything*, *not ... anybody*:

**Examples:** I don't know *anything* about it (= neutral, no emphasis)

I know *nothing* about it (= more emphatic, maybe defensive)

**ANY** can also be used in positive statements to mean '*no matter which*', '*no matter who*', '*no matter what*':

**Examples:** You can borrow *any* of my books. We can choose *anything* from the menu. You may invite *anybody* to dinner, I don't mind.

### **THE DEMONSTRATIVES THIS, THAT, THESE, THOSE**

**Examples:** Is *this* your office? (**near**) Who owns *that* house? (**distant**) *That's* nothing to do with me.. (**distant**) *This* is a nice surprise! (**near**) Who are *those* people over there? (**distant**)

### **Position of THIS, THAT, THESE, THOSE**

- a) Before the noun.
- b) Before the word '*one*'.
- c) Before an adjective + noun.
- d) Alone when the noun is 'understood'.

**Examples:** *This* room looks cleaner than *that* one. 'Which of **these** books would you like to read?' – '**This** one.' *This* old world keeps turning round! Do you remember *that* wonderful day in June?

## **ADJECTIVES**

### **COMPARISON OF ADJECTIVES**

#### **FORMING THE COMPARATIVE AND SUPERLATIVE**

<b>one syllable</b>	<b>+ -er</b>	<b>+ -est</b>
<i>tall</i>	<i>taller</i>	<i>tallest</i>
<b>one syllable with the spelling consonant + single vowel + consonant: double the final consonant:</b>		
<i>fat</i>	<i>fatter</i>	<i>fattest</i>
<i>big</i>	<i>bigger</i>	<i>biggest</i>
<i>sad</i>	<i>sadder</i>	<i>saddest</i>

Number of syllables	Comparative	Superlative
two syllables	+ -er OR more + adj	+ -est OR most + adj
ending in: -y, -ly, -ow ending in: -le, -er or -ure these common adjectives - handsome, polite, pleasant, common, quiet		
happy	happier / more happy	happiest / most happy
yellow	yellower / more yellow	yellowest / most yellow
simple	simpler / more simple	simplest / most simple
tender	tenderer / more tender	tenderest / most tender

### Examples:

A car is **heavy**, a truck is **heavier**, but a train is the **heaviest**

A park bench is **comfortable**, a restaurant chair is **more comfortable**, but a sofa is **the most comfortable**.

Who is **the youngest** in your family?

His new book is much **more interesting** than his last one.

They want us to do **more** work for **less** money.

### IRREGULAR COMPARATIVES AND SUPERLATIVES

These adjectives have completely irregular comparative and superlative forms:

<b>good</b>	<b>Better</b>	<b>best</b>
<b>bad</b>	<b>Worse</b>	<b>worst</b>
<b>little</b>	<b>Less</b>	<b>least</b>
<b>much</b>	<b>More</b>	<b>most</b>
<b>far</b>	<b>further/ farther</b>	<b>furthest/ farthest</b>

*as many as/ as few as* + **countable** nouns

*as much as/ as little as* + **uncountable** nouns

### Examples:

We have *as many* customers *as* them.

Tom has *as few* books *as* Jane.

John eats *as much* food *as* Peter.

Jim has *as little* free time *as* Sam.



## FORM AND FUNCTION OF ADJECTIVES ORDER

The usual order is:

*Value/opinion, Size, Age/Temperature, Shape, Colour, Origin, Material*

<b>Value/opinion</b>	delicious, lovely, charming
<b>Size</b>	small, huge, tiny
<b>Age/Temperature</b>	old, hot, young
<b>Shape</b>	round, square, rectangular
<b>Colour</b>	red, blonde, black
<b>Origin</b>	Swedish, Victorian, Chinese
<b>Material</b>	plastic, wooden, silver

**Examples:**

a *lovely old red* post-box

some *small round plastic* tables

some *charming small silver* ornaments

## ADVERBS

In most cases, an **adverb** is formed by adding '*-ly*' to an adjective:

Adjective	Adverb
cheap	cheaply
quick	quickly
slow	slowly

**Examples:** Time goes *quickly*. He walked *slowly* to the door. She *certainly* had an interesting life. He *carefully* picked up the sleeping child.

If the adjective ends in '*-y*', replace the '*y*' with '*i*' and add '*-ly*':

Adjective	Adverb
easy	easily
angry	angrily
happy	happily
lucky	luckily

If the adjective ends in '*-able*', '*-ible*', or '*-le*', replace the '*-e*' with '*-y*':

Adjective	Adverb
probable	probably
terrible	terribly
gentle	gently

If the adjective ends in '*-ic*', add '*-ally*':

Adjective	Adverb
basic	basically
economic	economically
tragic	tragically

**Compare:**

adjectives	adverbs
It is a <i>fast</i> car.	He drives very <i>fast</i> .
This is a <i>hard</i> exercise.	He works <i>hard</i> .
We saw many <i>high</i> buildings.	The bird flew <i>high</i> in the sky.

### 'Well' and 'good'

'*Well*' is the adverb that corresponds to the adjective '*good*'.

**Examples:**

He is a *good* student. He studies *well*.

She is a *good* pianist. She plays the piano *well*.

They are *good* swimmers. They swim *well*.

### COMPARATIVE FORMS OF ADVERBS

In general, comparative and superlative forms of adverbs are the same as for adjectives:

add *-er* or *-est* to short adverbs:

Adverb	Comparative	Superlative
hard	harder	the hardest
late	later	the latest
fast	faster	the fastest

**Examples:**

Jim works **harder** than his brother.

Everyone in the race ran **fast**, but John ran **the fastest** of all.

With adverbs ending in **-ly**, use **more** for the comparative and **most** for the superlative:

**Examples:**

The teacher spoke **more slowly** to help us to understand.

Could you sing **more quietly** please?

Some adverbs have irregular comparative forms:

Adverb	Comparative	Superlative
badly	worse	worst
far	farther/further	farthest/furthest
little	less	least
well	better	best

**Examples:**

The little boy ran **further** than his friends.

You're driving **worse** today than yesterday!

**BE CAREFUL!** Sometimes '**most**' can mean '**very**':

**Examples:** We were **most grateful** for your help. That's **most kind** of you.

**GRADED QUANTIFIERS**

They function like comparatives and hold a relative position on a scale of **increase** or **decrease**.

INCREASE From 0% to 100%		
With plural countable nouns:		
many	more	most
With uncountable nouns:		
much	more	most

  

DECREASE From 100% to 0%		
With plural countable nouns:		
few	fewer	fewest
With uncountable nouns:		
little	less	least

### Examples:

There are *many* people in England, *more* in India, but the *most* people live in China. *Much* time and money is spent on education, *more* on health services but *the most* is spent on national defence.

*Few* rivers in Europe are not polluted.

She had *less* time to study than Paul but had better results.

### Enough + Noun

*Enough* is placed before the noun, to indicate the quantity required or necessary:

**Examples:** There is *enough* bread for lunch. She has *enough* money for the trip.. We didn't have *enough* time to visit London Bridge. Richard has *enough* talent to become a singing star.

## NOUNS

### NATIONALITIES

- Country:** I live in *England*.
- Adjective:** She reads *English* literature.
- Noun:** He is an *Englishman*.

<i>Country name</i>	<i>Nationality/Adjective</i>	<i>Representative</i>
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Africa	African	an African
America	American	an American
Argentina	Argentinian	an Argentinian
Austria	Austrian	an Austrian
Australia	Australian	an Australian
Bangladesh	Bangladesh(i)	a Bangladeshi
Belgium	Belgian	a Belgian
Brazil	Brazilian	a Brazilian
Britain	British	a Briton/Britisher
Cambodia	Cambodian	a Cambodian
Chile	Chilean	a Chilean
China	Chinese	a Chinese
Colombia	Colombian	a Colombian
Croatia	Croatian	a Croat
the Czech Republic	Czech	a Czech
Denmark	Danish	a Dane
England	English	an Englishman/Englishwoman
Finland	Finnish	a Finn
France	French	a Frenchman/Frenchwoman
Germany	German	a German
Greece	Greek	a Greek
Holland	Dutch	a Dutchman/Dutchwoman
Hungary	Hungarian	a Hungarian
Iceland	Icelandic	an Icelander
India	Indian	an Indian
Indonesia	Indonesian	an Indonesian
Iran	Iranian	an Iranian

Iraq	Iraqi	an Iraqi
Ireland	Irish	an Irishman/Irishwoman
Israel	Israeli	an Israeli
Jamaica	Jamaican	a Jamaican
Japan	Japanese	a Japanese
Mexico	Mexican	a Mexican
Morocco	Moroccan	a Moroccan
Norway	Norwegian	a Norwegian
Peru	Peruvian	a Peruvian
The Philippines	Philippine	a Filipino
Poland	Polish	a Pole
Portugal	Portuguese	a Portuguese
Rumania	Rumanian	a Rumanian
Russia	Russian	a Russian
Saudi Arabia	Saudi, Saudi Arabian	a Saudi, a Saudi Arabian
Scotland	Scottish	a Scot
Serbia	Serbian	a Serb
the Slovak Republic	Slovak	a Slovak
Sweden	Swedish	a Swede
Switzerland	Swiss	a Swiss
Thailand	Thai	a Thai
The USA	American	an American
Tunisia	Tunisian	a Tunisian
Turkey	Turkish	a Turk
Vietnam	Vietnamese	a Vietnamese
Wales	Welsh	a Welshman/Welshwoman

Yugoslavia	Yugoslav	a Yugoslav
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**NOTE:** We use *the* + *nationality adjective ending* in *-ese* or *-ish* with a plural verb, to refer to all people of that nationality:

**Examples:** *The Chinese* are very hard-working. *The Spanish* often go to sleep in the afternoon.

### **IRREGULAR VERBS**

<u>infinitive</u>	<u>Past simple</u>	<u>Past participle</u>	<u>infinitive</u>	<u>Past simple</u>	<u>Past participle</u>
be	was/were	been	lose	lost	Lost
beat	beat	beaten	make	made	made
become	became	become	mean	meant	meant
begin	began	begun	meet	met	met
bend	bent	bent	pay	paid	paid
bet	bet	bet	put	put	put
bite	bit	bitten	read[ri:d]	read[red]	read [red]
blow	blew	blown	ride	rode	ridden
break	broke	broken	ring	rang	rung
bring	brought	brought	rise	rose	risen
build	built	built	run	ran	run
burst	burst	burst	say	said	said
buy	bought	bought	see	saw	seen

catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
cut	cut	cut	sew	sewed	sewn/sewed
deal	dealt	dealt	shake	shook	shaken
dig	dug	dug	shine	shone	shone
do	did	done	shoot	shot	shot
draw	drew	drawn	show	showed	shown
drink	drank	drunk	shrink	shrank	shrunk
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sink	sank	sunk
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	split	split	split



forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung	hung	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	swing	swung	swung
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
know	knew	known	think	thought	thought
lay	laid	laid	throw	threw	thrown

lead	led	led	understand	understood	understood
leave	left	left	wake	woke	woken
lend	lent	lent	wear	wore	worn
let	let	let	win	won	won
lie	lay	lain	write	wrote	written
light	lit	lit			

## **THE TENSES**

<b><u>The Tense</u></b>	<b><u>Formation</u></b>	<b><u>Positive</u></b>	<b><u>Negative</u></b>	<b><u>Interrogative/ Questions</u></b>
<b>Present Simple/ Indefinite</b>	Do/does V +s/es/ies (he, she, it)	I read books every day	I do not read books every day	Do you read books every day?
<b>Present Continuous</b>	Am/is/are + V+ing	I am reading now	I am not reading now	Are you reading?
<b>Present Perfect</b>	Have/has + V+ed (PP)	I have read the book	I have not read the book	Have you read the book?
<b>Present Perfect Continuous</b>	Have/has been + V+ing	I have been reading the book	I have not been reading the book	Have I been reading the book?
<b>Past Simple</b>	V + ed (PII)	I read a book yesterday	I did not read a book yesterday	Did you read a book yesterday?
<b>Past Continuous</b>	Was/were + V + ing	I was reading at 5 yesterday	I was not reading at 5 yesterday	Were you reading at 5 yesterday?
<b>Past Perfect</b>	Had + V+ed (PP)	I had read the book before you came	I had not read the book ...	Had you read the book?
<b>Past Perfect</b>	Had been + V+ ing	I had been reading the book	I had not been reading the book	Had you been reading the book for 5 hours

<b>Continuous</b>		for 5 hours when you came	for 5 hours when you came	when I came?
<b>Future Indefinite</b>	Will + V	I will read the book	I will not read the book	Will you read the book?
<b>Future Continuous</b>	Will be+ V+ ing	I will be reading the book	I will not be reading the book	Will you be reading the book?
<b>Future Perfect</b>	Will have + V+ ed(PP)	I will have read the book by 5 o'clock tomorrow	I will not have read the book by 5 o'clock tomorrow	Will you have read the book by 5 o'clock tomorrow?
<b>Future Perfect Continuous</b>	Will have been + V ing	I will have been reading the book by 5 o'clock tomorrow	I will not have been reading the book by 5 o'clock tomorrow	Will you have been reading the book by 5 o'clock tomorrow?
<b>To be going to</b>	Am/is/are + going	I am going to buy this car next week	I am not going to buy this car next week	Are you going to buy this car next week?

### **TYPES OF SENTENCES**

<b>The type of the sentence</b>	<b>Examples</b>	<b>Translation</b>
<b>Простое/ Просте</b>	<b>I love English grammar</b>	Я люблю английскую грамматику/ Я люблю англійську граматику.
<b>Сложное/ Складне</b>	<b>I love English grammar and John loves it too</b>	Я люблю английскую грамматику, и Джон тоже ее любит/ Я люблю англійську граматику, і Джон її теж любить.
<b>Сложноподчиненное/ Складнопідрядне:</b>		
<b>С придаточным условным и временным (реальным) в будущем/ З підрядним умовним та часу (реальним) в майбутньому</b>	<b>When I understand English grammar, I will love it</b>  <b>If I understand English grammar, I will love it</b>	Когда я пойму английскую грамматику, я полюблю ее/ Коли я зрозумію англійську граматику, я її любитиму .  Если я пойму английскую грамматику, я полюблю ее/ Якщо я зрозумію англійську граматику, я її любитиму .

<b>С придаточным условным и временным (реальным) в настоящем/ З підрядним часу (реальним) в теперешньому</b>	<b>When I see John I, always ask him about his job</b>	Когда я вижу с Джоном , я всегда спрашиваю его о его работе/ Коли я бачу Джона, я завжди питаю його про його роботу.
<b>С придаточным условным (нереальным в настоящем и будущем)/ З підрядним умовним (нереальним) в теперешньому та майбутньому часі</b>	<b>1. If I saw John, I would ask him about his Job</b>  <b>2. If I were/was you, I would ask John about his job</b>	1. Если бы я увидел(а) Джона, то спросил(а) бы его о его работе/ Якщо я побачилася б із Джоном, я спитала б його про його роботу.  2. Если бы я был(а) на вашем месте, то спросил(а) бы Джона о его работе/ Якщо б я була на вашому місці, я спитала би Джона про роботу.
<b>С придаточным условным (нереальным в прошлом)/ З підрядним умовним (нереальным) в минулому часі</b>	<b>1. If I had seen John then, I would have asked him about his job</b>  <b>2. If I had been you, I would have asked John about his job</b>	1. Если бы я увидел(а) Джона тогда, то спросил(а) бы его о его работе/ Якщо б я побачила Джона тоді, я спитала б його про роботу.  2. Если бы я был(а) на вашем месте, то спросил(а) бы Джона о его работе/ Якщо б я був (була) на вашому місці, я спитала б Джона про работу.
<b>С придаточным дополнительным/ З підрядним додатковим</b>	<b>1. I know when he will come</b>  <b>2. I do not know whether/if he will come</b>  <b>3. I am not sure if/whether he knows Mary</b>	1. Я знаю, когда он придет/ Я знаю, коли він прийде.  2. Я не знаю, придет ли он/ Я не знаю, чи прийде він .  3. Я не уверен, знает ли он Мэри/ Я не впевнен(а), чи знає він Мері. .

## **E-mail made easy**

	<b><i>Formal/Neutral</i></b>	<b><i>Informal</i></b>
<b><i>Name</i></b>	<i>Dear Mr/Mrs/Ms Smith</i>	<i>Hi/Hello Mary</i>
	<i>Dear Mary</i>	<i>Mary, ... (or no name at all)</i>
<b><i>Previous contact</i></b>	<i>Thank you for your email of.....</i>	<i>Thanks for your email.</i>
	<i>Further to your last email,...</i>	<i>Re your email,...</i>
	<i>I apologize for not getting in contact with you before now.</i>	<i>Sorry I haven't written for ages, but I've been really busy.</i>
<b><i>Reason for writing</i></b>	<i>I am writing in connection with...</i>	<i>Just a short note about...</i>
	<i>In reply to your email, here are...</i>	<i>Here's the...you wanted.</i>
	<i>Your name was given to me by...</i>	<i>I got your name from...</i>
	<i>We would like to point out that...</i>	<i>Please note that...</i>
<b><i>Informing</i></b>	<i>I'm writing to let you know that...</i>	<i>Just a note to say...</i>
	<i>We are able to confirm that...</i>	<i>We can confirm that...</i>
	<i>I am delighted to tell you that...</i>	<i>Good news!</i>
	<i>We regret to inform you</i>	<i>Unfortunately,...</i>

	<i>that...</i>	
<b><i>Attachments</i></b>	<i>Please find attached my report.</i>	<i>I've attached...</i>
	<i>I'm sending you... as a pdf file.</i>	<i>Here is the... you wanted.</i>
<b><i>Ask for information</i></b>	<i>Could you send me some information about...</i>	<i>Can you tell me a little more about...</i>
	<i>I would like to know...</i>	<i>I'd like to know...</i>
	<i>I'm interested in receiving/finding out...</i>	<i>Please send me...</i>
<b><i>Requests</i></b>	<i>I'd be grateful if you could...</i>	<i>Please...</i>
	<i>I wonder if you could...</i>	<i>Could you...?</i>
	<i>Thank you in advance for your help in this matter.</i>	<i>I'd appreciate your help on this.</i>
<b><i>Promise action</i></b>	<i>I'll investigate the matter.</i>	<i>I'll look into it</i>
	<i>I'll contact you again shortly.</i>	<i>I'll get back to you soon.</i>
<b><i>Offer help</i></b>	<i>Would you like me to...?</i>	<i>Do you want me to...?</i>
	<i>Let me know whether you would like me to...</i>	<i>Let me know if you'd like me to...</i>
<b><i>Final comments</i></b>	<i>Thank you for your help.</i>	<i>Thanks again for...</i>
	<i>Do not hesitate to contact</i>	<i>Let me know if you need</i>

*us again if you require anything else.  
any further information.*

*Please feel free to contact Just give me a call if you  
me if you have any have any questions. My  
questions. My direct line number is...  
is...*

***Close***

*I'm looking forward Looking forward to... (V+  
to... (+-ing) -ing)*

*Best wishes*

*See you soon.*

*Regards*

*Bye (for now)/All the best*



## VOCABULARY APPENDIX

English	Ukrainian	Russian
<b>abuse (n, v)</b>	1) жорстоке поводження; 2) жорстоко поводитися з...	1) жестокое обращение; 2) жестоко обращаться с...
<b>accept</b>	сприймати, погоджуватися	принимать, соглашаться
<b>access to (n,v)</b>	1) доступ (to have access to); 2) мати доступ до)	1) доступ ( to have access to ..., 2) иметь доступ к)
<b>accurate (adj)</b>	1) точний; 2) старанний	1) точный; 2) тщательный
<b>accuse (of)</b>	звинувачувати кого-небудь у чомусь	обвинять кого-л. в чем-л.
<b>achieve</b>	досягати (e.g. успіхів)	достигать (e.g. успехов)
<b>achievement</b>	Досягнення	достижение
<b>actual</b>	реальний, дійсний	реальный, действительный
<b>adapt (to, for)</b>	пристосовувати(ся) (до...)	приспосабливать(ся) (к...)
<b>adopt</b>	1) усиновлювати; 2) приймати, схвалювати	1) усыновлять; 2) принимать, одобрять
<b>adoption</b>	1) усиновлення; 2) прийняття, ухвалення	1) усыновление; 2) принятие
<b>addicted (to...)</b>	той, хто робить щось за звичкою, залежний (від..)	делающий что-л. в силу привычки, зависимый (от..)
<b>adult (adj, n)</b>	1) дорослий; 2) доросла людина	1) взрослый; 2) взрослый человек
<b>advantage</b>	1) перевага (over smb - над комось); 2) вигода, зиск, користь	1) преимущество ( over smb - над кем-либо); 2) выгода, польза



<b>advertise</b>	1) розміщувати оголошення; 2) рекламувати	1) помещать объявление; 2) рекламировать
<b>advertisement</b> (=advert, ad)	оголошення, реклама	объявление, реклама
<b>affect (n,v)</b>	1) вплив; 2) впливати (на)	1) влияние; 2) влиять (на)
<b>affirm</b>	1) стверджувати; 2) підтверджувати	1) утверждать; 2) подтверждать
<b>afford</b>	(бути у стані) дозволити собі (can ~, be able to ~)	(быть в состоянии) позволить себе
<b>agree(with, to)</b>	1) погоджуватися (with - з кимось, to - з чимось) ; 2) домовлятися (on/upon)	1) соглашаться (with - с кем-л., to - с чем-л.); 2) договариваться (on/ upon)
<b>AIDS</b> Acquired Immune Deficiency Syndrome	СНІД - синдром набутого імунodefіциту	СПИД - синдром приобретенного иммунодефицита.
<b>alcohol</b>	алкоголь, алкогольні напої	алкоголь, спиртные напитки
<b>also</b>	також, теж	также, тоже
<b>although</b>	Хоча	хотя
<b>analysis</b> (pl: analyses)	аналіз, вивчення, дослідження	анализ, изучение, исследование
<b>apart from</b>	Крім	кроме
<b>appear</b>	1) з'являтися; 2) мати вигляд, здаватися	1) появляться; 2) иметь вид, казаться
<b>apply (to, for)</b>	1) звертатися з проханням, заявою (особливо у письмовій формі) (for ~ за чимось; to ~ до когось);	1) обращаться с просьбой, заявлением (особ. в письменной форме) (for ~ за чем-л.; to ~ к кому-л.);

	2) застосовувати	2) использовать, применять
<b>appreciate</b>	цінувати, бути вдячним	ценить, быть признательным
<b>area (area of study)</b>	область, галузь, сфера вивчення	область, сфера исследования
<b>arrive</b>	1) прибувати; 2) досягати	1) прибывать; 2) достигать
<b>artifact</b>	артефакт, пам'ятка матеріальної культури	артефакт, памятник материальной культуры
<b>associate (with)</b>	пов'язувати з, спілкуватися з	связывать с, общаться с
<b>attain</b>	досягати (e.g. успіхів)	достигать (e.g. успехов)
<b>attention, a focus of ~; pay ~ to</b>	увага, <b>to focus one's attention on -</b> зосереджувати увагу на	внимание, <b>to focus one's attention on -</b> сосредоточить внимание на
<b>attitude</b>	ставлення до чогось/когось	отношение к чему/кому-л.
<b>attractive</b>	Привабливий	привлекательный, притягательный
<b>availability</b>	наявність, доступність	наличие, доступность
<b>available</b>	доступний, той, що є у наявності	имеющийся в наличии
<b>awaken</b>	пробуджувати(ся)	пробуждать(ся)
<b>aware, be ~ of</b>	досвідчений, обізнаний,	знающий, осведомленный,
<b>background</b>	1) фон; 2) вихідні, початкові дані; біографічні дані, зв'язки, оточення (усе те, що має зв'язок із життям, освітою, оточення, знайомства і т.п.	1) фон; 2) исходные данные; биографические данные, связи, окружение (все, что связано с окружением, знакомствами и т. п.

	людини)	человека)
<b>basic</b>	базисний, головний, <b>basic principles</b> - основні принципи	базисный, главный, <b>basic principles</b> - основные принципы
<b>behave</b>	вчиняти, поводитися, <b>to behave oneself</b> - поводитися добре	вести себя, поступать, <b>to behave oneself</b> – вести себя хорошо
<b>behavio(u)r</b>	Поведінка	поведение
<b>believe</b>	вірити, довіряти	верить, доверять
<b>bias</b>	упередження (against – проти ...), необ'єктивність	предубеждение (against – против.. ), необъективность
<b>bilingual</b> (adj, n)	1) двомовний; 2) той, хто володіє двома мовами	1) двуязычный; 2) тот, кто говорит на двух языках
<b>body</b>	1) тіло; 2) основна частина	1) тело; 2) основная часть
<b>body language</b>	мова тіла (невербальні засоби комунікації, такі, як жести, рухи, пози і т. п.)	язык тела ( невербальные средства коммуникации: например: жесты, позы и т.д.)
<b>bother</b> (about, with)	турбувати(ся), непокоїтися	беспокоить(ся)
<b>bride [braid]</b>	Наречена	невеста
<b>bring</b>	приносити, доставляти, (to); доводити до ( ~ to a state of...- до якогось стану)	приносить, доставлять (to); доводить до (~ to a state of...- до какого-то состояния)
<b>bring about</b>	викликати, породжувати	вызывать, порождать
<b>broadcast</b> (n,v)	1) трансляція по радіо/ телебаченню;	1) трансляция по радио/телевидению;

	2) транслювати по радіо/ телебаченню	2) транслировать по радио/телевидению
<b>calm (down)</b>	заспокоювати(ся)	успокоить(ся)
<b>campaigner (for/against)</b>	учасник кампанії (за..., проти...)	участник кампании (за..., против...)
<b>cancer</b>	мед. Рак	мед. рак
<b>care</b>	турбота, піклування, догляд, увага, обережність, <b>to take care of smb.</b> – доглядати за, дбати про	забота; уход; внимание, осторожность, <b>to take care of smb.</b> - смотреть за ..., заботиться о
<b>case</b>	випадок, подія, справа	случай, событие, происшествие, дело
<b>cause (n, v)</b>	причина, підстава (для дії, становища); спричиняти щось	причина, основание (для действия); послужить причиной для чего-л.
<b>celebrate</b>	Святкувати	праздновать
<b>celebraty</b>	відома людина	известный человек
<b>censorship</b>	цензура (державний нагляд за пресою та ЗМІ)	цензура (государственный надзор за печатью и СМИ)
<b>certain</b>	1) визначений; 2) упевнений, переконаний	1) определенный; 2) уверенный, убежденный
<b>channel</b>	канал, засіб передачі	канал, средство передачи
<b>church</b>	церква, ~ <b>service</b> - церковна служба	церковь, ~ <b>service</b> - церковная служба
<b>claim (n,v)</b>	1) вимога, ствердження, претензія; 2) вимагати, стверджувати	1) требование, утверждение, претензия; 2) требовать, утверждать
<b>coincidence</b>	збіг	совпадение
<b>colo(u)r</b>	колір	цвет

<b>comment (on)</b> <b>(n,v)</b>	коментар, зауваження; коментувати	комментарий, замечание; комментировать
<b>common (adj)</b>	спільний, загальноживаний	общий, общеупотребительный
<b>communicate</b>	1) (with) спілкуватися; 2) сповіщати	1) (with) общаться; 2) сообщать
<b>community</b>	спільнота	сообщество
<b>compete</b>	змагатися, бути суперником, конкурувати	состязаться, соперничать, конкурировать
<b>competitor</b>	конкурент, суперник	конкурент, соперник
<b>complete</b> <b>(v, adj)</b>	1) завершити; 2) повний, закінчений	1) завершить; 2) полный, завершённый
<b>completely</b>	цілком, повністю	всего, полностью,
<b>condition (n,v)</b>	1) умова; 2) обумовлювати	1) условие; 2) обуславливать
<b>congratulate</b> <b>(on)</b>	вітати (з)	поздравлять с
<b>conscious</b>	той, що визнає	сознающий
<b>consciousness</b>	свідомість, сумління,	сознание, совесть
<b>consistent</b> <b>(with)</b>	послідовний, несуперечний, позгоджений (з), віжповіжний (до)	последовательный, непротиворечивый; согласующийся (с)
<b>content (n,adj)</b>	1) вміст; 2) задоволений (with)	1) содержимое; 2) довольный ( with)
<b>continue</b>	продовжувати(ся), тривати	продолжать(ся)
<b>contribute to</b>	сприяти	способствовать
<b>convince</b>	упевняти у чомусь	убеждать, уверять (в чем-л.)
<b>cope with</b>	Упоратися	справиться с
<b>courage</b>	мужність, хоробрість	мужество, храбрость

<b>create</b>	створювати, творити	создавать, творить
<b>creative</b>	Творчий	созидательный, творческий
<b>daily newspaper</b>	щоденна газета	ежедневная газета
<b>damage (n,v)</b>	1) ушкодження, утрата (from, to); 2) пошкоджувати	1) повреждение, ущерб (from, to); 2) повреждать
<b>dead</b>	мертвий, неживий	мертвый, неживой
<b>death</b>	смерть	смерть
<b>declare</b>	заявляти, проголошувати	заявлять, провозглашать
<b>define</b>	визначати, давати визначення	определять, давать определение
<b>definition (of)</b>	Визначення	определение
<b>depend (on/upon)</b>	залежати, перебувати у залежності (від когось/чогось)	зависеть, находиться в зависимости (от кого/чего- л.)
<b>dependence</b>	залежність (on, upon - від когось, чогось)	зависимость (on, upon - от кого-л/чего-л.)
<b>describe</b>	описувати, зображати	описывать, изображать
<b>description</b>	Опис	описание
<b>determine</b>	Визначати	определять
<b>determinant</b>	визначальний чинник	определяющий фактор
<b>develop</b>	1) розвивати(ся), 2) розробляти	1) развивать(ся); 2) разрабатывать
<b>development</b>	1) розвиток; 2) розробка; 3) подія	1) развитие; 2) разработка; 3) событие

<b>differ (from)</b>	відрізнятися (від)	отличаться (от)
<b>difference</b>	різниця, відмінність	разница, отличие
<b>difficult</b>	важкий, складний	трудный, сложный
<b>dimension</b>	вимір, параметр	измерение, параметр
<b>disabled</b> <b>(n,adj)</b>	1) інвалід; 2) відключений, несправний, невіправний	1) инвалид; 2) отключенный, неисправный
<b>disadvantage</b>	незручність, несприятливе становище, несприятлива умова (for, to); перешкода, недолік	неудобство, неблагоприятное условие (for, to); препятствие, недостаток
<b>discourage</b>	не схвалювати, відмовляти	не одобрять, отговаривать
<b>discover</b>	виявляти, відкривати, розкривати, to discover the truth — дізнатись правду	обнаруживать, раскрывать, находить, to discover the truth — узнать правду
<b>discovery</b>	викриття, відкриття	обнаружение, открытие
<b>dislike (n, v)</b>	1) неприязнь, антипатія (for, of, to), нелюбов 2) відчувати неприязнь, нелюбов неохильність, не любити	1) нелюбовь, антипатия (for, of, to); 2) испытывать неприязнь, нерасположение, не любить
<b>divorce (n, v)</b>	1) розлучення, розірвання шлюбу; 2) розривати шлюб	1) развод, расторжение брака; 2) расторгать брак
<b>dramatically</b>	разючо, значно	разительно, значительно
<b>drug</b>	1) ліки; 2) наркотик	1) медикамент(ы); 2) наркотик
<b>effect (n, v)</b>	1) результат, наслідок;	1) результат, следствие;

	2) здійснювати (зазвичай подолання якихось перешкод)	2) осуществлять (обычно – преодоление каких-л. препятствий)
<b>employment</b>	1) заняття, діяльність (за наймом), праця, робота; 2) зайнятість	1) занятие, работа (по найму); 2) занятость
<b>enable</b>	давати можливість або право зробити щось	давать возможность или право что-л. сделать
<b>encourage</b>	підбадьорювати, заохочувати, підтримувати	ободряют, поощряют, поддерживать (в чём-л.)
<b>enjoy</b>	полюбляти (щось), отримувати задоволення	любить (что-л.), получать удовольствие (от чего-л.)
<b>enormous</b>	величезний, великий	громадный, огромный
<b>entire</b>	повний, цілковитий	полный, совершенный
<b>environment</b>	оточення, обстановка, навколишнє середовище	окружение, обстановка, окружающая среда
<b>envy (n, v)</b>	1) заздрість (of, at); 2) заздрити	1) зависть ( of, at); 2) завидовать
<b>equate to</b>	зрівнювати, рівняти	равняют; уравнивать
<b>escape (n, v)</b>	1) утеча; 2) втікати	1) бегство; побег; 2) бежать, совершать побег
<b>essential (adj)</b>	(як-)найважливіший, необхідний, основний	важнейший, необходимый, основной
<b>essentials</b>	речі першої потреби	предметы первой необходимости
<b>establish</b>	засновувати, запроваджувати	учреждать, устанавливать
<b>estimate (n, v)</b>	1) оцінка, оцінювання; 2) оцінювати, давати оцінку	1) оценка, оценивание; 2) оценивать, давать оценку



<b>evaluate</b>	Оцінювати	оценивать
<b>even (1.adv; 2. adj; 3.v)</b>	1) навіть; 2) рівний,врівноважений, спокійний ; 3) вирівнювати	1) даже; 2)ровный,уравновешенный, спокойный; 3) выравнивать
<b>evidence</b>	очевидність, факти, дані	очевидность,факты, данные
<b>event</b>	Подія	событие
<b>evident</b>	явний, наочний	явный, очевидный
<b>evolve</b>	розвивати(ся)	развивать(ся)
<b>evolvment</b>	розвиток	развитие
<b>erode</b>	руйнувати(ся)	разрушать(ся)
<b>erosion</b>	Руйнування	разрушение
<b>excite</b>	зацікавлювати, спонукати до, стимулювати	заинтересовывать, побуждать, стимулировать
<b>excitement</b>	Зацікавлення	заинтересованность
<b>exert</b>	впливати (на когось/щось)	оказывать влияние на (кого- л/что-л.)
<b>expect</b>	очікувати, сподіватися, припускати	ожидать, надеяться, предполагать
<b>expectation</b>	очікування, припущення	ожидание, предположение
<b>expensive</b>	дорогий, коштовний	дорогой, дорогостоящий
<b>experience (n,v)</b>	(життєвий) досвід; пережити, зазнати	(жизненный) опыт; переживать, испытывать
<b>expose to</b>	піддавати чомусь	подвергать (чему-л)
<b>extend</b>	простягати(ся)	простирать(ся)
<b>false</b>	невірний, помилковий, несправжній, підроблений	неверный, ошибочный; ненастоящий, поддельный
<b>famous</b>	відомий, уславлений	известный, прославленный
<b>fan</b>	уболівальник, шанувальник	болельщик, почитатель

<b>favo(u)rite</b>	улюблений, найкращий	излюбленный, наиболее предпочтительный
<b>feature</b>	особливість, характерна риса	особенность, характерная черта
<b>festivity</b>	свято, урочистість	праздник
<b>find out (found)</b>	пізнати, з'ясувати	узнать, выяснить
<b>force (n, v)</b>	сила; примушувати	сила; заставлять
<b>foreign</b>	іноземний, закордонний; чужий, невідомий	иностранный, зарубежный; чужой, незнакомый
<b>foreigner</b>	іноземець; чужинець	иностранец; чужеземец
<b>for the sake of</b>	Заради	ради
<b>frighten</b>	лякати, страшити	пугать
<b>funeral</b>	Похорон	похороны
<b>future (n, adj)</b>	майбутнє (the f.), майбутній	будущее
<b>gang</b>	Банда	банда
<b>gesture</b>	жест	жест
<b>give up (gave, given)</b>	покинути, відмовитися	оставить,отказаться
<b>goal</b>	задача, ціль, мета to achieve, attain, reach, realize a goal - досягти мети	задача, цель to achieve, attain, reach, realize a goal - достичь цели
<b>government</b>	уряд <b>to dissolve a ~</b> — розпустити, розформувати уряд <b>to form a ~</b> — формувати уряд <b>to head a ~</b> — очолювати	правительство <b>to dissolve a ~</b> — распускать, расформировывать правительство <b>to form a ~</b> — формировать правительство

	уряд <b>to operate, run a ~ -</b> керувати урядом <b>to overthrow a ~ -</b> усунути уряд	<b>to head a ~ -</b> возглавлять правительство <b>to operate, run a ~ -</b> управлять правительством <b>to overthrow a ~ -</b> сбросить правительство
<b>guide (n, v)</b>	1) гід, екскурсовод; 2) вести (за собою), керувати	1) гид; экскурсовод; 2) вести (за собой), руководить
<b>habit</b>	звичка, традиція <b>regular habits</b> — стійкі традиції; <b>irregular habits</b> — нестійкі традиції	обычай, традиция <b>regular habits</b> — устоявшиеся традиции; <b>irregular habits</b> — неустоявшиеся традиции
<b>happen (to)</b>	траплятися	случаться
<b>harm (n, v)</b>	збиток, шкода; задавати шкоди	вред; причинять вред
<b>harmful</b>	шкідливий, згубний, пагубний	вредный, пагубный, губительный
<b>harmless</b>	Нешкідливий	безвредный
<b>heal</b>	зцілювати, виліковувати	исцелять, вылечивать
<b>HIV</b> (human immunodeficiency virus)	ВІЛ - вірус імунodefіциту людини	ВИЧ - вирус иммунодефицита человека,
<b>homeless</b>	бездомний, безпритульний	бездомный, бесприютный
<b>humour</b>	1) гумор, комізм; 2) настрій	1) юмор, комичность; 2) настроение
<b>hurt (hurt)</b>	завдавати болю, ранити	причинить боль, ранить
<b>identify</b>	установлювати тотожність,	устанавливать тождество,

	ототожнювати що-небудь з чимось, визначати	отождествлять что-л. с чем-л., определять
<b>identity</b>	1) ідентичність, тотожність; 2) особистість	1) идентичность, тождество; 2) личность
<b>ignore</b>	ігнорувати, зневажати, не звертати уваги, не надавати значення	игнорировать, пренебрегать, не придавать значения
<b>image</b>	образ	образ
<b>imagination</b>	Уява	воображение
<b>imagine</b>	Уявляти	представлять себе
<b>implication</b>	значення, підтекст	смысл, подтекст
<b>imply</b>	Припускати	подразумевать
<b>improve</b>	покрещувати(ся), удосконалювати(ся)	улучшать(ся), совершенствовать(ся)
<b>include</b>	включати в себе, містити	включать в себя
<b>increase (v),</b> <b>increase in (n)</b>	збільшувати(ся); збільшення, зростання	увеличивать(ся); увеличение, рост (чего-л)
<b>independence</b>	незалежність, самостійність	независимость, самостоятельность
<b>independent</b>	незалежний, самостійний	независимый, самостоятельный
<b>indicate</b>	показувати, указувати	показывать, указывать
<b>influence on,</b> <b>upon (n),</b> <b>influence (v)</b>	1) вплив на ...; 2) впливати на	1) влияние на ...; 2) влиять на
<b>inherent</b>	невід'ємний, властивий, притаманний ( <b>to</b> - кому- небудь, чому-небудь)	неотъемлемый, присущий, свойственный ( <b>to</b> - кому-л., чему-л.)
<b>inner</b>	Внутрішній	внутренний

<b>insult (n,v)</b>	образа, зневага; ображати, кривдити	оскорбление, обида; оскорблять, обижать
<b>intend</b>	мати намір	намереваться
<b>intent</b>	намір, ціль, мета	намерение, цель
<b>intention</b>	Намір	намерение
<b>interact</b>	Взаємодіяти	взаимодействовать
<b>interactaction</b>	Взаємодія	взаимодействие
<b>interfere(with)</b>	заважати, перешкоджати	мешать
<b>interference</b>	Перешкода	препятствие
<b>interrupt</b>	Переривати	прерывать
<b>involve (in)</b>	залучати (до)	вовлекать (в)
<b>irreplaceable</b>	Незамінний	незаменимый
<b>item</b>	пункт, питання	пункт, вопрос (на повестке)
<b>join</b>	приєднатися до...	присоединиться к...
<b>joy</b>	радість, захват	радость, восторг
<b>journalist</b>	журналіст, кореспондент	журналист, корреспондент
<b>judge (n, v)</b>	суддя; виносити рішення	судья; выносить решение
<b>judg(e)ment</b>	вирок, оцінка, судження	приговор, оценка, суждение
<b>lack of (n)</b> <b>lack (v)</b>	1) брак, відсутність; 2) відчувати нестачу, потребувати, не мати чогось	1) недостаток, отсутствие (чего-л.); 2) испытывать недостаток, нуждаться; не иметь
<b>language</b>	Мова	язык
<b>legal</b>	правовий, законний	правовой, законный
<b>level</b>	Рівень	уровень
<b>list ( n, v)</b>	список, перелік; вносити у список, складати список	список, перечень; вносит в список, составлять список

<b>listed below</b>	наведений нижче	приведенный ниже
<b>live [liv]</b>	Жити	жить
<b>live [laiv]</b>	живий, бодьорий, енеогійний; той, що передають безпосередньо з місця подій наживо	живой, бодрый, энергичный; передающийся с места действия живим звуком
<b>lose (lost)</b>	губити щось, позбуватися	терять (что-л.), утрачивать
<b>luck</b>	щасливий випадок, нагода, шанс, талан, успіх	счастливый случай, шанс, везение, удача, успех
<b>luxury</b>	розкіш	роскошь
<b>magazine</b>	журнал, часопис	журнал
<b>majority</b>	Більшість	большинство
<b>marijuana</b>	Марихуана	марихуана
<b>mass media</b>	ЗМІ	СМИ
<b>mean (meant)</b>	означати; мати на увазі	означать, подразумевать
<b>mean (adj)</b>	підлий, поганий	подлый, недобрый,
<b>(the) meaning (of)</b>	Значення	значение
<b>means</b>	засіб(и)	средство(а)
<b>message</b>	Повідомлення	сообщение
<b>media</b>	засоби інформації	средства информации
<b>(the) middle- aged</b>	(люди) середнього віку	(люди) среднего возраста
<b>minority</b>	Меншість	меньшинство
<b>mood</b>	Настрій	настроение
<b>mourning</b>	скорбота, жаль, жрба	скорбь, траур
<b>movement</b>	Рух	движение
<b>movie star</b>	Кінозірка	кинозвезда
<b>myth</b>	міф, вигадка, вигад	миф, вымысел

<b>native (n, adj)</b>	уродженець, місцевий мешканець; рідний	уроженец, местный житель; родной
<b>nature</b>	1) природа; 2) суть, основна якість	1) природа; 2) сущность, основное свойство
<b>need (v)</b>	потребувати <b>to need badly, desperately</b> - конче потребувати	нуждаться <b>to need badly, desperately,</b> - крайне, остро нуждаться
<b>need for (n)</b>	необхідність у чомусь	необходимость в ...
<b>notice (v, n)</b>	Помічати	замечать
<b>notion</b>	ідея, уявлення, поняття	идея, представление, понятие
<b>objectivity</b>	об'єктивність	объективность
<b>observe</b>	Спостерігати	наблюдать, замечать
<b>obstacle</b>	перешкода, завада, перепона	помеха, преграда, препятствие
<b>obvious</b>	очевидний, явний	очевидный, явный
<b>occur</b>	траплятися, ставатися	происходит, случаться
<b>offer (n, v)</b>	1) пропозиція; 2) пропонувати, робити пропозицію	1) предложение; 2) предлагать, делать предложение
<b>(the) old</b>	старий, літній	старый, пожилой
<b>only</b>	1) тільки; 2) єдиний, один	1) только; 2) единственный
<b>opinion</b>	погляд, думка, переконання	взгляд, мнение, убеждение
<b>opposite</b>	Протилежний	противоположный
<b>own (adj, v)</b>	свій, власний; володіти	свой, собственный; владеть

<b>original</b>	початковий, первісний, первинний, вихідний	начальный, первичный, исходный
<b>origin</b>	походження, джерело	происхождение, исток
<b>participant</b>	Учасник	участник
<b>participate</b>	брати участь	участвовать
<b>perceive [i:]</b>	Сприймати	воспринимать
<b>perception</b>	Сприйняття	восприятие
<b>parent(s)</b>	батько, мати, <i>мн.</i> Батьки	родитель; <i>мн.</i> родители
<b>particular</b>	особливий, осібний, специфічний	особенный, особый, специфический
<b>pattern</b>	модель, зразок	модель
<b>people</b>	1) люди ( <i>мн.</i> ); 2) народ( <i>од.</i> )	1) люди ( <i>мн.</i> ); 2) народ( <i>ед.</i> )
<b>periodical</b> (adj, n)	1) періодичний; 2) періодичне видання	1) периодический; 2) периодическое издание
<b>point</b>	пункт, момент, питання	пункт, момент, вопрос
<b>pollute</b>	забруднювати, бруднити	загрязнять, пачкать
<b>pollution</b>	Забруднення	загрязнение
<b>poor; the ~</b>	бідний; бідні люди	бедный; бедные люди
<b>popular</b>	знаменитий, відомий, популярний	знаменитый, известный, популярный
<b>popularity</b>	відомість, популярність	известность, популярность
<b>populate</b>	Населяти	населять
<b>population</b>	Населення	население
<b>possibility</b>	Можливість	возможность
<b>possible</b>	Можливий	возможный
<b>power</b>	влада, сила	власть, сила
<b>prove</b>	доводити, підтверджувати	доказывать, показывать на



	на практиці	практике
<b>praise (n, v)</b>	хвала; хвалити	хвала; хвалить
<b>prefer ... to</b>	віддавати перевагу	предпочитать (чему/кому-то)
<b>pregnant</b>	Вагітна	беременная
<b>premature</b>	Передчасний	преждевременный
<b>preserve</b>	зберігати, додержувати	сохранять, сберегать
<b>prison</b>	в'язниця, тюрма	тюрьма
<b>prohibit</b> [prəˈhibɪt]	Забороняти	запрещать
<b>prohibition</b> [prəʊˈbɪʒn]	Заборона	запрет
<b>provide</b>	постачати, забезпечувати (with)	снабжать, обеспечивать (with - чем-л.)
<b>psychologist</b> [saɪˈkɒlədʒɪst]	Психолог	психолог
<b>public (n, adj)</b>	1) публіка, громадскість; 2) суспільний, громадський, державний	1) публика, общественность; 2) общественный; государственный
<b>pure</b>	Чистий	чистый
<b>purity</b>	Чистота	чистота
<b>put together</b>	з'єднувати	соединять
<b>queue [kju:]</b>	Черга	очередь
<b>rapidly</b>	швидко	быстро
<b>reach</b>	досягати, здобувати	достигать
<b>reality</b>	реальність, реальне життя	реальность, реальная жизнь
<b>reason (for)</b>	причина, довід	причина, довод
<b>refer (to)</b>	посилатися на, звертатися до	ссылаться на, обращаться к
<b>recent, ~ ly</b>	нещодавній, нещодавно	недавний, недавно

<b>recognize</b>	визнавати, усвідомлювати	признавать, осознавать
<b>regret</b>	Жалкувати	сожалеть
<b>reject</b>	відкидати, відхиляти	отвергать, отклонять
<b>relationship(s)</b>	стосунки, відносини	отношения
<b>repeat</b>	Повторювати	повторять
<b>represent</b>	бути представником	представляют (кого-л.; as - как, в качестве кого-л.)
<b>require</b>	вимагати, висувати вимогу	требовать
<b>requirement</b>	Вимога	требование
<b>rescue</b> [ˈreskju:]	Рятувати	спасать
<b>research (into)</b>	Дослідження	исследование
<b>respond (to)</b> (v)	відповідати, реагувати; відповідь, реакція на	отвечать, реагировать (на); ответ, реакция на
<b>respondent</b>	Респондент	респондент
<b>response (to)(n)</b>	відповідь на	ответ, реакция на
<b>responsible</b> (for)	відповідальний (за)	ответственный (за)
<b>restrict to</b>	Обмежувати	ограничивать
<b>return;</b> ~ to	повертати(ся); звертатися до	возвращать(ся); обращаться к
<b>revise [riˈvaiz]</b>	перевіряти, переглядати	проверяют, пересматривать
<b>rich (in); the ~</b>	багатий, багаті люди	богатый, богатые люди
<b>rural</b>	Сільський	деревенский, сельский
<b>sacred</b>	Священний	священный
<b>sacrifice (n, v)</b>	жертвність; жертвувати	жертва; жертвовать
<b>sake</b> <b>for the sake of</b>	заради чогось	ради чего-либо
<b>sale</b>	торгівля, продаж, розпродаж	продажа

<b>secure</b>	Безпечний	безопасный
<b>security</b>	безпека, захист	безопасность, защита
<b>select</b>	вибирати, обирати	выбирать, избирать
<b>selection</b>	Відбір	отбор
<b>self-confidence</b>	Самовпевненість	уверенность в себе
<b>sensitive (to)</b>	чутливий, сприйнятливий (до)	чувствительный, восприимчивый (к)
<b>separate (adj)</b> ['seprɪt]	Окремий	отдельный
<b>separate from</b> (v) [səpə'reɪt]	відділити, відокремити від	отделять (от)
<b>serious</b>	серйозний, поважний	серьезный
<b>service</b>	Служба	служба
<b>sequence</b> ['sɪkwəns]	послідовність, наслідок, результат	последовательность, следствие, результат
<b>share</b>	Розділяти	разделять
<b>sign [saɪn]</b>	знак, сигнал	знак
<b>sign language</b>	мова жестів	язык жестов
<b>similar (to)</b>	подібний (до), схожий (з)	схожий (с)
<b>simple</b>	простий, нескладний	простой
<b>so-called</b>	так званий	так называемый
<b>smoke</b>	курити	курить
<b>smoker</b>	Курець	курильщик
<b>sociable</b> ['sɒʃəbl]	Товариський	общительный
<b>social</b>	Соціальний	социальный
<b>socialise</b>	спілкуватися; соціалізувати	общаться; социализировать

<b>sound (n; v, adj)</b>	звук; лунати; правильний, здоровий	звук; звучать; правильный, здоровый
<b>special</b>	особливий, спеціальний	особый, специальный
<b>stand for (stood)</b>	значити, символізувати	означать, символизировать
<b>style [stail]</b>	Стиль	стиль
<b>state (v, n)</b>	1) стверджувати, 2) держава, 3) штат	1) утверждать, 2) государство, 3) штат
<b>statement</b>	Ствердження	утверждение
<b>statistics</b>	Статистика	статистика
<b>stay</b>	Залишатися	оставаться
<b>steal (stole, stolen)</b>	Красти	красть
<b>stimulate</b>	Стимулювати	стимулировать
<b>stimulus (pl. stimuli)</b>	стимул (стимули)	стимул (стимулы)
<b>subconscious</b>	Підсвідомий	подсознательный
<b>substance</b>	Речовина	вещество
<b>suppose</b>	припускати, вважати	предполагать
<b>surround</b>	Оточувати	окружать
<b>surrounding = environment</b>	оточення, обстановка, навколишнє середовище	окружение, обстановка, окружающая среда
<b>survive</b>	вижити, уцілити	выживать
<b>susceptible to</b>	чутливий до	восприимчивый к
<b>symbol [i]</b>	Символ	символ
<b>sympathy[i]</b>	Співчуття	сочувствие
<b>tangible [dj]</b>	матеріальний, відчутний	материальный, осязаемый
<b>teenager</b>	підліток; юнак/дівчина віком 13 – 19 років	подросток; юноша/девушка возрастом 13 – 19 лет

<b>temporal</b>	Тимчасовий	временный
<b>term (n, v)</b>	термін; називати, йменувати	термин; называть, именовать
<b>take place (took, taken)</b>	відбуватися, мати місце	происходит
<b>thought (n)</b>	думка, ідея	мысль, идея
<b>threat [e]</b>	Загроза	угроза
<b>threaten</b>	Загрожувати	угрожать
<b>traditional</b>	Традиційний	традиционный
<b>treatment</b>	поводження (з чим); лікування	обращение (с чем/кем); лечение
<b>true</b>	істинний, правильний	истинный, правильный
<b>truth [u]</b>	правда, істина	правда, истина
<b>unique [ju'ni:k]</b>	Унікальний	уникальный
<b>urban</b>	Міський	городской
<b>vary</b>	змінюватися, різнитися	изменяться, разниться
<b>verbal</b>	словесний, вербальний	вербальный
<b>violate</b>	виявляти насильство, порушувати (закон)	проявлять насилие, нарушать (закон)
<b>violence</b>	жорстокість, насильство	жестокость, насилие
<b>violent</b>	жорстокий; шалений, скажений	жестокий; неистовый, яростный
<b>way</b>	Шлях	путь, дорога
<b>way out (of the situation)</b>	вихід (із ситуації)	выход (из ситуации)
<b>wealth [e]</b>	багатство, добробут	богатство, благополучие

<b>wear (wore, worn)</b>	носити (одяг)	носить (одежду)
<b>wedding</b>	Весілля	свадьба
<b>while [wail]</b>	Поки	в то время как
<b>work of art</b>	витвір мистецтва	произведение искусства
<b>work out</b>	розробити	разработать
<b>youngster</b>	юнак, дівчина	юноша, девушка
<b>youth</b>	Молодь	молодежь

### Examples of Sociology Terms Usage

<b>abuse (n, v)</b>	He subjected his children to verbal and physical <b>abuse</b> . The patients were physically <b>abused</b> .
<b>addict(ion)</b>	He is <b>addicted</b> to heroin. They are studying the problem of teenage drug <b>addiction</b> .
<b>adult (=grown-up)</b>	The film is suitable for both <b>adults</b> and children. <b>Adults</b> rarely attend this place. <b>Adult</b> films, shows, or books are not considered suitable for children.
<b>advertise, advertising</b>	The job was <b>advertised</b> in the local newspaper. “What does he do?” – “He is in <b>advertising</b> ”.
<b>age, age group</b>  <b>to come of age</b>  <b>to be of/under age</b>	She left school <b>at the age</b> of 16. Children of all <b>ages</b> will enjoy this film. This club is very popular with the 20-30 <b>age group</b> . My grandfather gave me a watch when I <b>came of age</b> . If you are <b>under age</b> , you are not old enough by law to do smth.

<b>Ageing</b>	<b>Ageing</b> is the process of becoming old.
<b>the aged (=the elderly =the old)</b>	<b>The aged</b> need special social care.
<b>AIDS</b>	<b>AIDS</b> is a real danger to contemporary society.
<b>Alcohol</b>	Unfortunately, some youngsters are addicted to <b>alcohol</b> .
<b>assessment</b> (=evaluation= estimation)	We made a careful <b>assessment</b> of the risks involved.
<b>Attitude</b>	People's <b>attitude</b> to marriage is changing.
<b>Bias</b>	A <b>bias</b> is a tendency to show prejudice against one group and favouritism towards another.
<b>bilingual</b>	<b>Bilingual</b> means involving or using two languages. He searched the <b>bilingual</b> dictionaries for a suitable translation.
<b>body language</b>	<b>Body language</b> is the way in which you show your feelings and thoughts to other people by means of the position or movements of your body rather than with words.
<b>comment on</b>	The article was <b>commented on</b> and abridged.
<b>campaigner</b> (for/against)	A <b>campaigner</b> is a person who <b>campaigns</b> (protest) for or against something (e.g. for social or political change). All <b>campaigners</b> attended the office meeting.
<b>common</b>	At last we came to a <b>common</b> conclusion.
<b>Communicate</b>	Parents often have difficulty <b>communicating</b> with their teenage children.
<b>Community</b>	Recent increases in crime have disturbed the whole <b>community</b> .

<b>Culture</b>	<b>Culture</b> is not merely the sum of several activities, but a way of life. The war brought about great changes in <b>culture</b> and attitudes.
<b>disabled</b>	Homeless people are often considered to be mentally <b>disabled</b> .
<b>divorce</b>	A <b>divorce</b> is a formal ending of marriage by law. A friend of mine <b>divorced</b> her husband.
<b>Drug</b>	She has been addicted to <b>drugs</b> all her life.
<b>Equality</b>	<b>Equality</b> is the same status, rights and responsibilities for all the members of a society.
<b>Evaluate</b>	He's the kind of individual that's very hard to <b>evaluate</b> .
<b>expectation</b>	An <b>expectation</b> is a strong belief that something is likely to happen.
<b>Experience</b>	Everyone learns best from their own <b>experience</b> .
<b>Gang</b>	When those big boys start <b>ganging</b> up, you can expect trouble.
<b>gang member</b>	Under certain circumstances some teenagers can become <b>gang members</b> .
<b>Generation</b>	<b>Generations</b> come and <b>generations</b> go, but the earth remains forever.
<b>generation gap</b>	There is no <b>generation gap</b> in this family.
<b>Government</b>	This country is characterised by a shadow <b>government</b> .
<b>Homeless</b>	<b>Homeless</b> people are always considered to be mentally disabled.
<b>Identity</b>	Your <b>identity</b> is who you are. His <b>identity</b> was being kept secret.
<b>Image</b>	Movies create the <b>image</b> of Hollywood, which we all have.



<b>(the) individual</b>	Are the needs of society more important than the rights of the <b>individual</b> ?
<b>Inequality</b>	There will be problems as long as <b>inequality</b> between the races exists.
<b>Language</b>	How many <b>languages</b> can you speak?
<b>Lifestyle</b>	People's <b>lifestyles</b> are known to be different.
<b>Majority</b>	<b>majority</b> is the largest number or part of a group of people or things.  The <b>majority</b> of students in the class comes/come from Asia.
<b>Marriage</b>	The institution of <b>marriage</b> is still central to many contemporary societies.
<b>middle-aged</b>	She is a <b>middle-aged</b> woman with very good manners.
<b>Minority</b>	The political <b>minority</b> is likely to oppose such a decision.
<b>Norm</b>	<b>Norms</b> can be referred to as shared standards of desirable behaviour..
<b>parent(s)</b>	<i>The generation gap</i> is a gap between the views of the younger generation of teenagers and the views of their <b>parents</b> .
<b>Participant</b>	The <b>participants</b> of the conference are invited to take part in the round-table discussion.
<b>popular culture</b>	It is the media which is the primary channel to transmit <b>popular culture</b> .
<b>Population</b>	What is the <b>population</b> of your country?
<b>Power</b>	<b>Power</b> is the ability to control resources and other people's behaviour..
<b>pregnant</b>	She is <b>pregnant</b> . She is expecting a boy.
<b>premature</b>	His <b>premature</b> death shocked everybody.

<b>public</b> (adj, n)	This issue is still in the focus of <b>public</b> attention. The <b>public</b> is/are in favour of the new law.
<b>Reality</b>	<b>Reality</b> is the <b>real</b> existence and <b>real</b> nature of things, rather than what is imagined or invented.
<b>Relationship</b>	The <b>relationship</b> between two things is the way in which they are connected.
<b>Represent</b>	It's a high honour for me to <b>represent</b> my university.
<b>research</b> (v, n)	Scientists have spent years <b>researching into</b> the effects of certain chemicals on the human brain. I plan to do some <b>research on</b> youth culture.
<b>Respondent</b>	A <b>respondent</b> is a person who answers a questionnaire.
<b>sacred</b>	It is so sad but there are people to who nothing is <b>sacred</b> .
<b>share</b>	We <b>share</b> the same interests.
<b>Social</b>	<b>Social</b> problems are connected with society and the way it is organised. We share the same <b>social</b> background.
<b>Society</b>	The role of men in <b>society</b> is changing.
<b>sociological analysis</b>	This group of researchers has submitted their <b>sociological analysis</b> .
<b>Sociologist</b>	<b>Sociologists</b> are people who study or teach sociology.
<b>Sociology</b>	<b>Sociology</b> is a popular subject for undergraduate. <b>Sociology</b> is the study of human societies and of the relationships between groups in these societies.
<b>Statistics</b>	<b>Statistics</b> are facts which are obtained from analysing information expressed in numbers. <b>Statistics</b> indicate that 90% of homes in this country have a television.
<b>Teenager</b>	A <b>teenager</b> is a person aged between 13 and 19 years old.
<b>Value</b>	<b>Values</b> are broad concepts about what is good or bad.

<b>violence</b>	The leader called not to resort to <b>violence</b> .
<b>way out (of the situation)</b>	He had been thinking for more than three hours but still failed to find the <b>way out</b> .
<b>Wealth</b>	His <b>wealth</b> is estimated at fifty million dollars.
<b>work of art</b>	This picture is a genuine <b>work of art</b> !
<b>young people</b>	<b>Young people</b> often attend various political meetings.
<b>Youngster</b>	She had never met that youngster before.
<b>Youth</b>	We change and learn from <b>youth</b> to old age.
<b>youth culture</b>	<b>Youth culture</b> reflects the tendencies of the contemporary society.

### Combinations with Verbs

<b>ask for</b>	People generally say 'please' when they <b>ask for</b> something.
<b>break up with (broke, broken)</b>	He <b>broke up with</b> his girlfriend
<b>bring about (brought)</b>	The opposition <b>brought about</b> the fall of the government.
<b>calm down = be quiet</b>	<b>Calm down</b> , there's nothing to worry about.
<b>comment on</b>	The article was <b>commented on</b> and abridged.
<b>come true (came, come)</b>	His dream finally <b>came true</b> .
<b>congratulate on</b>	The whole family <b>congratulated</b> Sam <b>on</b> his new appointment.
<b>contribute to</b>	Public opinion can <b>contribute to</b> change in government policy.
<b>cope with</b>	Finally he managed to <b>cope with</b> the task.
<b>depend on (upon)</b>	It does not <b>depend on</b> me.
<b>end up</b>	Some teenagers become gang members and <b>end up</b>

	in prison.
<b>find out (found)</b>	The journalist could not <b>find out</b> the truth.
<b>give up (gave, given)</b>	He finally <b>gave up</b> smoking.
<b>go out (went, gone)</b>	I don't feel like <b>going out</b> today.
<b>interfere with</b>	You have done nothing that can <b>interfere with</b> the actions of the others.
<b>lead to (led)</b>	Social drinking may <b>lead to</b> alcoholism.
<b>leave alone (left)</b>	<b>Leave</b> that bag <b>alone</b> , it's not yours!
<b>limit to</b>	Payments are <b>limited to</b> 10% each month.
<b>look for</b>	What are you <b>looking for</b> ?
<b>look through</b>	He <b>looked through</b> the photos.
<b>look up</b>	If you don't know the meaning of a word, <b>look it up</b> in a good dictionary.
<b>make one's choice (made)</b>	He hesitated. He could not <b>make his choice</b> .
<b>prefer ... to</b>	I <b>prefer</b> red wine <b>to</b> white one.
<b>put at risk (put)</b>	Never <b>put at risk</b> the company's reputation!
<b>put together</b>	It will be difficult to <b>put</b> a team <b>together</b> .
<b>refer to</b>	<b>Refer to</b> the dictionary when you don't know how to spell a word. Sociology <b>refers to</b> humanities. Sociology can be <b>referred to</b> as a science about society.
<b>result from</b>	Inflation <b>results from</b> an excess of demand over supply.
<b>result in</b>	His actions <b>resulted in</b> the overall confusion.
<b>stand for (stood)</b>	Can you tell me what these figures <b>stand for</b> ?
<b>stand out</b>	One article in this collection <b>stands out</b> from all the others.
<b>take advantage of</b>	Unfortunately, he <b>took</b> no <b>advantage of</b> the

<b>(took, taken)</b>	opportunity.
<b>take for granted</b>	Do not <b>take</b> his help <b>for granted</b> , do your best to make your own contribution.
<b>take place</b>	When did that event <b>take place</b> ?
<b>take somebody's advice</b>	You'd better <b>take their advice</b> ! They're really proficient in this area.
<b>turn down = refuse</b>	They <b>turned down</b> his offer. Our claim has been <b>turned down</b> .
<b>work out = develop</b>	We hope that a more peaceful solution can be <b>worked out</b> .

#### USEFUL WORD COMBINATIONS

<b>according to</b>	<b>According to</b> the author, the situation in this field has improved greatly.
<b>all the time</b>	I cannot type <b>all the time</b> .
<b>a number of</b>	I met <b>a number of</b> new people at the party.
<b>apart from</b>	<b>Apart from</b> John nobody knew her.
<b>as well as</b>	Bill <b>as well as</b> Mary can do it.
<b>at large = in general</b>	What is your attitude to this idea <b>at large</b> ?
<b>at least</b>	Can you give me <b>at least</b> one reason why you did it?
<b>at once</b>	I don't like when everybody speaks <b>at once</b> . I did not recognise him <b>at once</b> .
<b>at random</b> (= without a definite purpose)	He opened the book <b>at random</b> .
<b>at times</b>	I watch TV <b>at times</b> .
<b>Because</b>	He entered this faculty, <b>because</b> he wanted to become a political scientist.

<b>because of</b>	Many families break up <b>because of</b> a lack of money.
<b>Besides</b>	You can take any book you would like. <b>Besides</b> , you can read it as long as you want.
<b>by means of</b>	He did it <b>by means of</b> his secret links.
<b>change in</b>	There was little <b>change in</b> his condition.
<b>depending on</b>	Everything will be arranged <b>depending on</b> his decision.
<b>despite = in spite of</b>	<b>Despite</b> poor health, he was always cheerful.
<b>except for</b>	Everything is settled <b>except for</b> a few details.
<b>face to face</b>	Being alone can bring people <b>face to face</b> with their problems.
<b>for example = for instance</b>	You should clean the kitchen, <b>for example</b> do the washing up.
<b>for the sake of</b>	He could not do it <b>for the sake of</b> preserving peace.
<b>from time to time</b>	They met <b>from time to time</b> .
<b>in fact = actually = in reality</b>	He did not answer. <b>In fact</b> , he did not know the answer.
<b>in general</b>	<b>In general</b> , this is a very complicated process.
<b>in many ways</b>	He is right <b>in many ways</b> .
<b>in order to</b>	<b>In order to</b> overcome this difficulty you have to consider all the details.
<b>in short</b>	He presented the idea <b>in short</b> .
<b>in spite of = despite</b>	<b>In spite of</b> the difference in their ages they were close friends.
<b>in terms of = concerning</b>	<b>In terms of</b> the current state of affairs, we should try another approach.
<b>in this respect</b>	<b>In this respect</b> your conception is worth reconsidering.

<b>(a) love for</b>	His <b>love for</b> creative work changed his life.
<b>(a) need for</b>	<b>Need for</b> knowledge made him read more books.
<b>on the one hand</b> <b>on the other hand</b>	<b>On the one hand</b> , he is a kind and considerate person, <b>on the other</b> – unreliable.
<b>on time</b>	He always comes <b>on time</b> .
<b>on one's way to</b>	He met her <b>on her way home</b> .
<b>over time</b>	We all change <b>over time</b> .
<b>to some extent</b>	<b>To some extent</b> these things are similar.
<b>rather than</b>	He is my sister's friend, <b>rather than</b> mine.
<b>reason for</b>	What is the <b>reason for</b> your coming so late?
<b>responsible for</b>	He is directly <b>responsible for</b> the efficient running of the office.
<b>similar (to)</b>	I've got an opinion <b>similar to</b> yours.
<b>Though</b>	<b>Though</b> the theory is not new, it can be used in the project.
<b>with the help of</b>	<b>With the help</b> of the recent data we can complete the task in time.

### Shortened Forms and Abbreviations

Abbreviation	Word	Translation
Ad	Advertisement	реклама
EU	the European Union	Европейский Союз Європейський Союз
p.	Page	Страница/ сторінка
Para	Paragraph	абзац
sms	small message service	служба коротких

		сообщений/ служба коротких повідомлень
The UK	The United Kingdom of Great Britain and Northern Ireland	Соединенное Королевство (Великобритании и Северной Ирландии)/ Об'єднане Королівство (Великобританії й Північної Ірландії)
The US/The USA	The United States (of America)	Соединенные Штаты Америки, США. Сполучені Штати Америки, США

### Commonly Misused Words

Mind the difference between:	EXAMPLE
adopt – adapt	This book is about change and how we <b>adapt</b> to it. They <b>adopted</b> the child as their heir.
altogether – all together	The noise stopped <b>altogether</b> . Once more <b>all together</b> !
also – although	He can <b>also</b> do it! <b>Although</b> he was late, he stopped to buy a sandwich.
because – because of	I did it <b>because</b> I thought it was right.” Many families break up <b>because of</b> a lack of money.
a number of – the	I met <b>a number of</b> new people at the party.



number of	The local government managed to reduce <b>the number of</b> traffic accidents.
communicate – communicate with	You have a duty as a scientist to <b>communicate</b> your discovery to the world. It is always difficult to <b>communicate with</b> someone who speaks a foreign language.
feature – future	The <b>features</b> of the phenomenon are unique. What will the <b>future</b> bring?
live – leave	They <b>live</b> in the country. I'm going to <b>leave</b> for Kyiv. I want to <b>leave</b> this place as soon as possible.
look at – look for	The tourists were <b>looking at</b> the ancient church. I'm <b>looking for</b> a new job.
mean (v) – the meaning (n)	What do you <b>mean</b> by that? What is <b>the meaning of</b> this word?
morning – mourning	They met at eight o'clock in the <b>morning</b> . The <b>mourning</b> could be heard all day and all night.
physician – physicist	Time is the best <b>physician</b> (doctor). A <b>physicist</b> is an expert in physics.
repeat – revise	She decided not to <b>repeat</b> the mistake of her first marriage. You will have to <b>revise</b> the material before the exam.
range (= vary within) (v) – a range of	Their politics <b>ranged</b> from liberal to radical. The new technology has opened up a very wide <b>range</b> of possibilities.
rich – reach	He is <b>rich</b> now. It took three days for the letter to <b>reach</b> me.
set (v) – a set of	He filled the kettle and <b>set</b> it on the stove. A complete <b>set of</b> his works is made up of twenty

	volumes.
quiet – quite – quit	<p>The street was unnaturally <b>quiet</b>.</p> <p>The work is not <b>quite</b> finished.</p> <p>It is a serious matter to <b>quit</b> the country and friends.</p>
some – the same	<p>Unfortunately, there are <b>some</b> mistakes in your essay.</p> <p>You'll never think <b>the same</b> of me again.</p>
through – thorough – throughout	<p>Go straight <b>through</b> that door and then turn right.</p> <p>We talked <b>through</b> an interpreter.</p> <p>Someone who is <b>thorough</b> is very careful and methodical in their work..</p> <p><b>Throughout</b> the journey he remained silent.</p>
weak – week	<p>Does this approach has any <b>weak</b> points?</p> <p>They'll be here in a <b>week</b>.</p>
whether – weather	<p>I wonder <b>whether</b> you are coming tomorrow?</p> <p>There is no bad <b>weather</b>, there are bad clothes.</p>
word – world	<p>A <b>word</b> is enough for the wise.</p> <p>There are many problems in the modern <b>world</b>.</p>
with – without – within	<p>He got into an accident <b>with</b> the car.</p> <p>You can rely on me <b>without</b> any hesitation.</p> <p>The survey must be conducted <b>within</b> three months.</p>
by – buy	<p>The churches are within four miles of one another <b>by</b> the nearest road.</p> <p>I will not <b>buy</b> that.</p>
close [z] – close [s]	<p>She is my <b>close</b> friend.</p> <p>Let's <b>close</b> the door: it's too noisy outside.</p>
for	<p>1. This is no party question, <b>for</b> it touches us as citizens</p> <p>2. What are you looking <b>for</b>?</p>

	3. It seems useless <b>for</b> them to take this course.
increase (v); increase (n)	The physician <b>increased</b> the dosage from one to four pills. He got an <b>increase</b> in the salary.
kind = generous kind = type, sort kind of = partly true	Will you be so <b>kind</b> to help me? What <b>kind</b> of literature do you prefer? Actually, I felt <b>kind of</b> sorry for him.
like (prep) like (v), like (n)	He looks <b>like</b> his brother. They were so close, <b>like</b> brothers. How did you <b>like</b> the film? I do not <b>like</b> people turning their backs on me when I am talking. Try to discover your guests' <b>likes</b> and dislikes with regard to food.
live [liv] – live [laiv]	How can anyone <b>live</b> on that salary? The concert will be broadcast <b>live</b> on Radio Three.
mean (v) – means (n) – (the) meaning (of)	Do you know what this word <b>means</b> ? Internet is a quick <b>means</b> of communication.
Only	His <b>only</b> daughter became one of the richest people in the world when she was <b>only</b> nine years old.
People	The material culture of a <b>people</b> can seem as strange to outsiders as their language, values, and norms.
Point	Please speak to the <b>point</b> . The team won by two <b>points</b> . The freezing <b>point</b> of water is 32 degrees Fahrenheit.
rest the rest (of)	He could not <b>rest</b> till he got his wish. I'm so tired. I need a <b>rest</b> . They stopped for a moment to <b>rest</b> . We arrived in time, but <b>the rest</b> didn't.
room	They booked the best <b>room</b> in the hotel for me.

	There was no <b>room</b> for him to put this chair.
Run	He goes for a five-mile <b>run</b> every morning. Never <b>run</b> so quickly downstairs! He <b>runs</b> the his own business (= manages).
sound – 1. n; 2. v; 3. adj	1. I hate this terrible <b>sound</b> . 2. After receiving a present it is good manners to say ‘thank you’ and <b>sound</b> pleased. 3. Hope, you’re safe and <b>sound</b> (=healthy).
state (1.n, 2.v)	1. His general <b>state</b> of health is satisfactory. My office is in the constant <b>state</b> of change. This country is now a one-party <b>state</b> . 2. As they <b>state</b> , the electoral fight is of enourmous importance.
Time	It is <b>time</b> to go. I will see you at the same <b>time</b> next week. How many <b>times</b> have you been to this place?
Too	He realized his mistake <b>too</b> late. “Where are you from? Georgia? Me <b>too</b> !”.
used [ju:zd] – used to [ju:st]	They <b>used</b> computers to diagnose illnesses. We <b>used to</b> live in this street.

### EXPRESSIONS WITH THE WORD ‘TIME’

in/on one's own time	в свободное время у вільний час	You can do it in your own <b>time</b> . Not now.
on time	точно, вовремя точно, вчасно	He always comes on <b>time</b> .
from time to time	время от времени	She visists her parents

	час від часу	from time to time.
in time	вовремя, заблаговременно; своевременно, заранее вчасно, завчасно; своєвчасно, заздалегідь	Don't worry, I'll be back in <b>time</b> to cook dinner
over time	со временем, по прошествии длительного времени (также с любыми обозначениями времени) згодом, коли мине тривалий час (також із будь-якими часовими ознаками)	Like the other proposals, these would be introduced over <b>time</b> .
Take your time!	Не спешите! Не поспішайте!	Take your <b>time</b> ! There is no need to hurry.
Time will tell.	Время покажет Час покаже	<b>Time</b> will tell. We can only wait.
to make a time of sth	хорошо провести время добре розважитись	They made the time of their life.

## WORD FORMS

verbs	Nouns	adjectives and participles	adverbs
communicate	Communication	communicative	-----
describe	Description	descriptive	descriptive

differ	Difference	different	differently
interest	Interest	interesting	interestingly
-----	Necessity	necessary	necessarily
-----	Person	personal	personally
-----	silence	Silent	silently
socialise	Society	Social	socially
vary	Variety	various, varying	variously
<b>American English</b>	<b>British English</b>	<b>Translation</b>	
Behavior	Behaviour	поведение поведінка	
Fall	Autumn	осень осінь	
truck ([trʌk])	Lorry	грузовик вантажівка	
Center	Centre	центр центр	
Movie	Film	фильм фільм	
movie theatre	Cinema	кинотеатр кінотеатр	
Realize	Realise	осознавать усвідомлювати	

<b>Latin</b>	<b>English</b>
ad hoc	for a particular purpose
a posteriori	based on the experience
a priori	originally
cf.	compare
de facto-	in fact
de jure	formally
et al	and others
etc.	and so on
e.g.	for example, for instance
i.e. (id est)	that is
in situ	in the given place
lb.	pound = 0.454 kg
NB (nota bene)	see well
Via	through, by
vice versa	in the opposite ways
viz.	Namely
vs (versus)	against



## TEXTS FOR INDIVIDUAL READING

### Text 1

#### CULTURE IS INVISIBLE

*In order to understand culture a little better, read this fable and answer the questions below.*

Imagine, if you will, that in your own country, from the time of the first people, today, and far into the future, every one that was ever born or will be born was born with two legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the lenses in the sunglasses is yellow. No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. .Everyone has them.

Take the yellow sunglasses off and look at them. What makes them yellow are the values, attitudes, ideas, beliefs, and assumptions that all people in your country have in common. Everything that they have seen, learned, or experienced (past, present, and future) has entered into the brain through the yellow lenses. Everything has been filtered and interpreted through all these values and ideas that have made the lenses yellow. The yellow lenses represent your attitudes, beliefs, values, and cultural background.

Thousands of miles away in another country, from the time of the first people today, and far into the future, every one that was ever born or will be born was born with two legs, two arms, two eyes, a nose, a mouth and a pair of sunglasses. The color of the lenses in the sunglasses is blue. .No one has ever thought it strange that the sunglasses are there because they've always been there and they are part of the human body. .Everyone has them. Everything that the people see, learn, and experience is filtered through their blue lenses.

A traveler who wants to go to that far-away land may have enough sense to realize that to learn about the country and the people more thoroughly, he will have



to acquire some blue sunglasses so that he can "see." When the traveler arises he wears the blue sunglasses. He stays for two months. He feels he really is learning about the values, attitudes, and beliefs of the people. He actually "sees" wearing their sunglasses. He comes home to his own country and declares that he is now an "expert" on that country and that the culture is green! (1790)

*Answer the questions:*

1. Why did the traveler see green?
2. What does it mean that he saw green?
3. What could/should a person do to avoid that mistake?
4. What could you say is the moral (lesson) of this fable?

## **Text 2**

### **A TWO-DIMENSIONAL WORLD**

"Flatland," an early science fiction story (written by the American writer Edwin Abbot in the 1880s), tells of a two-dimensional world inhabited by people who are circles, triangles, squares, and polygons. The narrator of the story, a square, commands more respect among his people than the triangles but less than the pentagons and much less than the many-sided polygons. Flatland is ruled by the circles, who have an infinite number of sides. And women, who are straight lines with only one side, are at the bottom of the society.

An unexpected visitor from Spaceland - our own world - introduces the square to the third dimension and then departs. Now our hero is faced with a problem: How is he to convince Flatlanders of the existence of Spaceland? His efforts all meet with failure, for Flatlanders are certain that their own explanations of such phenomena as the nature of shadows are correct. He is branded a traitor and thrown into prison.

The Flatlanders appear to be ridiculous, with their rigid rules about who is and is not respected in their society and their rejection of the square's ideas despite his clear and logical explanations. They have closed minds, refusing to consider the possibility that their fundamental beliefs are incorrect or inadequate. Yet are we, too,

guilty of refusing to question our basic ideas? Do we, also, close our minds to new insights that challenge our most basic assumptions? (1200)

### **Text 3**

## **BODY LANGUAGE**

By A. Tucker and J. Costello

Sociologists have observed that although an individual can stop talking, he or she cannot stop communicating through "body language".

Another form of non-verbal communication is physical contact and use of personal space. Hispanics, like Italians, belong to what are known as "contact" or "touch" cultures. Latins touch to say "Hello" or "Thanks", or as a request form meaning "May I see you for a moment?" Similarly, Latins typically converse at a distance of 6 to 18 inches, whereas in the U.S. and most European countries, the personal distance is 18 to 36 inches. Consequently, Latins are apt to find Americans cold and withdrawn. A young Spanish woman once told us, "When I was a child I used to think that Spanish was the only language in the world," and, in the same way, most of us are inclined to feel that our *body language*, at least, is universally understood. On the contrary: according to Ray Birdwhistell, a pioneer in the study of non-verbal communication, there is no gesture which has exactly the same social meaning in all societies. Even so basic an act as nodding "yes" or "no" varies in significance from one culture to another. Speakers of most European languages nod their heads up and down for "yes," and shake their heads from side to side to signal "no." For the Eskimos, the same motions have exactly the opposite meanings. Sicilians and Greeks say "no" by raising the head and chin - yet this very gesture is used by the Maori of New Zealand to say "yes" and by North Americans to mean "Would you mind repeating that?"

The same kind of variation is found in vocal gestures like crying, giggling, or hissing. In Africa, laughter is not necessarily a sign of amusement: it frequently expresses surprise or embarrassment. Similarly, American speakers addressing a

Spanish group are often startled to hear hissing, which is a call for silence rather than an indication of disapproval as it is in the States. This same sound, moreover, is used to show deference in Japan.

The study of non-verbal communication is a fascinating aspect of language learning. Non-native students, consciously or unconsciously, are constantly engaged in decoding the non-verbal messages of the new culture. It is all part of the process of translation from one linguistic system to another. (1900)

*Can you think of ways in which a person from your culture uses special gestures or speech patterns to express respect for a new acquaintance, a parent, older person, or a teacher?*

#### **Text 4**

### **CULTURE IS THE WAY IN WHICH PEOPLE SOLVE PROBLEMS**

By Collingwood. R.C.

A useful way of thinking about where culture comes from is the following: culture is the way in which a group of people solves problems.

The particular problems each culture must solve will be discussed below. If we focus first on what culture is, perhaps it is easiest to start with this example.

Imagine you are on a flight to South Africa and the pilot says, "We have some problems with the engine so we will land temporarily in Burundi" (for those who do not know Burundi, it is next to Ruanda). What is your first impression of Burundi culture once you enter the airport building? It is not "what a nice set of values these people have", or even "don't they have an interesting shared system of meaning". It is the concrete, observable things like language, food or dress. Culture comes in layers, like an onion. To understand it you have to unpeel it layer by layer.

On the outer layer are the products of culture, like the gigantic skyscrapers of Manhattan with overcrowded streets between them. These are expressions of deeper values and norms in a society that are not directly visible (values such as upward mobility, "the more-the-better" status, material success). The layers of values and norms are deeper within the "onion", and are more difficult to identify.

But why are values and norms different in different parts of the world? A problem that is regularly solved disappears from consciousness and becomes a basic assumption, an underlying premise. It is not until you are trying to get rid of the hiccups and hold your breath for as long as you possibly can, that you think about your need for oxygen. These basic assumptions define the meaning that a group shares. They are implicit.

Take the following discussion between a medical doctor and a patient. The patient asks the doctor: "What's the matter with me?" The doctor answers: "Pneumonia." "What causes pneumonia?" "It is caused by a virus." "Interesting," says the patient, "What causes a virus?" The doctor shows signs of severe irritation and the discussion dies. Very often that is a sign that the questioner has hit a basic assumption, or an absolute presupposition about life. What is taken for granted is unquestioned reality, which is the core of the onion (1850).

## **Text 5**

### **THE LINGUISTIC RELATIVITY HYPOTHESIS**

The languages found among the world's people are quite diverse. Arabs have some 6,000 words that are connected in some way with the camel, including colors, breeds, classes (such as milk camels, riding camels, marriage camels, and slaughter camels), states of pregnancy (some 50 words), and their current activities (such as grazing, conveying a caravan, and participating in a war expedition). Inuits (Eskimos) make minute (= tiny, very little) distinctions among kinds of snow and snowfall. And Americans have a vast number of words pertaining to automobiles, including make, year, model, body type, and accessories.

Do these linguistic differences mean that if people speak a certain language, they experience a different social reality than do people who speak another language? In other words, does our language shape the way we perceive and interpret the world? Edward Sapir and his student Benjamin L. Wharf answer these questions affirmatively. In what has been termed the linguistic relativity hypothesis,

Sapir and Wharf contend that languages "slice up" and conceptualize the world of experience differently, creating different realities for us. Hence no two languages shape the thought of people in quite the same fashion, (conceived in these terms, the hypothesis means that we selectively screen sensory input in the way we are programmed by our language, admitting some things while filtering out others. Consequently, experience as it is perceived through one set of linguistically patterned sensory screens is quite different from experience perceived through another set.

Few sociologists challenge the basic premise of the linguistic relativity hypothesis that the words people use reflect their chief cultural concerns - camels, snow, automobiles, or whatever. But most contend that regardless of their culture people can make the same distinctions made by Arabs with regard to camels, Inuits with regard to snow, and Americans with regard to automobiles. They may lack a word to name each distinction, but they are still capable of recognizing it. Rather than determining thought, language is viewed as simply helping or hindering certain kinds of thinking. Viewed in this manner, language reflects the distinctions that are of practical importance in the life of a community. The idioms and vernacular of sociologists, lawyers, prostitutes, baseball players, college students, drug dealers, and stamp collectors all reflect their special interests and concerns (2,170).

## **Text 6**

### **LANGUAGE**

Clearly, language is a great power in our lives, works of literature, popular fiction, politics, religion and even everyday arguments, passions and comedies demonstrate this. This course, however, is not concerned so much with the power of language, as with the ways in which other forms of power in our lives use the power of language to affect the ways in which we think and behave.

Language is everywhere in society. The two words are almost one and the same thing. As specialists put it, what we call "society," or "reality" itself, is largely constructed and represented to ourselves and others through language.

According to Benveniste, one of the greatest linguists, "Language is part of man's nature ... We can never reach man separated from language ... language gives us a clue to the very definition of man."

Language is the primary means through which we understand the world and our place within it. The world is not simply the way as it is, but what we make of it through language. All languages give names to concepts of cultural importance and mark certain categories in their grammars, such as male versus female, one versus more than one, past versus future, and so forth. Yet no two languages are sufficiently similar to be considered as representing the same social reality (examples, R 20-21 ?) We see the world through the categories of our native language. When the language we acquire as children makes certain distinctions in the world around us, our conceptual system pays attention to them. In this respect the concepts we learn to form and the categories we construct are influenced by the language we learn. This idea is often attributed to Benjamin Lee Whorf, who compared the world views held by speakers of English and a native American language (Hopi). He argued that speakers were led to very different conceptual systems by virtue of the different structures of their languages. We can now understand another sense in which we cannot "reach man separated from language, and we can never see him inventing it", as Benveniste suggested. Each of us inherits the language of the community into which we are born. As philosopher Ludwig Wittgenstein put it, 'the limits of my language are the limits of my world.'

But it is important to bear in mind that language is an action as well. It is used to achieve purposes of all kinds. For example, self satisfaction, making promises, deceiving, making people laugh, and swearing.

Language is a uniquely human trait. We use language to enquire, persuade, inform, entertain, instruct, frighten and reassure. Language is a means whereby humans think about the world they live in and communicate those thoughts to others. (2290)

**Text 7**  
**Private Speaking:**  
**the Wordy Woman and the Mute Man**

*Before you read the text be sure you know these words:*

*gabby* - quiet

*spell-binder* - speaker who can hold audience

*hang on* - listening attentively to

*fleeting* - lasting for a short time, passing quickly

*lofty* - elevated

What is the source of the stereotype that women talk a lot? Dale Spender suggests that most people feel instinctively (if not consciously) that women, like children, should be seen and not heard, so any amount of talk from them seems like too much. Studies have shown that if women and men talk equally in a group, people think the women talked more. So there's truth to Spender's view. But another explanation is that men think women talk a lot because they hear women talking in situations where men would not: on the telephone; or in social situations with friends, when they are not discussing topics that men find inherently interesting; or, like the couple at the women's group, at home alone - in other words, in private speaking.

Home is the setting for an American icon that features the silent man and the talkative woman. And this icon, which grows out of the different goals and habits I have been describing, explains why the complaint most often voiced by women about the men whom they are intimate is "He doesn't talk to me" - and the second most frequent is "He doesn't listen to me."

A woman who wrote to Ann Landers is typical:

"My husband never speaks to me when he comes home from work. When I ask, "How did everything go today?" he says, "Rough..." or "It's a jungle out there." (We live in Jersey and he works in New York City.)

It's a different story when we have guests or go visiting. Paul is the gabbiest guy in the crowd - a real spell-binder. He comes up with the most interesting stories. People hang on every word. I think to myself, "Why doesn't he ever tell *me* these things?"

This has been going on for thirty-eight years. Paul started to go quiet on me after ten years of marriage. I could never figure out why. Can you solve the mystery?

"The Invisible Woman."

Ann Landers suggests that the husband may not want to talk because he is tired when he comes home from work. Yet women who work home are tired too, and they are nonetheless eager to tell their partners or friends everything that happened to them during the day and what these fleeting, daily dramas made them think and feel.

Sources as lofty as studies conducted by psychologists, as down to earth as letters written to advice columnists, and as sophisticated as movies and plays come up at the same insight: Men's silence at home is a disappointment to women. Again and again, women complain, "He seems to have everything to say to everyone else, and nothing to say to me."

The film *Divorce American Style* opens with a conversation in which Debbie Reynolds is claiming that she and Dick Van Dyke don't communicate, and he is protesting that he tells her everything that's on his mind. The doorbell interrupts their quarrel, and husband and wife compose themselves before opening the door to greet their guests with cheerful smiles.

Behind closed doors, many couples are having conversations like this. Like the character, played by Debbie Reynolds, women feel men don't communicate. Like the husband played by Dick Van Dyke, men feel wrongly accused. How can she be convinced that he doesn't tell her anything, while he is equally convinced he tells her everything that's on his mind? How can women and men have such different ideas about the same conversations?



When something goes wrong, people look around for a source to blame: either the person they are trying to communicate with ("You're demanding, stubborn, self-centered") or the group that the other person belongs to ("All women are demanding"; "All men are self-centered"). Some generous-minded people blame the relationship ("We just can't communicate"). But underneath, or overlaid on these types of blame cast outward, most people believe that something is wrong with them.

If individual people or particular relationships were to blame, there wouldn't be so many different people having the same problems. The real problem is conversational style. Women and men have different ways of talking. Even with the best intentions, trying to settle the problem through talk can only make things worse if it is ways of talking that are causing trouble in the first place. . . . (3415)

## **Text 8**

### **"Talk To Me!"**

*Before you read the text be sure you know these words:*

*disgruntled* - discontented, in a bad mood

*taciturnity* - the habit of saying very little

*stinginess* - unwilling spending or using

Women's dissatisfaction with men's silence at home is captured in the stock cartoon setting of a breakfast table at which a husband and wife are sitting: He's reading a newspaper, she's glaring at the back of the newspaper. In a Dagwood strip, Blondie complains, "Every morning all he sees is the newspapers. I'll bet you don't even know I'm here!" Dagwood reassures her, "Of course I know you're here. You're my wonderful wife and I love you very much." With this, he unseeingly pats the paw of the family dog, which the wife has put in her place before leaving the room. The cartoon strip shows that Blondie is justified in feeling like the woman who wrote to Ann Landers: invisible.

Another cartoon shows a husband opening a newspaper and asking his wife, "Is there anything you would like to say to me before I begin reading the newspaper?" The reader knows that there isn't - but that as soon as he begins reading the paper, she will think of something. The cartoon highlights the difference in what women and men think talk is for: To him, talk is for information. So when his wife interrupts his reading, it must be to inform him of something that he needs to know. This being the case, she might as well tell him what she thinks he needs to know before he starts reading. But to her, talk is for interaction. Telling things is a way to show involvement, and listening is a way to show interest and caring. It is not an odd coincidence that she always thinks of things to tell him when he is reading. She feels the need for verbal interaction most keenly when he is (unaccountably from her point of view) buried in the newspaper instead of talking to her.

Yet another cartoon shows a wedding cake that has, on top, in place of the plastic statues of bride and groom in tuxedo and gown, a breakfast scene in which an unshaven husband reads a newspaper across the table from his disgruntled wife. The cartoon reflects the enormous gulf between the romantic expectations of marriage represented by the plastic couple in traditional wedding costume, and the often disappointing reality represented by the two sides of the newspaper at the breakfast table - the front, which he is reading, and the back, at which she is glaring.

These cartoons, and many others on the same theme, are funny because people recognize their own experience in them. What's not funny is that many women are deeply hurt when men don't talk to them at home, and many men are deeply frustrated by feeling they have disappointed their partners, without understanding how they failed or how else they could have behaved.

Some men are further frustrated because, as one put it, "When in the world am I supposed to read the morning paper?" If many women are incredulous that many men do not exchange personal information with their friends, this man is incredulous that many women do not bother to read the morning paper. To him, reading the paper is an essential part of his morning ritual, and his whole day is awry if he doesn't get to read it. In his words, reading the newspaper in the morning is as

important to him as putting on makeup in the morning is to many women he knows. Yet many women, he observed, either don't subscribe to a paper or don't read it until they get home in the evening. "I find this very puzzling," he said. "I can't tell you how often I have picked up a woman's, morning newspaper from her front door in the evening and handed it to her when she opened the door for me."

To this man (and I am sure many others), a woman who objects to his reading the morning paper is trying to keep him from doing something essential and harmless. It's a violation of his independence - his freedom of action. But when a woman who expects her partner to talk to her is disappointed that he doesn't, she perceives his behavior as a failure of intimacy: He's keeping things from her; he's lost interest in her; he's pulling away. A woman I will call Rebecca, who is generally quite happily married, told me that this is the one source of serious dissatisfaction with her husband, Stuart. Her term for his taciturnity is *stinginess of spirit*. She tells him what she is thinking, and he listens silently. She asks him what he is thinking, and he takes a long time to answer, "I don't know." In frustration she challenges, "Is there nothing on your mind?"

For Rebecca, who is accustomed to expressing her fleeting thoughts and opinions as they come to her, saying nothing means thinking nothing. But Stuart does not assume that his passing thoughts are worthy of utterance. He is not in the habit of uttering his fleeting ruminations, so just as Rebecca "naturally" speaks her thoughts, he "naturally" dismisses his as soon as they occur to him. Speaking them would give them more weight and significance than he feels they merit. All her life she has had practice in verbalizing her thoughts and feelings in private conversations with people she is close to, all his life he has had practice in dismissing his and keeping them to himself. (4123)

## **Text 9**

### **Public Speaking:**

#### **the Talkative Man and the Silent Woman**

*Before you read the text be sure you know these words:*

*wager* - to bet

*aggrandize* - to increase (in power, wealth, rank, importance)

So far I have been discussing the private scenes in which many men are silent and many women are talkative. But there are other scenes in which the roles are reversed. Returning to Rebecca and Stuart, we saw that when they are home alone, Rebecca's thoughts find their way into words effortlessly, whereas Stuart finds he can't come up with anything to say. The reverse happens when they are in other situations. For example, at a meeting of the neighborhood council or the parents' association at their children's school, it is Stuart who stands up and speaks. In that situation, it is Rebecca who is silent, her tongue tied by an acute awareness of all the negative reactions people could have to what she might say, all the mistakes she might make in trying to express her ideas. If she musters her courage and prepares to say something, she needs time to formulate it and then waits to be recognized by the chair. She cannot just jump up and start talking the way Stuart and some other men can.

Eleanor Smeal, president of the Fund for the Feminist Majority, was a guest on a call-in radio talk show, discussing abortion. No subject could be of more direct concern to women, yet during the hour-long show, all the callers except two were men. Diana Rehm, host of a radio talk show, expresses puzzlement that although the audience for her show is evenly split between women and men, 90 percent of the callers to the show are men. I am convinced that the reason is not that women are uninterested in the subjects discussed on the show. I would wager that women listeners are bringing up the subjects they heard on The Diane Rehm Show to their friends and family over lunch, tea, and dinner. But fewer of them call in because to do so would be putting themselves on display, claiming public attention for what they have to say, catapulting themselves onto center stage.

I myself have been the guest on innumerable radio and television talk shows. Perhaps I am unusual in being completely at ease in this mode of display. But

perhaps I am not unusual at all, because, although I am comfortable in the role of invited expert, I have never called in to a talk show I was listening to, although I have often had ideas to contribute. When I am the guest, my position of authority is granted before I begin to speak. Were I to call in, I would be claiming that right on my own. I would have to establish my credibility by explaining who I am, which might seem self-aggrandizing, or not explain who I am and risk having my comments ignored or not valued. For similar reasons, though I am comfortable lecturing to groups numbering in the thousands, I rarely ask questions following another lecture's talk, unless I know both the subject and the group very well.

My own experience and that of talk show hosts seems to hold a clue to the difference in women's and men's attitudes toward talk. Many men are more comfortable than most women in using talk to claim attention. And this difference lies at the heart of the distinction between report-talk and rapport-talk. (2513)

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## **Соціологія англійською мовою. Культура та комунікація**

**Навчальний посібник**

Відповідальний за випуск

Коректор

Подано до друку

Формат 60х60х84/ 16

Ум. Друк. арк.

Обл. вид. арк.

Наклад    прим.

Папір офсетний

Друк

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