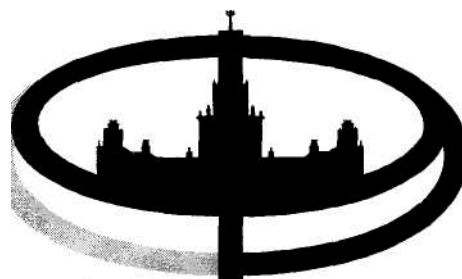


**МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
им. М.В. ЛОМОНОСОВА**

ЭКОНОМИЧЕСКИЙ ФАКУЛЬТЕТ



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ENGLISH

FOR JUNIOR STUDENTS OF THE HUMANITIES

UNIT 2

**Москва
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UNIT 2

LANGUAGE AND CULTURE

Pre - text exercises EXERCISE 1

Practise reading the following words and collocations

- a) adult; cycle; framework; merge; inhabitants; merely; gradually; variability; challenging; behaviour; currency; alienated; though; through; temporarily; occur; eventually; nevertheless.
- b) overwhelming task; classic symptoms; culture shock; new surroundings; a frightening experience; exciting things; personality differences; gentle interest; mild listlessness; feel the full force.
- c) ideas and images; language and culture; assumptions and behaviors and beliefs; thinking and acting; exciting and interesting; to go out and explore; emotions and senses; broader and more flexible; being and thinking; friends and families.
- d) for a short time or forever; stages of adjusting to the newness of the culture; a heightened state of emotion; to be intensely aware of everything; tend to run together; to accomplish simple tasks; foundations of their identity; cope with their fear; withdrawing from the new culture; retreating back to being spectators; depending on the individual; out of the depression and sense of loss; needless to say; going from excitement to despair.

THE STAGES OF ADJUSTMENT

1. Someone who goes to stay in a foreign country, whether it is for a short time or forever, passes through several stages of adjusting to the newness of the culture. If the stay is going to be short, the person moves quickly through the stages. If the stay will be long, the stages last longer. Even children, who seem more adaptable than adults, go through the adjustment cycle, though they pass through it rather quickly.
2. The first stage of adjustment begins before the travelers even leave home. During this stage they form ideas and images of what life in the new country will be like. In a way, they imagine themselves into the new way of life. It is a way to begin adjusting to the change.
3. In the second stage, which begins when the travelers arrive in the new country, everything is new and interesting. The travelers are in a heightened state of emotion, and their moods swing wildly up and down. While they are intensely aware of everything around them, they have no framework into which to put what they see and smell and hear. All their impressions tend to run together, or merge. Travelers at this stage are passive. They watch the inhabitants of their new land, but they do not join in. They are merely spectators.
4. As the travelers spend more time in the new country, the second stage gradually gives way to the third, or participation, stage. During this stage, the travelers begin entering into the life of the new country. They are no longer spectators, but begin taking part. And as they participate, difficulties arise. They make mistakes; they find it difficult to accomplish simple tasks in a new country with an unfamiliar language and customs.
5. This is the stage where there is the most variability. Some travelers find it challenging. They learn from their mistakes and gradually begin to feel more a part of the country. Others find the task of adjusting nearly overwhelming. But even those who find it difficult gradually - almost against their will - begin participating more and more.

6. As the travelers participate more in the life of the new country, they begin changing. What was strange becomes similar. What was difficult becomes easy. What seemed impossible becomes possible. Bit by bit they leave behind some of the assumptions and behaviors and beliefs which were part of them in their native land and begin thinking and acting more like the inhabitants of the new country. They have entered the fourth, or culture shock, stage of adjustment.
7. By the fourth stage the travelers are functioning well. The language is no longer the struggle it once was. The currency is no longer unfamiliar. They know what to expect and how to get what they want.
8. And just at this time a strange thing happens. They begin to feel more alienated than they did when they first arrived. Though life has become easier and they are coping well, they become irritable. Some become depressed. What they once found exciting and interesting in the new country is now annoying or hateful. They no longer want to go out and explore their new surroundings. They withdraw into themselves. They are experiencing the classic symptoms of culture shock.
9. What has happened is that by adjusting to their new surroundings, they have lost their sense of self. In giving up a little of their old culture and taking on some of the new, the very foundations of their identity are threatened. It is a frightening experience, and they cope with their fear by withdrawing from the new culture and temporarily retreating back to being spectators. Some even find that they can no longer use the new language as well as they had only days or weeks before.
10. This stage, the culture shock stage, may be long or short, depending on the individual. Eventually, though, the travelers begin participating again in the culture and they find to their amazement that they no longer feel so foreign. Out of the depression and sense of loss they experienced in the fourth stage comes real adjustment to the new land. They are less excited than they were in stage two, but their experiences are no longer a blur of heightened emotions and senses. They participate more than they did in stage three, but with less effort. In short, they have adapted to and become a part of their new country.
11. The final stage, the re-entry stage, occurs when or if the travelers return to their native lands. When they do, they find that they are not quite the same people as they were when they left. They have changed. Their values may be broader and more flexible. They have learned new and often better ways of being and thinking. Their friends and family seem slightly narrow and inflexible. Worse, their friends and family are only mildly interested in the exciting things that happened to them during their stay abroad. To their amazement, they feel just a little bit foreign in their own homeland.
12. Needless to say, personality differences influence to the degree to which travelers go through these stages of adjustment. For some, the second stage is merely one of gentle interest in their new surrounding, while they experience culture shock only as a mild listlessness or lack of interest in what is going on. Others feel the full force of each stage, going from excitement to despair, fully aware of the imbalance they experience as one stage gives way to another. Nevertheless, all travelers go through these stages of adjustment to a greater or lesser degree, and none return to their homes as quite the same people who left.

(from Insights into Academic Writing by Margot C. Kadesch)

NOTE: Mind some differences in British and American dialects

Great Britain

the United States

Different prepositions

(a shop) in Bond Street	On Bond Street
At the weekend	On the weekend
Quarter to 8 (time 7:45)	A quarter of 8

Vocabulary differences

Bill (in a restaurant)	Check
Hoover	Vacuum cleaner
Lift	Elevator
Pavement	Sidewalk
Postal code	Zip code
Postman	Mail man
Town centre	Downtown
Underground	Subway
Shop	Store

Spelling variations

Aluminium	Aluminum
Behaviour	Behavior
Catalogue	Catalog
Centre	Center
Cheque (for a bank)	Check
Colour	Color
Marvellous	Marvelous
Programme	Program
Traveller	Traveler
Tyre (of a car, bicycle etc.)	Tire

Different verb forms

Get, got, got	Get got, gotten
Dive, dived. Dived	Dive, dove, dived

ACTIVE VOCABULARY

1. adapt (v)

-smth: ~ plans - изменять планы

-oneself to/for/ - адаптироваться, приспособиться к ч.-л.

~to smth: ~to the idea, to new circumstances - смириться с мыслью, приспособиться к новым обстоятельствам

adaptable (a) :an ~ person - легко приспосабливающийся человек

2. adjust(v)

~ smth: ~ the equipment, ~ the economy - наладить оборудование, сбалансировать экономику

~ to smth.- a change, ~ new environment, ~ new conditions - подстроиться / приспособиться к перемене, новой среде (окружению), новым условиям **adjustment (n)**

to make necessary ~s - осуществить необходимые перемены

adjustable (a): easily ~ device - легко регулируемый прибор

3. **arise(v)** arose, arisen

smth~s : a problem ~s, a question ~s, a new difficulty ~s - возникает проблема, вопрос, новая сложность

The question is bound to — Неизбежно возникает вопрос...

4. **assume (v)**

~ smth: to ~ a new name , ~ responsibility - принять / выбрать новое название / имя, взять на себя ответственность,

Let us ~ that ... - Допустим, что ...

It is possible / difficult / sufficient to ~ that... - Можно /сложно / достаточно предположить, что...

It can well be ~ ed that... - Легко предположить / допустить, что...

We have sufficient ground to ~ - У нас имеется достаточно оснований предположить...

~ ing this to be true... - Предполагая /допуская, что это верно...

assumption (n)

certain ~: correct ~, wrong ~, basic ~, general ~, classical ~ - верное предположение, ложное, основное, общепринятое, классическое положение

On this ~ - Исходя из этого ...

We proceed from the -that - Мы исходим из того положения, что...

5. **depend (v)**

~ on/upon smth : ~ on the circumstances, ~ on conditions, ~ on qualities - зависеть от обстоятельств, условий, качеств

~ upon smb / smth: ~ upon a person, ~ upon a guide - полагаться на человека, полагаться на путеводитель

dependent (a) - зависимый, обусловленный,

dependence(n)

certain ~ : close, direct ~ on/upon smth - тесная , прямая зависимость от чего- л.

(inter)dependence (n) - (взаимо)зависимость

That ~s - Как сказать ...

It all ~s how / where / what... - Всё зависит от того, как / где / что ...

6. **degree(n)**

certain ~: a considerable ~ , various ~ - значительная, различная степень

to a greater or lesser ~ - в большей или меньшей степени

to a certain ~, in some ~ - в известной степени

To what ~? - До какой степени? В какой мере ?

Not in the least / slightest ~ - ни в какой, ни в малейшей степени, ничуть, нисколько

7. **differ(v)**

~ from each other/ one another - отличаться друг от друга

~ in appearance - быть непохожими

~ from smb about / on smth - не соглашаться с кем-либо по поводу чего-либо

Tastes ~ - о вкусах не спорят ~ in opinion - расходиться во мнениях

difference(n)

~ in smth : ~ in appearance, ~ in character, ~ in culture - различие во внешности, характере, культуре

-of opinion - расхождение во мнениях, разногласия

make a ~ (between) - проводить различия (между)

It makes a great ~; It makes all the ~ - В этом-то все и дело. Это совсем другое дело.
It makes no ~(to me) - (для меня) это не имеет значения
There is a world of ~ - существует огромная разница ...
One major -is - Одно из основных различий состоит в ...

different (adj)

In a ~ way - иным образом

8. experience (v)

~ smth: -joy, - pain, - difficulty - испытывать / переживать радость, боль, трудность

experience (n)

certain ~ : extensive ~, strange ~, interesting - , unpleasant — странный, интересный, неприятный, случай / приключение / испытание know by / from - - знать по опыту learn by — - узнать по опыту

speak from ~ - говорить на основании личного опыта It has been my - that - Я имел возможность убедиться (на опыте), что... **experienced (a)** : an ~ nurse, an - teacher - квалифицированная / опытная медсестра, преподаватель

9. find (v) found , found

- smth impossible, necessary, easy, difficult - считать что-либо невозможным , необходимым, легким, трудным

- the terms reasonable - находить условия разумными (приемлемыми)

It has been found that... - Выяснилось, что...

You will ~ that... - Вы убедитесь, что...

I was surprised to - that - Я с удивлением обнаружил, что...

10. form(v)

- smth: - the basis, - a system, ~ a whole, - an image - создать основу, систему, целое, образ

be ~ed upon smth : be ~ed upon the model - быть созданным по модели be

~ed of smth: be ~ed of several parts - состоять из нескольких частей

form (n)

certain - : optimal ~; concrete — оптимальная, конкретная форма

take, assume the ~ of smth. - принимать форму чего-либо present smth

in the -of - представлять что-либо в форме...

to be different in - - различаться по форме

11. occur(v)

smth —s in a certain manner : the phenomenon —s regularly, simultaneously, rarely - явление происходит регулярно, одновременно, редко **occurrence(n)** certain - : regular ~, widespread ~ - закономерное, широко распространенное явление

12. stage (n)

- of smth: - of development, ~ of history - стадия развития, период истории

pass / move / go through ~s - проходить этапы (фазы)

at an early / the first / the second - - на раннем / первом / втором этапе

by easy —s - не торопясь, с частыми остановками

13. tend(v)

~ to do smth иметь тенденцию, склоняться к чему-либо

-to smth: ~ to the same conclusion склоняться к тому же выводу / заключению

tendency (n)

certain ~: strong ~, growing ~, pronounced ~, universal ~; сильная, растущая, четко выраженная, всеобщая тенденция / склонность / стремление upward ~; downward ~; тенденция к повышению / к понижению

14. value (v)

~ smth: ~ friendship, ~ advice - ценить дружбу, совет

value (n)

certain ~ : ethical, eternal, cultural ~s - моральные, вечные, культурные ценности
be of great / little practical — иметь большое значение / небольшое практическое
record, read the ~ - записать / зафиксировать, прочесть значение

valuable

~ contribution, ~ gift - ценный вклад, ценный подарок

15. way (n)

certain ~: the right, wrong, best ~ of doing smth. - правильный, неправильный, лучший метод / способ сделать что-либо

find a ~ to do smth - найти способ / возможность сделать что-либо

give ~ to smth. - отступить, уступать, смениться чем-либо

a ~ of life - образ жизни

in one ~ or another - тем или иным способом, так или иначе

in the same ~ - таким же образом

~s and means - пути и способы

in a ~ - в некотором отношении, в известном смысле, до известной степени

in any ~ - в любом случае

16. withdraw (v) withdrew, withdrawn

~ smth : ~ an offer; ~ an accusation; ~ a promise, ~ a candidate - отказаться от / снять предложение, обвинение, обещание, кандидатуру

~ into oneself - замыкаться в себе, уходить в себя

~ from smth: ~ business, partnership, society - отойти от дел, выйти из товарищества, общества и т.д.

withdrawal (n)

certain ~: immediate ~, necessary — немедленный вывод, необходимое изъятие

COMPREHENSION CHECK

EXERCISE 1 *Translate from English into Russian.*

Compare the ways the ideas are expressed in both languages. Pay attention to differences in punctuation.

1. Someone who goes to stay in a foreign country, whether it is for a short time or forever, passes through several stages of adjusting to the newness of the culture.
2. In a way, they imagine themselves into the new way of life.
3. While they are intensely aware of everything around them, they have no framework into which to put what they see and smell and hear.
4. This is the stage where there is the most variability.
5. Some travelers find it challenging.
6. Others find the task of adjusting nearly overwhelming.
7. The language is no longer the struggle it once was.
8. They begin to feel more alienated than they did when they first arrived.

9. What has happened is that by adjusting to their new surroundings, they have lost their sense of self.
10. Some even find that they can no longer use the new language as well as they had only days or weeks before.
11. Out of the depression and sense of loss they experienced in the fourth stage comes real adjustment to the new land.
12. In short, they have adapted to and become a part of their new country.

EXERCISE 2 *Paraphrase and interpret the following sentences in English.*

1. The travelers are in a heightened state of emotion, and their moods swing wildly up and down
2. Travelers at this stage are passive.
3. They begin to feel more alienated than they did when they first arrived.
4. They withdraw into themselves.
5. In giving up a little of their old culture and taking on some of the new, the very foundations of their identity are threatened.
6. Their friends and family seem slightly narrow and inflexible.
7. Others feel the full force of each stage, going from excitement to despair, fully aware of the imbalance they experience as one stage gives way to another.

EXERCISE 3 *Find in the text the answers to the following questions. Read them off.*

1. Who passes through several stages of adjusting to the newness of the culture?
2. When does the first stage of adjustment begin ?
3. What happens during the first stage?
4. How do the travelers feel in the second stage?
5. What does the participation stage mean ?
6. Why do the travelers begin changing?
7. What is the fourth stage characterized by?
8. What has happened to the travelers at the fourth culture shock stage ?
9. How do the travelers adapt to and become a part of their new country?
10. When does the final, the re-entry stage occur ?
11. How do personality differences influence the way travelers go through these stages of adjustment ?

VOCABULARY AND STRUCTURE RECOMMENDED

GRAMMAR: Perfect Tenses ; Sequence of Tenses

EXERCISE 1 *Find the most suitable Russian equivalents for the following English collocations.*

Several stages of adjusting to the newness of the culture; to seem more adaptable than adults; to go through the adjustment cycle; to imagine oneself into the new way of life; to find smth challenging; to leave behind behaviors and beliefs; to give up a little of the old culture; to take on some of the new culture; to threaten the foundations of one's identity; to retreat back to being spectators; a blur of heightened emotions and senses; to seem slightly narrow and inflexible; to go from excitement to despair; a mild listlessness or lack of interest; to feel the full force of each stage.

EXERCISE 2 *Find in the text the English equivalents for the following Russian collocations.*

Жить за рубежом короткое время или остаться навсегда; длиться дольше; покидать дом; приехать в страну; знать, быть в курсе всего; быть чрезвычайно эмоциональным; наблюдать за жителями; более не являться наблюдателями; делать ошибки; выполнять простые задания; учиться на ошибках; делать что-либо против своей воли; постепенно; справиться со страхом; мало интересоваться чем-либо; чувствовать себя немного иностранцем на родине.

EXERCISE 3 *Consulting the Active Vocabulary*

- a) *Express the same notion in words taken from the list of Active Vocabulary.*

To be inclined to move; step by step; take as true; to make smth more suitable for a new need; to put right by making a slight change; to live through smth; to rely on smth; not to be the same as; to take place; principles ,important things in life; method or manner; to move or take or pull back.

- b) *Give a good Russian variant for the following.*

To adjust to new surroundings; difficulties arise; to assume responsibility; let us assume that this is true; to depend on the individual; direct dependence on / upon; to a greater or lesser degree; to some degree; in the least degree; by degrees; to differ from each other; difference in character; it makes no difference to me; to experience the symptoms; a frightening experience; it has been my experience that; to speak from experience; to find smth exciting and interesting; you will find that ...; to form conclusions; to assume the form of smth; to pass / move through stages; to tend to run together or merge; broader and more flexible values; to give way to a new stage; in a way; a new way of life; new and better ways of being and thinking; to withdraw into oneself.

- c) *Give the English variant for the following.*

Адаптироваться к новой культуре; приспособиться к новым условиям; возникает вопрос; легко допустить, что...; мы исходим из предположения; зависеть от обстоятельств; жесткая зависимость; в значительной степени; до каких пределов; ничуть, несколько; быть непохожим; расходиться во мнениях; это совсем другое дело; проводить различия между; испытывать сложности; знать по опыту; выяснилось, что...; состоять из нескольких частей; представлять что-либо в форме; явление происходит регулярно; не торопясь; склониться к тому же решению; иметь большое значение; оценить мысль; найти способ / возможность сделать что-либо; пути и способы; в любом случае; отказаться от предложения; отойти от дел.

EXERCISE 4

- a) *Find in the text collocations with the noun " way ". Give the context in which they are used and translate them into Russian.*
- b) *Find in the text collocations with " no longer ..." and translate them into*

Russian.

- c) *Find in the text collocations with the following verbs : to cope, to leave, to lose, to give, to take. Then consult an English-English dictionary for more collocations which you might find useful.*

EXERCISE 5 *Translate the following sentences. Consult the Active Vocabulary.*

1. Нам пришлось изменить планы. Когда вы выезжаете за рубеж, вы должны приспособить к новому образу жизни. Он не мог смириться с мыслью покинуть город. Неужели так трудно приспособиться к новым условиям ? Она так легко приспосабливается!
2. Очень трудно наладить это оборудование. Автор пытается привести в соответствие основные экономические показатели. Как вам удалось приспособиться к новому окружению? После того как мы осуществим все необходимые изменения, станет легче. Такой легко регулируемый прибор очень удобен.
3. Возникла еще одна трудность. Если в этом возникнет необходимость, скажи мне об этом. Неизбежно возникает вопрос, кто оплатит эту публикацию.
4. Руководство решило выбрать новое название фирмы. Самое трудное - это взять ответственность на себя. Невозможно предположить, что они не знали этого. Легко можно предположить, что книга будет пользоваться успехом. Допуская, что это верно, мы можем продолжить эксперимент. Исходя из этого, контракт должен быть изменен.
5. До определенного возраста дети зависят от своих родителей. Это, конечно, зависит от многих обстоятельств. Разве это не зависит от качества продукта? Существует тесная взаимосвязь между этими событиями. Я не могу во всем полагаться только на него. Всё зависит от того, как скоро мы получим ваш ответ.
6. Студенты показали различную степень понимания этого предмета. В некоторой степени она права. В большей степени это зависит от вашего решения. В какой мере вас интересует мое предложение ? — Нисколько.
7. Внешне братья очень похожи, но во вкусах различаются. Французский отличается от английского наличием категории рода (gender) у всех существительных. Простите, но я с вами не согласна в этом вопросе. Между ними нет большой разницы. Существует много различий между двумя языками. Для меня это не важно. Существует огромная разница между языком литературы и литературным языком.
8. Никогда ранее не приходилось ему испытывать таких трудностей (mind the inversion). Она такая опытная медсестра ! Я вам по собственному опыту скажу. У него достаточно опыта такой работы? - Боюсь, у него недостаточно опыта для этой должности. Человек с вашим опытом должен справиться с этим. Много лет назад в Италии со мной произошел довольно неприятный случай.
9. В последнее время многие находят весьма затруднительным обеспечивать свои семьи. Мы считаем условия контракта приемлемыми. Выяснилось, что эти различия весьма существенны. Вы убедитесь, что его опыт окажется очень полезен в этой работе. Я с удивлением обнаружил, что она очень квалифицированная секретарша.

10. Мы образуем множественное число путем прибавления окончания - s \ -es. Мы формируем представление о стране задолго до того, как туда приезжаем. Это сложное устройство состоит из нескольких простых частей. Очень часто эти явления принимают весьма странную форму. Эти два стихотворения одинаковы по содержанию, но различны по форме.
11. Такие явления происходят регулярно в этой части света. Это может произойти внезапно. Вы должны понимать, что это довольно распространенное явление.
12. На ранней стадии развития этот процесс довольно сложный. Первые две стадии адаптации человек проходит очень быстро, на третьей стадии он сталкивается с непредвиденными сложностями.
13. Мы склонны думать, что он не такой уж квалифицированный специалист, и наши партнеры склоняются к такому же мнению. Существует устойчивая тенденция к повышению цен.
14. Довольно трудно оценить этот совет сходу (on the spot). Необходимо записать значение этих показателей за последние 5 лет. Эта книга будет для него весьма ценным подарком. Автор описывает вечные духовные ценности. Их исследование имело огромное практическое значение оно явилось ценным вкладом в развитие прикладных наук.
15. Единственный верный способ сделать что-либо хорошо - сделать это самому. Мне трудно понять такой образ жизни. Так или иначе вы должны попытаться понять его. Существуют различные пути и способы решения этой проблемы. В известном смысле он прав. Слабость всегда уступает место страху.
16. Вы не можете отказаться от этого предложения за три дня до подписания контракта. Ему пришлось снять свою кандидатуру. Она не смогла адаптироваться к новым условиям и замкнулась в себе. Как вы можете отойти от дел в такой момент! Немедленное изъятие наличных денег из банков может привести к краху.

EXERCISE 6

- a) *Read the text below and decide which answer A, B, C or D given after the text best fits each gap. There is an example at the beginning.*

EXAMPLE: 0 A character B credit C fame D reputation

ENGLISH SPELLING

Why does English spelling have a (0) for being difficult? English was first written down when Christian monks came to England in Anglo-Saxon (1)..... They used the 23 letters of Latin to write down the sounds of Anglo-Saxon (2) as they heard it. However, English has a (3) range of basic sounds (over 40) than Latin. The alphabet was too small, and so combinations of letters were needed to (4) the different sounds. Inevitably, there were inconsistencies in the way that letters were combined.

With the Norman invasion of England, the English language was put (5)risk. English survived, but the spelling of many English words changed to follow French (6)

.... , and many French words were (7) into the language. The result was more irregularity.

When the printing press was (8) in the fifteenth century, many early printers of English texts spoke other first languages. They (9) little effort to respect English spelling. Although one of the short-term (10) of printing was to produce a number of variant spellings, in the long term it created fixed spellings. People became used to seeing words spelt in the same way. Rules were (11) , and dictionaries were put together which printers and writers could (12) to. However, spoken English was not fixed and continued to change slowly-just as it still does now. Letters that were sounded in the Anglo-Saxon period, like the 'K' in 'knife', now became (13)'. Also, the pronunciation of vowels then had little in (14) with how they sound now, but the way they are spelt hasn't changed. No (15) then, that it is often difficult to see the link between sound and spelling.

1	A ages	B centuries	C times	D vears
2	A chat	B communication	C discussion	D speech
3	A deeper	B longer	C thicker	D wider
4	A explain	B express	C perform	D tell
5	A at	B in	C on	D under
6	A guides	B patterns	C plans	D types
7	A announced	B found	C introduced	D started
8	A discovered	B invented	C made up	D taken in
9	A brought	B did	C made	D put
10	A actions	B conclusions	C effects	D meanings
11	A drawn up	B filled in	C got across	D handed out
12	A check	B look	C refer	D see
13	A dumb	B quiet	C silent	D speechless
14	A alike	B common	C same	D similar
15	A idea	B mention	C problem	D wonder

b) *Answer the following questions.*

1. Why does English spelling have a reputation for being difficult ?
2. What was the spelling like in Anglo-Saxon times ?
3. Why did the English spelling become more irregular with the Norman invasion ?
4. How did the printing press contribute to English spelling ?
5. Why is it often difficult to see the link between sound and spelling ?

EXERCISE 7

a) *Memorize the use of prepositions and adverbs. Translate the phrases into Russian.*

To stay in_a foreign country; to pass /move through several stages; to adjust to the newness; rn_a way; to imagine oneself into the new way of life; to arrive *m* a new country; to be aware of_everything; to put into a framework; join in_; to learn from mistakes; bit by bit; to withdraw into oneself; to give up old culture; to take on the new culture; to cope with fear; to withdraw from the new culture; to depend on the individual; out of the depression; in short; to adapt to the new country; to be interested in; to happen to smb;

b) *Fill in blanks with prepositions where necessary.*

Who experiences culture shock? Everyone who stays ___ a foreign country does ___ some form or another. But culture shock comes as a surprise ___ most people. The people ___ the worst culture shock are those who never had any difficulties ___ their community. When they arrive ___ a new country, they do not have the same hobbies and positions. They find themselves ___ a role and must build a new self-image and imagine themselves ___ their new way of life. People begin suffering from homesickness, made-up illnesses and even paranoia. When people suffer ___ cultural shock they withdraw ___ themselves, try to cope their fears, they want to protect themselves ___ unfamiliar life. They have the sense of security ___ their room or apartment, but it does not solve the problem ___ cultural shock. ___ short if you want to adapt ___ country the only way is familiarity and experience.

EXERCISE 8.

a) *Translate into Russian.*

1. We proceed from the assumption that...
 - a) culture is that complex whole which includes knowledge, beliefs, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society.
 - b) language is part and parcel of culture as it is one of the many capabilities acquired by man as a member of society.
 - c) The interrelation of language and other aspects of culture is so close that no part of the culture of a particular group can properly be studied without reference to the linguistic symbols in use.
 - d) changes in language must take place, in part at least, in response to cultural changes in general.

2. It is common knowledge that...
 - a) the history of culture and the history of language move along parallel lines.
 - b) it is in the course of learning his language and how to use it that every human being acquires the bulk of his culture.
 - c) you can acquire another society's culture only by learning and using its language.
 - d) if whole cultures could be grouped genetically as we now group languages, the culture areas so formed would be essentially coincident with language areas.

3. Needless to say, that...
 - a) the function of language is to organize, to construct, to provide us with our only access to reality.
 - b) linguistics is the best instrument yet devised for getting inside the human skin.
 - c) as people acquire, by invention or borrowing, cultural innovation of any sort, there are inevitable additions to their vocabulary.

b) *Complete the phrase-openings by translating the sentences which follow.*

1. It is evident that...
 - a) кельты сыграли очень важную роль в британской истории.

- b) древняя культура кельтов существует благодаря кельтским языкам, на которых до сих пор говорят в Уэльсе, Шотландии, Ирландии и Корнуолле.
- c) кельтские жрецы (priests), друиды, хранили в памяти всю необходимую информацию, связанную с религией, законами, медициной и историей, так как не могли писать и читать.
- d) женщины в кельтском обществе обладали большей независимостью, чем когда-либо в последующие века.
- e) британцев, которых часто называют англо-саксами, следовало бы называть англо-кельтами.

The question arises ...

- a) почему римляне решили захватить Британию .
- b) какова роль римлян в распространении грамотности среди кельтов .
- c) зачем римляне построили высокую стену на границе с Каледонией .
- d) чем закончилось римское вторжение в Британию .

EXERCISE 9

Reporting Verbs

to say **to tell**

To say,

it, this, so, nothing, something, that.

to tell smb

E.g. 1. He said nothing. He **told me** nothing. 2. Why did you not say so? Why did you not **tell me** this? 3. He said (that) he did not want to do it. He **told me** (that) he did not want to do it.

Note 1. The verb *to tell* is used without an indirect object: a) in the following expressions: **to tell the truth, to tell a lie, to tell a story**, b) if it means - **угадать, различить**. They are so much alike that only their mother can tell which is which. Can you tell at this distance what ship it is?

Note 2. The verb **to tell** may take a prepositional object when it means - **рассказать** — **to tell smb about smth.** - Will you tell me about it?

a.) *Fill in the blanks with 'say' or 'tell'.*

1. Who — you this? 2. Why did he — this? 3. Who — it's wrong? 4. Why did not he — so? 5. Who — you this? 6. You've been — lies, young man. 7. Let me — you a story.
8. Why did not she — the truth? 9. I have always—so. 10. I have—you so dozens of times. II. Did you — him the real reason? 12. She simply — nothing at all. 13. She — them nothing. 14. To — the truth, I — so only to please you. 15. You never — me anything. 16. He — it was too late anyhow. 17. What did you — ? 18. And then he — something strange. 19. What did he — to this? 20. What did he — on the subject? 21.

He — nothing about this. 22. He — us nothing about his trip. 23. He — this to spite you. 24. Can't you see she's — the truth? 25. — me all about it. 26. He did not — me about it.

Note 3. The verb **to say** is used with a prepositional object when you want to emphasize the person addressed.

Compare: He **told** me nothing. He **said** nothing **to me**.

	to speak	to talk
to speak,	to smb, with smb, about smth, on a certain subject	
to talk		

Note 4. The verb **to speak** takes a direct object in the following case: **to speak a foreign language, to speak French.**

b.) *Fill in the blanks with 'say', 'tell', 'speak', 'talk':*

J. I did not—at all. I did not — a word. 2. Now I've — it I'm not going to — on the subject again. Not ever. 3. What are you two — about? 4. I don't believe you. You're— it just to upset me. I don't want to— to you. 5. Nobody — to him. Nobody so much as — "hallo". 6. Why — such things when you are not sure of your facts? 7. She — to me very kindly and—me not to worry. 8. She—a little French. Just enough to —'the driver where we wanted to go. 9. To — the truth I'm not sure I want to — to her. 10. I can't — on the subject without — you how I got the facts. II. I did not — this. I only — I could — you what happened that night. 12. I have — to her about you. She — it was all right. 13. She wouldn't — to other children. 14. Don't — anyone about it. 15. I'll — you what he—. 16. I have been — so all along. He — too much. 17. Did he — English-? 18. What did you — ? 19. Why — about it? 20. He was the first to—. 21. He was the first to —so.

c. *Translate into English.*

1. Кто это сказал? 2. Почему он это сказал? 3. Он этого не говорил. 4. Он об этом не говорил. 5. Он на эту тему не говорил. 6. Они не разговаривали. 7. Он говорит по-английски. 8. Он мне этого не говорил. 9. Он со мной об этом не говорил. 10. Он ей этого не говорил. II. Он об этом ничего не говорил. 12. Где он это говорил? 13. Кому он это говорил? 14. Кому он об этом говорил? 15. Я вам ничего не говорил. 16. Он говорил хорошо. 17. Кто с ним об этом говорил? 18. Кто ему это сказал? 19. Кто ничего не сказал? 20. Кто говорил на эту тему? 21. Он сказал, что придет. 22. Он мне сказал, что придет. 23. Он не говорил, что придет. 24. Он мне не говорил, что придет. 25. Никому об этом не рассказывай.

ARTICLES

be go come	at to from	school (the) university (to study) college	to drive past the school. The college is a new building.
be go come	in to to	class (giving or having lessons)	to talk with a class of pupils
be go come	at to from	work (earning one's bread)	to admire a work of art
be stay go come	in to, from	bed (for rest), hospital (for medical treatment) prison (as punishment)	to lie down on the bed (as a piece of furniture) to renovate the hospital to walk round the prison
be stay go come	I in, out of to, from, out of	town (not in the country) town	to build a town
be go come	in, at to into from	church (for worship)	to admire the church
be at goto		sea (as a sailor)	to look at the sea

EXERCISE 10 *Fill in the missing articles.*

1. It's already 5 o'clock. Where is Sue? - She is still at _____ school. _____ school is under repair. Your son is 20. Is he at _____ college ?
2. Where can I find Miss Parker ? - Sorry, but she is in _____ class now. When you come to _____ class throw away the chewing gum. It's impossible to teach English in _____ class of 20 students.

3. My father is at ____ work now. He comes from ____ work very late at night. I don't like his manner of painting and I cannot call it ____ work of art.
4. She has to go to ____ hospital for serious treatment. The doctor sent him to hospital. He must stay in ____ hospital for two more weeks. I must go to hospital to visit my friend. They made a decision to renovate ____ hospital. He has been in ____ prison for 5 years. ____ prison is a very old red-brick building.
5. He is out of ____ town at present. If you go out of ____ town on the week-end leave the keys with your parents.
6. Miss Parker goes to ____ church every Sunday and she is in ____ church now. The workman went to ____ church to repair the roof.
7. He went to ____ sea and became a sailor at the age of 18. The ship is still at sea. Let's go to ____ sea, I love it at dawn.

EXERCISE 11

FORMS OF *OTHER*.

ADJECTIVE	PRONOUN
Sing. Another book (is) Plur. Other books (are) Sing. The other book (is) Plur. The other books (are)	another (is) others (are) the other (is) the others (are)
The students in the class come from many countries. One of the students is from Mexico. Another student is from Japan. Other students are from Brazil. Others are from Algeria.	The meaning of <i>another</i> : <i>one more in addition to the one(s) already mentioned.</i> The meaning of other \ others (without the): several more in addition to the one(s) already mentioned. - другой, другие
a) I have three books. Two are mine. The other book is yours. (The other is yours.) b) I have three books. One is mine. The other books are yours. (The others are yours.)	The meaning of <i>the other(s)</i> : <i>all that remains from a given number; the rest of a specific group.</i> - остальной, остальные
d) We write to each other every week, e) We write to one another every week.	<i>Each other</i> and <i>one another</i> indicate a reciprocal relationship - друг друга
f) Please write on every other line, g) I see her every other week.	<i>Every other</i> can give idea of " alternate". In (f) - через
h) I will be here for another three years, i) I need another five dollars, j) We drove another ten miles.	<i>Another</i> is used with expression of time money and distance, even if these expressions contain plural nouns. - еще

a) Supply a form of other in the following^

E.g. I got three letters. One was from my father. Another one was from my sister. The other letter was from my girlfriend.

1. Look at your hand. There is a total of five fingers. One is your thumb. _____ is your index finger. _____ one is your middle finger. _____ finger is your ring finger. And _____ finger (the last of the five) is your little finger.
2. Look at your hands. One is your right hand. _____ is your left.
3. I invited five people to my party. Out of those five people, only John and Mary can come. _____ people can't come.
4. I invited five people to my party. Out of those five people, only John and Mary can come . _____ can't come.
5. There are various means of transportation. The airplane is one of the means of transportation. The train is _____ .
6. There are various means of transportation. The airplane is one. _____ are the train, the automobile, and the horse.
7. There are two women standing on the corner. One is Helen Jansen and _____ is Pat Hendricks.
8. Alice reads *The New York Times* every day. She doesn't read any _____ newspapers.
9. Some people prefer classical music, but _____ prefer rock music.
10. Mr. and Mrs. Jay are a happily married couple. They love _____. They support _____.
11. He will graduate in _____ two years.
12. I'm almost finished. I just need _____ five minutes.
13. We will have to drive _____ ten kilometers.
14. Could you lend me _____ five hundred roubles?

b) Translate into English.

1. Он говорит на двух языках : один - немецкий, другой - голландский.
2. А она говорит на трех языках: один - английский, другой - французский, а третий - итальянский.
3. Я потерял свой учебник, мне пришлось купить другой.
4. У меня две книги на эту тему: одна - на английском языке, другая - на русском.
5. Некоторые любят громкую музыку, другие - нет.
6. Некоторые телевизионные программы великолепны, другие - ерунда.
7. Только два студента не справились с тестом, все остальные сдали его.

8. Они любят друг друга без памяти.
9. Есть три вещи, которые я особенно люблю: одна - это почитать хорошую книгу, другая - провести время со своими друзьями, и, наконец, - пройти утром по берегу моря.
10. Я еще хочу есть. С удовольствием заказал бы еще одну порцию салата.
11. Я бы хотел посетить три места, когда буду в Италии: одно - Ватикан, другое - Флоренция, и последнее - площадь Святого Марка.
12. Какие еще упражнения второго урока вы сделали?

EXERCISE 12

WORD FORMATION.

Threat - threaten - threatened - threatening
Short - shorten - shortened - shortening

a) *Fill in the blanks according to the model.*

Height			
Threat			
Fright			
Short			
Broad			
Less			
Wide			
Loose			

b) *Translate the following sentences into English.*

1. Путешествия расширяют наш кругозор.
2. Прекрасное музыкальное сопровождение усиливало впечатление от спектакля.
3. Такой подход угрожает существованию нашего союза.
4. Неужели это известие напугало вас ?
5. Его всегда пугала мысль, что придется уехать из этого города.
6. Вам нужно сократить это предложение.
7. Мы можем расширить значение этого термина.
8. Только такие меры могут уменьшить воздействие кризиса и ослабить социальную напряженность.
9. Они предлагают расширить число спецкурсов.
10. Это явление приобретает угрожающие размеры (scale).

EXERCISE 13 *Translate into Russian with the help of a dictionary (in writing).*

It is evident that the story of all languages is full of surprises. The year the Anglo-Saxons first crossed the sea to the former Roman province of Britannia, in AD 450, the odds against English becoming a world language were about a million to one. It was then an obscure sub-branch of the Germanic family of languages and not even native to the British Isles. A language that was born of invasion later itself became an invader on a global scale.

Supple in grammar, maddeningly inconsistent in spelling and pronunciation, English has its strengths and weaknesses. English as a world language is sustained by another elusive quality - its own peculiar genius. The arts of speech and literature have been perhaps the special contribution of the English people to European culture, or at least the one for which

they are most respected! This, needless to say, may have something to do with the history of the language. After the Norman invasion, English was neglected by the Latin-writing and French-speaking authorities; from the earliest times it was naturally the language of protest and dissent, the language of the many rather than the few. One cannot deny that, its genius was, and still is, essentially democratic. It has given expression to the voice of freedom from Wat Tyler, to Tom Paine, to Thomas Jefferson, to Edmund Burke, to the Chartists, to Abraham Lincoln, to the Suffragettes, to Winston Churchill, to Martin Luther King. It is well equipped to be a world language, to give voice to the aspirations of the Third World as much as the intercommunication of the First World.

TEXT ANALYSIS

EXERCISE 1 *Underline the topic sentence of each paragraph and identify the controlling idea of each sentence.*

Note: the topic sentence may occupy the place either at the top or at the bottom of the paragraph. Sometimes both - in this case we speak about the frame structure (see paragraph 12).

EXERCISE 2 *Trace how the controlling idea is developed into a paragraph.*

EXERCISE 3 *Analyse how the repetition of words, their substitutes, derivatives and synonyms (in paragraphs 1, 4 9,10) unite the paragraph.*

EXERCISE 4 *Examine and explain the use of articles in paragraph 2.*

EXERCISE 5 *Explain how each paragraph is connected with the previous one (see Unit I).*

EXERCISE 6 *Identify parallel structures in paragraph 6 and 7. What is the effect ?*

EXERCISE 7 *Analyse the use of pronoun " they " in paragraph 8. How can you explain that ?*

EXERCISE 8 *Write out all the connectives from the text.*

EXERCISE 9 *Underline the transitional expressions in the following paragraphs and indicate the relationship that each expression shows.*

Books are as necessary to the student of literature as saw and hammer are to the carpenter; anmjust as a carpenter prefers to work and, indeed) does his best work with his own tools/soy you will find thatyott will do your best work with your own tools, your books.

Some books, of course/ure too expensive foi; most of us to buy for ourselves and if we want to consult them/WeilSve to go to a library^ut,money spent on books wisely chosen is money well spent and yields a lasting return .(fop just as every hammer has its own feel, and the carpenter's favorite hammer has the right feel for him, ^nd just as you know the feel of your own pen QT typewriter and experience some sense of strangeness or discomfort when you use another(so)you will come to know the feel of your own books and work best with them.

fFrom *E.R. Seary and G.M. Story. The Study of English, St. Martin's Press.*,)

TEXT CONTENT

EXERCISE 1 *Answer the following questions.*

1. What are the stages of adjustment?
2. What happens to the traveler at each stage of adjustment?
3. When people are badly frightened or badly injured they go into shock. They are cold. They lose their ability to feel. Often they are not able to think clearly. Which stage of adjustment is called *culture shock* ? Why do you think the author chooses the word *shock* to name this stage of adjustment?
4. Why do you think returning home is listed as one of the stages of adjustment? Why would a person have to adjust to living again in his or her own country?
5. Have you ever gone through any of these stages? If so, which ones ? How were your reactions at each stage similar to or different from those described in the text?

EXERCISE 2 *Correct the following statements if you find them wrong..*

Begin your answers with such phrases as:

Yes, that's quite true;
We cannot deny this fact;
That is absolutely right;
I don't think that's quite right;
I'm afraid that's (absolutely) wrong;
That's not quite true;
Quite on the contrary;
As far as I remember...

1. Children pass through the adjustment cycle with greater difficulty because they are less adaptable than adults.
2. Travelers begin adjusting to new culture as soon as they arrive in the country.
3. In a new country travelers immediately join in the life of the country.
4. In the third stage difficulties arise, people start making mistakes. At the same time they begin participating more and more.
5. People cannot leave behind the assumption, behaviors and beliefs which were part of them in their native land.
6. In the fourth stage travelers feel completely at ease with the new culture.
7. When people have adapted to their new country they are more excited than they were in stage two.
8. When travelers return to their native lands their friends and family are very much interested in everything that happened to them during their stay abroad.
9. There are people who do not experience any feelings while encountering with new culture.

EXERCISE 3 *Comment on the following statements using the necessary word-combinations.*

- a) Specialists in intercultural studies say that it is not easy to get used to life in new culture.

Жить за рубежом короткое время или остаться навсегда; испытывать чувства; культурный шок; проходить (пройти) несколько этапов; приспособиться к (новизне) новой культуре; зависеть от продолжительности визита; быть более приспособляющимися.

- b) The adjustment cycle consists of several stages.

Покидать дом; приспособливаться к изменениям; формировать идеи и представления; находиться в приподнятом настроении; быть в курсе всего; не принимать активного участия; включаться в жизнь новой страны; более не являться наблюдателями; возникают сложности; чувствовать себя отчужденным; стать раздраженным; уйти в себя; зависеть от индивидуальных качеств; участвовать с меньшими усилиями; адаптироваться к новой стране.

- c) None return to their homes as quite the same people who left.

Последний этап происходит; обнаружить что-либо; иметь более гибкие суждения; узнавать новые и лучшие способы существования и мышления; и что еще хуже; к их удивлению; казаться ограниченными; мало интересоваться чем-либо; чувствовать себя немного иностранцем, когда возвращаешься на родину.

LISTENING

The Story of English

V

PART I. Old English

You are now going to hear a lecture divided into sections to help you understand it. As you listen, answer the question below.

Section 1.

- How old is the English language ?
- Who invaded the island of Britain in 499 AD ?
- When did ancient Britons build Stonehenge ?
- Where were native Celts and Romans driven to ?
- From what does the name Engaland come ?
- What is the origin of the name Engaland ?
- Who invaded Britain about 700 AD ?

Section 2.

- How long did the fighting with the Anglo-Saxons last ?
- What agreement did Vikings come to with the Saxon King, Alfred the Great?
- What language did the Scandinavians speak ?
- How did bilingual England become the country of one language which we now call the Old English?

Section 3.

What kind of a language was Old English?

Note down all characteristic features of Old English the lecturer mentions.

Section 4.

Are these statements correct or incorrect?

- a) Most of Old English is intelligible today.
- b) The epic poem " Beowulf " was written in the 8th century.
- c) "Beowulf" is 3,000 lines long.

Listen to the lecture again and take notes. The questions you have already answered will help you do this. After that make a short oral summary of the lecture.

PART 2. Middle English

You are now going to hear a lecture divided into sections to help you understand it. As you listen, answer the question below.

Section 1.

- a) What was the last invasion in English history ?
- b) Who was the invading force ?
- c) What kind of language did Norman French become ?
- d) What happened in the course of 3000 years ?

Section 2.

How did Norman French influence the English language ?

Section 3.

- a) What kind of phrases appeared in the language due to the fact that England was bilingual?
- b) What do we call Middle English ?
- c) Who was the first great English poet ?
- d) What is his best known work ?

Section 4.

- a) Complete the following statements correctly .
The printing press arrived in England in ...
 - 1. the 13th century
 - 2. the 14th century
 - 3. the 15th century
- b) Who was the first printer ?
- c) What is his contribution to the development of English ?

Listen to the lecture again and take notes. The questions you have already answered will help you do this. After that make a short oral summary of the lecture.

PART3. The Renaissance

You are now going to hear a lecture divided into sections to help you understand it. As you listen, answer the question below.

Section 1.

- a) What did the Renaissance bring about ?
- b) What was poured into the English language at this time ?
- c) Note down the examples provided by the lecturer.

Section 2.

- a) What influenced the English language most ?
- b) What is the mystery of W. Shakespeare ?

Section 3.

- a) What was Shakespeare's contribution to the language ?
- b) How can we characterize Shakespeare's poetical genius ?

Listen to the lecture again and take notes. The questions you have already answered will help you do this. After that make a short oral summary of the lecture.

PART 4. Modern English

You are now going to hear a lecture divided into sections to help you understand it. As you listen, answer the question below.

Section 1.

- a) What was the second great influence on the English language ?
- b) What did the Bible give the language ?
- c) Who wrote the version of the Bible ?
- d) What year do we consider to be the beginning of modern English ?
- e) What kind of language was English by the 17th century ?

Section 2.

What was the late 17th century characterized by ?

Section 3.

- a) How can we describe the 18th century?
- b) What do you learn about R.B. Sheridan ?
- c) Were elegant speech and writing confined only to the theater ?

Section 4.

- a) What did the Victorian period give the English language ?
- b) Why do we consider Charles Dickens the foremost novelist of the English language?
- c) What was this period also famous for ?
- d) Who wrote one of the greatest comedies of the English language ?

Listen to the lecture again and take notes. The questions you have already answered will help you to do this. After that make a short oral summary of the lecture.

SUMMARIZING

There are various types of summary you may need to make during your course.

Three main types can be distinguished:

1. It may be satisfactory for your needs to summarize a text in only one or two sentences. A short summary like this may be needed, for example, for the abstract of a short essay or an article you have written.
2. A more detailed summary may be necessary. For example, you may need to summarize the entire content of an article you are reading. This is called global summary.
3. You may need to summarize only some of the information in a text. Such a selective summary may involve the extraction of relevant information from a large body of prose.

In a summary you should not include your own opinions or extra information on the topic which is not in the text you have read. You are summarizing only the writer's information. Also take care not to include details of secondary importance.

Characteristics of an effective summary

-
1. The same order of facts and ideas as the original.
 2. Similar wording to the original with occasional phrases exactly the same.
 3. Different sentence patterns from the original.
 4. Simpler vocabulary than the original.
 5. Identification of key points in the original.
-

Important steps in writing an effective summary

Quickly read through the text to gain an impression of the information, its content and its relevance to your work; underline \ highlight the main points as you read.

Re-read the text making notes of the main points.

Arrange them in the form of a plan or a flow chart. Put away the original and summarize your notes in your own words.

Begin your summary. Restate the main idea at the beginning of your summary, indicating where your information is from.

Develop other major points.

Change the order of the points if necessary to make the construction more logical.

Re-read the work to check that you have included all the important information clearly and expressed it as economically as possible.

EXERCISE 1 *Read the text. Make up the list of dates and historic events which illustrate the development of the English language.*

The dawn of English

500BC - 1066AD

About 2,500 years ago a tribe called the Celts arrived in the British Isles. They came from Europe and spoke a language we now call Celtic.

By the time the Romans invaded in 55 BC a number of Celtic languages had developed. For the next 500 years the Romans tried hard to take over the country and its language.

The Romans spoke Latin. They built camps in various parts of Britain. A great many Latin words found their way into the English language, either at this time or later. The word *England*, later shortened to *England*, started to be used in about 1000AD. By now several new groups of people had invaded. The best-known of the invaders were the Angles and the Saxons who landed in 700AD. We call the language which they spoke Anglo-Saxon or Old English.

1066 and all that

1066AD-1400AD

In 1066AD the Normans invaded. They came from Normandy in France and brought their language with them. Although ordinary people continued to use English, the up-and-coming middle classes all adopted French as their language. To get on in society it became essential to speak French. As a result of this a new language began to be formed. Slowly Old English and French merged together into something which we now call Middle English.

Hot off the press

1400AD - 1800AD

The next big change came about because of an invention the printing press. In 1476 William Caxton started printing books in London. But he faced a major problem. People who lived in different parts of the country spoke English in their own different ways. They used different words to describe the same things and the way those words were put together in a sentence depended on what part of the country they were in.

When Caxton came to print what people said or wrote he had to choose his words and decide how to spell them. He took the easy way out: he nearly always chose his own dialect, the dialect of London and the East Midlands.

The increase in the number of printed books and pamphlets meant that gradually spelling was becoming standardised.

Now here is the news from the BBC

1800AD-the present day

In the last two centuries technology has really left its mark on our language. Newspapers, mass-produced books, libraries, films, radio and finally television have all played their part. New words have come into the language from all over the world. Words such as radar or laser have been invented to describe new inventions. Fashions have come and gone at great speed leaving such words *as punk, heavy metal, house music* or *rave* behind them.

(from *Profile UK* by Alan C. McLean)

EXERCISE 2 *Identify the key points of the text using the word-combinations given in Vocabulary Box..*

ИСТОРИЯ АНГЛИЙСКОГО ЯЗЫКА

С давних времен на Британских островах проживали кельты. В V—VI вв. вторгшиеся германские племена — англ, саксы, юты и фризы — принесли в Британию свои диалекты. В результате кельтские языки сохранились лишь в Ирландии, Уэльсе, на полуострове Корнуолл и в Северной Шотландии (в наше время они и там потеснены английским, а в Корнуолле кельтский язык вымер в XVIII в.). На остальной части Британии сформировался древнеанглийский язык, относящийся к германским; его письменную разновидность иногда называют англосаксонским языком.

В 1066 г. Англию завоевали вторгшиеся из-за Ла-Манша нормандцы во главе с Вильгельмом I Завоевателем. Они говорили на старофранцузском. На целых три века языком двора и администрации стал старофранцузский. Основным языком культуры и языком Церкви продолжал оставаться латинский, а по-английски в то время говорил только простой народ, и на нем почти совсем не писали. Постепенно Англия всё более отдалялась от Франции, а в XIV в. между Англией и Францией началась Столетняя война. Затянувшая эту войну английский король Эдуард III объявил языком администрации английский, к началу XV в. на нём стали говорить и при дворе. В эти десятилетия на основе лондонского диалекта появилась англоязычная литература, первым крупным писателем стал Джеффри Чосер (около 1340—1400). Язык того времени, именуемый среднеанглийским, значительно отличался от англосаксонского. В нём появилось много слов французского происхождения, а грамматическая система значительно изменилась: исчезли падежные окончания, проще стало спряжение. Вероятно, среднеанглийский язык быстро упрощался из-за тесных контактов с французским. Слов, заимствованных из французского, стало так много, что иногда английский рассматривают даже как смешанный романо-германский язык, однако это некоторое преувеличение. В XV в. в Англии появилось книгопечатание и сложилась орфографическая норма. Уже тогда орфография ориентировалась на язык более раннего времени и существовал разрыв между написанием и произношением. Этот разрыв увеличился в XVI в., когда в английском языке произошли значительные изменения, прежде всего в фонетике. Грамматика упростилась ещё больше, а орфография не изменилась. К концу XVI в. сложился новоанглийский язык, на котором уже писал Уильям Шекспир. С тех пор фонетика и грамматика английского языка существенно не менялись, хотя, конечно, изменилась лексика. Современные англичане почти всё понимают, смотря пьесы Шекспира или читая его произведения в оригинале.

Vocabulary Box

From ancient time, Celtic died out, written variety, court and administration, ordinary people, the Centenary War, words of French origin, case endings disappeared, conjugation, close contacts, gap between spelling and pronunciation, phonetics, grammar and vocabulary.

EXERCISE 3 *Sum up both texts and prepare a 5-minute speech on the subject "The history of the English language"*

EXERCISE 4. *Read the text. Write out the necessary key-words. Write a short summary of the text (2-3 sentences)*

LANGUAGE, LITERATURE AND CULTURE

1. The growth of literacy in England was closely connected with the twelfth-century Renaissance, a cultural movement which had first started in Italy. Its influence moved northwards along the trade routes, reaching England at the end of the century. This revolution in ideas and learning brought a new desire to test religious faith against reason. Schools of learning were established in many towns and cities. Some were "grammar" schools independent of the Church, while others were attached to a cathedral. All of these schools taught Latin, because most books were written in this language. Although it may seem strange for education to be based on a dead language, Latin was important because it was the educated language of almost all Europe, and was therefore useful in the spread of ideas and learning. In spite of the dangers, the Church took a lead in the new intellectual movement.
2. In England two schools of higher learning were established, the first at Oxford and the second at Cambridge, at the end of the twelfth century. By the 1220s these two universities were the intellectual leaders of the country.
3. Few could go to the universities. Most English people spoke neither Latin, the language of the Church and of education, nor French, the language of law and of the Norman rulers. It was a long time before English became the language of the whole nation.

(from An Illustrated History of Britain by David McDowall)

EXERCISE 5 *Read the text and make up apian in the form of statements. Write out key-words for these statements. Write a global summary of the text on the basis of these statements and key words.*

LANGUAGE AND CULTURE

1. With the spread of literacy, cultural life in Britain naturally developed also. In the cities, plays were performed at important religious festivals. They were called "mystery plays" because of the mysterious nature of events in the Bible, and they were a popular form of culture. In the larger cities some guilds made themselves responsible for particular plays, which became traditional yearly events.
2. The language itself was changing. French had been used less and less by the Norman rulers during the thirteenth century. In the fourteenth century Edward III had actually forbidden the speaking of French in his army. It was a way of making the whole army aware of its Englishness.
3. After the Norman Conquest English (the old Anglo-Saxon language) continued to be spoken by ordinary people but was no longer written. By the end of the fourteenth century, however, English was once again a written language, because it was being used instead of French by the ruling, literate class. But Middle English, the language of the fourteenth and fifteenth centuries, was very different from Anglo-Saxon. This was partly because it had not been written for three hundred years, and partly because it had borrowed so much from Norman French.
4. Two writers, above all others, helped in the rebirth of English literature. One was William Langland, a mid-fourteenth century priest, whose poem Piers Plowman gives a powerful description of the times in which he lived. The other, Geoffrey Chaucer, has

- become much more famous. He lived at about the same time as Langland. His most famous work was *The Canterbury Tales*, written at the end of the fourteenth century.
5. By the end of the Middle Ages, English as well as Latin was being used in legal writing, and also in elementary schools. Education developed enormously during the fifteenth century, and many schools were founded by powerful men. One of these was William of Wykeham, Bishop of Winchester and Lord Chancellor of England, who founded both Winchester School, in 1382, and New College, Oxford. Like Henry VI's later foundations at Eton and Cambridge they have remained famous for their high quality. Many other schools were also opened at this time, because there was a growing need for educated people who could administer the government, the Church, the law and trade. Clerks started grammar schools where students could learn the skills of reading and writing. These schools offered their pupils a future in the Church or the civil service, or at the universities of Oxford and Cambridge. The universities themselves continued to grow as colleges and halls where the students could both live and be taught were built.
 6. The Middle Ages ended with a major technical development: William Caxton's first English printing press, set up in 1476. Caxton had learnt the skill of printing in Germany. At first the printed popular books, such as Chaucer's *Canterbury Tales* and Malory's *Morte d' Arthur*. This long poem described the adventures of the legendary King Arthur, including Arthur's last battle, his death, and the death of other knights of the Round Table..
 7. Caxton's printing press was as dramatic for his age as radio, television and the technological revolution are for our own. Books suddenly became cheaper and more plentiful, as the quicker printing process replaced slow and expensive copywriting by hand. Printing began to standardize spelling and grammar, though this process was a long one. More important, just as radio brought information and ideas to the illiterate people of the twentieth century, Caxton's press provided books for the newly educated people of the fifteenth century, and encouraged literacy. Caxton avoided printing any dangerous literature. But the children and grandchildren of these literate people were to use printing as a powerful weapon to change the world in which they lived.

(from An Illustrated History of Britain by David McDowall)

EXERCISE 6 *Read the text. Summarize the information about different time sets and behavior patterns in regard to punctuality.*

HOW LATE IS LATE?

1. Time talks. It speaks more plainly than words. The message it conveys comes through loud and clear. Because it is manipulated less consciously, it is subject to less distortion than the spoken language. It can shout the truth where words lie.
2. Informally, for important daytime business appointments in the eastern United States between equals, there are eight time sets in regard to punctuality and length of appointments: on time, five, ten, fifteen, twenty, thirty, forty-five minutes, and one hour early or late. Keeping in mind that situations vary, there is a slightly different behavior pattern for each point, and each point on the scale has a different meaning. As for the length of appointments, an hour with an important person is different from thirty minutes with that same person. Ponder the significance of the remark, "We spent over an hour closeted with the President." Everyone knows the business must have been important. Or consider, "He could only spare ten minutes, so we didn't get much accomplished." Time then becomes a message as (eloquently) direct as it words were used. As for punctuality, no right-minded American would think of keeping a business associate waiting for an hour; it would be too insulting. No matter

what is said in apology, there is little that can remove the impact of an hour's heel-cooling in an outer office.

3. Even the five-minute period has its significant subdivisions. When equals meet, one will generally be aware of being two minutes early or late but will say nothing, since the time in this case is not significant. At three minutes a person will still not apologise or feel that it is necessary to say anything (three is the first significant number in the one-to-five series); at five minutes there is usually a short apology; and at four minutes before or after the hour the person will mutter something /although he will seldom complete the muttered sentence) The importance of making detailed observations on these aspects of informal culture is driven home if one pictures an actual situation. An American ambassador in an unnamed country interpreted incorrectly the significance of time as it was used in visits by local diplomats. An hour's tardiness in their system is equivalent to five minutes by ours, fifty to fifty-five minutes to four minutes, forty-five minutes to three minutes, and so on for daytime official visits. By their standard the local diplomats felt they couldn't arrive exactly on time; this punctuality might be interpreted locally as an act relinquishing their freedom of action to the United States. But they didn't want to be insulting - an hour late would be too late - so they arrived fifty minutes late. As a consequence the ambassador said. " How can you depend on these people when they arrive an hour late for an appointment and then just mutter something? They don't even give you a full sentence of apology!" He couldn't help feeling this way, because in American time fifty to fifty-five minutes late is the insult period, at the extreme end of the duration scale; yet in the country we are speaking of it's just right.

(from *Insights into Academic Writing*)

EXERCISE 7 *Read the text, write out the key-words and summarize the text in a few sentences.*

HOW SPACE COMMUNICATES: INTERACTION DISTANCE

1. Spatial changes give a tone to a communication, accent it, and at times even override the spoken word. The flow and shift of distance between people as they interact with each other is part and parcel of the communication process. The normal conversational distance between strangers illustrates how important are the dynamics of space interaction. If a person gets too close, the reaction is instantaneous and automatic- the other person backs up. And if he gets too close again, back we go again. I have observed an American backing up the entire length of a long corridor while a foreigner whom he considers pushy tries to catch up with him. This scene has been enacted thousands and thousands of times - one person trying to increase the distance in order to be at ease, while the other tries to decrease it for the same reason, neither one being aware of what was going on. We have here an example of the tremendous depth to which culture can condition behavior.
2. In Latin America, for example, the interaction distance is much less than it is in the United States. Indeed, people cannot talk comfortably with one another unless they are very close to the distance that evokes either sexual or hostile feelings in the North American. As a consequence, they think we are distant or cold, withdrawn and unfriendly. We, on the other hand, are constantly accusing them of breathing down our necks, crowding us, and spraying our faces.

(from *Insights into Academic Writing*)

DISCUSSION

THE SPREAD OF ENGLISH

The Japanese may restrict other imports, but there are no trade barriers to the importation of American language. English words are popular even if they do not quite make sense: T-shirts slogans like "I feel Coca-Cola." Japlish, the combination of English and Japanese, has resulted in many humorous billboards and shopping bags.

"It isn't important that the words mean anything; the important thing is that they sound good," according to Tim Maydeld, an American advertising executive. English has infiltrated many languages. Franglais is the combination of English and French. Other results are Spanglish, Sovangliski (with Russian); and Hinglish (with Hindi).

Foreign diplomats in Washington, D.C., can take a course in colloquial American English at the Smithsonian Resident Associate Program. Where else would they learn "Let's do lunch," "networking," and "knee-jerk" among the 1,000 Americanisms taught?

"Soon the whole educated world will have English as a first or second tongue," predicts Richard Lewis of Linguarama. "The English language seems to be moving faster in Europe than anywhere else."

English is the inevitable future of Europe. It is displacing French and German as the most widely spoken language among Europeans. The reason is 1992, and the trend has only just begun.

One of the greatest appeals of English as the world language is that it is easy to speak badly,

"English is the international language," says Akira Nambara of the Bank of Japan. "Or, I should say, broken English."

But just as English becomes the universal language, there is a backlash against that same universality. People are insisting on keeping traditional languages and cultures alive.

(from *Megatrends 2000* by John Naisbit and Patricia Aburdene)

EXERCISE 1 *Discuss the problem of importation of American language to various spheres of life in Russia.*

EXERCISE 2 *Prove that people insist on keeping traditional languages and cultures alive.*

CULTURAL NATIONALISM

From Alor Star in Malaysia, to Soweto in South Africa, to Xian in China, young people embrace the products of Western culture. In Nairobi, Cairo, Buenos Aires, and Kathmandu, you can hear the sounds of American music on almost any street corner. But the mass export of Western culture—especially U.S. culture - and the spread of English as a universal language have not come without a countertrend of cultural backlash. Against the backdrop of rock music, blue jeans, and American television, a new cultural and linguistic chauvinism is emerging:

The English language can be found on the street signs of major thoroughfares in Tokyo but is prohibited in the French-speaking province of Quebec in Canada, a country that is officially bilingual.

The Catalan language, outlawed during Francisco Franco's regime, is in the midst of a renaissance.

- ◆ In Wales parents who never learned Welsh themselves are sending their children to Welsh schools.
- 2. In the Third World the universality of English is coming under increased scrutiny. In the Philippines, Malaysia, and Sudan, English has been restricted in the schools. More than a dozen countries have tried to limit its use. Chances are they will have about as much luck as the Academie Francaise, which has consistently failed to protect the French language from an onslaught of foreign words, mostly English.
- 3. Nevertheless, language is the pathway to culture. If the inhabitants of a Third World country sense that an outside culture is gaining undue influence, they will feel their values are threatened and may respond with cultural nationalism, vigorously asserting their language and/or religion, just as they would counter a political or military invasion with renewed political nationalism.

(from *Megatrends 2000* by John Naisbit and Patricia Aburdene)

EXERCISE 3 1. Provide examples of the mass export of Western culture into Russia. 2. Provide examples of 'cultural and linguistic chauvinism'.

A WORLD GUIDE TO GOOD MANNERS

How *not* to behave badly abroad

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:

- The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and to know one another, and rarely drink at lunchtime.
- The Germans like to talk business *before* dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.
- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it taking it easy.
- American executives sometimes signal the feelings of ease and importance in their offices by putting the feet on the desk whilst on the phone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rule book of its own. You

must exchange business cards immediately on meeting because it is essential to establish everyone's status and position.

When it is handed to a person in an superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

Here are some final tips for travellers.

- In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.
- In Afghanistan you should spend at least five minutes saying hello.
- In Pakistan you mustn't wink. It is offensive.
- In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
- In Russia you must match your hosts drink for drink or they will think you are unfriendly.
- In Thailand you should clasp your hands together and lower your head and your eyes when you greet someone.
- In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

EXERCISE 4 *Discuss the questions in pairs.*

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understood their customs?
3. Which nationalities do *not* like to eat and do business at the same time?
4. 'They (the French) have to be well fed and watered.' What or who do you normally have to feed and water?
5. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
6. Imagine you are at a party in (a) England (b) America. How could you begin a conversation with a stranger? Continue the conversations with your partner.
7. Which nationalities have rules of behaviour about hands? What are the rules?
8. Why is it *not* a good idea to ...
 - ... say that you absolutely love your Egyptian friend's vase.
 - ... go to Russia if you don't drink alcohol.
 - ... say 'Hi! See you later!' when you're introduced to someone in Afghanistan. ...
 - ... discuss politics with your American friend in a McDonald's.
9. Do you agree with the saying 'When in Rome, do as the Romans do'? Do you have a similar saying in your language?
10. What are the 'rules' about greeting people in your country? When do you shake hands? When do you kiss? What about when you say goodbye?
11. Think of one or two examples of bad manners. For example, in Britain it is considered

impolite to ask people how much they earn. 12. What advice would you give somebody coming to live and work in your country?

EIGHT WAYS OF TELLING WHETHER MR SMITH IS ENGLISH OR AMERICAN (BEFORE HE OPENS HIS MOUTH)

People are dressing and looking more and more alike and national stereotypes are fast *vanishing*. Very few Americans parade around the world in stetson hats, cowboy boots, huge Havana cigars and Hawaiian shirts with string ties. Englishmen are equally unlikely to travel abroad in tropical tops and knee-length shorts, bowler hats, monocles, thick hairy tweed suits, or any of the other 'milord kit that once announced their island home *at* a thousand paces. Nonetheless, there are still subtle ways of distinguishing on a which side of the Atlantic Mr Smith resides, by careful observation. **1. Names.**

If he signs his name 'James M. Smith', he's very likely to be American. Few Americans can comfortably live without a middle initial, whether it means anything or not. (The 'F' in John F. Kennedy stood for Fitzgerald: the 'S' in Harry S Truman stood for nothing, except the security that a middle initial gives to an American name.)

'J. Smith' will undoubtedly be an Englishman who doesn't feel that it's entirely decent to expose his first name in front of strangers. He may give away as much as J.M. Smith but seldom more, and if he's called James, you know immediately that he's English for all Jameses are instantly reduced to Jim or Jimmy by their fellow countrymen even if they happen to be, as Mr Cartel was, President of the United States.

3. Ties

Striped ties, are common and popular on both sides of the Atlantic, but spot the subtle difference: the American's stripes go down from left to right (as you look at him), and the Englishman's stripes go down from right to left. There is no significance in this, political or otherwise -just one of those funny little things.

4. Shirts

If you can detect the line of tee-shirt sleeves under Mr Smith's long-sleeved white shirt, or if he's wearing a short-sleeved shirt with a tie, he's American. (The tee-shirt undershirt is for extra warmth during the summer months when Americans set their air-conditioning at slightly above freezing, and the short sleeves are to keep cool in the winter when their homes and offices turn into centrally-heated sauna baths. Americans never do anything by halves!) If on the other hand Mr Smith is wearing a striped shirt with pure white collar and cuffs, he's certain to be English, posh or pretentious.

5. Cigarettes

Not by brand, as the English are just as likely to smoke Marlboros as the Americans are to smoke Benson & Hedges, but if Mr Smith offers you a cigarette, he's English. Most Americans don't smoke anymore, but even if they do, it's not a custom to offer cigarettes, partly because in the USA they are too cheap to make the gesture appear generous (about half the UK price), but also because brand loyalty amongst American smokers has always been so fierce that a Benson & Hedges smoker would turn up his nose at Mr Smith's Marlboros, or the other way around.

6. Ice

If the fellow has a glass filled with so much ice that there is hardly any room for any kind of liquid in it. He's an American beyond any doubt.

Having enough ice is as much an obsession for Americans as getting a good cup of tea is for an Englishman. If on the other hand, the glass contains only one or two meagre melting ice cubes, or perhaps no ice at all he is, of course. English, and comes from a climate where chilling drinks artificially is not normally necessary.

7. Water

If he's drinking ice water with his meal, he's surely American. Americans crave water seemingly round the clock. The USA is filled with drinking fountains for constant replenishment and the first thing you get at an American restaurant is not the menu or the wine list, but a glass of water. The drinking of ordinary water is not as disdained in England as it is in other European countries, but, it is neither common nor customary, and if Mr Smith the Englishman is quite happy with beer or wine with his fish and chips.

8. Dates

If it's the third of November and Mr Smith writes the date as 11/3, you know he's American, but if he writes 3/11, he's English. Consider the English businessman who has an important sales contract to sign with Mr Smith on 1/4, and arrives on the first *of April* only to discover that this Mr Smith is American and that the appointment was on the fourth of January, three months before. The contract, alas, went to a competitor who arrived on the correct date. Happy April fools, and have a nice day!

The benefit of all this advance information is that when you are finally introduced to Mr Smith you'll know whether to say "How do you do you?" or "Hi, Jimmy. How are you?"

(from *In Advance* by Richard Side)

- EXERCISE 5** 1. Draw parallels with Russians along the same lines.
2. Think of most specific characteristic features of Russians.

THE WAY WE DO THINGS ROUND HERE

1. Language is not just the words people speak. It is body language, dress, manners, etiquette, ideas, the things people do - their behaviour. And like language, behaviour has a grammar, an internal logic that is possible to understand and master.
2. Some of the differences may seem superficial - dress, etiquette, food, hours of work. Often it is simply 3 questions of getting used to them, like the climate or the plumbing, while one goes on with the business.
3. Some of the differences, it is grudgingly admitted, may be an improvement. People are more courteous, service is better, you ask for something to be done and it happens without having to follow it up. Others can be irritating, like the conventions of punctuality. If you invite people to a party at 7 o'clock your guests will consider it polite to turn up on the dot in Germany, five minutes early in the American Midwest, in hour early in Japan, 15 minutes afterwards in the UK, up to an hour afterwards in Italy and some time in the evening in Greece. I deliberately avoided the more emotive word 'late' because there is nothing wrong in it. It is the accepted convention.
4. The problems begin when differences interfere with getting the job done. Delivery promises are not kept or suppliers are not flexible. There are no procedures or there are too many procedures. People never get together and thrash things out or meetings drag on all day. Decisions are postponed or they are taken without proper study. And so on.
5. An investigation into what lies at the heart of cultural differences leads into history, sociology, philosophy, theology, mythology, in fact every branch of the humanities. It is a 25 fascinating study but outside the scope and length of this book which deals with how those underlying differences manifest themselves in peoples day-to-day behaviour at work.
6. Culture is a woolly, flakey, pretentious, unbusinesslike, mildly derisive word like 'intellectual' or 'bureaucratic'. There have been attempts to find alternatives, such as climate or organisational ideology, but they are equally unsatisfactory. Culture has been

defined in many ways, including the following:

A collective programming of the mind.

The sum total of all the beliefs, values and norms shared by a group of people.

The methods a society evolves to solve problems.

Everything we take for granted.

Patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups including their embodiment in artefacts: the essential core of culture consists of traditional ideas and especially their attached values. In many ways, culture could be described as the personality of society. The definition of culture as it is used from this point on in the book is:

The way we do things round here.

(from *Insights into Academic Writing*)

EXERCISE 6 *Read the text. As you read, make a list of all cultural differences mentioned in it. Discuss them in groups.*

EXERCISE 7 *Which definition of 'culture' given in the text is most appealing to you? Explain it in your own words.*

EXERCISE 8 *Read the text and answer the questions after it.*

We are repeatedly warned to be aware of generalizations, yet, paradoxically it seems that the human mind cannot resist categorizing people and things. We love to 'pigeon-hole', to make order out of a universe that frequently seems to us confusing and even chaotic. Nowhere is this tendency more evident than in our willingness to generalize about nationalities. We create national stereotypes and cling to our prejudices. To illustrate this point, we shall take a look at the findings of a survey carried out by the market research firm, Parkland Research Europe.

This organization carried out a detailed study of European attitudes by questioning 185 business executives, lawyers, engineers, teachers and other professional people from seven European countries. These were: Germany; France; Britain; Switzerland; Italy; the Netherlands; Belgium. The resulting publication *Guide to National Practices in Western Europe*, gave some idea of what Europeans think of each other. It revealed many widely-held stereotypes, but also came up with a few surprises. In the chart below, some of the data from this survey is summarized.

PARKLAND FINDINGS

Germans

Liked themselves best of all. Most Europeans agreed that the Germans had the highest proportion of good qualities. They considered themselves very tolerant, but nobody else did. They saw themselves as fashionable. Others found them 'square'.

French

Not really admired by anyone except the Italians. Other Europeans found them conservative, withdrawn, chauvinistic, brilliant, superficial, hedonistic. Also, not very friendly. The French agreed on the last point!

British

Mixed reactions. Some found them calm, reserved, open-minded, trustworthy; others deemed them conservative, insular and superior. Everyone was unanimous that the British had an excellent sense of humour. The British most admired the Dutch.

Swiss

Showed considerable lucidity and powers of self-analysis. Saw themselves as serious, trustworthy, but too money-minded and suspicious. Most Europeans agreed. The Swiss liked the Germans best.

Italians

Generally considered by everyone to be lazy and untrustworthy, and the Italians agreed! Most also found them to be vivacious, charming, hospitable and noisy. The Italians admired the French and the Dutch. Hardly anyone loved the Italians except the French.

Dutch

Most admired people in Europe — except by their neighbours — the Belgians. Everyone agreed that the Dutch are hard-working, thrifty, good-natured, tolerant and business-minded. The Netherlands, however, was not considered a good place to live in.

Belgians

Least admired in this group. They see themselves as easy-going and diligent workers. Other Europeans consider them undisciplined and narrow-minded - and lousy drivers!

1. Did these national stereotypes coincide with your generalizations or did they come up with a few surprises?
2. What are your generalizations of this nature? Carry out a survey among your groupmates on this subject?

EXERCISE 9 *Write a similar description for the Russians.*

EXERCISE 10 *It is common knowledge that proverbs are the wisdom of peoples. They contain a nation's folk philosophy along with the spice of national culture and, above all, the peculiar flavour of the nation's language.*

1. Can you guess what these sayings mean:
double Dutch; Dutch comfort; I'm a Dutchman if...; to take a French leave?
2. Think of more proverbs or sayings based on national stereotypes.

DON'T WORRY - JUST SMILE !

You don't speak the language? Don't worry, just smile! That's what the experts on communication skills are saying. It's easy to communicate when you travel abroad. Smile, look at people in a friendly way and point at things and people will understand you. Or will they? People in different countries request things in different ways.

- The British say " please " and " thank you " more than Americans. When they buy something British may say " thank you " two or three times during the conversation. The Americans say " thank you " once.
- Americans always reply " you're welcome " after " thank you " the British sometimes reply " thank you ", or sometimes don't reply.
- In Northern European countries (e.g. Scandinavia, The Netherlands, Poland and Germany), people request things simply and directly and their intonation sounds like an English command.
- In Southern Europe, a smile, friendly body language and eye contact are very important when you requesting something.
- In Asia, people sometimes give a very small bow and often look away when requesting something.

(from *HANDSHAKE* by P. Viney and K. Viney)

EXERCISE 11 *Which of the things below are important in your country when you are requesting something ?*

smiling
friendly body language
eye contact polite
formulas polite
intonation

EXERCISE 12 *Complete the questionnaire, then compare your answers with a partner. You may tick more than one box.*

QUESTIONNAIRE

When do acquaintances shake hands in your country?

- they don't shake hands at all
- every time they meet during a day
- when they meet for the first time during a day
- when they say goodbye

When do people bow in your country?

- they don't bow
- they bow only to Heads of State
- they bow to superiors
- they bow to customers
- acquaintances bow when they meet

Which of these groups hug?

- D no one hug
- D women hug women
- D men hug women, women hug men
- D men hug men
- D adults hug children

Which people kiss each other when they meet in your country? D

- no one kisses in public in my country D close relatives
- people in love
- good friends
- D acquaintances
- colleagues
- strangers

A man meets a woman business friend. What happens?

- they don't kiss
- they kiss once (on one cheek)
- D they kiss twice (once on each cheek) D
- they kiss three times on the cheeks
- kiss on the lips
- D he kisses her hand

EXERCISE 13 *Comment on the problem tackled in the text.*

Словесность народа есть говорящая картина его нравов, обычаев и образа жизни. В каждом писателе как бы невольно пробиваются черты народные. Таким образом почти можно угадать сочинение немца, англичанина или француза, хотя бы и в переводе, хотя бы даже переводчик скрыл имя автора и утаил, из какого языка предложено сочинение .. *Немец* лучше всего описывает прелести природы, тишину полей, мирную жизнь сельскую или изображает собственные чувства, старается передать едва прелестные оттенки разных ощущений, волновавших его безмятежное сердце. На свет и людей он смотрит как бы сквозь увеличительное стекло, и если они составляют предмет его картин, то он почти всегда представляет их в исполинском, часто устрашающем виде. *Англичанин* ... с особенным искусством списывает характеры: он вглядывается, так сказать, в душу людей и оттуда выводит наружу страсти, показывает их на лице, движениях и в делах. Родясь под небом пасмурным и туманным, он впитывает с воздухом и унылость, и задумчивость; окруженный морем и огражденный грозными скалами, он хочет передать другим впечатление, рожденные в душе его дикими красотами природы. *Француз*, едва поднявшись на ноги, брошен был в шумный свет; в сей, можно сказать, уличной

жизни он рано привык таить свои чувства под маской приличий; все отличительные черты нравственные в нем изгладились от беспрестанного трения в обществе. Заметим, что едва ли почти не все писатели французские были писатели столицы Отчего немногие умели хорошо изображать природу. Но взамен французы мастерски описывают общество, или, как они называют, свет (le monde), ибо рассматривали его со всех сторон, а лица только с теми хорошими или дурными свойствами, приличиями или странностями, которые он им даёт. В их картинах много прекрасных групп, но мало сходных, разительных портретов.

О.М. Сомов (1793-1833) « О
Романтической поэзии ».

EXERCISE 14 *To prove what was said about provide examples from German, English and French fiction.
What do you think the characteristic features of Russian literature are ?*

EXERCISE 15 *Comment on the problem tackled in the text.*

За последние 20-30 лет в западной литературе, вернее - на верхах её, нет больше " французских ", " английских " или " американских " романов. То, что выходит в свет лучшего, становится интернациональным. Оно не только тотчас же переводится на другие языки, оно часто издается сразу на двух языках, и - больше того - оно нередко пишется не на том языке, на котором как будто должно было писаться. В конце концов становится ясно, что в мире существует по меньшей мере пять языков, на которых можно в наше время высказать то, что хочешь, и быть услышанным. И на каком из них это будет сделано - не столь уж существенно.

Н. Берберова " Курсив мой "

EXERCISE 16 *Comment on the following statements.*

1. Language is a horse that carries one into a far country.
2. When in Rome do (or speak) as the Romans do.
3. Language is a window to the past.
4. Every man carries his culture about with him wherever he goes.
5. Trifles make perfection, and perfection is not a trifle. (Michelangelo)
6. A sharp eye for faults may easily become a blind eye for beauty.
7. The test of good manners is being able to put up with bad ones.
8. Read. Read. Read. Read everything - trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master.
(William Faulkner)
9. In 100 years the world will speak one universal language.
10. Mass culture will oust national culture.
11. Я убежден, что в будущем нас ждет отсутствие национальных границ, таможен и т.д., нас ждет рождение единой культуры человечества, поскольку она должна быть доступна всем и понимать её смогут только люди, не враждебные друг другу.
(Д. Лихачев)

WRITING

The writing process is usually divided into three steps: prewriting, drafting and revising.

Prewriting is the first stage of writing. It includes reading, discussing and thinking about the topic in a variety of ways, such as doing research and taking notes, making lists and developing outlines.

Drafting is actually writing your essay. In your first draft, you get your ideas down on paper in complete sentences and paragraphs.

Revising is making changes in a draft to improve it. When you revise, you take out ideas, add ideas, rearrange ideas, or combine ideas.

EXERCISE 1. *Write a paragraph (100-150 words) discussing the following.*

1. Youth is happy because it has the ability to see beauty. Anyone who keeps the ability to see beauty never grows old. (F. Kafka)
2. You can tell the ideals of a nation by its advertisement. (N. Douglas)
3. When a man is tired of London he is tired of life. (Dr. Johnson)
4. We don't get to know people when they come to us; we must go to them to find out what they are like. (Goethe)
5. Culture is to know the best that is said and thought in the world. (M. Arnold)
6. Culture is the habit of being pleased with the best and knowing why. (H. van Dyke)

EXERCISE 2. *Write an essay on any of the following subjects.*

1. Life of an immigrant is not an easy one.
2. Time and space talk more plainly than words.
3. Cultural nationalism at the turn of the century.
4. Once a foreigner, always a foreigner. (J. Mikes.)
5. We live in a global village.
6. Sometime in the next century the arts will replace sports as society's dominant leisure activity.