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**ПРАКТИЧЕСКИЙ КУРС
АНГЛИЙСКОГО ЯЗЫКА:
7 СЕМЕСТР**

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Практикум «Практический курс английского языка: 7 семестр» представлен системой упражнений, направленных на интерактивное когнитивно-речевое и социокультурное освоение тематических разделов, относящихся к социально-познавательной сфере общения: «Brain and its potential» и «Women in the modern world». Вопросы и задания рассчитаны на аудиторную и самостоятельную работу студентов 4 курса, обучающихся по специальностям 1-02 03 03 Белорусский язык и литература. Иностранный язык (английский), 1-02-03 04 Русский язык и литература. Иностранный язык (английский).

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СОДЕРЖАНИЕ

ПРЕДИСЛОВИЕ	4
Unit 1. Brain and its potential. Supernatural	6
Lesson 1. Keep your brain fit.....	6
Lesson 2. Who says who is mad?	14
Lesson 3. What is better: a Dunce or a Genius?	22
Lesson 4. Intelligence: How important is it?	28
Lesson 5. It's all the mind.....	36
Lesson 6. Phobias: Is there a way out?	41
Lesson 7. The truth is out there.....	52
Lesson 8. What is a superstition?.....	60
Lesson 9. Mysteries. Spooky tales	68
Unit 2. Women in the modern world	80
Lesson 10. The gender problem is a key issue in modern society.....	80
Lessons 11–12. The role of women in the USA, UK and Belarus	88
Lesson 13. “We can change the world”. The brand of feminism	97
Lesson 14. Women ahead of time.....	107
Lesson 15. Every mother is a working mother	118
Lesson 16. Divorces: reasons and consequences.....	131
Lesson 17. Why are there so few women in politics?	142
Lesson 18. Revision and consolidation.....	152
СПИСОК ИСПОЛЬЗОВАННОЙ И РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ	163

ПРЕДИСЛОВИЕ

Практикум включает два тематических раздела: «**Brain and its potential. Supernatural**» и «**Women in the modern world**», – предлагаемых для изучения в рамках дисциплины «Практический курс английского языка» в 7 семестре (4 курс).

Каждый из разделов представлен циклом учебных занятий (Lessons), структура которых отражает логику поэтапного овладения иноязычной речевой деятельностью преимущественно по схеме «Presentation – Practice – Production» (PPP), переосмысленной с учетом идей интегрированного подхода и приемов обучения в сотрудничестве (blended and mutual learning approaches). Данная схема предъявления материала перемежается с другой: Engage – Study – Activate (ESA), компоненты которой могут меняться местами, выстраиваясь в новые варьируемые цепочки типа «Boomerang» (E – A – S – A), «Patchwork» (E – A – S – A – S – E) и др. Такая вариативность продиктована принципом новизны в планировании дидактического сценария занятия.

Структурные блоки каждого учебного занятия охватывают:

1. Starter Activities – вопросы «на разогрев» (что соответствует этапу Engage или Presentation), вводящие в ситуативное поле учебно-речевого общения и выполняющие функцию семантизирующего контекста и мотиватора речемыслительной деятельности. С их помощью актуализируются исходные знания и личностный опыт студентов (жизненный, языковой, речевой, социокультурный) в заданной предметно-тематической области, вводится лексика в свойственных для носителя английского языка контекстах словоупотребления, осуществляется антиципация, или предугадывание содержания работы.

2. Topical Vocabulary – список активной лексики, в том числе с выраженными культурными семами, сопровождаемый дефинициями, комментариями и иллюстрациями. Как структурный компонент занятия Topical Vocabulary коррелирует с этапом Presentation (по схеме PPP) или этапом Study (по схеме ESA), подготавливая обучающихся к осмысленному восприятию и запоминанию не только функциональной семантики и звуко-графической формы вводимых лексических единиц, но и их парадигматических и синтагматических связей.

3. Vocabulary and Grammar Focus (from Controlled to Free Practice) – упражнения на тренировку лексического и грамматического материала в едином тематическом ключе и функционально-семантической взаимосвязи (грамматические явления, значения и структуры рассматриваются на примерах ситуативно обусловленных речевых высказываний, включающих тренируемую тематическую лексику). Данный компонент занятия обеспечивает формирование прочных навыков правильного и уместного употребления изучаемых языковых единиц в варьируемых речевых контекстах.

4. Speech Production (from Semi-Controlled to Free Speech Production via Discovery Activities) – упражнения на активизацию механизмов речемышления и смысловотворчества в рецептивных и продуктивных видах речевой деятельности в их взаимосвязи. Данная составляющая структуры занятий отражает заключительный этап работы по схеме PPP, но инкорпорируется в канву всего занятия на этапах Engage и Activate (согласно схеме ESA), имеющих свойство рекомбинироваться и повторяться, следуя методической логике учебного занятия. Это, как правило, организация коммуникативно-познавательной деятельности речевых партнеров, работающих в парах или малых группах, в формах диалога, дискуссии, симулятивной и ролевой игры, дебатов. Не менее важной структурной единицей этапа развития речевых умений является Personalisation (персонализация), ставящая акцент на личностном переосмыслении узловых проблем занятия в кратком письменном монологическом высказывании на основе вопросов.

Речевой материал составляют аутентичные тексты, содержащие актуальную для современности информацию, а также отрезки речи (на уровне отдельных предложений / высказываний) современных носителей языка, что гарантирует овладение как традиционной, так и окказиональной (творческой) сочетаемостью единиц английского языка.

Таким образом, организация материала практикума предполагает сознательно-практический способ овладения английским языком на дискурсивно-синтаксической основе – путь, сопряженный с усвоением функциональных значений лексических и грамматических единиц в тематически связанных контекстах и осмыслением текстовой информации сквозь призму наиболее характерных для носителя английского языка способов кодирования мысли.

UNIT 1. BRAIN AND ITS POTENTIAL. SUPERNATURAL

LESSON 1

KEEP YOUR BRAIN FIT

STARTER ACTIVITIES

- Why is the human brain considered to be a supremely complex organ?
- What are the most valuable secrets of the human brain?
- What is lateral (horizontal) thinking? Can you tell a Lateral Thinking story?
- Do you need a better understanding of how the brain works? What for?
- You're not stuck with the brain you're born with, are you?
- Are there any brain-boosting benefits? Speculate on the brain's miracle superpowers of self-improvement.

Ex. 1. Agree or disagree with the statements.

1. The human brain is known as the fattest organ in the human body.
2. Our modern lifestyle is changing our brains for the better.
3. As you put on weight your brain shrinks.
4. Human beings use less than 10 % of their brain.
5. Your brain is 73 % water.
6. Only 5 minutes without oxygen can cause brain damage.
7. Teen brains are not fully formed. It isn't until about the age of 25 that the human brain reaches full maturity.
8. Bigger brain always means better or smarter.
9. In general, men's brains are 10 % bigger than women's.
10. Multitasking makes you more productive.
11. Our attention spans are getting shorter.
12. Brain cells cannibalize themselves as a last ditch source of energy to ward off starvation. Dieting can force your brain to eat itself.

TOPICAL VOCABULARY

Brain	Intellectual ability; mind: a dull brain; a quick brain
Brain training	Preparing highly skilled people needed for the development of a country
Brain drain	A large emigration of individuals with technical skills or knowledge, normally due to conflict, lack of opportunity, political instability, or health risks
Human capital flight	Another terminology for brain drain
Brain gain	Occurs when there is a large-scale immigration (as opposed to emigration) of technically qualified persons

Brain exchange	When the highly skilled people leave a country they are replaced by others coming from other countries. This exchange usually happens between developed countries.
Brainless	Stupid: <i>“a brainless idiot”</i>
Brainy	Clever: <i>“She's a brainy child”</i> .
Neuron	A nerve cell that carries information between the brain and other parts of the body
Synapse	The point at which electrical signals move from one nerve cell to another
Neuroscientist	A scientist who studies the nervous system and the brain
Consciousness	The state of understanding and realizing something

VOCABULARY AND GRAMMAR FOCUS

Ex. 2. Complete each sentence (1–9) with a suitable ending (a-i). Use each ending once.

1. The human brain is the single organ in the human body that lacks nerves in spite ...
 2. The human brain consumes the major portion of the entire energy ...
 3. The figure of neurons present in the brain is approximately 100 billion...
 4. About 60% of the human brain is comprised of fat which is the maximum concentration...
 5. Oxytocin, also known as “love hormone”, is secreted in your brain...
 6. While conscious, your brain generates between 10 and 23 watts...
 7. Your brain uses 20-30% of all the calories you eat...
 8. The neocortex is the part of the human brain...
 9. Human brain is able...
- a. ... that’s why it’s important to pay attention to what you eat and chose healthy quality fuel for your body and your brain.
 - b. ... of fat that is present in a only organ in a healthy human being.
 - c. ... in high doses when you fall in love.
 - d. ... that is in charge for language and consciousness.
 - e. ... of the fact that it acts as the essential authority for the central nervous system.
 - f. ... of power enough energy to power a light bulb.
 - g. ... which is about 15 times of the overall human population on earth.
 - h. ... that is generated in the human body.
 - i. ... to execute numerous tasks naturally and is considered the most multifarious organ of the body.

therefore there is room for self-improvement. The idea has been for used	10
prolifically by marketing people, who draw on it to help sell their	11
products. Self-help books, for example, which promise to help you	12
achieve your full potential. No one knows how the myth started, though it	13
may have been originated from a scientific paper written by American	14
psychologist William James in the late nineteenth century. In the paper,	15
James was stated that he doubted that the average human achieved more	16
than 10% of their intellectual potential. Even Albert Einstein is said for to	17
have spoken of the 10% myth with reference to his own brilliant mind;	18
however, careful research into the Einstein archives has been revealed no	19
evidence of him ever making the claim.	

Ex. 6. First, read the four extracts (A–D) in the right column of the chart paying attention to the lexical chunks in bold.

After reading, match the questions to the answers in the chart. One answer (A–D) is extra. Make up a question to this answer.

1. What is the capability of the human brain?	A. Brain-to-brain interface is made possible because of the way brain cells communicate with each other. Cell-to-cell communication occurs via a process known as synaptic transmission , where chemical signals are passed between cells resulting in electrical spikes in the receiving cell.
2. Is mind communication possible?	B. The brain is arguably the most important organ in the human body . It controls and coordinates actions and reactions, allows us to think and feel, and enables us to have memories and feelings – all the things that make us human.
3. What is the main purpose of our brains?	C. Alcohol doesn't kill brain cells, but it does have both short- and long-term effects on your brain, even in moderate amounts . Going out for happy hour a few nights a month likely won't cause any long-term damage . But if you find yourself drinking heavily , consider reaching out for help .

4.?	D. You might have only a few gigabytes of storage space , similar to the space in an iPod or a USB flash drive . Yet neurons combine so that each one helps with many memories at a time, exponentially increasing the brain's memory storage capacity to something closer to around 2.5 petabytes (or a million gigabytes).
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Ex. 7. Skim the article (by Richard Hodson) to elicit factual information about the human brain. Title the text.

In the hand, the human brain is a **jelly-like mass**, easily deformed by touch. However, its unassuming appearance belies the complexity within. **The brain's inner workings** are mysterious. But our understanding of them is improving, as is our ability **to apply that knowledge elsewhere**.

The human brain contains one hundred billion neurons, which are connected by trillions of synapses. Building a map of these connections – the connectome – is not an easy task, but is progressing faster than predicted. Such a map is crucial to efforts **to simulate the brain in silico**. But it is not the only requirement: we also need a better understanding of how the brain works. Scientists who work on memory are recognizing that forgetting is not an error but an essential process. The biological basis of consciousness is becoming **a legitimate topic for research**. And our evolutionary brethren the Neanderthals, through fossilized remains and genetic traces found in modern humans, are **providing fresh insight into** how our brains developed.

Our improved understanding of the brain is also informing the development of smarter **artificial intelligences**. In a **virtuous loop**, improving artificial intelligence will **give** neuroscientists **more powerful tools** with which **to investigate the brain**. The technology behind **brain-computer interfaces** is **making great strides**, but there are **ethical concerns** – no invasive procedure is without risk, and the danger is magnified when a **mistake threatens** the brain.

Ex 8. Look over the above texts to sort all intriguing facts about the human brain into a logical order.

Generate 3–4 grammatically accurate sentences to synthesize information about mysterious brain's inner workings.

Use the lexical chunks in bold to scaffold your writing.

SPEECH PRODUCTION

Reading Comprehension Activity

Reading and Sharing Tips in Partnership

Ex. 9. Look through the texts (1–6) containing tips how to boost mental abilities. Choose for careful reading the one which may be enlightening for your partner.

Persuade the partner so that *he / she* should follow your tip.

Do the task by swapping your roles.

1. Use It or Lose It

Keep your mind active. Stay involved in pastimes that make you think on several levels. It's not enough to mindlessly **flip through TV channels, surf the web, or scroll through Facebook.**

“We spend too much time on low-level activities that drain the brain,” says Sandra Bond Chapman, PhD, director of the Center for Brain Health at the University of Texas at Dallas. “Instead, take information in, combine it with the rich knowledge already stored in your brain, and transform it into new ideas.”

Do this on a regular basis to strengthen the networks in your brain. This can help keep you quick-witted for years to come.

2. Read or Watch, Then Discuss

Reading a book or even watching TV or movies can be good for your brain – if you learn something new and think it over afterward. Even better, talk about it with other people. This helps you make sense of the information on a deeper level.

Talking with other people has its own **brain-boosting benefits.** You could join a book club or have friends over to watch a movie, then discuss it.

“When you have conversations with other people, you're getting feedback from them on how you're doing mentally,” Werdiger says, “and you're forced to consider what you're saying and how you're behaving.”

This is especially important for older people who spend a lot of time alone. Try to see friends or family regularly to avoid loneliness and depression, which have been linked to lower brain function.

3. Give Your Brain a Change

Choose a new route to and from the grocery store, or a new recipe for dinner. Simple changes like this can keep you engaged. “Operating on autopilot can be helpful at times, but you shouldn't depend on it for all of your daily activities,” Werdiger says.

“Our brain is wired to be inspired,” Chapman says. “It gets jaded on the status quo.” That's why it helps to mix up your routine now and then with new and different activities.

Werdiger compares this to an athlete training for a specific sport. “The more you do something, the better you get,” he says. “So once you reach a certain level, you can't keep doing the same thing.”

4. Go for What You Love

Find a new hobby that excites and challenges you.

Pick up an instrument, try a new language, or play chess on the computer, for examples.

“There's nothing magic about computer games or crosswords,” Werdiger says. “What really matters is that you do things that make you formulate strategies and react to changing circumstances. Don't just be a passive bystander.”

5. Get Your Blood Flowing

Exercise is important, too. When you boost your heart rate, you also send your blood flowing throughout your body. Blood carries nutrients and oxygen to your brain. That helps to keep its tissues healthy and its many circuits working properly.

Some of Chapman's research found that people who rode a stationary bike or walked on a treadmill for 60 minutes, three times a week, had improved blood flow to the area of the brain that deals with memory. After 12 weeks, they did better on memory tests.

Other types of exercise can be helpful as well. Yoga three times a week can boost brain function in older adults.

6. Feed Your Mind

Your brain needs vitamins and minerals to work at top speed, so eat lots of fruits and vegetables. Smart food choices can also help you avoid or reverse conditions like obesity, high blood pressure, and diabetes – all of which seem to play a role in memory loss and mental decline.

Vitamin D is one nutrient that seems especially important for brain health. One study found a connection between low levels of D and forgetfulness and trouble focusing. If your doctor says you're not getting enough of the vitamin from food or sunlight, she may recommend you take supplements, too.

Groupwork Project

Ex. 10.1. Use DeBono's *Six Thinking Hats method* exploring the true potential of the human brain from 6 possible points of view.

- 1) the **white hat** reflects neutral, factual information;
- 2) the **yellow hat** takes a sunny optimistic perspective;
- 3) the **black hat** sees problems or pitfalls;
- 4) the **red hat** allows a thinker to express him or herself from an intuitive [in'tju:ɪtɪv], emotional point of view without any need for justification;

- 5) the **green hat** encourages “**out-of-the-box**” **thinking** or **lateral thinking**;
- 6) **blue hat-thinking** is the summarizing, moderating perspective, pushing the conversation in a certain direction and concluding the observations with an overall resolution.

Ex. 10.2. Make a mind map to organize your ideas. Try to present your findings in a mind-blowing way.

Supplementary Writing Task

Ex. 11. Answer the questions:

- How good student are you?
- Have you ever failed an exam?
- Did you always **pass with flying colours** / with high marks?

Ex. 12. Write a short composition “What type of student I am” by answering the questions that follow.

How do you prepare for an exam? Do you plan regular revision times, or do it all last-minute? Do you go over everything you’ve studied / revise everything? Do you try **to cram** / try and force as much information into your head as possible? Do you cheat / use **crib sheet**? How can you stimulate your brain activities?

Grammar Boost

- A. Use ***I wish (If only) I did / I could do / I were ...*** to express regret about the present.
- B. Use ***I wish (If only) I had done ... / hadn’t done ..., I should have done*** to express regret about the past.

What kind of student is your partner?

- C. Use ***would + infinitive*** after ***If only / I wish*** to talk about your partner’s learning habits. For example: ***I wish Peter wouldn’t spend so much time on the computer.***

LESSON 2

WHO SAYS WHO IS MAD?

STARTER ACTIVITIES

- Do you know what madness is? What are you mad about?
- What are the synonyms or near synonyms for the word **mad**?
- Is it possible to heal the brain?
- How can you help a person who suffers from **decreases in attention span**?
- What ways do you know to make something more memorable?

TOPICAL VOCABULARY

Ex. 1. Define the words and phrases denoting mental health issues. Which of them are used to describe the medical condition? Which are used informally?

mental health	
compos mentis	
mental decline	
dementia	
attention span, decreases in attention span	
erratic behavior	
bipolar disorder, mood disorders	
mania	
midsummer madness	
calm madness	
collective madness	
to go / fall / run mad / to go insane / nut	
to be crazy about	
to send/ drive sb. mad, to drive sb. insane	
to become (mentally) deranged	
to declare sb. insane	

- What's the difference between the words **mad** / **crazy**/ **crazed** / **maniac** / **insane** / **demented** / **deranged**?

Ex. 2. Agree or disagree with the statements.

1. A chewing gum really does help you concentrate when you sit down to study.
2. Rock music helps people to organise their ideas more clearly and so improves their memory.
3. Logic puzzles, crosswords and mental arithmetic are all good “mental aerobics”.

4. Physical exercise isn't significant for your memory, and it doesn't make your memory work better.
5. Repeating things is the best way to remember things for a long time.
6. Only extraordinary sights will remain imprinted on our mind / brain / memory.

Exercising memory with memory games

Ex. 3. Work out a memory task for your partner. If he/she isn't perfect at remembering, help him/her to memorise what is needed (not only a mobile phone number or an e-mail address, but irregular verbs, phrasal verb idioms, etc.).

VOCABULARY AND GRAMMAR FOCUS

Ex. 4. Cross out the wrong collocation in each line.

1. Remember to phone your friend, remember someone to phone you
2. Learn how to do something, learn someone how to speak Japanese
3. Remind to buy food, remind someone of his/her promise
4. Forget of something, forget about something
5. recognize to do something, recognize someone's handwriting
6. Lose a bus, lose your memory
7. Be imprinted on one's mind forever / to imprint the mind

Ex 5. Choose the most appropriate word to complete each sentence.

<i>crazy</i>	<i>maniac</i>	<i>crazed</i>
<i>deranged</i>	<i>insane</i>	
<i>mad</i>	<i>demented</i>	

1. If you describe someone's behaviour as ..., you are emphasizing that it is extremely foolish and uncontrolled.
2. Someone who is ... has a mind that does not work in a normal way, with the result that their behaviour is very strange.
3. Someone who is ... has a severe mental illness, especially Alzheimer's disease.
4. If you are ... about or ... on something or someone, you like them very much indeed.
5. ... people are wild and uncontrolled, and perhaps insane.
6. Someone who is ... behaves in a wild and uncontrolled way, often as a result of mental illness.
7. If something or someone makes you ... or drives you ..., they make you extremely annoyed or upset.

DISCOVERY ACTIVITIES VIA READING

Reading for detail

Ex. 6. Do you support the statement that the only permanent cause of brain deterioration is disease or physical damage? Explain why.

Now read the text and check your understanding of it by doing the tasks that follow.

Rosenhan wondered what would happen if a number of entirely sane people attempted **to gain admission to** a mental hospital by pretending to have one of the symptoms of insanity. Would these sane individuals be classified as insane? If they were admitted to the mental hospital, would the staff realize that a mistake had been made? The answers to these and other questions were obtained in a study in which eight normal people, five men and three women, attempted to gain admission to twelve different psychiatric hospitals. They consisted of a young psychology graduate, a pediatrician, a psychiatrist, three psychologists, a painter, and a housewife.

The twelve psychiatric hospitals were located in five different states on the East and the West Coasts of America. They also varied considerably, **ranging from** relatively new **to** old and shabby, and from good **staff-patient ratios** to severe **under-staffing**. Each of the eight participants phoned the hospital asking for an appointment. Upon arrival at **the admissions office**, each of them complained of hearing voices (these voices were often unclear, but appeared to be saying “empty”, “hollow”, and “thud”; they sounded unfamiliar but were of the same sex as the participant). The only important elements of deception were the claims about hearing voices and falsification of the participants' names and occupations; the significant events in each participant's life were described as they actually happened. All of these sane people were judged to be insane, and all of them were admitted to hospital, apparently on the basis of their **hallucinations**.

One of them was diagnosed as suffering from **manic-depressive psychosis**; the others were diagnosed as **schizophrenic**. As soon as these **pseudo-patients** had been admitted to the psychiatric ward, they stopped simulating signs of abnormality, although several experienced a brief period of nervousness and anxiety, because they felt they would immediately be exposed as **frauds**, which would be highly embarrassing.

While they were in the psychiatric ward, the pseudo-patients indicated that they were fine and no longer experienced any symptoms. In general, they behaved in a friendly and co-operative way. The only unusual aspect of their behaviour was that they spent a fair amount of time writing down their observations about the ward, its patients, and the staff. To begin with, these notes were written secretly, but as it gradually became clear that no one took much notice, the note taking was done quite openly.

The hierarchical structure of the various psychiatric hospitals was such that those of greater professional status had the least to do with their patients (and pseudo-patients). The average daily contact of the pseudo-patients with psychiatrists, psychologists, and doctors was 6.8 minutes. In view of this general lack of careful observation by those in authority, it is not surprising that the pseudo patients were not released very quickly. The actual length of hospitalization ranged from 7 to 52 days, with 19 days being the average. The fact that all the pseudo-patients were released within a few weeks of admission may suggest that **the psychiatric staff** discovered that the pseudo-patients had been sane all the time. However, this was not the case.

All the pseudo-patients were discharged with a diagnosis of “schizophrenia in remission”, indicating that the deception had not been detected. Interestingly, several of the real patients became suspicious about the pseudo-patients. The first three pseudo-patients were placed in wards containing a total of 118 patients, 35 of whom voiced their doubts. They said things like, “You're so not crazy. You're a journalist, or a professor. You're **checking up on** the hospital.” However most of them were reassured by the pseudo-patients' insistence that they had been sick before they came into hospital, though they felt fine once they had been admitted. Nevertheless a few of the **bona-fid patients** continued to voice the opinion that the pseudo-patients were sane. If we accept these findings at face value, they suggest that the distinction between the sane and the insane is so blurred that it is entirely possible for the sane **to be mistaken for** the insane, at least by psychiatrists.

Rosenhan wondered whether he could show the opposite effect, namely the insane being regarded as sane. He used as his testing ground a research and teaching hospital. The staff there had heard about the study just described, and had informed Rosenhan that they would not have proved so **gullible**. The first thing that Rosenhan did was to tell the 100 staff of this hospital that one or more pseudo-patients would attempt to gain admission at some time during the following three months. Each member of staff was asked to observe all patients who presented themselves for admission or in the ward and say whether they thought they were pseudo-patients or **genuine patients**. Judgments were obtained on a total of 193 patients admitted for psychiatric treatment. Forty-one genuine patients were judged with great no confidence to be pseudo-patients by at least one member of staff. Nineteen patients were suspected of being **frauds** by one of the psychiatrists and another member of staff. In fact, none of Rosenhan's pseudo-patients sought admittance us during this time. Apparently, then, mental hospital staff do sometimes think that people committed to their care are sane.

Rosenhan's main conclusion, which is tremendously important if it is true, was as follows: “It is clear that we cannot **distinguish** the sane *from* the insane in psychiatric hospitals.” Part of the problem may be that, under normal circumstances, doctors and psychiatrists are more inclined to call a healthy

person sick than a sick person healthy. It is obviously dangerous for a doctor to fail to take appropriate action when a sick person asks for treatment. A psychiatrist who refuses to hospitalize someone who has suspicious symptoms and asks to be hospitalized may face legal action if the patient subsequently commits suicide or murder, so it is natural for him to err on the side of caution.

Comprehension check

Which sentences do the following summaries refer to?

- a) how the pseudo-patients behaved while they were in the hospital;
- b) how we know that the deception was not detected;
- c) the reasons for the original experiment;
- d) the supervision of patients in the hospital;
- e) the kind of people who were selected for the experiment;
- f) the reaction of the real patients to the pseudo-patients;
- g) how the pseudo-patients deceived the experts to gain admittance;
- h) Rosenhan's conclusion;
- i) the reasons for the second experiment;
- j) the results of the second experiment;
- k) how the second experiment was set up.

Ex. 7. Elicit the words with the same root-morpheme from the text.

Noun	Adjective	Verb	Adverb
	sane		
		admit	
psychiatrist			
		consider	
	clear		
		deceive	
	apparent		
norm			
	anxious		
		vary	
name			

Supplementary Reading

Pre-Reading Activity. Points to ponder

Ex. 8. Expand the statements by giving more factual information.

1. Mental illness was historically associated with demonic possession and evil spirits.
2. Older methods of “curing” mental illness included near-death experiences.

3. By the 19th and 20th centuries, the western world had accepted that mental disorders were akin to medical illnesses.
4. Presently, it is possible to remedy mental illness using medical experiments.

Ex. 9. Skim the text to reveal what kind of madness George III suffered from. Sort out textual information according to *what is factual and what is presupposed*.

Focus on the means (lexical, grammatical, lexico-grammatical) of expressing factuality and supposition.

Provide definitions or explanations of the target words and phrases in bold.

What was the truth about the madness of George III?

Modern medicine may help us to discover the real reasons behind King George III's **erratic behaviour**, writes historian Lucy Worsley.

George III is well known in children's history books for being the “mad king who lost America”.

In recent years, though, it has become fashionable among historians to put his “madness” down to the physical, genetic blood disorder called porphyria [pɔ:'firɪə]. Its symptoms include aches and pains, as well as blue urine.

The theory formed the basis of a long-running play by Alan Bennett, *The Madness of George III*, which was later adapted for film starring Nigel Hawthorne in the title role.

However, a new research project based at St George's, University of London, has concluded that George III did actually suffer from **mental illness** after all.

Using the evidence of thousands of George III's own handwritten letters, Dr Peter Garrard and Dr Vassiliki Rentoumi have been analysing his use of language. They have discovered that during his episodes of illness, his sentences were much longer than when he was well.

A sentence containing 400 words and eight verbs was not unusual. George III, when ill, often repeated himself, and at the same time his vocabulary became much more complex, creative and colourful.

These are features that can be seen today in the writing and speech of patients experiencing the **manic phase** of **psychiatric illnesses** such as **bipolar disorder**.

Mania, or **harmful euphoria** [ju:'fɔ:rɪə], is at one end of a spectrum of mood disorders, with sadness, or depression, at the other. George's being **in a manic state** would also match contemporary descriptions of his illness by witnesses.

They spoke of his “**incessant** [ɪn'ses(ə)nt] **loquacity**” [lə'kwæsəti] and his habit of talking until the foam ran out of his mouth. Sometimes he suffered from convulsions, and his **pages** had to sit on him to keep him safe on the floor.

The researchers have even thrown doubt on one of the key planks in the case for porphyria, the blue urine. George III's medical records show that the king was given medicine based on gentian |'dʒenʃ(ə)n|. This plant, with its deep blue flowers, is still used today as a mild tonic, but may turn the urine blue.

So maybe it wasn't the king's “madness” that caused his most famous symptom. It could have simply been his medicine.

I interviewed the researchers at St George's for a new documentary series, *Fit To Rule: How Royal Illness Changed History*.

In this series, I re-examine our kings and queens as individual members of the human race, rather than just as **impregnable icons of splendour and power**. They suffered many of exactly the same biological and psychological weaknesses as the rest of us – only with rather more serious consequences.

George III's **recurring bouts of illness** caused him to **withdraw from** daily business to **recuperate** |rɪ'ku:pəreɪt| out of the public eye at secluded Kew Palace, near Richmond.

Each time he **withdrew to** Kew, this **triggered a crisis** – who was to make decisions in his absence?

His son, the Prince of Wales, with whom George III had a terrible relationship, wanted to be appointed regent, and to act as the king in everything but name. But the future George IV was very much associated with the political opposition, and the government was determined to keep him out.

Strikingly, although the crisis caused a good deal of arguing, it was in fact resolved quite easily. This was partly because the king just got better (despite the **bizarre** and sometimes **inhumane treatments** given to him by the royal doctors) and partly because he was, by this stage in British history, **a constitutional king**.

When **the Hanoverians** |,hænə(ʊ)'vɪəriən| had been invited over from Germany in 1714 to take the throne after the failure of the Stuart line, they came at the invitation of Parliament. Parliament therefore **held the whip hand over them**, and the powers of the monarchy declined.

But despite his illness, George III was a dedicated and diligent king, and won the respect of his politicians. In fact, when his illness drove him off the political scene, they realised how much they needed his calming effect on their **squabbles**.

It is counter-intuitive to suggest it, but royal health issues can actually strengthen the monarchy, not least by creating sympathy and affection for an afflicted individual.

Garrard also points out how the explanations or diagnoses that we **come up with** for patients in the past reflect our own current attitudes to sickness and health. One of the reasons that the porphyria argument caught on is because it seemed **to remove** the supposed **stigma of** mental health issues from the Royal Family.

And yet, as Garrard notes, porphyria opened up a different set of problems, because as **a hereditary illness**, George IV, and indeed other members of the Royal Family, became candidates for diagnosis too.

The research project still continues, but Garrard is already confident of one thing. “The porphyria theory is completely dead in the water. This was **a psychiatric illness.**”

But it certainly did not stop George III from being a successful king. In a prosperous, industrialising Britain, it was growing more important for a monarch to reign rather than rule, providing background stability rather than aggressive leadership.

With his 60-year reign, George III provided continuity, and I believe that his short episodes of illness tend unfairly to diminish our views of him.

BBC NEWS

Read more at: <https://www.bbc.com/news/magazine-22122407>

SPEECH PRODUCTION

Role-playing

Ex. 10. Supposing you are a High School English Teacher. Devise memorable and interesting follow-up activities for your students. Provide some practice based on the contents and language of this text. Create good learning environment.

Writing Activity

Ex. 11. Write a letter to the absent student to fill him in on the material that he/she has missed.

LESSON 3

WHAT IS BETTER: A DUNCE OR A GENIUS?

STARTER ACTIVITIES

- What is a **genius**? What is a **dunce**?
- Why do some people always seem to be having new ideas while others of equal intelligence never do?
- Are you **the smartest brain**? Will you prove it by solving the problem “*Why do some people dial 000 with their index finger and others with their middle finger?*”
- Come up with a **tantalising situational problem** to challenge logical and creative thinking of your groupmates. Roleplay as the quizmaster.

Warming-Up

Ex. 1. In the box, there are three jumbled limericks (humorous five-line poems with a rhyme scheme *aabba*) **written by Fred Hornaday to celebrate some groundbreaking pioneers in the field of science. Sort the lines into the correct order. Some have been done for you.**

1. When his light bulb extinguished the dark
2. *There's a curious chemist from Basel (1)*
3. With a mind that could flicker and spark
4. Promoting an acid
5. Consider the old man's appraisal
6. The work of T.A.
7. Although pet lovers might call him cruel
8. Whose eyes hold a glimmer of hazel
9. *Old Pavlov was nobody's fool (6)*
10. No food could they smell
11. To make the mind placid
12. Was enough to make hungry dogs drool
13. Turned night into day
14. But the sound of a bell
15. *There's a wizard around Menlo Park (11)*

TOPICAL VOCABULARY

- Genius** a) Someone who is extremely intelligent or extremely good at doing something: *Einstein was a **genius***; b) the quality of being extremely intelligent or extremely good at doing something: *Einstein's **genius***
- Dunce** Disapproving a person who is slow to learn or stupid, especially at school: *Do you want to grow up a **dunce**, Jack?*

Idiot	A stupid person or someone who is behaving in a stupid way: <i>Some idiot left the tap running in the bathroom.</i>
Clever	Able to learn and understand things quickly and easily: <i>a clever student</i> ; designed in an effective and intelligent way: <i>a clever idea, a clever tool</i>
Cleverness	Ability to understand and learn quickly and easily
Cleverly	In a clever or skillful way
Smart	Intelligent: <i>Rachel's one of the smartest kids in the class.</i> A smart machine, weapon, etc. uses advanced computer systems
Intelligent	Able to learn and understand things easily: <i>a highly intelligent young woman</i>
Unintelligent	Synonyms: brainless, dumb, half-witted, foolish
Intelligently	Synonyms: rationally, reasonably, brilliantly, wisely
Bright	Intelligent: <i>He's a bright boy.</i>
Brilliant	Extremely clever: <i>a brilliant scholar</i>
Brilliantly	<i>The history of that controversy has been brilliantly told by Hazlitt.</i>
Fool	A person who behaves in a silly way without thinking: <i>He's a fool to think she still loves him.</i>
Foolish	Unwise, stupid, or not showing good judgment: <i>It was foolish of them to pay so much.</i>
Stupid	Silly or unwise; showing poor judgment or little intelligence: <i>She was really stupid to quit her job like that.</i>
Stupidity	Antonyms: intelligence, wisdom: <i>Stupidity and arrogance were plainly stamped upon his features</i>
Dull	Not interesting or exciting in any way: <i>Those books seem rather dull beside this one; <u>old-fashioned</u> not intelligent</i>
Silly	Showing little thought or judgment: <i>silly boy</i>

VOCABULARY FOCUS

Ex. 2. Choose the most suitable word (word form) to complete each sentence.

1. John Nash of A beautiful Mind fame was ... to grad school on a one sentence recommendation from his advisor – “This man is a genius”

- a. permitted b. admitted c. forbidden d. sentenced

2. A Hungarian psychologist wrote a book on how to ... a genius. He and his wife went on to have 2 sons who became chess grandmasters and a daughter who became the first female to defeat a top ranked male (Garry Kasparov).

- a. defeat b. find c. achieve d. raise

3. A Chinese mathematical genius who had won a gold medal in the International Maths Olympiad ... a full Scholarship to MIT, and chose to become a monk in a Buddhist Monastery.

- a. accepted b. gained c. left d. denied

4. At the Nuremberg trials several Nazi leaders ... genius-level scores on an IQ test. Highest result was 143!

a. *hided* b. *achieved* c. *created* d. *chose*

5. Snoop Dogg, Dolph Lundgren and Shakira all have 140+ IQs and are ... geniuses.

a. *classified* b. *announced* c. *secret* d. *famous*

Ex. 3. Mind the use of the lexical chunks referring to the topic. Explain their meanings. Add your own “findings” into this list.

- 1) a spark of genius
- 2) a computer whiz
- 3) to see the world through new eyes
- 4) to develop inferiority complex
- 5) to work out well for sb.
- 6) to get grief
- 7) to shrug off the nay-sayers
- 8) to nurture young talent, to be nurtured by
- 9) to regain one`s self worth
- 10) to prove one`s genius to all the world

DISCOVERY ACTIVITIES VIA READING AND DISCUSSING

Reading Comprehension Activities

Pre-Reading Activity

Ex. 4. Agree or disagree with the points about geniuses.

1. They can answer impossible questions.
2. They are somehow connected to the very intellect of God.
3. They can alter the entire universe.

Ex. 5. Read the quotes related to the topic and comment on them.

1. *“Your living is determined not so much by what life brings to you as by the attitude you bring to life.”*
2. *“The sign of intelligence is that you are constantly wondering. Idiots are always dead sure about every damn thing they are doing in their life.”*
3. *“A genius in the wrong position could look like a fool.”*
4. *“Any intelligent fool can make things bigger and more complex... It takes a touch of genius and a lot of courage to move in the opposite direction.”*

Reading Activity

Ex. 6. Look through the article to decide which of the quotes you have commented on reflects its contents in the best way. Does the text discuss mainly “genius – dunce” issues or ethical problems? Title the text.

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid. – *Albert Einstein*

What does that mean?

Einstein is stating here that he believes everyone has some genius in them. His genius was seeing the world of physics through new eyes. I don't know if Albert knew how to climb a tree, but I think all of us can understand that tree climbing is not what fish are good at.

Fish are good at swimming, not climbing trees. If you kept telling a fish that it was stupid (presume for a moment that the fish could understand you) because it couldn't climb a tree, I imagine it would develop some kind of inferiority complex.

But we all have a talent, a spark of genius, somewhere in ourselves. What it might be is unique to each person. For fish, it would probably be swimming or something related to water, not trees. I don't know if Luciano Pavarotti could climb a tree, or if he could swim like a fish, but that boy could sing!

Why is kindness important?

If you keep telling someone they are stupid simply because they are not as good at something as you are, well, that's just stupid. We each are unique, and we each have talents. The people who are considered geniuses, they are the people who found their spark and applied it to something that worked out well for them.

Edison, Ford and Westinghouse were all geniuses, each in their own way. Same for Tesla, Einstein and Faraday. We look back at them as being far beyond human, but they all had their quirks. Each of them were ridiculed and scorned at some point in their lives. Despite this lack of kindness, they continued on and were able to prove their genius to all the world.

People are ridiculed and scorned all over the planet because they aren't as good at something as people consider to be "normal." If you have a speech impediment, dyslexia or if you stutter, you are familiar with this. If math just isn't your thing, but you are a whiz in art, you're going to get grief. If you don't run fast or have a physical difference, you're going to get grief. Even if you're normal, you're going to get grief.

We need to recognize that none of us are perfectly normal, much less perfect. Cut the other person some slack. Be kind, because you probably don't measure up to their standards in some aspect. How much better would your life be now, if you hadn't gotten so much inappropriate grief in school, or at home?

Where can I apply this in my life?

I have trouble drawing. Even my smiley faces look a little off. Even with a straight edge, I have trouble drawing a straight line. I'm art-stupid. I know it, and I happily admit it. You could call me stupid for weeks on end, and all you would do is get tired of saying it.

I know my talents (I hesitate to call it genius) are in other aspects of my life. And this knowledge gives me confidence to shrug off the nay-sayers who may try to call me stupid. Self-confidence can be nurtured by kindness and compassion.

If you know someone who is down or troubled about their apparent inability to do something that society seems to think they should be able to do, don't call them stupid. Please don't. They've heard that enough already in their lifetime. Even if you can't help them, acknowledge them as someone who matters.

If you can help, please do. Even if it's just to tell them where they might find help or get them hooked up with some assistance, please show them that kindness. If you can help train them in their strengths, you can not only help them regain their self worth, you can also help humanity as a whole. And that's a good feeling.

If you have some talents that could help others, please consider a method to share those talents. If you're a good tree climber, I wouldn't try to enroll any fish in your classes, but you might have some fun teaching some kids. I hope you will consider providing a little of your talents to help others feel like a person, not a fish out of water.

I have helped rehabilitate houses, taught people how to be better prepared when riding a motorcycle in traffic, and helped feed the hungry by counting boxes and organizing food and food drives. If your skill, like mine, is in logistics, then there is much you can do.

I know the world is a big place, and there are many people who could really use a little kindness. We can't help every one of them ourselves. But we can help the one that we see today. If we all did a little bit to help one another, just think about how much nicer the world could be.

From: Twitter, @gilcarvr

Follow-up Activities

Ex. 7. Find the words or phrases in the text with the following meanings.

- 1) a difficulty in speaking clearly, such as a lisp or stammer;
- 2) (*informal approving*) a person with a very high level of skill or knowledge in a particular subject;
- 3) someone who says something is not possible, is not good, or will fail to help a plan or a person to develop and be successful;
- 4) to put yourself or someone else onto the official list of members of a course, college, or group;
- 5) to return something to a good condition.

Ex. 8. The lexical chunks practised in exercise 3 are contained in the article. Go back to identify them in the context. Divide them into three categories – positive, negative, neutral.

Work in pairs to combine any of the 3–4 lexical chunks to produce a coherent utterance.

SPEECH PRODUCTION

Personalization

Ex. 9. Complete the following summary.

1. People are ridiculed and scorned all over the planet because ...
2. If we judge people harshly, they may ...
3. The only way to regain your self worth is ...
4. I can apply the author's philosophy in my life (by) ...

Ex. 10. What are your strengths and shortcomings in building good relations with people? While answering, try to incorporate as naturally as possible some of the structures:

- I wish ...
- If only / Oh, that ...
- I'd rather / sooner do ...

DRAMATIC PRODUCTION *

Collaborative and Competing Activity

Ex. 11. Get prepared to take part in a competition-style talent show. In the show, you need to prove your talent in making up limericks and reciting them in front of the class. Do it step by step.

- ✓ Divide into 4 small groups. Groups 1–3 need to be involved in the contest show. Group 4 should come up with judging criteria, point systems, and rewards for first, second, and third place winners.

Task for the participants within their groups

- ✓ Exchange ideas on the best topic for your limerick.
- ✓ Proceed to make up a limerick following the rhyme *aabba* and keeping to the strong rhythm.
- ✓ Hold auditions in your group to choose the best student for reciting the limerick.
- ✓ Showcase your talents by reciting limericks in front of the class.

Task for the jury

- ✓ Choose the winner according to the judging criteria.

LESSON 4

INTELLIGENCE: HOW IMPORTANT IS IT?

STARTER ACTIVITIES

- Are people born intelligent / smart / brilliant?
- Do intelligent people always do well at school? Why? Why not?
- Do you know any celebrities that **sport a high level of intelligence**?
- What are intelligence problems? Can intelligence prevent you sometimes from losing your temper / **being out of your mind**?
- Have you ever experienced **racking your brains** in order to solve a **mind-bending** problem?
- Are you easily **brainwashed** by people **into** doing something you don't want to? If so, why?
- Are you more inclined to **think outside the box** or ask sb for ideas?
- Is emotional intelligence (EQ) more important than IQ?

BRAINSTORMING

What do you understand by “brainstorming”? What is it used for? What are the rules of brainstorming?

Work in groups. Opt for one of the topics below and brainstorm 5–7 ideas.

1. How to make some of your groupmates learn Chinese.
2. How to make embroidery appeal to men.
3. How to encourage people to be emotionally intelligent.

SOLVING RIDDLES

Ex. 1. You like good riddles, don't you? If so, wrack your brain with these two mind-bending problems. Use your deductive reasoning skills.

Riddle 1.

There are five sisters in a room.

1. Emily is reading a book.
2. Barbara is cooking.
3. Katy is playing chess.
4. Jaime is doing laundry.

What's the fifth sister doing?

Riddle 2.

There are two men standing in a room.

One is facing South, while the other faces North.

They can see each other without using mirrors. **How can that be?**

Do you have your own favorite riddle? Suggest it for our solving.

Ex. 2. Study the target vocabulary relating to thinking and contemplating.

TOPICAL VOCABULARY

Aptitude	A capability, talent, or innate or acquired capacity for sth; readiness or quickness in learning; intelligence
Brainwave <i>n.</i>	(US <i>brainstorm</i>) A sudden clever idea
Brainstorm <i>n.</i>	A sudden, new idea that you are enthusiastic about; a sudden state of being unable to think clearly
To brainwash	To make someone believe something by repeatedly telling them that it is true and preventing any other information from reaching them
Brainchild	An original idea, plan, or invention
Afterthought	An idea, thought, or plan that was not originally intended but is thought of at a later time
Ideation	The activity of forming ideas in the mind
Mind	The part of a person that makes it possible for him or her to think, feel emotions, and understand things
Mind-bending	(<i>informal</i>) Strongly influencing the mind
Mind-blowing	(<i>informal</i>) Causing shock, surprise, excitement, etc.
Mind-boggling	(<i>informal</i>) Extremely surprising and difficult to understand or imagine
To absorb	To take something in, especially gradually
Joined-up thinking	Thinking about a complicated problem in an intelligent way that includes all the important facts: <i>This complex issue needs some joined-up thinking from all of you.</i>
Stinking thinking	A bad way of thinking, that makes you believe you will fail, that bad things will happen to you, or that you are not a very good person
To pick sb's brains	To ask someone who knows a lot about a subject for information or their opinion
To have sth. on the brain	(<i>informal disapproving</i>) To not be able to stop thinking or talking about one particular thing
To have sth. on your mind	To be worrying about something
To agonize over/about sth	To spend time worrying and trying to make a decision about sth.
To think sth. over	To consider an idea or plan carefully before making a decision: <i>He asked if he could think the proposal over before giving an answer.</i>
To think sth. through	To carefully consider the possible results of doing sth.
To contemplate	To spend time considering a possible future action, or to consider one particular thing for a long time in a serious and quiet way: <i>Sharon is contemplating going there.</i>

WORD FORMATION FOCUS

Ex. 3. Make up words (composites) of different parts.

brain (4)	blowing	wave	thought	child
mind (2)	after	storming	bending	storm

1. The project was the ... of one of the students.
2. I couldn't see how I could get home from the station – then I had a
3. Pine included the song almost as an ... on his last album.
4. They got this ... that they could make a living by buying and selling antiques.
5. Remember all ideas are welcomed – so start ... !
6. There are lots of interesting puzzles and ... challenges designed to test and hone your logic and problem-solving skills.
7. The horror movie that we just saw was

GRAMMAR FOCUS

Ex. 4. Provide some sentences with omitted prepositions. Tick three correct sentences.

1. I'm so tired, my poor befuddled brain can't absorb any more.
2. I was picking Simon's brains which computer to buy.
3. You've got cars the brain. Can't we talk about something else for a change?
4. Taking these drugs might increase suicidal ideation.
5. I've thought your offer, and I'd like to accept.
6. Their government is trying to brainwash them thinking that war cannot be avoided.
7. We can't make a decision until we've thought the different possibilities.
8. He was contemplating his future.

Ex. 5. Decide which word best fits each space. Fill in the gaps using the italicized words in the correct grammatical form.

perceive, define, achieve, suggest, learn, interact

Emotional Intelligence (EQ) has been ... by as “the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior” (Peter Salovey and John Mayer). 2. In the simplest terms, emotional intelligence is the ability to ... , control and evaluate emotions. 3. There are several schools of thought regarding the origin of EQ. While some give EQ importance over IQ and ... emotional intelligence can be ... and strengthened, others claim it is an inborn characteristic. 4. Emotional

intelligence impacts many different aspects of our daily life, such as the way we behave and ... with our colleagues, seniors and family. 5. EQ matters more than IQ to effectively deal with people of different social backgrounds as it helps in building stronger relationships and ... career goals.

SPEECH PRODUCTION

Listening Activity

Ex. 6. Watch the video podcast with your partner to catch information about the human brain. Work independently first:

Partner 1. Fill in the gaps with lexical chunks containing facts about left brain's inner workings.

Left brain: uses logic; detail oriented; ..., ..., ...

Partner 2. Fill in the gaps with lexical chunks containing facts about right brain's inner workings.

Right brain: uses feeling; big picture oriented; ..., ..., ...

The video is available at: <https://www.youtube.com/watch?v=XxSmOOaXrHk>

When you have finished, swap your information.

Reading for general meaning

Ex. 7. Answer the questions to get prepared for better understanding of the article.

1. What does it mean to be emotionally happy?
2. What does emotional pain feel like?
3. What does EQ look like, as manifested in everyday life?
4. How do you manage your own emotions?
5. What are the greatest ways to positively impact the emotions of others?

Ex. 8. Skim the article. Match its parts with the headlines given below. One headline is extra.

- a. Relationship Management
- b. Self-Awareness
- c. Self-Management
- d. Social Awareness
- e. Self-Actualization

1. Learn to recognise your emotions, understand their origin and segregate them into strengths and weaknesses. This will be the first step towards understanding your emotions. Your body language, facial expressions and other nonverbal signals gives important queues to understanding emotions. Self-awareness is the foundation of emotional intelligence.

2. Here you need to balance your emotions. For example, if in some situations you get angry, then make a conscious effort to control your anger or if there are situations where you need to be more assertive then pull yourself to make your point. An important part in controlling your emotions is being able to recognise stress triggers and bring yourself back to a calm and relaxed state.

3. It is about understanding others' emotions and adapting as well as responding accordingly. For example, if your boss is acting angry, it might be because he is dissatisfied with your work; or it could be because he had a fight with his wife. In both these cases your response would be different. Being aware about your surroundings and the reactions of people is critical to providing a rational response to the situation.

4. Effective relationship management can largely define your success at work. So you need to give importance to building relationships, maintain existing relationships and managing conflicts effectively. Be open and agreeable to other's suggestions, respect difference of opinion, accept your mistakes and show empathy to others. Successful relationship management is the key to building strong emotional intelligence.

Once you've mastered the above 4 tips, you must get on to the task of doing a SWOT analysis on yourself, note down your strengths, weaknesses, opportunities & threats and then include strengths and opportunities in your profile! This way, you'd find yourself in a better position to have your EQ become complementary to your overall candidature and get you a step closer to your dream job!

Comprehension check

1. What is the foundation of emotional intelligence?
2. How can you control your emotions?
3. What is a SWOT analysis? Where can it be applied in?
4. Name all essential factors in building strong emotional intelligence.

Points to ponder

Ex. 9. Work in pairs. Agree or disagree with the following statements.

1. EQ has a greater impact on success than other factors.
2. The ability to delay gratification is a primary indicator of future success.
3. Emotional health impacts physical health.
4. Poor EQ is linked to crime and other unethical behaviors.
5. Teachers with high EQ can improve the overall image of the school.

DRAMATIC PRODUCTION *

Simulating via Interviewing (the planning, rehearsal, and presentation of a work)

Ex. 10. “Meet” and interview three intellectual celebrities (celebrity geniuses) who are, unfortunately, not renowned for their excellent brains.

- ✓ **Find out whether they graduated from the university / they planned to become a university professor / a scientist or one of the leading brains in the country, etc.**
- ✓ **Do some brainstorming before you get down to detailed planning of the interview.**
- ✓ **Rehearse an interview to gain more confidence.**
- ✓ **Interview a brainy celebrity using emotionally correct code.**

1. **Dolph Lundgren** also has the brains – lots of them. He earned a chemical engineering degree from Sydney University before being awarded a Fulbright Scholarship to the Massachusetts Institute of Technology (MIT).

2. Not the first person you would associate with the word genius, **Sylvester Stallone** is considered one of the smartest guys in Hollywood.

3. **Sharon Stone** has brains as well as beauty (not to mention the secret to eternal youth. Stone has an IQ of 160 and was admitted to Edinboro University in Pennsylvania at the age of 15.

HOLDING DISCUSSIONS

Developing futuristic thinking skills

Ex. 11.1. Answer the questions that follow.

- Is it problematic presently to get access to vast world knowledge? Can it be done via thought alone?
- What if you were provided with an “internet of thoughts”?
- Will a future “Human Brain/Cloud Interface” (B/CI), that connects brain cells to vast cloud-computing networks in real time, give people this opportunity?
- Do you greet it with skepticism if both individuals and machines performed cooperative tasks via collective thought? Why?
- Is it likely that progress in nanotechnology, nanomedicine, and computation may result in making the humankind mentally exhausted?
- Do you feel apprehensive lest the development of the B/CI should do harm to the human brain?

Ex. 11.2. Read the future outlook made by Dr. Nuno Martins.

“With the advance of neuralnanorobotics, we envisage the future creation of ‘superbrains’ that can **harness the thoughts** and **thinking power** of any number of humans and machines in real time. This **shared cognition** could revolutionize democracy, enhance empathy, and ultimately unite **culturally diverse groups into a truly global society.**”

Reading for the general meaning

Ex. 12. Proceed to read a scientific article about a future technology that would provide an “internet of thoughts”.

A future “human brain/cloud interface” will give people instant access to vast knowledge via thought alone

By Frontiers (Frontiers in Neuroscience, 2019)

Imagine a future technology that would provide instant access to the world's knowledge and artificial intelligence, simply by thinking about a specific topic or question. Communications, education, work, and the world as we know it would be transformed.

Writing in *Frontiers in Neuroscience*, an international collaboration led by researchers at UC Berkeley and the US Institute for Molecular Manufacturing predicts that exponential progress in nanotechnology, nanomedicine, AI, and computation will lead this century to the development of a “Human Brain/Cloud Interface” (B/CI), that connects brain cells to vast cloud-computing networks in real time.

Nanobots on the brain

The B/CI concept was initially proposed by futurist-author-inventor Ray Kurzweil, who suggested that neural nanorobots – brainchild of Robert Freitas, Jr., senior author of the research – could be used to connect the neocortex of the human brain to a “synthetic neocortex” in the cloud. Our wrinkled neocortex is the newest, smartest, “conscious” part of the brain.

Freitas' proposed neural nanorobots would provide direct, real-time monitoring and control of signals to and from brain cells.

“These devices would navigate the human vasculature, cross the blood-brain barrier, and precisely autoposition themselves among, or even within brain cells,” explains Freitas. “They would then wirelessly transmit encoded information to and from a cloud-based supercomputer network for real-time brain-state monitoring and data extraction.”

The internet of thoughts

This cortex in the cloud would allow “Matrix”-style downloading of information to the brain, the group claims.

“A human B/CI system mediated by neuralnanorobotics could empower individuals with instantaneous access to all cumulative human knowledge available in the cloud, while significantly improving human learning capacities and intelligence,” says lead author Dr. Nuno Martins.

B/CI technology might also allow us to create a future “global superbrain” that would connect networks of individual human brains and AIs to enable collective thought.

“While not yet particularly sophisticated, an experimental human ‘BrainNet’ system has already been tested, enabling thought-driven information exchange via the cloud between individual brains,” explains Martins. “It used electrical signals recorded through the skull of ‘senders’ and magnetic stimulation through the skull of ‘receivers,’ allowing for performing cooperative tasks.

“With the advance of neuralnanorobotics, we envisage the future creation of ‘superbrains’ that can harness the thoughts and thinking power of any number of humans and machines in real time. This shared cognition could revolutionize democracy, enhance empathy, and ultimately unite culturally diverse groups into a truly global society.”

When can we connect?

According to the group's estimates, even existing supercomputers have processing speeds capable of handling the necessary volumes of neural data for B/CI – and they're getting faster, fast.

Rather, transferring neural data to and from supercomputers in the cloud is likely to be the ultimate bottleneck in B/CI development.

“This challenge includes not only finding the bandwidth for global data transmission,” cautions Martins, “but also, how to enable data exchange with neurons via tiny devices embedded deep in the brain.”

One solution proposed by the authors is the use of ‘magnetolectric nanoparticles’ to amplify communication between neurons and the cloud.

“These nanoparticles have been used already in living mice to couple external magnetic fields to neuronal electric fields – that is, to detect and locally amplify these magnetic signals and so allow them to alter the electrical activity of neurons,” explains Martins. “This could work in reverse, too: electrical signals produced by neurons and nanorobots could be amplified via magnetolectric nanoparticles, to allow their detection outside of the skull.”

Getting these nanoparticles – and nanorobots – safely into the brain via the circulation, would be perhaps the greatest challenge of all in B/CI.

“A detailed analysis of the biodistribution and biocompatibility of nanoparticles is required before they can be considered for human development. Nevertheless, with these and other promising technologies for B/CI developing at an ever-increasing rate, an ‘internet of thoughts’ could become a reality before the turn of the century,” Martins concludes.

– **Is the advance of neuralnanorobotics ethically questionable?**

Ex. 13. Discuss from an ethical standpoint the pros and cons of the implementation of a future technology providing an “internet of thoughts”.

LESSON 5

IT'S ALL IN THE MIND

STARTER ACTIVITIES

- What's the difference between **making a guess** and **making an assumption**?
- Why do we **make assumptions about** what others are doing or thinking?
- What is wrong with making assumptions?
- How can we **bring awareness** to our tendencies to make assumptions?
- Do you **fulfil in your thoughts** what you can't do in real life?
- What is meant by "IT'S ALL IN THE MIND"?
- Is the mind powerful enough to heal the body?

Comment on the statement: Whenever we make assumptions, we're asking for problems. (Don Miguel Ruiz) **How is it linked with the topic of the lesson?**

TOPICAL VOCABULARY

Ex. 1. Learn how to speak about guesses and assumptions.

Supposition	The fact of believing sth. is true without any proof or sth. that you believe to be true without any proof
Presupposition	Sth. that you believe is true without having any proof
Preconception	An idea or opinion formed before enough information is available to form it correctly
Speculation	The activity of guessing possible answers to a question without having enough information to be certain
Speculatively	In a way that shows you are guessing what will happen or what someone is thinking
Interpretation	An explanation or opinion of what sth. means: <i>The rules are vague and open to interpretation.</i>
Sneaking adj.	If you have a sneaking feeling about someone or sth., you have that feeling, although you are not certain it is correct
Educated guess	A guess that is made using judgment and some degree of knowledge
To assume	To accept sth. to be true without proof
To hypothesize	To give a possible but not yet proved explanation for sth.
To theorize	To develop a set of ideas about sth.
Mind-reader	A person who knows another person's thoughts without being told them.
To be mindful of sth.	If you are mindful of sth., you think about it and consider it when taking action.

Mindless	Stupid and meaning nothing: <i>mindless lyrics</i> ; not needing much mental effort: <i>mindless work</i>
Well adjusted	A well adjusted person is reasonable and has good judgment and their behaviour is not difficult or strange
Psychosomatic /ˌsaɪ.kəʊ.səˈmæt.ɪk/	(<i>of an illness</i>) Caused by anxiety and worry and not by an infection or injury
Mind-body adj.	Connected with the relationship between the mind and the body and how mental processes and physical processes affect each other
To have a good mind to do sth /	Used for threatening to do sth., when you probably will not do it: <i>I've a good mind to tell your parents what you've done!</i>

VOCABULARY FOCUS

Ex. 2. Fill in the blanks with the appropriate words from the above topical vocabulary. The initial letter of each word to insert is provided for you.

1. We **h...** that children of alcoholic fathers will demonstrate more behavioural problems.
2. This is all **p...** – we must wait until we have some hard evidence.
3. I have a **s...** feeling that we're going the wrong way.
4. That article was based on pure **s...** .
5. Many people still have **p...** about how Native Americans live.
6. We noticed them looking at each other **s...** .
7. Rumours that they are about to marry have been dismissed as pure **s...** .
8. If you cannot remember exactly, make an **e...** guess.
9. Social interactions are complicated because one facial expression can set off millions of **i...** in the other person's head.
10. Tai chi is a **m...** practice that seeks to relax the body and mind.
11. But when you **a...** something, you feel pretty sure about it and you think it must be correct.
12. A **w...** person has a mature personality and can control their emotions and deal with problems without becoming anxious.

GRAMMAR FOCUS

Ex. 3. Read the following extracts. What meanings are actualized there with the help of the underlined structural forms?

A. More often than not, the other person probably wasn't actively trying to hurt your feelings or humiliate you... but you also don't know that for sure, right? The one little seed of doubt is all it takes. They COULD have meant that. They COULD have had malicious intent. Down you go into the rabbit hole.

B. “Making assumptions in our relationships is really asking for problems. Often we make the assumption that our partners know what we think and that we don’t have to say what we want. We assume they are going to do what we want, because they know us so well. If they don’t do what we assume they should do, we feel so hurt and say, “You SHOULD have known.”

Grammar Boost

Revise some modals of probability with the help of *Perfect English Grammar*.

A. We use **will** and **won't** when we are very sure.

E.g. *She'll be at work now.*

B. **Can** is used for something that is generally possible. To talk about specific possibilities we use **could**.

E.g. *Prices can be high in London. But: He could be on the bus.*

C. We use **could (might) + have + past participle** when we want to make a guess about something that happened in the past.

E.g. – *Why is John late?*

– *He could (might) have got stuck in traffic. / He could (might) have forgotten that we were meeting today. / He could (might) have overslept.*

D. **Should / shouldn't + infinitive** is used to make an assumption about what is probably true, if everything is as we expect.

E.g. *They should be there by now. It shouldn't take long to drive here.*

E. For negative events instead of **should** it's better to use **will**.

E.g. *The underground will be very busy now.*

F. **Will** and **won't / will not + have + past participle** are used for past certainty.

E.g. *The parcel will have arrived before now.*

G. **Should + have + past participle** can be used to make an assumption about sth. that has probably happened, if everything is as we expect.

E.g. *The train should have left by now.*

Supplementary Task

Ex. 4. Do some practice at* <https://www.perfect-english-grammar.com/could-have-should-have-would-have.html>.

SPEECH PRODUCTION

Ex. 5. Read the text written by Debbie Hampton to find out the powers of our mind. Do pre-reading task first. Then proceed to read the text.

Pre-reading task. **Match the words with the definitions.**

Vocabulary	Definitions
1. healer	a. medical methods that do not work and are only intended to make money
2. disclaimer	b. a set of fixed actions and sometimes words performed regularly, esp. as part of a ceremony
3. quackery	c. (informal) extremely good
4. curse	d. to use a situation to your own advantage
5. capitalize on sth	e. in stories, a man who has magical powers and who uses them to harm other people
6. (informal) awesome	f. magic words that are intended to bring bad luck to someone
7. ritual	g. a formal statement saying that you are not legally responsible for something, such as the information given in a book or on the internet, or that you have no direct involvement in it
8. detrimental	h. containing a lot of careful detail or many detailed parts
9. sorcerer	i. causing harm or damage
10. elaborate	j. a person who has the power to cure ill people without using ordinary medicines

It's All In Your Mind

If “worrying yourself sick” is completely plausible, then shouldn't you be able to think yourself well?

Most of us have heard of **psychosomatic** illness where real physical symptoms are caused by emotions or thoughts. Ever heard of psychosomatic wellness? You have probably heard of the placebo effect. Same thing.

The placebo effect occurs, for example, when someone is given a completely **inert treatment**, usually a sugar pill, and it has significant, beneficial, healing results. Studies have shown that a sugar pill can be as effective as morphine in 56% of people. There is also some scientific evidence that concludes that nearly all of the benefits reported by users of antidepressants are a result of the placebo effect.

In their book *Power Up Your Brain*, David Perlmutter and Alberto Villoldo, compare the very real placebo effect with the practices of shamans, medicine men and women, and healers which are sometimes labeled quackery and superstition. Traditional societies have understood the power of the mind to

heal the body. New studies seem to indicate that there is benefit realized not only from the positive thinking, but the performance of the medical ritual. The ritual of administering the placebo takes the place of the sometimes elaborate pomp and ceremony shamans use to mobilize the mind's ability to heal.

As a humorous aside, in the book they suggest that chicken soup be pressed into a pill and sold under the brand name "Placebo."

If the mind can be used to heal, it can also be used to kill. The *nocebo* is the evil counterpart to the *placebo*. It is an otherwise inert or harmless substance that can cause detrimental effects due to a person's negative beliefs or expectations.

One of the authors of the book, Albert Villoldo, Ph.D., is a trained psychologist and medical anthropologist and has also studied the practices of the Andean and Amazon shamans for 25 years. He tells of being in the Peruvian Amazon and witnessing a perfectly healthy man being "cursed" by a local sorcerer. The man came in for a consultation. The native healer told the man his nausea and headaches were being caused by this curse. He was dead within 24 hours.

They question the long list of possible side effects and disclaimers that come with every medication we buy today. Could this be causing a nocebo effect?

Your mind has an amazingly powerful influence on your body's functioning, health and healing. This is the same capability that advertisers capitalize on from every angle these days. You are told that, if you buy a certain car, you can feel young again or, if you drink a certain drink, you will instantly be popular or, if you use a certain toothpaste, you'll sport an irresistible smile. Rather than have this awesome power hijacked, why don't we use it to promote life, health, and joy for ourselves?

Follow-up Activities. Pair Work

Ex. 6. Partner with one of your groupmates to do the post-reading activities:

- Share your opinions of what you have read.
- Ask each other 2-3 comprehension questions.
- Find the most important sentence in the text.
- State the main idea of each paragraph.
- Use a graphic organizer to organize the author's ideas.

Whole Class Activity. Discussion

Ex. 7. Discuss the advantages and disadvantages of our working mind. What would you change if you could?

Ex. 8. Speculate about one the English proverbs on MIND in writing.

1. The beauty of things lies in the mind that contemplates it.
2. The riches of the mind may make a man rich and happy.
3. What is a man but his mind?
4. Mind other men, but most yourself.
5. Chance favors the prepared mind.
6. All happiness is in the mind.

LESSON 6

FEARS AND PHOBIAS: IS THERE A WAY OUT?

STARTER ACTIVITIES

Ex. 1. Work in pairs and take turns. Ask and answer the questions.

- What is the strongest human emotion? Fear or love?
- Can you name at least 5 **fearful / feared objects**?
- Can the objects / phenomena that **appall** us, the “fearful” ones, be the most important ones?
- What **triggers fear** in people and animals?
- What hormones are released during fear?
- What are **anxiety-related behaviors**?
- Do you have any phobias? Were they born of some bad experience?
- What does God say about fear and worry?
- How can someone **confront** and **overcome** a phobia?

Ex. 2. Which of these things, phenomena, situations biologically instill fear in you? Think about some real-life situations where you were exposed to them.

a spider / snake / rat, etc.	blood	heights	crowds	human remains
darkness	water	violence	thunderstorms	confined spaces

TOPICAL VOCABULARY

Ex. 3. Explain the meanings of the following words / word combinations.

1. anxiety (*normal versus pathological anxiety*)
2. fear versus phobia
3. exposure to the feared object or situation
4. survival *adj.* (survival instincts, a survival mechanism)
5. reasonable versus unreasonable fear
6. physiological fear response
7. learned response
8. to strengthen
9. to threaten, non-threatening
10. to break a phobia

VOCABULARY FOCUS

Ex. 4. Match the words (1–7) with their definitions (A–G).

1. Acrophobia	A. Fear of men
2. Achluophobia	B. Fear of bees
3. Androphobia	C. Fear of darkness

4. Anthropophobia	D. Fear of spiders
5. Apiphobia	E. Fear of flying
6. Aviophobia	F. Fear of heights
7. Arachnophobia	G. Fear of people or society

Ex. 5. Unscramble jumbled words related to the topic.

1. Fear can be like a **rawning**, a signal that **ticauons** us to be careful. 2. People whose fears are too **teninse** or last too long might need help and support to overcome them. 3. Talk to your doctor if you are experiencing persistent and **cesexsive** feelings of fear. 4. Though you recognize that the fear is **unreabaleson**, you can't help the reaction. 5. Certain fears tend to be innate and may be **elutivonariloy** influenced because they aid in **vivsural**. Others are learned and are connected to associations or **tumaratic** experiences. 6. Studies have shown that neither relaxation nor hierarchies are necessary, and that the important factor is just **posexure** to the feared object or situation.

WORD FORMATION AND GRAMMAR FOCUS

Ex. 6. Use the word in brackets to form either a new word or its grammatical form that fits into each blank. One word here doesn't require any changes.

Certainly, phobias – extreme fears which interfere with a person going about their ordinary life – seem to have a lot to do with classical 1. ... (condition). They may have been formed by a learned ... 2. (connect) between the object and a fear 3. ... (respond) in the past – many people become 4. ... (fright) of spiders or wasps, for instance, because as small children they see adults responding in a 5. ... (fright) kind of way, and they imitate them.

Phobias are often kept alive and 6. ... (strength) by the person imagining the 7. ... (fear) object, and 8. ... (fright) themselves at the thought. Each time someone does this, they are 9. ... (strength) the link between fear and the object, through classical 10. ... (condition). But the latter can also be used to break a phobia, if it is 11. ... (deliberate) used to make new associations with the object.

One method for doing this is called 12. ... (system) desensitization. In this method, the person gradually learns to relax in the 13. ... (present) of the object. They begin with something very 14. ... (direct) and non-threatening, like, say, a picture of the object, and learn to relax while looking at it. Once they can do this, they move to a slightly closer 15. ... (stimuli), like a realistic photograph of the object, and learn to relax again. Since you cannot relax and feel 16. ... (fright) at the same time, what this method does is to replace the 17. ... (condition) fear response with a learned 18. ... (relax) response; and by doing this, the phobia disappears.

Another approach is much more direct. The 19. ... (fear) response is all about getting as much energy available as possible. So it is very demanding of the body's resources, and it is hard for us to keep it up for long. After a while, the physiological fear reaction dies away, and we calm down, even if we are still in the presence of the thing that we are frightened of. So another approach to treating phobias, known as implosion therapy, is simply for the person to be placed in a room with the thing that they are frightened of until the fear goes. It may sound 20. ... (pleasure), but it works – and it is much quicker than desensitization methods are.

SPEECH PRODUCTION

Reading Comprehension

Preparation Task

Ex. 7. Rearrange information from exercise 3 in a logical way to produce a coherent text about fear.

Ex. 8. Quickly read through the paragraph headings so that you can see what they say. One paragraph heading is extra.

A. Fears People Have	E. What Causes Fear?
B. Overcoming Phobias	F. Phobias
C. Fears During Childhood	G. What Is Fear?
D. How Fear Works	H. What Causes Phobias?

Ex. 9. Skim the text to understand the general meaning of each paragraph. Match the paragraph headings (A–H) to paragraphs (1–7). Title the text.

The roller coaster hesitates for a split second at the peak of its steep track after a long, slow climb. You know what's about to happen – and there's no way to avoid it now. It's time to hang onto the handrail, palms sweating, heart racing, and brace yourself for the wild ride down.

1. Fear is one of the most basic human emotions. It is programmed into the nervous system and works like an instinct. From the time we're infants, we are equipped with the survival instincts necessary to respond with fear when we sense danger or feel unsafe.

Fear helps protect us. It makes us alert to danger and prepares us to deal with it. Feeling afraid is very natural – and helpful – in some situations. Fear can be like a warning, a signal that cautions us to be careful.

Like all emotions, fear can be mild, medium, or intense, depending on the situation and the person. A feeling of fear can be brief or it can last longer.

2. When we sense danger, the brain reacts instantly, sending signals that activate the nervous system. This causes physical responses, such as a faster heartbeat, rapid breathing, and an increase in blood pressure. Blood pumps to muscle groups to prepare the body for physical action (such as running or fighting). Skin sweats to keep the body cool. Some people might notice sensations in the stomach, head, chest, legs, or hands. These physical sensations of fear can be mild or strong.

This response is known as “fight or flight” because that is exactly what the body is preparing itself to do: fight off the danger or run fast to get away. The body stays in this state of fight-flight until the brain receives an “all clear” message and turns off the response.

Sometimes fear is triggered by something that is startling or unexpected (like a loud noise), even if it's not actually dangerous. That's because the fear reaction is activated instantly – a few seconds faster than the thinking part of the brain can process or evaluate what's happening. As soon as the brain gets enough information to realize there's no danger (“Oh, it's just a balloon bursting – whew!”), it turns off the fear reaction. All this can happen in seconds.

3. Fear is the word we use to describe our emotional reaction to something that seems dangerous. But the word “fear” is used in another way, too: to name something a person often feels afraid of.

People fear things or situations that make them feel unsafe or unsure. For instance, someone who isn't a strong swimmer might have a fear of deep water. In this case, the fear is helpful because it cautions the person to stay safe. Someone could overcome this fear by learning how to swim safely.

A fear can be healthy if it cautions a person to stay safe around something that could be dangerous. But sometimes a fear is unnecessary and causes more caution than the situation calls for.

Many people have a fear of public speaking. Whether it's giving a report in class, speaking at an assembly, or reciting lines in the school play, speaking in front of others is one of the most common fears people have.

People tend to avoid the situations or things they fear. But this doesn't help them overcome fear – in fact, it can be the reverse. Avoiding something scary reinforces a fear and keeps it strong.

People can overcome unnecessary fears by giving themselves the chance to learn about and gradually get used to the thing or situation they're afraid of. For example, people who fly despite a fear of flying can become used to unfamiliar sensations like takeoff or turbulence. They learn what to expect and have a chance to watch what others do to relax and enjoy the flight. Gradually (and safely) facing fear helps someone overcome it.

4. Certain fears are normal during childhood. That's because fear can be a natural reaction to feeling unsure and vulnerable – and much of what children experience is new and unfamiliar.

Young kids often have fears of the dark, being alone, strangers, and monsters or other scary imaginary creatures. School-aged kids might be afraid when it's stormy or at a first sleepover. As they grow and learn, with the support of adults, most kids are able to slowly conquer these fears and outgrow them.

Some kids are more sensitive to fears and may have a tough time overcoming them. When fears last beyond the expected age, it might be a sign that someone is overly fearful, worried, or anxious. People whose fears are too intense or last too long might need help and support to overcome them.

5. A phobia is an intense fear reaction to a particular thing or a situation. With a phobia, the fear is out of proportion to the potential danger. But to the person with the phobia, the danger feels real because the fear is so very strong.

Phobias cause people to worry about, dread, feel upset by, and avoid the things or situations they fear because the physical sensations of fear can be so intense. So having a phobia can interfere with normal activities. A person with a phobia of dogs might feel afraid to walk to school in case he or she sees a dog on the way. Someone with an elevator phobia might avoid a field trip if it involves going on an elevator.

A girl with a phobia of thunderstorms might be afraid to go to school if the weather forecast predicts a storm. She might feel terrible distress and fear when the sky turns cloudy. A guy with social phobia experiences intense fear of public speaking or interacting, and may be afraid to answer questions in class, give a report, or speak to classmates in the lunchroom.

It can be exhausting and upsetting to feel the intense fear that goes with having a phobia. It can be disappointing to miss out on opportunities because fear is holding you back. And it can be confusing and embarrassing to feel afraid of things that others seem to have no problem with.

Sometimes, people get teased about their fears. Even if the person doing the teasing doesn't mean to be unkind and unfair, teasing only makes the situation worse.

6. Some phobias develop when someone has a scary experience with a particular thing or situation. A tiny brain structure called the amygdala keeps track of experiences that trigger strong emotions. Once a certain thing or situation triggers a strong fear reaction, the amygdala warns the person by triggering a fear reaction every time he or she encounters (or even thinks about) that thing or situation.

Someone might develop a bee phobia after being stung during a particularly scary situation. For that person, looking at a photograph of a bee, seeing a bee from a distance, or even walking near flowers where there could be a bee can all trigger the phobia.

Sometimes, though, there may be no single event that causes a particular phobia. Some people may be more sensitive to fears because of personality traits they are born with, certain genes they've inherited, or situations they've experienced. People who have had strong childhood fears or anxiety may be more likely to have one or more phobias.

Having a phobia isn't a sign of weakness or immaturity. It's a response the brain has learned in an attempt to protect the person. It's as if the brain's alert system triggers a false alarm, generating intense fear that is out of proportion to the situation. Because the fear signal is so intense, the person is convinced the danger is greater than it actually is.

7. People can learn to overcome phobias by gradually facing their fears. This is not easy at first. It takes willingness and bravery. Sometimes people need the help of a therapist to guide them through the process.

Overcoming a phobia usually starts with making a long list of the person's fears in least-to-worst order. For example, with a dog phobia, the list might start with the things the person is least afraid of, such as looking at a photo of a dog. It will then work all the way up to worst fears, such as standing next to someone who's petting a dog, petting a dog on a leash, and walking a dog.

Gradually, and with support, the person tries each fear situation on the list – one at a time, starting with the least fear. The person isn't forced to do anything and works on each fear until he or she feels comfortable, taking as long as needed.

A therapist could show someone with a dog phobia how to approach, pet, and walk a dog, and help the person to try it, too. The person may expect terrible things to happen when near a dog. Talking about this can help, too. When people find that what they fear doesn't actually turn out to be true, it can be a great relief.

A therapist might also teach relaxation practices such as specific ways of breathing, muscle relaxation training, or soothing self-talk. These can help people feel comfortable and bold enough to face the fears on their list.

As somebody gets used to a feared object or situation, the brain adjusts how it responds and the phobia is overcome.

Often, the hardest part of overcoming a phobia is getting started. Once a person decides to go for it – and gets the right coaching and support – it can be surprising how quickly fear can melt away.

Ex. 10.1. Proceed to read a more specialized text about fear. Then do the post-reading assignments.

What Is Fear?

By Lisa Fritscher

Fear is a natural, powerful, and primitive human emotion. It involves a universal biochemical response as well as a high individual emotional response. Fear alerts us to the presence of danger or the threat of harm, whether that danger is physical or psychological.

Sometimes fear stems from real threats, but it can also originate from imagined dangers. Fear can also be a symptom of some mental health conditions including panic disorder, social anxiety disorder, phobias, and post-traumatic stress disorder (PTSD).

Fear is composed of two primary reactions to some type of perceived threat: biochemical and emotional.

Biochemical Reaction

Fear is a natural emotion and a survival mechanism. When we confront a perceived threat, our bodies respond in specific ways. Physical reactions to fear include sweating, increased heart rate, and high adrenaline levels that make us extremely alert.

This physical response is also known as the “fight or flight” response, with which your body prepares itself to either enter combat or run away. This biochemical reaction is likely an evolutionary development. It's an automatic response that is crucial to our survival.

Emotional Response

The emotional response to fear, on the other hand, is highly personalized. Because fear involves some of the same chemical reactions in our brains that positive emotions like happiness and excitement do, feeling fear under certain circumstances can be seen as fun, like when you watch scary movies.

Some people are adrenaline seekers, thriving on extreme sports and other fear-inducing thrill situations. Others have a negative reaction to the feeling of fear, avoiding fear-inducing situations at all costs.

Although the physical reaction is the same, the experience of fear may be perceived as either positive or negative, depending on the person.

Symptoms

Fear often involves both physical and emotional symptoms. Each person may experience fear differently, but some of the common symptoms include:

- Chest pain
- Chills
- Dry mouth
- Nausea
- Rapid heartbeat
- Shortness of breath
- Sweating
- Trembling
- Upset stomach

In addition to the physical symptoms of fear, people may experience psychological symptoms of being overwhelmed, upset, or feeling out of control.

Diagnosis

Talk to your doctor if you are experiencing persistent and excessive feelings of fear. Your doctor may conduct a physical exam and perform lab tests to ensure that your fear and anxiety are not linked to an underlying medical condition.

Your doctor will also ask questions about your symptoms including how long you've been having them, their intensity, and situations that tend to trigger them. Depending on your symptoms, your doctor may diagnose you with a type of anxiety disorder, such as a phobia.

Phobias

One aspect of anxiety disorders can be a tendency to develop a fear of fear. Where most people tend to experience fear only during a situation that is perceived as scary or threatening, those who live with anxiety disorders may become afraid that they will experience a fear response. They perceive their fear responses as negative and go out of their way to avoid those responses.

A phobia is a twisting of the normal fear response. The fear is directed toward an object or situation that does not present a real danger. Though you recognize that the fear is unreasonable, you can't help the reaction. Over time, the fear tends to worsen as the fear of fear response takes hold.

How to Tell the Difference Between a Fear and a Phobia

Causes

Fear is incredibly complex. Some fears may be a result of experiences or trauma, while others may represent a fear of something else entirely, such as a loss of control. Still, other fears may occur because they cause physical symptoms, such as being afraid of heights because they make you feel dizzy and sick to your stomach.

Some common fear triggers include:

- Certain specific objects or situations (spiders, snakes, heights, flying, etc.)
- Future events
- Imagined events
- Real environmental dangers
- The unknown

Certain fears tend to be innate and may be evolutionarily influenced because they aid in survival. Others are learned and are connected to associations or traumatic experiences.

Types of anxiety disorders

Some of the different types of anxiety disorders characterized by fear include:

- Agoraphobia
- Generalized anxiety disorder
- Panic disorder
- Post-traumatic stress disorder (PTSD)
- Separation anxiety disorder
- Social anxiety disorder
- Specific phobia
- Social anxiety disorder
- Misconceptions and Facts About Phobias

Treatment

Repeated exposure to similar situations leads to familiarity, which can dramatically reduce both the fear response. This approach forms the basis of some phobia treatments, which depend on slowly minimizing the fear response by making it feel familiar.

Phobia treatments that are based on the psychology of fear tend to focus on techniques like systematic desensitization and flooding. Both techniques work with your body's physiological and psychological responses to reduce fear.

Systematic Desensitization

With systematic desensitization, you're gradually led through a series of exposure situations. For example, if you have a fear of snakes, you may spend the first session with your therapist talking about snakes. Slowly, over subsequent sessions, your therapist would lead you through looking at pictures of snakes, playing with toy snakes, and eventually handling a live snake. This is usually accompanied by learning and applying new coping techniques to manage the fear response.

Flooding

This is a type of exposure technique that can be quite successful. Flooding based on the premise that your phobia is a learned behavior and you need to unlearn it. With flooding, you are exposed to a vast quantity of the feared object or exposed to a feared situation for a prolonged amount of time in a safe, controlled environment until the fear diminishes. For instance, if you're afraid of planes, you'd go on up in one anyway.

The point is to get you past the overwhelming anxiety and potential panic to a place where you have to confront your fear and realize that you're OK. This can help reinforce a positive reaction (you're not in danger) with a feared event (being in the sky on a plane), ultimately getting you past the fear.

While these treatments can be highly effective, it's important that such confrontational approaches be undertaken only with the guidance of a trained mental health professional.

Coping

There are also steps that you can take to help cope with fear in day to day life. Such strategies focus on managing the physical, emotional, and behavioral effects of fear. Some things you can do include:

Get social support. Having supportive people in your life can help you manage your feelings of fear.

Practice mindfulness. While you cannot always prevent certain emotions, being mindful can help you manage them and replace negative thoughts with more helpful ones. Use stress management techniques such as deep breathing, progressive muscle relaxation, and visualization. Take care of your health. Eat well, get regular exercise, and get adequate sleep each night.

Post-Reading Assignments

Ex. 10.2. Agree or disagree with the statements according to the text.

1. Fear is composed of biochemical and emotional reactions to a threat.

2. The experience of fear may be perceived only as negative.
3. Fear often involves both physical and emotional symptoms.
4. Some fears are connected to traumatic experiences.
5. People experience fear in a highly personalized way.
6. The fear diminishes after your having been exposed to a feared situation.

Ex. 10.3. Paraphrase the underlined words using synonyms from the text.

1. Fear may originate from real threats and imagined dangers.
2. Your doctor may undertake a study on the issue of your anxiety.
3. Some situations can be perceived as frightening or threatening.
4. A phobia is a twisting of the normal fear reaction.
5. Over time, the fear tends to deteriorate.
6. Flooding is based on the assumption that a phobia is a learned behavior.
7. A therapist can help you strengthen a positive reaction with a feared event.

Ex. 10.4. Insert the missing prepositions.

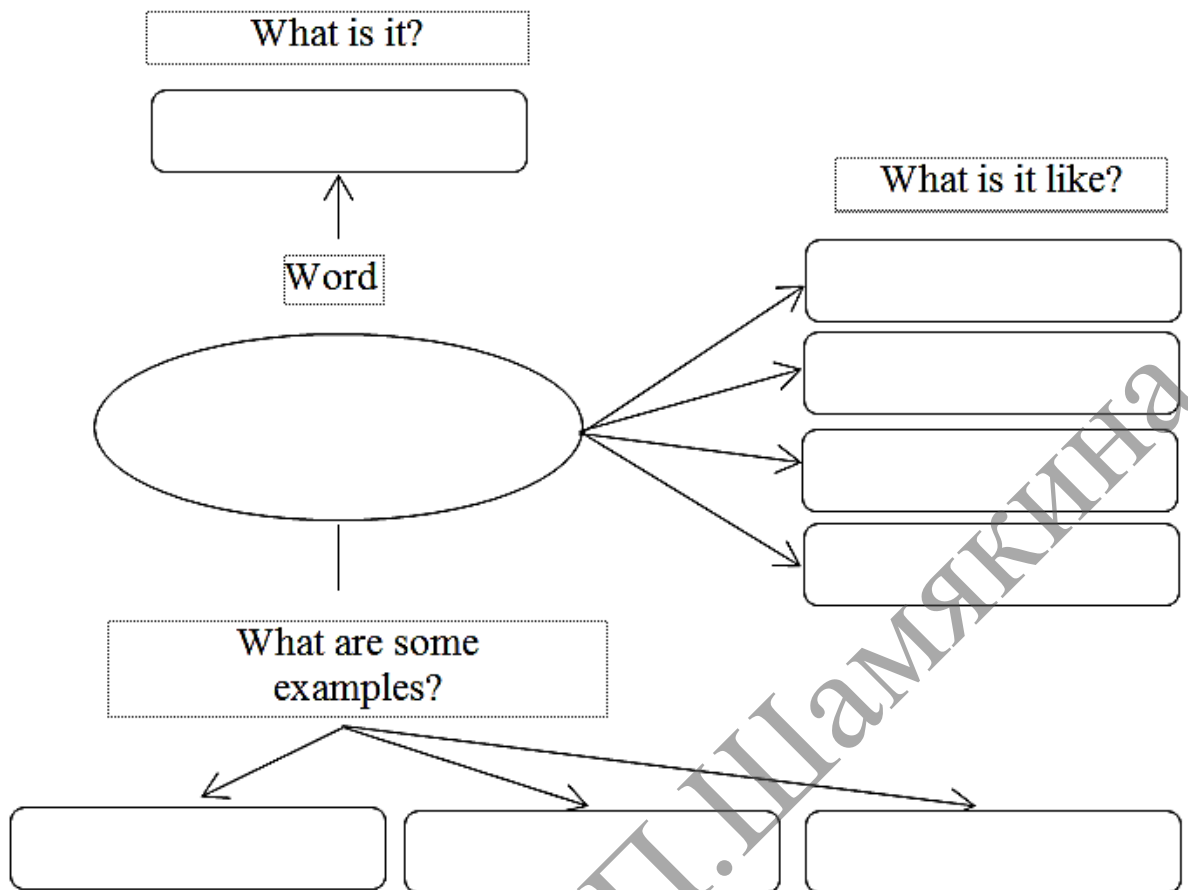
1. A doctor may diagnose you ... a type of anxiety disorder, such as a phobia.
2. With systematic desensitization, you're gradually led ... a series of exposure situations.
3. When we confront a perceived threat, our bodies respond ... specific ways.
4. Some fears make you feel dizzy and sick ... your stomach.
5. Repeated exposure ... similar situations leads to familiarity.
6. Mindfulness can help replace negative thoughts ... more helpful ones.

Work in Partnership

Ex. 11. Opt for several words in the text (nouns, adjectives, verbs, adverbs, or lexical chunks) associated with FEARS and PHOBIAS. Explain the chosen words to your partner using contextual clues and other resources.

Ex. 12. Together with your partner, create a CONCEPT CIRCLE divided into four or more equal sections to hold words or symbols referring to ANXIETY. Discuss mutual connections between these words or symbols.

As an alternative, you may draw and fill in a concept map like one that follows.



Group Work

Ex. 13. Working in small groups, synthesise the material that has been read.

Ex. 14* . Develop questions for a quiz for further discussion of the target concepts (FEAR, PHOBIA, ANXIETY).

Personalization

- Name fear-inducing thrill situations you are familiar with.
- Which of these situations make you extremely alert?
- Do you tend to avoid fear-inducing situations at all costs? Why? / Why not?

LESSON 7

THE TRUTH IS OUT THERE

STARTER ACTIVITIES

- Have you ever met people with **paranormal abilities**? If not, would you like to? What for?
- Where have you heard “*The Truth is Out There*”?
- If you were to drop the above quote at a dinner party, would everyone roll their eyes and never invite you back?
- Do you think it is true that the FBI investigate strange **supernatural phenomena**?
- If there are **extraterrestrial civilizations** out there, then where are they?

TOPICAL VOCABULARY

Paranormal	Impossible to explain by known natural forces or by science: <i>paranormal powers/events/forces</i>
Parapsychology	The study of mental abilities, such as knowing the future or telepathy, that seem to go against or be outside the known laws of nature and science
Precognition	Knowledge of a future event, especially when this comes from a direct message to the mind, such as in a dream, rather than by reason
Dimension	A measurement of something in a particular direction, especially its height, length, or width
Conspiracy	The activity of secretly planning with other people to do something bad or illegal
Classified	Kept hidden from other people: <i>Classified information is officially stated to be secret.</i>
Evidence	One or more reasons for believing that something is or is not true
Extraterrestrial	In or coming from a place outside the planet Earth: <i>Scientists have found no credible evidence of extraterrestrial visitors.</i>
Extrasensory perception	The ability to know things without using hearing, seeing, touch, taste, or smell; second sight
Sixth sense	An ability that some people believe they have that seems to give them information without using the five senses of sight, hearing, touch, smell, or taste: <i>A sixth sense told me that the train was going to crash.</i>
Telepathy	The ability to know what is in someone else's mind, or to communicate with someone mentally

VOCABULARY AND GRAMMAR FOCUS

Ex. 1. Decipher the abbreviations first: UFO, NDE, CIA, TS/SCI, FOIA, ESP. Then read the text choosing the correct alternatives.

Area 51 is a must-see landmark

The United States Air Force facility commonly known as Area 51 is a highly classified remote detachment of Edwards Air Force Base, within the Nevada Test and Training Range. According to the Central Intelligence Agency (CIA), the correct names for the facility are Homey Airport (ICAO: KXTA) and Groom Lake, though the name Area 51 *was used / had been used* in a CIA document from the Vietnam War. Other names used for the facility include Dreamland and nicknames Paradise Ranch, Home Base, and Watertown. The special use airspace around the field *refers to / is referred to* as Restricted Area 4808 North (R-4808N). The base's current primary purpose *was / is* publicly unknown; however, based on historical evidence, it most likely supports the development and testing of experimental aircraft and weapons systems (black projects).

The intense secrecy surrounding the base *has made / had made* it the frequent subject of conspiracy theories and a central component to unidentified flying object (UFO) folklore. Although the base *was never declared / has never been declared* a secret base, all research and occurrences in Area 51 are Top Secret/Sensitive Compartmented Information (TS/SCI). In July 2013, following a Freedom of Information Act (FOIA) request filed in 2005, the CIA publicly *had acknowledged / acknowledged* the existence of the base for the first time, declassifying documents detailing the history and purpose of Area 51.

Area 51 *is located / locates* in the southern portion of Nevada in the western United States, 83 miles (134 km) north-northwest of Las Vegas. Situated at its center, on the southern shore of Groom Lake, is a large military airfield. The site *acquired / was acquired* by the United States Air Force in 1955, primarily for the flight testing of the Lockheed U-2 aircraft. The area around Area 51, *including / having included* the small town of Rachel on the “Extraterrestrial Highway”, is a popular tourist destination.

SPEECH PRODUCTION

Ex. 2. What kind of landmark is Area 51? Why is it regarded a must-see landmark? Tell about Area 51 using the word chunks that follow.

- Air Force facility (base)
- a large military airfield
- correct names and nicknames used for the facility
- the intense secrecy surrounding the base / the base as the frequent subject of conspiracy theories / highly classified (= top secret) facility

- unidentified flying object (UFO) folklore
- research and occurrences in Area 51
- the history and initial purpose of Area 51
- the base's current primary purpose

Conducting Inner-Outer Circle Discussions

Ex. 3. Split into four groups and choose one of the tales of interdimensional travel. Spend 7–10 minutes to read and discuss it in your group.

Help one of your groupmates – “the actor” – to get ready for recounting the mystical event you are going to read.

Task for non-actors. Choose the roles of “critics” and “observers” and get arranged in the outer circle.

Task for actors. Taking turns, recount “your” stories in the inner circle.

The Man From Taured

On a seemingly normal day in 1954, a seemingly normal man allegedly flew into Tokyo, but upon landing at the Tokyo International Airport, his seemingly normal trip had taken a very drastic turn for the weird. When he handed over his passport to be stamped, the man was immediately interrogated as to the whereabouts of his origins. It wasn't a case of racial profiling: While his passport looked authentic, it listed a country no one had ever heard of called Taured.

The mystery man claimed his country was located between France and Spain, but when he was asked to point it out on a map, he pointed to the Principality of Andorra. Insisting he had never heard of Andorra and that Taured had existed for 1,000 years, he claimed that he was in Japan on business, something he had been doing for the past five years. His passport seemed to back up his story, as it was covered in previous customs and visa stamps, and he carried with him legal currency from several European countries. He even had a driver's license issued by the mysterious country and a checkbook containing checks from an unknown bank.

After more interrogation and confusion for both parties, the traveler was sent to a nearby hotel until an official decision could be reached. There, two immigration officials stood outside the hotel door until morning. It was then that they discovered the mystery man had vanished without a trace, which was troubling, since the only possible exit was a window with no ledge 15 stories above a busy street. The Tokyo police department conducted an extensive search but continually came up empty-handed. Hopefully, if he really was from a parallel Earth, he was able to find a way back to the comforts of his home in Taured.

What If The Beatles Never Broke Up?

While many have attempted to recreate the famous stylings of The Beatles, none have been able to match Fab Four's unique vibe that made them so revolutionary. But you don't have to feel bad if you missed out on the '60s – all you have to do is take a trip to an alternate universe where John Lennon and George Harrison never died and the group is still making music.

A man who has adopted the pseudonym of James Richards claims he was chasing his dog through Del Puerto Canyon in California on September 9, 2009 when he tripped in a rabbit hole and knocked himself unconscious. Upon waking up, he found himself in a room next to an unrecognizable machine with a man who introduced himself as Jonas. According to the strange man, while on a work-related trip for a dimensional travel agency, he had used the machine to transport the unconscious Richards to a parallel Earth in order to help him.

Of course, the logical thing to do in this situation was to start discussing pop culture, which led Jonas and Richards to the topic of The Beatles, a band both dimensions shared. To Richards's surprise, in this alternate dimension, The Beatles were all alive and still creating music. Richards brought back a souvenir cassette tape entitled Everyday Chemistry that was composed of Beatles songs never released in our dimension, which he helpfully uploaded to his website.

Ong's Hat

Ong's Hat, New Jersey was founded sometime in the 19th century by a man named Ong after he threw his hat up in the air and lost it to a tree branch. (Or maybe it slipped into another dimension. Who knows?) By the 1920s, the city had become a ghost town, but Ong's Hat wasn't forgotten. On the contrary, the abandoned town became the topic for one of the earliest Internet-based conspiracy theories.

During the 1970s and '80s, a new scientific paradigm called "chaos," which is concerned with everyday experiences such as the sound of a fan or the buzzing of a computer, began to gain popularity. Two chaos scientists named Frank and Althea Dobbs developed a theory that consciousness could be modeled as its own universe, and if one could master one's own "mind map," the ability to control the chaos and possibly travel to other dimensions would be achieved.

According to a long-debunked hoax pamphlet, three other chaos scientists joined the Dobbses in founding the underground Institute of Chaos Studies in Ong's Hat, New Jersey. It was here that they discovered the "gate" to alternate dimensions by putting scientists in a modified sensory deprivation chamber called "the egg." Allegedly, they succeeded and mastered the science of interdimensional travel. On their explorations, they discovered a world that never developed human life but sustained plant life and water, which is where the chaos scientists were said to reside ever since.

The Montauk Project

Based out of an abandoned Air Force radar station on the eastern end of Long Island, the Montauk Project was a series of top secret United States government experiments following the Philadelphia Experiment, whose purpose was to create the technology to render ships invisible to radar detection. The 1943 project was almost too much of a success, as the USS Eldridge supposedly went literally invisible before being teleported into another dimension, eventually reappearing off the coast of Norfolk, Virginia.

Because many of the crew died when the project went wrong and those who didn't were driven to the brink of insanity, official funding for the Philadelphia Experiment was pulled. However, scientists and military officials were fascinated with the experiment's results and wanted to continue exploring the possibilities of teleportation and interdimensional travel, so the Montauk Project was launched in the 1960s.

Headed by Dr. John von Neumann, the Montauk Project focused on examining the psychological changes of those who traveled through dimensions and determining why the Philadelphia Experiment was a disaster despite its achievements in teleportation. According to their theories, humans are born with a time reference point that is linked to the electromagnetic fields unique to this Earth and dimension. This is why such a dramatic jump to another dimensional plane was detrimental to so many of the crew, causing insanity and death. During the Montauk Project experiments, Von Neumann solved this problem by creating a computer-simulated Earth and altering the body's time reference points.

According to documents on the Montauk Project, Von Neumann succeeded at sending people to other dimensions without consequence. However, upon the experiment's completion in 1967, a report was sent to Congress on their findings about mind control and interdimensional travel. Congress halted funding and terminated the project, fearing of mass mind control.

Task for observers and critics. **Conduct a discussion in the inner-outer circle. Discuss which story is the most intriguing. Give precise and ethically correct interpretation of the actors' performance.**

Reading for Questioning

Pre-Reading Activity

Ex. 4.1. Speculate on the following issues by agreeing or disagreeing with the statements.

1. The human brain can be functioning without showing any signs of activity.
2. Near-death experiences (NDEs) are nothing more than brain created hallucinations.

3. It is not unlikely that hallucinations are usually very serene, structured, and well-integrated experiences.
4. Although NDEs may only last for a few seconds of normal time, they usually have a powerful transformational effect.

Reading Activity

Ex. 4.2. Proceed to read the text focusing on the phenomenon of NDEs.

David Ditchfield's Remarkable Near-Death Experience

Transformation on the verge of death

Posted Jul 06, 2020

In 2006, a man called David Ditchfield was seeing off a friend at a train station near Cambridge, England. He stepped on to the train to help his friend with her luggage and to hug her goodbye, but as he stepped back off, his long coat got stuck in the train's closing doors. Unable to take off the coat, he found himself trapped as the train set off. He was pulled along the platform as the train gathered speed, being 'tossed around like a rag doll.' Then he was sucked into the gap between the train and the platform and ended up on the train track, with the train hurtling by above him.

Despite the danger, David felt strangely calm. To maximise his chances of survival he pushed himself as far down into the track as he could. The final carriage of the train passed over him and he felt a surge of joy that he had survived, although now he felt intense pain. He noticed that the left sleeve of his coat had been ripped to shreds and then that his arm had been severed from the elbow down. As he says, 'Everything unfolded in a slow dream-like way...I felt an unearthly, absolute sense of calmness.'

David was rushed to hospital by paramedics, with his life hanging in the balance, as he was losing so much blood. Shortly after arriving at the hospital, he lost normal consciousness and suddenly found himself in a completely different environment, immersed in a darkness that seemed warm and soft, with vivid colors and lights around him. There was no pain anymore, and he felt very tranquil. This is how he described his experience, in an interview with me:

I could see pulsating colors like little orbs, much brighter and sharper than any colours I'd seen in my normal life. Watching them was really relaxing and therapeutic. It was such a beautiful place, with a feeling that I was being cared for and supported. I thought that this is what it must be like to die – and then wondered if it meant that I had just died...

The sensation of love became stronger and as I looked at my feet, I saw a huge tunnel of light drawing closer towards me. I felt, and I still believe this now, that the white light was the source of all creation. I never dreamt I would ever see something so beautiful... It was the light of pure, unconditional love.

Every molecule of my body was pulsating with love and light. It was the most incredible sensation. I felt more alive than I have ever done before. It felt like I was experiencing the true reality, while my old world was just an illusion. At that point, I felt certain that I was dead but I didn't feel any fear or regret... I lay my head back and laughed because I felt so joyous. Then suddenly I was back in hospital, with an overdrive of noise and light and people and frantic voices. I was being rushed into theatre.

Attempted Explanation of Near-Death Experiences

David's experience is a remarkable example of what is usually referred to as a 'near-death experience.' NDEs occur when a person's brain and body shut down for a short period of time before they are resuscitated – for example, after cardiac arrest. In many cases, people report that – even though their brain showed no signs of activity – they continued to be conscious and underwent a remarkable series of experiences, usually along similar lines to David's. Such experiences are surprisingly common. For example, research suggests that around a third of cardiac arrest patients report them after resuscitation.

As I point out in my book *Spiritual Science*, NDEs are controversial because there is no viable neurological or physiological explanation for them. Many suggestions have been made, for example, that they are caused by cerebral anoxia (lack of oxygen to the brain), undetected brain activity, or the release of "psychedelic chemicals" like ketamine. From this point of view, NDEs are nothing more than brain created hallucinations, no more real than dreams.

But there are problems with all of these explanations. Cerebral anoxia usually results in chaotic hallucinatory experiences and is associated with confusion and memory loss. But people report NDEs as unlike this. They are usually very serene, structured, and well-integrated experiences. Research has shown no significant similarity between psychedelic experiences and NDEs, and there is no evidence that the brain has a hidden store of psychedelic chemicals that are released when we are close to death.

It is also difficult to see how NDEs could be due to undetected brain activity, when, after cardiac arrest, brain stem reflexes are lost straight away, and do not return until the heart has been restarted. How could a brain be functioning without showing any signs of activity? In any case, if there was some undetected brain activity, it would have to be incredibly low, and it seems unlikely that such a low level of brain activity could produce very intense, apparently conscious experiences.

The Long Term Effects of NDEs

One of the most striking things about near-death experiences is their long-term effect. Although they may only last for a few seconds of normal time, near-death experiences usually have a powerful transformational effect. David Ditchfield's experience is an excellent example of this. His NDE changed him so

dramatically that he feels as if he has a different life and a different identity, almost as if he is a different person living in the same body. Even after 14 years, these changes have not diminished. As David told me:

I feel like I'm living in different dimensions rather than just one. I'm much more sensitive and can pick up on the energy of places and people. It has made my life so much more interesting... I have a lot more appreciation for nature, and the world seems a beautiful place. I love watching animals and insects, watching the seasons change. Before the experience, I was so immersed in myself that all of those things just didn't exist for me. They were just there.

It's changed my relationships too. I'm a lot more understanding, rather than feeling disappointed with people. I have a much broader take on how people work. That helps me to be more supportive of the people around me.

David began to paint as a way of depicting the visions he had seen (one of his paintings is at the beginning of this article). He also learned to compose classical music as another way of conveying the incredible sense of peace and calmness he had experienced.

These long-term changes are typical for NDEs. They almost always bring about a profound shift of values and perspective, which itself leads to major lifestyle changes. People often become less materialistic and more altruistic, less self-oriented, and more compassionate. Like David, they often report becoming more sensitive to beauty and more appreciative of everyday things.

The fact that they have such profound after-effects makes it seem very unlikely that NDEs are a brain-generated hallucination. Hallucinations are usually quickly forgotten, with a clear sense that they were delusional experiences, less authentic and reliable than ordinary consciousness. Even though they seem to contradict our standard, materialistic view of reality, we have no option but to be open to the idea that NDEs are authentic experiences.

In fact, as I point out in Spiritual Science, NDEs are one of many phenomena that suggest that our normal view of reality is limited. They remind us that, to paraphrase Shakespeare, there are more things in heaven and earth than are dreamt of in our standard scientific worldview. NDEs point towards a different vision of the world in which consciousness isn't directly produced by the brain, but is in some sense fundamental and universal.

Post-Reading Activity

Ex. 4.3. Make up individually the true / false questions based on the text. Discuss them in pairs.

Ex. 4.4. Speculate on the following: What sort of person does the author hint we should be? Should we treat our earthly life as a mere rehearsal?

LESSON 8

WHAT IS A SUPERSTITION?

STARTER ACTIVITIES

- Do you **place trust in** lucky numbers? If so, which ones?
- How do you feel about the number thirteen?
- What do you call a person who believes in **superstitions**?
- Can you explain **the mentality** of people who fears **to upset a spiteful universe**?
- What are the superstitions you come across on a regular basis? Which of them may significantly affect educational achievements of students?
- Do superstitions still influence us in the age of science? In what way? What about **tattoo superstitions**?

TOPICAL VOCABULARY

Mentality	A person's particular way of thinking about things: <i>the British mentality towards foreigners.</i>
Superstition	A belief or practice resulting from ignorance, fear of the unknown, trust in magic or chance, or a false conception of causation
Omen /'əʊmən/	A sign of what will happen in the future: <i>a good/bad omen</i>
Bizarre	Very strange and surprising: <i>bizarre behaviour</i>
Murky	Difficult to understand: <i>a murky plot</i>
Credulous	Too willing to believe what you are told and so easily deceived; gullible
To doom	To make something bad certain to happen: <i>Are we doomed to repeat the mistakes of the past?</i>
To trace	To discover the causes or origins of something by examining the way in which it has developed: <i>The practice of giving eggs at Easter can be traced back to (= first happened in) festivals in ancient China.</i>
To stem/arise/come from	To develop as the result of something: <i>It may stem from the idea that ...; be caused by: Are there any matters arising from (= caused by) the last meeting?</i>
To hark back to	To remember or to cause someone to remember something from the past: <i>The movie has a style that harks back to the golden age of Hollywood.</i>
To date back to	To have existed for a particular length of time or since a particular time: <i>This tradition dates back to medieval times.</i>

Ex. 1. Familiarize yourselves with the word chunks to use them while speaking about superstitions.

- ✓ to bring good / bad luck
- ✓ to follow superstition
- ✓ to protect against bad luck
- ✓ to consciously resist superstition
- ✓ a way of fending off evil
- ✓ to come up with counter-measures

Ex. 2. Express sympathy & compassion with a person when something bad has happened to them. Use the following phrases: “Oh, you poor thing”/ “you poor thing”, “Better luck next time!”, “Oh, bad / hard / tough luck!”, “What a pity!”, etc.

1. “They've just run out of tickets.” – ...
2. “She can't come.” – ...
3. That story sounds terrible. – ...
4. ... , you must have been terrified.
5. I'm sorry to hear that you failed your driving test. – ...

Ex. 3. Fill in the missing verbs from the topical (target) vocabulary.

1. According to folklore, breaking a mirror is a surefire way to ... yourself to seven years of bad luck.
2. The superstition seems to ... from the belief that mirrors hold bits of your soul.
3. Opening an umbrella indoors is supposed to ... bad luck, though the origins of this belief are murky.
4. Rabbit feet as talismans may ... back to early Celtic tribes in Britain.
5. Crossing one finger over another is said to ... back to early Christianity.
6. His research is aimed to ... the history & use of amulets, charms and talismans.
7. One of the most famous amulets is the “Venus of Willendorf” found in Austria and ... to 30,000 BCE.

Expanding the target vocabulary

Ex. 4. Read the adapted introduction to the book “*The History & Use of Amulets, Charms and Talismans*” by Gary R. Varner to check if you understand the following words: *amulet, charm, talisman*.

Amulets and charms have been used since mankind evolved from its distant ancestry millions of years ago. They have been used to protect and to harm, and in both the practice and avoidance of witchcraft and sorcery. They are made of

wood and stone, clay, metal, plants and dead animals. They are carved into crude shapes and in the most exquisite forms. They are also comprised entirely of words, which are believed to have power and magical properties.

Amulets and charms have been used by pagans, Christians, Jews and followers of every faith and tradition known across the world. Some are considered direct links to the supernatural.

The terms “amulets,” “charms” and “talismans” have been used interchangeably even though each one stands alone. The best definitions were written by Sheila Paine in her book “Sacred Charms of Power and Protection”.

“An amulet is a device, the purpose of which is to protect, but by magical and not physical means – a lump of meteorite worn against gunfire is an amulet, a bullet-proof vest is not.

“A charm is something believed to bring good luck, health and happiness...but protection is not its primary function.

“A talisman is something thought to be imbued with some magical property. It can both protect, and radiate power, and is often used in ritual.”

Regardless if they are called amulets, charms or talismans, these objects are credited with cures, evil spells, health and prosperity. And they continue to be an important part of our modern culture.

Reading and Matching

Ex. 5. Provide accurate explanations of the nouns “amulet”, “charm”, “talisman” by matching them to the given definitions:

1. an object or saying that is thought to have magical powers, such as the ability to bring good luck: *He keeps a rabbit's paw as a good luck ...* ;
2. an ornament or small piece of jewelry worn as a protection against evil; anything hung around the neck, placed like a bracelet on the wrist, or otherwise attached to the person;
3. a special kind of device on which is engraved a magical figure, worn to avoid disaster to the wearer.

Ex. 6. Match seven bizarre superstitions from around the world with the country it originated in.

1. People in ... traditionally eat 12 grapes at the stroke of midnight on New Year's Eve to bring luck for each month of the coming year.	A. Serbia
2. Placing your wallet or purse on the ground in ... is said to bring bad financial luck. This superstition is also popular in other South American countries.	B. Germany
3. Spilling water may seem like it would be a sign of bad luck, although the opposite is actually true in	C. the USA

4. The superstition of believing that toasting with a glass of water brings bad luck or even death is commonly held in ... , although the tradition has roots going back to ancient Greece.	D. Egypt
5. Local folklore advises women in ... against eating goat meat because it allegedly causes facial hair growth, as well as stubbornness.	E. Spain
6. It is considered unlucky in ... to open and close scissors if you're not actually cutting anything.	F. Brazil
7. Finding a penny on the ground, especially if it is heads facing up, is considered a sign of good luck in ...	G. Rwanda

GRAMMAR FOCUS

Ex. 7. Analyze the underlined forms of the verb in the following sentences. Translate the sentences into Russian in different ways depending on the meaning of the first verbal element.

1. The Roman queen Boudicca was said to have released rabbits onto the battlefield before a fight began to predict if she'd be victorious.
2. Humans do not appear to be randomly credulous.
3. Tattooing has long been considered sacred and mystical, and their power is believed to not have gone away with time.
4. As a rule, strong feelings about issues are hardly expected to emerge from deep understanding.
5. If you believe you are going to win because you are a beginner, you are more likely to remember all the times you were right.
6. Very few of good luck superstitions seem to make any sense. So why do we do them?

Ex. 8. Transform the sentences according to the pattern.

Pattern: *Some Serbians believe that spilling water behind someone will bring them good luck (water represents fluidity and motion). – Spilling water is thought to be lucky because it represents fluidity and motion.*

1. It is considered very unlucky to walk backwards in Portugal (doing so may connect you to the devil).
2. In Japan, people are often advised to tuck their thumbs into their fists when walking through cemeteries (doing so will protect your parents from death).
3. Some people in China believe that the number four is a sign of bad luck (the pronunciation of “four” in Chinese is similar to the word for “death”).

4. Many people in Russia consider it a bad omen giving yellow flowers to their significant others (yellow flowers symbolize separation, infidelity, or death).
 5. You'd better not leave scissors open when you are in Egypt (doing so may bring bad luck).
 6. Belarusian Ruchniks have long been thought good luck superstitions (they have protective qualities, like amulets against evil).
- **Do you have a different or the same mindset regarding the above-mentioned superstitions? Which ones?**

SPEECH PRODUCTION

Listening for setting the scene

Ex. 9.1. Watch the video clip setting the scene for a topic “Where superstitions come from”. Available at: <https://www.youtube.com/watch?v=quOdF1CAPXs>.

Follow-Up Activities

Ex. 9.2. Agree or disagree with the following statements. Point out the two statements not mentioned in the video clip.

1. Superstitions are based more on cultural habit than conscious belief.
2. Superstitions do often work for credulous people, esp. sportsmen.
3. Whether the tattoo is truly unlucky based on the content of the tattoo will really depend on the persons faith.
4. By following superstitions, we gain control over events.
5. Some weird superstitions happen to be not so weird after all.
6. Believing in something can improve performance on a task.
7. The belief that bad luck comes in threes is a classical superstition.
8. A great deal of superstitions seems to arise from religious beliefs.

Reading for discussion

Preparation Work

Ex. 10. Working in pairs, interpret the following bizarre superstitions. Use (where it is necessary) the pattern *Why should ... attract (bring you) luck?*

Example: Why should carrying bunny body parts around bring you good luck?

- forming a cross sign (making a cross with your fingers);
- touching or knocking on wood;
- cutting your hair when the moon is **waxing** (= gradually appears larger and rounder each day);
- getting a wish when blowing out birthday candles or wishing on a star;
- picking up a penny;
- hanging a horseshoe on a wall or over a door.

Jigsaw Reading

You will trace weird origins of four lucky superstitions reading four extracts by *Sandra Grauschopf*.

Ex. 11.1. Divide into four groups. Your teacher will allocate one of the four extracts to your group. Read the title of your extract and write any questions based on the title.

Each group (1–4) should read carefully their own extract and match their questions to the answers found in the extract. In case of difficulty, try to guess the answer.

1. Why Do We Cross Our Fingers for Luck?

Nobody is exactly sure where the idea of crossing our fingers for luck comes from, but there are two **plausible** theories, one pagan and one Christian.

According to *Today I Found Out*, the pagan explanation for why we cross our fingers stems from the belief that spirits could be found at crossings. The idea was that, by simulating a crossing with one's fingers, a good spirit could be invoked to help make a wish come true.

Another theory is that when one person made a wish, another would lay a finger across theirs to support them and make it more likely that the wish would come true by forming a cross sign, a powerful symbol even pre-Christianity.

The Christian theory of how crossing fingers got started is that during the early days of Christianity, the Romans attempted to suppress the spread of the Christian faith.

To avoid persecution, Christians would use secret signs to express themselves and to communicate with one another. One of these may have involved making a cross with their fingers, especially when they prayed for help or luck.

It's interesting that people also cross their fingers when they're lying – perhaps hoping for luck in not being caught, or forgiveness from God for the lie.

2. Why Do We Knock on Wood to Bring Luck?

Have you ever wished for something to happen and then knocked on wood so that you wouldn't jinx your luck? Ever stopped to think about why you do that?

The origins of knocking on wood for luck (or, as some areas prefer to say, touching wood) are controversial. The most common explanation, as described on TouchWoodforLuck.com.au, is that the superstition comes from the pagan belief that spirits lived in trees. People would knock on wood to beseech friendly spirits for help or to thank them for their assistance.

As with many superstitions, there is also a Christian explanation: that the wood represents the Cross, so when you touch or knock on wood, you are asking God to help your luck.

Although that explanation for the superstition sounds logical, TodayIFoundOut.com has yet another explanation. According to their research, the earliest documented use of knocking on wood/touching wood comes from the late 1800s (for touching wood) and 1905 (for knocking on it).

Around that time in Britain, there was a popular children's game called "Tiggy-touch-wood," where you were "safe" from the other children chasing you when you touched a piece of wood. Could the whole concept of knocking on wood for luck really be that simple and that recent?

3. Why Do We Get a Wish When We Blow Out Birthday Candles?

Hang on, don't blow out those candles! You haven't made your wish yet!

That's something most children hear over and over again, but it's kind of weird, isn't it? It's nice to get a wish on your birthday, sure, but what do candles on a cake have to do with good luck?

The tradition of putting candles on cakes started with the ancient Greeks, who would bake round cakes and top them with candles when they wanted to ask the moon goddess, Artemis, for her favor. The glowing round form symbolized the moon.

Furthermore, many people believed that the lingering smoke above the candle carries wishes to the gods as it rises into the air.

The modern-day tradition of making a wish and trying to extinguish all the candles on a birthday cake in one breath comes from these superstitions. If you manage to do it, your wish will come true, and you'll have good luck in the year ahead.

But be careful: telling your wish to other people or leaving some candles lit can bring bad luck instead!

4. Why Do We Hang a Horseshoe for Luck?

Horseshoes have been used as a lucky symbol on coins, banners, and more for thousands of years. But how did the superstition of hanging a horseshoe on a wall or over a door come about?

Many trace the superstition back to a story about a farrier named Dunstan, who became Archbishop of Canterbury in 959 AD.

The legend goes that Dunstan was shoeing a horse when the devil came along. The devil thought that he, too, could travel farther and more comfortably if he wore shoes on his cloven hooves.

Dunstan agreed to shoe the devil, but he played a trick on him and put the nails too close to the sensitive quick, where the hoof meets the skin.

The devil was in agony, but Dunstan would only agree to remove the painful shoes when the devil swore that he wouldn't enter a home protected by a horseshoe over the door.

Some legends say that when you enter under a horseshoe, you must leave by the same door, or you'll take the home's luck with you. Others say that the horseshoe must be nailed to the wall with the points facing upwards so that all of the luck doesn't drain out.

Other horseshoe-related superstitions say that if you sleep with a horseshoe under your pillow on New Year's Eve, you'll have good luck throughout the coming year, or that if you dream of a horseshoe, it means that good luck is on the way.

Follow-Up Activity

Collaborative Work of Groups

Ex. 11.2. Find a partner from one of the other three groups to swap information you have obtained. Have a friendly exchange of views on the origins of the four superstitions you have all read about.

Personalization

Ex. 12. Answer the following questions in writing.

- What images spring to your mind when you hear the word “superstition”?
- Have you ever witnessed the situations when someone’s irrational hope (superstition) resulted in irrational decisions? Try to recount this situation as factually and objectively as possible.
- Would you rather trust in the merits of good luck than sound decision making?
- Will you avoid anything having to do with tattooing? What about being tattooed one day?

Project Work: Sorting out superstitions across cultures

Ex. 13. Study national superstitions that have been created and believed throughout the cultural history of Great Britain (GB) and Belarus (B). Then complete the chart.

Food Superstitions		Holiday Superstitions		Animal Superstitions		Wedding Superstitions	
GB	B	GB	B	GB	B	GB	B

LESSON 9

“MYSTERIES. SPOOKY TALES”

STARTER ACTIVITIES

- Have you ever seen **mysterious** things?
- Are some places more **mystery-intensive** than others?
- Do you know what region has become the Centre of **unresolved mysteries**? Is **Bermuda triangle** part of it?
- Are some people more prone to **encounter mysterious phenomena** than others? Why?
- Do you believe in **miracles** or **magic**? Why / Why not?
- What phenomena can be defined as **miraculous**?
- What is the difference between **mysterious** and **miraculous** things?
- What do you feel when being told a **spooky tale**?

SPEECH PRODUCTION

Ex. 1. Watch a video podcast “The Sorting Ceremony | Harry Potter and the Philosopher's Stone” on the official *Wizarding World* YouTube channel: https://www.youtube.com/watch?v=z4K2F_OALPQ. Recount the ceremony in brief, highlighting the kind of atmosphere there.

Ex. 2. Supposing you were the first-year *Hogwarts School of Witchcraft and Wizardry* student. What would you like to hear from a Hat at the annual Sorting Ceremony? Role-play a short conversation with your partner.

Ex. 3. Were you to wake up a *sorcerer* / *visionary* / *conjurer* / *illusionist*, etc., what kind of magic would you perform? Why?

Familiarize yourselves with the target vocabulary to get ready to speak about “your” magic and paranormal abilities.

Clairvoyant /ˌkleɪˈvɔɪ.ənt/ A person who says they have powers to see the future / things that other people cannot see

Seer /siə(r)/ A person who says he or she can see what will happen in the future

Psychic /ˈsaɪ.kɪk/ A person believed to have abilities, esp. involving a knowledge of the future

Visionary /ˈvɪʒ.ən.ri/ A person who has a religious or spiritual experience in which they see a holy person who is not living or they see a holy event that cannot be explained scientifically

Conjurer /ˈkɒn.dʒər.ə(r)/ A person who performs magic to entertain people

Coven /ˈkɒv.ən/ A group or meeting of witches

Crone /krəʊn/	In stories, an old woman with magic powers
Enchantress /ɪn'tʃɑ:n.trəs/	A woman with magical powers
Illusionist /ɪ'lu:ʒən.ɪst/	An entertainer who performs tricks where objects seem to appear and then disappear
Escapologist /,es.kə'pɒl.ə.dʒɪst/	A person who entertains people by escaping from chains, boxes, etc.
Gghostbuster /'gəʊst.bʌs.tə(r)/	A person who claims that they can get rid of ghosts and evil spirits
Witch	A woman who is believed to have magical powers and who uses them to harm or help other people
Wizard /'wɪz.əd/	A man who is believed to have magical powers and who uses them to harm or help other people

Reading for Guesses and Discussion

Pre-reading Activities

Ex. 4. Make sure that you know the meanings of the following words.

phantom /'fæntəm/	the spirit of a dead person that someone believes they can see
a lookout	someone who is responsible for watching for danger and warning other people
midshipman	a person training to become an officer in a navy
spar	a strong pole, especially one used as a mast to hold the sail on a ship
ferocious /fierce	frightening and violent
to loom	to appear as a large, sometimes frightening shape: <i>Dark storm clouds loomed on the horizon.</i>
to brew	If an unpleasant situation or a storm is brewing, you feel that it is about to happen: <i>A storm was brewing in the distance.</i>
to confront	(often passive) To go close to someone in a threatening way: <i>The guard on duty was confronted by an armed man.</i>

Ex. 5. Consider true/ false statements about the Flying Dutchman.

1. The Flying Dutchman was a sea captain who once found himself struggling to round the Cape of Good Hope during a ferocious storm.
2. A wizard heard Captain VanderDecken' oath, and took him up on it; the Dutchman was condemned to stay at sea forever.
3. The Flying Dutchman, or simply referred to as the Dutchman, is a fictional ship in the popular film series Pirates of the Caribbean.

Reading Activity

Ex. 6. Read the text noticing the use of words and word chunks that express mystery and fear.

The Flying Dutchman

An old legend and famous scary story, there was even a movie based upon this legend in the 1950s. Some versions say the Dutchman must sail the seas until he finds the love of a good woman.

The legend of The Flying Dutchman began 1641, when a Dutch ship sank off the coast of the Cape of Good Hope. The captain, a Dutch man named VanderDecken, failed to notice the dark clouds looming. Only when he heard the lookout scream out in terror did he realise that they had sailed straight into a fierce storm.

The captain and his crew battled for hours to get out of the storm. At one point it seemed as if they would make it. Then they heard a sickening crunch; the ship had hit treacherous rocks and began to sink. As the ship plunged downwards, Captain VanderDecken knew that death was approaching. He was not ready to die and screamed out a curse: "I WILL round this Cape even if I have to keep sailing until the end of time!"

So, even today whenever a storm brews off the Cape of Good Hope, if you look into the eye of the storm, you will be able to see the ship and its captain – The Flying Dutchman. The legend goes that whoever sees the ship will die a terrible death.

Many people have claimed to have seen The Flying Dutchman, including the crew of a German submarine boat during World War II.

On 11 July 1881, the Royal Navy ship, the Bacchante, was rounding the tip of Africa when they were confronted with the sight of The Flying Dutchman. The midshipman, a prince who later became King George V, recorded that the lookout man and the officer of the watch had seen The Flying Dutchman and he used these words to describe the ship: *A strange red light as of a phantom ship all aglow /ə'gləʊ/, in the midst of which light the mast, spars and sails of a brig 200 yards distant stood out in strong relief.*

It is pity that the lookout saw the Flying Dutchman. For, soon after, on the same trip, he accidentally fell from a mast and died. Fortunately for the English royal family, the young midshipman survived the curse to become The King of England!

Post-Reading Tasks

Vocabulary Boost

Ex. 7. Find the words in the text that mean the same or similar to the following.

- ✓ very dangerous
- ✓ by chance

- ✓ bright and warm-looking
- ✓ narrow/pointed end
- ✓ a ghost
- ✓ ferocious
- ✓ a thing that you see

Ex. 8. Find out more about disasters associated with the ghost ship by reading the following extracts (from “Sailing’s Strangest Moments” by John Harding).

What linguistic features of the extracts make us believe that these are true items of information?

1. In March 1939, no less than sixty people at False Bay in South Africa had a complete view of the Flying Dutchman as she appeared to sail straight for the sands of Strandfontein. However, before it could hit the beach, the ship vanished into thin air as mysteriously as it had appeared.

2. The escort boat, HTM Beresford, sailing westwards towards the Cape of Good Hope, broke the radio silence to broadcast a two-worded message – “Flying Dutchman”. Then there was complete silence and neither the boat nor its crew of 34 men were ever seen again.

Ex. 9. Go back to the text to read the curse of Captain VanderDecken. Why is the modal verb WILL capitalized here?

Skimming for Guesses and Interpretations

Ex. 10.1. Skim the extract to identify the place described here.

It is more due to the inexplicable outcomes that make it a highly studied and yet enigmatic component of earth’s surface. Over the centuries, a large number of ships and planes have been reported to have mysteriously disappeared in the region.

The stories around this place begins in the time of Christopher Columbus when he reportedly saw a flame of fire crashing into the sea in the area during his first voyage to the New World. However, the mysterious behaviour of the region came into the public attention only in the 20th century when the Navy cargo ship, USS Cyclops, with more than 300 people onboard, went missing there. The recent incident that involved a ship was the sinking of a cargo vessel in the area during a deadly hurricane in October 2015.

Follow-Up Activities

Ex. 10.2. What are the differences between the words “incident” and “accident”? Provide the context for these two nouns.

Ex. 10.3. Tick the rational (scientific) explanation to the phenomenon among the following:

- the theory of electromagnetic interference;
- the role of paranormal activities;
- the presence of extraterrestrial beings.

Ex. 10.4. Answer the questions.

- Is it likely to disclose the mystery behind the area by a single theory? Why? / Why not?
- Do you tend to interpret strange incidents as fictionalized versions of the events?
- Could you offer your own explanation of the depicted phenomenon?

Learning the cultural impact of spooky tales

Many ghost stories use ideas that have been around for a long time, and some have been repeated or rewritten into modern culture – like the jack-o'-lantern from “The Legend of Sleepy Hollow”.

Ex. 11.1. Look up some famous scary / horror stories which can tell you about the culture they come from.

Ex. 11.2. Highlight the ways in which these stories have been reused in culture? Consider, for example, in what way the American *idea of a ghost* differs from the Chinese one or what “The Monkey’s Paw” messages us.

Here is a list of spooky tales to help in orienting you.

1. “The Monkey’s Paw”
2. “The Diary of Mr. Poynter”
3. “The Legend of Sleepy Hollow”
4. “The Screaming Skull”
5. “The Big Book of Ghost Stories”

Ex. 11.3. Surf the internet for other stories / movies teaching us to be precise and cautious with our wishes.

Point to ponder:

If you got a monkey’s paw to grant you three wishes but with terrible consequences, would you make your wishes? Why? / Why not?

Reflexion in Writing

Ex. 12*. At home, watch “Interstate 60” to interpret in writing the episodes of the road or write an essay “Mystery in my life”.

*DRAMATIC PRODUCTION**

Ex. 13. Go over the text titled “Lady with the Emerald Ring” to get ready to role-play the climactic scene depicted there. Use voice-over as a kind of exposition, but try to avoid too much voice-over narration.

Lady with the Emerald Ring

A rich man’s wife became deathly ill the night before Christmas in 1798, so he called for the doctor. By the time the doctor arrived, his wife had died, or so it seemed. Her husband was so grief stricken that he locked himself in his room and did not attend the funeral the following day. The servants of the house carried the rich woman’s body to the Vicar who, in a drunken stupor, held the ceremony quickly. The veil was drawn across her face, the stone lid lowered, and the iron grille locked.

Just before the clergyman fell to sleep later that night, he remembered the beautiful emerald ring on the finger of the woman he had laid to rest. Wanting the ring and thinking no one would find out, he went downstairs, unlocked the lid, opened it, and tried to pry off the ring. It would not budge. He ran and brought back a file to cut the ring off her finger. When that did not work, he severed her finger and pulled the ring off. As he left, he turned around to pick up the iron lid, and screamed at the top of his lungs. He dropped the ring and ran. The woman had awakened, was moaning, and held her severed finger towards him with an evil smile on her face.

Wearing nothing but her fine silk dress, the woman walked back to her home, knocked on the door, and rang the bell, but to no avail. The servants had all gone to sleep, for it was late on Christmas Eve. She lifted a heavy stone, threw it at her husband’s window, and waited. He came to the window with a sorrowful look on his face.

Suddenly, he yelled, “Go away. Why must you torture me so? Don’t you know my wife has just died? Let me mourn and do not bother me again.”

With this he shut the window. He did not realize it was his wife who had thrown the rock at the window. She repeated her actions, again throwing a rock at the window. He opened the window again, and she yelled to him, “I am no one but your so-called dead wife. Now come down here and open this door, unless you’d like me to die a second time on our doorstep.”

“You are a ghost then?” he said to her.

She said, “No, for ghost’s don’t bleed. Now come down here before I catch my own death of cold.”

The man with a joyous look on his face came down to meet his wife and took her inside where he called the doctor once more and told him the news.

Meanwhile, the clergyman ran home and up the stairs. In a state of fright, he hung himself from the rafters of his home. If he had only known that the woman only wanted to thank him. She had not died after all but had gone into a coma. When he cut off her finger, the pain woke her up.

**SUPPLEMENTARY ASSIGNMENTS ON THE TOPIC
“BRAIN AND ITS POTENTIAL”**

Ex. 1. Fill in the blanks with the words in the correct form.

ideas	thought	forget	remember	thought
logic	knowledge	realize	work out	skill
virtuoso	mind	infer	memorize	knowledge
intellect	brain	articulate	emotion	recognize
genius	memory	recognize	gifted	

1. He was ... by the governor for his work with teenagers.
2. For some reason her words stuck in my
3. Dad's always ... to take his pills.
4. If you ... a fact or something from the past, you keep it in your mind, or bring it back into your mind.
5. To the best of my ..., she's never worked abroad.
6. I ... from the number of cups that he was expecting visitors.
7. I've ... all my friends' birthdays.
8. I didn't ... how unhappy she was.
9. My husband and I have very different ... about school discipline.
10. He has a detailed ... of naval history.
11. Doctors are trained ... the symptoms of disease.
12. It was difficult to understand the ... behind his argument.
13. He was overcome with ... and burst into tears.
14. The book examines his influence on recent political
15. Don't worry – everything will ... in the end.
16. He is an outstanding ... of the piano.
17. His energy and ... are respected by many people.
18. She's an intelligent and highly ... young woman.
19. A ... person has a natural ability or is extremely intelligent.
20. This university attracts some of the best ... in the country.
21. Einstein was a
22. John has an amazing ... for historical facts.
23. You need good communication ... to be a teacher.
24. She sat staring at the picture, deep in

Ex. 2. Choose the right alternative among commonly-used idiomatic expressions with *mind* / *brain*.

1. Excuse me, can I ... for a moment?
 A) *pick your brains* B) *wrap your brain around it*
 C) *beat your brains out* D) *rack your brains*

2. We haven't decided where we're going yet but we've got

- A) *a mind of our own* B) *something in mind*
C) *a good mind* D) *the last thing on mind*

3. Joanna wasn't ... when she bought that ridiculous dress.

- A) *out of mind* B) *one-track minded*
C) *in two minds* D) *in her right mind*

4. I have ... to ask for my money back!

- A) *an open mind* B) *half a mind*
C) *a lot on my mind* D) *the last thing on my mind*

5. Talking to people ... the pain.

- A) *takes a load off* B) *slips his mind*
C) *takes his mind off* D) *puts my mind out*

6. "Stop talking about golf. You've got golf ... !"

- A) *on the brain* B) *beating your brains out*
C) *brains behind it* D) *all brawn and no brain*

Ex. 3. Here is a list of adjectives collocated with the word *mind*. Sort them into two groups according to their positive – negative sentiment (meaning).

Impressionable, weary, curious, one-track, twisted, brilliant, finest, deranged, fevered, wandering, warped, inquisitive, keen, lively, sharp, analytical, sick, clear.

– **What behaviours signal that a person is in a negative frame of mind?**

Ex. 4. Skim the extract "Where Do Ideas Come From?" by Michael Metcalf. Unscramble the jumbled words. The first letter of each jumbled word is provided for you, so that they are easier to unscramble.

Deep down, **citreavity** is about problem-solving. But it's also about finding problems to solve in the first place – **preceviing** them, defining them, explaining them, and recording them. No matter what reason there is for needing ideas, there are countless ways to uncover them, and everyone has the **cibalpaity** to do it.

Ideas are infinite in supply; as long as the **wehels** of civilization are turning, there'll be space for **ivantinoon**, from the big ideas to the everyday sparks of **geisun**.

And good ideas are within your grasp for every walk of life: a beautiful line of code, a poetic turn of phrase, a way of framing a photograph, a concept for a marketing campaign, or a grassroots method for **innpisrig** community engagement.

Even if it's raining, you're cranky, everything's gray, and it seems like the world has come to a standstill: it hasn't. Don't worry. You can still **careptu** the ideas that are up there, floating in the ether; the "strange jewels hidden within you" as Elizabeth Gilbert puts it in Big **Mgiac**: Creative Living Beyond **Faer**. You just have to be a little strategic about things.

In fact, creative idea **geeratinon** has been studied in the **pycoshogical** sciences for decades, and it's very much a process, rather than a **myteorsius** feat of wizardry. A recent study by the University of Graz, Austria, used advanced fMRI scans to identify the exact area of the **binra** involved in the creation of **nelov** ideas, the left inferior parietal cortex. And we've all got one of those we can make use of.

Reading for Thinking It Through

Pre-Reading Task

Ex. 5.1. Speculate on the following:

- What usual things do we take for granted whereas they still have no explanation of their origin and nature?
- Isn't it a bit of a mystery the amount of human being sleeping hours?
- How many hours are enough for the brain to recharge?
- How much sleep do you really need to recharge your brain?

Ex. 5.2. Proceed to read the text and expand information about how much time we are supposed to sleep in order to recharge our brain.

Ex. 5.3. Complete italicized sentences with the correct modal verb.

can (2)	should	may
could (2)	would (2)	might (2)

The people who need very little sleep

By Helen Thomson

Is it true that some people need only a few hours of sleep? *Helen Thomson talks to a woman whose genes ... hint at how we all ... survive on less shuteye.*

What ... you do if you had 60 days of extra free time a year? Ask Abby Ross, a retired psychologist from Miami, Florida, a "short-sleeper". She needs only four hours sleep a night, so has a lot of spare time to fill while the rest of the world is in the land of nod.

"It's wonderful to have so many hours in my day – I feel like I ... live two lives," she says.

Short-sleepers like Ross never feel lethargic, nor do they ever sleep in. They wake early – normally around four or five o'clock – raring to get on with their day. *Margaret Thatcher ... have been one – she famously said she needed just four hours a night, whereas Mariah Carey claims she needs 15.*

What makes some people fantastically efficient sleepers, while others spend half their day snoozing? And can we change our sleeping pattern to make it more efficient?

In 2009, a woman came into Ying-Hui Fu's lab at the University of California, San Francisco, complaining that she always woke up too early. At first, Fu thought the woman was an extreme morning lark. However, the woman explained that she actually went to bed around midnight and woke at 4am feeling completely alert. It was the same for several members of her family.

She went to bed around midnight and woke at 4am feeling alert

Fu and her colleagues compared the genome of different family members. They discovered a tiny mutation in a gene called DEC2 that was present in those who were short-sleepers, but not in members of the family who had normal length sleep, nor in 250 unrelated volunteers.

When the team bred mice to express this same mutation, the rodents also slept less but performed just as well as regular mice when given physical and cognitive tasks.

Getting too little sleep normally has a significant impact on health, quality of life and life expectancy. *It ... cause depression, weight gain and put you at greater risk of stroke and diabetes.* "Sleep is so important, if you sleep well you can avoid many diseases, even dementia," says Fu. "If you deprive someone of just two hours sleep a day, their cognitive functions become significantly impaired almost immediately."

Why sleep is so important is still a bit of a mystery

But why sleep is so important is still a bit of a mystery. The general consensus is that the brain needs sleep to do some housekeeping and general maintenance, since it doesn't get much downtime during the day. While we sleep, the brain can repair cellular damage, remove toxins that accumulate during the day, boost flagging energy supplies and lay down memories.

"Clearly people with the DEC2 mutation can do the same cleaning up process in a shorter period of time – they are just more efficient than the rest of us at sleeping," says Fu. "But how are they doing that? That's the key question."

Since discovering the DEC2 mutation, a lot of people have come forward claiming to only sleep a few hours a day. Most of these had insomnia. "We're not focusing on those people who have sleeping issues that make them sleep less, we wanted to focus on people who sleep for a few hours and feel great."

I always feel great when I wake up – Abby Ross

A positive outlook is common among all of the short-sleepers that Fu has studied. "Anecdotally," she says, "they are all very energetic, very optimistic. It's very common for them to feel like they want to cram as much into life as they can, but we're not sure how or whether this is related to their mutations."

Ross ... seem to fit that mould. "I always feel great when I wake up," she says. She has been living on four to five hours sleep every day.

"Those hours in the morning – around five o'clock – are just fabulous. It's so peaceful and quiet and you can get so much done. I wish more shops were open at that time, but I can shop online, or I can read – oh there's so much to read in this world! Or I can go out and exercise before anyone else is up, or talk to people in other time zones."

Her short sleeping patterns allowed her to complete university in two and a half years, as well as affording her time to learn lots of new skills. For example, just three weeks after giving birth to her first son, Ross decided to use one of her early mornings to attempt to run around the block. It took her 10 minutes. The following day she did it again, running a little further. She slowly increased the time she ran, finally completing not one, but 37 marathons – one a month over three years – plus several ultramarathons. “I can get up and do my exercise before anyone else is up and then it’s done, out of the way,” she says.

As a child, Ross remembers spending very early mornings with her dad, another short-sleeper. “Our early mornings gave us such a special time together,” she says. Now, if she ever oversleeps – which she says has only ever happened a handful of times, her husband thinks she’s dead. “I just don’t lay in, I’d feel terrible if I did,” she says.

Take a shortcut

Fu has subsequently sequenced the genomes of several other families who fit the criteria of short-sleepers. *They’re only just beginning to understand the gene mutations that lead to this talent, but in principle, she says, it ... one day be possible to enable short sleeping in others.*

Until then, are there any shortcuts to a more efficient night’s sleep for the rest of us? Neil Stanley, an independent sleep consultant, says yes: “The most effective way to improve your sleep is to fix your wake-up time in the morning.”

Stanley says that when your body gets used to the time it needs to wake up, it can use the time it has to sleep as efficiently as possible. “Studies show that your body prepares to wake up one and a half hours prior to actually waking up. *Your body craves regularity, so if you chop and change your sleep pattern, your body hasn’t got a clue when it ... prepare to wake up or not.*”

You could also do yourself a favour by ignoring society’s views on sleep, he says. “There’s this social view that short sleeping is a good thing and should be encouraged – we’re always hauling out the example of Margaret Thatcher and top CEOs who don’t need much sleep. In fact, the amount of sleep you need is genetically determined as much as your height or shoe size. Some people need very little sleep, others need 11 or 12 hours to feel their best.”

Stanley says that a lot of people with sleep issues actually don’t have any problem sleeping, instead they have an expectation that they need to sleep for a certain amount of time. “*If we ... all figure out what kind of sleeper we are, and live our life accordingly, that would make a huge difference to our quality of life,*” he says.

Post-Reading Tasks

Ex. 5.4. Agree or disagree with the statements.

1. The DEC2 gene is known to regulate the 24-hour body clocks of animals, including mice and humans.
2. Genes are unlikely to determine how much sleep an individual needs.
3. Abnormalities in DEC2 gene make people efficient sleepers.

Ex. 5.5. Answer the following questions.

1. Do the experts recommend no less than seven hours of shut-eye per night?
2. What kind of troubles may sleep-deprived individuals have?
3. Can a person recover quickly from periods of sleep deprivation?
4. Is it clear enough whether genes like DEC2 allow people to function on less sleep or just prevent them from getting the sleep they need?

Ex. 5.6. Do further work on language point.

1. What does the abbreviation CEO stand for?
2. How do we call a person who goes to bed early and wakes early?
3. Find in the text the metaphor denoting the state of sleep.
4. What does Abby Ross mean saying “or talk to people in other time zones”?
5. Make a list of “sleep”/ “alert” words and phrases used in the text.

Personalization

- What kind of sleeper are you? Do you fit the criteria of short-sleepers?
- How much sleep do you need to feel your best? Could you survive on less shuteye?
- Do you approve of the idea that short sleeping is a good thing and should be encouraged?
- If you had two lives to live, how would you fill one of them when the rest of the world is in the land of nod?

UNIT 2. WOMEN IN THE MODERN WORLD

LESSON 10

THE GENDER PROBLEM IS A KEY ISSUE IN MODERN SOCIETY

STARTER ACTIVITIES

Ex. 1. Check what you know.

- What is the difference between **sex** and **gender**?
- What are **gender roles** and **stereotypes**?
- What gender roles does **society ascribe** to the two sexes on a differential basis? Which of them are old-fashioned?
- Do you **approve of** gender roles in modern society? Why/Why not?
- Is there a country that has achieved **full gender equality**?
- Do gender roles vary widely **within and across cultures**? Give some vivid examples.

Ex. 2.1. Familiarize yourselves with a list of words and word chunks referring to the topic.

Sex, gender, transgender, empowerment, sex roles, gender roles, gender equality, gender equity, gender relations, gender nonconformity, gender division of labour, non-binary people, affirmative action.

Ex. 2.2. Read the definitions of the words / word combinations given. Pay attention to the words / phrases indicated in boldface.

TOPICAL VOCABULARY

Sex Refers to the biological characteristics which define humans as **female** or **male**. Biological sex is determined by genetic and anatomical characteristics.

Gender Refers to the **array** of socially constructed roles and relationships, personality traits, attitudes, behaviour, values, relative power and influence that society ascribes to the two sexes on a differential basis.

It is an **acquired identity** that is learned, changes over time, and varies within and across cultures.

Sex roles Refer to an occupation or biological function for which a necessary qualification is to belong to one particular sex category.

For example, pregnancy is a female sex role because only members of the female sex may bear children.

Gender roles	<p>Social norms of behavior, values, and attitudes that are deemed appropriate for men and women and the relations between them.</p> <p>For example, childbearing is a female sex role because men cannot bear children. Although both men and women can rear children, these duties are socially assigned.</p>
Gender relations	<p>A term that emphasizes the relationship between men and women as demonstrated by their respective roles in power sharing, decision making, the division of labour, returns to labour, both within the household and in the society at large.</p>
Gender equality	<p>Entails the concept that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or prejudices.</p>
Gender equity	<p>Means fairness of treatment for women and men, according to their respective needs.</p>
Gender parity	<p>Purely a numerical concept. A statistical measure that provides a numerical value of female-to-male or girl-to-boy ratio for indicators such as income or education.</p>
Gender nonconformity	<p>A way to describe people who don't follow gender norms.</p>
Gender gap	<p>A difference between the way men and women are treated in society, or between what men and women do and achieve.</p>
Transgender	<p>Means identifying with a gender that is different from a person's assigned gender at birth.</p>
Non-Binary people	<p>This term refers to transgender people who have a gender identity that does not align with their sex assigned at birth and who identify outside of the traditional female-male gender binary. Non-binary people comprise agender, genderfluid, bi+gender and other-gendered.</p>
Gender division of labour	<p>An overall societal pattern where women are allotted one set of gender roles and men are allotted another set.</p>
Affirmative action (US)	<p>An active effort to improve employment or educational opportunities for members of minority groups and for women.</p>
Empowerment	<p>Implies both women and men taking control over their lives: setting their own agendas, gaining skills (or having their own skills and knowledge recognized), increasing self-confidence, solving problems, and developing self-reliance.</p>

Ex. 3. Work in pairs. Take turns in asking and answering questions. Think about your own question and address it to your groupmates.

1. What is determined by genetic and anatomical characteristics: **gender** or **sex**? Can sex or gender change over time? Why?
2. Does **gender** or **biological sex** refer to personality traits? Explain why.
3. What can exemplify **a female sex role, a female gender role**?
4. What kind of obligations can be beneficial for women if they **fill** their **respective roles**? Do these obligations suit their purposes?
5. What are the ways for men and women **to gain empowerment**? Are they completely different?
6. Are you willing to fill your respective roles in family, church, and state? Why/Why not? Exemplify a problem.
7. Can you name any obstacles to **gender conformity**?
8. Every culture has **a concept of gender** and gender roles. Do you agree with the following statements that **stereotypically describe** men and women in your culture? Why?

➤ Men are stoic.	➤ Women are gentle.
➤ Men are strong.	➤ Women are passive.
➤ Men are hard workers.	➤ Women are emotional.
➤ Men are protectors.	➤ Women are motherly.

Ex. 4. Move quickly through the text by Staff Writer to find out and explain the distinction between GENDER EQUITY and GENDER EQUALITY.

Gender Equity Vs. Gender Equality: What's the Distinction?

The conversation surrounding 'gender equality' is ongoing and important – but there's something missing.

In Hollywood, in the news, in classrooms and in boardrooms, important and historic conversations are taking place. The narrative surrounding gender equality, a conversation seemingly as old as time itself, has taken center stage in the global consciousness bringing new eyes and a new generation of leaders and advocates to the fore.

There is however an important distinction that needs to be understood – gender equality and gender equity are related terms but have different meanings. While the words sound similar, the definitions and practical usage are different.

At Pipeline™, the word 'equity' is dual-purpose. Related to gender and the workplace, equity sets the stage for equality, as it refers to the "fairness of treatment for both women and men, according to their respective needs." If equality is the end goal, equity is the means to get there.

"Gender equality, equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities

and opportunities will not depend on whether they were born male or female. Gender equity means fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations, and opportunities.” –United Nations Educational, Scientific and Cultural Organization (UNESCO).

The word ‘equity’ also has deep financial implications. In the world of business, a broad definition of equity is the financial value of an asset after subtracting the value of liabilities. At Pipeline™, we tie an increase in financial performance for companies to closing the gender equity gap. In an era where increasing numbers of women are exiting the workforce, and where there is a \$2 Trillion GDP gap in the United States, there is money to be made on both sides of the fence – for female employees and for the enterprise.

The dual meaning of the word equity presents both a challenge and an opportunity for business. A challenge because the distinction between gender equity and gender equality is unclear to most people, and bringing clarity and purpose to this conversation is an important step along the path to eliminating the gender equity gap. An opportunity because we now have the insights to open the eyes of individuals and business leaders as to this distinction, thereby making it possible to move forward along the journey to gender equality in the workplace.

Once there is broad awareness of the opportunity, we can work together to take positive steps toward its realization.

The goal at Pipeline™ has always been to address and solve the issues surrounding gender equity and to monetize its impact on business. Clarifying the subtle but important distinction between the terms gender equity and gender equality is a small, first step toward realizing this economic opportunity.

Shedding light on these differences, bringing men into the conversation, and opening up space for intelligent dialogue and healthy tension will bring us closer to the objective of closing the gender equity gap in our lifetime.

Follow-Up Activities

Ex. 5. Put the definitions in the according to the headings of the chart.

1. ... means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally.
2. ... means fairness of treatment for women and men, according to their respective needs.
3. ... does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.
4. ... may include treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities.

Equ (a)lity	
Gender Equity	Gender Equality

Ex. 6. Answer the questions. In response to the general questions try to avoid binary replies (yes or no).

- Is **equity** the end goal or the means to get there?
- How is **gender equity** different from the concept of gender equality?
- Do we need **gender equity** now? Why?
- What **pushes** women **to the fore** in contemporary life?
- What is your idea of **correcting gender biases** so that economic outcomes improve for all?

Ex. 7. Replace the italicized words with their synonyms from the text.

1. There is money *to earn your living* on both sides of the fence – for female employees and for the *company*.
2. The *narration* surrounding gender equality, a conversation seemingly as old as time itself, *has become central* in the global consciousness.
3. Gender equality and gender equity are *comparable* terms but have *individual* meanings.
4. *Bringing these differences to light*, and opening up space for intelligent dialogue will *move* us closer to the objective of closing the gender equity gap.
5. The dual meaning of the word equity presents both an *encouragement* and *a chance* for business.
6. Once there is *enhanced* awareness of the opportunity, we can work together *to enable positive leaps* toward its *fulfilment*.

VOCABULARY AND GRAMMAR FOCUS

Ex. 8. Complete each sentence with an appropriate word/word chunk: *gender equity, discrimination, males, gender relations, stereotypes, gender role, gender, gender equality, gender division, female.*

1. Please state your name, birth date, and
2. The form listed binary options for an individual's gender as either male or
3. On the path to gender equality, we need
4. Gender mainstreaming our workplace policies (including hiring, pay, performance, and promotion) enables positive leaps toward
5. There have been few studies of the causality of women's behavior and interests when they do not match the female

6. Male domination still exists and efforts are required to change ... positively.
7. An unequal ... of labour refers to situations in which there is an unequal division of the rewards of labour by sex.
8. The evidence of gender ... is rooted in history, tradition and culture.
9. The society in which we live has been shaped historically by
10. It's clear that gender roles and ... are engrained in children's lives from a young age, but it's also clear that young people are struggling to fit in with society's expectations of them.

Ex. 9. Put one suitable word in each space.

The issue of 1) ... inequality is one which has been publicly reverberating through society for decades. The 2) ... of inequality in employment being one of the most pressing issues today. In order to examine this situation one must try to get to the 3) ... of the problem and must understand the sociological factors that 4) ... women to have a much more difficult time getting the same benefits, wages, and job opportunities as their 5) ... counterparts. The society in which we live has been shaped 6) ... by males. The policy-makers have consistently been male and therefore it is not surprising that our society reflects those biases which exist as a 7) ... of this male-domination.

Ex. 10. Correct the use of prepositions in the following sentences. (Each sentence contains two mistakes in the use of prepositions.)

1. The 1980s were a decade alongside which many social issues came on the fore.
2. The distinction on gender equity and gender equality is unclear to most people, and bringing clarity and purpose to this conversation is an important step with the path to eliminating the gender equity gap.
3. This may include treatment which is considered equivalent out of terms in rights, benefits, obligations, and opportunities.
4. The most obvious pattern in the gender division of labour is that women are mostly confined in unpaid domestic work and unpaid food production, whereas men dominate above cash crop production and wage employment.
5. Affirmative action policies were developed to address long histories in discrimination faced to minorities and women.
6. Gender stereotyping is the practice of ascribing of an individual woman or man specific attributes, characteristics, or roles for reason only of her or his membership in the social group of women or men.
7. Reaching gender parity in education implies that the same proportion of boys and girls – relative within their respective age groups – would enter the education system and participate inside its different cycles.

SPEECH PRODUCTION

Ex. 11. Make up and roleplay a dialogue using given sentences as prompts. Interview a person from any country you like.

1. Do you see yourself as a typical man or woman? Why? Why not?
2. In your country are the responsibilities of a mother the same as the responsibilities of a father to their families?
3. Are there different expectations for sons and daughters?
4. What habits **are deemed** as appropriate for men but inappropriate for women?
5. What behaviors are deemed as appropriate for men but inappropriate for women?
6. What jobs are deemed as appropriate for men but inappropriate for women?

Listening Comprehension Activity

Ex. 12. Watch the video clip “Why men’s traditional gender roles are changing”. Available at: https://www.youtube.com/watch?v=_IDXfToAlnU

While watching, jot down key words which you`ll use later as props for reproducing its contents.

1. Do you believe in power shift to women?
2. Are there any crucial changes in the sphere of education that are associated with traditional gender roles changing?
3. What is the future of men in the USA?

Ex. 13. Skim the text by Wendy Carson, language training coordinator. After doing so, work out a strategy for executives on how to succeed in their business communication in an intercultural context.

Gender roles across cultures

If you live in the world today, you’ve inevitably seen how interactions and expectations can differ depending on the culture and gender with whom you’re working. Leaving aside the issues that may **come up with** language, there are many other unspoken factors that **come into play** when **trying to communicate across cultures and genders**. Knowing a bit more about these factors can help you succeed in your everyday business communication.

Have you ever considered how close you’re standing or sitting to someone? A 2009 survey found that women generally stand closer to other women when speaking, while men tend **to stand further apart**. Both men and women report feeling more comfortable standing or sitting next to another woman.

Depending on one's culture, feelings of discomfort could be diminished or magnified. Generally speaking, Hispanics, Europeans and Caucasians don't feel as if their space is being invaded by a woman, while Middle Easterners are at the opposite end of the spectrum. If the interaction involves touch, the feelings could be different. Whereas a European or American woman might feel the most comfortable with you standing nearer to her, she is the most likely to notice being casually touched, especially by a man. This occurs, in part, because a woman's touch is seen as a friendly gesture while a man's touch is viewed as an expression of power or sexual interest. In contrast, in Hispanic, Middle Eastern, or other "high-contact" cultures, you will find that members of the same gender readily and frequently use casual touch as a form of non-verbal communication.

How is eye contact viewed in your culture? In many societies, **prolonged** or **steady eye-contact** from a woman to a man is viewed incorrectly as romantic interest. Western cultures tend to place an importance on one's ability to maintain eye contact, as it is viewed as being **engaged in the interaction** and confident. Making eye contact during a job interview can help show that the interviewee is **self-assured** and **driven**, someone to be trusted. Conversely, in Eastern cultures, maintaining eye contact is considered to be very **disrespectful** and too personal. In an interaction between a subordinate and a manager, the subordinate would avoid eye contact as a form of respect and **courtesy**.

Writing Activity

Ex. 14. Write an essay on one of the following topics.

- How does **social construction of gender** organise **social / interpersonal** relations of people all over?
- In what aspects does **social construction of gender** influence your own life?
- What are your own **gender role expectations**? Are they very different from gender stereotypes?
- Achieving **gender equality** and **women's empowerment**: utopia or reality?
- What's the harm in **gender stereotypes** and **gender stereotyping**?

THE ROLE OF WOMEN IN THE USA, UK AND BELARUS

STARTER ACTIVITIES

Ex. 1. Check what you know.

- What kind of women can be happy to enjoy a good meal on their own?
- How do you know that a woman is strong and independent?
- What is the easiest way to become independent?
- Can traditional stereotypes affect a strong and independent woman?
- Is it possible that a woman who knows her worth will spoil herself?
- Do you know any great women from the USA? UK? Belarus? What are they renowned for? In what field (*politics, technology, human welfare, arts, culture, education*)?

Ex. 2.1. Match the name of female personalities with their achievements. Who do you think has the most significant historical impact in the world?

1. Sirimavo Bandaranaike (Sri Lanka)	A) First Female President in the World
2. Isabel Perón (1974–1976) from Argentina	B) First Woman in the World to climb Mt. Everest
3. Margaret Thatcher	C) First Female to be elected as Head of Government (Prime Minister) in the World
4. Junko Tabei	D) The First Muslim Woman to become the Secretary General of Amnesty International
5. Angela Merkel	E) First Woman in the World as Cosmonaut in Space
6. Valentina Tereshkova	F) The First Woman Prime Minister of England
7. Irene Zubaida Khan	G) First Woman Chancellor of Germany
8. Sofia Kovalevskaya	H) The first female Professor of Mathematics

Ex. 2.2. Include into the chart other outstanding female personalities.

Ex. 3. Distribute information in the chart according to the field of human endeavor where *Belarusian women* achieved monumental growth.

Add into the chart new names of outstanding female personalities from Belarus. Expand information about one of them.

Female Belarusians in the arts	Female Belarusians in religion	Female Belarusians in sport	Female Belarusians in science

Saint Euphrosyne. Born in the 12th century, Euphrosyne is considered **the patron saint** of Belarus. **Descended from** a noble family, she became **a nun** at the age of 12 and spent her life helping the poor and building churches and monasteries across Belarus. She died **on a pilgrimage** to Jerusalem and her **relics** were returned to Belarus in 1910.

Svetlana Alexievich. Svetlana Alexievich is a Belarusian writer and journalist. Her books include “The War’s Unwomanly Face,” “Last Witnesses,” “Zinky Boys,” “Enchanted with Death,” “The Chernobyl Prayer,” “Last Witnesses: Solo Pieces for Children’s Voices,” and “Second-hand Time.” Svetlana Alexievich was awarded the 2015 Nobel Prize in Literature “for her polyphonic writings, a monument to suffering and courage in our time”.

Sofia Kovalevskaya. The first female Professor of Mathematics, descended from the Belarusian noble family. She spent her childhood in the Palibino Estate, Vitebsk Province. At the age of 18 Sofia **entered into a fictive marriage** to move abroad and **to do science**. Sofia Kovalevskaya is the author of numerous papers on mathematical analysis, mechanics and astronomy.

Olga Korbut. The legendary gymnast won 4 Olympic Gold medals (three of them at the Olympic Games in Munich in 1972). In 1972 Korbut was named Best Sportswoman in the World.

Ex. 4. Familiarize yourselves with a topical vocabulary.

TOPICAL VOCABULARY

Equal opportunities	The principle of treating all people the same, and not being influenced by a person's sex, race, religion, etc.
Women's rights	Freedoms and entitlements of women and girls of all ages
Violation of rights	The act of breaking or acting against rights that normally should be treated with respect
Household	A group of people, often a family, who live together
Female-headed households	Families taken care of by a woman

Discrimination	1. The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex 2. Recognition and understanding of the difference between one thing and another: ~ <i>between right and wrong</i>
Gender discrimination	Refers to the belief or attitude that one gender or sex is inferior to or less valuable than the other
Sexism	Actions based on the belief that the members of one sex are less intelligent, able, skillful, etc. than the members of the other sex, especially that women are less able than men
Sexual harassment	Sexual behavior that annoys or upsets someone
Segregation	The act of keeping one group of people apart from another and treat them differently, especially because of race or sex: <i>a segregated school/society</i>
Suffrage	The right to vote in an election, especially for representatives in a parliament or similar organization
Women's exclusion	The act of excluding women from something

VOCABULARY AND GRAMMAR FOCUS

Ex. 5. Supply the most suitable word.

1. Women can no longer be (*humiliated / discriminated*) against in the workplace.
2. Men and boys who challenge the patriarchal norms and laws that perpetuate gender (*equalities / inequalities*) from generation to generation deserve recognition and support.
3. Due to gender roles, women – even if they work (*full-time / all day*) outside the home – are still perceived as having the primary responsibility for taking care of home and family.
4. Researchers have also found that the woman is still the primary (*breadwinner / doer*) of housework.
5. Despite great changes in the workplace, life at home is still much the same as it was in past (*era / generations*).
6. In contrast, in (*matriarchal / patriarchal*) societies, the inheritance system gives priority to women.
7. It's a dilemma for women to feel they have the right to choose their own career (*paths / ways*), an opportunity few of their mothers and grandmothers had, and then realize that they are still ruled by many of the same old gender role expectations.

Ex. 6. Complete each sentence with an appropriate word or word combination: *equal rights, violation (of smb's rights), empowerment of women, suffrage, sexism, to discriminate, equal opportunities, women's rights, exclusion, female-headed households.*

1. ... may be defined as an ideology based on the belief that one sex is superior to another.
2. The examples point out the difference between lawful discrimination and an unlawful civil rights ..., in the area of housing rights.
3. The ... of women constitutes one of the greatest threats to the equality and welfare of women in Israeli society today.
4. For nearly a century, advocates have tried to add a provision to the Constitution guaranteeing ... to men and women.
5. Over 95% of ... live below the poverty line. Many of these households consist of women who have been divorced or widowed, and are culturally discouraged from remarrying.
6. In order to increase the number of female representatives, the selection committee decided to ... in favour of women for three years.
7. The company is proud of its record in promoting ... in the workplace.
8. The ... and the improvement of their political, social, economic and health status is a highly important end in itself.
9. Despite great strides made by the international ... movement over many years, women and girls around the world are still married as children or trafficked into forced labor and sex slavery.
10. In the United States, the movement for woman ... started in the early 19th century during the agitation against slavery.

Ex. 7. Fill in the space with the appropriate preposition if necessary.

1. Different cultures support widely varied ideas of the proper role and place of women ... a society.
2. In many other places ... the world, women are expected to hold marriage and children as their primary goals.
3. Achieving economic independence ... women has been at the core of the vision for gender equality across the globe.
4. Women are more likely to be working ... minimum employment conditions and be engaged in low paid, casual and part time work.
5. Women are serving in larger numbers ... American politics and government today than ever before.
6. Condoleezza Rice was appointed ... Secretary of State in 2005, and thus became the highest-ranking woman in the United States presidential line of succession in history.
7. According to a 2018 Nielsen report on the rise of women's sports, 84% of general sports fans now have an interest ... women's sports.

SPEECH PRODUCTION

Reading Activity

Ex. 8.1. Read the article filling in the gaps. What is it aimed at? What are the supporting details for the main idea?

The changing role of women in the UK

<i>voting rights</i>	<i>to vote</i>	<i>election</i>	<i>right</i>	<i>female</i>
<i>discrimination</i>	<i>improvements</i>	<i>pressure</i>	<i>equality</i>	<i>opportunities</i>

In nineteenth century Britain, families were usually large and, in most **households**, men, women, and children all **contributed towards** the family wage. Although they were economically very important, women in Britain had fewer rights in law than men. Until 1857, a married woman had no ... (1) to divorce her husband, and until 1882 a woman's earnings, along with any property or money she brought to the marriage, automatically belonged to her husband.

In the late nineteenth and early twentieth centuries, an increasing number of women **campaign**ed and demonstrated for greater rights and, in particular, the right ... (2) However, the protests and demonstrations were **halted** during the First World War, as women joined in the war effort and took on a much greater variety of work than they had done before. Women (over the age of 30) were finally given the right to vote and to stand for ... (3) for Parliament after the War had ended in 1918. It wasn't until 1928 that women in Britain received ... (4) at the same age as men.

Despite these ... (5), women still faced ... (6) **in the workplace**. When a woman married, it was quite common for her to be asked to leave work by her employer. Many jobs were closed to women, and women found it very difficult to enter university. The 1960s and 70s saw increasing ... (7) from women for equal rights and, during this period, laws were passed giving women the right to equal pay and prohibiting employers from **discriminating against** women because of their sex.

Women in Britain today

Women in Britain **make up** 51 per cent of the population, and 45 per cent of **the workforce**. Girls, as a whole, leave school today with **better qualifications** than boys, and there are now more women than men at university. Employment ... (8) for women now are much greater than they were in the past. Although women continue to be employed in traditionally ... (9) areas, such as health care, teaching, secretarial, and sales, there is strong evidence that attitudes are changing and that women are doing **a much wider range of work** than before. Research shows that today very few people believe that women in Britain should stay at home and not go out to work. Today, almost three-quarters of women with children of school age are **in paid work**.

In many households, women continue to have a **major share in childcare and housework**, but here too there is evidence of greater ... (10), with fathers taking an increasing role in **raising the family and household chores**. Despite this progress, many argue that more needs to be done to achieve greater equality between women and men – particularly **in the workplace**.

Women in Britain do not have the same access as men to promotion and better-paid jobs, and the average hourly rate of pay for women is about 20 per cent lower than it is for men.

Post-Reading Tasks

Ex. 8.2. Point out the primary concept of each paragraph and put down key phrases so as to briefly retell the article.

Ex 8.3. Make a report to show how gender roles have changed in the UK.

Jigsaw Reading

Ex. 9.1. Divide into two groups and read about women's social, economic, and political roles in Belarus and the USA.

Group 1

Women's social roles in Belarus

Women in Belarus are mainly **at the wheel of** domestic responsibilities, which are rarely shared with **male partners**. According to the survey results, 40% of female and just 9% of male **entrepreneurs** are responsible for at least 75% of family duties. 37% of female and only 0.74% of male owners said that they are **in charge for** taking care of kids. The same is true for the responsibility to stay at home when kids are sick (32.6% vs. 1.28).

Working hours and the possibility to work from home, which is generally not possible in corporate business in Belarus. Thus **balancing between family and business** becomes challenging, **impacting career decisions**. That motive also appeared in the survey where **on average** 13% of female and 2.5% of male owners started businesses in order **to combine work with parenting**. This trend does not change much if we control for industry.

There is no significant **gender difference** in the educational level of business owners. According to the survey data, 91.3% of female and 86.2% of male owners have a **university degree** or higher. However, the established social role models of Belarusian women influence both their career and educational choices. Usually girls tend to choose **education in arts and humanities**, law or economics, rarely going to technical universities. Lack of **technical background** further prevents their access into **hi-tech profitable industries**. During the interviews, women stated that “Both men and women businesses face generally the same **obstacles in starting up**, operational management and strategic development. But in an unfriendly environment – mostly men survive”.

The main **external barriers** mentioned were government control (32.2% of female and 29.3% of male owners), **administrative burden** (44.1% vs. 41.1%) and tax system (33.5% and 30.5%) (Table 4). Almost all barriers were equally mentioned by the respondents except for corruption. **Corruption** is the only obstacle that differs between men and women, pointed out by 50% of women, while just 12% of men considered it a problem. We interpret it as women being more **risk-averse** and less likely to do **bold and dangerous actions** in business like bribing. That corresponds to the literature, which finds women more risk averse than men (Castillo and Freer, 2018; Croson and Gneezy, 2009). Altogether, the barriers of **female entrepreneurship** in Belarus are associated with the huge burden of household duties and childcare; hindered access to technical and business education; lack of **managerial experience** and industry knowledge.

The existing **exogenous barriers**, excessive control, contradictory regulations and unfriendly **entrepreneurial ecosystems** are seen as additional **constraints** and contribute to the quality and dynamics of female business. The obtained results confirm the necessity for adding a gender perspective to SME's policy support in Belarus as well as for taking it into account when estimating the potential effects of business support programs and policies. Further research of women entrepreneurship, collection of reliable statistics, comparison of the results with other transition countries are vital. These will give an encouragement to new gender specific initiatives and will contribute to economic growth and innovative perspectives of Belarus.

Group 2

Women's changing role in the United States

Because many migrants come to the United States for economic reasons, more women are inclined to **enter the labor force** to increase family income. In doing so, gender roles and power structures often transform in the US. By entering the **workforce**, women **gain leverage** in their families because of their increased economic influence. This is not to say that women do not work outside of the home in Mexico, as that certainly is the case for many women. However, much of the work that women do in the US generates more income than it would in Mexico, allowing women to be much more financially independent. Patricia Pessar, an anthropologist who is an expert on Dominican immigration, has concluded, that labor has distinct effects on Dominican women's identities. "Work **enhances women's self-esteem** as wives and mothers, affords their income to actualize these roles more fully and provides them with a heightened leverage to participate equally with men in **household decision-making**" (Pessar 1986: 281). Since Mexican women come from a culture that has similar **patriarchal norms of machismo**, this finding is significant for Mexican women as well; Hindagneu Sotelo also notes "research conducted in Mexican immigrant communities in the U.S. suggests that the increase in immigrant women's

economic contribution to the family economy, concomitant with immigrant men's declining economic resources, accounts for the diminution of male dominance in immigrant families" (Hondagneu-Sotelo 1994: 101).

While many of the men and women we interviewed acknowledged that women have more power in the US, many of these power relations hinge upon domestic violence, as they did in Mexico. Many of the women stated that they felt more powerful in the US because there were laws **to protect them against domestic violence**, but also stated that abuse and violence were **regular occurrences**, so that men continued **to mandar la casa** (run the home) because of violence. Therefore, although many women and men believe that women have gained power in the US, there is still the consensus that men use abuse and violence as **tools to oppress women**. The role of **domestic violence** is somewhat paradoxical. Although women and men believe that one of the reasons that they have more power is due to the domestic violence laws that protect women, both sexes also assert that domestic violence is a prevalent way through which men continue to mandar la casa, illustrating that the situation in the US is not completely different from that in Mexico.

However, most women that were interviewed felt positively about the **shift in gender and power roles** that have occurred in the US, indicating that they preferred their role in the US. The progress of women's shifting gender roles could also be seen **through a generational lens**; some individuals mentioned that their mothers received the same treatment in the US as they did in Mexico – they were abused and were not able to stand up for themselves because they were unable to read, to write, or to drive, limiting their independence. On the other side of the spectrum was Samuel, the eleven year old son of second generation immigrants, who insisted that he would "never ever hit his wife". This range of beliefs about the role and treatment of women illustrates the ideological shifts that take place over time as a result of migration to the US. Overall, there are notable differences in the roles of women in Mexico and the US.

As a result of labor opportunities outside of the home and domestic violence laws, women feel more empowered than they did in Mexico. The **effects of this empowerment** creates a **ripple effect**, influencing a multitude of social aspects; as Pessar notes, "Despite **gender inequities** in the labor market and workplace, immigrant women employed in the US generally gain greater personal autonomy and independence, whereas men lose ground...it also provides them with greater leverage in appeals for male assistance in daily chores...spatial mobility and their access to valuable social and economic resources beyond the domestic sphere also expand" (Pessar 2003: 27).

Post-Reading Tasks

Ex. 9.2. Join another group to share the information obtained. Compare women's roles in the UK, US, and Belarus in varied fields.

Ex. 9.3. Join your group to discuss whether gender stereotypes (personality, physical, and cognitive components of stereotypes) have really changed in the mentioned countries. Draw a mind map to organise your ideas.

Watching the video as a stimulus for a further discussion

Ex. 10.1. Watch a video clip on YouTube about the countries where it's best and worst to be a woman. While watching, jot down the phrases that may help you to discuss information.

Available at: <https://www.youtube.com/watch?v=mxoNnjYk29M>

Post-Viewing

Ex. 10.2. Answer the following questions:

1. What are the most surprising differences between life in developing and developed countries?
2. What types of discrimination can a woman encounter depending on the country she lives in?
3. What makes countries best and worst for women's wellbeing and their empowerment in homes, communities, and societies?
4. Have you ever wanted to gain gender equality in all social aspects?
5. Would you promote gender equality around the world?

Ex. 10.3. Make up a list of tips that may help women become equal to men.

**“WE CAN CHANGE THE WORLD”
THE BRAND OF FEMINISM**

STARTER ACTIVITIES

- What do you think the true nature of **womanhood**? Would you like to **mature into womanhood**? Why? Why not?
- What is the concept of **machismo**? What is the female version of machismo?
- “I can't stand **macho men**.” Is it typical of you thinking like that? Why?
- What is **feminism**? Why isn't there something called “masculinism?” How do we call a person who **advocates equal rights** for women?
- Do you believe that feminism contributes to the creation of conditions for **human flourishing**? Why? Why not?

TOPICAL VOCABULARY

Ex. 1. Study the vocabulary notes to avoid difficulties in understanding.

Womanhood

1. The state of being a woman, or the period of time when someone is a woman: *The novel deals with a teenage girl's journey towards **womanhood**.*
2. The qualities that are considered typical of a woman: *Brigitte Bardot was the dominant image of **womanhood** in French cinema during the 1960s.*
3. All women as a group: *the **womanhood** of the nation.*

Femininity

Having characteristics that are traditionally thought to be typical of or suitable for a woman

Macho *adj.*

/ˈmætʃəʊ/

Behaving in a way that is thought to be typical of a man, esp. by seeming strong and powerful but also seeming too determined to avoid showing weakness and sympathy

Machismo

/məˈtʃɪz.məʊ/

Male behaviour that is strong and forceful, and shows very traditional ideas about how men and women should behave

Marianismo

An aspect of **the female gender role** in the **machismo** of Hispanic American folk culture. It is the **veneration** for feminine virtues like purity and moral strength

Feminism

1. The principle that women should have political, economic, and social rights equal to those of men
2. The movement to win such rights for women

Feminist art	A category of art associated with the late 1960s and 1970s feminist movement. It highlights the societal and political differences women experience within their lives
Social movement	A group of people with a common ideology who try together to achieve certain general goals
Suffragette /ˌsʌf.rəˈdʒet/	A woman who campaigned for the right of women to vote, especially a member of the early 20th century British group of activists led by Emmeline and Christabel Pankhurst
Political correctness	Avoidance of expressions or actions that can be perceived to exclude or marginalize or insult people who are socially disadvantaged or discriminated against
Sea change	A complete change: <i>These rules are hardly a sea change for the industry.</i>
Objectification /ɒbˌdʒek.tɪ.fɪˈkeɪ.ʃən/	Treating people like tools or toys, as if they had no feelings, opinions, or rights of their own: <i>the objectification of women by men.</i>
Positive discrimination	The practice of giving special benefits to people from a group that was treated in an unfair way in the past
Reverse discrimination	The act of giving advantage to those groups in society that are often treated unfairly, usually because of their race, sex, or sexuality
Affirmative action	If a government or an organization <i>takes affirmative action</i> , it gives preference to women, black people, or other groups that are often treated unfairly, when it is choosing people for a job
Women's liberation	The aim of achieving equality for women in all areas of society: <i>the women's liberation movement</i>
Emancipation /iˌmæn.sɪˈpeɪ.ʃən/	The process of giving people social or political freedom and rights
To emancipate	To free from bondage, oppression, or restraint; liberate
To vindicate	To prove that what someone said or did was right or true, after other people thought it was wrong
To reignite /ˌriː.ɪgˈnaɪt/	To make something such as a disagreement or worry that was disappearing grow stronger: <i>to reignite debate / concern / controversy over something</i>

VOCABULARY AND GRAMMAR FOCUS

Ex. 2. Match the words with their short definitions. Do all of the ISM words given on your left refer to the human rights? Explain why / why not.

1. Ageism	a) the quality of unselfish concern for the welfare of others
2. Rationalism	b) an ethical system that values the pursuit of pleasure
3. Feminism	c) the belief that some races are better than others, or the unfair treatment of someone because of his or her race
4. Nationalism	d) a policy of nonparticipation in international relations
5. Isolationism	e) doctrine promoting the welfare of mankind
6. Humanism	f) the theory that self-interest is the basis of morality
7. Hedonism	g) the doctrine that your country's interests are superior
8. Egoism	h) the doctrine that reason is the basis for regulating conduct
9. Altruism	i) the belief that women should be allowed the same rights, power, and opportunities as men and be treated in the same way
10. Racism	j) unfair treatment of people because of their age

Ex. 3. Underline the correct alternative for each sentence.

1. The most obvious example of an act of (*positive / reverse*) discrimination would be the Affirmative Action programs that are common in many Western countries.
2. Contributors to The Women's (*Liberation / Emancipation*) Movement include Simone de Beauvoir, Christiane Rochefort, Christine Delphy and Anne Tristan.
3. The report said that in Europe the UK has the largest gender (*gap / lens*) between women's and men's earnings.
4. Feminist artists sought to create a dialogue between the viewer and the artwork through the inclusion of women's (*perspective / prospects*).
5. In Britain the Suffragettes and the Suffragists (*accompanied / campaigned*) for women's right to vote in the early 1900s.
6. Suffragettes were prepared to break the law in order to support their demands, but suffragists used only (*lawful / illegitimate*) methods.

Ex. 4. Work in pairs and complete each sentence with an appropriate word or word combination: *workplace, promotion, quiescent, restricted, suffrage, activism, forcefully, feminism, a sea change, gender, feminist.*

1. One might say feminism begins not with Wollstonecraft but rather with the various Women's ... movements that sprang up in the early 1800s.
2. Women were ... in terms of the ownership of property, requiring them to marry so as to inherit, thus preventing them from attaining true independence.
3. Women were discriminated against in the ..., which not only meant women were paid less than men for the same work, it also restricted them from applying for certain jobs, denied their ... at work, and made no allowance for maternity leave.
4. Once suffrage was granted, the women's rights movement fell into decline, and remained ... until the late 1950s and early 1960s when it was reignited by a new generation of activists who called themselves the Second Wave of feminism.
5. Feminist scholars of colour, particularly those from the Third World, argued very ... that feminism neglected race and class.
6. The National Organization for Women (NOW) was formed in 1966 and became the central focus, in the US, for feminist ...
7. Second Wave feminism also took the view that equality between the sexes would only come about if there was a ... in cultural attitudes on the part of both women and men.
8. It is customary to divide the history of ... into a First, Second, and Third Wave, with each period signaling a different era in the struggle to attain equality between the sexes.
9. In a 1972 interview with Alice Schwarzer, Simone de Beauvoir declared that she really was a She called her rejection of a women's movement a shortcoming of *The Second Sex*.
10. Polls show that Americans are willing to elect a woman president, suggesting that ... alone may no longer be a stumbling block.

Ex. 5. Cross out the incorrect alternative in each sentence. Supply the missing prepositions and adverbs if necessary.

1. In 1919, thousands of women stood ... the White House and demanded that they (*be allowed / must be allowed*) to vote. In the next presidential election, they would.
2. Reverse discrimination is a term used to describe actions or efforts that (*have made / have been made*) to reverse the negative effects of discrimination ... a particular group.
3. American first-wave feminism is considered (*to have ended / to have been ended*) ... the passage of the Nineteenth Amendment to the United States Constitution (1919), granting women the right to vote in all states.

4. The phrase “Women’s Liberation” was ... used in the United States in 1964 and first (*had appeared / appeared*) in print in 1966.
5. Feminists (*have also had / had also*) to maintain focus ... women's reproductive rights, such as the right to abortion.
6. Feminism (*has altered / had altered*) predominant perspectives in a wide range of areas within Western society, ranging ... culture to law.
7. In Sweden, a country close to achieving gender parity, 46% of people (*considers / consider*) themselves ... feminists.
8. ... ranking as the best country for women in 2016, Denmark (*ranked / was ranked*) as of the least feminist nations in the developed world.
9. In the 1960s and 70s, feminist protests resulted ... a series of laws that (*have guaranteed / guaranteed*), under the law, equal rights in the workplace, in universities and colleges, in health care, and in the home.

Ex. 6. Fill in the missing spaces with the words related derivationally to the words in the chart.

Nouns	Verbs	Adjectives	Adverbs
			forcefully
vindicator			
disaffirmance			
	restrict		
		feminine	
			equally
	objectify		
		unwomanly	
	emancipate		

SPEECH PRACTICE

Ex. 7.1. Look through the text focusing on the main facts. Opt for the best heading: *Feminism for everybody, History and theory of feminism, Progress and Challenges in Moving to Gender equality, What’s the problem with feminism? Rejection of Feminism, Feminism v Equality.*

The term feminism can be used to describe a political, cultural or economic movement **aimed at** establishing equal rights and **legal** protection for women. Feminism **involves** political and sociological theories and philosophies concerned with issues of gender difference, as well as a movement that **advocates** gender equality for women and campaigns for women's rights and interests. Although the terms “feminism” and “feminist” did not gain widespread use until the 1970s, they were already being used in the public parlance much earlier.

According to Maggie Humm and Rebecca Walker, the history of feminism can **be divided** into three waves. The first feminist wave was in the nineteenth and early twentieth centuries, the second was in the 1960s and 1970s, and the third extends from the 1990s to the present. Feminist theory **emerged** from these feminist movements. It is manifest in a **variety** of disciplines such as feminist geography, feminist history and feminist literary criticism.

Feminism has **altered** predominant perspectives in a wide range of areas within Western society, ranging from culture to law. Feminist activists have campaigned for women's legal rights (rights of contract, property rights, voting rights); for women's right to bodily integrity and autonomy, for abortion rights, and for reproductive rights (including access to contraception and quality prenatal care); for protection of women and girls from domestic violence, sexual harassment and rape; for workplace rights, including maternity leave and equal pay; against misogyny; and against other forms of gender-specific discrimination against women.

During much of its history, most feminist movements and theories had leaders who were **predominantly** middle-class white women from Western Europe and North America. However, at least since Sojourner Truth's 1851 speech to American feminists, women of other races have proposed alternative feminisms. This trend **accelerated** in the 1960s with the Civil Rights movement in the United States and the **collapse** of European colonialism in Africa, the Caribbean, parts of Latin America and Southeast Asia. Since that time, women in former European colonies and the Third World have **proposed** "Post-colonial" and "Third World" feminisms. Some Postcolonial Feminists, such as Chandra Talpade Mohanty, are critical of Western feminism for being ethnocentric. Black feminists, such as Angela Davis and Alice Walker, share this view.

Ex. 7.2. Replace the words in bold with their synonyms or near synonyms. Recast the underlined phrases.

Jigsaw Reading

Ex. 8. The feminist movement is usually broken up into 3 waves. Split into 3 reading groups (1. AAAA, 2. BBBB, 3. CCCC) for scanning the texts below: *First way, Second Way, and Third Way*. Each group should build definite knowledge about the aims of a certain period of feminist activity.

Mutual Aid Group Work. Help each other build comprehension.

- ✓ First, peruse the text allocated to you and your groupmates to mark familiar and unfamiliar significant facts, unclear points you'd like to clarify. Use special notations for that.
- ✓ Secondly, monitor each other's comprehension of the text by asking and answering comprehension questions.
- ✓ Finally, jointly design a plan for presenting information about *first / second / third*-way feminism to a new group.

First wave

First-wave feminism refers to an extended period of feminist activity during the nineteenth century and early twentieth century in the United Kingdom and the United States. Originally it focused on the promotion of equal contract and property rights for women and the opposition to chattel marriage and ownership of married women (and their children) by their husbands. However, by the end of the nineteenth century, activism focused primarily on gaining political power, particularly the right of women's suffrage. Yet, feminists such as *Voltairine de Cleyre* and *Margaret Sanger* were still active in campaigning for women's sexual, reproductive, and economic rights at this time. In 1854, *Florence Nightingale* established female nurses as adjuncts to the military.

In Britain the Suffragettes and, possibly more effectively, the Suffragists campaigned for the women's vote. In 1918, *the Representation of the People Act 1918* was passed granting the vote to women over the age of 30 who owned houses. In 1928 this was extended to all women over twenty-one.

In the United States, leaders of this movement included *Lucretia Mott*, *Lucy Stone*, *Elizabeth Cady Stanton*, and *Susan B. Anthony*, who each campaigned for the abolition of slavery prior to championing women's right to vote; all were strongly influenced by *Quaker* thought. American first-wave feminism involved a wide range of women. Some, such as *Frances Willard*, belonged to conservative Christian groups such as *the Woman's Christian Temperance Union*. Others, such as *Matilda Joslyn Gage*, were more radical, and expressed themselves within *the National Woman Suffrage Association* or individually. American first-wave feminism is considered to have ended with the passage of *the Nineteenth Amendment to the United States Constitution* (1919), granting women the right to vote in all states.

Second wave

The term second-wave feminism began to be used to describe a newer feminist movement that focused as much on fighting social and cultural inequalities as political inequalities. Second-wave feminism refers to the period of activity in the early 1960s and lasting through the late 1980s. The scholar *Imelda Whelehan* suggests that the second wave was a continuation of the earlier phase of feminism involving the suffragettes in the UK and USA. Second-wave feminism has continued to exist since that time and coexists with what is termed third-wave feminism. The scholar *Estelle Freedman* compares first and second-wave feminism saying that the first wave focused on rights such as suffrage, whereas the second wave was largely concerned with other issues of equality, such as ending discrimination.

The feminist activist and author *Carol Hanisch* coined the slogan "The Personal is Political" which became synonymous with the second wave. Second-wave feminists saw women's cultural and political inequalities as inextricably linked and encouraged women to understand aspects of their personal lives as deeply politicized and as reflecting sexist power structures.

The French author and philosopher *Simone de Beauvoir* wrote novels; monographs on philosophy, politics, and social issues; essays; biographies; and an autobiography. She is now best known for her metaphysical novels, including *She Came to Stay* and *The Mandarins*, and for her treatise *The Second Sex*, a detailed analysis of women's oppression and a foundational tract of contemporary feminism. Written in 1949, its English translation was published in 1953. It sets out a feminist existentialism which prescribes a moral revolution. As an existentialist, she accepted *Jean-Paul Sartre's* precept existence precedes essence; hence "one is not born a woman, but becomes one." Her analysis focuses on the social construction of Woman as *the Other*. This *de Beauvoir* identifies as fundamental to women's oppression. She argues women have historically been considered deviant and abnormal and contends that even *Mary Wollstonecraft* considered men to be the ideal toward which women should aspire. *De Beauvoir* argues that for feminism to move forward, this attitude must be set aside.

Betty Friedan's The Feminine Mystique (1963) criticized the idea that women could only find fulfillment through childrearing and homemaking. In the book *Friedan* hypothesizes that women are victims of a false belief system that requires them to find identity and meaning in their lives through their husbands and children. Such a system causes women to completely lose their identity in that of their family. *Friedan* specifically locates this system among post-World War II middle-class suburban communities. At the same time, America's post-war economic boom had led to the development of new technologies that were supposed to make household work less difficult, but that often had the result of making women's work less meaningful and valuable.

Third wave

Third-wave feminism began in the early 1990s, arising as a response to perceived failures of the second wave and also as a response to the backlash against initiatives and movements created by the second wave. Third-wave feminism seeks to challenge or avoid what it deems the second wave's essentialist definitions of *femininity*, which (according to them) over-emphasize the experiences of upper middle-class white women.

A post-structuralist interpretation of gender and sexuality is central to much of the third wave's ideology. Third-wave feminists often focus on "micro-politics" and challenge the second wave's paradigm as to what is, or is not, good for females. The third wave has its origins in the mid-1980s. Feminist leaders rooted in the second wave like *Gloria Anzaldua*, bell hooks, *Chela Sandoval*, *Cherrie Moraga*, *Audre Lorde*, *Maxine Hong Kingston*, and many other black feminists, sought to negotiate a space within feminist thought for consideration of race-related subjectivities.

Third-wave feminism also contains internal debates between difference feminists such as the psychologist *Carol Gilligan* (who believes that there are

important differences between the sexes) and those who believe that there are no inherent differences between the sexes and contend that gender roles are due to social conditioning.

Group exchange. **Split into 4 groups of 3 students according to ABC scheme. Share all relevant information about 3 waves of feminist movement.**

Collaborative Work. **Jointly complete the chart.**

The first wave	The second wave	The third wave

Supplementary Reading

Ex. 9.1 Find out more facts about feminists reading the text “Simone De Beauvoir” by Laura Maguire.

Available at: <https://www.philosophytalk.org/blog/simone-de-beauvoir>.

Follow-Up Activities

Ex. 9.2. Reflect on the following.

1. What does an **existentialist** believe?
2. What do you think are **existentialist concerns** about freedom?
3. How does *Beauvoir’s* **feminist thought** relate to her **existential philosophy**?
4. What is *Beauvoir’s* most famous work? Why is this book thought to be **hugely influential** in **laying the groundwork** for second-wave feminism? What was second wave feminism **concerned with**?
5. Comment on the most famous line from *The Second Sex*: “*One is not born, but rather becomes, a woman.*”
6. What was a **truly radical idea** generated by *Simone De Beauvoir* in 1949?
7. What would Beauvoir say about the progress of women since the release of *The Second Sex*?
8. How can Beauvoir’s **existential-ethical thinking** help us today?

Jigsaw Viewing for a further discussion

Ex. 10.1. Task for Group A.

Watch the video clip “25 Intriguing facts about the history of the feminist movement”. Point out phrases that may help you discuss main items of information. Try to remember as many facts as possible.

Available at: <https://www.youtube.com/watch?v=4NfBnPzpptc>.

Ex. 10.2. Task for Group B.

Watch the video clip “Top feminist countries in the world”. Point out phrases that may help you discuss main information. Try to remember as many facts as possible.

Available at: <https://www.dailymotion.com/video/x6d2bil>.

Ex. 10.3. Common task for Group A and Group B.

Give personal commentaries on some of the issues discussed. Take turns critiquing / reviewing each other's work.

Role-Playing via Interviewing

Ex. 11. Work in pairs and make up dialogues. One of you is a journalist, the other is a person who conducts a research on feminist issues. The journalist needs to clarify what it means to be a feminist. The researcher should provide a grounded explanation of the notion *feminism*.

Personalization

Ex. 12. Speculate on the following in writing:

- Is it essential to recognize your gender identity to be an authentic self?
- Do you consider yourself a feminist? Why? / Why not?
- Are you inclined to attest your support for contemporary feminists?

LESSON 14

WOMEN AHEAD OF TIME

STARTER ACTIVITIES

- In what aspects has the role of women changed over time?
- Why do so many people want to read about **historical figures**?
- Name at least 5 **female historical figures**.

TOPICAL VOCABULARY

To reign (over)	To be the king or queen of a country: <i>Queen Victoria reigned over Britain from 1837 to 1901.</i>
Reign <i>n.</i>	The period of time when a king or queen rules a country: <i>the reign of Henry VIII.</i>
Consort <i>n.</i> /'kɒn.sə:t/	A wife or husband, especially of a ruler: <i>queen consort</i>
Co-ruler	Someone who rules with another
Regent <i>n.</i> /'ri:.dʒənt/	A person who rules a country for a limited period, because the king or queen is absent or too young, too ill, etc.: <i>the Prince Regent</i>
Valour <i>n.</i> /'væl.ə(r)/	Great courage: <i>He was promoted to the rank of major in recognition of his valour during the battle.</i>
Conclusive /kən'klu:..sɪv/	Proving that something is true, or ending any doubt: <i>They had conclusive evidence/proof of her guilt.</i>
Inconceivable	Impossible to imagine: <i>It seems inconceivable that ...</i>
Lesser-known	Not as popular or famous as something else: <i>We stayed on one of the lesser-known Greek islands.</i>
Perilous /'per.əl.əs/	Extremely dangerous: <i>to undertake perilous ventures</i>
Enduring /m'dʒʊə.rɪŋ/	Existing for a long time: <i>She had been considered an enduring symbol of French unity and nationalism.</i>
To consort /kən'sɔ:t/	(usually disapproving) To spend time in the company of particular people: <i>She warned him against consorting with suspicious characters.</i>
To assume /ə'sju:m/	To take control or claim authority, sometimes without the right to do so: <i>The new president assumes office in January; Hatshepsut took the unprecedented step of assuming the title and full powers of a pharaoh herself.</i>

Throne <i>n.</i>	The state of being a ruler: <i>Elizabeth II ascended/came to the throne</i> (= became queen of Britain) <i>when her father died</i> ; <i>Queen Victoria was on the throne</i> (= was queen) <i>at that time</i> ; <i>Charles is next in line to the throne</i> (= will become king next).
Regalia /rɪ'geɪ.li.ə/	Royal rights or prerogatives; official and traditional special clothes and decorations, especially those worn or carried in formal ceremonies: <i>The queen's regalia at her coronation included her crown and sceptre.</i>
Consecutive	Following one after the other in order, successive: <i>served four consecutive terms in office</i>
On display	Put somewhere for people to see: <i>Only a few of the artifacts will go on display</i> ; <i>Mapplethorpe's photographs were first put on display in New York.</i>
To exercise	(<i>formal</i>) To use a power, right, or quality that you have: <i>There are plans to encourage people to exercise their right to vote.</i>
Elaborate <i>adj.</i> /i'læb.ər.ət/	Containing a lot of careful detail or many detailed parts: <i>That seems a very elaborate way of recording the information – do you really need all of those details?</i>
To elaborate /i'læbəreɪt/	To give more details or new information about something (= to enlarge): <i>I) This argument will be elaborated more fully in the next chapter.</i>
To worship	To have or show a strong feeling of respect and admiration for God or a god: <i>On the island the people worshipped different gods.</i>
To overthrow	To defeat or remove someone from power, using force (overthrew overthrown)
To exert /ɪg'zɜ:t/ influence (over sb.)	To use something such as authority, power, influence, etc. in order to make something happen: <i>If you were to exert your influence, they might change their decision.</i>
To goad /gəʊd/ (sb. into smth./doing smth.)	To provoke. To make a person or an animal react or do something by continuously annoying or upsetting them: <i>She seemed determined to goad him into a fight.</i>
To beatify /bi'æt.i.fai/	To announce formally in the Roman Catholic Church that someone who is dead has lived a holy life, usually as the first stage in making that person a saint: <i>In 1909 Joan of Arc was beatified in the famous Notre Dame cathedral in Paris by Pope Pius X.</i>

VOCABULARY AND GRAMMAR FOCUS

Ex. 1.1. Divide in groups of four. First, read texts 1–4 filling in the gaps with the words from the box. Second, skim any of the other texts (5, 7, 9, 10 or 11–14/15) choosing the correct alternative in italics.

prominent	regent	display	assumed	starring
co-ruler	historically	reigned	valour	inspired
heroine	conclusive	fertility	relations	impressive
elaborated	exercised	extended	worshiped	romantically

Ex. 1.2. Partner with your groupmates to share information about a woman ruler you appreciate the most. Try to use the key words or phrases in bold.

Great women rulers

1. Hatshepsut

Queen of Egypt, 15th century B.C.



Hatshepsut, daughter of King Thutmose I, became queen of Egypt when she married her half-brother, Thutmose II, around the age of 12. Upon his death, she began acting as 1) ... for her stepson, the infant Thutmose III, but later **took on the full powers of a pharaoh**, becoming **co-ruler** of Egypt around 1473 B.C. As pharaoh, Hatshepsut 2) ... Egyptian trade and oversaw **ambitious building projects**, most notably the Temple of Deir el-Bahri, located in western Thebes, where she would be buried. She ordered that she be **portrayed as a male pharaoh**, with a beard and large muscles. In other images, however, she appeared in **traditional female regalia**. 3) ... (at her own orders) as a male in many contemporary images and sculptures, Hatshepsut **remained largely unknown** to scholars until the 19th century. She is one of the few and most famous **female pharaohs** of Egypt. **Did you know?** Hatshepsut was only the third woman to become pharaoh in 3,000 years of ancient Egyptian history, and the first **to attain the full power of the position**. Cleopatra, who also 4) ... such power, would rule some 14 centuries later.

2. Nefertiti

Queen of Egypt, 14th Century B.C.



Nefertiti was a queen of Egypt and wife of the pharaoh Akhenaten (of the 18th Dynasty of Egypt), who played a 5) ... role in changing Egypt's traditional **polytheistic religion** to one that was **monotheistic**, **worshipping** the sun god known as Aton. Some historians believe that Nefertiti may have acted as her husband's 6) ... rather than his **consort**, but the evidence is not 7) Akhenaten joined his cartouche (his seal) with hers as **a sign of equality** and there is evidence that she **took on the traditional duties** of pharaoh while her husband **busied himself with** theological reformation and architectural renovations. Representations of Nefertiti with her six daughters suggest that she was also considered **a living** 8) ... **goddess**. In 1912, a German archaeological mission led by Ludwig Borchardt discovered **a portrait bust** of Nefertiti lying in the ruins of the Amarna workshop of the sculptor Thutmose. The bust went on 9) ... at a museum in Berlin in the 1920s and immediately **attracted worldwide attention**, causing Nefertiti to become one of the most recognizable and most beautiful female figures from the ancient world.

3. Sammu-ramat

Assyrian Queen, 9th Century B.C.



Sammu-ramat, Assyrian queen who became a legendary 10) The Greeks, who called her Semiramis, credited her with **legendary accomplishments**, but 11) ... little is known about her. Sammu-ramat was mentioned by Herodotus, and the later historian Diodorus Siculus 12) ... a whole legend about her. According to him, she was born of a **goddess**, and, after being married to an Assyrian officer, she **captivated the king Ninus by her beauty** and 13) ... and became his wife. Soon afterward, when Ninus died, Sammu-ramat 14) ... power and 15) ... for many years. In that time she built Babylon and turned to **the conquest** of distant lands.

4. Cleopatra

Queen of Egypt, 69-30 B.C.



Cleopatra VII was part of the Macedonian dynasty that **took over rule** of Egypt in the late 4th century B.C. **During her reign**, she **forged political alliances** and became 16) ... involved with Roman **military leaders** Julius Caesar and Mark Antony. Both she and Antony were **defeated in a battle against** Octavian in 31 B.C. Cleopatra's life 17) ... William Shakespeare's play *Antony and Cleopatra* and numerous **film dramatizations**, most famously a 1963 feature 18) ... Elizabeth Taylor. A lesser known fact is that Cleopatra was highly educated and possessed an 19) ... intellect, being a student of philosophy and international 20)

5. Eleanor of Aquitaine

Queen of England and of France, 1122–1204



Eleanor of Aquitaine (1122–1204) was one of the most (*influencing / influential*) figures of the Middle Ages. **Inheriting** a vast estate at the age of 15 made her the most **sought-after bride** of her generation. Eleanor of Aquitaine, also called Eleanor of Guyenne, **queen consort** of both Louis VII of France (1137–1152) and Henry II of England (1152–1204) and mother of Richard I (the Lion-Heart) and John of England. She was perhaps the most powerful woman in 12th-century Europe. Beautiful, **capricious**, and (*adored / adorable*) by Louis, Eleanor (*exerted / exercised*) **considerable influence over** him, often **goading him into undertaking perilous ventures**. She later divorced him to marry Henry II, the future King of England. She bore Henry eight children, two of them future kings of England. Throughout her life she cleverly managed the lives of her children and grandchildren.

6. Joan of Arc (the Maid of Orléans)

Leader of the French Army, 1412–1431



A **national heroine** of France, a peasant girl who, believing that she was acting **under divine guidance**, **repulsed** an English attempt to conquer France during **the Hundred Years' War**. With no military training, Joan convinced the **embattled** crown prince Charles of Valois to allow her to lead a French army to the **besieged city** of Orléans, where it **achieved a momentous victory** over the English and their French allies, the Burgundians. After seeing the prince crowned King Charles VII, Joan was **captured** by Anglo-Burgundian forces, tried for **witchcraft** and **heresy** and **burned at the stake** in 1431, at the age of 19. In 1909 Joan of Arc was **beatified** in the famous Notre Dame cathedral in Paris by Pope Pius X. A statue inside the cathedral pays tribute to her legacy. She was **canonized** as a **Roman Catholic saint** on May 16, 1920. Joan of Arc had long been considered one of history's greatest saints, and an **enduring symbol** of French unity and nationalism.

7. Mary Queen of Scots
1542–1587



Mary led an eventful and (*troubling / troubled*) life. She became Queen of Scotland when she was just six days old. At age five, she was sent to France (*to bring up / to be brought up*) in the French court, and eventually married King Francis II, who died the next year. A widow, Mary returned to Scotland where a series of politically unwise love affairs and her continued **adherence to** Catholicism in a Protestant country led to trouble and a (*revolution / revolt*) against her. Forced to flee to England for (*refuge / refugee*), she now faced the fears of Queen Elizabeth I who saw her as a (*rivalry / rival*) to her throne. Elizabeth kept Mary under a form of imprisonment for the next 19 years. Watched closely, she was **implicated** in a series of (*conspiracies / conspirators*) against Queen Elizabeth, and was **executed**.

8. Elizabeth I
Queen of England, 1533–1603



With a childhood full of political intrigue, it was assumed that Elizabeth would never become queen. But she did, and as queen managed for a time to quiet her Catholic population with acts of tolerance, **promote government reforms, strengthen the currency, and forward the growth** of a capitalist economy. Highly educated, she also turned her court into a great center of learning. Elizabeth's foreign relations were uneasy. Always pressured to marry to form **political alliances**, she diplomatically seemed to consider it, but in the end always refused. During Elizabeth's colorful 45-year reign, England became a strong European power, a **vibrant commercial force**, and a place of **intellectual accomplishment**.

9. Catherine the Great
German-born empress of Russia,
1729–1796



Ambitious and intelligent, Catherine arrived in Russia from Germany in 1744 to marry the 16 year old Grand Duke Peter. His unpopularity allowed her to (*expose/depose*) him, orchestrate his death, and (*exclaim/proclaim*) herself **sole ruler** of Russia. Considering herself a ruler in line with (*enlightenment / lightened*) ideas, she **supported progressive ideas**, such as reforms in law, education, and provincial and municipal administration. But she ruled as an **autocrat** and (*impressed / suppressed*) Polish nationalists, which led to Poland's (*partition / participation*), and took the Crimea and parts of the Black Sea coast from Turkey.

10. Victoria
Queen of England,
1819–1901



Queen Victoria's reign was the longest in English history. Called the Victorian age, it was a time when Britain was **at the height of its colonial power**. Victoria became a **symbol** of British (*impressionist / expansionist*) **foreign policy**. She (*insisted / persisted*) on taking an active part in the decisions of the government, and forcefully backed those ministers she liked. She herself was most proud of her role as wife and mother – she had nine children. After the death of her (*loved / beloved*) husband Prince Albert, she went into a period of deep depression, **dropping out of public view** for three years. Her (*populism / popularity*) increased in her late years, particularly during time of national celebrations, like the Jubilees of 1887 and 1897.

11. Tzu-hsi

Empress of China, 1835–1908



Although only a low-ranking **concubine** of the Emperor Hs'en Feng, Tzu-hsi **rose in status** when she bore his only son. At his death, and her son's (*succession / success*), every decree had to be (*approved / improved*) by her. Called the Dowager (*Emperor / Empress*), she **exerted** herself **into** state affairs and refused to give up her (*pregnancy / regency*) even when her son came of age. In effect, she had the power of a ruler. Tzu-hsi's rule was **imperious**. She used state funds to build herself a palace and sold posts and promotions. Such acts were resented by some, (*partially / particularly*) after the Chinese were (*defended / defeated*) by the Japanese in the 1890s. Under Tzu-hsi's (*reign / rein*), the Western powers (*peacefully / forcefully*) increased their presence in China. After the suppression of the anti-West Boxer Rebellion, Tzu-hsi began a policy of **appeasement**, allowing reforms and the modernization of the government.

12. Liliuokalani

Last Monarch of Hawaii, 1838–1917



Queen Liliuokalani was the last **sovereign** of the Kalākaua dynasty, which had ruled a **unified Hawaiian kingdom** since 1810. Queen Liliuokalani's reign was short and (*storming / stormy*). Upon **inheriting** the (*tron / throne*), she had to deal with an economically (*suppressed / depressed*) country and a constitution **forced on the Hawaiians** by the United States, which left the monarchy of Hawaii (*powerful / powerless*). Liliuokalani was (*intended / determined*) **to free Hawaii from overseas control**. Her push for a new constitution led to a (*confrontation / controversy*) between the Queen and the Americans. On Jan. 17, 1893, Hawaii's monarchy was **overthrown** when a group of businessmen and sugar planters forced Queen Liliuokalani **to abdicate**. Liliuokalani was **deposed** and **provisional government** set up. The Queen was made a prisoner on charges that she (*discouraged / encouraged*) an **uprising**, one that never really took place. The United States **annexed** Hawaii in 1898.

13. Golda Meir

Prime Minister of Israel, 1898–1978





Israeli politician who helped found (1948) the State of Israel and later served as its fourth prime minister (1969–1974). Golda Meir was born in the Ukraine and lived for a while in the United States. She (*immigrated / emigrated*) to Israel in 1921. Her work within the Labor movement led her to achieve high political positions, (*excluding / including*) diplomatic missions abroad. When Israel became a state, she was elected to the Knesset (parliament), and, in turn, became Minister of Labor and Minister of Foreign Affairs – the only woman in the Labor administration. In 1969, she was elected Prime Minister, a political (*fit / feat*) for an (*Israel / Israeli*) woman at that time. She was a powerful, tough leader, but her (*defense / offence*) policy was criticized after Israel seemed unprepared in the 1973 Yom Kippur

14. Indira Gandhi

Prime Minister of India, 1917–1984



The only daughter of Prime Minister Jawaharlal Nehru, Gandhi was (*designated / destined*) for politics. She was the first **female prime minister** of India, serving for three **consecutive terms** (1966–1977) and a fourth term from 1980 until she **was assassinated** in 1984. She continued many of her father's (*politics / policies*), such as pressing for land (*reformation / reform*) and the nationalization of banks. She **garnered widespread public support** for agricultural improvements that led to India's self-sufficiency in food grain production. After **serving three terms**, Gandhi was **voted out of office** for her increasingly (*authoritative / authoritarian*) policies, including a 21-month **state of emergency** in which Indians' (*constituent / constitutional*) rights were restricted. In 1980,

<p>War. Golda retired from active political life when the Labor Party fell from power as a (<i>conclusion / consequence</i>) of that war.</p>	<p>however, she was reelected to a fourth term. During the early 1980s Indira Gandhi (<i>faced / was faced</i>) with threats to the political (<i>integration/ integrity</i>) of India. Following a (<i>dead / deadly</i>) confrontation at the Sikh's holiest temple in Punjab four years later, Gandhi was assassinated by two of her bodyguards on October 31, 1984. She was succeeded as prime minister by her son Rajiv.</p>
<p>15. Margaret Thatcher Prime Minister of England, 1925–2013</p>  <p>Margaret Thatcher was Britain's first female prime minister, and first British prime minister in the twentieth century to win three consecutive terms. A lawyer, Margaret first entered Parliament in 1959, eventually serving in a (<i>various / variety</i>) of ministerial posts. In 1974 she was elected leader of the Conservative Party, and brought her party to victory in 1979. She advocated (<i>publicly / public</i>) spending cuts, limited money supply, and (<i>rose / raised</i>) interest rates. Her privatization programs led to (<i>unity / union</i>) opposition, labor unrest, and high unemployment rates. She earned the nickname “The Iron Lady” because of her hard line against the USSR over their invasion of Afghanistan, and because when Argentina challenged Britain's right to the Falkland Islands, she went to war. In 1990 she resigned as prime minister, although she stayed in Parliament until 1992.</p>	<p>16. Angela Merkel German stateswoman and chancellor, b. 1954</p>  <p>Angela Merkel is a German politician best known as the first female chancellor of Germany and one of the architects of the European Union. The daughter of a Lutheran pastor and teacher who moved his family east to pursue his theology studies, Merkel grew up in a rural area north of Berlin in the then German Democratic Republic. Trained as a physicist, Merkel entered politics after the 1989 fall of the Berlin Wall. Rising to the position of chairwoman of the Christian Democratic Union party, Merkel became Germany's first female chancellor and one of the leading figures of the European Union, following the 2005 national elections. Angela Merkel was reelected for a fourth term as chancellor in September 2017. Despite the challenge to her authority in the September election, Merkel topped <i>Forbes' list</i> of the most powerful women in the world for the seventh consecutive year in 2017, and for the 12th time overall.</p>

Ex. 2 Complete each sentence with the words containing the root *-histor-*.

1. A man will not need to study ... to find out what is best for his own culture.
2. ... are still trying to sort out fact from fiction in the biography of Cleopatra.
3. For many people, Tutankhamun, colloquially known as King Tut, and Cleopatra are the two ... figures that embody ancient Egypt.
4. The Middle East and North Africa have embarked upon a ... process of political change and transformation.

5. Throughout ... , most societies have been governed by men.
6. Those questions can only be addressed by placing what happened in its proper ... context.
7. How ... significant is this discovery?
8. There are some ruins down there and some ... engravings in the rock faces.
9. Though a woman of strong passions and great abilities she is, ... , less important as an individual than as the heiress of Aquitaine, a part of which was united to England for some 400 years.

Ex. 3. Complete each sentence (1–10) with a suitable ending (a–j).

1. Cleopatra, unlike her predecessors, recognized the value of ...	a. where she studied chemistry at Somerville College.
2. The first female prime minister of Britain, Margaret Thatcher was ...	b. she became one of the most powerful women in the history of China.
3. Arguably, Nefertiti's greatest legacy is ...	c. which became a national anthem of Hawaii.
4. From the 1940s through the 1960s, Golda Meir worked for the Israeli government in various roles ...	d. a controversial figurehead of conservative ideology during her time in office.
5. Catherine the Great reorganized the administration and law of the Russian Empire and ...	e. she reigned in a society that idealized both motherhood and the family.
6. The nature of Joan's mission, moreover, is a source of ...	f. appealing to the cultural identity of the people she ruled.
7. By maintaining authority over the Manchu imperial house, ...	g. controversy among historians, theologians, and psychologists.
8. A skilled musician, Liliuokalani wrote more than 160 songs and chants in her lifetime, including "Aloha Oe," ...	h. including as Minister of Labor and Foreign Minister.
9. Although Victoria hated pregnancy and childbirth, detested babies, and was uncomfortable in the presence of children, ...	i. extended Russian territory, adding Crimea and much of Poland.
10. A good student, Thatcher was accepted to Oxford University, ...	j. the religious revolution that occurred during her husband's reign.

Ex. 4. Check your knowledge of modals by choosing the correct alternative.

1. Some historians believe that Nefertiti (*may / must*) have acted as queen regnant – her husband’s coruler rather than his consort. However, there is no written evidence to confirm her political status.
2. Early Egyptologists, misunderstanding the textual evidence recovered from the Maru-Aten sun temple at Amarna, deduced that Nefertiti (*must / might*) have separated from Akhenaton.
3. Other historians have suggested that Nefertiti (*may / ought to*) have outlived her husband. Maybe, she took the name Smenkhkare, and ruled alone as female king before handing the throne to Tutankhamen.
4. There is evidence to suggest that she was an adherent of the cult of Aten, a sun deity, at an early age and that she (*may / can*) have influenced Amenhotep IV’s later decision to abandon the worship of the gods of Egypt.
5. In her role as part of the divine couple, Nefertiti (*may / should*) also have been co-regent.
6. Nefertiti (*must / may*) have wielded more power than any woman in Egypt since the time of Hatshepsut (1479–1458 BCE).
7. Some have suggested Senenmut (*could be / might also have been*) Hatshepsut’s lover, but little evidence exists to support this claim.

Ex. 5. Rephrase the sentences using the modal verb of SUPPOSITION.

Pattern: *Some scholars have suggested that Hatshepsut had been acting to save the throne for her stepson. → Some scholars have suggested that Hatshepsut may have been acting to save the throne for her stepson.*

1. Hatshepsut *probably* died around 1458 B.C., when she would have been in her mid-40s. She was buried in the Valley of the Kings.
2. Eleanor of Aquitaine (1122–1204) was *perhaps* the most powerful woman in 12th-century Europe. She would eventually become the queen of France, the queen of England and lead a crusade to the Holy Land.
3. Joan of Arc’s place in history is assured. *Perhaps* her contribution to the history of human courage is greater than her significance in the political and military history of France.
4. At the age of 13, Joan began to hear voices, which she *determined* had been sent by God to give her a mission of overwhelming importance: to save France by expelling its enemies, and to install Charles as its rightful king.
5. Few concrete records remain of Cixi’s life before age 16. She *probably* could read, write, draw, and sew.
6. *There is no question* that, since her [Margaret Thatcher’s] general election win in 1979, she has dominated British politics, even in elderly retirement.

Ex. 6. Rephrase the sentences using THE SUBJECTIVE INFINITIVE CONSTRUCTION. If necessary, shorten the sentences by omitting details.

1. They say that Eleanor of Aquitaine was responsible for the introduction of built-in fireplaces, first used when she renovated the palace of her first husband Louis in Paris.
2. The extent of Eleanor's role in Henry's rule is largely unknown, although it seems unlikely that a woman of her reputed energy and education would have been wholly without influence.
3. With a childhood full of political intrigue, it was assumed that Elizabeth would never become queen. But she did.
4. It seemed that Elizabeth I considered the marriage as a way of forming political alliance, but in the end always refused to marry.
5. In February 2007, a coin was unearthed bearing a portrait of Cleopatra, which may confirm that the queen was actually rather ordinary looking.
6. Some historians think that Nefertiti had been a teenager at the time of her marriage to King Akhenaten, though the exact date of their marriage and her subsequent ascension to the royal throne of Egypt are also unknown.
7. Although a woman of little beauty, Catherine possessed considerable charm, a lively intelligence, and extraordinary energy.

Ex. 7. In the following sentences, put the verb in brackets in an appropriate tense. Try to join these sentences to produce a more coherent summary.

1. Catherine, however, would not (become) empress if her husband had been at all normal.
2. Since Peter was incapable of (rule), she saw quite early the possibility of (eliminate) him and (govern) Russia herself.
3. She was also supported by the "enlightened" elements of aristocratic society, since she (know) for her liberal opinions and (admire) as one of the most cultivated persons in Russia.
4. Truly dedicated to her adopted country, she intended (make) Russia a prosperous and powerful state.
5. Since her early days in Russia she (dream) of establishing a reign of order and justice, of spreading education, creating a court to rival Versailles.
6. Her projects obviously were too numerous (carry out), even if she could (give) her full attention to them.
7. Russians continue (admire) Catherine, the German, the usurper and profligate, and regard her as a source of national pride.

Ex. 8. Guess the female ruler following the description.

1. Beginning in 1478 B.C., ... reigned over Egypt for more than 20 years. She reigned peaceably, building temples and monuments, resulting in the flourishing of Egypt. After her death, Thutmose III erased her inscriptions and tried to eradicate her memory.

2. ... was a top leader of the powerful and long-dominant Indian National Congress (Congress Party), and was the first prime minister (1947–1964) of independent India.
3. She's appeared in dozens of Hollywood movies and at least a bazillion books, from biographies to historical novels to science fiction. Always beautiful, always exotic, always with a bunch of beads in her hair and black eyeliner that makes her look sort of like Captain Jack Sparrow.
4. During her three terms, she cut social welfare programs, reduced trade union power and privatized certain industries.
5. ... , whose name means "a beautiful woman has come," was the queen of Egypt and wife of Pharaoh Akhenaten during the 14th century B.C.
6. In 1948, Israel declared its independence and ... was one of the signers of Israel's declaration.
7. With her iron will and shrewd mind, she helped transform China from a medieval society to a modern power on the global stage.
8. ... led her country into full participation in the political and cultural life of Europe, carrying on the work begun by Peter the Great.
9. She was the last of the house of Hanover and gave her name to an era. During her reign the British monarchy took on its modern ceremonial character.

Speaking and Writing Activity

In **male-dominated societies**, the achievements of women are all too often overlooked. In the meantime, women are **making the breakthroughs**, ruling the countries or making **groundbreaking scientific discoveries**.

Ex. 9.1. Task for Student A.

You are a person who is going to write a book about a great female ruler. To start with, you need to consult a scientist in historical field (Student B).

Ex. 9.2. Task for Student B.

You are a scientist in historical field. You should provide a historically accurate picture of the time of one of the great female rulers.

Ex. 9.3. Common Task. **Roleplay the dialogue. Sum it up with the sentence** *Historically, her importance lies in the fact that she was the first to do .../ did ...*

Supplementary Assignment

Do the quiz **Can You Guess What These Famous Women Were Known For?** by Marie Hullett. Available at: <https://play.howstuffworks.com/quiz/can-you-guess-what-these-famous-women-were-known-for>.

LESSON 15

EVERY MOTHER IS A WORKING MOTHER

STARTER ACTIVITIES

- Once it was simple. Men worked and women stayed at home **to raise the children**. What has dramatically changed since those times?
- Is it good for any mother to work while her child is too small? Why?
- What are the reasons for a mother to work?
- Working mothers aren't given the support they need, are they?
- Can a **housewife** be replaced by a **househusband**? Why? / Why not?
- Does **social acceptance** of working moms continue to climb or not?
- How does **parent involvement** lead to children success?

TOPICAL VOCABULARY

To bring up	To look after a child until he or she becomes an adult: <i>She brought up three sons on her own.</i>
Adherence /ædhiərəns/	The act of doing something according to a particular rule, standard, etc.
Burnout /'bɜ:n, ɔʊt/	The state of having no energy or enthusiasm because of working too hard: <i>Long and unpredictable work hours have led to burnout and frustration.</i>
Aspiration /,æspi'reɪʃ(ə)n/	Something that you want to achieve, or the wish to achieve something: <i>He has no political aspirations.</i>
Involvement	The act of taking part in an activity, event, or situation: <i>Our involvement with this project started in 1989.</i>
Parental leave /pə'ren.təl 'li:v/	Time that a parent is allowed to spend away from work to take care of his or her baby
To juggle	To try to do several important things at the same time, especially when this is difficult: <i>the pressures of juggling a career and children</i>
Breadwinner /'bred, wɪn.ə(r)/	The member of a family who earns the money that the family needs: <i>the breadwinner in a family</i>
House chore/ household chores	A job such as cleaning that has to be done around the house: <i>I have to do some house chores around the house, such as mopping, dusting, and washing the dishes.</i>
Househusband / Homemaker	A male person living with his partner and performing all the housework and duties that have traditionally been associated with a housewife.

Quality time	When you're physically and emotionally present with your child: <i>To develop and learn, children need warm, loving attention and quality time with you.</i>
Childcare /'tʃaɪld,keə(r)/	The job of looking after children, especially while their parents are working: <i>A lack of adequate childcare is making it difficult for women to return to work.</i>
Offspring /'ɒf,spɪŋ/	A child or animal as related to its parent Synonyms: child, baby, kid [informal], youngster
Well-adjusted / well adjusted	A well-adjusted person has a mature personality and can control their emotions and deal with problems without becoming anxious: <i>...a well-adjusted family</i>
Unrelenting	The definition of unrelenting is something that never slows down or never gives up or has no mercy
Birth mother	(<i>BrE</i>) The woman who gives birth to a child, regardless of whether she is the genetic mother or subsequently brings up the child; (<i>AmE</i>) a person's mother related biologically rather than by adoption
Lone mother	A mother with no husband or partner , who is bringing up a child or children
Single mother	A mother who has a dependent child or dependent children and who is widowed, divorced, or unmarried. Single parent denotes bachelor(ette) lifestyle
Nursing mother	1. A mother who is breast-feeding her baby 2. A biblical name for foster mother
Surrogate mother	A woman who has agreed to give birth to a baby on behalf of another woman A surrogate is a person who acts or speaks in support of someone else, or does his or her job for a certain time
Foster mother	A woman who looks after or brings up a child or children as a mother, in place of the natural or adoptive mother
Foster-child	A child in foster care
Foster-family	A family having at least one foster child
Abusive childhood	Childhood characterized by maltreatment
Take its toll	If you say that something takes its toll or takes a heavy toll , you mean that it has a bad effect or causes a lot of suffering: <i>... can take its toll on her children</i>

VOCABULARY AND GRAMMAR FOCUS

Ex. 1. Complete each sentence with the words given in the box.

bringing up	burnout	flexible	to balance	work-life
aspiration	involvement	househusband	breadwinner	parental leave

1. More than half of millennial fathers want to shift to a less stressful job because they find it difficult ... work and family life
2. With more and more couples working full-time, there is a problem of They have lack of time with each other, and with their kids.
3. Only 3% of companies offer fathers paid ... for more than two weeks.
4. A lot of men don't want to be very heavily involved in ... their children, because it's too much hard work.
5. As more women entered employment, balancing family and work life became a prime ... of modern mothers.
6. Fathers' ... with their children has grown significantly in just a few decades.
7. New orientations towards life-long learning, personal and career development, and need for a balance between work and life have affected organisations through incentivising the introduction of policies such as ... working.
8. Families have shifted from the traditional male "...” role to dual-earner couples and single parent families.
9. Part-time may be one way to reduce working hours and thereby improve ... balance.
10. A ... is a man who does not have a paid job, but instead looks after his home and children.

Ex. 2. Who is much more likely to experience this problem or express this view: men (fathers) or women (mothers)? Why?

1. The survey finds that ... experience family-related career interruptions at a much higher rate than ... do.
2. Among working ... with children under age 18 who have ever worked, about half say they have reduced their work hours to care for a child and are glad to have taken these steps.
3. ... are more likely than ... to say that juggling work and family makes it harder to be a good parent (45% vs. 31%).
4. Millennial ... are more likely to be dropping their children off at nursery than millennial
5. If ... take parental leave, their families are more likely to stay together.

Ex. 3. Use an appropriate modal verb or modal phrase to complete each sentence. Pay attention to the words / phrases in bold.

(to be) likely (3)	may (2)	can	must
should	might	have to	can't but

1. In order **to balance work and family**, many people ... **make accommodations** to their **work schedules** or even to their career ambitions.
2. **Work-family conflict** ... be viewed as **a stressor** for individuals.
3. The survey finds that a significant share of adults have changed the course of their work life in order **to care for a child** or other family member, and women are much more ... than men to have done this.
4. The emergence of **information communication technology** ensures that employees ... access work 24/7.
5. With realistic expectations, and some trial and error, you ... to find an approach that helps you and your family achieve **work-life balance** in the long term.
6. Work can also have a negative effect on the time you spend with your children. You ... be at home, but your mind ... really still be at work.
7. Not surprisingly, working mothers ... to have their **infants** and **toddlers** in an out-of-the-home **childcare center** than nonemployed mothers.
8. Since housewife is **a gender specific term** applying to females, there ... also be a polar term describing males, thus **househusband**.
9. She ... (be) extremely close to her son, as she has **brought him up** as a **single mother**.
10. Whether you're **raising** an energetic daughter or you're dealing with a strong-willed son, you ... face certain child behavior problems.

Ex. 4. Use the word given in CAPITALS to form a word that fits in the space. Give the definition of the words / collocations in bold.

1. The majority of American families at the time were SIMILAR_ structured, with a working dad, stay-at-home mom and two SEEM_ **well-adjusted kids**.
2. The number of births to single mothers and _MARRY_ **cohabiting couples** is set to exceed 50% across the country in the next five years.
3. If you describe someone's behaviour as UNRELENTOR_, you mean that they are continuing to do something in a very DETERMINE_ way, often without caring whether they hurt or **embarrass** other people.
4. Two CHILD_ friends who last met more than 50 years ago have been reunited after moving into the same **care home**.

5. It's not clear that there is a relationship between **childhood experiences** and **adult experiences**, unless you have a terribly ABUSE_ childhood.
6. It has been proven the best way to help children who struggle ACADEMIC_ is to teach them through a topic they are interested in.
7. BEHAVE_ problems don't have the exact definition. They are behaviors that **contradict** to specific age, culture, social values and norms.
8. Her boss was very SUPPORT_ and gave her time off work to see her child.

Ex. 5. Put the verbs in brackets into the gaps. Form a CONDITIONAL SENTENCE – Type I, Type II, Type III, or Mixed Type.

1. If women ... (stop) working, even for several months, they may give up some of the advantages they have earned or risk losing certain career opportunities.
2. If lots of women ... (not enter) the workforce, more and more children ... (not be cared) for by other adults rather than their parents.
3. Well, if her company ... (keep) taking off the way it is, you can retire early and become a househusband.
4. If you ... (not adhere) to my values, then you will have to find another place to live.
5. If Helen ... (be) more or less ambitious, she ... (love) to have a better-paying job with more responsibility.
6. If a mother ... (suffer) from depression, it can take its toll on her children.
7. If you had distinguished the reason for the lie, it ... (help) you to determine the best course of action.
8. If disrespectful behavior ... (not address) appropriately, it will likely get worse with time.

SPEECH PRODUCTION

Jigsaw Reading for Simulating

Pre-Reading Task

Ex. 7.1. Give thought to the problem whether our culture and society has prioritized parenting enough to make having a job and being a mother an easy thing. Jot down some ideas floating in your mind.

Ex. 7.2. Divide into four groups. Each group should read one of the four dialogues with working moms to get moms' thoughts on the matter.

1. Stacey Gordon, Founder and Chief Executive Officer Rework Work

Garnett: Why did you decide to be a mother?

Gordon: I always wanted to be a mom. I made the choice to have children early because I didn't want to be an older mom who couldn't run around with her children and enjoy the fun times they love to have. But after having children at a young age, and seeing how it **affected my career**, I wonder if it would've been better to have children later in life. I guess I'll never know.

Garnett: What do you know about motherhood now that you didn't know before you had a kid?

Gordon: I didn't know just **how exhausting it could be**. I didn't know just how much time you spend worrying about your children, about your **parenting**, about what other people think about your children and your parenting. But I also know now that motherhood is unique to each mother and child. It is an experience that no one else has the right to comment on, and I no longer care about anyone else's opinion about how I parent.

Garnett: What do you know about being a working mother that you didn't know before you had a kid?

Gordon: I didn't know how important it could be for children to see their mothers work. And not only work, but enjoy what they do. We are **role models**, and if we **trudge through life** tired and unhappy with our work, we **set our children up** to do the same. **We make settling normal**.

Garnett: What important changes need to be made to support working mothers?

Gordon: **Flexibility** is key. Flexibility and authority over our work. We shouldn't have to ask for permission to get up from our desk and leave our job if the school calls and our child is sick. Just as we are responsible enough to take care of our sick child, we are responsible to take care of our work, and we will get it done. If you can't trust your employees to do that, then why hire them in the first place?

2. Dana Galin, Chief Heart Officer, Imprint Leadership Partners

Laura Garnett: Why did you decide to be a mother?

Dana Galin: I spent a lot of time considering **motherhood**. I didn't get married until I was 38, and by the time we started trying to have kids, I was told that I was of "**advanced maternal age**," so at high risk. We didn't have much luck conceiving on our own, but I wasn't going to stop. Why did I do it all? Because my greatest superpower is love. I had great role models who showed me that there is an unlimited supply of it. Who better **to share my heart and personal growth with**, then a child...our child.

Garnett: What do you know about motherhood now that you didn't know before you had a kid?

Galin: I am a **seeker** who has always **yearned to grow and develop** as a human being. If you wake up to it, having a child is one of the most effective ways to stretch yourself and evolve as a person. It's not that I didn't **anticipate**

this, I just couldn't imagine how it would feel in my bones to have a front row seat to my own incompetence. I'm not **denigrating** myself, rather, I'm **acknowledging** that to grow, you have to admit what you don't know. I am reminded of what I don't know every day as a mother. While it can be extraordinarily challenging, I wouldn't change it for the world.

Garnett: What do you know about being a working mother that you didn't know before you had a kid?

Galin: There is no such thing as balance. I have had **to reframe** how I think about it. I believe we do ourselves **a disservice** by expecting that we can achieve it. Some days balance looks like I am on the road putting 1,000 percent of my energy into my leadership coaching business, and some days I have to disappear from work and **allocate my time and focus to my family**. So, balance for me has to be viewed at the 10,000-foot level. It's not a zero-sum game. Otherwise, I can make myself crazy with self-judgment around being "enough" in both spheres.

Garnett: What important changes need to be made to support working mothers?

Galin: In the workplace, at a big picture level, leadership needs to pay attention to what the culture actually supports versus the vision, mission and values that are framed in the hallway, and then TRULY gain alignment. You have to start with a mechanism that creates the policies and procedures meant to support working parents – the people.

3. Kate Northrup Watts, entrepreneur and bestselling author

Garnett: Why did you decide to be a mother?

Northrup Watts: I always knew I wanted to be a mother. It wasn't really a decision. It was more of a knowing since I was a little girl. When I decided to try **to get pregnant** it was a feeling that my husband and I had that the time was right.

Garnett: What do you know about motherhood now that you didn't know before you had a kid?

Northrup Watts: I had no idea how difficult it would be and how much support I would want/need. I thought being a mother would be easier because I always had wanted to be one. When I became a mother, I realized that just because having kids was something I wanted didn't mean that it would be easy!

Garnett: What do you know about being a working mother that you didn't know before you had a kid?

Northrup Watts: I didn't realize how much I would still love my work. Before I had kids, I was open to the idea of being a stay-at-home mom. Once my first born was 5 weeks old, I knew that I would want to work, too, and that in some ways my work gives me **a much-needed break from mothering**. Having **a dual love** of my vocation and my children is challenging, but I'm so happy I get to be a model of what **pursuing your dreams** looks like for my girls so they can have permission to pursue theirs.

Garnett: What important changes need to be made to support working mothers?

Northrup Watts: We need policies in companies and in the government to support families, not just men with wives at home. What will change this is more and more men demanding flexible schedules, paid family leave, and more. The more men demand policies that make raising a family easier, the more our working world will support mothers, too.

4. Taryn Sullivan, former COO Workbench Education

Garnett: Why did you decide to be a mother?

Sullivan: I grew up in a large family with six kids, so **I developed a deep love of babies and children** as I **helped out** a lot **with** my younger **siblings**. I always just assumed I'd have children someday and stay at home with them. I was married right out of college, and began an exciting career that kept me challenged, but felt having children would be the biggest opportunity for personal growth. I was also interested in gaining a greater appreciation for the child-like qualities of innocence, joy, and purity, and learn how they can be expressed in all stages of life.

Garnett: What do you know about motherhood now that you didn't know before you had a kid?

Sullivan: When I became a mom, I experienced a bombardment of fearful suggestions I didn't expect. I have never been a fearful or worrisome person, so it was a big surprise to me. I'm not sure if other mothers experience this and how they deal with it, but I found it was so important **to grab ahold of that fear** and understand where it was coming from so I knew what I needed to really address and what to let go of and dismiss as meaningless.

Garnett: What do you know about being a working mother that you didn't know before you had a kid?

Sullivan: Before having children, I never realized that there are so many different kinds of working moms. I assumed I would have to be **totally committed to work** and be bad mom, or **quit working and stay at home** to raise my children. What I know now is that I can **shape my career** to fit me and my family. For me, being a working mom means making sure that the work I am doing is meaningful and I have the support and flexibility from my organization/team **to prioritize my family**. I also didn't realize that it would make me care for people so deeply, which has made me a much better teammate and manager.

Garnett: What important changes need to be made to support working mothers?

Sullivan: From my experience, the ability to create my own flexibility is the result of the risks I took early on in my career that have given me unique skills and experience. Supporting women (and men) earlier in their careers to discover their talents and gain experience that can give them the leverage to create their own roles, or flexibility to figure out what is right for them when they have children, is key.

Ex. 7.3. Working in your group, support or criticize “a working mom”. Then choose two students in your group to role-play the conversation between *Laura Garnett* and the working mom. Try to use the bolded words / phrases to sound more authentic.

Ex. 7.4. Move from group to group, discussing the pressures of juggling a career and children.

Ex. 7.5. On returning to your group, reflect together to answer the question what important changes need to be made to support working mothers.

Reading-for-detail

Ex. 8.1. Working moms are now the rule rather than the exception. Read the texts to find out how working moms affected peoples’ lives as adults.

While reading elicit the key vocabulary onto your exercise book.

1. “I absolutely believe I’m more ambitious and successful because my mother worked. My mom was an HR exec at McDonald’s Corp and since my parents were divorced, a single mother. We moved every two to three years during elementary and middle school due to her promotions and relocations. As a result, I am extremely adaptable. Granted, there were sacrifices. My mom was never a PTA mom. I learned things later than my peers. But I wouldn’t have traded how my mom raised my brother and me.” – *Kailei Carr, 39, Atlanta*

2. “Watching my mother working as an adolescent was incredibly inspiring. I saw her put herself through a Masters and PhD program, all while maintaining a full time job and working as a single mother. She taught me how to be dedicated, to have a passion for my own personal education, and how to communicate well with others in and out of the work place. I am more successful because I saw my mother work.” – *Blair Knight-Graves, 25, Chicago*

3. “I definitely grew up with a work ethic, whether outside or inside the home. My mother emphasized staying productive and orderly. I’d say it contributed to my view on gender roles, from the perspective of ‘Everyone pitches in to get the job done,’ whatever the job may be. So I own a business, I direct a nonprofit, and I still have to clean the toilets on Saturdays before I get to go out and play.” – *Christian Muntean, 41, Anchorage, AK*

4. “My mother began working full time soon after I was born, but she worked nights and weekends. Her working taught me accountability for my own schoolwork, and accountability for the tasks I was assigned to do while she was gone. It made me very independent and self-reliant. I also learned a lot of things from my dad that I probably would not have learned had my mother been home at night, such as working on cars.” – *Emmy Gengler, 52*

5. “As a female who studied physics and now works in a male-dominated field (aerospace/engineering), I think the fact that my mom also studied and worked in a male-dominated field (computer programming) somewhat normalized the abnormality of it for me. I was not only taught that I could do whatever I wanted as a career, even if I was a minority in the field, but shown it on a daily basis. I grew up knowing that I was capable of supporting myself and that having the ability was important. I inherited a strong conviction from my mom that women can and should choose their own career path and are just as mentally capable as men in all areas of life.” – *Kathryn Handler, 25, Silver Spring, MD*

Ex. 8.2. Answer the questions in pairs.

1. Did all interviewees (mentioned above) grow up to accomplish more at work due to their working moms? Exemplify this.
2. Whose mother worked in a male-dominated field? Was she capable of doing her job responsibilities?
3. Who managed to earn more money and climb higher on the corporate ladder? Why were their ambitions fulfilled?
4. Name the persons who support equal roles for men and women. Make it clear by justifying your choice. (Clarify your answer.)
5. What are the benefits of having had working moms? Make up a list of all benefits mentioned in the monologues.

Ex. 8.3. Create a word family chart, a group of words with a common base to which different prefixes and suffixes are added, **with all contextual words denoting positive attitude of the speakers to work and career.**

For example, *work, rework, worker, working, workshop, workmanship.*

Scanning for exchanging ideas in pairs

Ex. 9.1. Scan the text by Robert Locke, a health enthusiast specializing in relationships, life improvement and mental health.

Then speculate on particular benefits of:

- ✓ having a working mom;
- ✓ being a working mom.

Positive Effects of Working Moms (For Everyone)

Working moms have been the subject of much debate **in the parenting arena**. They are often criticized for just not being there. In fact, there is now lots of research which shows that a working mom can **bring up** healthy and **well-adjusted** kids. The research shows that it is not damaging and that there are in fact many benefits for the children. After a little research of my own, I found these positive effects of working moms.

1. Children need to realize from an early age that women are not just **domestic servants** and that they may have a professional life of their own. Girls will learn that they need to think about a career, rather than just getting married and having children. Boys need to realize that **household chores** are part of family life. This will also **influence** them **significantly** when they start their own families.

2. My mother worked at a local hospital while we were **growing up**. We were fortunate in having a wonderful **home-helper** who was a **surrogate mother** in many ways. However, the main advantage was that we grew up to be very independent. We also had to **take responsibility** in making sure that meals were ready on time. That lesson is still useful today!

3. Statistics show that a **stay-at-home mom** is more likely to suffer from depression, which in turn can **take its toll** on her children. Children can never really **benefit from** having a frustrated and depressed mother around them.

4. Every parent is concerned about how much time and attention they should be giving to their kids. Working moms are always subject to **unrelenting pressure** from the “parenting police,” who are often thinly disguised as **well-meaning** relatives. Not to mention all the experts on parenting who have invaded the media. Everyone is a **parenting expert**, it seems these days. The sensible working mom knows what the **trade-offs** are. She is confident enough **to juggle** the demands of parenting **with** her desire to follow a career.

5. Everybody talks about **quality** or **prime time** with kids. It is a sad fact that many parents are only half listening when they are with their kids because the other half is attached to their device. Working moms know that they need **to switch off** the minute they get home, and that they need **to dedicate** 100% of their **precious time** to their kids. Email, texts, and Facebook can all wait until the kids are in bed.

6. Denmark perhaps is not a typical example. They spend a lot more on early **childhood care** (1.2% of their GDP, compared to the miserly 0.4% in the USA). The results are clear: the children of working moms there are **doing better academically**.

7. Many women worry that not spending enough time with their **offspring** may lead to **behavioral problems**. After looking at research studies since 1960, the truth is that working moms’ kids are not suffering at all. In many cases, they even turned out to be better behaved than the stay-at-home moms’ kids.

8. Lots of research has been done at the University College London on whether **working moms' kids** were **liable** to grow up **emotionally deprived**. The good news is that this is not at all the case. The secret is to get the balance right between work and **parenting commitments**. Day care and a supportive partner, together with **parent-friendly workplace policies** make it perfectly **feasible**.

9. Much will depend on the partner's attitude and support for the working mom. I remember my father being very **supportive of** my mother and he often took on the role of supervisor in making sure that **household chores** got done.

Many working moms have found it easier to keep their relationship healthier because they are happier and more **fulfilled**. This can help to make the relationship stronger.

10. There are lots of jokes about the working mom closing the door and leaving all the chaos behind, not too worried about the fact that the **caregiver** may or may not cope! The real benefits are that working moms can be fulfilled and can have a break from **family pressures** and **demanding children**.

Ex. 9.2. Peruse the sentences extracted from the above text, and decide whether the definitions of the words / phrases in bold are correct. In case they are incorrect, try to give a proper definition.

E.g. Day care and a supportive partner, together with parent-friendly workplace policies make it perfectly **feasible**.

Achievable, able to be achieved. Correct / Incorrect

1. Many women worry that not spending enough time with their **offspring** may lead to behavioral problems.

The young of an animal. Correct / Incorrect

2. Working moms are always subject to unrelenting pressure from the "parenting police," who are often thinly **disguised** as well-meaning relatives.

Having an appearance that hides the true form. Correct / Incorrect

3. We were fortunate in having a wonderful home-helper who was a **surrogate mother** in many ways.

A woman who has a baby for another person. Correct / Incorrect

4. A stay-at-home mom is more likely to suffer from depression, which in turn can **take its toll** on her children.

Cause harm or suffering. Correct / Incorrect

5. The sensible working mom knows what the **trade-offs** are.

A balancing of two opposing qualities. Correct / Incorrect

Ex. 9.3. Now try to summarize the main point of each paragraph in one or two sentences. Take turns with your partner.

Speaking and Writing Activity

Ex. 10. Go back to ex. 7 to focus on the interviewer's questions. Interview your mother using the same series of questions. Tell her how you really feel / used to feel about having a working mother.

Ex. 11. Write an argumentative essay on one of the topics "Pros and cons of having a working mom" or "Pros and cons of being a working mom". Both sides of the subject matter should be presented equally balanced.

МГПУ ИМ. И.П.Шамякина

DIVORCES: REASONS AND CONSEQUENCES

STARTER ACTIVITIES

Ex. 1. Find out what you already know.

- Why do you think some couples become **disunited** or **disjointed**?
- What images spring to your mind when you hear the word “**divorce**”?
- What do you call a **divorced husband**, a **divorced wife**?
- Do people **get divorced** too easily and quickly today?
- What are the main **causes for divorces**?
- What are **typical reactions** of children to divorce?
- Highlight the common **effects** divorce has on men, women and children
- Who invented divorce?
- What ethnic group do you think has the highest **divorce rate**?
- Do you think that divorce is a **sin**?

TOPICAL VOCABULARY

Dual-earner couple	The term refers to a cohabiting couple where both partners work in the labor market
Dual-career couple	The term refers to a dual-earner couple where both partners are pursuing a career
Domestic strife	Conditions in a home impacting the daily emotional well-being of the person(s) seeking relief
Estranged	Having lost former closeness and affection: <i>The two parents were estranged from each other.</i>
Abandonment	This means that one married spouse has left the marital home : <i>her father's abandonment of her</i>
Loyalty	The quality of staying firm in your friendship or support for someone or something Divided loyalties (= feelings of support for two different and opposing people or things)
Adultery	This term refers to sexual intercourse by a married person with someone other than the person's spouse
Reconciliation /ˌrek.ənˌsɪl.i'ei.fən/	A situation in which two people or groups of people become friendly again after they have argued: <i>It took hours of negotiations to bring about a reconciliation between the two sides.</i>

Regression	A return to a previous and less advanced or worse state, condition, or way of behaving: <i>regression to childhood</i>
Marital property	Generally, all property acquired during the marriage The opposite is nonmarital or separate property
Divorce <i>n.</i>	The legal termination of a marriage: <i>They went through a lengthy divorce.</i>
To divorce	To end your marriage by an official or legal process: <i>She's divorcing her husband.</i>
Divorcee /diˌvɔː'siː/	<i>UK</i> A man or a woman who is divorced and who has not married again
Divorcé /diˌvɔː'seɪ/	<i>US</i> A man who is divorced and who has not married again; <i>US</i> (also divorcée) a woman who is divorced and who has not married again
Custody	The right or duty to care for someone or something, as for a child whose parents have separated or died: <i>The court awarded custody of the child to the mother.</i>
Physical custody	The day-to-day rights and responsibilities associated with having your child in your home
Legal custody	The right of one parent/guardian to make important decisions about the raising of your child
Custodial Parent	A primary parent who shares a home with the child. The parent who has physical custody of the child
Non-Custodial Parent / Absent parent	The parent with whom the child is not physically living
Step-parent	A parent who is married to the father or mother of a child, but who is not that child's own father or mother; a stepfather or stepmother
Visitation	The legal right of a non-custodial parent to see his or her child (children)
Child support / child maintenance	Money that a non-custodial parent pays to a custodial parent to cover their child(ren)'s food, clothing, and shelter
Spousal support/ maintenance (alimony)	Financial payments made to a spouse or former spouse during separation or following divorce
Add-on expenses	Money that's paid to one's child(ren) in addition to child support

VOCABULARY AND GRAMMAR FOCUS

Ex. 2. Put one word in one space. To help you, the first letter of each word is given for you.

1. The fact you have to pay **a**_____ to your ex-spouse doesn't amount to a finding that you are a bad person.
2. **M**_____ property includes earnings, all property bought with those earnings, and all debts accrued during the marriage.
3. **S**_____ generally don't have legal rights regarding support or custody of a child simply by remarriage.
4. Child **m**_____ usually takes the form of regular financial payments towards the child's everyday living costs.
5. In general, spouses are **e**_____ when they were once married and lived together, but they now live separate lives.
6. If a spouse abandons the marriage, the other spouse can file for **a**_____ in court.
7. **C**_____ parenting, just like any other aspect of being a mom or dad, involves a lot of responsibility.
8. A court may impose a convenient **v**_____ schedule in the absence of a parenting plan.
9. If you decide you want to relocate with your child, you have to discuss it with the **n**_____ parent first.
10. **D**_____ is associated with an increase in depression – people experience loss of partner, hopes and dreams, and lifestyle.

Ex. 3. Explain the meanings of the following words and phrases.

- 1) bachelor / bachelorette;
- 2) husband's / wife's commitment to their marriage;
- 3) to call it quits, to split, to break up, to separate;
- 4) a trophy wife;
- 5) to divorce from sb, pack up one's marriage, leave / walk out of one's marriage; to end (about marriages) in dissolution;
- 6) to sue / file for a divorce;
- 7) to get / obtain a divorce from sb;
- 8) epidemic of divorce / the divorce explosion / a flood tide of divorce;
- 9) marriage failure (a failed marriage) / dysfunctional marriage;
- 10) throwaway marriages, serial marriages / serial monogamy;
- 11) broken homes / split households;
- 12) a tiger mother, an unwed mother;
- 13) children with multiple parents;
- 14) alimony and child-support payments;
- 15) to enter marriage in more skeptical frames of mind;
- 16) a renewed (a renewal) of commitment to the present marriage;
- 17) to cement one's relationship.

Ex. 4. Put the words in the correct order to make sentences. Then confer with your partner about some experiences of men and women in divorce.

1. twice / as / initiate / as / Women / divorce / often / men.
2. less / and / men / experience / do / adjustment / Women / stress / better / than.
3. women / more / remarry / Men / quickly / than.
4. are / notice / more / Women / problems / to / likely / marital.
5. about / initially / are / divorce / women / than / negative / Men / more.
6. to / energy / the / attempting / more / in / Men / salvage / marriage / devote.
7. support / likely / rely / than / on / social / to / more / systems / are / men / Women.

Ex. 5. Match the type of divorce with its definition. Choose the correct alternative in the sentences. Keep an eye on bolded word chunks.

1. Summary divorce	a. The divorce is granted even if your spouse <i>is not participating / doesn't participate</i> in the court proceedings at all. It might happen, for example, if your spouse can't <i>find / be found</i> .
2. An uncontested divorce	b. You and your spouse each hire lawyers who <i>are being trained / are trained</i> to work cooperatively and who agree to try <i>settling / to settle</i> your case. Each of you <i>have / has</i> a lawyer who is on your side, but much of the work is done in cooperation. Each of you agrees <i>disclosing / to disclose</i> all the information that's necessary for fair negotiations , and to meet with each other and both lawyers to discuss settlement . You all agree that if your divorce doesn't settle through the collaborative process , your original attorneys will <i>withdraw / have withdrawn</i> and you <i>will hire / will have hired</i> different attorneys to take your case to trial .
3. No-Fault divorce	c. A neutral third party, <i>calling / called</i> a mediator, sits down with you and your spouse to try to help you communicate with each other until you <i>can / could</i> come to an agreement .
4. Mediated divorce	d. That's one in which you and your spouse work together to agree on the terms of your divorce, and file court papers cooperatively to make the divorce happen. You probably <i>won't have to / won't have had to</i> ever appear in court.
5. Collaborative divorce	e. If you and your spouse argue so much over property or child custody that you <i>won't able to come / can't come to</i>

	an agreement, and instead <i>of taking / take</i> these issues to the judge to decide. You'll go through a process to exchange / of exchanging information, settlement negotiations, hearings.
6. Default divorce	f. An expedited divorce procedure which is available to couples who <i>were not married / haven't been married</i> for very long (usually five years or less), don't own much property , don't have children, and don't have joint debts .
7. Contested divorce	g. In ... divorce, instead <i>to prove / of proving</i> that one spouse <i>should / is to</i> blame, you tell the court that you and your spouse have "irreconcilable differences" or <i>suffered / have suffered</i> an "irremediable breakdown" of your relationship.

SPEECH PRODUCTION

Scanning for exchanging information in pairs

Ex. 6.1. Get acquainted with divorce statistics all over (2019). Use the factual information from the text to explain why different regions of the world have different rates of divorce.

By Bella DePaulo Ph.D.

The average rate of divorce across all years and all regions was 4.08 divorces for every 1,000 married people. Divorce rates ranged from lows of 0.45 and 0.46 for Sri Lanka and Peru to highs of 19.01, 11.49, and 11.03 for Kazakhstan, Russia, and Cuba, respectively. (The authors left out the divorce rates for the US because the country is "an extreme outlier." I've emailed them asking for the divorce rate for the US and if I hear back from them, I will add it.)

The divorce rates for Northern Europe and Western Europe, including the Scandinavian countries, are all fairly high, ranging from 4.03 for France to 6.22 for Denmark and 6.55 for the UK. The exception is Ireland, with just 1.94 divorces for every 1,000 married people. Canada (5.25), Australia (5.61) and New Zealand (6.29) also have high rates of divorce.

Rates are fairly low for Southern Europe, ranging from .93 for Italy to 2.57 for Slovenia. They are mostly low in Latin American and Caribbean countries, with the big exceptions of Cuba (11.03), Puerto Rico (9.43), and the Dominican Republic (9.33).

Eastern Asia and Pacific nations are also on the low side, with divorce rates ranging from 1.13 for China to 3.97 for Hong Kong.

In the Middle Eastern and North African nations, rates range from 1.80 and 1.98 for Iran and Syria to 4.27 and 4.68 for Egypt and Kuwait.

Rates for the Eastern European and Central Asian nations are quite variable.

Ex. 6.2. What is different about the nations that have higher rates of divorce? What are the most powerful predictors of the rate of divorce?

Reading for detail and Language Study

Pre-Reading Task

Ex. 7.1. Reflect on the following.

1. Would you rather fix a thing (a device) or throw it away?
2. What does “the decline of the girl’s impatience in marriage” stand for?
3. Is it correct to use a male counterpart as a buffer / “shock absorber” / “shoulder to cry on” that helps protect you from harm?
4. Does marriage provide an acceptable way to have and rear children?
5. Is there a stigma in being a single mother? Why? / Why not?
6. Are divorce rates for second marriage higher than first marriages?
7. Are we in the era of throw-away marriages? What signals it?

Reading Task

Ex. 7.2. Read part of the article by *Candida* to reveal whether throw-away marriages really threaten the American Society.

We are in the age of Throw-away Marriages

By Candida

Your television has been giving you a lot of troubles for a while. It was an old model and your local repairman can no longer work any magic. The best thing to do is give it a rest and buy a brand new one or could it still be salvaged?

“These days, we are quick to acquire things and even quicker to throw them away when they are not working”, observed an elderly woman who’s been married for decades. “But, what happens if our relationships don’t live up to expectations? Do we try to fix them or do we simply cast them aside too? We are in the age of the throwaway marriage. Almost half of today’s marriages end in divorce, many after a short period of time...”

“Once upon a time, marriage made women an offer they couldn’t refuse”, she continued: “It provided an acceptable way to have and rear children. But that is no longer the case. Women can support themselves. And there is no stigma in being a single mother. Now, women expect a husband to be more than a provider. They have a romantic notion of finding a friend, an equal, a soul mate and a lover all rolled into one. And, if one man doesn’t match up to requirements, then, maybe the next one will”.

Unfortunately, most wives to be are not only highly suspicious of their husband’s commitment to their marriage, they (the wives) are holding on their buffers; what they refer to as “shock absorbers”. Lovers they have known long before they got married and who they believe will be there for them when they

need a shoulder to cry on. Some wives simply carried on from where they left off with their lovers, the existence of their husbands notwithstanding. It is the stuff that keep rag sheets permanently on the news stands.

“Society has a lot to answer for in the decline of the girl’s impatience in marriage”, continues the lady. “It tells us we shouldn’t put up with what we used to put up with. But what couples don’t often realise is that there is a third way; which is trying to understand what is happening and finding ways to resolve their conflict. You might find that those problems you thought were lodged in your partner and actually in you.

“Even when you eventually pack up your marriage, it is important, to find out why the relationship broke down, otherwise, you risk repeating the same potentially destructive behaviour with subsequent partners. Divorce rates for second marriage are even higher than first marriages ...”.

Mariam was a couple of years into her second marriage when she realised she was making more efforts in her second attempt than with her first husband. “The shame of admitting failure made me hang on longer than necessary. My happy-go-lucky second husband turned out to be highly irresponsible, a liar and a cheat who brought girlfriends to the house when I was away on official trips. I discovered I was forever comparing him with my first husband and the lover I still see from-time-to-time when I become frustrated.

“As soon as my lover got a plum government appointment in Abuja, I simply relocated. I am doing very well for myself, thanks to my lover. My so-called second marriage was nothing short of a sham anyway, since he was still legally married to his first wife.

“Last year, my lover and I cemented our relationship when I had his child. No regrets, believe me. Even, if he were to up and go, I will have my child and I have enough money stashed away to look after myself and my child. I’m not thinking of a third marriage right now. I don’t think I need it ...”.

According to a marriage counsellor, some people walk out of their marriage without having a clue why they are doing it. All they know is that they are unhappy. When you are under such stress, it’s hard to gauge what the real problem is, but leaving the marriage may be like throwing away the baby with the bath water. When someone walks away from something quickly, they don’t allow themselves to take stock of the situation. They leave without knowing what the core of the problem is.

“Usually, a demand for divorce may be a well-camouflaged cry for help from one partner. Very often, it is that person’s only way of saying: ‘Listen to me, I’m not happy’. Saying they want to leave may seem the only way of getting their partner to take their point of view seriously, with help, it is relatively easy to work-out what’s going wrong in a marriage – but putting it right takes commitment and a lot of effort. May be, that’s what a lot of people run away from. Some couples expect their relationship to improve overnight once they have identified their problems. But that simply doesn’t happen”.

She then likens the process to learning how to drive. You may know exactly what you are supposed to do – when to look in the mirror, when to push the brake, when to turn the wheel. But for a long time, none of this comes naturally. You have to concentrate, and it is hard work.

Yet, you could avoid hastily throwing away your marriage, she says, by observing these rules; accept that arguments are part of the course. Anyone who tells you their parents were blissfully happy and never argue, is kidding themselves.

Post-Reading Tasks

Ex. 7.3. Consider the statements extracted from the text soberly and deeply.

1. “I discovered I was forever comparing him with my first husband and the lover I still see from-time-to-time when I become frustrated.”
2. “I am doing very well for myself, thanks to my lover.”
3. “Even, if he [my lover] were to up and go, I will have my child and I have enough money stashed away to look after myself and my child.”
4. “... but leaving the marriage may be like throwing away the baby with the bath water.”
5. “Usually, a demand for divorce may be a well-camouflaged cry for help from one partner.”

Do you usually pack up when things become difficult?

Ex. 7.4. Look through the text for searching the words with the following definitions.

1. a carefree or blithely unconcerned person;
2. a newspaper, focusing on scandalous stories;
3. very good and worth having;
4. something that is not what it seems to be;
5. to store or hide something, especially a large amount;
6. to make a judgment about something, usually people's feelings;
7. to see or represent as similar; compare.

Ex. 7.5. Match the following definitions to the phrasal verbs and idioms used in the text. Then produce your own sentences with them.

1. to have the qualities that someone expected, or hoped for;
2. to reject or discard someone / to throw something away;
3. to be equal to, to succeed in providing (what was promised or expected);
4. to hold something or someone firmly with your hands or arms;
5. to stop or quit doing an activity;
6. to be hopelessly confused or ignorant about something;
7. to examine the situation to make a decision about what to do next.

Ex. 7.6. Put in the suitable phrasal verbs or idioms from the text (see also ex. 7.5).

1. He never managed ... his parents' expectations.
2. I'm not trying ... you ..., you're my best friend! I simply haven't had time to call you this week.
3. He tried to get away, but she ... him tightly.
4. I don't ... what I'm supposed to be doing.
5. When fun and games were ... we got the children to bed.

Ex. 8. What does the Bible say about marriage and divorce? First, read and ponder Moses' teaching on divorce.

*If a man marries a woman who becomes displeasing to him because he finds something indecent about her, and he writes her a certificate of divorce, gives it to her and sends her from his house, and if after she leaves his house she becomes the wife of another man, and her second husband dislikes her and writes her a certificate of divorce, gives it to her and sends her from his house, or if he dies, then her first husband, who divorced her, is not allowed to marry her again after she has been defiled. **That would be detestable in the eyes of the Lord. Do not bring sin upon the land the Lord your God is giving you as an inheritance.** – Deuteronomy 24:1-4*

Second, familiarize yourselves with short passages from Treasury of Scripture. Do you think the acknowledgment of these imperatives can stop couples from walking out of their marriage? Provide some reasoning.

- ✓ Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh. (Genesis 2:24)
- ✓ Nevertheless, each one of you also must love his wife as he loves himself, and the wife must respect her husband. (Ephesians 5:33)
- ✓ Anyone who divorces his wife must give her a certificate of divorce. But I tell you that anyone who divorces his wife, except for sexual immorality, makes her the victim of adultery, and anyone who marries a divorced woman commits adultery. (Matthew 5:31-32)

Simulating Activity

Ex. 10. Act out a realistic conversation between a psychologist and a couple who have become disunited. Only a husband wants a divorce.

Watching a video clip as a stimulus

Ex. 9.1. What is the real meaning of divorce? Watch the video clip available at <https://www.youtube.com/watch?v=LpaUwLVxuno> to reveal the impact of divorce on children.

Ex. 9.2. Do you find information provided by Dr. James Dobson comprehensive? If not, what is omitted?

Ex. 9.3. Go thoroughly into a problem *The psychological effects of divorce on a child's behaviour* by considering the facts provided by Jason Crowley (Jan. 2, 2020). Focus on the bolded word chunks.

- ✓ About 50% of American children will **be witnesses to the break-up of their parent's marriage**. Of these, nearly half will also see **the break-up of a parent's second marriage** as well. And in some cases, the third time is definitely **not a charm**, because about 10% of children whose parents have divorced will also **bear witness to** three or more **subsequent parental divorces**.
- ✓ Children of divorced parents are twice as likely to drop out of high school than in families where **the parents remain together**.
- ✓ When couples have a baby before they get married, they are about 25% more likely to divorce.
- ✓ **The divorce rate** for couples with children is about 40% lower than for couples who do not have children.
- ✓ By some estimates, more than 45% of American children will **live in divorced single-parent homes** by age 16.
- ✓ Teens in **single parent** and **blended families** are 300% more likely to need psychological assistance when compared to teens who are **in stable and intact nuclear families**.
- ✓ Children **from broken homes** are twice as likely to drop out of high school.
- ✓ Studies show that children **from divorced families** tend to have less college education and lower paying jobs than their parents.
- ✓ People who **grew up in broken homes** are almost twice as likely to try and commit suicide than those who came from stable homes.
- ✓ About 90% of divorced mothers **end up with custody of their children**.
- ✓ Close to 80% of **custodial mothers** receive some form of child support. Just under 30% of **custodial fathers** receive support.
- ✓ 70% of inmates with long-term prison sentences grew up in broken homes.

Ex. 9.4. Collectively, explore the concept map designed by Jason Crowley which illustrates the effects of divorce on children. Use the topical vocabulary to comment on the map.



Personalization in Writing

- Try to account for significant social reasons why marriages fail.
- Are you tolerant of divorce? / Do you see it as acceptable?
- What are the usual consequences of divorce?
- In what way should children learn about marriage relationships?
- Give tips to lay the foundations for a lasting and adaptive marriage.

LESSON 17

WHY ARE THERE SO FEW WOMEN IN POLITICS?

STARTER ACTIVITIES

Ex. 1. Discuss the issues in small groups.

- Women have tried almost all professions. Is it any good?
- Do you know women **in prominent positions** in politics in the UK, the US, Belarus and around the world?
- What does a **female politician** look like? Is there any representation of women in political cartoons? Which women populate these cartoons?
- How does gendering of a female political leader reflect her **political credibility** at a given time?

TOPICAL VOCABULARY

Politics /'pɒl.ə.tɪks/	The activities of the government, members of law-making organizations, or people who try to influence the way a country is governed: <i>Joe is very active in left-wing politics.</i> The job of holding a position of power in the government: <i>He is planning to retire from politics next year.</i>
Sb's politics	Someone's opinions about how a country or area should be governed: <i>I don't know what his politics are, but he strongly disagreed with the decision.</i>
Policy /'pɒl.ə.sɪ/	A set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party: <i>What is your party's policy on immigration?</i>
Policymaker	A member of a government department, legislature, or other organization who is responsible for making new rules, laws, etc.
Stigma	A strong feeling of disapproval that most people in a society have about something, especially when this is unfair: <i>Being an unmarried mother no longer carries the social stigma that it used to.</i>
Steadiness	Behaviour that is reasonable and shows good judgment, so that people trust you: <i>Strength, steadiness, and sang-froid are essential traits for a president.</i>
Pitfall /'pɪt.fɔ:l/	A likely mistake or problem in a situation: <i>The store fell into one of the major pitfalls of small business.</i>
Ballot	A secret written vote: <i>to hold a ballot, on the ballot</i>

Regime /rei'zi:m/	A system of government or other control, especially one that people do not approve of: <i>the former Communist regime</i>
Campaign	A series of organized activities or events intended to achieve a result: <i>an advertising / election campaign</i>
To marginalise /'mɑ:.dʒɪ.nəl.aɪz/	To treat someone or something as if they are not important: <i>Now that English has taken over as the main language, the country's native language has been marginalized.</i>
Electorate /ɪ'lektərət/	The people who are allowed to vote in an election: <i>the British electorate</i>
Polling day	UK US election day; the day when people vote in an election
Incumbent /ɪn'kʌmbənt/	Someone who has an official job, especially a political one: <i>the previous incumbent</i>
Equitable /'ekwɪtəbl/	Treating everyone in an equal way: <i>a fair and equitable voting system</i>
To lobby	To try to persuade the government to do something: <i>They're lobbying for changes to the law.</i>
To mainstream	To make something start to be considered as normal: <i>Ideas that were once controversial have now become mainstreamed (общепринятыми).</i> To place (a student, such as a disabled child) in regular school classes: <i>The poor should be mainstreamed into the private health-insurance system.</i>

VOCABULARY AND GRAMMAR FOCUS

Ex. 2. Complete each sentence with a suitable word. Use each word once only.

agenda	rhetoric	legislator	office	policy
candidates	politics	equitable	leadership	stigma

1. There is growing recognition of the untapped capacity and talents of women and women's
2. The full and ... participation of women in public life is essential to building and sustaining strong, vibrant democracies.
3. The oil markets are affected by economic
4. Research indicates that whether a ... is male or female has a distinct impact on their policy priorities.
5. Not every woman elected to parliament or another legislative body will place women's issues or rights at the forefront of her own
6. The group is campaigning to get more women into

7. Attitudes towards women ... are still largely characterized by deeply ingrained stereotypes.
8. Do you think there is no longer any ... to being female politicians?
9. The fact that more women are willing to run for ... is a positive step.
10. Political ... mainstreams hostility.

Ex. 3. Replace the underlined words / phrases with their synonyms.

1. A hundred years ago, our predecessors gave women the right to participate in the democratic process. 2. To get into the seats around the decision-making table, women face many obstacles and challenges. 3. The stigma against women in politics is still alive. They continue to face structural, socioeconomic, institutional and cultural barriers. 4. The United Nations has set a dedicated target within the sustainable development goals dealing specifically with women's access to leadership. 5. The EU gender action plan 2016-2020, which mainstreams women's empowerment and gender equality in EU external policies, sets a target of facilitating women's empowerment and participation in policy, governance and electoral processes at all levels. 6. People with disabilities are being mainstreamed into community jobs.

Ex. 4. Fill in the space with the opposite of each word in italics. (Think about what meaning would fit the context and make an intelligent guess.)

1. Women in power raise issues that others overlook, *support* ideas that others ... , and seek an end to abuses that others accept. 2. Depending on whether women are young or older, educated or ... , live in *rural* or ... areas, they have very different life experiences that lead to different priorities and needs. 3. Achieving gender equality in all areas, including in politics, is an important objective pursued by the European Union in its ... and *external* policies. 4. What women deal with is the double bind. You're doomed if you're too *soft* and you're doomed if you're too 5. The good news is more humans say they're willing to vote for a woman for president – *in theory*. ... , it's trickier because of implicit biases among other barriers.

Ex. 5. The word *mainstream* can be considered more than one part of speech, depending on context and usage. Identify this word's part of speech by looking at its meaning, position, and use in a sentence. Match this word with its contextual meanings.

1. His ideas are well outside the <i>mainstream</i> of political opinion.	a) refer to education for children who can be taught in the same way as most other children
2. The story was largely ignored by the <i>mainstream</i> press.	b) the way of life accepted by most people

3. The new law should allow more disabled people to enter the <i>mainstream</i> of American life.	c) representing the most typical, normal, and conventional beliefs or behavior shared by most people
4. It should be possible to include children with behavioural problems within <i>mainstream</i> education.	d) to teach children with special needs in the same class or school as children who do not have special needs
5. The school has been <i>mainstreaming</i> children with special needs successfully for almost 20 years.	e) the thoughts, beliefs, and choices that are accepted by the largest number of people
6. The district was ordered to <i>mainstream</i> children with disabilities.	f) the part of something considered to be the most active, productive, lively, busy.
7. Some friends of mine have a saying about getting back into the <i>mainstream</i> of life.	g) to place children with special needs in regular classes at school
8. The biggest issue is getting <i>mainstream</i> radio audiences to hear classical.	

Ex. 6. Use the word in brackets to form a new word that fits in each blank.

1. Women's political participation results in greater responsiveness to citizen needs, and a more ... future (SUSTAIN).
2. There is strong evidence that as more women are ... to office, there is a corollary increase in policymaking that emphasizes quality of life (ELECTOR).
3. Female politicians tend to ... health, education, and other key development indicators (PRIORITY).
4. The positive impact of women in politics is ... (DENY).
5. The dramatic underrepresentation of women in leadership positions often results in the ... of women's talents and skills in political life (EXCLUDE).
6. From ... to modern day feminists, women and men have fought long and hard for women's right to vote and hold office (SUFFRAGE).
7. Women are still ... in politics, parliaments and public life (REPRESENTATION).
8. Political opponents often use stereotypes to question women's ... (CAPABLE).
9. There is a growing ... that women in 2020 are marginalized from political and public life (RECOGNIZE).
10. The internet plays an important role not only in ... but also in helping women candidates run for office (AWARE).

Ex. 7. Point out the ways of expressing comparison in the following sentences. Make up sentences using the pattern sentence examples.

1. Male politicians are becoming ever-more indistinguishable, whereas women offer a chance for artists to be more creative. 2. Unlike their male counterparts, women politicians do not all wear the same suits, shoes and hairstyles. 3. Compared with Baroness Thatcher, Mrs May has had a very rough ride in political satire. 4. A study by High-Pipper and Comer showed that women represented by a woman are more interested and become more involved in politics and feel more skilled and effective than did those represented by a man. 5. Experts agree that much depends on women being involved on an equal footing in political leadership as well as corporate governance. 6. The more women holding political offices in a country, the easier it becomes for the country to confront and mitigate issues facing women.

Ex. 8. Match the phrasal verbs with *up* in 1–7 to definitions a–g.

1. Women continue to face multiple challenges in *taking up* positions in political and public life.
2. Perhaps the clever thing to do is just *give up on* politics.
3. She wants to repay the committee for the help she received when *setting up* in business.
4. His mind was wholly *taken up with* the question.
5. She *brought up* a subject rarely raised during the course of this campaign.
6. Historians *built her up* as the champion of parliament.
7. The manager decided to cancel our holiday, and the director *backed him up on* it.

- a) to start something such as a business, organization, or institution.
- b) to be busy doing, discussing, or thinking about something.
- c) to begin doing something regularly as a habit, job, or interest.
- d) to introduce it into a conversation; to start discussing a subject
- e) to talk about someone or something in a very positive way so that people are impressed with them.
- f) to decide that you will never succeed in doing what you want to, and you stop trying to.
- g) to give someone support or help, especially when they make a difficult decision or present an idea that may be unpopular.

Ex. 9. In the following sentences, single out the verbals (Infinitive, Gerund, Participle I, Participle II). Identify their functions.

1. There is a difficult balance to be achieved here.
2. Male and female legislators must work together in order to solve the myriad of problems in their countries.

3. Women must be encouraged, empowered and supported in becoming strong political and community leaders.
4. Women in decision-making positions play a crucial role in mainstreaming gender in all policy areas.
5. Gender norms and expectations drastically reduce the pool of women putting themselves forward for selection as electoral candidates.
6. Mainstreaming equality means that equality should not be catered for only by specific programmes or initiatives.
7. When women take on leadership roles that go against gender role norms, they tend to be perceived less favourably than men as leaders.

Ex. 10. Combine the italicized words / phrases in each passage to make up a key sentence.

1. *Female figures* have, in the past, represented the majority of *the major Nations*, for example, Marianne the national symbol for the French Republic, Germania for Germany, Britannia for Britain and the Statue of Liberty for the United States. Even Mother Russia was occasionally used for tragic events, a rather more sympathetic figure than the Russian Bear. Many of these symbols are now *considered* somewhat *passe*.

2. *Deliberate "gendering"* of the female politicians is a noticeable satirical tool. *Masculinisation* at a period of political credibility and *feminization* at a period of weakness is recognizable. Since *editorial cartoons* are drawn to *satirise political events*, this gendering may be read as a reflection of the public's scepticism of female political leaders.

3. A number of cartoonists have enjoyed comparing May to Thatcher and find that the main difference between the two comes down to *the steely confident image* of the latter compared to *the unease and vulnerability* of the former. Unlike May, Thatcher was a conviction politician, totally convinced she was right. According to Peter Brookes, the differences are huge: "They are like chalk and cheese."

4. Kofi Annan noted, "there is no *tool for development* more effective than *the empowerment of women*. No other policy is as likely to raise economic productivity or to reduce child and maternal mortality. No other policy is as sure to improve nutrition and promote health, including the prevention of HIV/AIDS. No other policy is as powerful in increasing the chances of education for the next generation."

5. Women demonstrate *political leadership* by working across party lines through parliamentary women's caucuses – even in the most politically combative environments – and by *championing issues of gender equality*, such as the elimination of gender-based violence, parental leave and childcare, pensions, gender-equality laws and electoral reform.

SPEECH PRODUCTION

Ex. 11. Agree or disagree with the statements.

1. Women tend to be pragmatic, – more proactive than reactive – and therefore less reliant on cruelty and derision. Maybe this is why more women than ever are going into politics to achieve something positive.
2. Political cartooning is an unfair art form. This is because cartoonists generally react to the news negatively by ridiculing those involved (*Roger Law*).
3. Editors frustratingly tend to prefer the more aggressive male approach to political cartooning and expect women to draw in the same macho testosterone-fuelled manner as men (*Nicola Jennings*).
4. Women had better avoid being engaged in politics and look elsewhere for careers where they stand a better chance of gaining employment.

Ex. 12. Read the text, filling in the gaps with the help of the chart.

<i>parliaments</i>	<i>elected</i>	<i>political parties</i>
<i>vote</i>	<i>quota</i>	<i>president</i>

Women in Politics

The world has come a long way since Grover Cleveland, the twenty-second ... (1) of the United States, said in 1905, “the sensible and responsible women do not want to ... ”(2) and added that the position of men and women in society had been determined by God. Cleveland would be horrified to know that, only one hundred years later, women not only had the right to vote, but had been ... (3) to the highest positions of power around the world.

However, despite the progress, women remain extremely underrepresented in politics. 99% of members of national ... (4) worldwide are men. Even in countries like Sweden, with a very high proportion of women in politics, men still hold over 50% of the parliamentary seats.

Many ... (5) and some national governments have introduced a ... (6) system. The basic idea is simple. When political parties prepare their lists of candidates for elections, they include the balance of the sexes. Some parties, such as the Greens in Germany, have lists that are 50% men and 50% women. In Argentina and Belgium, for example, every third person on candidate lists for elections must be a woman.

Answer the questions that follow:

1. What was Grover Cleveland’s attitude towards women in politics?
2. How has the political situation for women changed?
3. In what way is further progress needed?
4. What is the “quota system”?

Pair work: debating

Ex. 13. Skim the article devoted to pros and cons of women in politics to be prepared for holding debates.

Work out the approximate meaning of the capitalized words in the context.

Try to persuade your opponent to your side.

Issue 1 to ponder: **Women *should* participate in active politics.**

Issue 2 to ponder: **Women *should not* participate in active politics.**

Below are the arguments for and against women in politics.

Arguments FOR the participation of women in politics

1. One of the biggest arguments for the participation of women in active politics is that women are less **CORRUPT** than men. The likelihood of a man being corrupt is significantly higher than the likelihood of a woman being corrupt. This is the reason why more women should engage in active politics because they are more likely to be **UNBIASED** and transparent leaders than their male counterparts who are **PRONE TO** being corrupt.

2. In a democratic society all citizens are considered equal regardless of their gender, race, or religion. If all citizens are considered equal in every aspect of life, then why shouldn't women get involved in active politics like men do?

3. What a man can do, a woman is also capable of doing and maybe even doing it better. Over the years, we have had some great women politicians and leaders who have been very **INSTRUMENTAL** in the development of their countries and moving them forward.

4. Women are facing a great deal of challenges ranging from not being treated equally to violence meted out to them. There is the dire need for all these challenges that women are constantly facing – especially in underdeveloped countries to come to an end. Men have been in the helms of affairs since time immemorial but haven't been able to find lasting solution to the problems facing girls and women. It therefore becomes necessary that women enter policy-making positions in order **TO BRING ABOUT** changes that can help **MITIGATE** or solve the numerous challenges encountered by girls and women.

5. Women are generally considered more **LENIENT** and compassionate than men. And since this is the case, it goes without saying that cases of human rights abuse are going to be reduced with women in the helms of affairs.

Arguments AGAINST women in politics

1. It is common knowledge that women are weaker than men. It is also common knowledge that politics is a **BOISTEROUS** game in which the weak can barely survive. Politics is harsh and can be very brutal. Women might just

find it difficult or impossible to cope with the stress and aggressiveness of politics. It is for this reason that women themselves don't even want to go into politics. They know how rough it is. If this is the case, why force or persuade them to enter politics?

2. Women tend to be more GULLIBLE comparing with men. It is easier to convince a woman than a man. So it is not advisable for easily influenced women to hold political office. Finding themselves in such places can be risky for the people they seek to serve, because someone or some group of people with hidden agendas can easily influence them for their own selfish reasons.

3. Women are naturally not programmed to be leaders. The holy Bible itself and several other religious books have made the roles and duties of the woman very clear. The man is always the head. God first created a man named Adam before he went on to create a woman named Eve. He used that to make it clear that women should be SUBMISSIVE to men. This is how the Creator wanted it to be and there is nothing that can be done about it. This is the reason why women themselves are not interested in holding political positions.

4. The traditional roles of a woman such as MARITAL responsibilities and childbearing make it quite difficult for women to enter politics. A woman is traditionally the one who takes care of the family, if she is married It will be therefore extremely difficult or even impossible for women to combine their traditional responsibilities with political work that can be very demanding and TEDIOUS.

Ex. 14. Work in pairs and discuss the questions.

1. When were women granted the vote in your country?
2. How much political power do women have in your country?
3. Would the sex of a political candidate ever influence the way you vote?

Project work

Ex. 15. Suppose you are a group of political caricaturists working on a well-paid project. You need to represent the women and men in politics both individually and in relationship to each other at the conference on one of the following issues:

- ✓ Gender (In)equality
- ✓ Liberties in Saudi Arabia
- ✓ Freedom & Oppression
- ✓ Human Rights, etc.

Depict the conference attendees exaggerating or underlining certain physical attributes like the size of their nose, breasts or bottom.

You may portray them as:

1. an icon of failed womanhood (opposed to femininity, innocence, virginity and purity; a flawed disordered woman, ugly or witchlike, with a 'wonky nose', alone and unloved);
2. a huge, bosomy woman accompanied by tiny hen-pecked husband, a lady with a waspy waist and great long legs;
3. unsteady, panicky, not quite sure of himself / herself.

Personalization in Writing

- Do you believe a woman can be a great politician?
- Can a woman easily come up with realistic ideas? Why?
- Are you for women's political participation? To what extent?
- Do you think the world needs more women involved in all aspects of the political process? Give some reasons.

МГПУ ИМ. И.П.Шамшуркина

LESSON 18

REVISION AND CONSOLIDATION

WOMEN IN THE MODERN WORLD

Key words and concepts

Ex. 1. Descramble the letters of words denoting key concepts.

EGDENR

... refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis.

Whereas biological sex is determined by genetic and anatomical characteristics, ... is an acquired identity that is learned, changes over time, and varies widely within and across cultures.

EUGDERNQITEY

... .. means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. In the development context, a goal often requires built – in measures to compensate for the historical and social disadvantages of women.

IMICONRIDISNAT

The act of treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin color, religion, sex, etc.

CRIMTIONGENDISINADER

... .. refers to the belief or attitude that one gender or sex is inferior to or less valuable than the other.

PORTUEQUOPALNITIES

... .. is the principle of treating all people the same, and not being influenced by a person's sex, race, religion, etc.

MINFEISM

The belief that women should be allowed the same rights, power and opportunities as men and be treated in the same way, or the set of activities intended to achieve this state:

POWMENEMERMENTWO

... .. refers to increasing the spiritual, political, social or economic strength of women. It often involves the empowered developing confidence in their own capacities. Successful efforts must target

Ex. 2. What are people's ideas about women in society? Do your own ideas on the matter contradict the given ones? Discuss them with your partner.

- to stay at home
- to bring up children
- to cook, clean
- to take care of husband
- to have only female positions at work
- women shouldn't be politicians

Ex. 3. Match the words in two columns to get word combinations. Mind the use of articles.

- | | |
|-----------------|-------------|
| 1. maintain | a) horizons |
| 2. work-at-home | b) parent |
| 3. broaden | c) job |
| 4. work-life | d) career |
| 5. stay-at-home | e) options |
| 6. career | f) schedule |
| 7. virtual | g) balance |
| 8. flexible | |

Ex. 4.1. Skim the text and discuss job opportunities for stay-at-home moms. While discussing, use the words / phrases in bold.

10 Great Work-at-Home Jobs for Stay-at-Home Moms

By Jessica Howington

Being a **stay-at-home parent** can come with no **shortage of responsibilities**, and the list likely grows if you're trying **to maintain a career** at the same time. Looking for **work-at-home jobs** for stay-at-home moms (and dads) can be a great way **to meet your obligations** at home and in your career.

Jobs that offer you the **flexibility** to work from home (or from any **remote location**) can **broaden your career horizons** in unexpected ways. For mothers who are looking for **career options** that are both rewarding and flexible, **virtual jobs** can be a fantastic, feasible option.

The FlexJobs database lists thousands of work-at-home jobs for stay-at-home moms offering flexibility that includes **remote, part-time, freelance, flexible schedule**, and **alternative schedule options**. And according to the FlexJobs survey of working parents in 2017, the ability **to work flexibly** is one of the top contributors to a **healthy work-life balance**.

Ex. 4.2. Check out these 10 work-at-home jobs for stay-at-home moms looking for a more flexible job.

1. Customer Success Coach

Ideal for stay-at-home parents. Needs knowledge of computers and web-based technologies, knowledge of Skype, and a mastery of English. Respond to customer requests, organize and conduct GoToMeeting sessions with customers, and maintain knowledge-based documentation. Part-time, remote.

Similar job titles: Customer Service Representative, Executive Assistant, Customer Relations Advisor

2. Editor

Seeking editor for a full-time or part-time position. Must be a native English speaker with a college degree from a top-tier university. Experience in admissions or academia needed. Knowledge of formatting styles required. Home-based role.

Similar job titles: Proofreader, Content Editor, Copy Editor

3. Enrollment Coordinator

Part-time enrollment coordinator will provide billing support, follow up on missing information, and assist with enrollments. Requires a college degree or a minimum of two years of work experience. Home-based role.

Similar job titles: HR Coordinator, Customer Service Coordinator, Onboarding Specialist

4. Event Marketing Manager

Remote opportunity to work on a project basis implementing event marketing plans. Candidate should have experience with the development and implementation of event marketing plans and be willing to work on a freelance basis.

Similar job titles: Digital Marketing Specialist, Email Marketing Specialist, Marketing Coordinator

5. Junior Travel Agent (Night Team)

Will work on identifying and reacting to user needs, performing requested research and bookings, serving as the human touch point, and assisting with improving supply systems and technology integrations. Part-time with overnight schedule. Telecommute.

Similar job titles: Travel Counselor, Ticketing Specialist, Reservations Sales Agent

6. Law Enforcement Transcriber

A contract opportunity is available for a law enforcement transcriber. The ideal candidate must be able to type at least 80 words per minute. Must have access to a personal computer with Internet access. Full-time or part-time opportunity with flexible schedule.

Similar job titles: Transcriptionist, Medical Transcriber, Legal Secretary

7. Public Relations/Marketing Communications Manager

PR manager sought to handle brand-related promotions, generate calendars, meet deadlines, and build partnerships. Bachelor's degree, five or more years' PR experience, extensive program development experience and knowledge required. Partially remote.

Similar job titles: Public Relations Coordinator, Public Relations Strategy Development, Media Relations Director

8. Social Media Specialist

Candidate will oversee and monitor the company's social media properties and implement a social media strategy to meet campaign or program goals. Must have two or more years of related experience and a bachelor's degree. Option for telecommuting.

Similar job titles: Social Media Strategist, Social Media Editor, Social Media Evaluator

9. Tutor

Remote position offering flexible scheduling. Will be responsible for adapting existing curriculum to fit the specific needs of individual students. Bachelor's degree in special education and computer, webcam, and Internet connection required.

Similar job titles: Virtual Teacher, Teacher Assistant, Tutoring Assistant

10. Writer, Parenting

Here's a good job for a stay-at-home parent looking for a more flexible job. Write articles related to motherhood, parenting, and raising kids in this part-time, freelance position. Must have proficient social media skills, knowledge of popular trends, plenty of time and energy, and strong writing abilities.

Similar job titles: Editor, Content Writer

Ex. 4.3. Which career options are available in Belarus? Suppose you are a stay-at-home parent. What career should you choose? Why?

For example. If I were a stay-at-home mom, I'd opt for working as a virtual teacher. This remote position suits me as it offers flexible scheduling. I will be able to meet specific needs of individual students and provide tutorials with computer, webcam, and Internet connection.

Ex. 5. Do the test on "Romantic Love, Family and Gender Issues".

1. Romantic love helps the young partners to ... their bonds with their family of orientation, a step that is essential if a new nuclear family is to be created.

- a) *loosen* c) *improve*
b) *enhance* d) *tie*

2. Their total absorption in one another facilitates a transfer of commitment from the existing family and kin to a new family of

- a) *empty nest* c) *orientation*
b) *procreation* d) *cohabitation*

3. Given space, there are ways in which even larger populations than the ... family can be accommodated under one roof.

- a) *nuclear* c) *extended*
b) *single parent* d) *childless*

4. Marriage is no longer always seen as a lifetime

- a) *love* c) *feeling*
b) *relationship* d) *commitment*

5. Without feelings of romantic love, many people might have no ... to marry.

- a) *incentive* c) *opportunity*
b) *capability* d) *potential*

6. Our culture ... us to look for romantic love – to find that “one and only,” perhaps even through “love at first sight.”

- a) *encourages* c) *discourages*
b) *prevents* d) *stops*

7. Conformity to gender specific roles is ... being rejected in favour of a more individual approach.

- a) *increasingly* c) *traditionally*
b) *accordantly* d) *correspondently*

8. At the heart of most relationship problems nowadays is unclear expectations and ... roles or goals between partners.

- a) *opposing* c) *hostile*
b) *adversary* d) *contradictory*

9. Over half of all marriages end in ..., and many of these individuals choose to get remarried.

- a) *splitting up* c) *remarriage*
b) *cohabitation* d) *divorce*

10. Unfortunately, how to communicate with one's significant other in a healthy, positive way is something rarely taught to ... men or women.

- a) *none* c) *either*
b) *neither* d) *both*

11. ... marriages are steeped with Indian tradition dating back hundreds of years.

- a) *group* b) *interfaith*
c) *arranged* d) *secret*

12. It is such discrimination among men and women in the work place that has given rise to modern day gender ... struggles.

- a) *equity* c) *equality*
b) *gap* d) *discrimination*

13. The report said that in Europe the UK has the largest gender gap between women's and men's earnings.

- a) *parity* c) *nonconformity*
b) *inequality* d) *gap*

Supplementary reading

Pre-reading Task

Ex. 6.1. Match the words / phrases “degree”, “tenure-track position”, “gig”, “adjunct”, “heteronormative” with the given definitions. Do you think all of these words are related to the subject of the text? Make guesses.

1. “a position or office that carries with it the opportunity to eventually obtain tenure or the right to permanent employment”;
2. “professors who are hired on a contractual basis, usually in part-time positions”;
3. “the qualification given to a student after he or she has completed his or her studies”;
4. “a job, esp. one as a performer or one that lasts only a short time”;
5. “suggesting or believing that only heterosexual relationships are normal or right and that men and women have naturally different roles”.

Reading for detail

Ex. 6.2. Read the article “When Stepping Out of Traditional Gender Roles Feels Lonely” by Amy Monticello.

When Stepping Out of Traditional Gender Roles Feels Lonely

By Amy Monticello

Though the majority of our friends and family support our decisions, we lack for role models in our own genders. I long to confide in women who took the career path, but can still only lean in so far.

1. One thing I’ve learned after 10 years as a college professor is that teaching tends to operate by Murphy’s Law, thriving best with adaptability and the assumption that your best-laid lesson plan will go haywire when it depends on the 10-year-old PC in your classroom.

2. Last week, I arrived at my afternoon class early to set up some extra equipment I needed to have a guest speaker join us via Skype. To avoid any embarrassing technological mishaps in front of my students, I decided to test the system by video calling my husband, Jason.

3. Jason also teaches at my university, but as a part-time adjunct compared with my tenure-track position. He otherwise stays home with our 2-year-old daughter, Benna. Benna happened to be napping when I called, so Jason and I chatted over Skype for a few minutes while I checked the volume and web cam. Our conversation was short and sweet, just some pleasantries before class got started. “See you at dinner,” I said, and we disconnected.

4. When I looked up, some of the students were staring at me with dreamy faces. “You guys are adorable,” one girl said. Another sighed, “Relationship goals.” I smiled. Jason and I are used to bringing our partnership to work. We met many moons ago in our graduate creative writing program, began dating in our first year, and after earning our degrees three years later, entered into a shared life as cash-poor contingent faculty. Over the next seven years, we lived in five different states, stringing together a series of temporary teaching gigs that kept the bills paid (barely), but allowed us to write while we searched for something more permanent.

5. Despite the low pay, piecemeal health insurance, and zero job security, I can make those years sound almost romantic. Because adjuncts often have to share campus offices, it was not uncommon for Jason and me to literally work side-by-side, grading papers and conferencing with students who occasionally noticed that we had photos of each other on our respective desks. If one of us got sick, the other would substitute teach. When my father died, Jason taught my classes for two weeks, assuring that I kept my day job while learning how to manage an estate. We served on committees and started a faculty newsletter together (*Working Words*, we called it, so clever of us). At the end of the day, we left campus with our messenger bags bumping as we walked to our car in the faculty lot.

6. Don’t get me wrong: Higher education’s reliance on adjunct labor is a crisis of ethics and sustainability. The majority of qualified, dedicated college professors – nearly 80% of all college faculty – are working in contingent positions, and almost 30% are living in abject poverty, without health insurance, commuting long distances between campuses, and juggling teaching loads of four, five, even six or seven classes per semester at greatly reduced pay than their full-time colleagues. Those seven years that Jason and I lived as such were marked by gaps in doctor visits and teeth cleanings, by exhaustive freelancing in the summers, and by almost continuous student loan deferments. The only reason we could make it work for as long as we did is because we did it together, pooling our meager resources.

7. Ah, but Hollywood has taught us how love can flourish even, and sometimes especially, under conditions of struggle. As higher education’s secret about the source of its faculty labor began to reach public consciousness, Jason and I – largely because we still had the luxury of a roof over our heads – felt activated both as teachers and as a couple, writing, rallying, and educating with a purpose that reinforced our sense of teamwork, partners in a life marked by

inequity and eccentric one-bedroom apartments stuffed with secondhand furniture and our many books. We were poor and marginalized, but we were poor and marginalized together.

8. Things are different now. I did eventually get hired on the tenure track by a wonderful college, and we moved again, this time with Benna, and hopefully for the last time. In our new department, I have an office, and Jason does his work in the adjunct area, an open arrangement of cubicles right outside my door. We are both extremely grateful for the fact of my office and all it symbolizes – stable health insurance and increased job security and the support for scholarship that comes with the tenure track. But sometimes this layout makes the delineation of our new roles painfully obvious.

9. I see Jason less than ever these days. To minimize the amount of childcare we need (even with my salary, the cost of childcare in the city is oppressively high), we stagger our teaching schedules and trade off the parenting, with Jason doing the lion's share. I miss my daughter when I'm at work, but I also miss my husband. My professional life now includes so much that he isn't part of, just as our home life runs mainly by Jason's design.

10. You could argue – and many of our progressive friends do – that it's great we're both willing to do the jobs we're most needed to do, even if they stray from the traditional arrangements that primarily raised us (especially Jason, who grew up in the rural, religious, and heteronormative culture of the Deep South). Stay-at-home dads are on the rise, right alongside breadwinning moms. This has much more to do with necessity than choice, but Jason is an excellent caretaker, and his management of our house and time with our daughter frees me to dedicate myself during my working hours.

11. Nonetheless, there's a pioneering quality to our lives that's both exhilarating and occasionally lonely. Instead of feeling like we're on the outskirts of the American dream together, it can sometimes feel like we're on separate westward trails. Though they ultimately head in the same direction, they take us through vastly different daily terrains.

12. If politics are a measure of anything in our house, they're a measure of small, but noticeable drift. Is it any wonder that Jason, still an adjunct, is drawn to Bernie Sanders' emphasis on economic disparity? Or that I, now in a position that requires me to collaborate with the white men who still dominate higher education, find myself identifying with Hillary Clinton? The last time we talked politics, I ended up in tears not because Jason had said anything combative, but because, deep down, I knew that I, too, might have felt the Bern more keenly just a few short years ago. When privilege gets as complicated as it is in our house (don't forget, we're also raising a daughter whose self-perception would surely be affected by growing up with a woman in the White House), it's hard to know for whose benefit we cast our votes.

13. Though the majority of our friends and family support our decisions – and some even comment on how marvelous it is that Benna has a father who

cooks dinner and takes her to music class, and a mother who leaves the house each day for work – we lack for role models in our own genders. I long to confide in women who took the career path, but can still only lean in so far. Because, unlike at the office, we don't really have a clear demarcation of professional and domestic spheres, what with Jason still teaching part-time and hoping to write again someday, and me racing home each night to play with Benna, spending my Saturdays with her instead of going to the coffee shop to work on my book.

14. What I'm trying to say is that any kind of cultural pioneering will require you to adapt more than plan, improvise more than memorize. Like a good teacher, you learn to rise to your own particular circumstances. There's freedom in that, no doubt, but also isolation.

15. When I think back on those years of adjunct teaching, I remember, too, the other dream Jason and I had, the one we kept tucked in our pockets and took out to remind each other of options when it seemed like there were none: to open a soup restaurant together. Jason, a talented amateur chef, would run the back of the house, making delicious, low overhead soups and stews and fresh breads, and I would run the front of the house, hosting and serving. Even our wildest professional fantasies included the other one in an equal share, our partner in all things. Relationship goals.

Post-Reading Tasks

Ex. 6.3. Find evidence from the text that tells you if these sentences are true or false.

1. Amy Monticello teaches at Suffolk University as a part-time adjunct.
2. According to Amy, if teaching can go wrong, it will at the most inopportune time.
3. Trying to string together a series of temporary teaching jobs, the couple didn't have necessity to go to the doctor's.
4. Bringing one's relationship to work is not uncommon for Amy and Jason.
5. Love can flourish under conditions of struggle.
6. Stay-at-home moms are on the rise, right alongside breadwinning dads.
7. Both Amy and Jason lack for role models in their own genders.

Ex. 6.4. Find the words / phrases related to job / occupation. Trace the differences between words / phrases denoting different posts / positions in American colleges and universities.

Ex. 6.5. Find the synonyms or near synonyms in the text for words / phrases in lines 1–12.

1. separation (of professional and domestic spheres) – *paragraph 13*
2. *US slang* any job (teaching ~) – *paragraph 4*

3. assessing (~papers) – *paragraph 5*
4. non-permanent/ short-term (~position) – *paragraph 6*
5. devoted, committed (~college professors) – *paragraph 6*
6. complete, including everything (~freelancing) – *paragraph 6*
7. out of it (=unhappy because you are not included in what is happening) – *paragraph 7*
8. odd/ strange/ bizarre/weird (~apartments) – *paragraph 7*
9. representation (~of our roles) – *paragraph 8*
10. arrange (~teaching schedules) – *paragraph 9*
11. difference, usually relating to the money people earn or their position (economic~) – *paragraph 12*
12. to rely on / trust (~women) – *paragraph 13*

Ex. 6.6. Match the words 1–20 with the words a–t to build the collocations introduced through the text.

- | | |
|--------------------|---------------------------|
| 1. part-time | a) position |
| 2. adjunct | b) offices |
| 3. to cast | c) side-by-side |
| 4. to set up | d) haywire |
| 5. campus | e) disparity |
| 6. heteronormative | f) arrangements |
| 7. to earn | g) share |
| 8. traditional | h) pioneering |
| 9. to dominate | i) politics |
| 10. cultural | j) equipment |
| 11. technological | k) public consciousness |
| 12. to go | l) a degree |
| 13. shared | m) culture |
| 14. to grade | n) papers |
| 15. to work | o) votes |
| 16. to talk | p) higher education |
| 17. tenure-track | q) labour, area, teaching |
| 18. to reach | r) life |
| 19. equal | s) mishaps |
| 20. economic | t) adjunct |

Ex. 6.7. Fill in the gaps with the appropriate word.

1. Colleges and universities hire adjunct faculty to fill in when there is an absence of a ... professor or heightened need for classes in a particular content area. 2. A full-time professor has an assigned office space and is ... with a computer and other resources needed to teach and conduct research. 3. An ... is treated as an independent contractor and is usually not offered a full benefits

package. 4. Regular ... development, research, writing and curriculum development fill in the schedule for full-time professors. 5. If you're looking for a side job that enables you to make some extra money and share your expertise, an adjunct ... may be the ideal fit. 6. The expectations of an adjunct professor are generally confined to teaching, grading and responding to ... from students. 7. Working as an adjunct professor is a great ... job, but be aware that you're hired on a one- or two-term basis.

Ex. 6.8. Consider thoroughly the writer's opinion by looking for language in the text. What are the author's points open to question?

Ex. 6.9. Work individually. Refer to information in the text and highlight the major reasons for not stepping out of ascribed gender roles.

Ex. 6.10. Work in small groups. Round up to summarize points covered. Write your group answer in a complete sentence.

Supplementary Tasks

Ex. 7*. Make a set of cut-up cards to play a card game "Collocation pelmanism". Use all phrasal verbs occurring in the text.

Note: Pelmanism is a card game in which players use their memory to try to find pairs of matching cards, turning over two cards at a time from a set of cards that are spread out face (= picture side) down.

Get acquainted with the *Procedure*.

- ✓ Place all the cards face-down and spread them out on the table.
- ✓ The first student turns over two cards. If the two cards form a strong collocation, he or she keeps the pair and has another go.
- ✓ If the cards do not collocate, he or she turns them over again, leaving them in the same position on the table, and the next student has a turn.
- ✓ The winner is the person who has most pairs at the end.

Available at: <https://www.teachingenglish.org.uk/article/collocation-pelmanism>.

Ex. 8*. Words may have different antonyms in different contexts. Find the opposites which co-occur in the text achieving a contrasting effect. Comment on creative uses of antonym pairs in the text.

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