

UNIT III

THE CHANGING ENGLISH LANGUAGE

Lead-in

Work with a partner. Read the statements below and discuss the questions that accompany them.

I. More people speak English as an international language or second language than speak English as their native tongue. In China alone, more people are learning English as an international language than there are people who live in the United States. About 330,000,000 people speak a variety of English as their native language (in the United Kingdom, the United States, Canada, Australia, New Zealand, South Africa, and the West Indies), while about 400,000,000 people speak English as a second language (in India, Kenya, the Philippines, and Nigeria).

1. What is your reaction to these facts?
2. What are the historical reasons that caused this situation to occur?

II. English has many varieties – for example, British English, American English, Canadian English, Indian English, Jamaican English, Australian English, and Philippine English.

Do you think International English should be one of these varieties or none of them? Why? / Why not?

III. English is the primary international language used in science, technology, business, air and sea travel, and diplomacy.

1. Which of these areas is most important for you now?
2. Will other areas become more important for you as time passes?

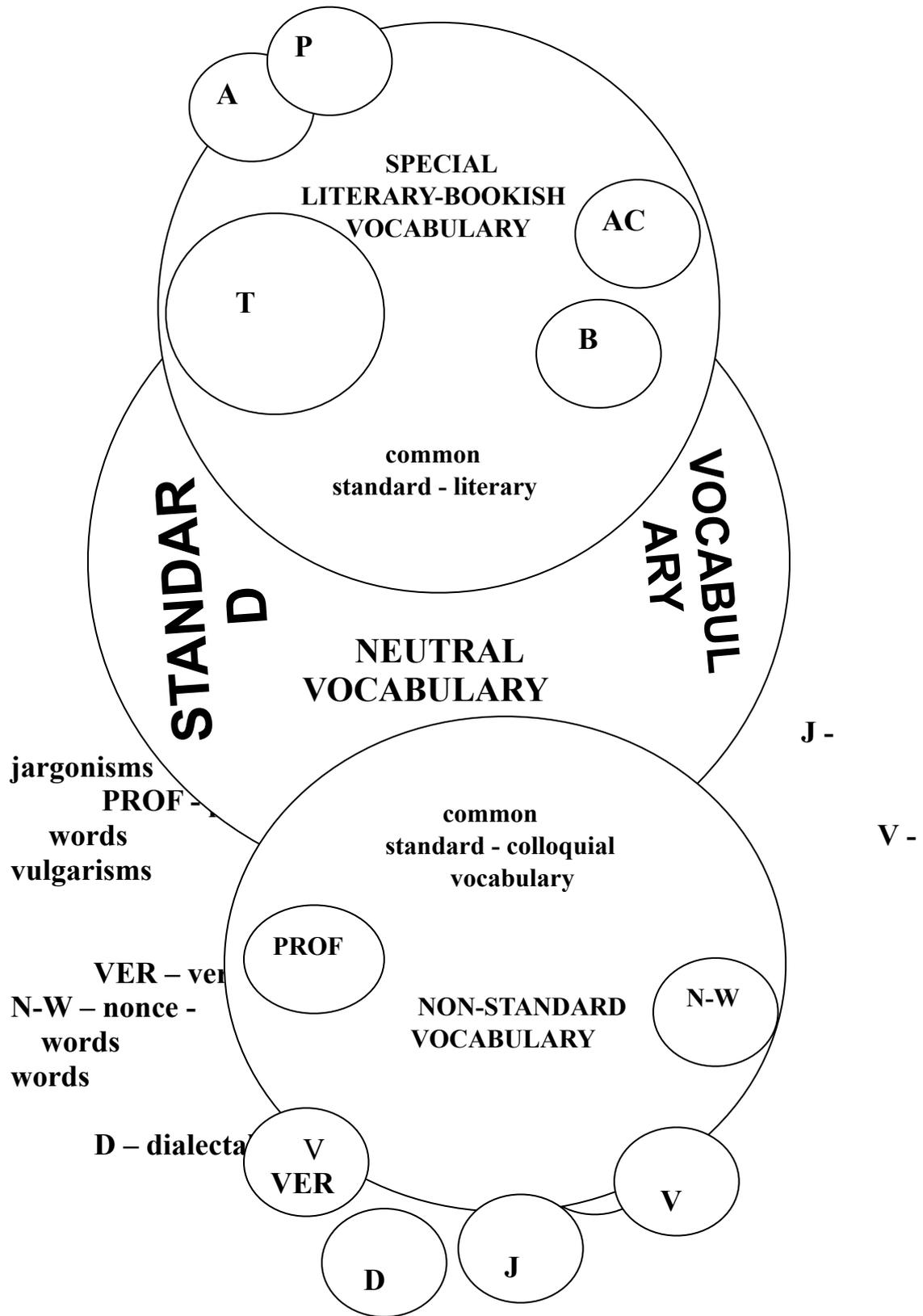
IV. English is used as an official language in forty–four countries, more than any other language. In fact, approximately 80 percent of the information stored in computers is written in English. Approximately 75 percent of the mail, cables, and telexes that are sent around the world are in English. And about 50 percent of all scientific and technical journals are written in English.

Do these statistics surprise you? Why? /Why not?

The English language is not a homogeneous ‘substance’. Its heterogeneous composition can be demonstrated graphically. Look at the chart and try to describe and explain what you see.

P – poetical words
A – archaic and historical words
T – terms

B - barbarisms
 (foreign words)
AC - authors' coinages



Exercise 1

Before proceeding to read any further study some vocabulary related to "Language" and translate it into Russian:

A.

Linguistic terms

1. *abbreviation* – a shortened or contracted form of a word or phrase, used to represent the whole, or used for titles or names of organizations
2. *acronym* – a word formed from the initial letters or groups of letters of words in a set phrase and pronounced as a separate word
3. *neologism* – a new word or phrase or an existing word used in a new sense
4. *coinage* – a newly invented or created word or phrase
5. *nonce word* – an archaic word meaning, 'for the one time'; a word that is coined for a particular occasion, can enter everyday usage, initially as a neologism
6. *loanword, borrowing* – a word or phrase borrowed from another language
7. *archaism* – an old-fashioned word
8. *blend* – a word made by putting together parts of other words

B.

Ways of speaking

1. *pidgin* – language with a greatly reduced vocabulary and a simplified grammar, often based on a western European language
2. *vernacular* – the indigenous language or dialect of a community; refers to purely spoken forms of a language
3. *dialect* – refers to choices of vocabulary, grammar and pronunciation made by people in different geographical regions or social contexts; the dialect known as '*Standard English*' is generally considered to be a prestige dialect and is the choice of many teachers, business people, newsreaders, etc.
4. *variety* – a term used to refer to any variant of a language which can be sufficiently delimited from another variant; the grounds for such differentiation may be social, historical, spatial or a combination of these
5. *accent* – refers solely to the way words are pronounced; the accent known as '*Received Pronunciation*' is considered as a prestige accent and is one frequently heard on television and radio news bulletins
6. *register* – one of many styles of language determined by such factors as social occasion, purpose, and audience; a commonly recognisable style of a context
7. *doublespeak* – evasive, ambiguous language that is intended to deceive or confuse
8. *ambiguity* – this means 'more than one possible meaning'

C.

Aspects of language and other

1. *semantics* – the study of word and phrase meaning
2. *syntax* – refers to the way words are put together in a group to create meaning as phrases, clauses or as a sentence
3. *lexis* – the vocabulary of a language as opposed to other aspects such as grammar
4. *phonetics* – the study and classification of speech sounds
5. *feminine* – the gender that ordinarily includes most words or grammatical forms referring to females
6. *masculine* – the gender that ordinarily includes most words or grammatical forms referring to males
7. *neuter* – the gender that ordinarily includes most words or grammatical forms referring to things classed as neither masculine nor feminine

WORKSHOP I. THE NEW VOCABULARY

Read the text below and work out an outline to highlight its main ideas.

Language

On January 1, 1800 there were approximately 140 million native speakers of English in the world. Two centuries later that figure has almost tripled to nearly 400 million. Add to them about 100 million who speak English as a second language. Consider how English has become the international language of communication, both conventional and digital. Think, moreover, of the massive increase in literacy since 1900, the legacy of the spread of universal education in the 19th-20th centuries. The English language is in an unprecedented number of hands.

In that same period, the world itself has changed beyond recognition. In 1900, no powered heavier-than-air craft had left the Earth's surface, a hundred years later we started looking in complacency at pictures of the Earth taken from outer space; various forms of electronic communication have brought all corners of the globe into instantaneous touch with each other. The old European colonies have become independent nations, a clash of empires, East and West, has risen and subsided. Sigmund Freud and his successors have delved into the recesses of the human psyche. The computer has grown, and shrunk, from a set of winking throbbing cabinets big enough to fill a room to a miniaturized component of everyday life, holding the threat of and the promise of the future in its microcircuits. Given all that, it would be

astonishing if the vocabulary of English had not grown substantially. And so it has.

Words are a mirror of their times. By looking at the areas in which the vocabulary of a language is expanding in a given period, we can form a fairly accurate impression of the chief preoccupations of society at that time. The new technology of cars, aircraft, radio and film dominated lexical innovation in the 1900s (aerodrome, wireless, cinema), along with the vocabulary of psychology and psychoanalysis (libido). In the decades of World War I and World War II, they were, not surprisingly, overshadowed by the broad spectrum of military vocabulary (gas mask, shell shock, tank, Blitzkrieg, black-out, gas chamber, kamikaze), but the return of peace brought other concerns to the fore: reconstruction and the nuclear threat (Marshall Plan, superpower, the bomb). The 1950s saw the first significant burgeonings of youth culture (beatnik, teen), which in its various manifestations has continued to be a prolific contributor to the English language. In the 1970s, concerns about the destruction of the environment became a long-term source of new vocabulary (green, global warming), and the language of political correctness and its proponents began to get into its stride (chairperson). The 1980s were the decade of money, typified by the lifestyle terminology of those who made and enjoyed it (yuppie, dinky). The major new player on the 1990s lexical scene was the Internet (cybernaut, web site).

But it is not only the areas of activity characterized by high vocabulary growth that give us clues about the direction the human race is going in. Our changing modes of social interaction have a lexical fingerprint too. Take, for example, the 20th century's rehabilitation of the notorious 'four-letter words', formerly so beyond the pale that no dictionary would print them. As their common (and often euphemistic) epithet 'Anglo-Saxon' suggests, they have been around a long time, and no doubt have been used widely in casual speech, but the taboo imposed on them means that printed examples from the 19th century and earlier are quite rare. It appears to have been the great melting pot of World War I, bringing together people of all classes and backgrounds, that encouraged the spread of such words (fuck off). You still ran a great risk if you printed them, though: between the wars, the likes of James Joyce and Henry Miller had their work banned when they tried to, and as recently as 1960 in Britain the use of 'Anglo-Saxon words' was one of the main issues in the trial of the Penguin Books edition of D.H. Lawrence's *Lady Chatterley's Lover* for obscenity.

What does this revolution in usage tell us about changes in English-speaking society? It certainly seems to be part of a more wide spread tendency to upgrade the status and acceptability of spoken English. Up to at least the 1960s, the notion of 'Standard English' was based exclusively on written English, and the colloquial language was regarded as an irrelevant but

occasionally embarrassing and annoying offshoot that needed to be kept in its place. Now this is no longer so, and colloquial usages (both lexical and syntactic) are widely accepted in situations (including quite formal writing) where they would once have been considered inappropriate.

On the other hand, there are a good many usages, which we now dare not allow to pass our lips. In the 19th century, it was socially acceptable, if not positively desirable, to be fat, and there was no stigma attached to the word 'fat'. Now, however, thinness is fashionable, and to call someone fat is a monstrous insult. We have evolved a range of euphemisms, from the colloquial *chunky* to the ponderous *circumferentially challenged*, to avoid the direct accusation.

It sometimes seems as if the 20th century were the century of euphemism. Much of the doublespeak is counterbalanced by areas in which frankness has lately become the rule, but there is no doubt that there are many areas which English speakers have become embarrassed to talk about in the last hundred years. The one with highest profile is probably racial differences. The fragmented history of English words for black people down the decades illustrates this. Terms such as *black* and *nigger* fell under a taboo in the middle part of the 20th century. They tended to be replaced by *negro*, but this went out of favour in the 1960s. Back stepped *black*, revived by blacks themselves as a term of pride. In the US it was joined by *Afro-American* and later *African-American*, in Britain by *Afro-Caribbean*. The politically correct lobby enthusiastically revived the 18th century *person of colour*, and added its own rather unwieldy *member of the African Diaspora*. Then in the 1980s US blacks subverted the whole process by reclaiming *nigger*, in the assertive new spelling *nigga*.

By what mechanisms did English expand its vocabulary in the 20th century? There are fundamentally five ways in which neologisms are created: by putting existing words to new uses (*mouse* in computers); by combining existing words or word parts and forming what is called blends (motor + hotel = *motel*); by shortening existing words and forming what is called initials (*GP*, *NHS*) or acronyms (*AIDS*, *NATO*); by borrowing words from other languages, which are known as loan words or barbarisms (*pizza*, *anschluss*, *fuhrer*, *glasnost* and *perestroika*); by coining new words out of nothing (*Teflon*, *quark*). That leaves a tiny residue of strange coinages which sometimes catch the public imagination by their very outlandishness. A famous example of such coinages is the word '*supercalifragilisticexpialidocious*'.

*Taken from an introduction written
by John Ayto to WORDS.*

Notes

1. Blitzkrieg – a period of sudden heavy attack especially from the air;
2. The Marshall Plan – a programme established by the US government in 1947 to give economic help to Europe after World War II. It was named after George C. Marshall, who was the US Secretary of State. Thousands of millions of dollars were provided for rebuilding cities, roads, industries;
3. anschluss – the taking over of Austria by Hitler's Germany in 1938;
4. quark – an extremely small piece of matter that forms the substances of which atoms are made;
5. beatnik – in the late 1950s and early 1960s, a person who showed opposition to the moral standards and ways of life of ordinary society. People often think of beatniks as young people with long hair and dirty clothes;
6. yuppie – Young Upwardly-mobile Professional, a young person in a professional job with a high income, especially one who enjoys spending money and having a fashionable way of life. In Britain, yuppies are seen as young people who earn a lot of money without necessarily working very hard, they are more concerned about enjoying their lifestyle than having a family or helping others in society. In the US, yuppies are thought of as being slightly older and as being insensitive, ambitious, and too interested in material goods;
7. dinky – Double Income No Kids Yet, one of two young married people in professional jobs who do not yet have children and who are both earning quite a lot of money;

8. supercalifragilisti cexpialidocious – (1949) wonderful, fantastic. The word first appeared, recognizably but in slightly different guise, as the title of a song by Parker and Young. It was made popular by the Walt Disney film *Mary Poppins* in 1964. At the end of the century it was still familiar enough to be adapted punningly in a national advertising campaign in Britain ('As far as we know, Sainsbury's offer more kinds of alliaceous vegetables (onions, shallots, garlic, leeks and chives) than any other supermarket. Which must make S a i n s b u r y ' s t h e m o s t supercalifragilisticexpialidocious supermarket in the country' (1997))

Working in pairs, compare your outlines and exchange information to decide on the best possible wording of each point.

Tasks to the text

1. Prove that the English language is in an unprecedented number of hands.
2. Find facts to prove that the world has changed beyond recognition in the past two centuries.
3. Explain what the author means by saying that 'words are a mirror of their times'. Do you agree with his point of view? Why?/Why not?
4. Explain the difference if any between:
 - a) political vocabulary and the language of political correctness;
 - b) politically correct words and euphemisms.
5. Account for the spread of "Anglo-Saxon words" and colloquial usages.
6. Point out the areas with the highest profile of doublespeak.
7. List the ways in which neologisms are created.
8. Give your own examples of the new vocabulary in the following areas:
 - technological
 - psychological
 - military
 - youth
 - environmental
 - political
 - social
 - the Internet
9. Decipher the following abbreviations: GP, NHS, AIDS, NATO.

10. Find out who/what Sigmund Freud, James Joyce, Henry Miller and D. H. Lawrence were. Prepare short reports about these people to deliver in class.
11. Compare the representatives of different types of youth culture: a beatnik, a yuppie and a dinky.

Exercise 2

Reread the text and write a summary.

Exercise 3

Translate the following sentences into Russian, paying special attention to the italicized structures.

1. **Given all that**, it would be astonishing if the vocabulary of English had not grown substantially.
2. By looking at the areas in which the vocabulary of a language is expanding **in a given period**, we can form **a fairly accurate impression** of the chief preoccupations of society at that time.
3. **It appears to have been the great melting pot of World War I**, bringing together people of all classes and backgrounds, that encouraged the spread of such words.

Exercise 4

Find in the article the words that answer the following definitions.

NOUNS

1. the state of being able to read and write –
2. something passed on or left behind by someone –
3. a feeling of satisfaction with oneself or a situation without good reason –
4. a broad and continuous range of smth –
5. a feeling of shame or dishonour –
6. a new stem or branch –

VERBS

7. to make smth or smb appear less important –
8. to make smth fit for use again –

ADJECTIVES

9. producing many works –
10. widely known for smth bad –

11. expressing strong opinions, showing a confident belief in one's own ability –
12. difficult to use –

Exercise 5

Explain in English the following word combinations related to language. Give their Russian equivalents.

conventional and digital languages

lexical innovation

to have a lexical fingerprint

casual speech (literary speech)

to upgrade the status and acceptability of language

formerly beyond the pale

Now use the above words or sequences in the correct form in the following sentences.

1. When close friends and relatives talk to each other, they may use a very _____ speech level.
2. Four stages of creation and adoption of _____ are also identified: non-recognition of the local variety; expanding usage; gradual acceptance as the norm; and recognition.
3. Excellent _____ laboratories featuring sophisticated language learning software and international film and television are available.
4. From this came the figurative meaning of “boundary”, and eventually the phrase “_____”.
5. A mechanism that uses lexical _____ to identify exact repetitions of text in large program source trees has been built and successfully applied.
6. The experimental approach goes counter to _____ teaching strategies by isolating particular skill.
7. This sheds light on how _____ language documentation and description are created and managed.
8. The program ensures proper training of plant personnel _____ the status and professional skills.
9. Tainted white Americans were treated as _____: unacceptable and outside the bounds of protection that white elites established for themselves.
10. Children often invent new words to express new meanings for which they have learned no words or cannot recall _____ words.

11. As long as such truncations and omissions are limited to situations where _____ is appropriate, they are standard.
12. The present study investigated the development of spontaneous _____ during the preschool years.
13. _____ languages are directly applicable to the high speed programs needed for multi-run hybrid computer studies.
14. One of the issues with audio will be the _____ of the sound quality to the customers: the foreign language faculty.

Exercise 6

Translate the following into English using the active vocabulary.

1. Грамотность – степень владения человеком навыками письма и чтения на родном языке.
2. Г. Фаст известен у себя на родине, как плодовитый писатель, книги которого пользовались неизменным успехом и издавались миллионными тиражами.
3. Разговоры о пресловутом «Кодексе чести» и комитете по этике до сих пор находятся в центре внимания.
4. С течением времени в речи усваиваются те лексические нововведения, которые не противоречат традиционной системе языка.
5. От сегодняшнего состояния обучения языку зависит, повысится ли статус родного языка, расширятся ли его социальные функции.
6. Некоторые слова и выражения прежде находились далеко за пределами общепринятых норм.
7. Небезынтересно и происхождение терминов: их специальное научное толкование неизменно восходит к значению данного слова в повседневном разговорном языке.
8. Постепенно исчезающий язык, тем не менее, оставляет лексический след в языке, идущем ему на смену, зачастую даже оказывая влияние на формирование его грамматической основы.
9. К. в своем трактате “Об ораторском искусстве” писал: “Когда слова, взятые для выражения соответствующих мыслей, хорошо упорядочены и образны, то особое достоинство придает им древность”.

Exercise 7

Translate the word combinations into Russian. In what context are they used by the author?

international language of communication

legacy of the spread of universal education

to rise and subside
to delve into the recesses of the human psyche
in various manifestations
to bring concerns to the fore
burgeonings of youth culture
to get into one`s stride
to subvert the process
politically correct lobby

Now use the above words or sequences in the correct form in the following sentences.

1. Now that we know how air parcels change temperature as they _____, we are closer to understanding why some days are cloudy and some are clear.
2. The death of a woman-officer in Afghanistan has brought the subject of women in the military _____.
3. The _____ lobby has complicated matters by declaring some labels as offensive and ignoring others.
4. The spread of _____ will be no small achievement on the part of humankind.
5. Surrealism was an art of fantasy, dream, and the unconscious, an art of delving _____ to discover mysterious, bizarre, and often disturbing images.
6. If you get _____, you start to do something easily and confidently, after being slow and uncertain.
7. The article brings out the _____ of bullying behavior.
8. Now is the time to honor his philosophy and _____ and spread his ideas of peace.
9. The New York based lobby group says that Afghan warlords are trying _____ of forming a new government in Kabul.
10. Within a single lifespan we`ve seen great _____ of freedom – and the worst tyrannies of all time.
11. Lancastrian schools _____ across the UK, educating millions of poor children and providing the foundation for the system of _____ enjoyed by many countries today.
12. The Southern Santa Cruz Mountains repeatedly _____ through a complex sequence of bay area deformation events.

13. Get _____ with power walking if you want to get fit but are bored by the idea of going to a gym.
14. This is a stark example of the _____ lobby hijacking the citizenship agenda.
15. The doom and gloom guys are bringing trade war concerns _____.
16. He uses the story _____ the dark recesses _____ and force the reader to deal with obsession, evil, right and wrong.
17. A doleful _____ of the 20th century is the still-growing gap between rich and poor countries.
18. A closed-door meeting of high-level government and business leaders was designed _____ the democratic process.
19. We are making progress in the educational policies today and hope the government does not clamp down on the _____ of free speech in classrooms.
20. Humor, in its _____, appears to be one of the most defining aspects of humanity.

Exercise 8

Translate the verbs below into Russian and suggest as many synonyms for them as you can.

- | | |
|-------------|---------------|
| to innovate | to subside |
| to upgrade | to delve into |
| to accept | to recede |
| to spread | to manifest |
| to rise | to subvert |

Exercise 9

Fill in the gaps with the verbs in the correct form from the list above.

1. The European Central Bank remains cautiously confident inflation _____ next year.
2. An e-mail worm that infects personal computers continues _____ after officials first detected it in Europe and the US earlier this year.
3. The capacity _____ was vitally important in the development and persistence of thriving, complex societies.
4. Floodwaters began _____ Sunday as the Iowa River crested in Iowa City but many communities face daunting cleanup and recovery efforts.
5. The candidate said that his campaign had decided that it _____ public financing for the general election.

6. On Monday the Attorney General called on Congress to take dramatic steps _____ the Constitution.
7. There are 10 simple ways _____ your look from passed-over to promotion-ready.
8. The sociologist might _____ deeper into the community's ethno-religious relations.
9. Global greenhouse gas emissions and energy demand _____ by 52% by 2030.
10. Managers looking _____ should consider changing one or more of these dimensions to deliver better performance.
11. Within the context of architecture, these themes _____ themselves in various forms.
12. The fishermen have been given less than 48 hours _____ the offer.
13. Heavy rains over the New Orleans metro area have begun _____.
14. The president and a small circle of advisers are said _____ deeply into the evidence in the case.
15. The tobacco industry is trying _____ the European Union tobacco advertising legislation.
16. The US Congress moved Tuesday to suspend a bid by the administration _____ Pakistan's fighter fleet.
17. Cholera is continuing _____ across Iraq and dissemination to as yet unaffected areas remains highly possible.
18. As you continue to hold the intention, eventually it does begin _____, sometimes almost miraculously.
19. Rice production in the European Union is also expected _____ while it may contract in Japan.
20. The anti-fuel tax protests that have paralyzed much of Europe during the last week began _____ over the weekend.

Exercise 10

Look at the ways of saying that

1. numbers, amounts, prices **diminish**:
 - to decrease, to go down – in general
 - to decline, to slide – to diminish gradually
 - to fall, to drop, to plunge, to plummet – diminish quickly
2. feelings, qualities become less strong:
 - to lessen, to subside, to wane

3. substances become smaller in size:
to shrink, to shrivel, to recede

Now use the verbs mentioned above in the following sentences.

1. My love for the countryside has never _____.
2. Exports of oil, cotton and minerals have _____.
3. Depending on how quickly political tensions _____, aid could begin to flow.
4. The stock market _____ 30 points when the news was broadcast.
5. His popularity has _____ among the voters but it is still high.
6. The number of candidates _____ from 120 to 70.
7. The number of households without a car _____ to 12%.
8. Public interest in World War II could easily _____ among the young.
9. The grapes are left in the sun to _____ and become raisins.
10. Prices will continue to _____ unless production is reduced.
11. During the 1960s, football attendance _____ from 1 million per week to 600,000.
12. The editor was concerned about the newspaper profit _____.
13. As the threat of a nuclear war _____ other things began to worry us.
14. If the British were to say: "No, we think war is unjustified," the American people's support for military action would _____.

Exercise 11

Study some general rules of word formation and revise the ones you learned in Unit 1, 2:

-ory – a noun suffix: a place for, smth having a specified use; an adjective suffix: of, relating to, or doing

Learn the following words and use them in the given sentences.

a) to innovate – innovative – innovatory – innovativeness – innovation – innovator

1. We need to become a more _____, more confident, more flexible economy which is able to compete successfully on the international scene.

2. All of the recent press indicates that senior managers are turning their focus to _____.
3. An _____ or pioneer in a general sense is a person or an organization who is one of the first to do something.
4. Market dominance doesn't have to lead to lack of _____, but it raises the likelihood of such dangers.
5. During the period 1883-1926, the University of Oxford used an _____, graduated college "taxation" system.
6. In the globalised marketplace of the 21st century, the failure _____ and invest today leads to slower economic growth and higher unemployment tomorrow.
7. This has a negative impact on organization of carrying on of _____ policy in the health service.

b) to accept – (un)acceptable – accepted – acceptance – acceptability

1. This policy defines the boundaries of _____ use of limited University electronic resources.
2. I have trouble sometimes with _____ criticism, but it's quite easy to act on criticism which isn't aimed at yourself.
3. The term "generally _____ principles" has a specific meaning for accountants and auditors.
4. Americans' views about the moral _____ of different social issues and policies haven't changed dramatically over the past year.
5. Any amendment that would delay implementation of the liability protections in this matter is _____.
6. The _____ of evolution is lower in the United States than in Japan or Europe.
7. It is generally _____ that smoking should be banned in public places.

c) to communicate – (un)communicative – (non)communicable – communicativeness – communication(s) – communicator – communiqué

1. _____ is the art of successfully sharing meaningful information with people by means of an exchange of experience.
2. The _____ approach is changing the face of foreign language teaching.
3. An _____ disease or NCD is a disease which is not infectious.
4. Ronald Reagan's ability to galvanise the American public with a direct style of address earned him the accolade of the Great _____.
5. The _____ of our nature leads us to describe our own sorrows.

6. In telecommunication, a _____ system is a collection of individual _____ networks, transmission systems, relay stations.
7. This responsibility is carried out in collaboration with others involved with the identification and management of _____ diseases.
8. The official _____ was issued at the close of the G20 London Summit.
9. Is he the best _____ among world leaders?
10. _____ is a process of transferring information from one entity to another.
11. Just like humans marine animals use sound as a way _____ with one another.
12. An _____ child may avoid interaction with peers and adults.

d) to recede – recessive – recessionary – recession – recess(es)

1. In economics, a _____ is a general slowdown in economic activity over a sustained period of time.
2. This study examines the amount of _____ that children 8 to 9 years of age receive in the United States.
3. Princeton researchers peek into the deepest _____ of human brain.
4. There are new concepts of dominant and _____ genes.
5. Because of the _____ economy, many people have put their travel plans on hold.
6. German consumer prices are likely _____ further in the coming months.
7. State by state, thousands of workers and community groups are taking this two-week congressional _____ as an opportunity to speak directly to their members.
8. As she grew older, the unhappy memories of her childhood _____.

e) to subvert – subversive(s) – subversiveness – subversion

1. As long as society is relatively stable _____ ideas will not be generally accepted, they will receive widespread consideration only during a period of social upheaval.
2. Unless the company is endowed with managers who are marketing _____ — individuals who challenge old practices and, when necessary, violate company rules and policy — it won't be able to meet the difficult challenge of changing conditions.

3. It's no exaggeration to say that technology _____ the original idea of America.
4. _____ groups may be prohibited from access to the media or denied the right to assemble.
5. Mikhail Bulgakov's razor-like satire, _____ and courage make him the greatest Russian writer of them all.
6. _____ refers to an attempt to overthrow structures of authority, including the state.

e) to diminish – diminutive – diminished – diminution

1. One trend in politics and journalism is the use of informal or _____ forms of first names.
2. Climate change already _____ fresh water resources.
3. A _____ is a prefix or suffix added to a word in order to convey the sense of a smaller size.
4. The amount of homework _____ towards the end of the semester.
5. Clients with _____ capacity due to disability are entitled to the same competent and diligent representation from their lawyers as are all clients.
6. _____ in value generally refers to a reduction in the worth of something caused by an action of a third party or entity.
7. These newly developed products have _____ size, small power loss and wide bandwidth.
8. Diversity matters because _____ diversity is _____ human dignity.

Exercise 12

Translate the sentences into English using the active vocabulary.

1. Первые ростки молодежной субкультуры появились в России еще в конце 50-х годов, а уже в семидесятые годы субкультуры явились неотъемлемой частью социальной жизни крупных городов.
2. Правда должна прочно войти в обиход каждого дня, а полуправда – ложь, замаскированная и корыстная.
3. Значительно реже взаимодействие двух языков приводит к их полному взаимному уничтожению и появлению совершенно нового языка, имеющего собственные грамматические и лексические особенности.
4. По мнению лингвистов, особенности красноречия и словарного запаса, а также манеры изъясняться, сокрыты в тайниках человеческой души.

5. По мнению социологов, одним из проявлений возросшего уровня жизни в стране стал настоящий литературный бум и существенно увеличившийся спрос на книжные издания и другую печатную продукцию.

6. Представители прессы отметили, что небрежная речь дипломата свидетельствовала об отсутствии у него понимания политкорректности.

7. Повсеместное укрепление демократии и политических свобод выдвигает на первый план новые задачи, в том числе совершенствование избирательной системы и законодательства о выборах.

8. Без всякого сомнения, уменьшается количество языков, находящихся в активном употреблении и служащих средством универсального общения, в то же время увеличивается стремление малых народов сохранить самобытность своих наречий и диалектов.

Exercise 13

a) *In what context was the verb “to subvert” used in the text? Study the following verbs ending in – VERT and translate them into Russian.*

SUBVERT, CONVERT, REVERT, PERVERT, DIVERT, AVERT, INVERT

1. **to subvert** – *undermine the power and authority of an established system or institution*: a government, an electoral process, democracy, a system

2. **to convert to/into** – *change the form, character, or function of something; change one's religious faith or other belief*: smb to pacifism, water into ice, the study into a nursery

3. **to revert to** – *return to a previous state, practice, topic, etc.*; *turn one's eyes or steps back*: to previous practices/old rules/one`s native language/the owner; one`s eyes/one`s attention to

4. **to pervert** – *distort or corrupt the original course, meaning, or state; lead smb away from what is considered natural or acceptable*: the truth, minds, a meaning, the course of justice, one`s intentions, a person

5. **to divert from/to** – *cause smb or smth to change course or turn from one direction to another; distract smb from smth*: from one`s course, water from the river, extra money to schools, traffic to a street, attention from

6. **to avert** – *turn away one's eyes or thoughts; prevent or ward off an undesirable occurrence*: an accident, a war, a strike, an epidemic, evil, danger, disaster, violence, one`s eyes/gaze

7. **to invert** – *put upside down or in the opposite position, order, or arrangement*: a cup, the order of words, rules of justice, an image, the subject and predicate, stability and order into

b) Fill in the gaps with these verbs. Translate the sentences into Russian.

1. An accident _____ by his quick thinking.
2. Ohio Governor has embarked on a concerted, months-long effort _____ the state's electoral process.
3. My daughter finally _____ me to pop music.
4. There is a plan to _____ the Mississippi River in order to rebuild the coast ravaged by Hurricane Katrina.
5. If you work on your computer at night _____ the colours to have a darker display.
6. The local authorities _____ additional government resources to the inner cities.
7. This video software can _____ your video or movie files to many different formats.
8. She caught the insect by _____ her cup over it.
9. The task of cutting greenhouse gas emissions enough _____ a dangerous rise in global temperatures may be far more difficult than the previous research suggested.
10. All this violence on TV _____ the minds of our young children.
11. Use the _____ button to _____ an entire volume back to an earlier point in time.
12. Any person who attempts to obstruct, prevent, _____, or defeat, the course of justice shall be guilty of an offence.
13. All those on trial had used their official positions to _____ the government.
14. He has stopped drinking now, but he may _____ to it again.

Exercise 14

Translate the sentences into English using the studied vocabulary.

1. Обе политические силы, совместно организовавшие крах самодержавия, делали все, чтобы предотвратить революцию.
2. Врач подчеркнул, что через две недели необходимо опять начать принимать лекарство.
3. Матросы не спеша опустили триколор, перевернули его и вновь подняли на мачту.
4. Повстанцы низвергли власть ненавистного им диктатора.

5. Персы безжалостно подавили восстание, стерли город с лица земли, а всех его жителей обратили в рабство.
6. В конце шестидесятых британские группы намеренно извратили блюз.
7. Едва он покинул порт, как штормовая волна опрокинула его лодку.
8. Почему не удалось предотвратить Вторую мировую войну?
9. Фон должен быть нейтральным и не отвлекать внимание от главного объекта.
10. Эксперты пришли к заключению, что эти материалы распространять нельзя, так как они подрывают традиционные духовные ценности.

New technology does not only affect the language but it also changes our speech habits. Read the text below and try to understand what groups of people are concerned about the new language developments.

THE COMING GLOBAL TONGUE

It is, says Jacques Chirac, 'a major risk for humanity'. AIDS? The bomb? Over-eating? No: what frightens the former president of France is what the Internet may do to language, not least his own country's language.

The spectre haunting the president of France is not new. In 1898, when Otto von Bismarck was an old man, a journalist asked him what he saw as the decisive factor in modern history. He replied: 'The fact that the North Americans speak English'.

This Bismarckian alarm, says Geoffrey Nunberg, of Stanford University in California, now has a new significance. For the electronic media that bind the world together are essentially carriers of language. To work efficiently they need a common standard. The personal computer (PC) has one: Microsoft's operating system, Windows. The Internet has another: TCP/IP, its Esperanto or transmission protocol, which allows computers anywhere in the world to hook into it, whether they are PCs or rival Apple Macs. The English language is now the operating standard for global communication.

In fact, electronic communications have affected, and will continue to affect, language in three distinct ways. First, they change the way language is used. Secondly, they have created a need for a global language – and English will fill that slot. Third, they will influence the future of other languages, which people will continue to speak.

Start with the simplest sort of change: the way English is used in electronic converse. The language of electronic chat is splattered with

abbreviations that make it not just faster to type but also impenetrable to the novice. Plenty of activities have vocabularies of their own, badges of identity for the cognoscenti: think of motoring enthusiasts. So, too, with electronics.

Technology is, after all, fertile ground for vocabulary. Technology and science, including medicine, together account for 50-60 % of the new words in the addenda pages of Webster Third New International Dictionary.

Not only is the vocabulary of electronic communication different from ordinary English; so is the way in which it is used. In his magisterial 'Cambridge Encyclopedia of the English Language', David Crystal argues that broadcasting has already created some novel language forms.

One is for sports: "Because commentary is an oral reporting of ongoing activity, it is unlike other kinds of narrative (which are typically reported in past time)." Indeed, it is unlike any other kind of speech. A radio commentary is a particularly odd creature. Charles Ferguson, an American linguist, describes it as "a monologue ... directed at an unknown, unseen, heterogeneous mass audience who voluntarily choose to listen, do not see the activity being reported, and provide no feedback to the speaker."

WEIDER YET AND WEIRDER

Other kinds of speech have been created by electronic communications. The answering machine, or voice-mail, has prompted new versions of the monologue. The telephone itself made common something that had previously been a rarity: a conversation with somebody you cannot see. Like talking in the dark, it encourages speakers to confide. For the listener, concentration on the voice alone, stripped of misleading body language, can be far more telling than a face-to-face conversation. One study found that it was easier to detect when a person was lying in a telephone call than either in a video-call or face-to-face.

Electronic media have created another novelty: the written conversation. Charles Evans of Chyden Net, a company based in Virginia which retails software electronically around the world, describes the style: 'There's no social pressure to avoid the broken sentence. The key word is 'bandwidth' – which implies that the Internet will collapse if you use flowery language, but really just means 'Get to the point'. Hence the staccato style of much electronic exchange. And getting it right first time is less important than in a letter or a fax: 'The cost of clarifying later is low.'

A written conversation has one great advantage over the spoken word: writers can refine their words before 'speaking' them. But it also lacks a key quality of speech: the tone of voice that conveys emotion. In electronic mail, says Mr. Evans, 'I find we all have a tendency to apologize for the fact that we can't see the other person's expression or hear their tone of voice. You wouldn't do it in a letter. It's because we're thinking of it as a conversation.'

At one point, some users solved this problem with the ‘smiley’, a use of punctuation to express delight by 😊 and sorrow by ☹. Other symbols represent other basic responses. True cyberians now dismiss such typographical fancies.

Being passe` on the Internet is a hideous offence, as socially ghastly as speaking with the wrong accent at the Ritz. To help the parvenu avoid insults and attack a whole collection of books offer advice on ‘netiquette’.

To foster such clarity WIRED, a magazine much read by the digerati, recently produced its own style guide, grandly called ‘Principles of English Usage in the Digital Age’. It is rather odd, therefore that the guide seems notably uninterested in being comprehensible to those whose first language is not English – or, indeed, to some of us who had thought that English was our mother tongue.

A NEW LATIN

But in spite of the best efforts of the geeks to give English ‘freedom from the shackles of grammar’, the development of the Internet will be one more fillip to the development of English as a world language. The result will soon be extraordinary: a language spoken by more people as a second tongue than a first.

At present, the United States contains four times as many English mother-tongue speakers as any other country. Britain is next. Between them, these two countries have 70% of the 320 m people whose first language is English. But far more rapid growth is taking place in the number of people who speak English as a subsidiary language. Peter Stevens, a Cambridge don who wrote about the rise of world English, predicted a time when ‘English will be taught by mostly non-native speakers of the language, to non-native speakers, in order to communicate mainly with non-native speakers.’

This is an extraordinary state of affairs. Carl Mills, professor of English at the University of Cincinnati, says nervously: ‘It will be the first time in the history of the world that the language is not ours any more. If a language is no longer the property of its native speakers, it will change, and it’s not clear what the consequences will be.’

Comprehension and discussion questions

1. Why does J. Chirac see the Internet as a major risk to humanity? Do you share his concern?
2. Why was Bismarck worried about the fact that way back in 1898 the North Americans spoke English? Were his premonitions justified?

3. Why are modern British and American linguists not very happy about the developments in the English language? Are there any grounds for their fears from your point of view? Why? /Why not?
4. What are the three distinct ways in which electronic communications affect language according to the article?
5. In what way do electronic means of communication affect speech habits? Do you see the effect as beneficial or pernicious? Why?
6. What may be the consequences of the fact that the English language is no longer the property of its native speakers?

WORKSHOP II. EUPHEMISTIC CORRECTNESS

Euphemism: A euphemism is a word or phrase people use to make something or someone sound positive, good and likeable.

Dysphemism: A dysphemism is a word or phrase people use to make something or someone sound negative, bad and unlikeable.

1.

EUPHEMISMS – are pleasant, innocuous words and phrases, which are used instead of plainer, more direct expressions, which may give offence. Sometimes euphemisms are used out of a sense of politeness, for example, *to pass away* instead of *to die*. Sometimes they are used to make things seem better than they really are, for example, *negotiator* instead of *salesman*; and sometimes they are used to deceive, for example, *air support* instead of *bombing raids*.

These are some examples of euphemisms:

freedom fighters: rebels, terrorists

departed: died

differently-abled: handicapped or disabled

ethnic cleansing: genocide

negative patient outcome: dead

collateral damage: accidental deaths

letting someone go: firing someone

on the streets: homeless

chronologically-challenged: late

use the rest room: go to the bathroom

between jobs: unemployed

go all the way: have sex
domestic engineer: maid
vertically-challenged: short

Bathroom euphemisms include: powder my nose, see a man about a horse, visit the facilities and wash up; little girls room/little boys room, smallest room in the house, comfort station.

Euphemisms for death:

asleep with Jesus, bite the dust, buy the farm, cement shoes, bills of mortality, called home, deceased, feeling no pain, cross over to the other side, go to one's last home, go to the last roundup, on the heavenly shores, run down the curtain, peg out, breathe one's last, give up the ghost, sprouted wings and taking a dirt nap

Funny euphemisms for death:

meet your marker, six feet under, popped his clogs, snuff it, kick the bucket, pushing up daisies

Euphemisms for fat:

big-boned, curvy, generously proportioned, gravitationally-challenged, matronly, oversized, overweight, plump, plus-sized, stout

Funny euphemisms for fat:

aisle blocker, chubby, chunky, colossal, couch potato, heroically proportioned, horizontally tall, house cow, sumo boy, sugar monster, there's more of me to love

2.

DYSPHEMISMS – a derogatory or unpleasant terms used instead of a pleasant or neutral ones. A speaker uses them to humiliate or degrade the disapproved person or character.

These are some examples of dysphemisms:

snail mail for postal mail
cancer stick in reference to a cigarette
egghead for genius
worm food for dead
bullshit for lies
pig for policeman
quack for doctor
shrink for psychologist,

money grubbers or gold diggers for the rich

Euphemisms and dysphemisms give a neutral sentence two different meanings.

1. A neutral sentence: “The unmarried woman lost her job selling used cars.”
2. A sentence with euphemisms: The bachelorette was discharged from her job matching people with experienced vehicles.
3. A sentence with dysphemisms: The spinster was given the ax from her job unloading lemons (негодная вещь) on unsuspecting buyers.

Relate each of the three sentences above to its appropriate context. When is one likely to say them? Make up three short situations with the sentences.

Make up 10 sentences with the above mentioned euphemisms and dysphemisms.

Exercise 15

Read the selection of sentences below taken from various spheres of human life. Each of them contains a euphemism. Explain what the following phrases mean in plain English.

1. The boss is slightly **INDISPOSED** and won't be able to attend the meeting.
2. There was a public outcry when the statistics concerning the **HARVEST** of grey whales was made public.
3. We noticed at once, of course, that his sister was **IN THE FAMILY WAY**.
4. Only parents of **EXCEPTIONAL** children may count on additional consultations.
5. The Chernobyl **EPISODE** will never be completely forgotten.
6. Following the **DEMISE** of her husband Clare left on a round –the-world trip.
7. The man was reported to have spent six years in a **CORRECTIONAL FACILITY**.
8. Amnesty International strongly objects to **AVERSION THERAPY** practised in some countries.

Exercise 16

Consider another list of phrases containing instances of doublespeak and euphemisms. Explain in plain English what they really mean.

1. HIGHLY CONFIDENTIAL SOURCES have been used in TECHNICAL SURVEILLANCE for decades.
2. One of my best friends is currently categorized as a DISPLACED HOMEMAKER .
3. Military commanders usually warn soldiers not to FRATERNIZE with the local population.
4. ARTIFICIAL DENTURES are believed to have inspired people with confidence.
5. Make sure your niece does not bring a DARKEY into the family.
6. The company spent \$12 million on CONTRIBUTIONS.
7. The army BROKE OFF CONTACT WITH THE ENEMY.
8. A true NEW RUSSIAN can hardly do without a LANDSCAPE ARCHITECT.
9. He took us by surprise in our BIRTHDAY SUITS.
10. The Americans were shocked when they heard about the number of CRIMINAL OPERATIONS performed annually on schoolgirls.

Exercise 17

Can you identify the euphemistic expressions in the sentences below? What do they really mean?

1. At the end of the evening, the minister seemed to be tired and emotional.
2. The president admitted that the statement he had made yesterday was no longer operative.
3. When the lawyer questioned him closely, the civil servant admitted that he may have been economical with the truth.
4. He is no longer in the best of health.
5. A man is helping police with their enquiries.

Exercise 18

Sort out the words given at the end of the text to fill in the gaps.

Euphemisms substitute a more pleasant word or phrase for one that is, for any reason, objectionable. They express unpleasant things in less harsh and direct ways: _____ (1) for die, _____ (2) for sweat, _____ (3) for corpse, _____ (4) for drunk. Most common euphemisms are associated with the basic facts of existence – birth, age, death, sex, the bodily functions – and often seem necessary for politeness or

tact. We are more comfortable describing a good friend as one who is _____ (5) and likes to drink than as a fat drunk. And in such contexts these terms are harmless.

But the use of euphemisms to distract us from the realities of work, unemployment, poverty, and war is at best misleading and at worst dishonest and dangerous. Today we take for granted such terms as _____ (6) for plumber, _____ (7) for undertaker, and _____ (8) for janitors. Such terms perhaps help protect the feelings of individuals and give them status. But the individuals themselves still have to sweat pipes, prepare bodies for burial, and sweep floors – in short do work that is hard or unpleasant. And if terms make us forget that reality they are misleading. It is a short step further to language consciously intended to deceive. Such language gives us _____ (9) for bombing, _____ (10) for killing people and destroying their homes, _____ (11) for retreat, _____ (12) for spying, and _____ (13) for lies. Such phrases are downright dishonest. They are created for the sole purpose of distracting us from realities that we need to know about. Slums and ghettos are no less slums and ghettos because we call them the _____ (14). And if you're fired, you're out of a job even if you've been _____ (15) or _____ (16).

- | | |
|---------------------------|-------------------------|
| 1. maintenance people | 9. stout |
| 2. terminated | 10. protective reaction |
| 3. pass away | 11. visual surveillance |
| 4. funeral director | 12. mortal remains |
| 5. strategic withdrawal | 13. pacification |
| 6. inoperative statements | 14. inner city |
| 7. deselected | 15. sanitation engineer |
| 8. perspire | 16. Intoxicated |

Euphemisms have become a distinctive feature of our times in general but in matters dealing with international relations and diplomacy they matter more than in any other sphere of human activity.

Discuss the following questions before you read the text below.

1. Do you think that you need to learn the culture of a people along with their language to communicate with them? Why or why not?
2. If a Korean businessman is doing business in Germany with a German, and they are using English as their common language, is it important for

- them to understand American or British culture to communicate? Why or why not?
3. If a Chinese official is negotiating with an American, and they are using a) English b) Chinese as their common language, is it important for them to understand each other's cultures? Which culture?

As you read the article from the Washington Times, April 16, 2001 try to find the answers to these questions. Suzanne Fields, a columnist for the Washington Times, is nationally syndicated. Her column appears Mondays and Thursdays.

GAME OF DIPLOMACY

China Crisis Required Sensitivity and Subterfuge

How refreshing to get a lesson in the nuances of language, and an exercise in the kind of critical thinking that extends beyond what the meaning of the word "is" is.

Love, as in "love is never having to say you're sorry," is one sappy cliché. It's harmless enough as a staple of the language of puppy love, but big-dog love can require an apology to a loved one when you're wrong – and often when you're right. You could ask Cupid.

But not in the give-and-take between foreign countries, where love never has anything to do with it. Nevertheless, diplomacy sometimes requires the sensitivity and subterfuge of the language of love. Finding the delicate balance, as in relationships between men and women, is the game of diplomacy.

Some conservatives thought George W. Bush should have used tougher language in the initial stages of the crisis on Hainan Island by calling our pilots "hostages." Many liberals thought he was too tough when he said this accident could undermine our hopes for a "productive relationship".

The speculation quickly changed from who would say what, and when, to something like "he said, he said." The advantage went to whoever got to write the subtitles.

The Chinese quibble endlessly over words, and which shade of purple to say them in. Did the president express enough grief over the death of the Chinese pilot? Was he "feichang wanxi" (very sorrowful) or merely "feichang bao qian" (very sorry)? Imagine the misery of the translator assigned to convert the tortured syntax of George Bush into "feichang" anything. We should be grateful we have a laconic president who doesn't make a big deal over feeling another's pain. (Whatever Bill Clinton would have said, and he

would have said a lot, every hour on the hour, no one could have translated it into two or three Chinese words.)

But how refreshing to get a lesson in the nuances of language, and an exercise in the kind of critical thinking that extends beyond what the meaning of the word “is” is. An imaginative teacher could use this linguistic crossfire to stress the complexities and subtleties of language and the different ways language reflects different cultures.

Few scholars any longer study rhetoric, and as a result most of us have a limited knowledge of the infinite shades of gray (or purple) in the art of persuasion and translation. Words, which actually have precise meanings, are often flung about with abandon, even by people who regard themselves as educated. But every language offers a different set of rhetorical possibilities, and none are more formidable than the languages of China. *Media Studies Journal*, which examines the media and its impact on society, devotes an entire issue to the specific difficulties in reporting about China.

With 4,000 years of civilization, China has consistently produced leaders and advisers who seem especially artful in using language to their advantage, understanding all too well that cruel and brutal rule must be “glossed over with a soft veneer,” writes Dai Qing, a Chinese dissident and onetime reporter for a Chinese daily.

The Chinese specialize in a technique which they euphemistically call “guiding public opinion.” What they mean is “censorship.” It’s the language equivalent of “saving face” and it’s what the Chinese government tried to impose on the United States with demands for an “apology”.

In China, the government speaks to a reporter in clear and precise language about how that reporter should approach his story. Explains Dai Qing: “Say it this way and not that, for no other position shall be tolerated,” or better yet, ‘Saying it this way is to your advantage, for if you insist on the opposite, well, then just let’s wait and see.’

This approach sets the parameters for how the Chinese report a story to their own people. “Sorry” was the word they had to have us say so they could tell their people that the United States had apologized. It was less important what we apologized for than that we used a word the government could manipulate. So the United States said it was “very sorry that the entering of China’s space and landing did not have verbal clearance.”

The Chinese wanted us to accept the blame for the collision, but President Bush finally made them understand they weren’t going to get that. Stalling became counterproductive and the Chinese government began to worry that the situation could spin out of control.

‘Wisdom,’ Confucius might say, ‘is knowing when to cut bait’, especially when you’ve got other fish to fry.

Tasks to the text

A.

Make out what happened on April 1, 2001, paying attention to such words and phrases as “hostages”, “the death of the Chinese pilot”, “the collision.”

1. Explain the title and the subtitle.
2. Prove that the president’s statement to the press wasn’t well-balanced.
3. Explain the difference between the English and Chinese languages as understood from the text.
4. Prove that the author is critical of scholars and translators. State if the author is critical or approving of Chinese leaders and advisers.
5. Explain the implication of the last sentence.

B.

1. Explain the following idioms: *to save face, to cut bait, to have other fish to fry*. Find them in the text and translate the sentences into Russian.
2. Recall all the synonyms to the word “*subterfuge*”.
3. Find the sentence in the text with the verb ending in “*vert*”. Paraphrase it.
4. Give examples of tough language.
5. Give examples of euphemisms in the text.

What actually happened

On April 1, 2001, a U.S. reconnaissance turboprop aircraft flying over the ocean at least 50 miles southeast of China's Hainan Island collided with a Chinese jet fighter that had been tracking its movements. The U.S. aircraft made an emergency landing in China, while the Chinese jet crashed. Apparently the pilot of the U.S. aircraft did not obtain verbal permission from China to land. All crew members on board the U.S. aircraft survived the accident in good condition. The Chinese pilot has not been found and is presumed dead at sea.

Comprehension questions

1. Why does the author speak about the language of love and the language of diplomacy? Do they have anything in common? What is it? Who is Cupid?
2. What do the reactions of different groups of people to the president’s statement prove?
3. Why is it challenging to translate into Chinese and to report about China?
4. What are the limitations of modern education according to the article?

5. What is the language of saving face?
6. How did the Chinese authorities manage to bridge the gap between the president's actual words and the sought-for result?
7. What actually propelled the crisis in Sino-American relations?

Exercise 19

Translate the following sentences into Russian.

1. Some conservatives thought George W. Bush should have used tougher language in the initial stages of the crisis on Hainan Island by calling our pilots "hostages."
2. Whatever Bill Clinton would have said, and he would have said a lot, every hour on the hour, no one could have translated it into two or three Chinese words.
3. "Sorry" was the word they had to have us say so they could tell their people that the United States had apologized.

Exercise 20

Explain in English the following word combinations related to language. Give their Russian equivalents.

sappy cliché

sensitivity and subterfuge of language

tough language

tortured syntax

linguistic crossfire

complexities and subtleties of language

infinite shades/nuances of language

clear and precise language

Now use the above words and sequences in the correct form in the following sentences.

1. It was refreshing that the focus was on the political themes and there was no _____ cliché love story.
2. The new draft retained _____ designed to maintain pressure on Iran.
3. The study shows that understanding the complexities _____ – and how gestures enrich and reveal meaning – is vital for people trying to relate to other cultures.

4. The criticisms made in the previous article suggest that the drafters have not yet mastered the skill of writing in _____.
5. This incredible _____ is enhanced by an effective amplification of the sound signal by the outer and middle ear structures.
6. Minister`s attitude fueled the _____ crossfire extending the protests.
7. The US Defense Department researchers are developing software that may be capable of accurately understanding the infinite _____.
8. As a general rule, journalists must not use, or publish materials obtained by _____.
9. This is a very warm book and the author pulls it all off without a _____ cliché in sight.
10. The _____ syntax tells us something else: China takes a completely different view of the protests.
11. The rest of the group carefully avoided getting involved in the _____.
12. As technology evolves, translations have become more about software and speed than an enriching intellectual journey through the _____ of human languages and cultures.
13. English is a _____ to learn and you`ve got to give credit to those who take it up.
14. People should be treated with _____ during periods of grief and trauma.
15. No Euro-manager can survive and function effectively without first understanding the _____ subtleties of managing in a multicultural environment.
16. In addition, the language of a will must be perfectly _____, as ambiguous terms or provisions may give rise to legal disputes.
17. George W. Bush poked fun at himself, his _____ and verbal gaffes, saying that highbrow journalists just aren`t savvy enough to keep pace with his linguistic brilliance.
18. Journalists will only make use of _____ if there is no other means to obtain information exceptionally important to the public interest.

Exercise 21

Translate the word combinations into Russian. In what context are they used by the author?

to find the delicate balance between
to quibble over words
the art of persuasion and translation
impact on society
to use language to one's advantage
to guide public opinion
to gloss over smth with
to manipulate a word
to have verbal clearance
to spin out of control

Now use the above sequences in the correct form in the following sentences.

1. Politicians skillfully _____ and artfully _____ different words when addressing the public.
2. The task force is prepared to help _____ between national security and individual liberty.
3. The world could not _____ the fact that negotiations on disarmament and non-proliferation had broken down at the World Summit.
4. Some may regard this as _____ over words, but words have implications.
5. The aim of the mass media is not only to convey information but also to _____ both inside the country and abroad.
6. Only some scholars possess knowledge of various shades of language when exercising the art of _____.
7. Apparently the pilot of the US aircraft did not obtain _____ from China to land.
8. Communication gap stems from the inability to find _____ when arguing about personal matters.
9. The talks aimed at reaching an agreement and preventing the situation from _____.
10. Aristotle's "Rhetoric" is an ancient Greek treatise on the _____, dating from the fourth century BC. Most English readers rely on four translations of the "Rhetoric".
11. The war's _____ and on the future development of the country was tremendous.

12. The aim of the report is to show the _____ of information technology on work and society.
13. You can use body language _____ to get someone to like you.
14. The authorities demanded that reporters should _____ recent heavy losses and told them how they should approach their stories if they wanted to survive.
15. A spindoctor is someone who distorts the truth, _____ and phrases.
16. The media need to guide _____ correctly, so as to promote political unity, social stability, and boost morale.
17. With the absence of a strong leader, the insiders believe the violence is set to _____.
18. The Chinese authorities _____ over words because they wanted the US to accept the blame for the collision.
19. The plane entered the airspace of a foreign country without _____ and thus ran the risk of being shot down.

Exercise 22

Translate the verbs into Russian and suggest as many synonyms for them as you can.

to torture	to guide
to clarify	to gloss over
to balance	to manipulate
to quibble	to clear
to persuade	to spin

Exercise 23

Fill in the gaps with the verbs in the correct form from the list above.

1. The candidate promised on Monday that he _____ the federal budget by the end of his first term.
2. Italian Open Source developers are asking the Ministry for Reform and Innovation _____ how it spent 10 million euro earmarked for Open Source projects last year.
3. When you are asked to write with the purpose of either _____ or arguing, you will be working on creating two very similar styles of writing.
4. The original photo technical group _____ off to become a world leader in optical health care.

5. Beijing started its most drastic pollution-control plan Sunday, restricting car use and limiting factory emissions in a last-minute push _____ smog-choked skies for the August Olympics.
6. It is difficult _____ with an author who writes in humane and quotable prose, illustrates his book with both verbal and pictorial highlights.
7. Microsoft has announced a set of voluntary principles to help _____ the future development of Windows worldwide.
8. The problem is how _____ your professional and personal lives while working at home.
9. International human rights organizations have regularly accused the country's security forces of _____ prisoners.
10. Eager to distinguish himself in the nine-member field of Democratic candidates, the presidential hopeful pledged Monday _____ any and all issues boring to Americans today.
11. The administration has engaged in a systematic effort _____ climate change science and mislead policymakers and the public about the dangers of global warming.
12. But concern is growing that the obsession with education _____ out of control, putting children under stress and families under pressure to pay expensive tuition.
13. Killers may have targeted and _____ a student before savagely attacking his girlfriend.
14. _____ is lying or avoiding the truth by trying to avoid the issue or dancing around the question by pretending not to understand it.
15. Access to private information is shown to generate both the incentives and the ability _____ asset markets through strategically distorted announcements.
16. The BBC and Downing Street were striving yesterday to avoid reopening old wounds and were trying _____ the minister's indiscretion.
17. There are no hard and fast rules on how _____ people with sight problems.
18. Facial expressions can be good predictors of what the person you _____ is thinking, but it requires fairly significant study.
19. The decade-long rifts between the USA and Libya _____ once the latter fully compensates Americans harmed in Libyan-sponsored attacks.
20. The candidate tried _____ a somewhat controversial statement he had made at a town hall the day before.

Exercise 24

Translate the following sentences into English using the studied vocabulary.

1. Английский язык, будучи языком германской группы, испытал, начиная с XI века; сильнейшее и многократное воздействие французского. Около 55% слов в английском – заимствования из французского или из латинского при посредстве французского; весьма сильно влияние французского в синтаксисе и заметно в морфологии.
2. Понятие стиля у римских писателей периода империи было очень развитым и тонким. Оно относилось, кроме всего прочего, к литературной речи.
3. Умелое обращение со словами, знание бесконечных их оттенков и нюансов необходимы дипломату в его искусстве убеждения и перевода.
4. Повсеместное распространение всеобщего образования и грамотности, сглаживание различий между городом и деревней привели к становлению общенационального языка с его бесчисленными оттенками и нюансами.
5. Другой ученый эпохи Буур (Bouhours) писал, что французский язык «нашел секрет, как соединить краткость не только с ясностью и точностью, но и с чистотой и с благовоспитанностью; французский язык прибегает к метафоре только тогда, когда не может без нее обойтись, он ненавидит гиперболу, столь ценимую соседями». (Буур иронизирует над итальянским и испанским языками).
6. Как в политике, так и в дипломатии для достижения своих целей необходимо в совершенстве владеть искусством убеждения, умело играть словами, используя их с выгодой для себя.

To be Politically Correct, PC, means to be correct according to a set of liberal opinions, that black people and women should have equal chances to get jobs, education etc.

The newest edition of Random House Webster's College Dictionary boasts more new words than any of its competitors. Besides it has a chapter called "Avoiding Insensitive and Offensive Language," which tells us that we should avoid "emphasizing the differences between people" and think of language as a way "toward rectifying the unequal social status between one group and another."

Before reading the text below ponder over the following questions.

1. Is political correctness always acceptable? What distortions could it cause?
2. Which words could you think of as discriminatory? What examples of gender-neutral language can you come up with?
3. Should language be politicized or not?

WINNER AS A DIRTY WORD

Oscar, Hollywood's Politically Correct Award

(by Greg Crosby)

The Academy Awards show will be on this Sunday (I'm still a little bugged that they changed it from Monday. I don't know why, but it seemed more exciting on Mondays somehow) and last week the Screen Actors Guild had their awards show.

Let's focus on the SAG awards for a second. For quite some time now the Guild has done away with the actress designation preferring to use the more politically correct term, Female Actor. The categories are Best Male Actor and Best Female Actor. If the purpose was to have equal designations, I suppose they could have just as easily gone the other way and made the categories Best Male Actress and Best Female Actress. You know, I actually like that better. They really should have consulted me first.

The fact is, if they truly wanted to address all actors fairly, equally, and politically correctly, then they should do away with the male and female gender labels altogether. Let's be gender nonspecific and just have one Best Acting award given to the one actor, male or female, who brought in the best performance for that year. Listen, if you want gender equality then let's really have it.

And while we're on the subject, aren't the designations male and female separatist by definition? Men and women, boys and girls, lads and lassies, guys and dolls — all separatist and therefore unequal by their very nature. Why not do away with those sexist terms, not only in acting, but in normal daily life? Just call people persons without any reference to gender at all. No differentiation whatsoever. Instead of the men's room and women's room, there would be one large people's room (or person's room. if you prefer). Clothing would be devoid of any gender references, too — just different sizes and different styles. And let's lose the children labels as well. After all, children are just people that happen to be younger and smaller, right?

For quite awhile now P.C.A.M.P.A.S. (Politically Correct Academy of Motion Picture Arts And Sciences) has used the phrase, "... and the award goes to..." Replace that bad old judgmental term, "... and the winner is..." That way they can have their contest without actually having to refer to the winner of that contest as the winner — even though that is exactly who the award recipient is — the winner. But, you see, the word winner is a negative word because it makes the other four contestants, by process of elimination, losers — even though that is exactly what they become when they don't win.

But getting back to those best acting awards, I believe it's high time that they be completely, utterly 100 percent all-inclusive. Yes, only one Best Acting award a year should be awarded — but that category should not be exclusive to human beings. I think the award should take into account non-human performances also. Remember the drunken horse in "Cat Ballou?" Even Lee Marvin, when accepting his Oscar for that picture, said that the horse really should have gotten the award.

How many times have you seen an animal upstage a human actor in a movie? Plenty. Is it so far-fetched to think that in any one year, perhaps the only creature who would truly deserve the acting award might be an animal? Think of all those great dog actors like Lassie, Rin Tin Tin, Asta, and Beethoven. Think of Trigger. Gentle Ben. And don't tell me that Johnny Weissmuller's acting was any better than the chimpanzee in those "Tarzan" films.

Why stop with animals? Plants are living things too. Shouldn't Audrey II, the plant in "Little Shop of Horrors," have at least been nominated for an Oscar? Or the field in "Field of Dreams?" After all, the field played a part in that movie every bit as important as the human actors. Heck, it even got the title role. And what about the mashed potatoes in "Close Encounters of The Third Kind?" Deserving of at least a supporting nomination, don't you think?

I don't believe best acting awards should include animated, stop-action, or computer generated characters, however. They aren't real. Besides, you've got to draw the line somewhere — otherwise everything would be eligible for a best acting award. And that just wouldn't be fair.

Comprehension and discussion questions

1. What do you know about Hollywood, Oscar and the Screen Actors Guild?
2. Why has the Guild done away with the actress designation?
What can this kind of reasoning lead to in Academy awards show?
3. How is political correctness viewed in normal daily life?
4. In what spheres of life should people be PC?

5. What examples of PC does the author give besides gender reference?
6. Where does the author suggest drawing the line both in best acting awards and in ordinary life?

Exercise 25

Explain the following words and phrases in English.

- | | |
|--------------------|--------------------------|
| 1. to be bugged | 5. award recipient |
| 2. sexist terms | 6. all-inclusive |
| 3. differentiation | 7. far-fetched |
| 4. judgmental term | 8. supporting nomination |

Exercise 26

Explain in English what the following word combinations mean. Find how some of them are used in the text.

- | | |
|--------|-----------------|
| | difference |
| | reference |
| | distinction |
| gender | labels |
| | differentiation |
| | nonspecific |
| | bias |
| | equality |

Exercise 27

Translate the following word combinations into Russian and look up the sentences which contain them in the text.

- equal designations
- to be separatist by definition
- to be devoid of references to
- by process of elimination
- to be exclusive to
- to upstage smb in
- to draw the line at/between
- to be eligible for an award

Now use the above sequences in the correct form in the following sentences.

1. The young actor who _____ a famous star in the performance truly deserves the acting award.
2. Individuals in the employee benefits field seek to obtain various _____ to demonstrate their level of knowledge, however, not all employees have equal benefit _____.
3. How do we know where _____ between giving away free ideas, and signing up more paid clients?
4. _____ you will have done so much erasing in some blocks that only one number is left.
5. In order _____ a Scholarship monetary award, individuals must be either a New Zealand citizen or a permanent resident.
6. How can a person _____ of humor be employed in the company's public relations?
7. The Levis phone should soon be available and _____ to Carphone Warehouse.
8. All religions are exclusivist and _____, they are defined by creed or race or both.
9. It's a question of finding the mean between too lenient treatment and too severe punishment. One should know where _____.
10. There was a time when scientific writing from a few underdeveloped countries was almost _____ references substantiating the remarks made in the articles.
11. In order to be _____, candidates must be entering their first year of full time study.
12. The police established the identity of the dead man _____.
13. The luxury suite in the hotel, spacious and decorated in an antique style is _____ presidents and high-ranking officials.
14. The fans' vote gave him a chance _____ the other 23 competitors in the event.
15. The task of any chief executive officer is to ensure that the staff have fair _____.
16. Where would you _____ at acceptable behavior in the house?
17. The two politicians embarked on their political careers pursuing the interests of one and the same party but ended up in the leadership of the parties _____ by definition.

Exercise 28

Translate the verbs below into Russian and suggest as many synonyms for them as you can.

to equal	to refer
to design	to eliminate
to separate	to exclude
to define	to upstage

Exercise 29

Fill in the gaps with the verbs in the correct form from the list above.

1. Now that you _____ from your partner, it is best if you can come to a friendly arrangement about the care of your children.
2. Abolition 2000 is a network of over 2000 organizations in more than 90 countries worldwide working for a global treaty _____ nuclear weapons.
3. How many teaspoons does it take _____ one ounce?
4. Greenpeace is going _____ plans by Apple Inc. for a grand party to launch its iPhone in Europe by warning that the phone is not as “green” as it could be.
5. The purpose of the study is to elaborate a methodology enabling organizations _____ their strategic processes.
6. First of all it should be determined whether the parties have agreed _____ their disputes to arbitration.
7. India and African countries are seen as competitors on many trade and economic levels, however, competition does not mean that cooperation has to _____.
8. Iraq has announced a competition _____ a new national flag and is calling on Iraqis to take part.
9. It seems that lately he _____ his creative writing from his introspective, life-evaluation journal entries.
10. The country’s urban population is likely _____ its rural population by 2030.
11. Obama’s attention-getting move is designed _____ McCain, who will be accepting the Republican presidential nomination only a week later.
12. The subjunctive mood in Spanish is typically used _____ to events that are either contrary to reality or are only possibilities.
13. The General Assembly has approved the Declaration on Measures _____ International Terrorism.
14. Engineers have created a new mathematical method _____ better structures, machines and robots called “robot manipulators”.
15. Women _____ from boxing in the upcoming Beijing Games.
16. A group of experts met at UNESCO Headquarters to discuss and _____ indicators for measuring media development.

Exercise 30

Study some more general rules of word formation and revise the ones you learned in Unit 1, 2.

-ity – a suffix used to form abstract nouns expressing state or condition

-ism – a suffix appearing in loanwords from Greek, where it was used to form action nouns from verbs; a suffix in the formation of nouns denoting action or practice, state or condition, principles, *doctrines*, a usage or characteristic, devotion or adherence

Study the following chains of derivatives and fill in the gaps with them.

a) to design – designing – design – designer – to designate – designation

1. The staff was impressed by the work of the _____ whose intricate patterns yielded instant credit to him.
2. As a result of promotion his official _____ was the editor of the Daily Telegraph.
3. The _____ for the new residence approved, the builders got down to work the next day.
4. The official residence _____ for holding receptions and parties and hosting exhibitions and sales conferences.
5. The residence also _____ as an emergency centre in the event of an attack or any unexpected upheaval.

b) to equal – (un)equal – equally – equal – (in)equality – to equalize

1. Representatives of all social groups and ethnic minorities should get _____ pay for _____ work.
2. The diplomats chose a neutral country so that they could meet on _____ terms.
3. The person who leads a group of people but is not seen as being better or more important than the other members of the group is first among _____.
4. New Labour academics think the notion that one in four Britons is living in poverty actually measures _____, which has certainly increased, rather than poverty.
5. None of the diplomats can _____ the Foreign Secretary's skills and mastery as an orator.

6. The candidate was reported to be competing on _____ terms, which caused a scandal.
7. _____ disturbing were comments made by Sir H. O., chairman of the Commission for Racial _____.
8. The ruling party's policy was _____ the tax burden.

c) to separate – separate – separatist – (in)separable – separation – separatism

1. _____ minorities from each other is sometimes the only way of preventing riots and clashes.
2. In the case of _____ or divorce, it is the children's needs that should come first.
3. It is not clear whether such interests do more harm than good in their emphases on racism, discrimination and a _____ agenda.
4. He rejected the validity of a common culture, saying that black children needed to be taught _____ and to have a _____ curriculum.
5. Some claim that the issue of political correctness is _____ from the issue of human rights.
6. Other nations, such as China and Burma have seized the opportunity to link domestic ethnic _____ with the terrorist network.

d) to exclude – exclusive – exclusively – exclusion

1. His _____ from the negotiations was widely commented on by the press.
2. In an _____ interview the Prime Minister dwelled on the economic aspects of the problem.
3. You can't keep going with a society where many _____ unless you have gated communities.
4. This type of activity is _____ to people who are extremely fit.
5. He writes _____ for the Financial Times.

Exercise 31

Use some of the studied words in the sentences below. Put them into the correct form.

1. Cooking would clearly seem to be a field that lies _____ within women's realm, yet the annals of cookery are replete with masculine names.
2. Enrico Fermi _____ a device that could eventuate in a chain reaction.
3. Fiction, nonfiction, and poetry are replete with derogatory _____ to these creatures.
4. The _____ of visual and aural communication tended to vitiate the learning process.
5. The manufacturer had to glean and test many different _____ before he accepted the one you see in the array before you.
6. In theory, although conflicts and skirmishes continued between the two countries, the Scots were _____ partners with the English and maintained their own legal system.
7. With both sides _____ entrenched and fired up after such a week, confrontation seems inevitable this Sunday.
8. Half of the contenders _____ from the competition in the first round.
9. Diane Fox, a rising star, _____ Best Female Actor at the Academy _____ show. In an _____ interview Diane said she was in the seventh heaven of delight. She made no _____ to the well-known incident.
10. With the scarcity of food and basic commodities, babies were born _____ of all hope and lacking in fundamental human rights.
11. Men and women _____ to participate in any capacity and under conditions of equality in the UN principal and subsidiary organs.

Exercise 32

Open the brackets using the words in the correct form.

1. The effectiveness of sarcastic ironic and literal arguments are discussed with an (emphasize) on the (accept) of the argument.
2. During the period from 1909 to 1919, there was no organized system of (design) for Army aircraft.
3. (Design) is the planning that lays the basis for the making of every object or system.
4. Economic (equal) comprises all disparities in the (distribute) of economic assets and income.

5. A Beijing-based human rights activist was detained on suspicion of inciting (subvert) of state power.
6. Contrast (sense) is the visual ability to see objects that may not be outlined clearly.
7. Black (separate) is a movement to create separate institutions for people of African descent in societies historically dominated by whites.
8. A couple may obtain a legal (separate), as an alternative to divorce, based on moral or religious objections to divorce.
9. The manual contains (refer) information about linear algebra and the properties of real and complex matrices.
10. (Legislate) is law which has been enacted by a (legislate) or some other governing body.
11. An (exclude) is when a head-teacher has decided to send a pupil home from school as a disciplinary measure.
12. Country (eligible) to receive funding is determined in two ways.
13. It is a non-partisan think tank whose mission is to formulate and promote public policies to advance technological (innovate) and productivity.
14. (innovate) language teaching began in Britain in the 1960s as a replacement to the earlier structural method.

Read the short article below, which appeared after the tragic events of September 11, and say what the message of the article is.

Top of the World

Political incorrectness has compensations

(The Guardian, November 19, 2001)

Sometimes political incorrectness produces its own heroes and heroines. Boxing matches and beauty contests are not among our top-10 most favoured spectator sports. But during the weekend there were some compensations after Lennox Lewis (Great Britain) regained his world heavyweight crown in Las Vegas and Agbani Darego (Miss Nigeria) became the first black African to win the controversial Miss World contest. Lennox's win was enhanced by the fact that he gave a (symbolic) black eye to Don King, the maverick US promoter who had lured Hasim Rahman away from his manager with a \$500,000 cash payment. King is no longer king. Agbani Darego's win, if not more legitimate than previous Miss World contests, was at least more democratic as 50% of the votes for the 10 finalists came from the TV audience. Loud applause greeted the victory of this computer science student. She beat more than 90 contestants in the South

African resort of Sun City. The Miss World contest has become so politically incorrect in recent years that it may well have passed without comment but for the result. **Most bets had been on a win for Miss America in the current political climate**, but the judges made their choices on merit. Which may be another reason, just this once, for celebrating a bit of political incorrectness.

Tasks and questions to the text

1. Comment on the political climate at the time, keeping in mind the month and year of the publication.
2. Explain the similarity of the two cases described in the article. What choices should the judges have made to remain politically correct? Why were their choices politically incorrect?
3. What is paradoxical about PC? What is the relationship between it and fairness of judgment? How are matches and contests judged according to the article?
4. Should political incorrectness be always denounced? What compensations does it have? Give examples of compensations from the text.

Exercise 33

Comment on the following quotations:

1. “You're not allowed to call them dinosaurs any more, it's speciesist. You have to call them pre-petroleum persons.” – Terry Pratchett
2. “The truth has become an insult.” – Chimamanda Ngozi Adichie
3. “The term "political correctness" has always appalled me, reminding me of Orwell's "Thought Police" and fascist regimes.” – Helmut Newton
4. “Being Politically Correct means always having to say you're sorry.” – Charles Osgood
5. “The politically correct crowd is tolerant of all viewpoints, except those they disagree with.” – Bobby Jindal

Sexism is the belief that one sex is not as good, clever etc., as the other, especially when this results in unfair treatment of women by men.

Sexist Language

(Nonsexist Alternative Language: Handbook for Conscious Writers, by Rady Ananda - abridged)

Sexist language expresses bias in favor of one sex and thus discriminates against the other. Though in certain circumstances bias does occur in favour of women, in general it appears to be in favor of men and against women. Any language that discriminates against women and men by not adequately reflecting their roles, status and presence in society is sexist.

Some of the major forms of sexist language are:

1. Invisibility

Women are often invisible in language. This is due to the use of the masculine pronouns 'he', 'him', 'his' to refer to both men and women, and the use of 'man' as a noun, verb or adjective in words such as 'mankind'. The use of generics (such as 'mankind' to refer to both men and women) reinforces a binary that sees the male and masculine as the norm and the female and feminine as the 'not norm.'

2. Dependence

Women are often portrayed in language as subordinate to men: 'female technician' and 'woman academic'. Also, there are unequal connotations that surround some matching terms, for example, 'master' and 'mistress' – and to the detriment of those born female – 'master' has strong and powerful connotations, while 'mistress' does not.

3. Trivialization

Women/men and their activities, actions and occupations are often trivialized or denigrated in language through expressions like 'just a housewife', 'boys in the storeroom'. Sexist language also includes the depiction of women in the position of passive object rather than active subject, such as on the basis of their appearance ('a blonde') or domestic roles ('a mother of two') when similar depictions in similar contexts would not be made of men.

(Allyson Jule, A Beginner's Guide to Language and Gender. Multilingual Matters, 2008 - abridged)

Nonsexist Alternative Language

Non-sexist language is not intended to 'de-sex' language, but to ensure a balanced and fair representation of men and women in language. Non-sexist language increases clarity in language use by removing ambiguities, and

increases accuracy by avoiding false assumptions about the nature and roles of women and men in society.

Reasons to Avoid Sexist Language:

1. Sexist language encourages discrimination and can discourage people from pursuing their dreams.
2. Sexist language also offends people when they find themselves excluded. This is not an issue that violates your right to free speech; you are free to use offensive language. However, if you are using language that is offensive to half of your audience, you will not get your message across.

There are simple ways to avoid using language that can offend and marginalize half the people on Earth, so you should take care to use gender-inclusive language.

General guidelines for nonsexist speakers:

(Virginia L. Warren, Chapman College)

1. Avoid personifying inanimate objects as 'he' or 'she'. The pronoun 'it' should be used to refer to inanimate nouns.
2. Eliminate the generic use of 'he' by:
 - using plural nouns
This will create more grammatically correct prose than using a plural pronoun with a singular subject. (Sexist: Each student makes up his own schedule. Grammatically incorrect: Each student makes up their own schedule. Gender-neutral and grammatically correct: Students make up their own schedules.) When it is not possible to recast sentences in the plural, use “he or she” or “his or her” to be inclusive.
 - deleting 'he', 'his', and 'him' altogether
 - substituting articles ('the', 'a', 'an') for 'his' and 'who' for 'he'
 - substituting 'one', 'we', or 'you'
 - minimizing use of indefinite pronouns (e.g. 'everybody', 'someone')
 - using the passive voice
 - substituting nouns for pronouns
3. Eliminate the generic use of 'man'.
4. Eliminate sexism when addressing persons formally by:
 - using 'Ms' instead of 'Miss' or 'Mrs.', even when a woman's marital status is known (however, use what the woman prefers, if known)

- using a married woman's first name instead of her husband's (e.g., "Ms. Annabelle Lee" not "Mrs. Herman Lee")
 - using the corresponding title for females ('Ms.', 'Dr.', 'Prof.') whenever a title is appropriate for males
 - using 'Dear Colleague' or 'Editor' or 'Professor', etc. in letters to unknown persons (instead of 'Dear Sir', 'Gentlemen')
5. Eliminate sexual stereotyping of roles by:
- using the same term (which avoids the generic 'man') for both females and males (e.g., 'department chair' or 'chairperson'), or by using the corresponding verb (e.g., 'to chair') not calling attention to irrelevancies (e.g., 'lady lawyer', 'male nurse')

Examples of nonsexist language:

average man: average person

businessman: business executive, businesspeople

chairman: Chair, committee head, coordinator, moderator, presiding officer

Englishmen: the English

fireman: fire fighter, fire officer

housewife: homemaker

man: humans, the human race, people

mankind: humanity, people, the human race

man-made: synthetic, artificial

master key, master copy: pass key, original

motherland, Fatherland: native land, land of one's birth, homeland

policeman, policewoman: police officer

railwayman: railway worker

salesman/lady: shop assistant, sales attendant, salesperson

sportsmen: athletes, gymnasts

woman lawyer: lawyer

working man: average wage earner or taxpayer

Now analyze and discuss the subject of sexism in pairs.

Strategy of Analysis

1. Divide into pairs or groups to analyze the issue of "Sexist Language".
2. Introduce the subject. Among other things mention the fact that in recent years many people have taken objection to what is called sexist language: "he" is often used to mean "everyone", "man" to mean "mankind" (i.e.

men and women) – even “men and women” puts men first; why not “women and men”? Look back through the unit or try to remember from your own experience what similarly sexist attitudes you can find or think of.

3. Delve into the subject. Don't fail to mention that objection has been taken to words like “spokesman” and “chairman”. Analyzing the phenomenon discuss with your partner the questions that follow.

Do you prefer “spokesperson” and “chairperson”? What about “personipulate” instead of “manipulate”, “herstory” instead of “history”, “Personchester” instead of “Manchester”?

Are they only good for a modern laugh, or is there something serious behind them?

Why do you think these questions have arisen in recent years?

What should we do about them – adopt new forms such as Ms instead of Mrs or Miss, or keep to the old ways?

Is there any alternative to he/she which is less cumbersome?

4. Now proceed to areas of usage.
Are there areas which have predominantly masculine or feminine language? Talk about one of the following and try to analyze how “masculine” or “feminine” the language you use is: football, child care, war, cooking, cars, love, diplomacy, newspapers.

Do you agree that “the English language does indeed assume everybody to be male unless they are proved otherwise”? (Angela Carter, “The Language of Sisterhood”).

5. Discuss sexist words as manifestations of negative attitudes, since sometimes they are used in an insulting way. Women have been considered “the weaker sex” (William Alexander) and effeminacy has been considered a fault in men, just as mannishness has been thought of as a fault in women.

Write paragraphs or comment on the following quotations describing these attitudes. Then compare the amount of sexist language you have used with the rest of the class.

“What vain unnecessary things are men.

How well we do without ‘em.”

(John Wilmot, Earl of Rochester, “Draft of a Satire on Man”)

“Women get more unhappy the more they try to liberate themselves.” (Brigitte Bardot)

6. Is sexist language discriminatory? Does the use of sexist language undermine the goal of establishing a non-discriminatory, inclusive society? Is sexist language acceptable or unacceptable in modern society? What is the relationship between sexist language and political correctness?
7. Comment on the following quotation: "Nobody will ever win the battle of the sexes. There is too much fraternizing with the enemy." – Henry Kissinger
8. Work out a conclusion.

Exercise 34

Paraphrase the sentence so as to use non-sexist language

A.

1. After the nursing student graduates, she must face a difficult state board examination.
2. Each student chose his own topic for his term paper.
3. As someone grows older, he grows more reflective.
4. Running for city council are Jake White, an attorney, and Mrs. Cynthia Jones, a professor of English and mother of three.
5. Humour is what distinguishes man from other animals.
6. The department chairman must introduce his budget by October 1st.
7. Each candidate is to make up his own presentation.
8. Wives of senior government officials are required to report any gifts they receive that are valued at more than \$100.
9. The Founding Fathers created the USA.
10. If an athlete wants to compete, he will spend a lot of time training.
11. The winning singer is to submit his application by Friday.
12. Who dropped his ticket? Look, somebody left his bag.
13. I'll ask my girl assistant to get you a cup of coffee.
14. Dear Sir, Dear Mr. Brown (to an unknown person)
15. Dear Mrs. Brown (a female's marital status is unknown)

B.

1. Each laboratory assistant must perform the experiment at least once before he teaches it to the class.
2. The priest asked, "Are you ready to love and honor each other as man and wife for the rest of your lives?"

3. No matter how busy he is, a pilot should take time to thank the stewardesses at the end of every flight.
4. My grandparents' days consist of waiting by the window for someone to come up the walk – whether friend, mailman, or salesman.
5. The female lawyer conceded that her client was no Mother Teresa.
6. In some cases, if your insurance has been slow in paying and your doctor has his lab work done away from his office, you may receive a bill from a laboratory you have never heard of. If this happens, call your doctor's billing secretary and ask her to tell you exactly what the bill is for. call your doctor's billing department and ask if they can tell you what it is for.
7. Though occasionally she may be called on to help others in the office, a secretary should take orders only from the manager she supports.
8. The beginning student should spend his time becoming familiar with primary rather than secondary texts, with classics rather than with books about classics.
9. The shift from animal and muscle power to machine power was a major achievement for man.
10. To a woman who possesses the necessary qualifications, nursing offers a life of unusual interest and usefulness. She will have limitless opportunities to improve herself and to help others.

(By Richard Nordquist, Grammar & Composition Expert – abridged)

Exercise 35

Consider the following tales, choose all instances of politically-correct or gender-neutral vocabulary and paraphrase them into plain English.

A.

LITTLE RED RIDING HOOD

There once was a young person named Red Riding Hood who lived with her mother on the edge of a large wood. One day her mother asked her to take a basket of fresh fruit and mineral water to her grandmother's house – not because this was woman's work, mind you, but because the deed was generous and helped engender a feeling of community. Furthermore, her grandmother was NOT sick, but rather was in full physical and mental health and was fully capable of taking care of herself as a mature adult.

Red Riding Hood set off with her basket through the woods. Many people believed that the forest was a foreboding and dangerous place and never set foot in it. Red Riding Hood, however, was confident enough in her

own budding sexuality that such obvious Freudian imagery did not intimidate her.

On the way to Grandmother's house, Red Riding Hood was accosted by a wolf, who asked her what was in the basket. She replied, 'Some healthful snacks for my grandmother, who is certainly capable of taking care of herself as a mature adult'.

The wolf said, 'You know, my dear, it isn't safe for a little girl to walk through these woods alone'.

Red Riding Hood said, "I find your sexist remark offensive in the extreme, I will ignore it because of your traditional status as an outcast from society, the stress of which has caused you to develop your own, entirely valid, worldview. Now, if you'll excuse me, I must be on my way."

Red Riding Hood walked on along the main path. But, because his status outside society had freed him from slavish adherence to linear, Western-style thought, the wolf knew a quicker route to Grandma's house. He burst into the house and ate Grandma, an entirely valid course of action for a carnivore such as himself. Then unhampered by traditionalist notions of what was masculine or feminine, he put on Grandma's nightclothes and crawled into bed.

Red Riding Hood entered the cottage and said, 'Grandma, I have brought you some fat-free, sodium-free snacks to salute you in your role of a wise and nurturing matriarch.'

From the bed, the wolf said softly, 'Come closer, child, so that I might see you.'

Red Riding Hood said, 'Oh, I forgot you are as optically challenged as a bat. Grandma, what big eyes you have!'

'They have seen much, and forgiven much, my dear.'

'Grandma, what a big nose you have – only relatively, of course, and certainly attractive in its own way.'

'It has smelled much, and forgiven much, my dear.'

'Grandma, what big teeth you have!'

The wolf said, 'I am happy with WHO I am and WHAT I am,' and leapt out of bed. He grabbed Red Riding Hood in his claws, intent on devouring her. Red Riding Hood screamed, not out of alarm at the wolf's apparent tendency toward cross-dressing, but because of his willful invasion of her personal space.

Her screams were heard by a passing woodchopper person (or log-fuel technician, as he preferred to be called). When he burst into the cottage, he saw the melee and tried to intervene. But as he raised his ax, Red Riding Hood and the wolf both stopped.

'And just what do you think you're doing?' asked Red Riding Hood.

The woodchopper person blinked and tried to answer, but no words came to him.

‘Bursting in here like a Neanderthal, trusting your weapon to do your thinking for you!’ she exclaimed. ‘Sexist! Speciesist! How dare you assume that women and wolves can’t solve their own problems without a man’s help!’

When she heard Red Riding Hood’s impassioned speech, Grandma jumped out of the wolf’s mouth, seized the woodchopper person’s ax, and cut his head off. After this ordeal, Red Riding Hood, Grandma, and the wolf felt a certain commonality of purpose. They decided to set up an alternative household based on mutual respect and cooperation, and they lived together in the woods happily ever after.

(taken from Politically Correct Bedtime Stories by James Finn Garner)

B.

The Tale of the Chronologically Challenged, Height Deprived Person

By: Wide Awake Bored

There was once a chronologically challenged person, whose gender is not important, as it might offend other persons, whose genders are also unimportant for the same reason.

This person's name is so incomprehensibly long that we shall not use it but, so as not to offend this person by calling this person no name or simply calling this person nothing at all, we shall call him "It," as it is quite universal and not offensive in any way whatsoever.

Now It, being a person and not an it which would make no sense at all, is also height deprived, meaning to say that he is minisculy gifted. It is about as tall as a very large loaf of bread, being also incredibly gifted in the arts of minisculism. Thus, this genderly undefined person is often the subject of verbal barrages on his personal being, as saying jokes would be cruel.

It was walking quickly away from some morally challenged genderless people one day, as It does not like running very much, and enjoying his brisk walk in a happily gifted manner when suddenly he cried out, "I hate those idiots! They are stupid!"

Now the person in the sky, as saying "God" would be offensive to Muslims and other such religions, felt angrily gifted when he heard this and sent a bolt of lightning down to earth to kill It, as the people that were chasing him were in fact not idiots, they were simply intellectually challenged.

Now these intellectually challenged people, seeing this, immediately cried out "It is dead!" and were instantly smitten by the person in the sky as It was not dead, he was in fact simply mortally challenged.

The Conclusionally Gifted Ending

(or if you'd prefer)
The Beginningly Challenged Beginning

WORKSHOP III. LANGUAGE REGISTERS

It was Heraclitus who said, "Nothing is permanent but change". Neither is language. What reefs might be awaiting the English language? What kind of rescue operation might be launched to save it?

THE STATE OF ENGLISH

By Anthony Burgess, the "Sunday Times"

Can our language be protected? It depends on what you mean by the language. Unlike Iroquois and Cherokee, English has leapt out of the confines of its origin, and there is nobody to tell us where true English is to be found. The various forms of American, Australian, South African are as prominent as what is known as Queen's English. In Britain itself the three national forms of English and the innumerable dialects demand our attention because they are in daily use, but to most people 'good English' means the language of television newsreaders, of up-market commercials, and of the more serious political announcements. In other words, Standard English with 'RP', or Received Pronunciation.

Historically this is just one dialect out of many. But a consensus has elevated it to a language, which we think everybody ought to learn. There is, of course, no possible way of making anyone learn it. Our schools and colleges can, in fact, do little. Children speak the language appropriate to a larger cultural area than a mere classroom. Language cannot be enforced. It goes its own way, or the way of its speakers. It is a construct created by human beings for their own use. There was in the 18th century a belief that language could be legislated for, that academics could lay down the law. Jonathan Swift objected to the word 'mob', a presumed truncated form of *mobile vulgus*, but 'mob' came to stay. The great Doctor Samuel Johnson believed that he had fixed for all time both spelling and pronunciation with his incredible Dictionary (to some extent that was true), but he left out of account those changes in human life and knowledge that demand new words, and the more or less passive phonetic changes which produced new pronunciation.

With his novel, *Nineteen Eighty Four*, George Orwell inflicted on an imaginary totalitarian future a form of English known as 'Newspeak', notable for the steady diminution of its vocabulary, the aim being to create a language

in which dissident thought could be impossible. ‘Newspeak’ is more of an amusing toy than a device for securing political orthodoxy. It does not work. If you say ‘Emmanuel Goldstein is double plus ungood’ you can say the same thing about Big Brother. If you are scared of saying this, that has nothing to do with a limitation of language.

In fact, it is very rarely language itself that is at issue when we invoke standards of correctness. Errors in language are often an aspect of the outer social shell, which encloses language. If we want to do any teaching at all, we had better pay attention to what is known as registers. An American professor of nuclear physics will say, ‘Now we zero in on the real nitty gritty.’ This is the wrong register. A year or so ago the speaker of the House of Commons (not the present one) quietly told a member to f*** off. He was not heard except by the microphones, but it was still the wrong register. To call the Queen Mother ‘the Queen Mum’ to her face is to employ the wrong register.

Choice of the right register is dictated by the need not to give offence. Pronunciation can give offence, too, but we have no sure grounds for legislating for it. A Birmingham accent in Fortnum & Mason may be inappropriate, meaning that it may give offence. Any local accent, once it strays out of the confines of its regional origin, is likely to give offence, unless it carries a Celtic flag. We can do little about this, except foster the common-sense attitude to language, which makes it a sociable rather than an aggressive medium of exchange. MPs who hurl coal-mining accents at the front bench when indulging in a partisan diatribe are doing nobody any good. We need Standard English with RP.

I say we need it, but there is so little solidity in language that we cannot be sure of the forms, the meanings or the sounds we utter. Most people will have noticed that the final stop consonants in substandard speech are disappearing. I mean, for instance, *p*, *t*, and *k*. We are hearing a glottal stop instead. By about 2020 the sound will be signalled in print but will belong to the dead past.

We may weep for this, but we cannot prevent linguistic change from happening. We weep because we believe that English is a beautiful language. There are too many popular books with titles like *The Peerless Gift of Our Native Tongue*. This is nonsense. English is no better than Esquimo. What it incontestably has is a great literature. This certainly needs protection.

Notes

1. RP – Received Pronunciation, the name used by students of language for the type of pronunciation of British English which is regarded as standard. It is used by middle class and upper class people from all over the UK, especially in the south of England, and it is the form of pronunciation shown in British dictionaries. It is sometimes called “BBC English” as it is the accent used by most people on radio and television;
2. Nineteen Eighty-Four – a novel by George Orwell about a political system in which ordinary people have no power, and are completely controlled by the government. It has had a great influence on the way people think about and write about politics and political systems like that described in the book is sometimes called Orwellian;
3. newspeak – language whose meanings are slightly changed to make people believe things that are not quite true;
4. Big Brother – a character in the novel Nineteen Eighty-Four by George Orwell. Big Brother is the leader of the state, and although no one has ever met him there are pictures of him everywhere with the message “Big Brother is watching you”. People now use the expression “Big Brother” to describe any government or organization that has complete power, allows no freedom, and carefully watches what people are doing;
5. Celt – a member of an ancient people who lived in Britain before the arrival of the Romans and whose culture and languages are still found in Scotland, Wales, and Ireland;
6. glottal stop – a speech sound made by completely closing and opening the glottis, which in English may take the place of [t] between vowel sounds or may be used before a vowel sound

Explain the following cultural and linguistic phenomena

1. What is the difference between the two terms “accent” and “dialect”? What are “coal-mining accents”?
2. Who are/were the following people: JONATHAN SWIFT, Dr. SAMUEL JOHNSON, GEORGE ORWELL, QUEEN MOTHER, BIG BROTHER, SPEAKER in the HOUSE of COMMONS?
3. What do Iroquois, Cherokee and Esquimo have in common?

4. What is the idea of ‘a local accent carrying a Celtic flag’?
5. Who has the right to sit on the front bench in the House of Commons?
6. What kind of place is FORTNUM & MASON?

General comprehension questions

1. Does the author answer the question that opens the article? What is his answer?
2. What does the author have to say concerning the state of English?
3. What is the author’s attitude to changes that the English language undergoes?
4. In what way has the role and place of the English language in the world changed?
5. What problems do people communicating in English most frequently confront?
6. What is register? Why are most mistakes made by foreigners register errors? Do native speakers make register mistakes?
7. Do you think your native language needs protection? How can a language be protected?

Exercise 36

A. Either in pairs or as a group support or refute the statements below.

1. Any language can be protected.
2. There is nobody to tell us where true English is to be found.
3. Everybody ought to learn Standard English with RP.
4. Language cannot be enforced.
5. Academics can lay down the law concerning language.
6. Language is a device for securing political orthodoxy.
7. Errors in language are often an aspect of the outer social shell.
8. Pronunciation can give offence.
9. We can legislate for spelling rather than for pronunciation.
10. We cannot prevent linguistic change from happening.
11. The English language needs protection.

B. Work in pairs.

Partner 1: *State the main idea of the text and list the problems raised in it or the main points the author makes. Ask your partner which of them he/she would like to discuss first. Discuss it with your partner. Then proceed to the other problems or points in the order preferable to your partner.*

Partner 2: Listen to your partner's list of problems or points. Choose which of them you would like to discuss first. Discuss it with your partner. Then proceed to the other problems or points in the order of your preference.

Exercise 37

Translate the following sentences into Russian paying special attention to the underlined structures.

1. George Orwell inflicted on an imaginary totalitarian future a form of English known as 'Newspeak', the aim being to create a language in which dissident thought could be impossible.
2. Any local accent, once it strays out of the confines of its regional origin, is likely to give offence, unless it carries a Celtic flag.
3. English is no better than Esquimo.

Exercise 38

- a) Look back at Exercise 26 sentence 1. Find the Absolute Participle Construction (APC) and translate it into Russian. Why is it called Participle? Revise the forms of Participle I and II.

Participle I	Active	Passive
Simple Participle	doing	being done
Perfect Participle	having done	having been done
Participle II	—	done

- b) Translate the following sentences into Russian. Note the difference in translating the APC.

The APC before the main clause

(With) + subject 1 + Participle I/II, subject 2 + predicate.

1. *Adverbial modifier of cause or condition:*
With the final stop consonants **disappearing**, these sounds will be signalled only in print.
2. *Adverbial modifier of time:*
English **having leapt** out of the confines of its origin, nobody can tell us where true English is to be found.
In this function the Past Participle form is used to show a sequence of actions rather than the time of these actions.
3. *Adverbial modifier of concession:*

The common-sense attitude to accents **being fostered**, there is little progress in this respect.

With both spelling and pronunciation (**having been**) **fixed** with his incredible Dictionary, the demand for new words and phonetic changes remained.

The APC is often used with IT/THERE:

1. It **being** too late, we left the party.
2. There **being** a lot of people, we decided to leave the party.

The APC after the main clause

Subject 1 + predicate, (with) + subject 2 + Participle I/II.

Adverbial modifier of manner or attendant circumstances:

1. Choice of the right register is dictated by the need not to give offence, with pronunciation **giving** sometimes even more offence.
2. Standard English with RP is taught at schools and universities, the various forms of American **being** no less prominent.
3. We had better pay attention to what is known as registers, the choice of the right register **dictated** by the need not to give offence.

Exercise 39

a) Use the correct participle form.

1. With 46 percent of its 175 million people (trace) their ancestry to Africa, Brazil is often labelled the largest black nation after Nigeria.
2. Millions of dollars (spend) on educational charities, his outlook for inner-city education seems bleak.
3. The court (to suspend) its hearing until June 8th, he was given the extra time to prepare his defence.
4. The walls of the college are covered with portraits of the Founding Fathers, the dormitories (to name) after their houses (Monticello, Mount Vernon and so on).
5. Such acts clearly (have) an impact, many museums are closing temporarily, hurting both the tourism trade and public morale.
6. The president (to oust) more than three years ago, the country is staggering through a political crisis.
7. "Lord of the Rings" (contend) for numerous Oscars later this month, the book investigates whether the old adage that the movie is never as good as the book still holds true.
8. Brazil has begun to integrate its public universities, with the giant state university of Rio (lead) the way.

b) Put the verb in brackets into the right form.

1. With spring (to approach), thousands of birds (to head) to the islands that make up Malta.
2. Political parties (to be) unpopular long, people in Germany (to trust) them more now.
3. All shops and government offices (remain) closed tomorrow, tomorrow (be) a holiday .
4. The young leader (try) hard to end the debate, with the Conservative Party (divide) on Europe as never before.
5. The presidential library (construct), Truman (spend) a good deal of time at his office there.
6. Truman (hire) ghostwriters and research assistants of questionable ability, the volumes of his memoirs (be) poorly organized and marred by leaden writing.
7. The memoirs (offer) neither a comprehensive account of the Truman presidency nor many insights, both volumes (sell) well upon their release.
8. Mutual friends (bring) Adams and Jefferson together again in 1812, these two old political rivals (exchange) hundreds of letters on every conceivable topic prior to their deaths fourteen years later.

c) Translate the sentences into English, using the Absolute Participle Construction.

1. Поскольку было слишком поздно продолжать дискуссию, поступило предложение отложить обсуждение этой проблемы до следующей встречи.
2. Хотя война в Ираке уже закончилась, США и их союзники настаивают на необходимости своего военного присутствия в этой стране.
3. Расширение НАТО стало объективной реальностью, но стремление Украины присоединиться к Североатлантическому альянсу вызывает наибольшую обеспокоенность России.
4. Так как инфляция представляет собой непосредственную угрозу, многие опасаются, что этой зимой они столкнутся с нищетой и голодом.
5. После того как договор был подписан, судоходное и авиационное сообщение между двумя государствами немедленно возобновилось.

Exercise 40

Match the words from the article with their definitions.

1. a general agreement

2. a concept, an idea formed in the mind by combining pieces of information
3. a long violent attack in speech or writing
4. an advertisement on TV or radio

Exercise 41

Find the English equivalents for the following Russian phrases.

1. вырваться за пределы своего ареала
2. бесчисленные диалекты
3. поднять до статуса языка
4. силой насаждать язык
5. решать что законно, а что нет
6. не учитывать что-либо
7. нестандартное мышление
8. нанести оскорбление
9. воспитывать отношение
10. здравый смысл
11. яростная обличительная речь
12. лить слезы по чему-либо

Exercise 42

Translate the following into English, using the phrases mentioned above.

1. Инакомыслие – суждение в области морали или общественной жизни, отличающееся от принятого в обществе или коллективе.
2. Подготовить ребенка к школе – это значит воспитать у него осознанное положительное отношение к учебной и общественной деятельности.
3. Жители разных уголков Индонезии говорят на 250 языках, не считая бесчисленных диалектов.
4. Юмор, основанный на физических или психических недостатках, даже если в нем нет злого умысла, может нанести оскорбление.
5. Здравый смысл – в социальной психологии этим термином обозначают систему общепринятых представлений о реальности, накопленную многими поколениями в рамках данной культуры.
6. Правозащитники произносят яростные обличительные речи против цензуры, как метода борьбы с инакомыслием.
7. Не стоит лить слезы по поводу смены государственных символов.

8. Правительства некоторых государств порой пытались силой насаждать определенный язык, отказывая многочисленным этническим группам в праве иметь собственные школы, литературу, театр.
9. Нельзя успешно вести дела, не учитывая мнения и интересов партнеров, клиентов, покупателей.
10. Бесчисленные диалекты английского языка не мешают англичанам понимать друг друга.
11. Главное на фестивале – возможность взглянуть на себя в контексте происходящего в театральном мире, вырваться за пределы своего ареала, что особенно важно для театров из маленьких городов.
12. Здравый смысл помогает воспитывать критическое восприятие печатного материала.
13. Отдельные публикации могут нанести оскорбление целой нации.
14. Сегодня надо лить слезы не по поводу гибели фундаментальной науки, а по поводу состояния общественных наук.

Good monolingual dictionaries always indicate if a word or phrase has a particular register, in other words the type of context it should be used in. Different dictionaries use slightly different labels to indicate register but they all tell you whether the word or phrase is informal, formal, specialized/technical (e.g. medical, legal, literary, etc.), old-fashioned/dated, slang, etc. Words and phrases with no label are of neutral register.

Mind the following

Register is a variety of a language or a level of usage, as determined by degree of formality and choice of vocabulary, pronunciation, and syntax, according to the communicative purpose, social context, and standing of the user. The different registers or language styles that we use are sometimes called codes. Language Registers range on a scale from most formal to most informal. The five general levels are:

Frozen - very formal (in written instructions, anthems, creeds)

Formal (in official settings)

Consultative – neutral (when seeking assistance: teacher – student)

Casual/Informal (used between friends, slang)

Intimate – very informal (used between family members or in a close relationship, slang)

The following more detailed register classification is probably most common in English today (Oxford Thesaurus of English 2006, Introduction ix):

INFORMAL: normally used only in contexts such as conversations or letters between friends

VULGAR SLANG: informal language that may cause offence

FORMAL: normally used only in writing such as official documents

TECHNICAL: normally used in technical and specialist language, though not necessarily restricted to any specific field

LITERARY: found only or mainly in literature written in an ‘elevated’ style

DATED: no longer used by the majority of English speakers

HISTORICAL: still used today, but only to refer to some practice or article that is no longer part of the modern world

HUMOROUS: used with the intention of sounding funny or playful

ARCHAIC: very old-fashioned language, not in ordinary use at all today

RARE: not in common use

However, there are other classifications as well.

Exercise 43

a) *Use a monolingual dictionary to determine the register of the following words and to discover a more common / neutral (near) synonym. An example is given.*

Word	Register	Synonym
1. lesion	medical	cut, wound
2. podgy		
3. bananas (adj)		
4. pen (v)		
5. wireless (n)		
6. larceny		
7. pretty (adv)		
8. court (v)		
9. notwithstanding		
10. nosh-up		
11. politic		

12. bamboozle
13. clavicle
14. lingo

b) Make any necessary changes to the underlined words in the sentences that follow. Not all the underlined words are in inappropriate register. The first one has been done for you.

1. Unfortunately, he ended his days in an institution for the criminally bananas. *Insane*
2. Oh no! I think I've put my clavicle out again.
3. Lingo study classes are from 0900 to 1215 with options in the afternoon.
4. You are invited to a nosh-up to celebrate the 25th anniversary of the foundation of the club.
5. It's no good trying to bamboozle me. I'm not going to buy any insurance.
6. She turned out to be a great boss to work for notwithstanding what everybody said about her.
7. It is, to say the very least, pretty regrettable that the Managing Director has decided to resign at this crucial time.
8. Podgy children run a high risk of heart disease in later life.
9. My grandmother never bought a TV. She was quite happy listening to her wireless, as she used to call it.
10. Can you pen a quick shopping list for me? You know how forgetful I am.
11. One feels it may not be politic at this moment to press for an increase in salary.
12. 'Hi, Karen. So this is your new boyfriend.'
'Year, we've been courting for about two months now.'
13. I'm a bit worried about Harry, Doctor. He's got some nasty lesions on his legs.
14. 'I see Fred Gomm's been arrested again.'
'Oh, what for this time?'
'The usual – larceny.'

The kind of informal English, which is normal in ordinary conversation but is not considered acceptable in more formal language is called 'colloquial'. 'Slang' is even more informal and consists mainly of

particular words and phrases used principally by one group of people, e.g. young children, teenagers, students, professional people, working people etc.

Exercise 44

After each conversation below, first explain each colloquial or slang item and then rewrite the conversation in a more formal style.

1. **Alan:** Do you fancy going to the pictures tonight?

Jill: Great. Hang on, though. There's something good on telly.

Colloquial:

a) Do you fancy b) c) d)

Formal:

a) Would you like to b) c) d)

2. **Chris:** Do you like your new school?

Gus: It's OK.

Chris: And the kids in your class?

Gus: They're a decent bunch.

Chris: And the teacher?

Gus: Oh, he's a terrific bloke.

3. **Fred:** I'm not too keen on this new guy in the office.

Alex: Yeah, he's a bit of a big-head. Throws his weight around.

Fred: Yeah, if I get any more hassle from him, I'm going to tell him what I think.

Alex: Come off it. You haven't got the guts. You'd get the sack.

4. **Joe:** Posh suit!

Brian: My grandparents' 50th wedding anniversary. We're having a bit of a do.

Joe: Come and have a drink first. On me.

Brian: Just for a jiffy. Mustn't get there plastered.

Formality in a language is all about your relationship with the person you are speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, or to put yourself at a distance (for example, 'official' language). Informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should never use informal language to sound fluent or clever.

Exercise 45

Read the passage below and underline all instances of informal language. What conclusions can you make about relationship between the two people? Does vocabulary alone help to render the speech informal? What else points to informality? Rephrase the informal phrases in the conversation, using Standard English. The passage has been taken from the film "Educating Rita".

Rita I read this poem about fightin' death...

Frank Ah - Dylan Thomas...

Rita No. Roger McGough. It was about this old man who runs away from hospital an' goes out on the ale. He gets pissed an' stands in the street shoutin' an' challengin' death to come out an' fight. It's dead good.

Frank Yes. I don't think I know the actual piece you mean...

Rita I'll bring y' the book - it's great.

Frank Thank you.

Rita You probably won't think it's any good.

Frank Why?

Rita It's the sort of poetry you can understand.

Frank Ah. I see.

(Rita begins looking idly round the room)

Frank Can I offer you a drink?

Rita What of?

Frank Scotch?

Rita *(going to the bookcase)* Y'wanna be careful with that stuff; it kills y'brain cells.

Frank But you'll have one? *(He gets up and goes to the small table)*

Rita All right. It'll probably have a job findin' my brain.

Frank *(pouring the drinks)* Water?

Rita *(looking at the bookcase)* Yeh, all right. *(She takes a copy of Howards End from the shelf)* What's this like?

(Frank goes over to Rita, looks at the title of the book and then goes back to the drinks)

Frank Howards End?

Rita Yeh. It sounds filthy, doesn't it? E.M. Foster.

Frank Forster.

Rita Oh yeh. What's it like?

Frank Borrow it. Read it.

Rita Ta. I'll look after it. *(She moves back towards the desk)* If I pack the course in I'll post it to y'.

(Frank comes back to the desk with drinks)

Frank *(handing her the mug)* Pack it in? Why should you do that?

(Rita puts her drink down on the desk and puts the copy of Howards End in her bag)

Rita I just might. I might decide it was a soft idea.

Frank *(looking at her)* Mm. Cheers. If - erm - if you're already contemplating 'packing it in', why did you enrol in the first place?

Rita Because I wanna know.

Frank What do you want to know?

Rita Everything.

Frank Everything? That's rather a lot, isn't it? Where would you like to start?

Rita Well, I'm a student now, aren't I? I'll have to do exams, won't I?

Frank Yes, eventually.

Rita I'll have to learn about it all, won't I? Yeh. It's like y' sit there, dont' y', watchin' the ballet or the opera on the telly an' - an' y' call it rubbish cos tha's what it looks like? Cos y' don't understand. So y' switch it off an' say, that's fuckin' rubbish.

Frank Do you?

Rita I do. But I don't want to. I wanna see. Y' don't mind me swearin', do y'?

Frank Not at all.

Rita Do you swear?

Frank Never stop.

Rita See, the educated classed know it's only words, don't they? It's only the masses who don't understand. I do it to shock them sometimes. Y' know when I'm in the hairdresser's - that's where I work - I'll say somethin' like, 'Oh, I'm really fucked', y' know, dead loud. It doesn't half cause a fuss.

Frank Yes - I'm sure...

Rita But it doesn't cause any sort of fuss with educated people, does it? Cos they know it's only words and they don't worry. But these stuck-up idiots I meet, they think they're royalty just cos they don't swear; an' I wouldn't mind but it's the aristocracy that swears more than anyone, isn't it? They're effin' and blindin' all day long. It's all 'Pass me the fuckin' grouse' with them, isn't it? But y' can't tell them that round our way. It's not their fault; they can't help it. *(She goes to the window and looks out)* But sometimes I hate them. God, what's it like to be free?

Frank Ah. Now there's a question

Exercise 46

Match lines from column 'a' with lines from column 'b' to form two-line dialogues.

Column 'a'

1. What a horrible day!
2. I'm going to do it whether you like it or not.

3. I paid the tax bill just in time.
4. How do you get on with her?
5. You look very chuffed.
6. Can you lend me a fiver?
7. How did you manage to finish the job so fast?
8. Could you mend this, Dad, and give me a drink of juice?
9. No, no. This is how you do it.
10. How was your exam?
11. Did you buy anything?
12. I'll ask her what her politics are.
13. My stomach hurts, I've eaten too much.
14. Do you think I should try again?
15. Did you enjoy the party?

Column 'b'

- a. I know, I wasn't born yesterday.
- b. We have our ups and downs.
- c. Just a few bits and bobs.
- d. I blew it.
- e. You dare.
- f. Serves you right.
- g. You might as well. You've got nothing to lose.
- h. You can say that again.
- i. Hang on. I've got only one pair of hands.
- j. It's a good job too.
- k. Piece of cake.
- l. Not half. It wasn't great.
- m. I wouldn't. It's a touchy subject.
- n. No way. Sorry.
- o. Yes, I've just had some good news.

Exercise 47

Try to rewrite the sentences below in Plain English. An example has been done for you.

EXAMPLE: *'It is expected that in the foreseeable future further meetings will be arranged with the Trade Union for the purpose of conducting negotiations in relation to a reduction in working hours.'*

In Plain English: *' We will soon be meeting the Trade Union to discuss shorter hours.'*

1. If I were asked to give an accurate description of my physical condition at the present moment, the only possible honest reply would be that I am greatly in need of liquid refreshment.
2. People whose professional activity lies in the field of politics are not, on the whole, conspicuous for their respect for factual honesty.
3. Failure to assimilate an adequate quantity of solid food over an extended period of time is absolutely certain to lead, in due course, to a fatal conclusion.
4. It is by no means easy to achieve an accurate understanding of that subject of study, which is concerned with the relationship between numbers.
5. The climatic conditions prevailing in the British Isles show a pattern of alternating and unpredictable periods of dry and wet weather, accompanied by a similarly irregular cycle of temperature changes.
6. I should be grateful if you would be so good as to stop the uninterrupted flow of senseless remarks with which you are currently straining my patience to breaking point.

Exercise 48

Read the memo from the Director of Studies to the new Health and Safety officer of a language school and use the information to complete the fire notice. Use no more than two words for each gap. The words you need do not occur in the memo.

MEMORANDUM

To: David

From: Kim

RE: Fire notices for inspection next week.

As you know, we've got the all important inspection coming up next week and we still haven't got any proper fire notices up!

Can you put something official-looking together on the computer – don't forget to laminate the notices! Make sure you include the following:

- if you see/ smell a fire, set off the nearest alarm
- try and put the fire out if you can but don't get burnt/trapped
- go to the meeting place (behind the library)
- wait for your name to be called out
- if you hear the alarm, get out straight away – don't try to pick up any books, coats, etc.
- Go to the meeting place but don't lose control or run
- Don't go back into the building until the senior fire officer (that's you by the way!) says it's OK.

Kim

FIRE NOTICE

On discovering a fire:

1. a) the nearest fire alarm
2. b) to c) the fire but d) risks.
3. Proceed to the e) point (to the f) the library)
4. g) roll call.

On hearing the fire alarm:

1. Leave without stopping to h)
2. Proceed to the library quickly but without i) or running.
3. j)..... outside the building until k) that it is safe l) by a senior officer.

Exercise 49

Read this extract from a letter. It is written by a mother to her son who is away from home for the first time and is unable to cook. Change the vocabulary and structures to rewrite the passage in a form that is more appropriate for this task.

The cooking of an omelet is not a time-consuming project, nor does it necessitate a particularly high degree of culinary skills. The prerequisites in terms of provisions are two eggs, water and butter, and the essential equipment comprises a frying pan and heat source. The procedure is as follows. Initially, the two eggs are broken, and the contents, both egg yolk and white are placed in a bowl, where they are beaten. A small quantity of water or milk is then added and the mixture stirred again. The butter is placed in the frying pan, heated to melting point, and the egg mixture is subsequently added to the pan. The process of cooking is complete in approximately one minute, after which time the omelet is folded in half and served.

Exercise 50

If you hear the following lines, can you say precisely who is speaking to whom and in what situation?

1. Good morning, Matron.
2. I can't hear you, caller.
3. With your Lordship's permission.
4. Penny for the Guy?
5. Excuse me, officer.
6. Take the book in your right hand
7. Hear, hear.
8. Good boy, come here.
9. My Lords, Ladies and Gentlemen, pray silence for
10. Mr. Chairman, I object.

Exercise 51

Read the following comments from a language school student questionnaire and use the information to complete the numbered gaps in the formal memorandum to staff. Use no more than two words for each gap. The words you need do not occur in the students' comments. The exercise begins with an example (0).

Typical answers to feedback questionnaire

Classes

'My teacher was late for class every day except the first Monday!'

'I came to England to study English not to play games – I'm not a child!!!'

Facilities

'My classroom (A35) is a mess – can't the repairmen fix the cracks in the walls and stick the wallpaper back on? Only one of the lights was working during the whole 4-week course!'

'I liked the books and things in the self-access centre but it's in a bad place right at the top of the library on the fourth floor! Why not put it somewhere students spend more time?'

'The «Munch House Cafe Bar» is OK – I liked the new chairs and tables. Some of the sandwiches were off and they always ran out of coke when it was hot!'

Food

'I didn't like the food at all – it's always the same – chips, chips, chips!'

'All the food is boring – it has no real taste.'

Activities

'I liked the tour of the city but the sports were terrible, nobody knew where to go or what time to arrive!'

'Tom Shark was very rude to the students and we had to pay for things I thought I'd paid for when I paid for the course – like the BBQ and discos!'

Memorandum

To: All members of EFL staff
From: Jack Boot (Director of Studies)
Date: 16 June
Cc: The Principal

RE: STUDENT FEEDBACK QUESTIONNAIRE

I am afraid there were a large number of (0) *complaints* about the school at the end of this course. The following is a summary of the most recurrent comments.

Lessons

(1) seems to be a problem with many teachers, in fact one managed to be on time only once during the course. There also seems to be a feeling among students that the lessons weren't (2) and that too many games were played in class. Many of our students find such activities rather (3)

Facilities

Various students noted that the classrooms are in a (4) of repair and that we need to pay greater and more immediate attention to (5) As regards the new self-access centre, many students praised the wide selection of (6) but commented negatively about its (7) at the top of the library building, which, it seems, makes it somewhat (8) for students. Another more positive element in the school is the «Munch House». Many students commented favourably about the (9) But also pointed out that the sandwiches are often (10) and that soft drinks are frequently in short (11) particularly during hot weather.

Catering

The food lacks (12) With a great deal of the same food appearing day after day. It also seems that the food is far too (13) for international students.

Activities

There were numerous negative comments in this area. The sports activities seem very (14) organized with students having no clear instructions as to where and when to play. Certain members of the activities staff were also described as (15) Finally, it is clear that many students are being charged again for activities they paid for in (16)

Exercise 52

*Where do you think you would be if you heard the following?
Do you think you should reply to any of the phrases – if so how?*

1. Last orders, please.
2. All change. All change.
3. Open wide.
4. Window or aisle?
5. Could you register, please.
6. Would you like to try it on?
7. Dressing?
8. Hold tight.
9. That's only available on prescription, I'm afraid.
10. Say 'cheese.'
11. Could you endorse it, please.
12. Same again?
13. You are on a double – yellow there, sir.
14. How would you like it done?
15. Say when.
16. 'K. you.

Exercise 53

On November 11, 1998 the Times published a letter that four British boys had written to the Queen. The letter is highly informal and therefore absurdly irreverent.

Tasks

1. In the text of the letter, underline all instances of colloquial usage, write out the informal words and expressions and suggest more formal equivalents.
2. Restructure the letter making it more logical and consistent, re-write the letter using appropriate style and vocabulary.

POPPING IN TO THE PALACE

DEAR YOUR MAJESTY...

“A long time ago you gave out OBEs to The Beatles and have since given awards to many famous pop stars, but you’ve had the same band playing outside Buckingham Palace since forever. Well, we are four young lads aged 16 and 17 who form the band ALIVE. In fact, here’s a CD of our music for you to listen to and some information about us. We were recently booked to play a load of concerts with top acts, but the promoter turned out to be a complete conman and we really lost out. We’ve never played in London and would like the chance to perform at Buckingham Palace, possibly inside the gates where the band usually plays to entertain the crowds or inside at a party. It would be a really good gig for us and having the gig on our CV might help us swing a record contract. You will note from the enclosed leaflet that we got support from the Prince’s Trust. They gave us a grant of 480 pounds in January 1997 and we would have asked Prince Charles, but as Buckingham Palace is your house, we thought we should ask you first. We’ve put a nice slow song on the CD first cos we thought you wouldn’t be into heavy stuff. By all means give the CD to your grandchildren to listen to but make sure they give it you back. Finally, we are four good lads who don’t do drugs, aren’t scruffy and don’t use foul language (maybe that’s where we’ve been going wrong!) Anyway, if you can give us a break it would be cool. With our love to you and all the Royal Family, Andy, Daz, Martin and Craig XXXXX.”

WORKSHOP IV. WAYS OF SPEAKING

When Opening Your Mouth Can Say It All

(Paul Barker)

To give children the right start, add speaking to the three Rs

I’m not sure when I lost my Yorkshire accent. I had one as a child in the Pennine valley where I lived until I was 18. But now, after migrating southwards, the Yorkshireness is only a kind of underlay. I still say ‘uz’, for example, meaning us, instead of Southern English ‘uss’.

You can hear it most clearly when I do a radio broadcast. Somehow, the microphone reaches down to intonations the unaided ear may miss. This aural

ghost in the machine helps to justify my turning up on Radio 4, from time to time, as a member of the Northern team in Round Britain Quiz.

Would it have mattered if I had carried on speaking broad Yorkshire? Would any schoolboy these days adopt anything like my verbal amalgam?

In 'Bad Language', a Penguin paperback out yesterday, two linguists – one Swedish, one English – join forces to argue that it is 'undemocratic' for anyone to be discriminated against on the grounds of his or her accent. People should not feel that they have to change. 'Accent discrimination', write Peter Trudgill and Lars Andersson, 'is an anti-democratic phenomenon, not totally unlike racial prejudice and sexual discrimination'.

But there is one obvious difference. It is very hard to change your sex or your skin colour (though many people try). Elocution lessons are less hazardous. Listen to the crystalline accents of non-white news announcers. They did not subject their career prospects to the added risk of accent discrimination. In an ideal world, it would be pleasant if you could agree with Trudgill and Andersson: anything goes. But it doesn't, and you can't. If children are to have the right start to the real world, speaking will have to join reading, writing and arithmetic as a basic skill.

Accent has been somewhat of a taboo in recent years, especially among educationists. It was not nice to talk about it. The taboo was first broken by John Honey in his entertaining sharp-eared survey, 'Does Accent Matter?' Honey's answer to his own question was Yes. The *Guardian*, naturally, poured cold water on the book when it first came out in 1989, but that did it no harm. It has since become, unexpectedly, a bestseller.

Studies show that people rank different accents in a strict social pecking order. Top comes the accent that linguists now call Received Pronunciation (RP) – roughly what used to be called BBC English. Then come 'educated Scottish' (meaning, perhaps unfairly, Edinburgh, not Glasgow), with educated Welsh and Irish close behind.

In the middle of the pecking order comes a cluster of accents with a rural undertone: my native Yorkshire, for example, as well as the West Country burr.

City accents fare worst. Despite the Beatles, the Liverpool accent jostles with London/Cockney and the West Midlands accent at the bottom of the linguistic pile.

The city-country divide is especially intriguing in the case of Ireland. Notwithstanding the example of John Cole, the BBC political editor, a Belfast voice – urban and hard-edged – is ranked far below the softer, rural-seeming tones of the Republic. It is no accident that chat show hosts such as Terry Wogan have moved across the Irish Sea from the Republic. The southern Irish voice is somehow seen as being outside the British class structure.

It emerges that people read an extraordinary range of messages into accent. RP-speakers are apparently rated highest, by their hearers, for intelligence, ambition, leadership, self-confidence, wealth and status. As if that weren't enough, they are also credited with good looks, tallness, and even cleanliness.

Not everyone takes this lying down. Glaswegians celebrate the fact that they 'belong to Glasgae', and no one can beat a Londoner's local pride. *But nobody celebrates the Birmingham accent.* The italics are John Honey's. After his book came out, a Midlands television show asked him to defend himself against a university lecturer with a strong Brummie accent. The discussion collapsed when the lecturer told Honey he thought his career had, in fact, been blighted by the reaction to the way he spoke. Yet the flat, persistent voices of both Enoch Powell and Brian Walden retain strong traces of their native West Midlands. I suspect that only those who make a career of outsiderishness can successfully cling to it.

I yield to no one in my pride in Yorkshireness. And I am delighted that time has eroded the force of Bernard Shaw's observation that 'It is impossible for an Englishman to open his mouth without making another Englishman hate or despise him'. I am no defender of snobbism. But, undemocratic or not, the harsh social and linguistic truth remains. If you drop your aitches, you also drop your chances. To be fair to children, teachers and parents cannot ignore this.

Answer the following questions working in pairs

1. Read the title of the article. Where are the subject and the predicate of the sentence?
2. Read the subtitle: "To give children the right start, add speaking to the three Rs". What is meant by three Rs?
3. Where does Paul Barker come from? What does he do? Where does he work?
4. What sort of accent has he? How does he feel about it?
5. What is "Bad Language"?
6. How do Peter Trundgill and Lars Anderson feel about changing one's accent? What does Paul Barker think about it?
7. What does 'elocution' mean?
8. Does Paul Barker think people should take elocution lessons?
9. Have educationists been discussing the problem of teaching speaking for a long time?
10. When did John Honey's survey appear? How did the press receive it? How did the public receive it? Why did opinions differ?

11. What does the ranking order of accents in Britain look like?
12. What characteristics do listeners attribute to RP speakers?
13. How do Glaswegians and Londoners feel about their accents?
14. Who ‘won’ in the television show discussion between John Honey and a university lecturer from Birmingham?
15. Is Bernard Show’s remark about accents still valid?
16. Does Paul Barker support or oppose the idea of speakers changing their accents?

Exercise 54

Write a summary of Paul Baker’s point of view concerning accents.

Exercise 55

Explain or translate the underlined parts of sentences from the text.

1. In an ideal world, it would be pleasant if you could agree with Trudgill and Anderson: anything goes.
2. The taboo was first broken by John Honey in his entertaining sharp-eared survey, ‘Does Accent Matter?’
3. City accents fare worst.
4. It emerges that people read an extraordinary range of messages into accent.
5. Not everyone takes this lying down.
6. I am no defender of snobbism.

Exercise 56

In the text find the words corresponding to the following definitions.

1. something that sells in very large numbers –
2. strong social custom forbidding a particular word or behaviour –
3. to gradually wear away or destroy –
4. the art of good clear speaking in public –
5. one’s social or professional rank –
6. to travel so as to change one’s place of living especially for a limited period –
7. appear from being hidden –
8. a combination or mixture of different things–

Exercise 57

In the text find the English equivalents for the following Russian phrases.

1. «невооруженное» ухо
2. появиться на радио
3. объединять усилия
4. на основании чего-либо
5. очевидное различие
6. подвергать риску свою будущую карьеру
7. основной навык
8. нарушить запрет
9. несмотря на что-либо
10. городской, сельский акцент
11. наделять кого-либо какими-то качествами
12. цепляться за что-либо
13. уступать кому-либо в чем-либо

Exercise 58

Translate the following sentence into Russian paying special attention to the underlined structure.

Accent discrimination is an anti-democratic phenomenon, **not unlike** racial prejudice.

Using the given pattern, form word combinations, making the adjectives below negative and adding NOT to them. Translate them into Russian.

FAVOURABLE, FREQUENT, ATTRACTIVE, NATURAL, RESPONSIVE, MINDFUL, LIKE, COMMON, INTERESTING

Translate the sentences into English using the pattern given above.

1. Новый советник – посланник произвел весьма благоприятное впечатление на дипломатический персонал посольства.
2. В наши дни собственный персональный компьютер уже стал чем-то вполне обычным и имеется практически в каждом доме.
3. Премьер-министр созвал внеочередное заседание правительства и, ничуть не забывая о своей ответственности за принятие окончательного решения, призвал собравшихся министров высказаться по существу проблемы.
4. Внезапные бури довольно часто случаются в этих отдаленных местах.

5. Небезынтересно, что премьер-министр даже не пытался отрицать свою причастность к инциденту.
6. Выбор дипломатической карьеры был вполне естественным для него.
7. Вполне вероятно, что они победят на выборах.
8. На него это очень похоже – сомневаться во всем и не быть уверенным ни в чем.
9. Я нахожу перспективу дипломатической карьеры весьма привлекательной и ваше предложение поработать в этой стране достаточно заманчивым.
10. Она хорошо разбирается в нюансах английского языка и неплохо понимает французскую речь.

Before reading the text below explain what the expression «to read between the lines» means.

HOW TO READ BETWEEN THE ENGLISH LINES

By Janet Daley, the Independent

There was a certain irony to all those shock-horror headlines over the Fayed affair. ‘Lies, lies, lies!’ screamed the tabloids, to which anyone with an outside perspective on English social mores might have responded, ‘So, what’s new?’

Duplicity is so embedded in the British way of life that foreigners could perhaps be forgiven for getting hold of the wrong end of the stick about the acceptability of untruth. The deception which is freely practised is the sort that is designed to avoid unkindness. But one person’s tact is another’s hypocrisy.

Social lies can be understood as the price of civilized life. The English obsession with avoiding the hurtful remark (even in its most indirect forms) is a trait for which I am always grateful, coming as I do from a country where compulsive truth-telling is developed to the point of sadism. But deception is a dangerous skill which has been cultivated as a recreation by the laid-back classes, whose ethos dominates national life.

Deliberately falsifying one’s feelings and motives may become so ingrained a mannerism that sincerity becomes unrecognizable. True, one learns to allow for this in ordinary social exchange – to understand that words, ‘How lovely to see you’, however gushingly delivered, are not to be taken literally but are simply a polite reflex like the rhetorical question, “How do you do?”

But there is a terrible price paid for this Byzantine code of opaque communication. Duplicity is the great English disease (the Celts are as mystified by it as foreigners), more debilitating than lethargy, with which it is often in league. It does offer some compensations, of course. It is generations of perfected duplicity which allow the English to produce the world's greatest actors (as well as some of its most notorious spies) and which gives a distinctive texture to its literature. As a novelist, I am constantly thankful for the fact that every English conversation has three levels of meaning: what you think, what you say and what you wish to be understood as saying. What we lose in the confusions of everyday life may to some extent be regained in the rich subtlety of ambiguous conversation.

The question is, how much lying is done to avoid unkindness (perhaps laudable) and how much to avoid unpleasantness (merely cowardly)? And how often does the cowardice become criminally irresponsible, as in promising fulsome support to a colleague when you have no intention of voting his/her way at the meeting, or assuring an underling that he/ she is a valued employee when you are planning to sack him/her.

I offer an illustrative anecdote from the world I know best: Giles Mumblebotch, a chronically incompetent speaker, gives a guest lecture at Withit Polytechnic's trendy media department. His delivery is inaudible, his slides are in the wrong order and the content of his talk is mind-deadening. When he asks for questions at the end, the students sit in stupefied silence.

Giles shuffles apologetically off the lecture platform to be greeted by beaming Alex Silk-Smooth, the head of department.

'Super, Giles,' he murmurs fervently, 'great talk'.

Giles brightens. 'Really?' he asks eagerly.

'Spot on', affirms Alex, 'just the sort of thing they need.'

'But they didn't ask any questions,' Giles says doubtfully.

'Oh, no, they never do,' Alex burbles. 'A shy lot, they are. We call them the Silent Generation.'

Giles is glowing by now. 'Well, if you think they'd be interested – I've got a whole lecture series on graphic art of the late nineteenth century.'

'Have you?' breathes Alex, as if all his birthdays had come at once. 'Well, well. We'll have to plan on that next term. Absolutely.'

Alex will now spend the next three months avoiding Giles's persistent telephone calls, hoping that Mumblebotch will get the message that he is never going to be asked back to Withit Poly.

Not only will Giles be subjected to a humiliating run-around by the department secretary, but he will eventually come to realize how inept his pestering appeared. But, I can hear you say, surely Mumblebotch was naive to take Silksmooth's words as a serious undertaking. He was *just being kind*.

But if we must assume that even the most apparently honest exchange is, in fact, some kind of cipher which is not what it presents itself as being, then we really have passed through the looking glass into a realm where reality is difficult to grasp.

Many years ago, I was invited on to an advisory panel at a well-known architecture school. I attended the first meeting but at the time of the second was suffering from a heavy cold and so rang up to beg off.

Weeks went by and I was invited to no further meetings. I rang the supervising professor's office. Did he not wish me to continue on the panel? Oh. Yes, indeed he did. He had simply assumed that my pulling out of the second meeting meant that I 'wanted out'.

It would have been pointless to tell him that had I wanted out, I would have said so- that my quaint American standards of professionalism would have decreed that I write a letter of apology for such a decision. He would have been amazed and probably offended.

If misunderstanding and failed communication become endemic – as indeed they have in industrial relations – then even the simplest transactions will become entangled not only by misconception but by the more shaming fear that one will have been caught out in a gauche misjudgement. Not knowing how to read the signals is, after all, a dead giveaway of social inexperience.

Deceit is a game which you learn to play early in life – not to know its forms and rules marks you as an outsider. Or, in industrial relations, as being from the Other Side which does not understand that this is a sport, at all.

Answer the following questions working in pairs

1. Where is Janet Daley from? What does she do?
2. Why does the author feel more comfortable when she speaks to an Englishman than when she speaks to an American?
3. Why does Janet Daley whose native language is English find her intentions misunderstood by English people at times?
4. What does the author understand by 'social lies'? How does she differentiate between 'lies' and 'social lies'?
5. Is the attitude of the author to social lies negative or positive? Give facts from the text to prove your point of view. What is your attitude to social lies?
6. What examples of misunderstanding and failed communication does the author give? What do those examples serve to prove?

7. Who does Janet Daley hold responsible for English corrupt social mores? Do you agree with her? Why? \Why not?
8. What dangers may the duplicity of the English involve?
9. What advantages according to the author have the English as a nation gained through the constant practice of deception?
10. What might be the possible consequences of not knowing the rules of the game?
11. What does the author mean by referring to ‘industrial relations’ in the last two paragraphs of the article? Who is ‘the Other Side’?
12. What from your point of view may enable foreigners to overcome communication gaps that so many foreigners confront in dealing with the English?
13. Is the problem relevant to your native language?

Exercise 59

Sum up the text orally.

Exercise 60

Find words corresponding to the following definitions.

1. customs, manners, social behaviour
2. deceit, hypocrisy, doubledealing
3. smth fixed firmly and deeply
4. morbid persistence of an idea in the mind, craze
5. the ethics, set of ideas, or beliefs of a person or a community
6. intentionally, on purpose
7. a peculiar way of behaving or speaking that has become a habit
8. to take into consideration
9. tending to make weak
10. clearly marking a person or thing as different from others
11. ingenuity, inventiveness
12. praiseworthy
13. greater than what is normal or necessary, insincere
14. fashionable
15. absurdly inappropriate, fatuous
16. to annoy continually
17. natural, innate
18. clumsy, awkward, tactless

19. odd, unusual

Exercise 61

Give the meaning of the following phrases.

1. to get hold of the wrong end of the stick
2. compulsive truth-telling
3. the laid-back classes
4. the Byzantine code of opaque communication
5. in league with
6. fulsome support
7. to get the message
8. dead giveaway

Exercise 62

Find words in the text similar in meaning to those given below.

1. duplicity
2. embedded
3. trendy

Exercise 63

a) Say which sentences in the text may be said to have been patterned on the following proverbs.

1. One man's meat is another man's poison.
2. What one loses on the swings one makes up/gains on the roundabouts.

b) Can you complete these well-known proverbs?

1. Better to be safe than ...
2. Strike while the ...
3. It's always darkest before ...
4. You can lead the horse to water but ...
5. Don't bite the hand that ...
6. No news is ...
7. A miss is as good as ...
8. You can't teach an old dog new ...
9. If you lie down with dogs , you'll ...
10. Love all , trust ...
11. The pen is mightier than the ...

12. An idle mind is ...
13. Where there's smoke there's ...
14. A penny saved is ...
15. Two's a company, three's ...
16. Don't put off till tomorrow what ...
17. None are so blind as ...
18. Children should be seen and not ...
19. When the blind leads the blind ...

Exercise 64

Study the following idioms and make up sentences using them.

1. to split hairs –to make fine distinctions

The mother and child spent a great deal of time arguing about the hair-splitting question of whether “going to bed” meant lights out or not.

2. straight from the shoulder – in a direct, open way

I took the wind out of his sails by telling him straight from the shoulder what I thought of it.

3. to break the ice – to make a start by overcoming initial difficulties, to overcome stiffness between strangers

All after-dinner speakers break the ice by telling a story or joke at the start of their speeches.

4. a pretty kettle of fish – a messy situation, a problem

He thought it was an innocent white lie, but it got him into a pretty kettle of fish.

Make up a situation using the idioms and the active vocabulary of the unit.

READING PASSAGE ON LANGUAGE

The language spoken in each society is a reflection of its own particular culture. The type of language spoken by each individual within a society is a symbol of his personality, background and status. People, therefore, classify each other according to the way they speak, as is well illustrated in the following extracts from *THE COLLECTOR* by John Fowles. In this novel, a young man obsessed with a girl much higher up in the social scale, kidnaps and imprisons her. The first extract describes the thoughts of the man, Frederick, and the second those of the girl, Miranda.

Note that 'D and M's class' means 'Daddy and Mummy's class' and that Caliban is Miranda's name for Frederick. In Shakespeare's THE TEMPEST, Miranda is the cast-away heroine, Caliban the island's monster.

She often went on about how she hated class distinction, but she never took me in. It's the way people speak that gives them away, not what they say. You only had to see her dainty ways to see how she was brought up. She was not la-di-da, like many, but it was there all the same. You could see it when she got sarcastic and impatient with me because I could not explain myself or I did things wrong. Stop thinking about class, she'd say. Like a rich man telling a poor man to stop thinking about money.

I do not hold it against her, she probably said and did some of the shocking things she did to show me she was not really refined, but she was. When she was angry she could get right up on her high horse and come in over me with the best of them.

There was always class between us. What irritates me most about him is his way of speaking. Cliche after cliche after cliche, and all so old-fashioned, as if he has spent all his life with people over fifty. At lunch-time today he said, I called in with regard to those records they have placed on order. I said, Why don't you just say, 'I asked about those records you ordered?' He said, I know my English isn't correct, but I try to make it correct. I didn't argue. That sums him up. He's got to be correct, he's got to do whatever was 'right' and 'nice' before either of us was born.

I know it's pathetic, I know he's a victim of a miserable Nonconformist suburban world and a miserable social class, the horrid timid copycatting genteel in-between class. I used to think D and M's class the worst. All golf and gin and bridge and cars and the right accent and the right money and having been to the right school and hating the arts. Well, that is foul. But Caliban's England is fouler.

Choose the best option to complete the sentences below

1. According to Frederick
 - a. He knew the girl was really a snob because she didn't fall for him.
 - b. It was the girl's accent that showed she was upper class.
 - c. His inability to express himself brought out the girl's class consciousness.
 - d. It is typical of the rich to tell you to stop thinking about class distinctions.

2. When the girl was angry
 - a. She really laid into speaker.
 - b. She made it plain he was her social inferior.
 - c. She ganged up with her social equals against him.
 - d. She would go off riding and leave him.

3. The girl objected to the man's remark about the records because
 - a. It was unnecessarily complicated.
 - b. It was a cliché.
 - c. It was an old-fashioned remark.
 - e. It was grammatically correct.

4. The man's obsession with being 'correct' sums him up in the girl's eyes because
 - a. It is the right thing to be.
 - b. It is a nice thing to be.
 - c. It is pathetic.
 - d. It is typical of his class.

5. The comparison with 'D and M's class' shows that the girl
 - a. Regards speaking the right sort of language as a virtue.
 - b. Prefers the lower middle class to the upper middle.
 - c. Prefers the upper middle class to the lower middle.
 - d. Regards aping the middle class as worse than belonging to it.

Exercise 65

Make up and deliver a 10-15-minute PowerPoint presentation on the problems below. Look up the rules for making presentations in Unit 2.

1. Euphemisms have become a distinctive feature of our times.
2. Politically Correct Language.
3. George Orwell and His Novels.
4. Dialects and Accents in Great Britain.

WRITING

Exercise 66

Write an opinion essay of 300-350 words on the following quotations.

1. Political correctness has become a straightjacket. (Gary Oldman)
2. In days of doubt, in days of dreary musings on my country's fate, you alone are my comfort and support, oh great, powerful, righteous, and free Russian language!" (Ivan Sergeevich Turgenev)
3. I am always sorry when any language is lost, because languages are the pedigree of nations. (Samuel Johnson)

Exercise 67

Write a for-and-against essay of 300-350 words on one of the following subjects.

1. Accent is one of the biggest barriers to social equality in Britain.
2. Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. (Noam Chomsky)
3. Language is the archives of history. Language is fossil poetry. (Ralph Waldo Emerson)

WORKSHOP V. VOCABULARY PRACTICE

Exercise 68

Complete the texts, bearing in mind all the studied words. The first letters of the necessary words are given to help you.

1. As negotiations to end the standoff p_____, the White House r_____ offers of help from the Rev. Jesse Jackson, though there were i_____ conversations with f_____ President George Bush and his national security adviser, officials say.

Another central player was General Powell, whose S_____ Department took c_____ of negotiations, and who was the first to publicly use the c_____ and p_____ phrases “sorry” and “sorrow” and find the d_____ b_____. Reviewing the last-minute flurry of diplomacy that led to the agreement today, Gen. Powell, who was in Paris on his way to the Balkans, said the United States had nothing to a_____ for.

“With r_____ to “regret”, “sorry”, “very sorry” – they were related to very s_____ things”, he said. “To the loss of the young Chinese pilot’s life. The death of anyone d_____ us all in some way, and so we were e_____ the fact we were “sorry”, “very sorry”, “regret” the loss of his life”.

The second thing that these words related to, he said, c_____ the question of the American plane i_____ Chinese airspace.

“We entered their airspace without v_____ c_____,” he said. “But the young pilot was f_____ with a crisis, his plane had s_____ out of c_____. He had to get on the ground. The n_____ and formalities were u_____ to him at that moment”.

Gen. Powell said the pilot did a t_____ job of getting the plane on the ground. “He landed without c_____”, he continued, “and we’re very sorry – but we’re glad he did”.

2. Diplomacy is an art form, the art of p_____ and t_____, a s_____ construct of gestures and words, body language and rhetoric carefully arranged and skilfully m_____ for a single purpose: to p_____ another country to behave the way you want. Tone is the hardest thing to get right. How do you c_____ your views so they're c_____ and p_____, firm and forceful without putting the other side's back up?

George W. Bush is in the p_____ of finding out. As a youthful candidate who wanted to be taken seriously _____ his inexperience in foreign affairs, he struck a t_____-guy p_____, compensating for shallow knowledge by a_____ the combative tone of a cold warrior. G_____ by advisers, Candidate Bush s_____ to contrast his hard-eyed "realism" with a Clinton-Gore idealism. The easiest way to mark the d_____ was to take up Russia and China as nations with nukes that p_____ a t_____ to American interests; Bush would treat them not as the friends or strategic partners of Clinton's dreams but as c_____.

Last week President Bush found himself a_____ both those countries for real, and the words and gestures he used seemed d_____ to show that the candidate hadn't been kidding. Though White House s_____ A.F. used "realism" a dozen times last week to explain, defend and j_____ the Administration's rhetoric, Bush's focus on differences may make it harder to b_____ them.

Some hard-line b_____ are evident, and certain to have an i_____ on foreign affairs. National Missile Defense, the 21st century S_____ W_____, is coming, and Bush's message to all critics is, Deal with it. Europe, Russia and China are starting to c_____ that this will be a long d_____, p_____ and military wrangle. North Korea, which Clinton drew into negotiations as a "state of c_____", has been downg_____ again to "rogue state" by Bush. The Administration has taken a decidedly hands-off stance toward peace-making, i_____ in the M_____ E_____. In talks with China's Vice Premier, Bush bluntly said Washington would sell whatever arms it chose to Taiwan.

If Bush a_____ the sale, Beijing's anger could s_____ human rights p_____ and nonp_____ efforts. But some say the t_____ language could be necessary for a c_____. There's certainly room for straight talk and firmness in US diplomacy. Bush's c_____ could inspire sounder policy. To k_____ the t_____ talk constructive, though, Bush will need perfect pitch. How will Washington get c_____ to "work with us when we're poking them in the eye"? Bush may find that t_____ talk is not all there is to smart d_____.

Exercise 69

Complete the text with one word only.

It's apparent that no member of a speech community can _____ anything he wants to, in any _____ he cares to use, on any occasion, even though he may be _____ in the sound system and the _____ of the particular language he is speaking. And no visitor to a foreign speech community - _____ of the amount of instruction he has _____ in the grammar - is ever prepared for the _____ he will find in the way the language is used by its _____ speakers. Even a child born into that foreign speech community, and who thereby uses his _____ tongue effortlessly, nevertheless still has not learned the _____ use of his language in various _____. By the age of five, the child can utter a wide _____ of grammatical sentences, but he is still _____ which of these sentences to use at a _____ time. Only as he matures within his speech community does he _____ the ability to make statements _____ for any situation and to _____ the _____ of the statements made by others.

Exercise 70

Translate the following into English using the active vocabulary.

Язык и мышление

Взаимосвязь языка и мышления обнаружена давно. Общеизвестный факт – речь людей плохо образованных, не владеющих логикой мышления (cognitive operations), совсем иная в сравнении с речью людей образованных. У образованного человека шире запас слов, он употребляет усложнённые грамматические конструкции и максимально использует все средства родного языка. Он лучше мыслит, и потому лучше говорит, и наоборот.

ROUND-TABLE DISCUSSION

*A. Get ready to discuss the problem of Political Correctness at a round-table conference. Distribute the roles among the participants and do not forget about the role of the chairperson. Make use of the hints given in **The Press**.*

Political Correctness (PC) - Has it Gone Too Far?

Politician – Movement in America founded on well-meaning intentions to promote equality in language and representation of diverse groups. However,

this has now been oversimplified and misused by politicians in their attempt to win the favour of as many "minority" and interest groups as possible.

Sociologist – PC is something that is supposed to limit insult, but has become extremely over-emphasized by the left-wing half of the world to the point where it loses its purpose.

Human rights activist – PC is a necessary tool for a free society where there is no place for discrimination, humiliation, denigration. All citizens must be treated equally and enjoy equal rights.

Liberal - Definitions and names directly affect the way you look at people. Words and terms ARE important. The cycle of oppression starts with generalizations and stereotypes.

Anti-liberal – PC is the ideology of weird left wing liberals who want society to be nothing but accepting of all perverts and freaks everywhere. The main basis is not to offend anyone with one little incorrect word.

Women's rights activist – Sexism, anti-sexism and 'political correctness' must be seen, not as separate discourses functioning in isolation from the others, but as all working at the same time to define the limits and possibilities of the others.

Conservative – PC is an impractical policing of language and thought that has exceeded its boundaries of usefulness. It stops people from saying the truth; it is blatant hypocrisy; promotion of language that conceals personal differences.

American student – If you say the “wrong thing” in America today, you could be penalized, fired or even taken to court. PC is running rampant, and it is absolutely destroying this nation.

Journalist – PC is a powerful form of censorship, which denounces freedom of speech in exchange for "not offending anybody"; a method of controlling and dictating public speech and thought. In his novel 1984, George Orwell imagined a future world where speech was greatly restricted. “Newspeak”, the language of that totalitarian state, bears a striking resemblance to the political correctness that we see in America right now.

Poet - If we all keep being politically correct then no one will say anything new or inventive, nobody will make music that reflects reality, poems will not be written about real life, and people will be afraid to speak up.

European student – people are not being hauled off to prison for what they are saying just yet, but we are heading down that path. Every single day, the

mainstream media bombards us with subtle messages about what we should believe and what “appropriate speech” consists of.

Housewife (housemaker) – The truth is that the messaging comes from all the major institutions (the government, the media, the education system, etc.). The establishment wants to control what people say and how people think, and they have a propaganda machine that never stops working.

Victim of sexism – Although sexism is less the obvious and 'proud' practice it once was, it has only gone underground. It remains an invidious and destructive institutionalized and personal practice of which women continue to be victims in meaningful and significant ways.

Civil servant – PC has created a society that walks on eggshells and that has difficulty being personal with each other because coworkers and potential friends can't joke around for fear of offending the other. People try to stop you from saying what you want. If we keep doing this the world will be boring.

B. Now get ready to discuss the problem of drugs at a round-table conference. Be politically correct.

Drug-taking should be banned

Policeman – Drug-taking breeds all kinds of crime and should be banned.

Diplomat – Drug trafficking has become a global problem. Illegal drug laws should be made much stronger the world over. World governments should conduct joint campaigns against drugs.

Clergyman – The war on drugs can never be won on an international level. It must be won locally.

Human rights activist – The level of crime will be reduced if light narcotics like marijuana, are made legal and the governments give them to addicts free of charge.

Writer – Drug addiction is no worse than alcohol addiction, and people in a democratic society should be free to decide for themselves whether or not to take drugs.

Doctor – Drugs have always been used in medicine to relieve pain, and it will be inhuman to deprive those who are terminally ill of narcotics.

Teacher – People who develop drug problems should have their children taken away from them.

Mother and housewife – It is our children who are the first to fall victims of drug pushers and die of overdose.

Pop singer – Drugs are a blessing for most pop stars as they both stimulate our creative activity, and help many hard working pop stars cope with stressful situations which are plentiful in our profession.

Cross-country skier – Drug taking has become common practice among professional sportsmen. Our health is often sacrificed for the sake of national prestige and financial gains.

WORD LIST III

avert	impact on society
acronym	inept
the art of persuasion	in various manifestations
acceptability	in league with
amalgam	innumerable dialects
assertive	to inflict on
to assume	to invert
basic skill	to join forces
to bring concerns to the fore	laid-back classes
burgeonings of youth culture	legacy
bestseller	to lessen
to break a taboo	linguistic crossfire
by definition	laudable
by process of elimination	to legislate for/against
casual speech	to leap out of the confines of origin
coinage	to league with
construct	to leave out of account
to convert	literacy
complexity	lexical fingerprint
conventional	lexical innovation

to clarify
clear and precise language
to cling to
compulsive truth-telling
to credit with
common sense
communication
complacency
consensus
commercial
to decline
to decrease
to delve into
to design
digital language
to diminish
to divert
deliberately
debilitating
to define
duplicity
dead giveaway
devoid of references to
to draw the line at/between
despite
dissident thought
doublespeak
elocution
to manipulate a word
mannerism
to migrate
nuances
notorious
offshoot
to overshadow
on the grounds of
obvious difference
obsession
opaque communication
politically correct lobby
to pervert
to pester
partisan diatribe
prolific
ponderous
to quibble over words
quaint
to rise
to revert
recesses of the human psyche
to recede
to reclaim
rural accent
sappy cliché
to shrink
to shrivel

to equal	to subvert the process
to erode	sensitivity
exclusive to	sexist term
eligible for an award	to subside
embedded	subterfuge
ethos	subtlety
to emerge	to spin out of control
endemic	separatist by definition
to enforce	to subject career prospects to risk
to elevate to a language	spectrum
euphemism	to slide
far-fetched	social mores
fulsome support	stigma
to foster an attitude to	spread of universal education
formerly beyond the pale	tough language
to get into one's stride	tortured syntax
to guide public opinion	trendy
gauche	to turn up on the radio
gender differentiation	to upgrade the status
to go down	to use to one's advantage
to give offence	to upstage
to get hold of the wrong end of the stick	unaided ear
to get the message	urban
to gloss over	to wane
to have verbal clearance	to weep for
infinite shades of language	to yield to

