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ADVANCED ENGLISH
FOR HUMANITIES

Под редакцией **С.В. БОГОЛЕПОВОЙ** и **Р.-Л. КУК**

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Авторы:
С.В. Боголепова, Национальный исследовательский университет «Высшая школа экономики»,
А.В. Бакулев, Национальный исследовательский университет «Высшая школа экономики»,
М.А. Кирсанова, Национальный исследовательский университет «Высшая школа экономики»,
Н.Э. Макарова, Национальный исследовательский университет «Высшая школа экономики»,
А.А. Эйстрих, ГБОУ гор. Москвы «Школа 1285»

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Предназначен для развития коммуникативной компетенции на уровне С1, продвинутом уровне владения английским языком. В области рецепции задания направлены на развитие умений аналитического чтения, аудирования различных типов аутентичных текстов. Поступательно развиваются умения, позволяющие студентам создавать собственные тексты различных жанров и стилей. В области говорения развиваются умения вести дискуссию, приводя обоснованные доводы и аргументы, презентовать результаты своих исследований, обеспечивая их визуальной поддержкой и сторителлингом. Важное место занимает развитие интегративных умений, а также развитие когнитивных умений высшего порядка.

Соответствует ФГОС ВО последнего поколения.

Для студентов бакалавриата и магистратуры, обучающихся по гуманитарным направлениям.

Ключевые слова: английский язык; гуманитарные направления; интегративные умения.

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Предисловие

Курс «Advanced English for Humanities» предназначен для студентов образовательных программ бакалавриата направления подготовки 45.03.02 Лингвистика, изучающих английский язык как основной иностранный, однако он может использоваться в курсах английского языка, преподаваемых в рамках других гуманитарных направлений подготовки бакалавриата, специалитета и магистратуры. Целью курса является развитие коммуникативной компетенции на уровне С1 и выше по Общеевропейской шкале уровней владения иностранным языком [1]. Содержание учебника охватывает широкий спектр гуманитарных и социальных тематик, не ограничиваясь языкознанием, переводоведением и межкультурной коммуникацией и затрагивая вопросы образования, политики, истории, менеджмента. Содержание отбиралось в соответствии с федеральным государственным образовательным стандартом высшего образования по направлению подготовки 45.03.02 Лингвистика (уровень бакалавриата), рабочими учебными планами образовательных программ «Иностранные языки и межкультурная коммуникация», а также с академическими потребностями и интересами студентов, выявленными в ходе проведения практических занятий по дисциплине «Практический курс основного иностранного (английского) языка» и в результате опроса среди студенческой аудитории. Полученные данные повлияли на выбор типов заданий для отработки языкового материала и коммуникативных ситуаций для речевой практики.

Все разделы (юниты) имеют сходную структуру. В вводной части (lead-in) активируются фоновые знания учащихся. Дальнейшие блоки юнита нацелены на развитие коммуникативных умений и работу над аспектами языка. Однако на продвинутом уровне (С1) нельзя обойтись без развития экстралингвистических умений, к примеру, умений критически осмыслить и интерпретировать информацию, представить ее в схематичном или графическом виде, выстроить аргументацию, анализировать речевые продукты, собственные и сверстников, на предмет соответствия критериям оценки. Лексика продвинутого уровня, включающая в себя не только отдельные слова, но и коллокации и речевые формулы, вводится в контексте, а упражнения на ее отработку сфокусированы как на форме лексической единицы, так ее значении и употреблении. Корректное использование сложных грамматических структур также характеризует устную и письменную речь на продвинутом

уровне владения, поэтому отработке этих структур уделяется внимание в курсе. Каждый юнит завершается заданиями на повторение и закрепление пройденного материала.

В результате прохождения каждого юнита студенты создают письменные и устные речевые продукты, соответствующие содержанию юнита и побуждающие студентов использовать изученные лексические единицы и грамматические структуры. Отдельное внимание уделяется развитию умений презентации, как в плане языкового оформления, так и в плане логики, убедительности и воздействия на аудиторию.

При разработке курса авторы опирались на принципы:

– контекстуальности, что подразумевает введение и отработку языковых единиц и речевых структур в контексте;
– аутентичности, что отражается в подборе аутентичных материалов, использовании корпусов как материала для создания упражнений, с одной стороны, и выборе заданий, схожих с теми, что учащимся приходится выполнять во внеучебной деятельности с использованием иностранного языка, — с другой;
– избыточности, в результате чего возможен дифференцированный подход к обучающимся и гибкость в выборе материала под их нужды и запросы;
– опоры на фоновые знания и возрастающей сложности.

Учебные материалы пилотировались на третьем курсе образовательной программы бакалавриата “Иностранные языки и межкультурная коммуникация” НИУ ВШЭ. По результатам годичного пилотирования и опроса студентов в середине и конце года материалы были усовершенствованы как в плане содержания, так и в плане заданий.

“Advanced English for Humanities” Course Rationale

About the book

The coursebook “Advanced English for Humanities” aims to develop students’ proficiency in English at the C1 level as described by the Common European Framework of Reference, or CEFR. It is designed for students broadly majoring in the Humanities, with an emphasis on modern world languages and linguistics, English being their specialization. However, other majors, e.g. History, Culture Studies, Literature Studies, etc., can find the book resourceful, too. The exercises and activities the book incorporates are designed on the basis of authentic reading, listening, and video materials aiming to master both learners’ knowledge and acquisition of language systems and receptive (listening, reading) and productive (speaking, writing)

skills. Since the new edition of the CEFR also includes mediation as a "third-party" competence facilitating communication, the book features exercises for developing the mediation competence as well.

In the following sections, we describe the results of needs analysis which prompted the emergence of this book, specify the CEFR requirements to the learner's competences and performance at the C1 level, present the course rationale and design, and outline the book content and structure.

Needs Analysis

Needs analysis is guided by the statement "Tell me what you need English for and I will tell you the English that you need." [2] This is a process through which a number of aspects about both the current state of affairs and the desirable course outcomes are revealed (see Table 1). The expected outcomes will be subjective (outcomes projected by the learners), and objective ones usually imposed by educational institutions and level requirements.

Table 1. Types of learners' needs.

Current state	Subjective needs	Objective needs
level	wants	lacks/ gaps to fill
skills	expectations	level to achieve
beliefs		language to master
perceptions		skills to develop
background		roles and tasks

Needs analysis for the "Advanced English for Humanities" course was conducted among Higher School of Economics students. The analysis revealed the following expectations. The students moving towards the advanced level expect learning materials to meet their academic and professional needs, to present a challenge, and to be varied and engaging. The students agree that they are already conversant in the English language, though they feel they still need to work at their pronunciation, broaden their vocabulary range, and make the use of grammatical structures more accurate.

However, objective needs may be different from what students want and expect. As the main goal of the university course is to move students to the C1 level according to the CEFR, its descriptors will constitute the objectives for the course.

CEFR

The Common European Framework of Reference (CEFR) describes expected performance at different levels of proficiency, from A1 to C2. The

recent version of the document looks at language proficiency through the lens of four communicative language activities: reception, production, interaction, and mediation. The CEFR guided the choice and pedagogical realisation of learning materials for this book.

Table 2. Macro-functional basis of CEFR categories for communicative language activities (CEFR, p. 31).

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Creative, Interpersonal Language Use	e.g. Reading as a leisure activity	e.g. Sustained monologue: Describing experience	e.g. Conversation	Mediating communication
Transactional Language Use	e.g. Reading for information and argument	e.g. Sustained monologue: Giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
Evaluative, Problem-solving Language Use	*(Merged with reading for information and argument)*	e.g. Sustained monologue: Presenting a case	e.g. Discussion	Mediating concepts

As for receptive skills, at the advanced (C1) level learners should be able to comprehend a variety of longer complex texts. In listening, they are expected to following a wide range of recorded, broadcast and live material with ease, and identify attitudes and relationships when they are not expressed explicitly. In reading, the understanding in detail of lengthy complex texts encountered in various walks of life should be mastered.

Production at C1 is characterised by complexity and precision. Spoken production is expected to include successful completion of a range of tasks: describing experience, giving information, arguing a case, addressing different audiences, etc. In spoken interaction the advanced speaker should be able to express oneself fluently, accurately, and effectively. Written production at C1 includes the ability to create texts of various genres and styles. Written products should be characterised by clarity and detalisation, developed descriptions and appropriate emphasis and support. A learner should be able to implement production strategies: planning, compensating, monitoring, and repair.

Such extralinguistic skills as the abilities to structure argumentation, support or highlight a point of view, hypothesise, synthesise, compare and evaluate information should be in an advanced learner's armour. Analytical skills should be exhibited in the abilities to argue a formal position convincingly, evaluate and challenge others' contributions, weigh up multiple points of view.

Mediation, a newly introduced communicative language strategy, combines reception, production, and interaction. It is the use of language to facilitate understanding and communication [1, c. 33]. One type of mediation

relevant to advanced language learners is when a student conveys clearly and fluently in well-structured language the significant ideas in long complex texts, i.e. summarises it adding their own opinion. Text translation, response to literary texts, critical appraisal of creative texts refer to text mediation, while oral interpretation, collaboration in a group, leadership in group work relate to mediation of communication. At C1 adapting language can both mean making a written text readable and interpreting oral speech to make it more comprehensible for a particular audience.

As with the other communicative strategies, mediation at C1 incorporates skills that professionals in the area of languages and intercultural communication will need. It also involves critical thinking skills: interpreting different perspectives, managing ambiguity, and anticipating misunderstandings.

Thus, an advanced language course should aim at the development of all the skills and aspects across all the possible modes of communication. Moreover, extralinguistic skills indispensable for effective communication and mediation need to be developed.

The CEFR guides the choice of tasks and the quality expected of these tasks when they are performed (see Table 3). These tasks constitute the products projected as the outcomes for the "Advanced English for Humanities" course. The assessment criteria for these products are guided by the can-do statements outlined in the CEFR.

Table 3. Performance expected at C1 level (CEFR).

Products	Can-do statements
Presentations (addressing audiences)	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments.
Sustained monologue: Putting a case	Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.
Sustained monologue: Describing experience	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.

Продолжение

Products	Can-do statements
Written reports and essays	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.
Creative writing	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.
Spoken interaction	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
Formal discussion	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence. Can make critical remarks or express disagreement diplomatically. Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.
Correspondence	Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.
Explaining data in speech	Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.

Окончание

Products	Can-do statements
Summarising (processing text in speech)	Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms. Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.
Translation	Can provide fluent translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialised topics, capturing most nuances.
Note-taking	Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people. Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters. Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews.

Course rationale and design

In compliance with the students' needs analysis, CEFR requirements, and CEFR-based can- do statements, the course is designed to integrate tasks and activities aimed at balanced development of reception, production, interaction, and mediation skills at the C1 level. Students are supposed to perform both in-class and take-home assignments, with special emphasis placed on self-study and stimulating learner autonomy. Upon completion of the course, students are expected not only to meet C1 performance requirements, but also to be ready to embark upon a journey to mastering their proficiency in English at the C2 level.

While developing the course the authors relied on the basic principles of materials design:

– scaffolding of tasks and increasing complexity;
– contextualisation of learning materials;
– balanced use of authentic materials and authentic tasks;
– focus on form as well as use;

– development of study skills and learner autonomy alongside linguistic competence;
– redundancy and flexibility of the materials to cater for mixed-level and mixed-ability groups.

The authors made sure the materials stimulate interaction and are generative in terms of language. Scaffolding is realised through linking tasks to each other to develop a progression of skills, understandings, and language items. Focus on form implies targeted grammar practice accompanied by activities in which grammar is used in authentic communicative contexts. The tasks provoke the implementation and development of extralinguistic skills that is essential for the tertiary context. There is redundancy in learning materials that gives the opportunity of additional practice for weaker students and more material to engage with for stronger learners.

Vocabulary selection was carried out with the level and topical appropriacy taken into account. Individual vocabulary units, collocations, and formulaic expressions are introduced and practiced. All aspects — form, meaning and use — are subject to practice.

Unit structure

All units follow a uniform structure: a warm-up, or lead-in, sections aimed at skills development, grammar and vocabulary practice, self-study sections, extra practice and revision. The lead-in section activates students' schemata by provoking initial discussions which aid the acquisition of the content and the language material covered in the Unit. The skills sections are targeted at the development of reading, listening, writing and speaking at the advanced level. Both the content and the tasks in these sections help students advance to C1. The grammar and vocabulary sections have the same purpose. At this level students are taught to use varied and less frequent vocabulary, including specialised lexis. The grammatical range features diverse, complex, and less commonly used patterns and structures typical for the level targeted in the coursebook.

The units provide additional self-study exercises and checklists for autonomy development and control of execution of speaking and writing tasks. The asterix (*) indicates optional tasks and sections that can be covered when time and the aptitude of the students allow it. Each unit ends with a Revision section featuring the key lexical and grammar content of a given unit. The appendices include assessment criteria for written and oral products, assessment tasks and prompts, and texts for summary practice. The learning materials are also complemented by vocabulary lists for each unit.

UNIT 1

EDUCATION WITHOUT LIMITS

What are the trends in education now? What future awaits higher education? What are the problematic areas that need effective solutions? How do you analyse the solutions you have come up with, and persuade the audience they are worthy of consideration?

By the end of the unit the students will be able to:

- *speak about trends and issues in education*
- *use vocabulary guessing strategies*
- *understand what it means to know a word*
- *use a range of advanced vocabulary in writing and speaking*
- *speak about problems and solutions in the field of education*
- *structure a problems-and-solutions presentation and prepare slides for it*
- *write a problem-solution proposal*

The students will practice:

- *engaging with different types of text*
- *reading for gist*
- *reading for detail*

- *note-taking while listening*
- *using active vocabulary and structures*
- *doing a case study*
- *solving real-life problems*
- *evaluating the proposed solutions*
- *giving a problems-and-solutions presentation*
- *peer-assessment*
- *self-assessment*

Warm-up

1. Several people answered the question, "What is the future of higher education?". Read their answers and say what they predict. Which do you agree/ disagree with? Why? Express your views on the future of higher education.

Mayank: Future of Higher education depends on its relevance to industry & society. The reason behind the situation is that your degree isn't always that important to many employers but your skills are. A large number of employers won't even wish you to have a degree but capability to create value in their organization.

John: All educational activities should aim to develop not only the academic background of students but also their personality. According to researchers, it is necessary to define clear goals and objectives, create the organizational and support structures, conduct training for professors to be competent in digital technologies used in pedagogy, and revise curricula and student assessment systems.

Ben: Let me make a quick suggestion that higher education will move away from disseminating knowledge and move toward structured intellectual development—the original goal of a liberal arts education.

Apoorv: Technology will change the way things are learned (even in higher education) but as supplement and not as replacement.

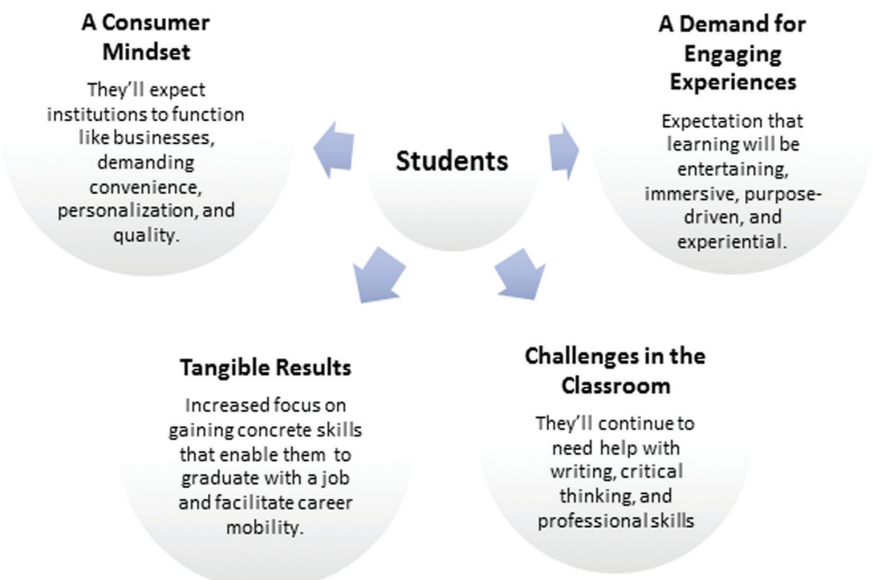
Matthew: The truth? As the economy widens the gap between the rich and poor, you notice the middle class becomes fainter in comparison. Six figure incomes are existent, but those who really have to work to get six figures, don't have time for college. Poor people can't afford college, even

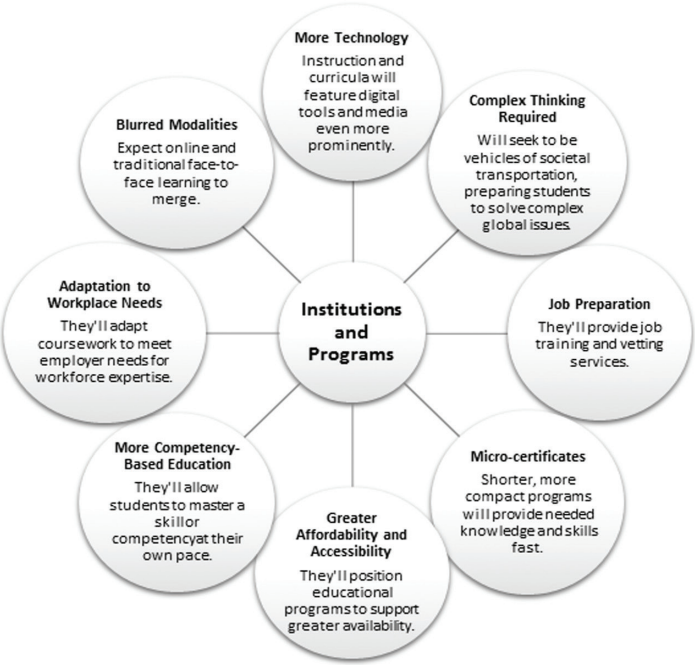
with the online hype it still requires payment. The rich will still be able to go to college; the poor will still receive aid, meaning the middle or what's left remains trying to get higher education whichever way is possible.

Scott: The future is Massive Open Online Courses (MOOCs). There are a bunch of them out there already. Coursera and Khan Academy are two organizations that come to mind. Think of all the dull lectures you have slumbered through, and then think of what the Discovery Channel or Walt Disney could do to make them interesting. The best instructors, the best producers, the best support... that would all be possible if there were a paying audience of 20,000 students.

2. Look at the predictions made by the Wiley company. Say which of these trends are already present at your university. Which do you believe are feasible? Which are wishful thinking?

A look into the future of higher education





Illustrations adapted from [3].

Reading

3. Read the sentences and choose the appropriate synonym for the word/phrase in bold.

NB: **Vocabulary guessing strategies**

Context: use contextual cues to understand the meaning of the word.
E.g. *Think of all the dull lectures you have* ***slumbered*** *through, and then think of what the Discovery Channel or Walt Disney could do to make them interesting.*
Lectures are opposed to the Discovery Channel, it is implied they are uninterested. That brings us to the definition of *slumber*, which is *sleep*.

Morphology: use the meaning of the structural parts of the word to understand the meaning of the whole word.
E.g. the word *variability* includes the root 'var' identifying change, whereas the other part of the word points to a noun, an ability to do something. Thus, it's the capability to change.

Origin: consider the meaning of the root you may know from other other languages.
E.g. The root 'ped' in Latin Greek means *foot*, so a *pedestrian* is a person who goes on foot, and a *millipede* is an animal with multiple, that is many legs.

1) We define globalization as the **emergence** of an international knowledge network...
   A. rise
   B. evolution
   C. issue

2) 21st century realities have **magnified** the importance of the global context.
   A. exaggerated
   B. enhanced
   C. increased

3) The rise of English as the dominant language of scientific communication is **unprecedented** since Latin dominated the academy in medieval Europe.
   A. bizarre
   B. abnormal
   C. exceptional

4) For others the trend represents an **assault** on national culture and autonomy.
   A. abuse
   B. attack
   C. advance

5) The last decade has also seen a **veritable** explosion in numbers of programs and institutions that are operating internationally.

A. real
B. widespread
C. unexpected

6) African universities have found it extremely challenging and complex **to find their footing** on the global higher education stage
A. to acquire a stronger position
B. to get financial support
C. to attract international students

7) Developing countries often desire world-class universities **on par with** the traditional universities at "the center".
A. to establish links with
B. to be in the same class as
C. to be different from

4. Read part of the *Trends in global higher education* report, and say which issues are mentioned in the text.

1. dominance of the English language
2. power of prestigious universities
3. decreasing enrollment
4. inequality on the international and national level
5. underfinanced research
6. distorted university rankings

The impact of globalization on higher education

Globalization, a key reality in the 21st century, has already profoundly influenced higher education. We define globalization as the reality shaped by an increasingly integrated world economy, new information and communications technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions. Internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization. These typically includes sending students to study abroad, setting up a branch campus overseas, or engaging in some type of inter-institutional partnership.

Universities have always been affected by international trends and to a certain degree operated within a broader international community of academic institutions, scholars, and research. Yet, 21st century realities have magnified the importance of the global context. The rise of English as the

dominant language of scientific communication is unprecedented since Latin dominated the academy in medieval Europe. Information and communications technologies have created a universal means of instantaneous contact and simplified scientific communication. At the same time, these changes have helped to concentrate ownership of publishers, databases, and other key resources in the hands of the strongest universities and some multinational companies, located almost exclusively in the developed world.

For some the impact of globalization on higher education offers exciting new opportunities for study and research no longer limited by national boundaries. For others the trend represents an assault on national culture and autonomy. It is undoubtedly both. At the very least, with 2.5 million students, countless scholars, degrees and universities moving about the globe freely there is a pressing need for international cooperation and agreements. But agreements on, for example, international benchmarks and standards to properly evaluate unfamiliar foreign qualifications are not reached easily.

The last decade has also seen a veritable explosion in numbers of programs and institutions that are operating internationally. Qatar, Singapore and the United Arab Emirates stand out as examples of countries that have boldly promoted internationalization as a matter of national policies: they have recruited prestigious foreign universities to establish local campuses, with the goal of expanding access for the local student population and serving as higher education "hubs" for their regions. But for the world's poorest countries and most resource-deprived institutions, the opportunities to engage internationally can be extremely limited.

Inequality among national higher education systems as well as within countries has increased in the past several decades. The academic world has always been characterized by centers and peripheries. The strongest universities, usually because of their research prowess and reputation for excellence, are seen as centers. African universities, for example, have found it extremely challenging and complex to find their footing on the global higher education stage — they barely register on world institutional rankings and league tables and produce a tiny percentage of the world's research output.

There is growing tension around the center-periphery dynamic. Developing countries often desire world-class universities on par with the traditional universities at "the center". The rankings of academic institutions and degree programs add to this tension. International rankings favour universities that use English as the main language of instruction and research, have a large array of disciplines and programs and substantial research funds from government or other sources. These rankings have methodological problems but they are widely used and influential, and show no signs of disappearing.

The wealth of nations and universities plays a key role in determining the quality and centrality of a university or academic system. This places developing countries at a significant disadvantage, and puts special strains on most academic systems facing the dilemma of expanded enrollment and the need to support top-quality research universities.

(From [4])

5. Fill in the gaps in the summary of the text with a word/ phrase from the box.

prestige increased technology rankings rise benefit impact inequality

The 1____ of globalization on higher education should not be underestimated. The spread of 2____ and the English language made academic communication easier, however, it gave 3_____ to a number of issues. Though academic mobility significantly 4____ and influential knowledge hubs were created, mostly big universities 5_____ from internationalisation. The most famous universities gain even more 6____ and power, while smaller institutions in developing countries fail to catch up in international 7____. This creates 8____ on the international level, causing problems such as disproportionate enrollment and the need for governmental support.

6. Read the summary of a roundtable discussion, and find 8 ways to make university education flexible. Which of them would you like to be introduced at your university?

Is flexible study the future for universities?

The roundtable suggested that flexibility is an essential part of a modern higher education system. "The 21st century is calling for new kinds of persons, who can adapt and respond flexibly to the extraordinary challenges we see day in and day out," said one participant. The challenge is how to meet the needs of those students without losing internal integrity, he argued.

Many universities are working hard to develop flexible approaches that match students to the employment needs of the economy. One participant described how her university works with local employers to create **tailored** programmes for individuals. "Students will come in to talk about their aspirations, their past experiences, their qualifications, their jobs, and a bespoke opportunity will be created for them, which will pick up modules and put them into a special package for that individual student," she said. A successful and high-profile programme, it is nonetheless time-intensive and expensive to run.

While universities are encouraged to think in a more focused fashion about the specific requirements of the workplace, many also want **to equip** students with a broader range of skills that enable them to adapt to the demands of a rapidly changing world. Some degree programmes are moving away from the traditional modular approach — where undergraduates might take 10 short modules a year — to a system of longer courses.

One participant said that her institution has built flexibility into this new model: "A student might be asked **to undertake** a particular activity designed to develop a particular aspect of their skills — maybe their critical thinking or their employability skills — but they can choose where they do it within the framework of their discipline." An immunology student, for example, could choose to apply their skills to HIV/Aids or heart disease.

Flexibility is also being introduced into assessment. At one university, students on a particular master's programme take five modules, each of which can be assessed in five different ways (such as writing a report or creating a portfolio) and students choose which assessment method they prefer for each module.

Another participant described the experimental introduction in one degree course of an option that **enable**s students to study the same module twice, "in order to learn better or differently than they did the first time", with students being assessed separately each time.

The roundtable also heard about the role technology can play in providing students with greater flexibility in how they learn. One participant talked about his university's use of "lecture capture" — recording lectures so that students could watch them again, an innovation that has been embraced with enthusiasm by both staff and students.

This approach particularly benefits students with dyslexia, or for whom English is a second language. Analysis of usage patterns can benefit lecturers too, he said: "The lecturers can see which bits the students are going back to, so they can see that most people are looking at minutes 40 to 45, and that allows the lecturer to reflect that they could explain that bit more clearly next time around."

Other participants argued for a move away from the **didactic** approach of the 50-minute lecture altogether, and in favour of more active methods of teaching. One spoke of a master's course in which psychology students learning to be expert witnesses worked with law students and computer science students on a simulated criminal trial of a murder case. "It ended up being an incredibly rich multi-professional experience that mimicked the real world," she said.

Perhaps one of the biggest flexible learning innovations has been the introduction of massive open online courses (Moocs), which enable students to study university-level courses at a distance and for free, using internet-based resources.

Advocates believe that Moocs are democratic, opening higher education up to people who would not normally be able to access it. Roundtable participants were largely sceptical about the **disruptive** potential of Moocs, with one arguing that "most of the people who participate in Moocs are PhDs or academics. There are huge levels of **dropout**, and the quality is pretty poor."

What are the challenges to providing more flexible learning in higher education? Some participants felt that students are not ready to learn flexibly, and prefer a traditional model of teaching through lectures and assessment through essays and exams.

One argued that many students are unused to choice: "When they arrive as undergraduates, they're so used to being told exactly what to do and how they'll be examined that when we get them into university and give them more choice, they don't know what to choose."

Students' reluctance **to embrace** innovation means that universities should take care when introducing flexibility, one participant argued: "We've got a responsibility to try to make sure we structure learning in such a way that students are encouraged to explore outside their comfort zone and engage in different learning approaches, but are unable **to default to** the lowest common denominator."

(Adapted from [5])

7. Read the summary again and decide which statements are TRUE, which are FALSE, and which information is NOT GIVEN. Use the text to support your point of view.

1) Custom-made courses may be costly.
2) Modular courses allow for the development of a wide range of skills.
3) Flexibility involves allowing students to apply broader skills to their narrow specialisations.
4) However varied learning can be, assessment stays the same for everyone.
5) Lecture capture improves students' academic achievement.
6) The discussion participants are sure MOOCs are undermining traditional learning.
7) Students may be reluctant to turn to a different learning mode.

8. Use the context to match the words in bold to their possible meanings.

1. automatically use sth unless you change it
2. a student who fails to complete a university course
3. to prepare sb for a task by giving them necessary skills
4. to accept something enthusiastically

5. a method of teaching when the instructor passes their knowledge on to students
6. to make it possible for smb to do sth
7. to commit oneself to a task
8. made to fit smb's preferences, needs, etc.
9. causing trouble and therefore stopping something from continuing as usual

9. Work in groups of three or four. Discuss the questions below. Summarise your discussion to the class.

1. Do you perceive the impact of globalization at your university? In what way?
2. What other trends are there in higher education now, in your opinion?
3. How can the education at your university be made more flexible?

Vocabulary

NB What does it mean to know a word?

1) Knowing the ***form***: pronunciation, spelling, word parts.
2) Knowing the ***meaning***: concept, referrents, associations, synonyms, antonyms.
3) Knowing how to ***use*** it: grammatical functions, collocations, register, frequency, etc.

To read authentic texts effortlessly, students are expected to be familiar with 8,000–9,000 ***word families***, that is, groups of words with a common base to which prefixes and suffixes are added to form related words: *educate(d), education(al), educative, educable.*

Modern dictionaries provide comprehensive information on all aspects of word knowledge. Look at the entry or the QR-code and discuss the aspects covered by this dictionary:
https://www.dictionary.com/browse/education

10. One aspect of knowing how to use a word is being able to use it in appropriate collocations. Match the words from the roundtable discussion summary with their collocates. Check with the text.

1	tailored	a	a particular activity
2	to equip	b	students to study
3	to undertake	c	level
4	to enable	d	programmes
5	didactic	e	to the lowest common denominator
6	dropout	f	innovation
7	to embrace	g	approach
8	to default	h	students with a range of skills

11. Discuss the questions.

1 Do you agree that there should be more *tailored programmes* at universities? How to overcome the problem of their high cost?
2 What kind of skills should universities *equip* their students with today? Should they be more of hard skills or soft skills, in your opinion?
3 Does the *didactic approach* still have its place at universities? Why/why not?
4 What can be done to reduce *dropout rates*?
5 Why don't all students *embrace innovation*?
6 How should some students' *disruptive behaviour* be dealt with?

12. Work in pairs. Come up with more collocations with the words from Ex. 10.

13. One more aspect of word knowledge is knowing the members of a particular word family. Fill in the table with related words.

Verb	Noun	Adjective
...	...	unprecedented
...	emergence	...
to verify	...	...
to magnify	...	...
...	excellence	...
...	...	(non)derivable
to attend	...	...

14. Change the words in brackets to suit the context.

1) 'Inequality' is a ... of 'equal'. (DERIVE)

2) For your safety, please do not leave baggage or personal belongings ... . (ATTEND)
3) As a consequence of armed conflict and natural disaster, all the wrongs of society are ... . (MAGNIFY)
4) The organisation has addressed many ... issues such as the food, energy, financial crises and climate change. (EMERGE)
5) Errors in input and ... could result in significant losses. (VERIFY)
6) Only motivated and committed students can achieve academic ... . (EXCEL)
7) Both the opportunities and challenges that we face in the 21st century are ... . (PRECEDE)

15. Match the parts to make education-related collocations. Which of these collocations are rather informal?

1) academic	a) a lot of ground
2) above/ below	b) the books
3) call	c) average
4) cover	d) for/ in/ on a course
5) draw	e) by rote
6) hit	f) excellence
7) learn	g) with flying colours
8) enrol	e) the roll/ attendance
9) pass	f) a blank

16. Fill in the gaps with collocations from Ex. 15.

1) Provided the course entry requirements are fulfilled, any student has the right to ... of his or her own choice.
2) You are sure to pass your exams ... if you properly prepare for them.
3) Well, I got a ton of homework to do, so I guess I better go ... .
4) Because Alex's EGE scores were well .. , he was able to attend the college of his choice.
5) The scholarships were granted on the basis of ... and financial situation.
6) The History lecture ... , so we have to learn a ton for the seminar.
7) The professor asked me a question and I ... — I just couldn't remember anything

17. Work in pairs. Write a paragraph of 100–150 words. Use one of the beginnings below to start your paragraph. Use the vocabulary from this unit.

There are several factors that explain students' reluctance to embrace innovation...

There are several steps that can be taken to decrease the level of dropout...
Universities today need to equip their students with a broad range of skills...

NB Structure of a paragraph: Essential features

Unity — a paragraph has one single, controlling idea expressed in its topic sentence. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion.
Order — supporting sentences are organised in a certain order: chronological, order of importance, etc.
Coherence — sentences are connected to each other and work as a whole.
Completeness — all sentences clearly and sufficiently support the main idea. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

18. Read the paragraph written by another pair. Suggest improvements considering:
– the use of grammar and vocabulary;
– the structure and the logic of the paragraph.

19. Rewrite your paragraph taking into account your peers' feedback.

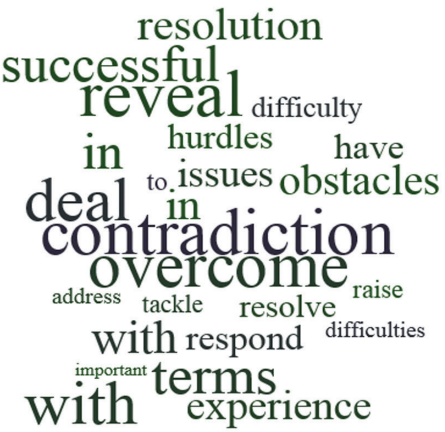
Problem and solution vocabulary

20. Look at the nouns below. What do they have in common? In what way are they different?
1. a difficulty
2. a controversy
3. a contradiction
4. a challenge
5. an obstacle
6. an issue
7. a hurdle

21. Match the dictionary definitions below to the nouns in Ex. 20.
A) a lack of agreement between facts
B) a problem or difficulty that must be dealt with before you achieve something (comes from sports)
C) a thing or a situation that causes problems
D) the problem that people are talking about

E) something that makes it difficult for you to achieve something
F) a public discussion and argument about something that many people strongly disagree about
G) a new or difficult task that tests somebody's ability and skill

22. Use the words from the word cloud to create problems-solutions collocations. Add articles where necessary.



E.g.: *a contradiction in terms, to address some issues*

23. Finish the sentences paying attention to grammatical accuracy. Compare your ideas with your groupmates'.

1. Students sometimes have difficulty ....
2. I have had to overcome a number of obstacles ....
3. I haven't yet found the solution to ....
4. What can be an example of contradiction in terms is ....
5. The issue that should be addressed in the nearest future is ...
6. The successful resolution of .... lies in ....

24. Use the vocabulary from this unit to render the text below in the English language.

Английский и русский языки различны по своей структуре, поэтому правильный перевод с одного из этих языков на другой становится *трудной задачей*. Неопытные переводчики часто *испытывают затруднения* при выборе языковых средств. Дословный перевод часто

неуместен, поэтому приходится прибегать к более изощренным способам передачи требуемого значения. Это может показаться непрофессиональным, но иногда приходится отклоняться от задумки автора, чтобы происходящее было понятно читателю. Еще одно *затруднение, которое необходимо преодолеть*, составляют новые понятия, которые возникают в языке постоянно. Надо учитывать, что перевод — это всегда приближение к оригиналу, но не его точная копия.

25. Work in pairs. Fill in the gaps in the two sets of phrases below with one word. Add more phrases to each set.

Introducing a problem	Presenting solutions
this issue stems 1) ... the problem has its roots in the problems are certain to 2) ... such as the implications may be atrocious that poses a dilemma of controversy has broken out 3)... the issue	some 4)... to mitigate the problem can be taken there are several strategies to consider an alternative 5)... can be the second measure would be some actions can be undertaken the most 6)... solution probably is

26. Work in pairs. Use a phrase from the first column to introduce a problem. React to the problem posed by your partner using the language from the second column.

E.g. Introduce the problem: *Controversy has broken out over the issue of grammar teaching. Some scholars consider explanations and consequent practice the best way, while others assume grammar should be introduced inductively in context. That poses the dilemma of which approach to grammar teaching to choose.*

Suggest a solution: *The most potent solution is probably employing the two approaches in unison.*

27. Work in groups. Choose one case, identify the problem, and suggest possible solutions. Use relevant vocabulary and structures.

Case 1

A German company started a branch in Tajikistan. They established strict rules every worker had to comply with: everyone had to come on time to work and meetings, a strict dress code was introduced, it was not allowed to promote relatives and close friends. In spite of all the efforts, staff turnover was constant and very high. Many workers had to be dismissed for breaching executive discipline standards. What are the possible reasons for this and the solutions to this problem?

Case 2

An American company wants to collaborate with a company in Japan. Its CEOs have already had several meetings with their Japanese counterparts, but got neither "Yes" nor "No" for an answer. They are frustrated because it's a common philosophy in American business to "find the decision-maker" to get to a "Yes" as quickly as possible. What are the reasons for this controversy and what strategies are appropriate in this case?

Case 3

Lee comes from China and is beginning his first semester in college. Serge is from Russia. Both spent a lot of time and money studying English back home so they could pass the entry requirements for English skills but neither has much experience listening to or speaking English. During the first 3 weeks of class discussions Lee has not contributed anything. He is uncomfortable whenever the teacher stops lecturing and opens conversations. In contrast, Serge has been giving answers in class. He speaks quite forcefully and for a long time. In week three, the teacher assigns a group report and asks the class to get into groups of 3–4. Within minutes students have sorted themselves out and Lee and Serge are without a group. What are the possible reasons for this and the solutions to this problem?

(From [6])

28. Listen to the solutions suggested by your groupmates. Identify the advantages and downsides of each solution. Come up with your own solutions to the problem they chose.

29. Work in pairs or in groups of three. Choose one education-related issue from those listed below. Find information on it and present it to the class. Speak about the essence of the concept, its problematic sides, and ask for solutions from the class. Listen and fill in the table. Evaluate the advantages and disadvantages of each solution.

Issue	What it is	Problems	Solutions
use of technology in the classroom			
inequality			
safety at schools			
standardised tests			
disengagement of students in class			
failure to do homework			

Grammar

Participle clauses

30. Study the table and add the missing information. Give your own examples.

Function of the participle clause	Example
Time and sequence	*Turning* the corner, we saw a wide avenue. *Having proofread* the essay, the student handed it in. *On opening* the book, he got immersed in the realm of fantasy. *After formulating* the hypothesis, the researcher wanted to check it. *The study completed*, the researchers had to leave the site.
(1) ?	*Being* innate, the blinking reflex is inherent to humans. *Not having been asked*, I did not want to voice my opinion. *It being rather late*, we went home.
Condition	(If) *refined*, sugar is cleared of all the impurities. *Weather permitting*, we'll start the trip tomorrow.
(2) ?	New breakthroughs are achieved all the time, *accelerating* the technological progress.

31a. Mark the statements as TRUE or FALSE. Give examples.

1) -*Ing* participles have a passive meaning, -*ed* participles have an active meaning.
2) Participle clauses do not usually have a subject, but they give information about the subject of the main clause.
3) We usually use -*ing* clauses when two actions happen around the same time.
4) You can't have a sentence in which the subject of the main clause and of the participle clause are different.
5) An -*ing* clause can be used to describe a setting or a background.
6) If one action happened before the other, we usually use a perfect participle.
7) Participle clauses can replace relative clauses.
8) We can reduce a relative clause to a participle clause if the subjects of the clauses are different.
9) Single action verbs and state verbs can be used in -*ing* clauses.

31b. Match the examples to the statements in Ex. 31a.

A) Having passed the exam with flying colours, he was given a grant to study abroad. (Firstly he passed his exam, then he was given a grant.)

B) The house which we live in is crumbling.
C) Being a disruptive student, he had a bad reputation. (= he was a disruptive student)
D) The man who owns the factory is a millionaire.
E) Tailored to the needs of students, the programme worked smoothly. (The programme was tailored.)

Tailoring the programme to the needs of students, the administration conducted a survey. (The administration was tailoring it).

F) The programme having been tailored to the needs of students, the learners gave a positive feedback about it.
G) The measures (which are) undertaken to curb corruption are not sufficient.
H) Living in a big city, he had lots of opportunities.
I) Turning the corner, he saw an old building. (= when he was turning the corner)

32. The sentences below consider the problem of dying languages. Write the verbs in brackets in the correct form.

1) ... (maintain) their native language, the community was able to impart the value of their mother tongue to the younger generations.
2) People ... (move) to another location, their mother tongue is likely to be abandoned.
3) ... (be) stamped out by the government, minority languages are in grave danger as the result of such campaigns.
4) ... (replace) by dominant languages, minority languages go extinct.
5) ... (not/ retain) indigenous languages, we have lost unique worldviews.
6) Many projects in important areas, such as language loss, are known for ... (not/ sustain) and for mixed results.
7) Once ... (deprive) of speakers, the language dies.
8) Indigenous languages ... (be) rich sources of information about the world around, the loss is even more lamentable.

33. Reduce the sentences using participles. Say which sentences cannot be reduced and explain why.

1) The languages that die out daily incorporate unique worldviews and knowledge of the world.
2) Scientists couldn't decode the language that was inscribed on the stone.
3) The language he was speaking was not identified.

4) As I was listening to what the president was saying, I couldn't restrict myself from interrupting him.
5) The police arrested the man who owned the company.
6) I wished to speak to him about the contract so I decided to arrange a meeting.
7) I was still able to get into the club although I had not been given an invitation.
8) She has been quite different since she returned from the university.
9) As parents have stopped using their native language, their kids were unable to master it.

34. Correct one mistake in each sentence.

1) The man taking to hospital turned out to have a concussion.
2) Having been elected a new mayor, the citizens celebrated their unexpected victory.
3) Sat down on the chair, he squashed the hat that was lying there.
4) At entering the room, I saw a dark silhouette.
5) Giving a chance, I will definitely enrol on the course.

35a. Watch the video (https://www.youtube.com/watch?v=7vsCAM17O-M) **and complete the sentences. Compare with a groupmate.**
You can also watch the video via the QR-code:

1) Not having sufficient knowledge, some students ...
2) There not being enough resources to provide each student with a personal tutor, it seems impossible ...
3) Providing access to the best teachers, the Internet ...
4) Being more profitable, less sophisticated programmes ...
5) The Internet solves this problem by ...
6) Having collected and analysed millions of resources from the web, Digital Aristotle ...
7) Some people believe that, freed from routine tasks, teachers will be able to ...
8) Personalised to a particular student, Digital Aristotle ...

35b. Listen again and write 4 sentences with participle clauses of different types. Give their Russian equivalents to your groupmate. Listen to their translation and compare it with your original sentence.

35c. Read some comments accompanying the "Digital Aristotle" video. Say which you agree/ disagree with, and why.

Linus: *When the «Digital Aristotle» arrives, it must come with a sufficiently advanced AI. Most likely when that happens, we'll already have AIs that outperform and thus can replace humans.*

Mairi: *As someone with a learning difference who seriously struggles in school and who's been continuously falling behind more and more these past few years, I am seriously looking forward to this concept.*

Ali: *There is one huge problem in this (two, actually), it's student motivation and monitoring against student distraction.*

Bob: *What about asking questions, how would this be included by digital Aristotle?*

Derrick: *Structured education with some pressure is still necessary. Especially the teaching regarding to Linguistic abilities and mathematics, perhaps also ethics and general social science. Some system must be in place, to make sure kids can't press the skip button and skip any of these courses.*

Bliff: *I think that teachers won't have to be pushed out of the position, but rather adapt. They could teach children about current events, teach how to treat your fellow human, etc.*

Listening

36. Discuss as a whole class.

a) What inspires you to learn?
b) How can school and university education be made more motivating for students?
c) Will teachers be substituted by technology? Why/ why not?

37. Listen to the talk up to 5:25 (https://www.youtube.com/watch?v=UCFg9bcW7Bk&t=14s) **and finish the statements.**

You can also access the talk via the QR-code:

1) In a teacher-centered classroom, ...
2) The essential 21st century skills include ...
3) Choice is not a skill to master but ...
4) The hominid ancestors example illustrates that ...
5) The role of the teacher in a student-centered classroom is one of the ...

38. Listen to the second part of the talk (5:26–11:38) and fill in the gaps with a word.

1) Einstein, Montessori and Piaget are the giants whose ... the speaker stands on.
2) In the speaker's class, students can choose the ... and the .. of activities they need to complete by the end of the unit.
3) In some cases, computer tutorials substitute the speaker's ... .
4) The activities used within a unit include videos, laboratory activities, ... and games.
5) Reflection sheets are used for reflection, ... and the connection of the old knowledge to the new knowledge.
6) The final activity implies applying the knowledge of a new ... in a creative way.
7) His teaching system encourages students to come up with ... that the teacher responds to in small groups.
8) Paradoxically, when removed from the centre of the classroom, the teacher gains more ... .

39a. Listen to the third part of the talk (11:38-end) and write four statements about what you heard. Use participle clauses.

39b. Work in pairs. Read part of each statement out to your partner and let her/ him finish it. Compare your endings.

40. Discuss the questions below in pairs. Say what interesting/ original ideas you have learnt from your your partner.

a) Which principles and techniques the speaker mentioned can be used in a language classroom, in your opinion?
b) What qualities and behaviours should a teacher demonstrate to inspire students?

41. Choose a statement and plan a response to it. Mention: a) how you understand this statement; b) if you agree or disagree with it; c) why.

The mind is not a vessel that needs filling, but wood that needs igniting. Plutarch

Education is not the learning of facts, but the training of the mind to think.
A. Einstein

42. Find a groupmate who worked with the same statement from Ex. 41. Compare your responses.

Presentation skills

43a. With the class discuss why it is important to engage the audience when giving a presentation.

43b. Work in pairs. Decide on the effectiveness of the interactive techniques below. Put them in order of effectiveness (1 — the least effective, 10 — the most effective). Which are best for an introduction, and let you make your audience interested from the very beginning? Support your opinion.

1) showing a provocative image and discussing it
2) asking a yes/ no question followed by a vote
3) showing a real-world object and asking the audience to deduce what the presentation will be about
4) asking some people from the audience to come and give a demonstration
5) encouraging the audience to finish a sentence or a phrase
6) asking the audience for examples and supporting arguments
7) asking the participants to predict the content before you show the information
8) presenting a quote and asking the audience to ponder on its meaning
9) telling a story started with "Imagine..." or a joke
10) giving an ambiguous statement to sparkle the audience's curiosity

44. In which part of the introduction are you likely to use a hook — something that grabs your audience's attention, makes them to hear more? What can be used as a hook?

Greeting	you introduce yourself and the topic of your presentation
Context	you give some background information and explain the choice of topic
Outline	you outline the plan of your presentation

45. Add "Do" or "Don't" to the statement below to create tips for slide layout and presentation.

1. _____ read what's written on your slides
2. _____ have more than 8 bullet points on a slide
3. _____ use interesting (even provocative) images
4. _____ have full sentences on your slides

5. _____ use graphical images to illustrate statistics/ research findings
6. _____ use the same font throughout the presentation
7. _____ use a short video clip to give an example
8. _____ present information in short chunks/ segments

46. Work in pairs. Add more tips on how to make your presentation effective. Discuss your ideas with the class.

Speaking

47a. Work in groups. Prepare a 5-minute presentation discussing an issue in education. Use the checklist below to assess yourself.

47b. Give the presentation in front of the class. Answer your groupmates' questions.

Presentation checklist

☐ We greet the audience, describe the context of our work, and give an outline
☐ We use a hook to get our audience interested
☐ We outline the problem and suggest several solutions
☐ We mention the advantages and disadvantages of the solutions and highlight the strongest one
☐ We use active vocabulary in our presentation
☐ We use a range of participle clauses accurately
☐ We summarise the main points in the conclusion
☐ We use interactive techniques to involve the audience
☐ We use an appropriate layout for the slides/ delivery mode

48. Use the criteria above to evaluate your peers' presentations. Identify their strong points and areas for improvement. Use the box below to give feedback.

Sandwich feedback
Layer 1: Start with a positive note: "It's great that ... ", "What's definitely strong about your presentation is that ... "
Layer 2: Offer constructive criticism: "What may need improvement is ... ", "If I were to improve your presentation ... ", "Some changes to ... may be appropriate". Use tentative language, but be specific about what to improve.
Layer 3: End up with a positive feature: "You were excellent at ... ", "You have displayed mastery in / ability to... "

Writing

Problem-solution proposal

Introduction	What are the facts proving that the problem should be addressed?
Problem description	What is the problem? What is causing the problem? What effects does this problem have? Has anyone ever tried to deal with this issue before? If yes: has it worked? Why? If no: why not?
Proposed solutions	Is the solution you're offering logical and feasible? What are the implications/ impact? What's the timeline for your implementation? What resources are necessary? Why is your solution better than something else?
Conclusion	What is the general message of the proposal? What are the consequences of your proposal not being taken?

49. Think of an issue that you can address at you in your proposal. Consider the issues at your university, or in education in general. Use the framework above and write a plan of your proposal.

50. Write three concession sentences you can use in your proposal.

NB When analysing solutions in your proposal, you need to show the reader they are not critical and can be dealt with. For that purpose, use discourse markers of **concession**. Here are some sentences addressing the issue of student disengagement in a language class.
Even though it may be a daunting task to meet everyone's interests, working with the content and language relevant to the students' specialisation can be a way to engage the majority of students.
However diverse students' interests can be, a common core can be revealed through needs analysis.
Much as students may know about as language, there are always hidden depths to uncover.
Despite having a high level of language awareness, advanced students can downgrade if constant practice and reinforcement are not provided.

51. Work in pairs. Present your outline to your partner. Give feedback on the structure and concession sentences they have come up with. Mention:
– three things that you like,
– two things that can be improved,
– one thing that can be done differently.

52. Write a problem-solution proposal. Use the checklist below to evaluate your proposal.

Proposal checklist

- ☐ The context is outlined in the introduction.
- ☐ The problem, its causes and effects are described.
- ☐ The proposed solution is analysed. The necessary resources are estimated.
- ☐ The ideas are summarised in the conclusion. Possible implications are presented.
- ☐ A range of active vocabulary and target structures are used correctly.
- ☐ A variety of participle and concession clauses are accurately used.
- ☐ Paragraphing is used effectively. There is a topic sentence in each body paragraph.
- ☐ The proposal is coherent and cohesive. All ideas are logically linked.
- ☐ I wrote approximately 300 words in my proposal.

Self-study

53. Watch one of the following videos and create a mind-map illustrating its main ideas. Use this mind-map to explain these ideas to the class. Express your own opinion, and ask for your groupmate's views.

The Future of Higher Education	https://www.youtube.com/watch?v=XfRoM21qHtE	
The future of education is not what it used to be	https://www.youtube.com/watch?v=c2irSBECc-4	
The education revolution and our global future	https://www.youtube.com/watch?v=sv3CLr84UJU	
Global Trends In Education And Learning Technologies	https://www.youtube.com/watch?v=NtUETsBDwOo	

Forget university? 4 steps to design your own education	https://www.youtube.com/watch?v=TUnpSYMNEhY	
Language and AI: What should be done now to ensure learners and teachers benefit	https://www.youtube.com/watch?v=2mQOoFWdMbM	
The Biggest Challenges for Teachers	https://www.youtube.com/watch?v=ItODnX5geCM	

54a. Listen to the science fiction story "The Fun They Had" by A. Asimov (https://www.youtube.com/watch?v=lpFaFR8YG5g)**. Say if you imagine the future of education in a similar vein.**

You can also access the story via the QR-code:

54b. Retell the story as if you were one of the main characters.

Extra Practice

Key issues in language teaching

55. Match the headings to the texts. One heading is extra.

A. Learners are different
B. How to get rid of your accent
C. Whose English to teach
D. What to take into account
E. Where the boundary is

Text 1

Many innovations in language teaching arise from within the field of language teaching itself. As with any field of education, new theories emerge from research as ideas change about the nature of second language learning or as earlier understandings are revised or modified. Scholars, pedagogues and applied linguists have generated a body of assumptions and principles that serve as one source for reviewing approaches to language curriculum. These are reflected in the different proposals for a language syllabus. For example, in his article Ellis (2011) proposed 10 principles derived from second language research as a basis for designing language courses including, for example, the need for the instruction to ensure that learners focus predominantly on meaning, but also on form, include extensive L2 input and take account of individual differences in learners.

Many of the world's English language learners require knowledge of English in order to enter the workforce in their countries and in order to advance professionally. And in many parts of the world where English has traditionally had the status of a school subject, it is now becoming a medium of instruction, particularly at university level. From these pressures a number of demands need to be met in designing language curriculum and courses. Among the requirements are, for instance, outcomes that can be delivered efficiently and in the minimum amount of time, context and situation-specific learning, development of problem-solving and critical thinking skills.

Text 2

The beliefs learners bring with them to the language classroom can greatly influence how they approach classroom learning. These include ideas concerning the importance or value of different languages; the roles of teachers and students in the classroom; the relative ease or difficulty of learning particular languages or aspects of language (such as grammar or pronunciation); the opinions learners have about the strategies that work best for them, and about the advantages and disadvantages of different teaching techniques and classroom activities. These beliefs influence how learners approach the task of language learning and to affect their styles of classroom participation, their strategic choices and their motivation. For example, researchers have pointed out that Chinese students resist activities such as role play, because they believe that teachers are expected to transmit knowledge, and that 'playing games' would not be perceived as promoting learning. In the perceptions of Chinese students and teachers, education is 'a serious undertaking that is least likely to be associated with light-heartedness, but requires deep commitment and painstaking effort'.

Learners from different cultural backgrounds may thus have different beliefs about respect and submission to the teacher, and whether to take risks in interpersonal communication. Learners who believe grammar is the most

important aspect of a language, for example, give priority to this, while those who believe the goal in learning a language is to be understood might be expected to devote more time to developing fluency and less to achieving accuracy in grammar or pronunciation.

Text 3

In the past, English was often regarded as the property of 'native speakers of English' and of countries where it has the status of a mother tongue, or first language, for the majority of the population. It was these varieties of English that were considered legitimate models to teach to second or foreign language learners. And it was also assumed that English had to be taught in relation to the culture(s) of English-speaking countries.

This picture has apparently changed. Now that English is the language of globalization, international communication, commerce, the media and pop culture, different motivations for learning it come into play. English is no longer viewed as the property of the English-speaking world, but is an international commodity. New goals for the learning of English have emerged. The cultural values of the United Kingdom and the United States are often seen as irrelevant to language teaching, except in situations where the learner has a pragmatic need for such information. The language teacher does not need to be an expert on British and American culture, or a literature specialist either.

Thus, one school of thought concerning how closely learners should try to approximate native-speaker usage can be summarized as follows: mastery of English means mastering a native-speaker variety of English. The presence of a foreign accent, influenced by the learner's mother tongue, may be considered a sign of incomplete learning. The second school of thought regards English as an international language, as speakers may wish to preserve markers of their cultural identity through the way they speak English.

Text 4

This paper examines debate in applied linguistics stemming from disputes surrounding its nature, scope and relationship with theoretical linguistics and English language teaching. The paper inspects radical ideas on applied linguistics, and the discipline's connection with linguistics and English language teaching through an examination of conflicting definitions and contemporary research interests. Set against the theoretical frames of post-modernist and post-structuralist perspectives, the discipline of applied linguistics presents a wide spectrum of perceptions and models, ranging from the restricted to the open field. The current crisis of identity and boundary between applied linguistics and English language teaching is traced to historical and conceptual premises. The historical development of the field and the main changes affecting its focus are correlated with the global spread of English and the ensuing concerns. The conceptual premise is addressed with respect to the

changes in the linguistic theory. The position adopted in this paper is that applied linguistics is not an extension of English language teaching. Applied linguistics incorporates English language teaching or language in the classroom perspective and with the same clarity and precision offers through disciplined and methodological enquiry a macro frame that includes all aspects of language in communication. The paper concludes with the proposition of two frames in applied linguistics, each with specific concerns and possibilities: a macro applied linguistic frame which considers applications of language within the large area of interdisciplinary language-related studies, and a micro applied linguistic frame which considers pedagogic and educational concerns and is reserved for ELT.

(Adapted from [7], [8])

56. Read again and find:

- the problem within a wide field of study
- how Chinese students perceive good teaching
- two opposite views on English teaching
- the principles that lie in the heart of language course design
- the reasons why English language teaching has changed.

57. Discuss with the class:

a) What language teaching issues do these extracts discuss? What are the possible solutions to these problems? Can you name other problems in this field and suggest plausible solutions?

b) Which text is different from the rest? In what way? What is the genre of the text? Where are you likely to find such texts?

Revision

58. Fill in the gaps with a word. Each group of sentences needs the same word.

1) It's exhausting work, for about 10 hours a day, on slopes so steep that it's easy to lose your _____.

Once you find your _____ at the top of a mountain, you can look around and enjoy the view.

It took President Menem two years to find his _____ and act boldly; he then delivered a death blow to inflation by implementing Convertibility in 1991.

2) In case of an _____ we can ask for an artillery backup.

Women's groups have demanded a nationwide _____ on sexism in the workplace.

She died heroically during an _____ on the world's second-highest mountain.

3) Argentina has migration laws that protect migrant workers, including women, on _____ with other workers.

A debate on how to preserve cultural identity, while benefiting from technological advances on _____ with rest of the world is now going on.

They were late again, but that's _____ for the course.

4) Trade policy may alleviate or _____ existing gender-based inequalities.

Although our skin looks smooth, when _____ed it is full of bumps and holes.

He always _____s the problems and inconveniences of travel.

5) The need to _____ science and technology was highlighted.

No citizen shall be coerced to _____ any faith or religion.

He leaned over to _____ the child.

Linguistics _____ a diverse range of subjects such as phonetics and stylistics.

6) All the police officers were _____ed with shields to defend themselves against the rioters.

The goal of the course is to _____ people with the skills necessary for a job in this technological age.

59. Match the words from Ex. 58 with the translations below.

1) охватывать, принять, поддержать, обнять
2) наравне с, обычное дело
3) оснастить, вооружить, подготовить
4) обрести почву под ногами
5) атака, нападение, попытка сделать что-либо трудное
6) увеличивать, усиливать, усугублять, преувеличивать

60. Suggest all possible translations for one of the words from the unit. Provide examples. Present your word to the class.

61. Read the text and fill in the gaps with a word from the box. You do not have to use four words.

magnified	par	facing	capabilities	address	footing	embrace
enables	ground	emerging	tailored	enrolled	preceding	undertook

Lowering Online Student Dropout Rates

With the promise, flexibility, and popularity of online and hybrid university courses comes one major problem none of us can ignore: sky-high student attrition rates. Research from U.S. News and World Report recently found that only 17 percent of students who 1_____ in an online bachelor's program in 2007 had graduated within three years. After six years, the number rose only to 35 percent.

The reasons for these high dropout rates are, admittedly, easier for most of us to pinpoint than the solutions. Students attempting to navigate through online lectures, assigned reading, and discussion boards often find it difficult — or impossible — to chart their own preferred path through the material, or cover a lot of 2_____ on their own. Something as simple as turning back to a specific point in a lecture from two weeks earlier for a refresher can prove prohibitively frustrating.

And these are largely Millennials we're talking about: the first generation of students to grow up with their schooling 3_____ by the virtual reality. When the members of this generation have a query, they're deft at finding their way swiftly to the answer, usually after some tapping on an iPhone. Online learning formats need to do a much better job of understanding how these students operate. Rather than hamper their progress with rigidity, we need to be giving them greater control.

Considering the failure of many online learning experiences to do just that, it's not much of a surprise that so many students fail to work through the sufficient number of online courses to graduate. We hear from students in online programs that they often feel isolated. What can be done to help them thrive when they feel like giving up? How can we help students find their 4_____ in online learning?

It's with this very question in mind that the New Jersey Institute of Technology (NJIT) and Montclair State University (MSU) have developed a new software tool that can help address the problems 5_____ online education. Early tests suggest that it may very well be the game-changer. In large part, this is because UCS affords students control over the path they take through their learning material, thereby allowing for the tailored experience they're telling us they want. Not everyone learns in the same way, and so this tool was created with that understanding in mind.

UCS works by integrating slides, lecture videos, and textbook content into one platform with search 6_____. Students search by keyword, and are presented with search results in the form of slides along with video segments where the instructor explains the slides. In other words, unlike in a traditional text search within a document in which a user is taken to the places where the search terms are found, a UCS search takes users to places where

given search words are better explained which 7_____ users to engage with the material more effectively.

As the software continues to develop from the original beta testing in 2015, machine learning will also play a role: Developers are exploring how to make sure that a given student's search results can be 8_____ to his or her presumed learning preferences.

We've piloted the software, and students actually 9_____ it. In the career counseling course, students reported a greater understanding of the most difficult theoretical concepts. All students reported that UCS cut down on the time they spent looking for information and generally constructing the knowledge necessary to complete the course. This is what we had hoped for and what we expected, given the results of current research on the benefit of giving adult learners the ability to shift within their own preferred learning styles.

Ultimate Course Search and other emerging software can serve as an important tool in helping 10_____ online learning platforms' deficiencies, so clearly signaled by student attrition rates. It's crucial that as educators and innovators, we continue to adapt and personalize the tools we use to teach students, and give them the best possible chance at success.

(Adapted from [9])

62. Read the text again and mark the statements as T (TRUE), F (FALSE) or NG (NOT GIVEN).

1) Autonomous learning is problematic for many students.
2) Educators need to tighten course regulations to urge Millennials to be more organised.
3) When students collaborate, they achieve higher results in learning.
4) The new software creates tailor-made videos for the users.
5) The outcomes of the trial met the developers' expectations.

63. Fill in the gaps with a correct preposition.

1) Solutions to this problem adopted by students were to default ____ the lowest common denominator, i.e. simpler packages were often used at all locations.
2) Our aim is to create frameworks for action tailored ____ national and local realities.
3) Iranians expect to perform ____ par with China and India.
4) He's had a clean bill of health for weeks now; passed every test ____ flying colours.
5) Any assault ____ American citizens will provoke a diplomatic incident.

UNIT 2

LANGUAGE, BILINGUALISM, AND THE MIND

How to learn a foreign language effectively? Can language learning be fast and entertaining? Are bilinguals different from people speaking one language only? Does the language we speak shape our mind and behavior? Are there better, "correct" standards of language or should all language varieties be treated equally and with due respect?

The unit will help you give some constructive thought to these questions and talk them over with your classmates and professor.

By the end of the unit students will be able to:

- *talk about issues related to languages, language learning, bi- and multilingualism;*
- *employ cause-and-effect language in a variety of contexts at basic and advanced levels;*
- *learn graphical abbreviations recurrent in neutral and formal (academic) registers;*
- *express their opinion upon approaches to and methods of teaching foreign languages;*
- *make longer presentations on issues of language and the brain;*
  use relative clauses in reading and writing.

In this unit students will practice:

- *distinguishing between main ideas and supporting details;*
- *reading for gist, specific information, and detail;*
- *listening to lectures and interviews for gist and detail;*

- *working out note-taking strategies and applying them while taking notes;*
- *accumulating information from different sources and putting it into a presentation;*
- *rendering texts from Russian into English.*

Warm-up

1. Work in pairs. Read the quotes below and discuss what they mean. Think of some real-life situations that can illustrate them. Agree or disagree with them, and support your opinion.

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. ~ Nelson Mandela

He who knows no foreign languages knows nothing of his own. ~ Johann Wolfgang von Goethe

Language is the road map of a culture. It tells you where its people come from and where they are going. ~ Rita Mae Brown

2. Work in groups of 3 or 4. Talk to each other about what role language plays in different spheres of our life. Discuss the questions below. Summarise your discussion to the class.

What is your experience of language learning?

What advantages does one who speaks more than one language have?

Do these advantages still matter in the modern world?

What's the future of foreign language learning and teaching in light of developing artificial intelligence?

Will we still have to learn foreign languages in the future?

Reading

3. Read the article about how the language we use can affect our thinking. In the text box below, six paragraphs have been removed from the article. Choose from the paragraphs A — G to fill in the gaps. There will be one extra paragraph. Use the underlined words as help. Gap 0 is an example that has already been filled in for you.

A In the laboratory, it's quite easy to get participants to believe they're controlling the behavior of a device — such as a pattern of flashing lights — when in fact what they've learned is a pattern. In other words, they think they're controlling the device when instead they're following it.

B However, it's also important to understand what makes thinking rationally or speaking a second language effortful. It's not so much the demand on cognitive resources, as is the case, for example, when doing mental arithmetic or reciting the alphabet backwards. Rather, what makes rational thought or a second language difficult is the constant need to inhibit ingrained patterns of behavior. When we speak a second language, we need to inhibit our native language. And when we think rationally, we need to inhibit our natural intuitions.

C Plenty of research shows that people evaluate losses as greater than gains, in a process known as risk aversion. However, from a mathematical perspective, this is a good bet, because the expected value of the gamble is $1.25 versus the sure outcome of $1.00. Risk aversion is likely an innate intuition that colors the decision-making process.

D Rather, Costa and colleagues were looking at how people make decisions while using their second language — whatever that language may be. So the research question is whether expending the effort of speaking a second language impacts that person's ability to make good decisions. And the answer to that question is yes, but in unexpected ways.

E A few people say yes, justifying the act from a utilitarian perspective as the greatest good for the greatest number. However, most say no, responding from an absolute moral perspective: Killing is wrong, even if it saves more lives in the process.

F Researchers examining the framing effect and its influence on decision-making have found evidence that people presented with such problems in a foreign language as compared with a native language do not exhibit the same effect. A recent study published in the Journal of Cognitive Psychology investigated why this might be.

G Costa and his colleagues work in Barcelona, another bilingual hot spot where many people speak both Spanish and Catalan. The team was interested in finding out if speaking a second language affected people's abilities to make decisions. You might think that because speaking a second language is so effortful, their decision-making processes would be impaired. But this isn't what Costa et al. found.

How Speaking a Second Language Affects the Way You Think

The role of inhibition in language, thought, and emotion

By David Ludden, PhD

About half of the world's population uses a second language in their daily lives. Some areas of the world, such as Switzerland and Singapore, are bilingual hot spots where virtually everyone speaks two or more languages. Or look at America. In the U.S. largest cities, there are sizable populations that speak a language other than English with family and friends.

The naïve view is that a bilingual person is someone who speaks two languages with native-like fluency. However, this kind of "balanced" bilingualism is rare. In the vast majority of cases, bilinguals have a dominant native tongue and a second language they can speak with some effort. These are the kind of bilinguals that Spanish psychologist Albert Costa and his colleagues reported on in a recent article in the journal *Current Directions in Psychological Science*.

0	**G**

First, let's clarify that we're not talking about how a specific language affects thought processes. Psychologists used to believe that thinking was "nothing more" than speech turned inwards. And since every language carves up the world in a different way, they reasoned, the language you speak constrains the way you think. This idea is known as linguistic determinism, and it has been thoroughly debunked, despite nonsense that still circulates on the Internet, such as "Eskimos have 200 words for snow." (They don't.)

1	

The researchers considered decision-making in a second language in three domains, specifically judgments about: a) losses, gains, and risks; b) cause and effect; c) moral issues. We already know a lot about how people make decisions in these realms, so let's compare these data with performance in a second language.

Losses, gains, and risks. Let's say I give you $1.00. I then propose we flip a coin. If it comes up heads, you give me the $1.00 back. But if it comes up tails, I'll give you an additional $1.50, bringing your net gain to $2.50. Will you take the bet? Probably not. Most people prefer the safety of $1.00 over the fifty-fifty chance of $2.50.

2	

When Costa and colleagues posed this problem to participants speaking in their second language, risk aversion disappeared, and they took the bet.

Apparently, when these people were using their effortful second language, they no longer relied on intuition, but thought rationally instead. So, at least from a logical standpoint, they made a better decision in their non-native language.

Cause and effect. We humans want to have a reason for why things happen, so we often make *causal* explanations even when no such relationship exists. Superstitious behaviors arise in this way. The baseball player who hitches up his trousers, spits out his chewing tobacco, and makes the sign of the cross, in that order, before stepping up to bat really believes those behaviors will increase his chances of hitting the ball.

3	

Ordinarily, people fall prey to all sorts of logical fallacies about causal relationships. However, when they need to deal with such situations while using their second, effortful language, they're less likely to make these kinds of mistakes in their thinking.

Moral issues. Moral thinking is an area where intuition and emotion dominate our decision-making processes. In one famous moral dilemma, you're asked to imagine you're on a footbridge over a trolley line. Five workers are on the track, and a trolley is racing toward them. A very large man is standing on the footbridge just above the track. If you push him off the bridge, his large body will stop the trolley. He'll die, of course, but you'll save the lives of the five workers. Would you do this?

4	

Once again, when people are using their effortful second language, their thinking shifts from an intuitive to a rational (in this case, utilitarian) mode. They're more likely to say they'll push the large man off the bridge to save the five workers.

In all three cases — judgments of risk, causation, and morality — we see a shift from intuitive to rational thinking when people use their second language. At first, this finding is unexpected, since rational thinking itself is more effortful than intuitive thinking. Generally speaking, when we try to engage in two effortful tasks at the same time, we perform poorly at both.

5	

Brain imaging research shows that the same areas of the brain — mainly in the prefrontal cortex — are activated both in second-language use and in rational thought. Apparently, once second-language speakers activate their

brain's inhibition center, it inhibits their intuitions and emotions, too. As a result, they make more rational decisions when they're using their second language.

(Adapted from [10])

4. Read again and find out:

– how "balanced" bilingualism is opposed to "normal" bilingualism;
– what Costa and his team were looking at while studying the decision-making process;
– the three domains the researchers were focusing on;
– what thought-shifting while speaking a second language consists in.

5. Answer the questions.

a) What bilingualism issues does the text discuss? How can the information thereof be used in second/foreign language teaching?
b) Do you think "balanced" bilingualism is achievable? If yes, how and in what conditions? If no, why?
c) Where do you think this text comes from? What is its genre? What language means classify this text as belonging to this genre?

6. Listen to a talk about bilingualism (https://www.youtube.com/watch?v=MMmOLN5zBLY) **and complete the notes as the video is playing. Based on the notes, write a short summary (8–10 sentences) of the talk. Compare your summary with a partner.**

You can also access the talk via the QR-code:

Effect of bilingualism:
Constituent parts of language ability:
Three types of bilinguals:
Critical period hypothesis:
Research findings:
Advantages of bilingualism:
Earlier views on bilingualism:
Conclusion:

NB: note-taking strategies

Read the following tips and write *Do* or *Do not* at the beginnings.

1. _____ listen carefully to a speaker's voice, stresses, and intonation.
2. _____ attempt to write down every single word a speaker utters.
3. _____ write down all you hear linearly, without dropping any single point.
4. _____ use a shorthand style of writing.
5. _____ use your own abbreviations and symbols.
6. _____ underline and/or highlight the notes which signify critical information.
7. _____ leave a wide margin on one side of your paper.
8. _____ organize your notes into mind-maps and/or flow-charts.
9. _____ use different color ink to color-code the information you take notes of.
10 _____ take your notes in the target language.

Work with a partner and think what other strategies you would add to the list.

Vocabulary

7a. Match the underlined words to the definitions on the right. Three definitions are extra.

1. There are sizable populations that speak a language other than English.
2. Bilinguals have a dominant native tongue and a second language they can speak with some effort.
3. This idea is known as linguistic determinism, and it has been thoroughly debunked.
4. You might think that because speaking a second language is so effortful, their decision-making processes would be impaired.
5. The researchers considered decision-making in a second language in three domains.

a. one event resulting from another
b. a particular area of activity or life
c. large, big, high
d. more important, powerful
e. less good or effective, esp. because of damage
f. proof that sth is false; exposing its lies
g. a strong feeling of dislike
h. believing in power of magic or luck

6. Plenty of research shows that people evaluate losses as greater than gains, in a process known as risk aversion.
7. Risk aversion is likely an innate intuition that colors the decision-making process.
8. We humans want to have a reason for why things happen, so we often make causal explanations. Superstitious behaviors arise in this way.
9. Ordinarily, people fall prey to all sorts of logical fallacies about causal relationships.
10 A few people say yes, justifying the act from a utilitarian perspective as the greatest good for the greatest number.
11 We see a shift from intuitive to rational thinking when people use their second language.
12 When we speak a second language, we need to inhibit our native language. And when we think rationally, we need to inhibit our natural intuitions.
13 Brain imaging research shows that the same areas of the brain — mainly in the prefrontal cortex — are activated both in second-language use and in rational thought.

i. a situation of making a difficult decision
j. believing that sth is right if it helps the majority of people
k. make it difficult for a process to start or continue in a normal way
l. the outer layer of one's brain
m. false idea, belief; a mistake in an argument
n. based on one's feelings rather than on facts or evidence
o. final, total
p. a particular area of knowledge, experience, interest; domain
q. the belief that everything is caused by another event or action so there is no freedom of choice what to do
r. an ability or quality that one has had from birth
s. a popular place
t. requiring effort

7b. Work in pairs. Read the words from Ex. 7a and decide if you agree with their pronunciation. Check with a dictionary if necessary.

7c. Match the extra definitions from Ex. 7a with the words below.
1 net 2 realm 3 dilemma

7d. Work in pairs. Read the definitions from Ex. 7a, and let your partners remember the words they define. Then change roles.

NB

affect vs **effect** (v., n.)
to affect (v.)
1 to change or influence something
It is known that poor housing significantly affects educational achievement.
2 to cause physical damage to something
The disease affects many different organs of the body.
3 to have a strong effect on someone's emotions
She had been deeply affected by her parents' divorce.
4 to behave as if you feel something that you do not, or as if you are a type of person that you are not
She affected a look of disinterest as she glanced at his newspaper.
to effect (v.)
to make something happen
If correctly administered, such drugs can effect radical cures.
Usu. *effect change* is a set phrase.

Effect (n.)
1 [C/U] a change that is produced in one person or thing by another
Scientists are studying the chemical's effect on the environment.
2 [C] an appearance or reaction that is deliberately produced, for example by a writer, artist, or musician
The bold colours in this room create a dramatic effect.
3 [Pl] special artificial images and sounds created for a film
I didn't think much of the plot, but the effects were amazing.
4 [C, usu. sing] an artificial appearance given to a surface or to an object
marble-effect wallpaper
5 [C, usu. sing] something that regularly happens, according to a law, for example in science
the Doppler effect
6 [Pl, formal] the things that belong to you
personal effects
(From [11])

8. Among the words in Ex. 7a find:

– synonyms to *1) inherited, 2) prevailing, 3) hinder, 4) massive, 5) realms*;
– antonyms to *6) fatalism, 7)reasoned, 8) effortless, 9) uphold*.

9. Match some vocabulary units from Ex. 7 with the collocations.

a) to face an ethical _____; I'm in a _____ whether to stay or to go
b) to establish a _____ link between; a _____ conjunction
c) a logical _____; to prove the _____ of an assumption

d) an _____ immune system; his _____ sense of justice
e) risk _____; strong _____ to hostility
f) to _____ the growth; strong coffee _____ the absorption of iron from meals
g) to _____ fake news; the testimony was _____
h) the _____ weight of the product; _____ earnings amounting to $1,00,000
i) a _____ of science; moving to the political _____
j) to display _____ biceps; a _____ income

10. Choose 5 collocations from ex. 9, and write 5 sentences. Make sure your sentences are concise. Translate the sentences into Russian and ask your partner to translate them back into English.

11. Fill in the gaps with the appropriate part of speech for the word in brackets.

1) How can one like and have an _____ to a person at the same time? (AVERSE)
2) I don't believe that human beings are _____ evil. (INNATE)
3) After 1870 the _____ of the Conservatives was prolonged to 1876. (DOMINANT)
4) Learners have to engage in _____ problem-solving activities in order to develop critical thinking skills. (EFFORT)
5) One of the principles of historical thinking is the principle of _____. (CAUSE)
6) Adults with depression may even respond to pleasant stimuli as though the stimuli are _____. (AVERSE)

NB

second language vs **foreign language**
A **second language** is a language which is not the native language of a speaker, but which is used where s/he lives.
Spanish is many people's second language in the U.S. Deep South.
A **foreign language** — a language learned in an area in which it either has no presence or is not commonly spoken.
English, French, German and Spanish are standard foreign languages on Russian school and university curricula.

As English is an international language taught around the world, the abbreviations **EFL** (English as a foreign language) and **ESL** (English as a Second Language) are common.

In some educational contexts, especially in the U.S., the term *foreign* is replaced by *world*. It is probably done to avoid terminological confusion or discrimination associations that the word *foreign* may evoke.
At Juniata College, the Department of World Languages and Cultures offers courses in French, German, Russian, Spanish, and Chinese.

12. Read the sentences a — g. Change the sentences using the antonyms for the words in *italics*. Make sure the meaning of the sentences stays the same.

a) The presence of impurities *does not catalyze* the chemical reaction.
b) The decision to start all anew was *not conscious or rational*. But it was right.
c) People whose bilingualism is not balanced, i.e. whose proficiency in the second language is considerably lower than that in the first language *hardly* speak their second language *effortlessly*.
d) The theory of linguistic determinism has been *proved not fully correct*.
e) The population groups who speak Russian in the CIS countries are *far from small*.
f) Countries like Canada and Switzerland are places *where you cannot find a monolingual person*.
g) The statement that all people are born bi- and multilinguals is *not* regarded as a *plausible statement*.

13. Work in groups of four. Choose the monitor who will manage your discussion and the secretary who is going to take notes to summarize the discussion. Discuss the questions below. Then, choose a spokesperson from your group who will present your summary to the class. Next, listen to all the other groups' summaries and compare your ideas.

a) What advantages do people of *balanced bilingualism* possess? What challenges do they have to overcome?
b) When do you think it's best to start learning a *foreign language*? Can it be late to do so?
c) Should several foreign languages be taught simultaneously, or should they be introduced sequentially? How will both decisions *affect* the acquisition process? Give your reasons.

d) Many people tend to think that *second/foreign languages* are to be taught by native speakers only, as a non-native speaker's proficiency in the target language is *a priori* inferior to that of a native speaker. Where do you stand on that? Is this a reasonable statement or a *fallacy* to be *debunked*?

Graphical abbreviations

14. In written academic discourse, graphical abbreviations are typical. They usually come from Latin and are quite frequent. For example, items like etc. (etcetera, et caetera) = and so on, vs. (versus) = against, are very well-known to you.

(a) Look at the following graphical abbreviations. What do they stand for?

i.e., et al., PhD, cf., viz., ca., cp., ibid, MA, BA, NB, op.cit., f/ff, e.g., Re, sic, id, BS, q.v., v.

NB
Use i.e. or e.g.
_____ means "for example/instance". It is a signal that there is a number of options to choose from.
If you want to study abroad, you need to take an exam in English — _____, TOEFL, IELTS, or C1 Advanced.
_____ means "in essence", or "in other words". It helps you to clarify what you are saying: you give more precise information.
Exams like IELTS or TOEFL are proficiency exams, _____, they test your overall competency in English.

(b) Fill in the gaps with suitable graphical abbreviations.

1) That slave run happened in the XIX century, _____ in 1850.
2) "It will be the imagine (_____) of him being taking down to the ground last night in the same arena he gave his all 2 as a player by the guards!" (Chicago Tribune)
3) Smith _____ (2014) describe socialism as ...
4) Hit the link to watch the highlights of the game Tottenham Hotspurs _____ Ajax (0:1).
5) As the fusion fire does not ignite till temperatures of over 100 million degrees are attained, the fuel, _____ a low-density hydrogen plasma, ought not to come into contact with cold vessel walls. (MAG Phys.org)

6) Abbott (2010) found supportive results in her memory experiment, unlike those of previous work (_____ Zeller & Williams, 2007). She expands on the working memory literature. (blog.apastyle.org)

7) From: Rachel Lynne Koch [Rachel.Koch@nau.edu]
To: Department of Foreign Languages [lang.conf.hse@gmail.com]
_____: Reminder! Proposals due, 2020 International Researchers Consortium Workshop

Grammar

Would vs used to

What is the difference between the two sentences?
We used to go to New York.
We would go to New York.

Complete the rule with *used to* or *would* + *bare infinitive*:

We use 1)_____ when we talk about actions which occurred regularly in the past, but which do not occur now.
We use 2)_____ to describe repeated actions in the past. In this case, it doesn't matter whether the actions still occur now or not.
We use 3)_____ both with actions and states. We use 4)_____ with actions only.
5)_____ denotes repetitive actions.
6)_____ can denote both repetitive and long-term actions.

15. In the following contexts use *used to* or *would*. In some cases both options are possible.

a) We _____ live in Philadelphia when I was a schoolboy.
b) Every Sunday, I _____ go jogging.
c) John _____ speak Chinese well, but now it is a bit rusty.
d) My granny _____ read fairy tales to me every night before I went to sleep.
e) My sister lived in Australia for many years, but she _____ always come home for Christmas.
f) York, PA _____ the capital of the United States.
g) I ____ hate my job until I got a promotion.

h) Russian _____ be spoken widely all across the former Soviet Union republics.

16. Think about a story from your experience as a language learner before you entered the university. Share the story with your partner. Use the *would* and *used to* structures along with the relevant vocabulary.

Relative clauses

17. Read the extract below and say:

a) if *who* and *which* in 1, 2, 3, 5, 6 can be substituted by *that*;
b) how *which* in 2 and 5 are different;
c) if *that* in 4 can be omitted;
d) what can be used instead of 7.

According to several studies, people 1) **who** learn another language do significantly better on standardized tests. Language management calls upon executive functions **2) which** are responsible for attention control, cognitive inhibition, and working memory, and there is mounting evidence that bi- and multilingual people are better at analysing their surroundings, multitasking, and problem solving. They also have a larger working memory, **3) which** includes tasks **4) that** do not involve language. In terms of brain structure, they have more grey matter and broader executive function, **5) which** is a strong predictor of academic success.

Being multilingual can also improve your judgement. According to one recent study, people **6) who** think through a moral dilemma in a foreign language make much more rational, or utilitarian, decisions. The situation occurs **7) where** the problem is seen from a different cultural perspective or processed through different neural channels. So, if you have a second language, you can use it, like a good friend, to check yourself.

(Adapted from [12])

18. Study the rule below and self-check your answers in Ex. 17.

NB Relative clauses

There are two types of relative clauses. In defining relative clauses the added information 'defines' the noun, and is therefore essential to the meaning of the sentence. In sentences with non-defining clauses the information in the clause is useful, but the sentence is still meaningful without it. The relative pronoun *who(m)* is used for people, and *which* denotes things. Only in defining clauses can they be replaced by *that*.

Who, *which* and *that* in defining clauses tend to be left out when they are followed by a pronoun:

The college (which) I went to specializes in ancient language studies.
The gentleman (whom) we've just run into is a true polyglot. He speaks 10 languages!

Non-defining clauses are separated from the rest of the sentence by commas:

Dr. Noam Chomsky, who is almost 91, has written a number of books on language and politics.

19. Rewrite the sentences using the information in brackets. Use relative pronouns. You will need to change the form of some words and add some words.

1) Exposure refers to the contact (the learner has with the language; trying to learn).
2) Children should be exposed to other languages between the ages of zero and six (brains most apt at language learning).
3) Parents learning English for the first time through the filter of their primary language process language in a more limited way than teens (juggle two separate linguistic concepts; speak native language at home and learning and speaking English at school).
4) Linguists are discovering more every day about the tacit abilities of the human brain (strongest earlier in a child's development).
5) Continual immersion in the language and the culture, whether at home or abroad, is the best way to create the sort of language experience needed for fluency (begin with initiative in finding programs and options for your own study).

20. Put the jumbled words in the right order to make sentences.

1) were had of conducting extinction the Bloomfield which verge Franz indigenous research Leonard American extensive into been on and Boas two languages scholars
2) native to taught responsive speaker by to more students a is be teacher modern being language a tend who
3) as spoken places are multilingualism hot may languages spots to multiple referred be where

4) brain connected production in and functions with area lobe the speech hemisphere the whose are a Broca of processing the region dominant the of frontal is
5) a explore studies the refuted to validated which language approach corpus to is be to or data employs modified corpus-based hypothesis

21. Punctuate the defining and non-defining relative clauses.

1) Dr. Paul Johnson who was my classmate at college opened the plenary session.
2) Thanks to corpora big language data are becoming more and more available which stimulates quantitative research in linguistics.
3) Edward Sapir and Benjamin Lee Whorf are known to be the authors of a hypothesis which says that people's perceptions are language-dependent.
4) Lynn Visson's book "Where Russians Go Wrong in Spoken English" focuses on specific Russian language and culture features which Russian ESL speakers tend to transfer to English.
5) Hugh Dellar who is a teacher and a teacher trainer adheres to the lexical approach to teaching foreign languages.
6) The city where I was born is home to various ethnic groups speaking more than 10 languages.
7) F. de Saussure whose "language vs speech" dichotomy lay the foundation for multiple studies in linguistics is still referenced by many modern scholars.
8) Massachusetts Institute of Technology (MIT) which is located in Cambridge, MA is home to the Department of Linguistics and Philosophy whose distinctive research focus has been placed on explicit theories of language formalized as grammatical rules and constraints.

22. Listen to the talk about the benefits of multilingualism (https://www.youtube.com/watch?v=W-ml2dD4SIk&t=21s) **and complete the sentences. Decide on the type of the clause in each case.**

You can also access the talk via the QR-code:

1) Monolingualism is a situation when ...
2) Recently there've been a lot of studies which ...

3) The likelihood of having brain disease is lower for those who ...
4) One study was made in Trieste, which ..., that showed ...
5) Control of languages is connected to executive control, which ...
6) Multilinguals are used to suppressing their native language, which ...
7) Bilingual children spend less time with a language that ...
8) Sequential bilinguals are those who ...
9) The reason that we have many minority languages whose ... is that ...
10) Input and exposure are the things that ...

Cause and effect language

23. Put the following language items expressing cause and effect into the relevant columns.

Effect, thus, source, since, reason, because, as a result, impact, stem from, for the reason that, cause, so/such ... that, result, on account of, lead to, justification, hence, consequently, trigger, therefore, affect, due to, result from, because of, on the ground(s) that.

Nouns	Verbs	Prepositional phrases	Adverbs and conjunctions
effect, ...			

Which of these items denote cause? Which denote effect?

24. Use the vocabulary items from ex. 23 in the following sentences. You will need to change some words grammatically. In some cases, more than one answer is possible.

a) Smoking often _____ lung cancer.
b) The _____ of her irritation was John's habit to eat fish and chips from a newspaper. But this irritation _____ by her ignorance of English eating traditions.
c) I think, _____ I am (Descartes).
d) The deadline is at the end of this week — _____ his anxiety to get his work finished.
e) Officials warn that steady rainfall from the stalled system could _____ flooding that is both prolonged and catastrophic.

f) Superstitions are common but irrational beliefs that _____ a misinterpretation of scientific facts or from urban legends.

g) _____ the rain, the game was cancelled.

NB
hence / therefore / thus

Thus, therefore, and *hence* have a similar meaning to *so*. They are all adverbs used in formal register.

Hence is an adverb, not a conjunction, so it cannot join two clauses. It means *which leads to*, and *that is the reason for*.

Therefore is also an adverb meaning *as a logical consequence*. It is used when one statement logically follows from another, and it is common in academic literature.

Thus means *with this result* or *in this way*. It may be used to precede a conclusion, or impacts you expect, based on something you just previously outlined.

The prime minister was attending the conference, ***hence*** all the extra security.
We were unable to get funding and ***therefore*** had to abandon the project.
The defendant was depressed and ***therefore*** not fully responsible for her own actions.
The car mirror was curved, ***thus*** it made objects look farther away than they really were.

25. Use *therefore*, *hence* or *thus* to fill in the gaps.

1) Enforcing competition can help boost productivity, _____job creation.
2) Nuclear weapons are a threat to humanity. Their use, _____, must be controlled and eventually phased out.
3) Agriculture is crucial to secure global food security and _____ important for sustainable development.
4) Language is what gives the thought its expression and _____ shapes it; in other words, thinking is determined by language.
5) Languages are depositories of knowledge about the world. Language loss, _____, involves much more than the loss of a medium of communication and linguistic symbols and codes.

6) We were unable to get funding and _____ had to abandon the project.

7) This happens when a language in the course of its normal development gradually morphs into something that is then recognized as a separate, different language, leaving the old form with no native speakers. _____, for example, Old English may be regarded as a "dead language" although it changed and developed into Middle English, Early Modern English and Modern English.

26a. Watch the video explaining how to draw fishbone cause-and-effect diagrams (https://www.youtube.com/watch?v=mLvizyDFLQ4). **Individually think of an issue and draw a fishbone diagram.**

You can also access the video via the QR-code below:

26b. Describe your diagram using varied cause-and-effect language. Your partner should draw the diagram listening to your description. Compare the diagrams. Then change roles.

27a. Choose a topic sentence and write a cause-and-effect paragraph. Use the cause-and-effect language. Write 100–120 words (approximately 6–7 sentences).

- Too much studying leads to frustration.
- Learning a new language gets easier each time.
- Using mobile apps promotes students' language proficiency.
- The more you listen, the better you speak.
- A foreign language cannot be taught; it must be learned.
- Obtaining a CAE/CPE certificate is an excellent proof of one's language ability.
- Emotional intelligence helps one to become an effective communicator.

27b. Exchange your paragraphs with a partner. Give each other feedback upon the content, coherence, and language.

An effective paragraph checklist

o I introduce a topic sentence which clearly expresses the aim of the paragraph.
o My paragraph features supporting sentences which are clearly related to the topic sentence.
o My supporting sentences are organized in a logical framework and focus on the topic.
o I use appropriate cohesive devices.
o I employ a variety of cause-and-effect language items.
o I introduce a concluding sentence which sums up the ideas of the paragraph.

Language and the mind/brain vocabulary

27a. Look at the words related to language learning. With your partner, discuss their meanings.

pronunciation accent intonation grammar vocabulary syntax word sentence paragraph method technique exercise activity task definition synonym antonym homonym listening reading speaking writing interaction monologue dialogue bilingualism multilingualism dictionary vocabulary glossary thought pattern culture idiom brain cortex lobe memory

27b. Choose some of the words from ex. 21a to match them with the definitions below.

a) a statement of what a word or expression means
b) the activity of being with and talking to other people, and the way that people react to each other
c) a list of the difficult words used in a piece of writing or subject, with explanations of their meaning
d) a word that is spelled the same or sounds the same as another word but has a different meaning
e) the outer layer of the brain
f) a way of doing something, especially a planned or established way
g) a section of a piece of writing that begins on a new line and contains one or more sentences

h) a method of doing something using a special skill that you have developed

i) a set of ideas, beliefs, and ways of behaving of a particular organization or group of people

j) an expression whose meaning is different from the meaning of the individual words

28. Use the words from the cloud to create language-related collocations. Add articles where necessary.

Example: *blended learning, ...*

Designed via https://worditout.com/

29. Finish the sentences below paying attention to grammatical accuracy. Compare your ideas with your groupmates'.

a) Speaking and writing are classified as _____.

b) In the United States, Spanish is studied as a _____.

c) The approach to teaching languages which consists in interaction being both the means and the ends of learning is referred to as _____.

d) Reading and listening tasks are designed to train and test _____.

e) The South Caucasus Region of the Russian Federation is a _____, as many diverse ethnic groups live there.

f) One of the most effective ways of learning and teaching languages is _____, i.e. when classroom learning and e-learning are combined in an organized pattern.

30. Translate the following text into English using the vocabulary of the unit.

В настоящее время вопрос о важности владения хотя бы одним *иностранным языком* не стоит, и *билингвизм* уже давно признан существенным преимуществом как в профессиональном, так и личностном плане. И дело не только в более широких перспективах трудоустройства, а также в отсутствии этнокультурных стереотипов и предубеждений, которые часто бывают свойственны людям-*монолингвам*. У людей-*билингвов* мыслительные процессы протекают гораздо более нестандартно.

Интересно, что люди, не обладающие *абсолютным билингвизмом*, подходят к разрешению различных проблем, в том числе нравственных *дилемм* более рационально, можно сказать, *утилитарно*. У них в значительно меньшей степени проявляется боязнь риска. Вероятно, это связано с тем, что, когда они мыслят на *втором языке*, *им приходится прилагать больше усилий*. Ученые также отмечают, что во время использования *второго языка* активируются те же области *префронтальной коры*, что и в процессе рационального осмысления действительности. Что объяснимо: когда мы используем *второй язык*, нам нужно «*отключать*» *язык родной*. То же самое и с мышлением: когда мы что-то осмысливаем рационально, мы должны «*отключать*» эмоции.

31a. Work in pairs/groups of three. Find basic information one of the following approaches/methods of teaching foreign/second languages. Present it to the class. Explain its essence, what caused it to emerge, what its consequences are/were, and anything else you consider important.

- grammar-translation method;
- direct method;
- audio-lingual method;
- silent method;
- Total Physical Response (TPR);
- communicative approach;
- dogme approach;
- principled eclecticism.

31b. Make a group presentation to your class. Be ready to answer their questions during and/or after your presentation. While listening to your classmates' presentations, take notes by filling in the chart below.

Method/ approach	Essence of method/ approach	Why it emerged	What the consequences were	Other notes

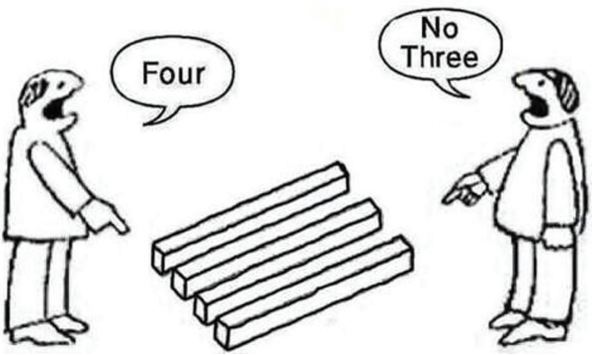
32. Talk to your partner(s). Using your notes, describe one of the methods/approaches different from the one you spoke about. Do not name the method/approach, but let your partner(s) guess it.

33. Using your notes, compare two methods/approaches and write about the effects they have on language learning.

Speaking

34. Work in pairs. Define the concepts below.

Sapir-Whorf hypothesis linguistic relativity linguistic determinism



From https://www.pinterest.ru/pin/514465957408712986/

35. Watch the talk about the impact of language on thinking (https://www.youtube.com/watch?v= RKK7wGAYP6k) **and complete the notes.**

Main idea:
Examples:
1 *space:* ...
2
3
4
5
6

Summary:
Conclusion:

You can also access the talk via the QR-code below:

36. Mark the following statements true (T), false (F), or not given (NG).

1) The Kuuk Thaayorre language is geospatially-oriented.
2) The presenter conducts her experiment with the audience to make fun of the spectators.
3) The presenter gives the example with penguins to illustrate how counting depends on a specific language.
4) Color spectra are differentiated by speakers of all world languages.
5) Spanish speakers perceive bridges as male objects.
6) As Spanish shows, its speakers are likely to shift responsibility onto other people.
7) The presenter points out that the so-called early effects are insignificant in terms of language shaping the human mind.
8) According to the presenter, our knowledge about language and the mind is limited.

37. Look through the text quickly and say if the author of the article agrees or disagrees with the speaker in the talk. Support your point of view.

Sapir-Whorf and Language's Effect on Cognition
By Jake Schild

Language plays a big role in our lives. But can it affect the way we think? So would say a dedicated Whorfian, arguing that the language we speak determines how we see the world and either restricts or bolsters our ability to understand it. The theory of linguistic relativity, often referred to as the Sapir-Whorf Hypothesis, has garnered controversy since its origins in the early 20th century, *igniting both arguments and interest among prominent linguists*.

It's not only the theory itself that has been criticized, but also its name. Benjamin Lee Whorf and Edward Sapir were both well-known 20th century linguists, but they never actually published a work together on their eponymous "hypothesis." Although both Whorf and Sapir were proponents of the idea that was eventually named after them, *it's hard to pinpoint the precise position each man took on the issue*.

Myths and unanswered questions aside, we do know the Sapir-Whorf Hypothesis poses some engaging questions about the languages we speak and the way we perceive reality.

Determinism vs. Influence

The Sapir-Whorf theory posits that language either determines or influences one's thought. In other words, people who speak different languages see the world differently, based on the language they use to describe it.

There are two differing strands of the hypothesis, "linguistic determinism" and "linguistic influence." The former refers to the idea that a person's language "determines," or either restricts or enables, their ideation. For instance, if a language lacks a word to define a certain concept, a linguistic determinist would infer that speakers of that language would not be capable of understanding that concept.

Conversely, if a person spoke a language that had multiple definitions for one concept, linguistic determinists would argue that he or she must have a better understanding of what is being defined.

On the other hand, someone who is loyal to linguistic influence would explain that *the language a person speaks has an impact on the way they think, but doesn't inhibit or control their ability to comprehend experiences*.

Numerous Terms For a Single Concept

One of Whorf's best known arguments for linguistic determinism stems from his study of the Hopi Indians, a Native American tribe from Arizona. Whorf believed that the tribe spoke without using phrases that referred to time, omitting past or future tenses. This lack of time terminology led him to believe that the tribe lived their life without abiding by the concept of time at all. However, it was later determined that Whorf's theory of the Hopi people speaking without tense phrases was incorrect.

Another popular example of the Sapir-Whorf hypothesis comes from the observation that the Inuit Tribe has many different terms for snow. The thinking, then, was that Eskimos had *a better understanding, or more refined perception*, of snow thanks to the fact that they had numerous ways to describe it.

This claim, along with many other Whorfian ideas, have been discredited and argued against by linguists of all stripes. For one, it could be contended that English speakers also have a great deal of terms for snow (sleet, slush, flakes, flurries, etc.) — why wouldn't Whorf attribute this same understanding of snow to European speakers?

Great In Theory — What About Practice?

Today, it is believed by many that there may be some aspects of perception affected by language, but *the idea that a mother tongue can restrict understanding has largely been disagreed with*.

Take the word "schadenfreude", for example. The term is German, and means to take pleasure in another's unhappiness. There is no translatable equivalent in English, but it wouldn't be true to say English speakers had never experienced or would not be able to comprehend this emotion.

So, just because there is no word for "schadenfreude" in the English language, doesn't mean English speakers are "restricted," or less-equipped in their ability to feel or experience what that word describes. This logic seems to disprove Whorf's theory.

On the other hand, there's evidence that the language-associated habits we acquire do play a role in how we view the world. As Guy Deutscheraug points out in a 2010 New York Times Magazine article, this is especially true for languages that attach genders to inanimate objects.

Deutscheraug references a study done that looks at how German and Spanish speakers view different objects based on their gender association in each respective language. The results showed that in describing things that are referred to as masculine in Spanish, speakers of that language graded them as having more manly characteristics.

These same items, which used feminine phrasings in German, were seen by German speakers as containing effeminate characteristics.

The findings suggest speakers of each language have developed *preconceived notions* of something being more masculine or feminine, not due to the objects' appearance or characteristics, but because of the way they categorize them in their native language.

Maintaining Relevance

Despite its age, the Sapir-Whorf hypothesis has continued to nudge itself into linguistic conversations, and even pop culture. The idea was just recently revisited in "Arrival," a science fiction film that explores the ways in which an alien language affects human thinking.

And even if *some of its most drastic claims have been debunked*, the theory's continued relevance says something about its importance. Ideas, theories and intellectual musings don't need to be *unequivocally true* to remain in the public eye, but they do need to make us think to retain any sort of clout — and Sapir-Whorf has done just that.

The theory doesn't only make us question linguistic theory, but also our existence itself, and how our perceptions might shape that existence. There are generalities that we can expect everyone to encounter in their day-to-day life (relationships, work, love, sadness, etc.), but thinking about more

granular disparities experienced by those in different circumstances, linguistic or otherwise, helps us to realize that there's more to the story than ours.

And at the same time, Sapir-Whorf *reiterates the fact that we're more alike than we are different*, no matter what language we speak.

(From [13])

38. Paraphrase the extracts in italics in the text in Ex. 37 in a random order. Let your partner guess which extract you are paraphrasing.

NB: Techniques for paraphrase

- change words to synonyms/ antonyms
- change grammar (e.g. active to passive)
- change word order
- change numbers to words or vice versa (e.g. 24% to nearly a quarter)

39. Work in pairs. Summarise the text from Ex. 37 sentence by sentence.

Start with: *In the text "Sapir-Whorf and Language's Effect on Cognition" Jake Schild argues that ...*

40. Prepare to comment on the statement: *Language shapes our mind*. Use the framework below to structure your talk.

- introduce the idea
- analyse different points of view
- express your opinion and support it
- draw a conclusion

41. Listen to one of your groupmates' commentaries. Identify the points of view they analyse and the evidence and examples they provide to support their stand. Provide feedback on the structure, content and language.

42. Choose one of the statements in italics below. Prepare a 2–3-minute commentary. Then, find a partner. Share your commentary with your partner and then listen to your partner's commentary. In your commentary, use the the statements. Use the checklist to evaluate your partner's commentary. Give feedback.

1) *The limits of your language are the limits of your world.*
2) *He who knows no foreign languages knows nothing of his own.*
3) *A different language is a different vision of life.*

Stating an opinion	Agreeing with an opinion	Disagreeing with an opinion
The way I see it... If you want my honest opinion.... All things considered, ... To be honest/ frank ... My own view is that ... I am inclined to believe that ... I am absolutely convinced that ...	I agree with this statement entirely. That's exactly what I think. The way I see it... I couldn't agree with it more. That's exactly how I feel. I have to side with ... on this issue. I couldn't have said it better myself.	This is in complete contradiction to... What I object to is... I can agree with that only with reservations. That seems obvious, but... That is not necessarily so. It is not as simple as it seems. I agree with you in principle, but ...

Commentary checklist

- ☐ They analysed different points of view.
- ☐ They expressed their own opinion.
- ☐ They supported it with evidence and examples.
- ☐ They used discourse markers to link the ideas.
- ☐ They used advanced vocabulary and structures.
- ☐ They used various set phrases to express opinion and to agree/ disagree.
- ☐ They used cause-and-effect language appropriately.
- ☐ They spoke for about 2–3 minutes.

Writing

NB: Writing the summary of a chapter

1) Name the book, the author, and the chapter you are summarising.
2) Include all the main points.
3) Summarise the main points in the order or the emphasis given to them by the author.
4) You may include important examples but not details.
5) Do not repeat ideas or express your opinion.
6) Paraphrase the author's language.
7) You can use a citation to prove a point but not many.
8) Make sure your summary is coherent and cohesive.
9) Use advanced vocabulary and structures.

43. Fill in the gaps in the summary of a chapter.

advocates profound account provides equipped based
conceptualizes concerns inquiry insights

Schoerning's (2018), Science Culture, Language, and Education in America: Literacy, Conflict, and Successful Outreach, addresses the issue of science classes in American schools and gives 1_____ into pedagogical approaches to better develop and cultivate science cultures. The book is 2_____ on theories that conceptualize and explain science culture in American schools and examine power dispersion when it comes to science literacy and workforce. By the same token, this book also 3_____ the relationship between science and religion and how both could reach a compromise. The book provides a 4_____ and insightful explanation and analysis of science classrooms, along with the language and culture of science learning. The author makes clear how these environments operate to either further marginalize or advocate for minority groups in schools.

In the first chapter, "Where Are We Now? Where Could We Be?", Emily Schoerning offers a detailed 5_____ of the state of science classrooms in America today, and describes how power is at play when it comes to marginalized groups in these classrooms. To achieve more desirable learning outcomes, the author argues that science should be authentic, and that it should be reflective of real-life circumstances and experiences.

Schoerning argues that in order to achieve equal learning opportunities, the language ideology that surrounds science should be altered and educators should allow students more space to leverage their linguistic repertoire. The question that raises 6_____ among educators is that since the STEM (Science, Technology, Engineering, and Math) fields generally yield higher pay for professionals, why aren't more students of marginalized or protected populations striving to proceed in the scientific workforce (Schoerning, 2018)? This is a crucial 7_____ that still requires contemplation and investigation.

The author 8_____ solutions through which educators can allow students to hone in on and properly access the culture of science, instead of just focusing on teaching the language. Schoerning 9_____ educators with an insightful and practical approach for developing successful science classes. Students should be immersed participants who plan their own learning style, propose their inquiries, and be the active agents of their own science experiments. Schoerning argues that this approach bridges the achievement

difference between males and females, and minority and majority groups. It also promotes students' higher cognitive demands, and allows for educational equity through their access of power and agency. As such, the author 10_____ for students to gain authority as much as their teachers.

(Adapted from [14])

44. From Ex. 43 write out the language you can use in your summary of a chapter.

NB
Make your text cohesive

Cohesion is the process of referring to other parts of the text (backward or forward) or outside the text. It helps it make a text well-organised. It is achieved through the use of:

1. Personal pronouns.

*Bilingual people enjoy advantages: **they** have enriched cognitive control, it's likely that they have improved metalinguistic awareness, as well as better memory, visual-spatial skills and even creativity.*

2. Demonstrative pronouns.

*To maintain the relative balance between two languages, the bilingual brain relies on executive functions, a regulatory system of general cognitive abilities that includes processes such as attention and inhibition. Because both of a bilingual person's language systems are always active and competing, **that** person uses **these** control mechanisms every time she or he speaks or listens.*

3. Summarising nouns.

*Today, more of the world's population is bilingual or multilingual than monolingual. In addition to facilitating cross-cultural communication, **this trend** also positively affects cognitive abilities.*

*When Chinese-English bilingual people judge how alike two English words are in meaning, their brain responses are affected by whether or not the Chinese translations of those words are written similarly. Even though **the task** does not require the bilingual people to engage their Chinese, they do so anyway.*

4. The, such, the same, all, etc.

When bilinguals have to switch from categorizing objects by color (red or green) to categorizing them by shape (circle or triangle), they do ***so*** *more rapidly than monolingual people.*

The set of attributes of a culture is expressed through language. Language is also used to point to objects that are unique to a particular culture. ***All this*** *means that learning and teaching another language is essential for international communication and cooperation.*

5. Former/ latter/ respectively.

In a study of more than 200 bilingual and monolingual patients with Alzheimer's disease, bilingual patients reported showing initial symptoms of the disease at about 77.7 years of age—5.1 years later than the monolingual average of 72.6. Likewise, bilingual patients were diagnosed 4.3 years later than the monolingual patients (80.8 years of age and 76.5 years of age, ***respectively****).*

The fundamental difference between convergent and divergent thinking is that ***the former*** *is a conscious process, while* ***the latter*** *occurs in the unconscious mind.*

6. Parallel constructions.

On a practical level*, language has to do with sounds, symbols and gestures that a community puts in order and associates so that they can communicate.* ***On a deeper level****, language is an expression of who we are as individuals, communities, nations.*

7. Ellipsis.

Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using ***another*** *(language).*

45. Underline the features that make the text in Ex. 43 cohesive. Compare with the class.

46. Fill in the gaps with words that help make the text cohesive.

We discuss four interconnected issues that we believe have hindered investigations into how language may affect thinking. 1_____ have had

a tendency to reappear in the debate concerning linguistic relativity over the past decades, despite numerous empirical findings. The 2_____ is the claim that it is impossible to disentangle language from thought, making the question concerning "influence" pointless. The second is the 3_____ that it is impossible to disentangle language from culture in general, and from social interaction in 4_____, so it is impossible to attribute any differences in the thought patterns of the members of different cultures to language *per se*. The third 5_____ is the objection that methodological and empirical problems defeat all but the most trivial version of the thesis of linguistic influence: 6_____ language gives new factual information. The 7_____ is the assumption that since language can potentially influence thought from "not at all" to "completely," the possible forms of linguistic influence can be placed on a cline, and competing theories can be seen as debating the actual position on 8_____ cline. We analyze these 9_____ and show that the first three do not constitute in-principle objections against the validity of the project of investigating linguistic influence on thought, and that the last 10_____ is not the best way to frame the empirical challenges at hand. While we do not argue for any specific theory or mechanism for linguistic influence on thought, our discussion and the reviewed literature show that 11_____ influence is clearly possible, and hence in need of further investigations.

(Adapted from [15])

47. Match the pairs of sentences paying attention to summarising nouns.

NB: Summarising nouns

advance (dis)agreement advice area argument change claim comment conclusion criticism description development discussion estimate example explanation idea issue method misunderstanding phenomenon policy process problem quote remark situation statement suggestion technique trend view

1 According to the sociologist Kurt Lewin (169), "there is nothing more practical than a good theory."	**a** The process is further hastened by the increase in literacy and the invention of printing.

2 When you grow up in a specific society, it is inevitable to learn the glances, gestures and little changes in voice or tone and other communication tools to emphasize or alter what you want to do or say.	**b** These auxiliary communication techniques are culture-specific, so communication with people from other societies or ethnic groups is fraught with the danger of misunderstanding, if the larger framework of culture is ignored.
3 The advent of writing increased the process of culture dissemination. The permanent state of writing made it easier for information to be diffused.	**c** This idea was then extended metaphorically to the development of an individual and of human society.
4 The human communication process is complex, as many of our messages are transmitted through paralanguage.	**d** In stark contrast to the common perception of beginners and even advanced students that linguistic theory is basically a nuisance and no more than an end in itself, this quote is in fact an ideal starting-point for the present chapter of this volume, which is designed to give a sketch of major theoretical and methodological approaches in English linguistics.
5 Most people agree that language and culture are tightly connected. Some people also say "language is culture" or "culture is language".	**e** However, such very general statements are not very helpful — what do they mean?

6 The Latin word *cultura* was first of all used in the context of agriculture. In order to produce crop, one has to cultivate the ground — just letting plants grow by their nature is not enough.	**f** These specific communication techniques of one culture are learned mostly by imitating and observing people, initially from parents and immediate relatives and later from friends and people outside the close family circle.

48. Select an extract from an academic article or a book. Delete the linguistic means that make the text cohesive. Ask your groupmate to fill in the gaps. Compare with the original.

49. Choose a chapter from one of the books on linguistics, language teaching or intercultural communication. Write its summary of 250–300 words. Use the checklist for self-evaluation.

- ☐ I included all the main ideas from the original text.
- ☐ I summarised the main points in the order or the emphasis given to them by the author.
- ☐ I used appropriate linguistic means to make my text cohesive.
- ☐ I did not repeat ideas or express my opinion.
- ☐ I used a wide range of advanced vocabulary and structures.
- ☐ I paraphrased the author's language.
- ☐ I used paragraphing appropriately. The paragraphs have topic sentences.
- ☐ My summary is 250–300 words long.

Extra Practice

Attitudes to standard and non-standard varieties of language

50. Watch a talk by David Crystal on the use of standard and non-standard English:

https://www.youtube.com/watch?v=hGg-2MQVReQ

You can also access the talk via the QR-code:

Answer the following questions:

a) Why does Dr. Crystal lay special prominence on the plural form of the word *story* in the context *the stories of English*?
b) According to Crystal, how are dialects treated?
c) How does H.C. Wyld treat dialects in his book "A Short History of English"? How does he view the language of literature and received, standard spoken language?
d) What is the overarching attitude to Standard English versus dialects? What are some terms used to refer to dialects?
e) What does Crystal think about this attitude to dialects?
f) According to Crystal, how many speakers of English all over the world use Standard English? How is it used by them?
g) What are the examples that are typically given to illustrate the use of Standard English?
h) Why do people have the impression that the use of Standard English is universal?
i) Overall, what is Crystal's viewpoint on Standard English and dialects? Do you agree with him?

51. Now read the story "Spoken English and Broken English" by George Bernard Shaw. Summarize its main ideas in 3 — 5 sentences.

Spoken English and Broken English

By George Bernard Shaw

If you are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly because if you do, no one will understand you.

Though there is no such thing as perfectly correct English, there is presentable English which we call "Good English", but in London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly. You may say that even if they do not speak English well themselves they at least understand it when the speaker is a foreigner, the better he speaks the harder it is to understand him. Therefore the first thing you have to do is to speak with a strong foreign accent, and speak

broken English: that is English without any grammar. Then every English person will at once know that you are a foreigner, and try to understand and be ready to help you.

He will not expect you to be polite and to use elaborate grammatical phrases. He will be interested in you because you are a foreigner. If you say: "Will you have the goodness, sir, to direct me to the railway terminus at "Charing Cross," pronouncing all the vowels and consonants beautifully, he will suspect you of being a beggar. But if you shout "Please! Charing Cross! Which way?" you will have no difficulty. Half a dozen people will give you directions at once.

(From [16])

Answer the following questions:

a) Do you agree with the author that this is the best way to use English in London? Why/ why not?

b) Do you think that "broken English" is legitimate? Would you teach it to your students?

52. Integrate the messages from D. Crystal's talk and from G.B. Shaw's story. Discuss the questions.

1) Do you agree that standard language, dialects, and informal, spoken English as well as any other languages should be given equal treatment both by professionals and ordinary people?

2) Or do you think that it is only the standard variety that deserves attention to be studied scrupulously and taught at schools and universities? Why (not)?

Self-Study

53. Watch one of the lectures and complete the notes below. Summarise the lecture to the class.

https://www.youtube.com/watch?v=MqqlSb9uGUQ

https://www.youtube.com/watch?v=Q-B_ONJIEcE	
https://www.youtube.com/watch?v=Uf9tlbMckS0	
https://www.youtube.com/watch?v=HoopujAUwjM	

Title:
Main idea:

Idea 1	Details
Idea 2	Details
Idea 3	Details
Idea 4	Details

Summary and conclusion:

54. Listen to your groupmates' summaries. Tell your partner what interesting facts you have learnt.

Revision

55. Fill in the gaps with a word from the box. You do not need to use five of them.

preconceived aversion intuitive reiterated debunked inhibited
hemisphere hence grounds realms refined

1) Despite the common discontent, the government has _____ its commitment to economic reforms.
2) In the past, access to resources _____ access to higher education.

3) Most people have a/ an _____ sense of right and wrong. They have an inner feeling of what is good and what is bad.
4) The case was dismissed on the _____ that there was not enough evidence
5) His theories have been _____ by recent research. They are not considered valid any more.
6) You must judge each film on its own merits, without any _____ notions about what it's like.
7) The left _____ of the brain is thought to be responsible for logical thinking.
8) She has a deep-rooted _____ to spiders, almost amounting to a phobia.
9) We suspect they are trying to hide something, _____ the need for an independent inquiry.
10) My new project led me into the _____ of psychology.

56. Fill in the gaps with derivatives from the words in brackets.

1) _____ is one of the most powerful and persuasive approaches to normative ethics in the history of philosophy. UTILITARIAN
2) Dickens is quite a/an _____ read because of flowery, extremely elaborate syntax. EFFORT
3) It is _____ to say that people who use dialectal forms are uneducated. FALLACY
4) Researchers do not find evidence-based _____ between eating GMOs and developing cancer. CAUSE
5) With yet another victory, Liverpool maintained the _____ in the English Premier League. DOMINANT
6) Employed by Google, Paul earns a _____ salary. SIZE
7) Vegetarians evince _____ to eating meat. AVERSE
8) Fully balanced _____ is virtually impossible to achieve in artificial learning conditions. LANGUAGE

57. Link the sentences into one using appropriate cause-and-effect language. You may need to paraphrase parts of the sentences.

E.g. *The scientists made a mistake during the experiment. The findings turned out incorrect.*

The scientists' mistake during the experiment led to (obtaining) incorrect findings. OR

The scientists made a mistake during the experiment which led to incorrect findings.

1) According to Chomsky, when people speak a particular language a specific situation occurs. In this situation they use the same underlying structure but different words and sounds on the surface.
2) Edward Sapir was a linguistic anthropologist. His thorough classification of indigenous American languages is still widely used today.
3) Swiss linguist Ferdinand de Saussure is widely considered to be one of the forefathers of both linguistics and semiology. Semiology is a philosophical study of the interpretation of signs and symbols.
4) Paul Grice is best-known for the cooperative principle. He is one of the most important contributors to pragmatics.
5) The hypothesis states that language influences thinking. It has been largely dismissed by modern linguists.

58. Scan the activities and descriptions of the unit to identify examples of graphical abbreviations.

59. Fill in the gaps in the abstract below with a word.

Well over half a century ago, Benjamin Lee Whorf [Carroll JB (1956) Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf (MIT Press, Cambridge, MA)] proposed that language affects perception and thought and is used to segment nature, a hypothesis that has since been tested by linguistic and behavioral studies. 1_____ clear Whorfian effects have been found, it has not yet been demonstrated that language influences brain activity associated with perception and/or immediate postperceptual processes (referred hereafter as "perceptual decision"). Here, by using functional magnetic resonance imaging, we show that brain regions mediating language processes participate in neural networks activated by perceptual decision. When subjects performed a perceptual discrimination task on easy-to-name and hard-to-name colored squares, largely overlapping cortical regions were identified, 2_____ included areas of the occipital cortex critical for color vision and regions in the bilateral frontal gyrus. Crucially, 3_____, in comparison with hard-to-name colored squares, perceptual discrimination of easy-to-name colors evoked stronger activation in the left posterior superior temporal gyrus and inferior parietal lobule, two regions responsible for word-finding processes, as demonstrated by a localizer experiment 4_____ uses an explicit color patch naming task. This finding suggests that the language-processing areas of the brain are directly involved in visual perceptual decision, 5_____ providing neuroimaging support for the Whorf hypothesis.

(Adapted from [17])