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ІМЕНІ БОРИСА ГРІНЧЕНКА**

Факультет романо-германської філології

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ВЗАЄМИНИ ТА ЗВ'ЯЗКИ**
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Цей підручник *People and Community. Relations* розроблений для магістрів англійської філології і спрямований на дослідження динаміки людських відносин, суспільства та громад. Він надає студентам інструменти для глибшого розуміння цих процесів та можливості критично взаємодіяти з ними через аналіз газетних статей і коротких оповідань, що охоплюють різноманітні теми суспільних відносин.

Курс передбачає активну участь студентів у дискусіях, розвиток словникового запасу, а також виконання завдань з перекладу. Особлива увага приділяється аналізу газетного та медіа-дискурсу поряд із художніми текстами, що дозволяє розглянути різні підходи до аналізу тексту. Це включає дискурсивний, стилістичний, соціолінгвістичний та критично-аналітичний підходи, що допомагають студентам зрозуміти, як мова відображає суспільні норми, ідеології та владні відносини. Такий підхід сприяє формуванню навичок аналітичного читання та інтерпретації текстів у різних контекстах.

Одним із важливих елементів є дослідницький проект, у рамках якого студенти повинні провести власне дослідження, пов'язане з медіа чи літературою. Це завдання сприяє розвитку навичок написання академічних текстів та дослідницької роботи.

Крім того, підручник підтримується онлайн-курсом, який надає додаткові матеріали та інтерактивні завдання для закріплення вивченого матеріалу. Завдяки цьому курсу студенти зможуть розвивати навички критичного мислення, що є важливими для професійної та академічної діяльності, та поглиблювати розуміння ролі відносин у формуванні сучасного світу.

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A WORD TO STUDENTS

Welcome to *PEOPLE AND COMMUNITY. RELATIONS (Part 1)*

As master's students in English, you are embarking on an exciting journey through a diverse range of topics that explore the intricate dynamics of human interactions, societies, and communities. This textbook is designed to provide you with not only the tools to understand these relationships but also the opportunity to critically engage with them.

Throughout this course, you will engage with a variety of newspaper articles and short stories, each offering a unique perspective on how people relate to one another. You will participate in discussions that encourage deeper thinking and reflection on the concepts of community, identity, and society. These readings and discussions are complemented by vocabulary exercises that will help you expand your lexicon and translation activities that foster precision in language use.

In addition to the readings, we expect you to present your own research as a project task. This project will involve a small-scale investigation into topics related to media or literature, allowing you to apply your analytical skills to real-world examples. While not a large-scale research project, this task is designed to help you develop both your writing and research skills – key components of your academic and professional development. This writing task will be an integral part of the course, providing you with the opportunity to strengthen your ability to communicate your ideas effectively.

The aim of this textbook is to develop your skills in critical thinking, enabling you to analyze texts and situations from multiple perspectives. By engaging with real-world issues and literary works, you will hone your ability to question, evaluate, and synthesize information – crucial skills in both academic and professional settings.

In addition to the printed material, an online course will further support your learning. It provides interactive activities and resources to reinforce the content of the textbook, as well as an optional block of supplementary material for those who wish to delve deeper into specific topics.

As you progress through this course, remember that the objective is not just to learn about people and communities, but to develop a deeper understanding of how these relationships shape our world. Challenge yourself, participate actively, and most importantly, enjoy the journey of learning.

We look forward to exploring these important topics together and seeing how you will apply your critical thinking skills to the world around you.

MODULE 1.

The Institution of Marriage: Legal, Social, and Immigration Implications



The image is created by <https://designer.microsoft.com/image-creator>

LEAD-IN

1. Discuss the following in groups of 3-4. Share your ideas with the whole class.

2. What is the definition of marriage
3. Is the definition of marriage the same across different cultures?
4. How has the concept of marriage evolved over time?

2. Work in pairs. Read the given text and answer the questions.

1. What was the primary function of marriage during this period?
2. How did society and law influence marriage practices?
3. How did marriage impact gender roles and family structures?
4. Were there any significant shifts or developments in how marriage was viewed?

1. Ancient and Traditional Societies

Marriage as an Economic and Social Contract

In early societies, marriage was primarily a practical arrangement, often centered around property, family alliances, and inheritance. It served to unite families, preserve wealth, and ensure lineage.

Polygamy and Monogamy

Many ancient cultures, such as those in Mesopotamia, Africa, and Asia, practiced polygamy (usually polygyny, where a man had multiple wives) to strengthen familial ties and economic status. Over time, monogamy became more prominent, especially in the Western world.

2. Religious Influence

Marriage and Religion

Marriage became deeply intertwined with religious practices, especially in Christianity, Hinduism, and Islam. Religious institutions often held authority over marriage ceremonies, and marriage was seen as a sacred union blessed by divine powers.

Marriage for Procreation

In many religious traditions, marriage was primarily viewed as a means to ensure procreation and the continuation of the family line. This also tied into societal roles, where women's primary function was often linked to motherhood and child-rearing.

3. Medieval and Early Modern Periods

Marriage as a Tool for Political Alliances

Among royalty and the elite, marriages were often used to forge political alliances. The personal choice of partners was less important than the strategic benefits such unions could provide to families and nations.

Dowries and Arranged Marriages

During this period, arranged marriages were common, especially in Europe and parts of Asia. Dowries, bride prices, or similar economic exchanges were part of the marriage contract, reflecting the transactional nature of marriage at the time.

4. The Enlightenment and Rise of Romanticism

Shift to Love-Based Marriages

By the 18th and 19th centuries, the concept of marriage began shifting toward the idea of romantic love. This was partly influenced by Enlightenment thinking, which emphasized individual rights and freedoms. The idea that partners could marry for love and companionship, rather than duty or economic benefit, began to take hold, especially in Western societies.

Women's Rights and Marriage

As feminist movements emerged in the 19th and 20th centuries, women began challenging the traditional role of wives as subordinate to their husbands. Legal changes, like the Married Women's Property Act in the UK (1870s), allowed women to retain property and gain more independence within marriage.

5. 20th Century - Legal and Social Shifts

Marriage Equality and Civil Rights

In the 20th century, particularly after World War II, marriage laws began changing to promote equality between spouses. Laws in many countries were introduced to ensure that both partners had equal rights in terms of property, divorce, and child custody.

Decline of Arranged Marriages

While arranged marriages still exist, especially in certain cultures, they have become less common globally. Individuals have gained greater autonomy in choosing their partners.

Rise in Divorce Rates

With the shift towards individual fulfillment and personal happiness, divorce became more accepted, especially as laws regarding divorce became more liberal in many countries.

6. 21st Century - Contemporary Developments

Same-Sex Marriage and Marriage Equality

One of the most significant developments in recent times is the legalization of same-sex marriage in many countries. This reflects a broader societal shift towards recognizing LGBTQ+ rights and redefining marriage as a union based on love and commitment, regardless of gender.

Changing Gender Roles in Marriage

In modern marriages, traditional gender roles are less rigid. There's increasing acceptance of equal partnerships where both spouses can share responsibilities like earning income, child-rearing, and household duties.

Marriage vs. Cohabitation

In many societies, cohabitation without marriage has become more accepted. Many couples choose to live together without formal marriage, raising questions about the legal and social implications of non-traditional unions.

7. Globalization and Cross-Cultural Marriages

Intercultural and International Marriages

As societies become more globalized, cross-cultural and international marriages are becoming more common. These unions often face unique challenges, such as navigating different cultural expectations, legal systems, and immigration issues.

Impact of Technology on Marriage

The digital age has transformed how people meet and form relationships, with online dating and social media playing a significant role in modern marriages. Technology has also facilitated long-distance relationships and international partnerships.



IDIOMS IN FOCUS

3. Study the given idioms. Do the exercises given below.

To have a crush on someone. This slang expression originated in the US, but has become popular everywhere. It's quite a teenage feeling and not very serious. A crush might only last a few days — or until you speak to the person and realize that actually, they're not that special! *E.g. I have such a crush on the new guy at work. I go red when he talks to me.*

To have a soft spot for someone. Your soft spot is your heart and your feelings. So, when you have a soft spot for someone, it means that you care for them. However, this idiom isn't *always* used in a romantic sense. It can also be used to talk about a special friend, a favorite family member, or even a coworker that you have a close relationship with! *E.g. I've always had a soft spot for Mary and she knows it.*

To be my type (on paper). Your "type" refers to the kind of person you are attracted to. For example, if you are consistently attracted to tall people with dark hair and a good sense of humor, then that is your "type". Your "type on paper" means that although in theory, you like this type of person, it really depends how you feel when you know them better. The idiom became very popular thanks to the UK reality TV show Love Island. *E.g. He seems like your type, doesn't he? He's my type on paper, so I'm excited to get to know him.*

My other half. When you say someone is your other half, you mean you share so much of your life with them that it's like you're one person instead of two. Sometimes people say "my better half" as a joke too. It's quite common but some people don't like the idea. They prefer to think of themselves as a whole person, not half a person just because they're in a relationship. So, maybe check what your partner's reaction is if you say it! *E.g. My other half is at home looking after the kids.*

To go on a blind date. A blind date is different from a regular date because it's with someone you've never met before. The date's probably been organized by someone who knows both of you and thinks you might like each other. Surprisingly, even if you've seen a picture of your date, it's still a blind date! *E.g. I'm going on a blind date with my sister's friend from university.*

Netflix and chill. This is a really modern idiom about relationships. It didn't even exist before Netflix became popular! It means spending private time with someone with Netflix playing in the background. If someone invites you to Netflix and chill, they don't really mean they want to watch Netflix. So expect the evening to get romantic! *E.g. It's our fourth date so I'm just planning a little Netflix and chill.*

To be head over heels (in love) with someone. If you know the phrase "to fall in love," this idiom makes sense. When you fall over, your head goes down and your feet go up in the air. So when you are "head over heels" with someone, it means you've fallen completely in love. *E.g. I've never seen two people so in love. They're head over heels with each other.*

Love at first sight. Real romantics believe you can fall in love with someone in the first moment you see them, before you even speak to each other. Other people would call that lust—strong physical attraction—not love. Until it happens to them, that is! Do you believe in this idiom about love? *E.g. Was it love at first sight? Yes, I knew the moment I saw him.*

A match made in heaven. We use this expression when two people seem perfect for each other. It might be because they're so similar, or maybe they share the same interests or personalities. Or they match because they complement each other. For example, if one person is very sociable and the other person is quiet, they could be a good match because they encourage each other to try new ways of doing things. *E.g. My mom and dad are a match made in heaven!*

To drop the L bomb. What do you think the L stands for in L bomb? If you guessed "love", you're right! To drop the L bomb means to say "I love you" for the first time in a new relationship. It can be a scary thing to say, and it changes everything — a bit like dropping a little bomb in someone's life. Sometimes people use this love idiom to make the big moment a bit less intense or awkward. *E.g. I can't believe you dropped the L-bomb so soon!*

The honeymoon is over means that an initial phase of joy, excitement, or ease in a relationship, job, or situation has ended, and now more challenging or realistic aspects are starting to appear.

Originally referring to the literal end of a honeymoon period in marriage, this phrase is now used widely to describe the shift from a positive, smooth beginning to a period where real-world issues, work, or difficulties begin to emerge. *I knew the honeymoon was over at my new job when they started making me work late hours*

Birds of a feather means that people with common interests tend to spend time with one another and become good friends. *E.g., My friend prefers the same clothes as me. Well, birds of a feather flock together*

4. Work in pairs. Read the given stories and identify which idioms are being illustrated.

❖ Ever since Maya helped him with his homework that one time, Chris couldn't resist the urge to smile whenever he saw her. Even if she messed up in class or needed

a favor, he was always there to lend a hand, like she'd become his favorite person without him even realizing it.

❖ After a long week, Sam and Riley didn't feel like going out. Instead, they ordered takeout, dimmed the lights, and cozied up on the couch with their favorite series. They didn't need anything fancy — just a quiet night together with a good movie and each other.

❖ Alex could barely think straight whenever Taylor was around. They had this sparkle, this energy, that left Alex completely enchanted. Every smile, every glance, every moment felt like magic, and Alex was sure they'd never felt so intensely about anyone before.

❖ One evening, as they sat quietly by the beach, Chris looked at Emma and, without any warning, said what he'd been feeling for weeks. Her eyes widened as she took in his words, and she paused, letting the meaning of them settle. Then, with a soft smile, she said it back.

❖ When Emma and Sarah met, it was like they'd found a mirror of themselves. They shared the same hobbies, laughed at the same jokes, and could talk for hours without getting bored. They fit together so naturally, like two people cut from the same cloth.

❖ As soon as Liam walked into the café, his eyes met someone sitting by the window, lost in a book. In that single moment, everything around him faded, and he felt a pull he couldn't explain. He didn't know her name, her story, or even if he'd ever see her again, but somehow, he knew he'd never forget her face.

❖ Every time Mia saw Ben in the hallway, her heart raced a little faster, and she found herself trying to act casual, even though her cheeks betrayed her with a blush. She'd catch herself thinking about him at the most random times, wondering if he even noticed her the way she noticed him.

5. Read the sentences below and fill in the gaps with the correct idiom from the list provided. Use the appropriate form of the idiom to fit the context.

<i>my other half</i>	<i>a match made in Heaven</i>
<i>to have a soft spot for someone</i>	
<i>to be head over heels with someone</i>	
<i>the honeymoon is over</i>	<i>to be my type</i>
<i>to go on a blind date</i>	

1. Now that we've settled into our routine, it feels like _____, and the real work in our relationship begins.
2. I can't imagine my life without _____; they complete me in every way.
3. Everyone says that Sarah and Tom are _____ because they complement each other so well.
4. He's intelligent, funny, and kind, which is exactly what I'd consider _____.
5. I was nervous _____, but it turned out to be a great experience.
6. She _____ him, always smiling whenever he's around.
7. No matter what he does, I always _____ my little brother.

6. Many films capture the feeling of having a crush, showing the longing, excitement, and sometimes awkwardness that comes with it. These films often capture the vulnerability, thrill, and confusion that can accompany having a crush on someone. Here are some popular examples:



10 Things I Hate About You. This film shows classic crush dynamics, especially with Patrick's secret admiration for Kat and Cameron's crush on Bianca.



To All the Boys I've Loved Before. The main character, Lara Jean, writes secret letters to her crushes, which accidentally get mailed, throwing her into a series of unexpected romantic situations.



500 Days of Summer. Tom has an intense crush on his coworker, Summer, and the film shows his journey of admiration, hope, and sometimes heartbreak.



Mean Girls. Cady's crush on Aaron Samuels is a central theme, complete with funny and awkward moments as she tries to impress him in high school.



A Cinderella Story. Sam has a secret crush on her online pen pal, not knowing that he's the most popular guy in school.

Give examples of films you have watched which illustrate people having a crush on someone. Speak about the plot briefly

7. Translate the given sentences that contain idioms into Ukrainian.

1. Mark and Jane are always together and share all the same interests; they're truly birds of a feather.
2. Once they started arguing over household chores, they realized that the honeymoon was over.
3. She was nervous to drop the L bomb, but she felt it was the right time to say "I love you."
4. When they met at the party, it was love at first sight, and they've been inseparable ever since.
5. Instead of going out, they decided to just Netflix and chill at home.
6. I feel so lucky to have found my other half; we balance each other perfectly.
7. Everyone thought they were a match made in Heaven because they were so compatible.
8. She's kind, intelligent, and adventurous — exactly my type.
9. I wasn't sure what to expect when I agreed to go on a blind date, but it turned out great.
10. Ever since they started dating, he's been head over heels with her.

11. No matter what happens, she'll always have a soft spot for her childhood friend.
12. She's had a crush on him since high school but never had the courage to tell him.

8. Translate into English using the idioms.

1. Від першого побачення Юлія закохалася в Марка, постійно мріючи про нього.
2. Після шести місяців зустрічей вони зрозуміли, що медовий місяць закінчився, і їм потрібно працювати над своєю комунікацією.
3. Незважаючи на його суворий вигляд, у Грега є слабкість до молодшої сестри, і він завжди підтримує її починання.
4. Замість того, щоб виходити, вони вирішили просто подивитися Netflix і відпочити вдома, насолоджуючись компанією одне одного.
5. Коли вони почали працювати разом, було очевидно, що вони ідеальна пара, доповнюючи навички один одного.
6. Сьогодні ввечері я зустрів кількох цікавих людей, але він справді здається моїм типом завдяки своєму почуттю гумору та доброті.
7. Для Сари це було кохання з першого погляду, коли вона побачила його виступ на сцені.
8. Відтоді, як вони почали навчатись в одному класі, Мія закохалася у свого партнера по лабораторії.
9. Я був знервованим перед побаченням наосліп, але мій друг запевнив мене, що ми добре порозуміємося.
10. Немає нічого дивного в тому, що вони стали друзями; вони справді «птахи одного польоту», поділяючи ті ж інтереси та почуття гумору.



Reflection and Discussion

9. Work in pairs. Discuss the following and get ready to share your ideas with the whole group.

The Future of Marriage

Non-Traditional Forms of Commitment

As societal values continue to evolve, the future of marriage may see further shifts. For example, discussions about polyamorous relationships or communal living arrangements challenge the conventional, monogamous framework of marriage.

Declining Marriage Rates: In many countries, especially in developed nations, marriage rates are declining, as more people choose to remain single or pursue alternative forms of partnerships.

The institution of marriage has transformed from a rigid, contract-based system into a more flexible and diverse form of personal commitment, reflecting changes in social values, gender roles, and legal structures.

MEDIA IN FOCUS



UNIT 1. Human Nature: The Social Instinct and Our Need for Connection

Warming-Up

1. Read the given statements. Choose one and elaborate on it.

1. We live in an era where technology connects us, yet we crave human connection more than ever.
2. Humans are social creatures by nature, but solitude can be a source of strength.
3. Do we need people for survival, or is it that we seek them for purpose and meaning?
4. In a world of increasing automation, the question isn't whether we need people, but how we define their role.
5. We might not always need people, but empathy, compassion, and love are irreplaceable.

2. Read the article and do the tasks given below.

PEOPLE: WHO NEEDS THEM?

Examining friendship and other social bonds.

People are social beings. It's an innate trait, undeniable and inescapable, seated deep in the brain in a pair of little almond-shaped structures called the amygdala. When these are missing, human beings lose emotional feeling, recognition of the emotional significance of family and friends, and any concept of a social world. They may isolate themselves, avoiding human contact; but there is no loneliness, no sorrow, no tears, because they are unable to comprehend the magnitude of their loss.

In contrast, healthy human beings — amygdala intact — crave human companionship. As much as our inner cowboy might like the idea of riding off alone into the sunset, real people cannot thrive that way and will eventually, in actual practice, make a confidant of their horse, car or any other possible stand-in for a companion. This is not breaking news, of course. Even before the human need for social bonds was **taken up** for study by various sciences, it had long been recognized as a fundamental truth by writers and other observers of human nature. And yet the implications of this truth may sometimes pass unappreciated.

“No man is an island, entire of itself,” wrote English renaissance poet John Donne around 1624; “every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man’s death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.” A priest as well as a poet, Donne is likely to have read some of the ancient Hebrew writings preserved in the Bible, such as these words attributed to King Solomon: “Whoever isolates himself seeks his own desire; he breaks out against all sound judgment” (Proverbs 18:1, English Standard Version).

Even in modern Western society, branded as individualistic to its core, the imperative of social connection is acknowledged in cultural works of all kinds: “People who need people,” wrote lyricist Bob Merrill in 1964, “are the luckiest people in the world.” The song went on to focus mainly on romantic relationships. But while romantic partners certainly qualify as “people who need people,” they are not by any means the only people who do. We are all in the same boat —whether single, married, old, young, male, female; regardless of race, culture, or any other delineation — human social interaction is key to our survival.

But what is “social connection” anyway? How many and what kinds are important?

Before addressing these questions, it will be useful to define terms and sweep down some of the popular-psychology (pop-psych) cobwebs that may obscure the view when it comes to understanding the importance of social relationships.

SOCIAL ANIMAL OR LONE RANGER?

The simple word *social* can evoke a variety of images. Social psychologists use the word to describe humans as beings that live in an organized, interdependent society. The term *social skills* describes a person’s ability to maintain cooperative interpersonal relationships of any kind, whether they are extremely close bonds or more casual ones. *Social bond* often refers specifically to friendships, but from a broader perspective it describes the connection between individuals and their society. Colloquially, however, *social* may have an entirely different connotation. At “a social,” we may chat with people about things that don’t really seem to matter, and in doing so we may judge the interaction to be shallow, unnecessary, frivolous. We may see some people flitting from conversation to conversation and label them “social butterflies,” unable to sustain deep relationships. Or we may see others who prefer to sit on the sidelines; we call them “wallflowers” and assume they have negligible social skills.

Stereotypes such as these are by-products of what may be one of the heaviest of the cobwebs that obscure an accurate understanding of human relationships, one that has always been a hot topic on pop-psych bookshelves: personality typing. Especially popular with the general public are the concepts of extraversion and introversion. These constructs engender passionate debate, with some books extolling the virtues of extraversion while others counter that introversion is the more enlightened state. How accurate are such depictions, and where do they come from? Years and years of research, right?

Certainly a great number of studies have focused on extraverts and introverts, but researchers do not use these terms in the way most people do. What many journalists who report on such studies fail to realize is that before individuals are accepted as research subjects, they must score either very high or very low on psychological tests for extraversion or introversion. Curt and Anne Bartol, both respected psychologists, professors and authors of multiple criminal psychology textbooks, explain that “usually, two out of every three people will score in the ‘average’ range on the extraversion dimension, thus *disqualifying them* from studies based on extraversion and introversion. Roughly 16 percent of the population are extraverts, and another 16 percent introverts, and the remainder (68 percent) are ambiverts” (*Criminal Behavior: A Psychosocial Approach*, emphasis added). In other words, studies comparing introverts and extraverts examine people who tend toward the extremes—a minority of the population. It may be tempting to think of extraversion and introversion as two sides of a coin—that each of us is either one or the other—but this is simply not the case. The concept should instead be viewed as a scale or spectrum containing a generous (and generally preferable) middle ground.

Where does the pop-psych concept of introversion and extraversion come from, then? While it has morphed somewhat since its inception, this either-or view of personality was initially developed by Carl Jung (see “Forever Jung”), who along with Sigmund Freud and Alfred Adler is considered a father of modern psychotherapy. To Jung the distinction was not about social inclinations, however. Rather it concerned the direction in which one’s “psychic energy” flowed; introverts preferred to focus on such things as their inner feelings, dreams and fantasies, while extraverts tended to focus on outward, tangible realities—not just other people but things. Jung, who was undoubtedly intrigued by his own dreams and visions, was also fascinated by mystical traditions—particularly those with heavy symbolism such as Gnosticism, alchemy and Kabbalah. Shadows of these philosophies can be recognized in his views on personality.

Following Jung’s typology to the letter, Katharine Cook Briggs (1875–1968), together with her daughter, Isabel Briggs Myers (1897–1980), developed the now popular Myers-Briggs Type Indicator (MBTI). Although neither was a psychologist, both have been described as keen “observers of human behavior.” Katharine had studied personalities by reading various biographies, so when she came across Jung’s book *Psychological Types* in the 1920s, it resonated with her at such a level that she brought it to her daughter’s attention, and the two women were motivated to develop a personality test based on its principles. In 1943 the first version of the MBTI was published, and Myers in particular worked over the next few decades to refine the test items in hopes of helping ordinary people identify their Jungian personality type.

While the MBTI is perhaps the most widely administered personality test in popular circles today, it is not as extensively used by psychologists and clinicians. To some degree this is because it is designed specifically to apply Jung’s theories of psychological types—an approach not widely followed by today’s mental health practitioners. Questions are structured for only yes or no answers, with no degrees of

choice available. This is because Jungian theory and the MBTI assume that people gravitate toward one pole or the other on personality measures.

In contrast, personality tests such as the Eysenck Personality Questionnaire or the Minnesota Multiphasic Personality Inventory gauge personality traits on continuums. Psychologists prefer these tests over the MBTI because of their ability to measure what they purport to measure in mental health assessments. And while many of these other tests also include scales to measure something called “introversion” or “extraversion,” they do not use the terms in the Jungian sense.

With this background in mind as we explore the importance of social relationships, then, it seems that the most helpful approach would be to avoid labeling ourselves and others with generally misunderstood and misapplied terms such as these and to focus instead on the universally shared and well-recognized human need to connect.

RECONSIDERING FRIENDSHIP

How important is our need for social bonds? So important that we come into the world with it, just as we arrive with a need for food and water, clothing and shelter. If any of these requirements is missing, we fail to thrive.

Naturally our first ties are typically with family members, but while these may be among our most formative they are not the only relationships we will need over the course of our lives. Peer relationships begin to have an influence on our development fairly early in childhood, and the prosocial skills we develop during these years affect many measures of health and well-being in adulthood. Studies across cultural contexts indicate that those who lack strong social networks are more likely to succumb to (and have difficulty recovering from) mental and physical illness. As we age, friends tend to outnumber family in these networks, giving them an ever more important role in keeping us healthy.

But besides the benefits to physical, mental and emotional resilience conferred by a solid network of supportive social bonds, friendships serve other important functions. In part, we learn about who we are and who we hope to become through feedback from others. With some of these others, we will have deep and lasting relationships. With some we’ll have more casual relationships. But the importance of what we learn about ourselves from their feedback may have very little to do with the perceived depth of the individual relationship. Even our most casual relationships are capable of influencing us in surprisingly profound ways, as some researchers have found, and even in the Internet age it seems that friendships remain very diverse and complex in the lives of most people.

In their effort to understand this complexity, British social researchers Liz Spencer and Ray Pahl undertook a detailed analysis of the nature of friendship and its role in today’s society. Published in 2006 as *Rethinking Friendship: Hidden Solidarities Today*, the study mapped the “personal communities” of men and women across different ages, life-course stages, and socio-economic and ethnic backgrounds throughout Britain. The researchers looked for any existing patterns while also observing the rich variety in the way people arrange their social worlds. Interestingly,

rather than bolstering fears that the Internet has weakened social ties and made face-to-face interaction obsolete, they found that “there has not been a mass retreat from face-to-face sociability, and it seems that the Internet is mainly used to complement and sustain existing relationships, rather than creating entirely new personal networks.” In examining through in-depth interviews the *kinds* of relationships people include in their personal communities, Spencer and Pahl observed that family and friends are not necessarily distinct groups in the minds of most. Some friends may be valued as family, while some family members may enjoy more of a friend-like status than others do. They also exposed a depth of field in patterns of friend-making that makes it clear why terms such as *extraversion* and *introversion* are woefully inadequate and even misleading when used to describe human modes of social interaction.

“Without knowing something about the quality of different friendships, it is difficult to draw many conclusions from the fact that some people include more than twenty friends [in their personal community maps], others just one or two,” Spencer and Pahl observed. In fact, their study turned up at least seven prominent forms of overall personal communities, eight types of friendships and four kinds of friendship *repertoires*, a term intended to describe the roles people allow friends to play in their personal community.

For instance, those with a *basic* friendship repertoire might look only to family members or a partner for supportive, confiding relationships, or might prefer “to sort things out on their own.” They may allow friends to play limited, casual roles, but they do not view friends as confidants or support networks.

People with an *intense* repertoire define their personal community only by their closest, most complex relationships. Their personal community map would not include any level of friendship beyond, for instance, a best friend or soulmate-type friendship such as a partner or other important family member.

In contrast, those with a *focal* repertoire would include both simple and complex friendships in their personal community maps, although they would distinguish between a small core of soulmates or confidants alongside a larger variety of associates and “fun” friends.

Last but by no means least (though they do not intend any of their categorizations to describe the full limits of the nature of friendship) is what Spencer and Pahl term *broad* repertoires. Individuals with a broad friendship repertoire would include both simple and complex friendships, much as those with a focal repertoire might. However, their maps contain an even wider range of friendship types, including representatives of almost all of the eight types of friends: associates, useful contacts, favor friends, fun friends, helpmates, comforters, confidants and soulmates. “Friends play many different roles and people with this kind of repertoire take their friendships very seriously,” observed Spencer and Pahl. “They tend to appreciate the particular qualities of different kinds of friendship.”

While social commentators sometimes dismiss the importance of relationships based on sociability and fun, Spencer and Pahl found that these relationships can be stress relievers, making important contributions to emotional resilience. As one of their research subjects noted, “Because life is so serious most of the time, . . . it is nice to

meet people that you can relax with. . . . Nowadays everybody works so hard and it's so fast, that sometimes you just need to get away from it and have a really good laugh together."

This sentiment can actually claim empirical support, in the sense that persistently talking about a problem (rumination) has been linked by researchers to unhappiness and even depression, and while it can certainly help to share a problem with a friend, mulling over it incessantly has the opposite effect. In addition to fueling depression and impairing problem-solving abilities, rumination tends to wear down the compassion of one's social network, driving away even the closest of friends. Clearly, considering this factor alone, it can be useful for a social support network to include some friends with whom troubles can be shared and others who might serve as distractions.

Indeed, when Spencer and Pahl compared the results of mental-health and well-being measures to the personal community structures of their subjects, they found some interesting patterns. Poor mental health scores were clustered among those with very small personal communities as well as those whose personal communities were fragile, whether due to family instability during childhood or simply through failure to nurture friendships. Spencer and Pahl attribute this mental health pattern to the fact that people with broader personal communities have a range of people to rely on for support. On the other hand, people who have "all their eggs in one basket" are likely to find their entire world rocked if their sole supportive relationship becomes unavailable.

Spencer and Pahl's study is not simply one more proof that social relationships are essential to human health. One of its most important contributions to our understanding of social bonds is the fact that our connections are so richly diverse and our patterns of forming and maintaining them so individual that labels such as "introvert" or "extravert," or claims that the Internet spells the death of social interaction, completely miss the point. As human beings, our need for social interaction is innate. Introvert, extravert or ambivert, everybody needs a variety of bonds with other people in order to be mentally, physically and emotionally healthy.

It would seem, then, that people who need people aren't just the luckiest people in the world, or even just the happiest people. They're the only people. They are all of us.

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Vocabulary in Focus

4. Read the Introductory part again and find English equivalents for the given Ukrainian lexemes and phrases.

1. вроджена риса _____
2. будь-яке інше розмежування _____
3. мигдалина (частина мозку) _____
4. за ким дзвонить дзвін; він дзвонить за тобою _____

5. позначений як індивідуалістичний до самої суті_____
6. неушкоджений_____
7. прагнути людської компанії_____
8. людська соціальна взаємодія_____
9. усвідомлення емоційної важливості сім'ї та друзів_____
10. в одному човні (у схожій ситуації) _____
11. необхідність соціальних зв'язків _____
12. зробити довіреною особою_____
13. незаперечний і неминучий_____
14. соціальні істоти_____
15. спостерігачі за людською природою_____
16. усвідомити масштаб їхньої втрати_____
17. жодної самотності, жодного смутку, жодних сліз_____

5. Read the sentences below carefully. Use the vocabulary provided in the box to fill in the blanks in each sentence. After reading the sentences, identify where each word or phrase from the box fits best and write the corresponding sentence number next to the vocabulary words.

_____ social beings	_____ crave human companionship
_____ for whom the bell tolls; it tolls for thee	
_____ the amygdala	_____ make a confidant of
_____ any other delineation	
_____ no loneliness, no sorrow, no tears	_____ in the same boat
_____ branded as individualistic to its core	_____ intact
_____ recognition of the emotional significance of family and friends	
_____ an innate trait	_____ undeniable and inescapable
_____ to comprehend the magnitude of their loss	
_____ human social interaction	
_____ observers of human nature	
_____ the imperative of social connection	

1. _____ drives us to seek out emotional support from those around us.
2. Friendships can form regardless of age, race, gender, or _____.
3. _____ is a small, almond-shaped structure in the brain responsible for processing emotions.
4. John Donne famously wrote, "_____, " emphasizing that we are all connected.
5. Modern Western society is often _____, yet the need for community remains strong.
6. If the brain's emotional centers remain _____, a person can still experience feelings like empathy and love.
7. People naturally _____, and they feel incomplete without others in their lives.
8. _____ is essential for our mental and emotional well-being.
9. Without _____, people struggle to form meaningful connections with others.

10. Despite our differences, we are all _____ when it comes to our need for human connection.
11. _____ is something every human feels, regardless of cultural background or beliefs.
12. When left alone, some people may _____ their pets or even inanimate objects.
13. Even when trying to isolate ourselves, the need for social interaction is _____.
14. As _____, humans are naturally drawn to form relationships with others.
15. Writers and philosophers have long been _____, analyzing why we behave the way we do in social situations.
16. It is difficult for them _____ after losing someone close.
17. When the brain is damaged, people may feel _____ because they can no longer understand emotions.



Phrasal Verbs in Focus

TAKE UP

6. Study the phrasal Verb TAKE UP.

transitive verb

1. **to pick up or lift something from a surface.** *She took up the carpet from the floor to clean underneath it. He took up the heavy box with ease and carried it outside.*
2. a. **to begin to occupy a place, position, or area.** *After moving to the countryside, they took up a large plot of land to start farming. The artist took up a corner of the studio to set up her workspace.*
 b. **to collect or gather items from various sources.** *The teacher took up a collection of donations for the local food bank. The group took up signatures for their petition to improve park facilities.*
3. **to accept or adopt for the purpose of assisting.** *She took up the cause of animal rights and volunteered at the shelter.*
4. **to accept or adopt as one's own.** *After moving to the countryside, he took up the life of a farmer.*
5. **To absorb or incorporate into itself.** *The soil took up the water after the heavy rain.*
6. **to enter upon (something, such as a business, hobby, or subject of study).** *He took up skiing last winter to enjoy the snow more. She took up the trumpet as a new hobby.*
7. **to proceed to consider or deal with.** *Let's take up the issue of budget cuts in our next meeting.*
8. **to establish oneself in.** *After traveling for years, they finally took up residence in a small coastal town.*

9. **to occupy entirely or exclusively: fill up.** The meeting was taken up with discussions about the upcoming conference.

10. **to make tighter or shorter.** I need to take up the slack in this rope to make it taut.

11. **to respond favorably to (a person offering a bet, challenge, proposal, etc.).** He took me up on my offer to help with the project.

12. **to begin again or take over from another.** After the break, we must take the good work up again.

Intransitive verb

1. **to make a beginning where another has left off.** She took up where her colleague had left off, continuing the research.

2. **to become shortened: draw together: shrink.** The fabric took up after washing and became smaller.

7. Each word combination with a phrasal verb in Column A has a synonymous word combination in Column B. Match each word combination in Column A with its synonym in Column B.

Column A

1. Take up the mantle
2. Take up the reins
3. Take up arms against
4. Take up the cudgel for
5. Take up with someone
6. Take up an issue with
7. Take up the gauntlet
8. Take up a matter of grave importance
9. Take up the slack in

Column B

- A. Begin leading or assuming responsibility
- B. Defend or support a cause
- C. Challenge or oppose something forcefully
- D. Start handling or managing something
- E. Start an alliance or association with
- F. Discuss or raise a concern with
- G. Accept a challenge or responsibility
- H. Address a significant or urgent issue
- I. Compensate for others' shortcomings

8. Match each word combination in Column A with its antonym in Column B.

Column A

1. Take up the challenge
2. Take up the reins
3. Take up arms against
4. Take up a hobby
5. Take up residence
6. Take up the gauntlet
7. Take up a cause
8. Take up the slack
9. Take up an issue

Column B

- A. Reject or decline a responsibility
- B. Discontinue or abandon a task
- C. Surrender or give up resistance
- D. Stop pursuing an interest
- E. Leave or vacate a place
- F. Refuse to accept a challenge
- G. Ignore or disregard an issue
- H. Neglect or avoid responsibility
- I. Avoid addressing a problem

9. Translate into Ukrainian.

1. After years of working in finance, Sarah decided to **take up** painting as a way to express her creativity and escape the monotony of her corporate job, dedicating several hours each week to perfecting her technique.
2. The government has been forced to **take up** the issue of climate change with increasing urgency, as scientific evidence and public pressure mount, compelling policymakers to adopt more sustainable practices across all sectors of society.
3. Following the tragic events of last year, the community decided to **take up** arms against the growing threat of violence, organizing self-defense workshops and rallying together to protect their neighborhoods.
4. As the project manager, Julia had no choice but to **take up** the reins of the failing project, overseeing its revitalization by restructuring the team, adjusting timelines, and ensuring that resources were allocated efficiently.
5. In a moment of profound clarity, he chose to **take up** the mantle of leadership in the organization, despite the challenges ahead, driven by a deep sense of responsibility to steer the company through turbulent times.
6. After a long day of negotiations, the team decided to **take up** the matter of employee benefits, focusing on improving health insurance plans and implementing more flexible working hours to better support their staff.
7. The professor, recognizing her students' interest in the topic, decided to **take up** the issue of gender inequality in the workplace during the next lecture, dedicating an entire class to exploring its causes and potential solutions.
8. In the face of increasing opposition, the activists refused to **take up** the gauntlet thrown by their detractors, instead choosing to focus on peaceful protests and educational campaigns to raise awareness about their cause.
9. With the sudden departure of the CEO, the board had no choice but to **take up** the challenge of finding a suitable replacement, carefully considering candidates who could lead the company with vision and integrity during uncertain times.
10. Despite her initial reluctance, Emma decided to **take up** the trumpet at the local music school, where she found herself immersed in the complexities of the instrument, working tirelessly to improve her skills and perform at the upcoming recital.
11. After the scandal erupted, the lawyer was forced to **take up** the case of the accused, navigating the complex legal landscape with a combination of strategic thinking and deep knowledge of criminal law.
12. Realizing that she had spent years ignoring her health, Jane made the decision to **take up** yoga as a way to improve her physical and mental well-being, committing to a daily practice that would help her achieve balance and strength.
13. The sudden rise in demand for renewable energy sources prompted the government to **take up** the issue of solar power subsidies, introducing new policies to incentivize homeowners and businesses to install solar panels and reduce their carbon footprint.
14. As the war raged on, the soldiers had to **take up** arms once again, marching into battle with unwavering determination, knowing that their efforts would determine the fate of their country and the future of their families.

10. Translate into English

1. Після багатьох років роботи у фінансах вона вирішила зайнятися живописом як способом самовираження і втечі від тиску своєї кар'єри.
2. Коли попередній менеджер пішов на пенсію, він прийняв на себе відповідальність за керівництво відділом і забезпечення його розвитку.
3. Комітет розгляне питання нової політики на наступному засіданні, оскільки воно потребує термінової уваги.
4. Переїхавши в село, вони оселилися в чарівному старому будинку, який був покинутий багато років.
5. Адвокат погодився взятися за справу, незважаючи на складність правових питань, що виникли.
6. Під час семінару інструктор розгляне різні техніки для покращення ваших навичок письма.
7. Вони вирішили прийняти виклик і кинути суперникам на ринку, запустивши новий продукт.
8. Після довгих роздумів він прийняв пропозицію працювати за кордоном, побачивши в цьому можливість для особистого та професійного зростання.
9. Міська рада вирішила взятися за питання громадського транспорту, прагнучи покращити існуючу систему.
10. Щоб покращити своє здоров'я, він почав займатися бігом і почав тренуватися щоранку перед роботою.

11. Read the part SOCIAL ANIMAL OR LONE RANGER? again. Define the given sentences as True or False.

1. Social psychologists define the term "social" as relating specifically to the quality of personal friendships. _____
2. The concept of social skills is concerned with the ability to maintain both casual and close interpersonal relationships. _____
3. The concept of extraversion and introversion is uniformly understood and applied by both researchers and the general public. _____
4. The majority of the population falls into the categories of either extraverts or introverts, as per psychological studies. _____
5. Carl Jung's theory of extraversion and introversion primarily focused on social inclinations rather than the direction of psychic energy. _____
6. The Myers-Briggs Type Indicator (MBTI) was developed by Katharine Cook Briggs and Isabel Briggs Myers based on Jung's theory. _____
7. Modern psychologists generally prefer the MBTI over other personality tests because of its nuanced measurement of personality traits. _____

12. Read the part RECONSIDERING FRIENDSHIP again. Choose the correct answers.

1. Which of the following statements best reflects the view of social bonds presented in the text?
A) Social bonds are secondary to other needs such as food and water.

- B) Social bonds are equally as fundamental as basic needs like food and water.
 - C) Social bonds are less critical than material possessions.
 - D) Social bonds are only important during childhood.
2. According to the text, what role do peer relationships play in development?
- A) They have a negligible influence on long-term health and well-being.
 - B) They affect only childhood development but not adulthood.
 - C) They significantly impact many measures of health and well-being in adulthood.
 - D) They are less important than family relationships in determining health.
3. What did Spencer and Pahl discover about the Internet's effect on social interactions?
- A) The Internet has completely replaced face-to-face interactions.
 - B) The Internet is primarily used to create entirely new personal networks.
 - C) The Internet complements and sustains existing relationships rather than replacing them.
 - D) The Internet has led to a significant decline in the quality of social ties.
4. How do Spencer and Pahl categorize individuals with a "broad repertoire" of friendships?
- A) They maintain only a few deep relationships with minimal variety.
 - B) They include a wide range of friendship types and value the distinct qualities of each type.
 - C) They limit their friendships to casual and surface-level interactions.
 - D) They rely solely on family and a partner for emotional support.
5. What was one of the findings related to mental health in Spencer and Pahl's study?
- A) People with very small personal communities have the best mental health scores.
 - B) Those with fragile or very small personal communities often have poorer mental health scores.
 - C) Mental health is unaffected by the size or stability of one's personal community.
 - D) People with broad personal communities are more likely to experience mental health issues.



Reflection and Discussion

13. Choose any 2 points and discuss in small groups.

1. How does the role of the amygdala in human connection highlight the importance of emotional bonds? Consider the implications of losing emotional recognition and connection.
2. Why do you think human beings are innately driven to seek social relationships, even in a world that promotes individualism? Reflect on the paradox between societal ideals of independence and the biological need for connection.
3. John Donne's quote, "No man is an island," suggests interdependence. How does this idea resonate with modern views of social interaction? Explore the relevance of this 17th-century concept in today's highly connected, yet often isolating, world.

4. How do the concepts of introversion, extraversion, and ambiversion contribute to misunderstandings about social interaction? Discuss how labeling people based on these terms can be limiting or misleading.
5. What are the potential consequences of isolating oneself from social interaction, as suggested in the proverb from the Book of Proverbs? Think about how isolation can affect judgment and mental well-being.
6. In your opinion, how does pop psychology's interpretation of personality typing affect our understanding of social bonds and human nature? Consider the influence of personality tests like the MBTI and how they shape public perception of social needs.
7. What does the statement "human social interaction is key to our survival" mean in the context of modern society? Discuss the role of social relationships beyond romantic connections and their importance across different life stages.
8. Why is the human need for social bonds considered as fundamental as the need for food, water, and shelter? Discuss how social connections influence our overall well-being.
9. How do peer relationships, starting in childhood, shape our development and health in adulthood? Consider how early social interactions impact long-term health outcomes.
10. In what ways do friendships differ from family relationships, and how do they evolve in importance as we age? Reflect on the role of friendships compared to family connections over a lifetime.
11. What do Spencer and Pahl's findings about different types of friendship repertoires tell us about the complexity of human social interactions? Explore the diversity of friendships and how people organize their social networks.
12. How does the Internet affect modern friendships? Does it weaken or complement face-to-face interactions, according to the text? Debate the role of online connections in maintaining friendships.
13. What role do casual friendships play in emotional resilience, according to the research? Discuss how friendships that are less intimate can still have a positive impact on mental health.
14. Why might relying on a single close relationship for support be risky, according to the study? Consider the potential dangers of having a small, fragile personal community.
15. How do the labels of "introvert" and "extravert" oversimplify the reality of human social interaction? Discuss the limitations of these personality types in understanding friendship dynamics.
16. What are the potential negative effects of rumination on friendships and mental health? Analyze how constantly focusing on problems can damage both personal well-being and social connections.
17. Do you agree with the statement that "people who need people aren't just the luckiest people... They are all of us"? Why or why not? Reflect on the universal nature of the need for human connection.



UNIT 2. Solitude by Choice: Social Shifts and Changing Views on Marriage

Warming-Up

1. *Read the given statements. Choose one and elaborate on it.*

1. Henry David Thoreau: "I never found the companion that was so companionable as solitude."
2. Albert Einstein: "The monotony and solitude of a quiet life stimulates the creative mind."
3. Virginia Woolf: "For most of history, Anonymous was a woman. But in solitude, she finds her voice."
4. Mahatma Gandhi: "In a gentle way, you can shake the world. Solitude is a very important part of this."
5. Khalil Gibran: "Your soul is oftentimes a battlefield, and solitude can bring clarity amidst the chaos."

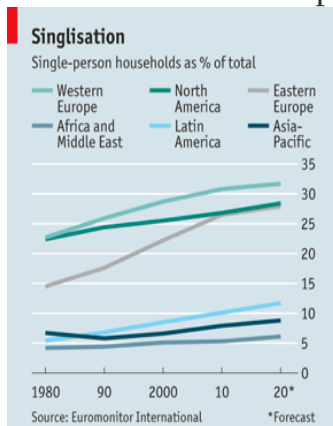
2. *Read the article and do the tasks given below.*

THE ATTRACTION OF SOLITUDE

Living alone is on the rise all over the world. Is this bad news?

Aug 25th 2012 | from the print edition

THE Prada-toting protagonists of "Sex and the City", a once-popular American television show about single thirty-somethings in New York, are unlikely role models for Middle Eastern women. The second movie spin-off was partially set in Abu Dhabi, but the authorities stopped it from being filmed or even screened there.



Yet the single lifestyle appears to be catching on even in the Gulf. According to the latest statistics from the United Arab Emirates' Marriage Fund, a government body that provides financial assistance to the affianced, about 60% of women over 30 are unmarried, up from 20% in 1995—a trend that Said al-Kitbi, a government spokesman, calls "very worrying".

If it is any comfort, the UAE is far from alone. Singledom is on the rise almost everywhere. Euromonitor, a research firm, predicts that the world will add 48m new solo residents by 2020, a jump of 20%. This means that singletons will be the fastest-growing household group in most parts of the world (see chart).

The trend is most marked in the rich West, where it has been apparent for some time. Half of America's adults, for instance, are unmarried, up from 22% in 1950. And nearly 15% live by themselves, up from 4%. But singles are multiplying in emerging economies too — and are changing consumption patterns. In Brazil annual sales of ready-made meals — much favoured by lone-rangers — have more than doubled in the last five years, to \$1.2bn; sales of soups have tripled.

Although the phenomenon is global, the factors that drive it vary. Dilma Rousseff, the unattached president of Brazil, leads a country where rapid industrialisation has gone hand in hand with people getting married less and later. In Japan women are refusing to swap their careers for the fetters of matrimony. Even in Islamic Iran, some women are choosing education over marriage, exploiting newly relaxed divorce laws or flashing fake wedding rings to secure sole lodgings.

The picture is more troubling in China and India, where the dark arts of selection for male babies promise a generation of bachelors with diminished conjugal prospects. The inverse is true among African-Americans. America's prison system ensnares one in nine black men between the ages of 19 and 34, narrowing the pool for black women who, by and large, do not marry outside their racial group.

Three explanations apply in general, however. First, women are often marrying later as their professional opportunities improve. Second, thanks to increased longevity, bereaved spouses are outliving their partners for longer than the widows and widowers of yesteryear. And third, changing social attitudes in many countries mean that the payoffs of marriage — financial security, sexual relations, a stable relationship — can now often be found outside the nuptial bed.

The spread of singledom has drawbacks. One-person households have a bigger carbon footprint than joint dwellings and drive up housing costs. Singles tend to have fewer children, increasing the burden on the young to support an ageing population. And single people appear more vulnerable and thus potentially costlier to society than those who have a partner: numerous studies have confirmed the psychological and health benefits of stable romantic unions.

Yet these worries may be overdone. The term “single” lumps all unmarrieds into one basket, making it hard to distinguish between true loners and those who cohabit out of wedlock or live with friends or family. Even those who live alone are not necessarily solitary. “Living alone, being alone and feeling lonely are three different social conditions,” says Eric Klinenberg, a sociologist at New York University and author of a recent book, “Going Solo”.

Far from being loners, Mr Klinenberg argues, singles are more likely to spend time with friends and neighbours, and to volunteer in civic organisations. This explains why singlehood proliferates in places where such networks can crystallise, he says: in many urban centres and in Scandinavia, where strong social safety nets free people to pursue their own goals. By 2020, Euromonitor predicts, almost half of households in Sweden will contain only one person.

Policymakers have tended to ignore singletons—and been guilty of what Bella DePaulo, a social psychologist at the University of California in Santa Barbara, calls

“singlism”. From tax breaks to holiday arrangements, couples and spouses often enjoy a host of benefits that singles do not.

Fewer marriages, better marriages

Some governments are now trying to stem the tide. The UAE’s Marriage Fund, for instance, has spent almost \$16m this year in one-off grants to encourage couples to tie the knot. It also sponsors mass weddings, and publishes a regular information bulletin whose title translates as the *Journal of Passion*. In America the Obama administration has continued to fund the “Healthy Marriage Initiative”, a programme launched by George W. Bush, to encourage unmarried parents to get hitched, at a cost of \$150m a year.

Such efforts may not work, or may even backfire. Recent studies of marriage promotion in America suggest that it is ineffective when directed towards non-white or poor families, for whom financial security seems to have a higher priority than improving intimate relationships. More broadly, some of the things that make marriages today more unstable—their voluntary nature and women’s higher standards in relationships—also explain why, when marriages work, they are fairer and more intimate than ever before, points out Stephanie Coontz, the author of “Marriage: A History”.

So governments should stop panicking. When Cupid’s hand is forced, his arrow is liable to misfire. In early imperial Rome, when the emperor Augustus put a tax on celibacy in response to anaemic marriage rates, he faced a spate of betrothals to underage women, an open revolt from his senators—and a decline in his citizens’ conjugal appetites.



Vocabulary in Focus

3. Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

single thirty-somethings	одинокі тридцятирічні
Singledom	одинокість
Singletons	одиночки
a lone-ranger	вовк-одинака / самотній ковбой
the fetters of matrimony	пута шлюбу
flashing fake wedding rings	демонструючи фейкові обручки
secure sole lodgings	надійне самотійне проживання
a generation of bachelors	покоління холостяків
diminished conjugal prospects	зменшені шлюбні перспективи

by and large	в цілому
bereaved spouses	овдовілі пари
widows and widowers of yesteryear	вдовиці та вдовці минулих часів
the payoffs of marriage	переваги шлюбу
the nuptial bed	шлюбне ліжко
stable romantic unions	стабільні романтичні союзи
cohabit out of wedlock	жити разом без шлюбу
“living alone, being alone and feeling lonely are three different social conditions”	“жити наодинці, бути наодинці і відчувати самотність — це три різні соціальні умови
singlehood	стан одиночності
“singlism”	сингл-дискримінація
to tie the knot	одружитися
to get hitched	пов’язати себе шлюбом
Cupid’s hand	рука Купідона
celibacy	Целібат
anaemic marriage rates	криза шлюбу
conjugal appetites	шлюбні апетити

4. Translate into Ukrainian.

1. **The fetters of matrimony** often deter individuals who value their independence, causing them to view marriage as an institution that imposes significant restrictions on personal freedom.
2. In an attempt to secure a rental property in a competitive market, some individuals have been known to engage in **flashing fake wedding rings**, hoping that the appearance of being married will make them seem more stable to potential landlords.
3. **Diminished conjugal prospects** in rapidly urbanizing societies are a growing concern, as the imbalance between the number of available partners and the increasing demands of modern life leads to fewer opportunities for traditional marriage.
4. **By and large**, societal attitudes toward marriage have evolved significantly over the past few decades, with many people now viewing singlehood as a viable and fulfilling lifestyle choice rather than a temporary state.
5. **Bereaved spouses** often face profound emotional challenges, as they navigate the complex process of adjusting to life without their partners while also dealing with practical matters such as finances and living arrangements.
6. The challenges faced by **widows and widowers of yesteryear** were markedly different from those encountered by contemporary individuals, as past societal norms often offered less support and fewer resources for those grieving the loss of a spouse.
7. While the **payoffs of marriage** such as companionship and financial stability are well-documented, many people now question whether these benefits outweigh the personal sacrifices required to maintain a marital relationship.
8. In modern times, individuals who choose to **cohabit out of wedlock** may face societal scrutiny, but this arrangement often provides them with greater flexibility and less pressure to conform to traditional marital norms.

9. As more couples decide **to tie the knot** later in life, they often bring with them a wealth of life experience and personal maturity that can contribute to the stability and success of their marriages.
10. Many people who choose **to get hitched** find that their relationship becomes stronger when both partners have had the opportunity to establish their own careers and personal identities before committing to a lifelong partnership.
11. The evolution of **conjugal appetites** in contemporary society reflects a shift away from traditional expectations of marriage, with many individuals now prioritizing personal growth and career success over the pursuit of a conventional marital relationship.



Reflection and Discussion

5. Work in pairs. Discuss the following.

1. How do different cultures view singlehood, especially in contrast to traditional views on marriage? What role do media portrayals (like "Sex and the City") play in shaping these perceptions?
2. Discuss how economic development in various countries affects marriage trends. How does financial independence influence women's decisions regarding marriage?
3. What social changes have contributed to the rise of singles? Consider factors such as career opportunities, educational attainment, and changing family structures.
4. Explore the distinction between living alone and feeling lonely. How do social networks and community involvement impact the well-being of single individuals?
5. Evaluate the effectiveness of government initiatives aimed at promoting marriage. What alternative policies could better support single individuals?
6. Discuss how gender influences the experience of being single. How do societal expectations for men and women differ in terms of marriage and relationships?
7. Compare and contrast the trends in singledom in Western countries with those in the Middle East and Asia. What unique challenges and opportunities do different regions face?
8. Consider the implications of increasing single-person households on social structures, economic systems, and community support networks.
9. Reflect on the potential future of relationships and marriage in light of these trends. What might the landscape look like in 20 or 30 years?
10. Share personal perspectives on the topic. How do your own experiences and beliefs align with or challenge the trends discussed in the article?



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Framing, Evaluative Language, and Reported Speech in Newspaper Discourse

Objective: to apply the concepts of framing, evaluative language, and reported speech to analyze a newspaper article and uncover how linguistic choices shape public perception and construct social meaning.

1. Read the following and do the tasks given below.

Newspaper articles remain a crucial medium for linguistic analysis, offering rich material for studying the intersection of language, power, and discourse. As tools for public communication, the language used in news articles not only informs but also shapes perceptions. Van Dijk (2013) emphasizes that ideological structures shape news articles and reflect the values and interests of those in positions of power. The linguistic elements in news articles — such as headlines, leads, and the body of the text — serve distinct functions. Headlines, for instance, are crafted to capture attention and condense the essence of the story. The lead paragraph provides the core information, and the body elaborates further, often including contextual details and quotes. Through these structural choices, journalists frame narratives influencing how the public perceives events.

Evaluative language is another significant feature of news writing, influencing readers' understanding of the reported events. Recent studies on media discourse, such as those by Caple and Bednarek (2016), demonstrate how language in the media can subtly manipulate public opinion through evaluative terms and modality. In news articles, modality — expressed through modal verbs, adjectives, or adverbs — can indicate the degree of certainty or possibility in reporting. A headline like "Government Claims Economy is Improving" introduces a sense of uncertainty or contention, signaling that the reported statement may not be entirely factual. Conversely, a headline like "Economy Improves, Government Reports" uses a more assertive and certain tone. The choice of modality here directly impacts how the news is perceived by the reader.

Another significant concept in linguistic analysis of news articles is **framing**, which involves how an issue is structured and presented to readers. Recent scholarship, such as that by Matthes (2014), continues to explore how framing in news articles influences public opinion and shapes social narratives. According to Matthes, media framing goes beyond the selection of certain facts and incorporates the way those facts are presented, including the language used and the tone set by the journalist. For instance, the headline "Protests Break Out in Response to New Tax Policies" can evoke an image of chaos and rebellion, whereas "Citizens Voice Discontent Over Tax Reform" presents a more measured and passive view of the same event. The strategic use of framing, therefore, can subtly guide the reader's interpretation of a given event.

Reported speech is another crucial feature of news discourse that warrants attention in linguistic analysis. As Bednarek and Caple (2012) argued, how news articles employ direct and indirect speech can influence how events are represented. Direct quotations often provide authority and authenticity, while indirect speech allows journalists more flexibility in shaping the narrative. This distinction can affect the perceived credibility of sources and the way readers engage with the story. For instance, the selective use of direct quotes from political figures or experts can enhance the credibility of the

reporting, while the omission or rephrasing of quotes can steer the audience toward a particular viewpoint.

Finally, the language of newspaper articles not only reflects but also constructs social and cultural realities. As argued by van Leeuwen (2011), the media play a significant role in the social construction of reality, often reinforcing ideologies that align with dominant cultural and political narratives. Through the linguistic choices made in the construction of news stories — such as the selection of topics, framing devices, and evaluative language — newspapers participate in shaping the public's understanding of social issues. By analyzing these features, you can uncover how news articles construct meanings, influence opinions, and reinforce societal norms.

References:

- Bednarek, M., & Caple, H. (2012). *News Discourse: The Construction of News Reality*. Routledge.
- Caple, H., & Bednarek, M. (2016). *The Discourse of News Values: How News Organizations Create Newsworthiness*. Routledge.
- Matthes, J. (2014). Framing politics: An integrative approach. *The Handbook of Political Communication Research*, 163-188.
- van Dijk, T. A. (2013). *Discourse and Power*. Palgrave Macmillan.
- van Leeuwen, T. (2011). *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford University Press.

2. Analyze the Article Using the Following Framework:

Framing	Identify how the issue or event is framed. Analyze the headline and lead paragraph What image of the event or topic do they present? Are certain facts emphasized or downplayed? Discuss how the framing might influence readers' interpretation of the news.
Evaluative Language	Identify evaluative terms (adjectives, adverbs, or verbs) used to describe people, events, or situations. Do the terms express positive, negative, or neutral evaluations? Analyze the modality in the article (e.g., modal verbs like <i>might</i> , <i>could</i> , <i>must</i>). How do these choices impact the level of certainty or emphasis in the reporting?
Reported Speech	Examine the use of direct and indirect speech. Which sources are quoted directly, and which are paraphrased? How do these choices affect the authority, credibility, and tone of the article?
Be Prepared to Discuss Your Findings in Class	Summarize your findings in a report, addressing the following: - How do framing, evaluative language, and reported speech contribute to the article's overall message? - What biases or perspectives, if any, are evident in the linguistic choices? - How might these choices shape the reader's perception of the issue or event?



UNIT 3. RELATIONSHIP COACHING

Warming Up

1. Please read the given statements and choose any two. Explain in detail why people seek help from a personal coach.

- People turn to personal coaches when they feel stuck and need a fresh perspective.
- Many seek coaching to achieve specific goals, whether in their career, relationships, or personal life.
- Coaching offers clarity in decision-making and helps people prioritize their actions.
- Some look for personal coaches to gain confidence and overcome self-doubt.
- A personal coach helps you break down big dreams into actionable steps.
- Coaching is often sought after when someone wants to change their mindset and adopt more positive habits.
- People often reach out to coaches when they need accountability to stay on track.
- Many seek coaching for work-life balance and to find fulfillment in both personal and professional spheres.
- Personal coaching helps individuals discover hidden strengths and develop them further.
- Sometimes, people need a coach to challenge their limiting beliefs and push them beyond their comfort zones.

2. Read the given article about relationship coaching. Answer the questions:

- What are the primary goals of coaching compared to those of therapy?
- In what situations might a person benefit more from coaching than therapy, and vice versa?

What exactly is **Relationship Coaching**? Relationship Coaching is the application of coaching to personal and business relationships. While many become motivated to seek help when struggling with their relationships, coaching and relationship coaching are positive, results-oriented professions.

Coaching helps functional people achieve their personal and relationship goals. It is not a substitute or replacement for therapy provided by a licensed clinician trained to treat mental, emotional, and psychological disorders. While relationship coaches might be experts in relationships, the art and science of coaching is to facilitate success for the client without providing advice or “professional opinions.”

The label “relationship coach” has been used for many years by professionals. With the evolution of personal/life coaching as a recognized profession in 1995 with training standards and certification initially established by the International Coach Federation, relationship coaching as a coaching specialty with its own professional

training, standards, certification and methodologies was first developed by David Steele, a California based licensed Marriage and Family Therapist who founded the Relationship Coaching Institute in 1997.

Relationship Coaching Specialties

The Relationship Coaching Institute identifies the following seven types of singles:

1. **Temporarily Single.** Someone who is actively seeking a partner and in between relationships.
2. **Recently Divorced or Widowed.** Someone recovering from loss and not ready for a relationship.
3. **Frustrated Single.** Someone who wants a partner but is not able to find one and gives up.
4. **Passive Single.** Someone who wants a relationship but not actively seeking a partner.
5. **Single But Not Available.** Someone who has a self-perception of being single and desires a lasting relationship, but “hooking up” to get needs met.
6. **Busy or Distracted Single.** Someone absorbed in being a single parent, career, school, etc. and doesn’t have the time nor the desire for a partner.
7. **Single by Choice.** Someone who has no desire for a partner. Being single is a conscious permanent lifestyle choice for many reasons, including-
 - “Been there, done that, don’t want to do it again”
 - “Why buy the cow when you can get the milk for free?”
 - Ascetic or other religious or spiritual reason
 - Is a Loner
 - Values independence more than couplehood
 - Polyamory or alternative lifestyle that doesn’t lend itself to cohabitation
 - Celibate or asexual
 - Financial reasons
 - Aging
 - Health

Comparing Coaching and Therapy

Relationship coaching is a professional client-focused service. The individual or couple is assumed to be healthy, powerful, and able to achieve relationship goals with effective support, information, and guidance. There are significant and sometimes contrasting differences between therapy and coaching. In short, coaching is a results and goal-oriented methodology. Coaching assumes the client is functional and fully capable of success. Meanwhile (psycho)therapy is a healing profession trained and licensed to diagnose and treat mental, emotional, and psychological disorders. Coaching and therapy can complement each other very well.

Therapy	Coaching
Assumes the client needs healing	Assumes the client is whole
Roots in medicine, psychiatry	Roots in sports, business, and personal growth venues
Works with people to achieve self-understanding and emotional healing	Works to move people to a higher level of functioning
Focuses on feelings and past events	Focuses on actions and the future
Explores the root of problems	Focuses on solving problems
Works to bring the unconscious into consciousness	Works with the conscious mind
Works for internal resolution of pain and to let go of old patterns	Works for external solutions to overcome barriers, learn new skills, and implement effective choices

3. Write short stories that illustrate the different types of 'singles' described in the text. However, do not explicitly name the type of single in the story. Instead, focus on showing their characteristics and situations through storytelling, so that other students can guess which type of 'single' is being described. Ensure the stories are engaging and effectively highlight the key traits of each type.



Online Course Assignments Listening

4. Watch the video and state whether the following is TRUE or FALSE.

<http://surl.li/tzgenu> – linguists

<http://surl.li/mvxwfg> – translators

1.	The speaker enjoys discussing this topic because he believes there are many misconceptions surrounding age and dating.	
2.	The stereotype that you should date within your age group is widespread today.	
3.	The speaker hosted a nationwide radio program discussing age gap relationships.	
4.	The speaker claims that his findings are scientifically supported.	
5.	They expected people to advise against dating someone who is significantly older or younger than you.	
6.	Most of the people calling in were in such a relationship and were not happy.	

7.	The older partners spoke about energy and passion their younger partners brought into their life.	
8.	The younger partners appreciated their older partners' wisdom and patience.	
9.	Callers also mentioned that women had such a relationship because of money or sex.	
10.	The reason the speaker is doing the video is to advertise his book.	
11.	The speaker urges the listeners not to stay in a relationship with someone of their age.	
12.	The speaker wants his target audience to be more open-minded.	
13.	The speaker suggests that you should consider entering an age-gap relationship if you are single and previous relationships have not worked out.	
14.	The speaker supports the idea that people with quite an age difference do not have much in common.	



Reflection and Discussion

15. Discuss the following in groups and share your ideas with other students from your group.

➤ **Age-Gap Relationships: Misconceptions vs. Reality**

Discuss the stereotypes surrounding age-gap relationships and whether they are justified based on real-life experiences.

➤ **Can Age-Gap Relationships Work Long-Term?**

Debate whether relationships with significant age differences face unique challenges or if those challenges are comparable to any other relationship.

➤ **Cultural Perspectives on Age and Dating**

Explore how different cultures view age-gap relationships and whether these views influence the success or failure of such relationships.

➤ **Power Dynamics in Age-Gap Relationships**

Discuss whether age-gap relationships create imbalances in power due to factors like life experience, financial stability, or expectations around family and career.

➤ **Scientific Evidence on Age-Gap Relationships**

Should scientific findings influence how we view age-gap relationships, or is this largely a matter of personal preference?



UNIT 4. When Marriage Turns into a Marriage of Convenience

Warming Up

1. Work in groups of 3–4. From the list provided, choose five priorities that you think couples might value most when love is gone, but they decide to stay together. Rank these five priorities in order of importance, and be prepared to explain your reasoning.

- Financial stability
- Raising children or family obligations
- Shared responsibilities and lifestyle
- Social status or reputation
- Personal Independence
- Emotional support or companionship
- Practicality and comfort of daily life
- Career or educational goals
- Cultural or societal expectations
- Health and medical support
- Housing and living arrangements
- Friendship or long-term bond
- Parenting stability
- Legal benefits or immigration status
- Social connections and networks
- Mutual goals or projects
- Respect and mutual understanding
- Avoidance of conflict or change
- Religious or moral beliefs

2. Read the article and do the exercises given after it.



Irene Messinger is a political scientist whose award-winning PhD thesis and book deals with MOC in the Austrian Alien Law (2012) from an intersectional perspective. 2013-2016 she was focusing on MOC during the Nazi period. In 2017, she will publish the commented memoirs of Anita Bild, a persecuted Viennese dancer who continued her career in the UK due to a MOC in 1939. Her research agenda focuses on Migration Policies and Migration Research, as well as Biographies, Gender and Social Justice. She teaches at the University of Vienna and at the University of Applied Sciences, Department for Social Work.

IS A "MARRIAGE OF CONVENIENCE" SO BAD?

What's wrong with a "marriage of convenience?"

Posted Mar 18, 2012

A 40-something acquaintance is married, with two children. She's been going through a job transition, so she and her husband are both working out of the home, and it's not as if it doesn't show. They're on each other's nerves. "I tell you," she despaired, "if I don't get back in an office with other people *soon* I'll have a marriage of convenience only."

We both laughed. But I thought to myself, what's wrong with that?

By its narrow, original definition a marriage of convenience is for purely financial, practical or political motivations. The *mariage de convenance* got popularized in English in the 1700s and 1800s, just as romantic ideals gained momentum. A marriage of convenience could only be named, and criticized, when an alternative emerged. Before, a "marriage of convenience" would have been redundant.

In modern times, the phrase has broadened into an opposition between marrying "for love" on the one side, and for "some reason other than love," for "expediency rather than love," or for *any* non-love motive, on the other.

You probably know a marriage of convenience. Some of them are of the mildly depressed variety that interests me in my book. The partners don't appear to have much of a connection, and they've probably contemplated divorce, but decided to stay together, perhaps because of parental duty, or for the comforts of habit, or just because they can't sell their home or afford to divorce. Research finds that divorce rates have dropped because of the recession.

The marriage of convenience is treated like a sad punch line. Still, there's a case to be made for it.

On the "pro" side, the best thing about a marriage of convenience is that it's convenient. And convenience is an ever more exotic attribute in our stressed-out times.

If you're thinking of divorce, it might be the best path. There isn't a generic right answer to the heart's complexities, although we're advised often that there is. But, before you divorce from the marriage of convenience, look around your shared dwelling, and life, and imagine the post-marriage world. Notice the things, routines, and banal conversations you have with your partner. Things will need to be divided, sold, and/or replaced; chores handled easily will have to get discussed and coordinated. Hassles fulminate where none existed before over violin lessons and immunizations. Discussion to resolve picayune matters now involves excessive texting. Pets, to say nothing of children, don't split 50/50. Costly new households get established, and some never recover financially.

Maybe the homely quality of convenience isn't such a lame foundation for marriage after all.

And are you ever free from the offending Marriage in Name Only? Not really. You're free from the marriage, but not from your spouse, if you have children. I chatted with a therapist who warned, "there's no divorce after children." You're still involved with your ex, all the time.

Much to the dismay of the spouse who dreams of a bright-line freedom on the other side of marriage, the divorce proves to be less of a clean break than an unraveling, with persistent, dense entanglement.

Children are usually the most heart-wrenching question. Peer-reviewed divorce research finds that in "high-conflict" marriages, kids are usually better off after divorce. With "low-conflict" unions, they may be better off without divorce. "Our kids don't give a shit about our happiness," a friend of mine said before she divorced. They don't care if we're "really" in love. If you can get along, that's good enough. Then again, sociologist Stephanie Coontz observes that having children in a lifeless marriage isn't great role-modeling, either.

So divorce might still be the best option.

Because, to argue the "con" side, isn't a marriage of convenience like dragging the carcass of a necrotic relationship on your back for years?

It's not selfish to want more than that. Some marriages of convenience are nothing short of soul-killing. People use the phrase as a slur is because it implies that the spouse is giving up on life and reasonable standards of happiness, all because they don't want to move furniture or find an apartment. The incriminating suspicion is that they're sacrificing what a friend of mine calls their "adult humanity" for flimsy consolations, or to save face.

A friend of mine from grade school grew up gloomily with parents who simmered in resentment and hostility. Anger seemed like a layer of dust in their house. The home was convenient, but it was also quietly, invisibly toxic. The parents didn't argue, so they would have qualified as low-conflict by research criteria. Instead of arguing, they let their bitterness eat away at them from the inside. My friend and her sister used to dream that their parents would divorce, secretly beseeching them to.

Whether mildly or monumentally sad, a marriage of convenience means this: You're not going to have all the main aspects of your life fulfilled in one relationship and place. Your marriage isn't going to be passionate, perhaps, or you're not going to enjoy intellectual camaraderie with your spouse.

The romantic dream of marriage isn't going to be your dream, after all. You'll have to find another dream. Or, you'll have to find another person.

Or, maybe you'll find a third way: A marriage of convenience may indeed be worth saving, *if* – and it's a monumental *if* – the spouses are willing to give each other some accommodations and freedoms so that they can meet other vital needs elsewhere, and still enjoy a companionate marriage.

Maybe that would mean marriage sabbaticals, to pursue different interests. Maybe it would mean that spouses aggressively develop other friendships, hobbies and networks, apart from the spouse. It might even entail having a non-monogamous marriage that permitted mistresses or lovers, within rules. Historically, it was precisely these tacit, collusive accommodations that made the marriage of convenience not only tenable but pleasant enough. Women found intimacies in close friendships; men sought mistresses; husbands and wives had parallel, not overlapping, lives in several respects.

If you're willing to change your idea of marriage, rather than your dream or your spouse, you might be able to stay semi-happily married, for the time being.

It wouldn't be easy. But neither are the alternatives.



Vocabulary in Focus

3. Find the English phrases in the text that correspond to the given Ukrainian equivalents.

1. через зміну роботи — _____
2. зручність (користь) замість любові — _____
3. будь-який нелюбовний мотив — _____
4. вони, ймовірно, обмірковували розлучення — _____
5. через батьківський обов'язок — _____
6. задля зручності звички — _____
7. як сумний підсумок — _____
8. у наші стресові часи — _____
9. загально правильна відповідь на складнощі серця — _____
10. суєта розпалюється — _____
11. щоб вирішити дріб'язкові справи — _____
12. зрештою, це слабкий фундамент для шлюбу — _____
13. Розлучення виявляється менш чітким розривом, а радше розплутуванням із наполегливим, щільним заплутуванням — _____
14. найбільшніше питання — _____
15. обвинувачувальні підозри — _____
16. кипіти у злості та ворожості — _____
17. дозволяють їхній гіркоті з'їдати їх зсередини — _____
18. насолоджуватися інтелектуальним товариством зі своїм подружжям — _____
19. шлюбні перерви передбачають немоногамний шлюб — _____



Reflection and Discussion

4. Choose one point and dwell on it. Get ready to participate in the discussion.

1. Financial Stability



➤ Pooling Resources

Marriage of convenience can provide financial security for both partners, allowing them to combine incomes and share living expenses.

➤ Avoiding Financial Hardship

It can be a solution for people facing difficult economic circumstances, offering mutual support to avoid poverty or significant financial struggles.

➤ Inheritance and Insurance Benefits

Married partners often benefit from tax breaks, inheritance rights, and access to spousal insurance, which can improve both partners' financial well-being.

2. Children's Welfare



➤ **Stable Home Environment**

Even in a marriage of convenience, children can benefit from a stable, two-parent household where resources, emotional or otherwise, are shared.

➤ **Shared Responsibilities**

Partners can collaborate in raising children, ensuring that children have a structured, supported environment.

➤ **Protection Against Instability**

If one partner has financial or legal instability, the marriage can help shield the children from its negative impact.

3. Safety and Legal Protections



➤ **Legal Protection**

Marriage can provide legal protection and access to resources in case of emergencies, illness, or job loss. For example, spouses may have the right to make medical decisions or access social benefits.

➤ **Immigration Safety**

Marriage of convenience may serve as a solution for people in dangerous situations, like refugees or individuals fleeing persecution, allowing them to obtain legal residency and safety.

➤ **Emotional Safety**

In some cases, marriage can provide emotional safety, creating a partnership that offers companionship and support in the absence of romantic love.

4. Pets and Shared Responsibilities



➤ **Shared Care for Pets**

For individuals with pets, a marriage of convenience can help share the responsibilities of pet care, ensuring that animals are well taken care of.

➤ **Pet Custody**

Some people enter into marriages to ensure that their pets are properly cared for, especially if the individuals' financial situation or housing might otherwise prevent them from keeping pets.

5. Social Stability and Community Perception



➤ Societal Expectations

In some cultures or situations, marriage is expected or necessary for social stability and respect. Marriage of convenience can help individuals meet these expectations without necessarily following traditional romantic norms.

➤ Avoiding Social Stigma

For those who may face stigma due to being single or in nontraditional relationships, marriage of convenience can help them conform to societal expectations without compromising their personal values.

6. Mutual Support in Aging or Health Problems



➤ Companionship in Old Age

Older individuals may marry out of convenience to ensure companionship, avoid loneliness, and share health-related responsibilities as they age.

➤ Caregiving

In the case of illness or disability, having a spouse can ensure proper care and legal rights to make decisions, which might not be available to non-married partners.



Online Course Assignments

Do the test in your online course.



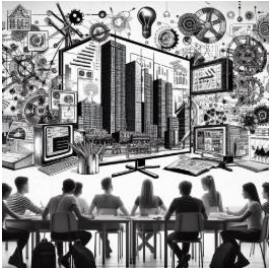
<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=839684>

(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=840019>

(for translators)



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Discourse Deixis in Newspaper Discourse

Objective: *to develop a deeper understanding of how discourse deixis contributes to cohesion, framing, and intertextuality in newspaper discourse.*

1. Read the following.

Discourse deixis plays a central role in newspaper discourse, helping readers navigate the textual world created within the article. It refers to linguistic elements that point to parts of the discourse itself, guiding readers' interpretation of what is being said. Levinson (1983) defines discourse deixis as "expressions that refer to parts of the unfolding discourse or to elements of the text being produced" (p. 85). In newspapers, discourse deixis appears through words like *this*, *that*, *the following*, and *above-mentioned*, which direct readers to specific points in the text. For instance, when a journalist uses *this argument*, it requires the reader to track back and connect the current statement to what has already been said. This creates cohesion and coherence, ensuring that readers follow the logical flow of the narrative. Without these markers, readers may struggle to maintain the context or grasp the connections between different parts of the text.

Another function of discourse deixis in newspapers is shaping how readers perceive the text's credibility and structure. Deictic markers can highlight key arguments, emphasize specific facts, and draw attention to critical perspectives. As van Dijk (1998) explains, discourse deixis is not merely about textual cohesion; it also reflects ideological choices by signaling what the writer considers relevant or central. For example, the use of *as stated earlier* or *as discussed above* reinforces certain points, subtly influencing the reader's perception of their importance. This aligns with the broader role of media in constructing reality, as noted by Fairclough (1995), who argues that linguistic choices in the media often reinforce dominant narratives. Through the strategic use of deixis, journalists guide readers toward particular interpretations, shaping how news events are framed and understood.

Deixis also enhances intertextuality in newspaper discourse by linking different sections of the article and connecting the text to broader discourses. As Lyons (1977) notes, deictic expressions can signal relationships between the current discourse and other texts, creating layers of meaning. For instance, phrases like *according to this report* or *as evidenced in the previous investigation* link the article to other texts or sources, reinforcing its intertextual nature. This practice not only builds the article's authority but also situates it within larger social and political narratives. In this way, discourse deixis contributes to the article's ability to engage with, reflect, and shape the wider public discourse.

Moreover, discourse deixis often functions to establish temporal and spatial reference points within the text. Newspaper articles frequently rely on temporal deixis to situate events in time, using expressions like *now*, *then*, *earlier*, or *recently* to anchor the reader in the unfolding narrative. These temporal markers create a sense of immediacy and relevance, which is crucial in news reporting. According to Halliday and Hasan (1976), temporal deixis enhances the text's coherence by establishing chronological connections between different events. Spatial deixis, though less prominent, also plays a role in situating the reader within

the described setting, as seen in phrases like *in this area* or *here in the capital*. Together, these deictic elements help construct a dynamic narrative space, guiding readers through the temporal and spatial dimensions of the reported events.

Finally, the strategic use of discourse deixis can reflect the journalist's stance and engagement with the reader. Deictic expressions like *this alarming trend* or *such an irresponsible policy* carry evaluative connotations that reveal the writer's perspective. As Bednarek and Caple (2012) argue, the choice of deictic markers can influence the article's tone and framing by signaling approval, disapproval, or neutrality. This evaluative aspect of deixis is particularly significant in opinion pieces, where journalists explicitly engage with the reader to persuade them of a particular viewpoint. By carefully analyzing discourse deixis in newspaper articles, readers can uncover the subtle ways in which linguistic choices shape meaning, frame events, and reflect underlying ideologies.

References

1. Bednarek, M., & Caple, H. (2012). *News Discourse*. London: Bloomsbury Academic.
2. Fairclough, N. (1995). *Media Discourse*. London: Edward Arnold.
3. Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
4. Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
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2. Analyze the Article Using the Following Framework:

Identify and Analyze Deictic Markers

Highlight all instances of discourse deixis in the article (e.g., *this*, *that*, *the following*, *as stated earlier*).

Categorize the deictic expressions according to their function.

Textual Cohesion

How do they link different parts of the text?

Framing and Emphasis

Which points or arguments do they highlight?

Intertextuality

Do they connect the article to other texts or sources?

Temporal and Spatial Reference

How do they situate the reader in time and space?

Evaluative Function

Do they reveal the journalist's stance or influence the article's tone?

Be Prepared to Discuss Your Findings in Class

Summarize your findings in a report, addressing how discourse deixis shapes the narrative, tone, and framing of the selected newspaper article.



UNIT 5. Exploring the Legality of Marriage of Convenience in Immigration Law

Warming Up

1. Read the following statements about Immigration Laws. In pairs, discuss which statements seem unrealistic or cannot be true in real life. Be prepared to explain your reasoning.

- Individuals can obtain citizenship simply by marrying anyone from the country they wish to immigrate to.
- A marriage of convenience is legally recognized in all countries as a valid way to secure immigration status.
- Immigration officials rarely investigate the authenticity of a marriage when processing visa applications.
- All immigration laws require proof of love and commitment in a marriage to grant residency.
- Some couples enter into marriage solely for the purpose of immigration benefits, and this is perfectly legal.
- If a marriage of convenience is discovered, both partners can face criminal charges.
- Immigration laws are the same across all countries, making it easy for anyone to understand the process.
- People can change their immigration status by getting divorced shortly after a marriage of convenience.
- In some cases, a marriage of convenience can lead to additional benefits, such as work permits.
- Immigration lawyers always advise their clients to enter into a marriage of convenience if they want to stay in a country longer.

2. Read the article and do the exercises given below.

IS A "MARRIAGE OF CONVENIENCE" ILLEGAL UNDER IMMIGRATION LAW?

Under U.S. immigration laws, getting married solely for immigration purposes is considered marriage fraud, so authorities are looking for proof of a legitimate relationship.

Need Immigration Help? We've helped 85 clients find attorneys today.

In broad terms, a marriage of convenience is any marriage that was entered into for purposes other than the traditional ones: those being for love, to start a joint and united household, and possibly to start a family. For example, people have entered into marriages of convenience in order to pose publicly as a married couple in a situation where traveling together would be frowned on, to hide their true identity or sexuality, or for other forms of gaining various benefits -- among them, immigration benefits.

Yes, These Types Of Marriage Are Against the Law

In the United States as well as other countries, the spouses of people who are lawful residents, citizens, or travelers on visas are eligible to apply for visas or green cards to accompany or join that person. However, under the U.S. immigration laws, entering into a marriage solely for purposes of making use of such provisions is considered marriage fraud. It is grounds for not only denying the immigration benefit sought, but for imposing criminal penalties.

If you are a nonresident foreign national considering marrying an American citizen to gain immigration benefits, you may have heard that you can receive your green card and permanent resident status in as little as two years. But you should also realize that United States Citizenship and Immigration Services (USCIS) is on the lookout for people trying to exploit this opportunity. It closely examines marriages between U.S. citizens and foreign nationals, and has broad powers to investigate whether the marriage is valid. What's more, the immigration laws contain special provisions to make sure that USCIS has several opportunities to determine whether or not you have entered into a marriage of convenience.

How the Immigration Authorities Test for Marriage of Convenience

You'll need to provide more than a wedding certificate and your word that you're married. The immigration authorities will, at several stages of the application process, require documentation showing the circumstances surrounding your marriage, namely that you're establishing a life together. Such documents can include things like joint bank accounts, joint health insurance, proof that you live together (such as a lease or mortgage with both your names on it), children's birth certificates, wedding photos, and more.

In addition, either the overseas consulate processing your case or USCIS (if you're adjusting status within the United States) will, before granting the green card or immigrant visa, conduct an interview to determine whether or not your marriage is legitimate. During this interview, immigration officials may ask numerous, pointed questions about things like:

- your relationship – how you met, how you spend time together, what happened at your wedding, and more
- your knowledge about the other person – names of friends and family, important dates in the person's life, and so on
- your living arrangements – such as the color of your furniture, where you keep things, etc., and
- other common questions which married couples should know (such as who feeds the cat or shops for groceries, and when).

If you hesitate, give wrong answers, or make other mistakes, the officials may suspect that your marriage is not legitimate. If that happens, you may have to undergo a second interview in which you and your spouse are separated, but asked identical questions. Then your answers are compared to see how well they match. For a more thorough list of what immigration authorities might look at, see *Proving a "Bona Fide" Marriage for Immigration Purposes*.

"Conditions" Imposed

But even if you get through this part of the process and obtain a green card, realize that it's only a two-year, conditional green card. You'll have to submit a whole new application near the end of those years, submitting even more documentation of your valid marriage, to obtain a *permanent* green card. If you think your marriage situation may raise red flags, you'll probably want to hire a lawyer to help present your case.



Vocabulary in Focus

3. Read the given lexemes and phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

immigration law	іміграційне право
immigration policy	іміграційна політика
immigration status	іміграційний статус
immigration reform	реформа іміграції
immigration process	процес іміграції
immigration application	заявка на іміграцію
immigration benefits	іміграційні пільги
immigration authorities	іміграційні органи
immigration interview	іміграційне інтерв'ю
immigration visa	іміграційна віза
immigration form	іміграційна форма
immigration lawyer	іміграційний адвокат
immigration court	іміграційний суд
immigration detention	іміграційне утримання
immigration regulations	іміграційні нормативи
immigration services	іміграційні послуги
immigration status adjustment	коригування іміграційного статусу
immigration fraud	іміграційне шахрайство
immigration petition	іміграційна петиція
immigration hearing	іміграційне слухання
immigration entry	в'їзд іміграційний
immigration restrictions	обмеження іміграції
immigration and naturalization	іміграція та натуралізація
immigration requirements	вимоги до іміграції
immigration procedures	іміграційні процедури
immigration sponsorship	спонсорство для іміграції

3. *Translate into English.*

1. Імміграційне право постійно змінюється, щоб вирішувати нові виклики та забезпечувати безпеку кордонів країни.
2. Уряд розглядає значну зміну своєї імміграційної політики, щоб залучити кваліфікованих працівників, одночасно забезпечуючи захист внутрішніх робочих місць.
3. Важливо регулярно перевіряти та оновлювати свій імміграційний статус, щоб уникнути ускладнень під час подачі заявки на постійне місце проживання.
4. Імміграційне інтерв'ю є важливим етапом у процесі подачі заявки, де чиновники оцінюють автентичність ваших стосунків та намірів.
5. Розуміння всього спектра імміграційних пільг, доступних для вас, може допомогти спростити процес подачі заявки та забезпечити виконання всіх необхідних вимог.
6. органи несуть відповідальність за перевірку легітимності всіх імміграційних заявок та забезпечення того, щоб заявники відповідали юридичним вимогам для в'їзду.
7. Імміграційна віза необхідна для осіб, які бажають жити та працювати в країні на постійній основі, а процес подачі заявки може бути як тривалим, так і складним.
8. Консультація з досвідченим імміграційним адвокатом перед подачею заявки може допомогти вам орієнтуватися в юридичних складнощах і уникнути поширених помилок, які можуть затримати процес.
9. Якщо вашу імміграційну справу оскаржено або є невідповідності в документах, вам, можливо, доведеться відвідати імміграційне судове засідання для вирішення питання.
10. Імміграційну петицію, після подачі, потрібно ретельно перевірити органами, щоб переконатися, що вся необхідна документація в порядку перед прийняттям рішення.



Reflection and Discussion

5. *Work in two groups and do the following.*

1. Discuss the legal implications of entering into a marriage solely for immigration benefits under U.S. immigration laws, and the potential penalties for marriage fraud.
2. Explore the methods used by USCIS to verify the legitimacy of marriages, such as interviews and the review of various documentation (joint bank accounts, living arrangements, etc.).
3. Debate the significance of the two-year conditional green card issued to individuals in marriage-based immigration cases, and the challenges of proving the legitimacy of the marriage in the subsequent application for a permanent green card.

4. Consider the reasons why people might enter into marriages of convenience beyond immigration benefits, such as for personal or cultural reasons, and how these marriages are viewed by authorities.

5. Discuss the importance of hiring an immigration attorney to navigate the complexities of proving a "bona fide" marriage and to avoid potential issues during the application process.

6. Work in groups of three to create personal questions that could be asked in an immigration interview to determine if a marriage is legitimate. Afterward, present your questions to the class and discuss which set of questions is most effective in revealing the truth.

7. After all groups have presented, discuss whose questions are the most effective. Consider the following:

- Why are some questions better than others?
- Which questions are likely to reveal more about the couple's relationship?
- What are the weak points in some of the questions? Why might they not extract the truth?

Example Questions:

1. Can you describe the first time you met your spouse? What were you both wearing?

2. What is your spouse's favorite food, and when was the last time you cooked it together?

3. How do you spend your weekends together? Can you describe a typical Saturday morning in your home?

Analyze why certain questions might be too vague or not personal enough to reveal the truth about a relationship.

Consider how specific, detailed questions can help reveal genuine connections between a couple.



Online Course Assignments

Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=839680>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=840017>
(for translators)



UNIT 6. Exploring Marriage of Convenience in European Immigration Law

Warming Up

1. Work in pairs. Choose any two points and discuss them. Share your ideas with the whole group.

1. Motivations for Migration to Europe

- What are the main reasons people from non-European countries are attracted to Europe? Consider factors like economic opportunities, political stability, quality of life, and social welfare systems.
- How do these factors contribute to the phenomenon of marriage of convenience?

2. Marriage of Convenience as a Strategy for Immigration

- Why might some individuals choose to enter into a marriage of convenience to gain access to European countries?
- What are the risks and benefits of such a strategy from both the perspective of the migrant and the citizen involved in the marriage?

3. The Role of European Migration Law in Regulating Marriages

- How do European migration laws address the issue of marriages of convenience? What measures are in place to detect fraudulent marriages?
- Do these laws help maintain the integrity of immigration systems, or do they create unintended consequences for genuine relationships?

4. Cultural and Social Integration in Europe

- To what extent do immigrants in Europe feel pressure to conform to European cultural values and norms?
- How does the concept of "European values" (such as democracy, human rights, and equality) influence the integration of migrants into European societies?

5. The Ethical Implications of Marriages of Convenience

- Is it ethical to enter into a marriage of convenience for immigration purposes? What are the ethical dilemmas surrounding this practice for both the individuals involved and the immigration authorities?
- How does European law balance the need for immigration control with the protection of individual freedoms and rights?

6. European Values and the Perception of Immigrants

- Do all immigrants share the same understanding of European values, or do cultural differences affect their integration process?
- How do European countries differ in their approach to integrating migrants, and how does this affect the prevalence of marriages of convenience?

7. The Impact of Migration on European Societies

- How has the influx of migrants affected the social, political, and economic landscapes of European countries?
- In what ways can Europe ensure that its immigration laws support both the protection of its borders and the humane treatment of migrants?



Online Course Assignments

➤ **Read the article *The Europeanization of Love. The Marriage of Convenience in European Migration Law* by Betty de Hart and do the test in your online course.**



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=840024>
(for translators)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=840001>
(for linguists)



Reflection and Discussion

➤ **Do the tasks for comparing the two texts: "Is a 'Marriage of Convenience' Illegal Under Immigration Law?" and "The Europeanization of Love: The Marriage of Convenience in European Migration Law".**

- Focus on the legal consequences of entering into a marriage of convenience in both systems.
- Discuss the penalties or actions taken by authorities in both the U.S. and European countries when a marriage of convenience is detected.
- Identify any differences in how marriage fraud is treated under both legal systems.
- Present your findings in a table or chart for clarity.



UNIT 7. Pragmatic Unions

Warming Up

1. Work in groups of 3-4. Discuss the scenario below, then share your ideas with the whole class.

SCENARIO: Imagine you are living in a country experiencing a severe political crisis or conflict. The government has imposed strict immigration controls, making it extremely difficult to leave the country or gain legal status elsewhere. You discover that marrying a citizen of another country could offer you a chance to escape or survive, but this marriage would be purely transactional, without any emotional connection.

Discussion questions:

- What factors would you consider when making your decision?
- What would be the potential benefits and risks, both legally and personally?
- Would your decision change based on factors such as gender, class, or family expectations?
- How would you feel if this kind of marriage were your only option to escape danger?

2. Read the article and do the exercises after it.

VIEWPOINT: MARRIAGES OF CONVENIENCE IN TIMES OF CRISES

Irene Messinger May 02, 2017

Marriages of convenience have always been used as a means of survival in times of crisis. During WWII women from the Third Reich entered into marriages of convenience to escape the Nazi regime. Today asylum seekers from outside Europe use such marriages to enter Fortress Europe. These parallels open up a number of interesting questions. Which sort of people – defined in terms of gender, class, citizenship and sexual orientation – now and in the past have had the legal opportunity to benefit from the institution of marriage? How do state actors use political and moral debates to hinder these kinds of marriages? As an Austrian political scientist with a focus on migration history, I will discuss the phenomenon marriage of convenience (MOC) using examples from two countries, the UK and Austria, over two time-periods, during WWII and today. This comparative approach across time and space will highlight both differences and similarities and offers fresh perspectives to old issues. **(1)** The sources I will draw on are archival material, police files, and interviews with contemporary witnesses, newspaper articles and biographies.

People in general marry for a number of reasons: couples, when asked, most commonly give romantic love and sometimes children as their reasons. Other motives are less often mentioned, such as social, economic and other benefits that seem socially acceptable. And then there are benefits that are kept secret in the face of restrictive

immigration regimes, such as residence and work permits. In some relationships, the reasons for marriage are mixed. However, the foreign spouse will often be suspected to have paid for the marriage. For refugees and asylum-seekers, marrying an EEA (European Economic Area) citizen can be a life-saver, as it was for hundreds of women who fled the Nazi regime. So, why am I writing only about women using MOCs to escape the Holocaust?

Gender (in)equality in citizenship laws

Marriages of convenience (MOC) were a strategy open only to women because under the patriarchal marriage and citizenship laws of the time, it was only men who conferred their nationality on a spouse. Moreover, only women automatically assumed a foreign nationality or a secure status in a country of exile through wedlock. As a result, this kind of marriage could only be used by women as a way of escaping Nazi persecution. With their newly acquired citizenship women had better chances of reaching a safe place, whilst others who successfully fled to countries of exile such as the UK, were not allowed to work and enjoyed a precarious legal status. By marrying a British national they could improve their living conditions considerably and ensure a right to stay. In March 1939, one journalist described MOC as a reaction to crisis: “An industry has also grown up around the very distress of the Jews, namely, the industry of marriages bought and sold. All English readers would have seen reports of cases where foreign Jewesses paid foreigners to marry them in order to acquire another nationality and be beyond the reach of immigration bans and business hindrances”. (2) MOC was thus a topic of public debate.

Today, refugees and others from less privileged parts of the world try to gain access to Europe, including the UK. Each European state defines the minimal requirement for entry and a longer-term stay based on nationality, education, age and financial means. The refugee's need for protection is less important. Migration management has its own logic to define who is “wanted” and who is not; and this holds true for refugees, too. Marriage migration is one of the few possibilities left under restrictive asylum and migration regimes. And it is no longer just women who can benefit from a MOC. In 1983, Austria and the UK introduced new citizenship laws. One of the changes (besides many regulations making it harder to obtain a new citizenship) included a woman's right to pass on her nationality to her husband. Today, citizenship law formally recognises gender equality. But it is also harder than before to marry simply in order to acquire a new nationality or permanent residence rights, which now requires endurance and financial resources. But is / was MOC affordable for anyone?

Class differences and distinctions

Without question, though often forgotten, **class plays a crucial role in migration**. Where migration happens under duress rather than voluntarily, the migrant often loses social status. In the Nazi era, it was mostly women from the middle and upper classes who had the financial means and (political) international networks to pursue a MOC.

A **visa as a domestic servant** was one of the few ways for single women to enter into Britain. There already was an established tradition of Austrian women working as domestic servants in England. After 1938, even wealthy people used these emigration

paths. There are stories of higher-class refugees having to learn how to do domestic work before emigrating having had domestic servants doing that job in their homes. Having arrived in England, some encountered appalling conditions, but it was hard to change jobs, as refugees in general were not allowed to work. MOC was a way out of one dependency, but with the risk of entering another.

The situation under the Nazis is comparable to the current position of refugees in most Western countries: they, too, are not allowed to work during their stay, though some are highly educated and their qualifications devalue while they wait for a positive response to an asylum application. If they need to earn a living on the informal job market, they get access to precarious, low-paid and dangerous jobs only. The marriage market might be more promising in the medium term. But whom to marry?

Transnational matchmaking

Transnational networks are and always were important in finding a partner, whether genuine or a partner of convenience. My sample of 100 MOC couples from WWII shows: they used their family, religious, political, ethnic or queer community networks to marry someone from within that very network who had a foreign nationality. Sometimes these groups would overlap.

Such networks are still used to find a partner today. In Austria, many Austrians with Yugoslav or Turkish roots marry someone from their parents' or grandparents' country of origin. Generally, such couples are not suspected of undergoing a MOC as the authorities believe in the plausibility of intra-ethnic relationships. Taking a more global view, bi-cultural marriages in Austria in recent decades have been mainly between Austrian men and Asian women and between Austrian women and African men. For the Austrian authorities, a lower income Austrian woman marrying an African asylum-seeker matches their stereotype of a MOC, attracting police investigation and is often challenged in court. The image becomes self-fulfilling. The far more frequent case of an Austrian man marrying an Asian woman rarely attracts suspicion. It is evident that authorities use different yardsticks in assessing transnational marriages, with police working to highly gendered and racist stereotypes. What happens if one person is or was gay?

Homosexuality and traditional family expectations

During the Nazi era, homosexuality was a crime, not only in the German Reich but also in various other European countries including the UK, at least for male homosexuals. Lesbian sexuality – often less visible – was at the time not recognised and therefore also not seen as a crime. Being married was part of a “normal” adult life. Single men (and women) were viewed with suspicion. Some homosexuals married, in some cases entering a MOC with a female refugee, while hiding their sexual orientation. The most prominent MOC is probably between **Erika Mann and W.H. Auden**. Her gay brother and his friends were supportive in finding a husband, and some other members of the anti-fascist cabaret group “The Peppermill” followed her example. These homosexual men could benefit from such an arrangement, at the same time making a political statement against Hitler while opening up new spaces for women.

In our heteronormative world today, a wedded pair is still usually portrayed as a woman and a man. But homosexuals who were previously excluded from marriage fought hard for decades to be able to enter into the institution of marriage. It is a relatively new development: In 2014, same-sex marriages were legalised in the UK, whereas in catholic Austria this ‘holy institution’ is still reserved for heterosexuals. Homosexuals have been able to enter into a “registered partnership” since 2012.

But legal acceptance does not go along with acceptance in all parts of society. Within traditional ethnic communities, “coming out” is still a very taboo matter and some families would never accept that. Therefore, even today, in certain cultural contexts, homosexuals may be inclined to **marry to hide** their sexual orientation for fear of family and/or community reprisals. Especially British Asians and Muslims highlight the fact that marriage is considered to be the biggest life event and that homo-marriages are not usually readily accepted. On anonymous websites such as **GayLesbianMOC** or in groups like **SaathiNight** one can look for a perfect match, reaching a global audience. On the one hand MOC is used as a pragmatic way to allow homosexuals to live the life they want.

On the other hand, it is a crisis for the LGBT community if all members from minority communities are in the closet.

MOC at the heart of all evils

The political debate on MOC is very emotional and often depicted as a threat to public security. In the same way as the fear of terror is utilised to erode fundamental rights, the topic of MOC is used to restrict immigration laws. There are two main narratives regarding the states’ response to MOCs: the first one emphasises the crisis the country is heading for in respect of values like marriage and family and the need for a moral gatekeeper. The second and stronger narrative objects to high numbers of MOCs and focuses on security and immigration. Conservative political circles argue that both problems can only be solved with strict legal sanctions to prevent marriages involving a non-EEA-member and limiting immigration in general.

Flexible moral crisis

An example from 1940 shows that MOC is a flexible term and concept to be filled with whatever causes moral outrage. The official police statistic list the number of MOCs between 1921 and 1940 in two tables: one for “Prostitutes” and one for “Refugees and Others”(3). The first table shows 199 cases with predominantly French women. The second table contains 30 cases only, nine each from Germany and Austria. These comparatively low numbers – the first case dates from 1937 – indicate little interest in MOCs among refugees but a strong focus on the issue of marriages with alleged sex workers, which corresponds with the discourse on “White Slavery”. The **marriages of French sex workers with their British pimps** were seen as MOCs and a cause for concern.

In 1940 and still today interpretations vary regarding which relationships are seen as genuine and which are seen as ‘deviant’ and ‘suspicious’, according to ethnic and gendered stereotypes. The **EC Handbook** refers to various trigger factors which can

assist in investigations by member states. In the UK, the **Home Office** tries to examine the nature of the marriage. There are many **articles** and **studies** about these inspections and about interviews that invade the private and intimate sphere of the couple. To stay below the radar, partners in relationships with a non-EEA member – even where the relationship is genuine – try to conform to traditional patterns of a marriage and matrimony.

Where one partner is dependent on the other for his or her legal status, this can lead to exploitation. Possible repercussions are blackmailing, (sexual) violence, forced cohabitation to keep up the pretence of a happy marriage. Part of **moral gatekeeping** is not only to label some marriages as morally unacceptable, but also to create the image of a position in need of protection, thereby creating a moral imperative to react and protect these migrants. The victimization of certain groups is part of a **politics of pity and a politics of control**.

MOC as security problem

Little research has been done into MOCs in the countries of exile during WWII. As the report from 1939 indicates (see above), everyone seems to have known about the practice, but fairly little was done to prevent it. However, individual reports in autobiographies or oral history interviews do show examples of police investigations at the registry office and also after the wedding.

Today, MOC serves to legitimise anti-immigration measures, especially concerning **‘family unification’ migration**. The allegedly high number of marriages of convenience is used to arouse fear of and opposition to uncontrolled and unlimited immigration. In the UK, a headline in the Daily Express stated: “Sham marriages have **increased by almost 850%** and authorities ‘are overwhelmed’” To find out whether there is reason for concern: let’s check the official data. The Home Office, answering information requested on how many cases have led to an investigation and a subsequent deportation, show about **50 cases for 2015/16 (with a detailed interpretation)**. The situation in Austria is similar: Austrian courts found **25 cases** to be guilty of a sham marriage.

Many states have implemented new laws to regulate marriages involving a non-EEA spouse. In 2006 in Austria and in 2012 in the UK, similar new measures were introduced to prevent MOCs: high financial thresholds, a longer probationary period before permanent residency (5 years instead of 2) and a proof of language competence.

What we see in the regulation of family migration is the adoption of criteria more commonly associated with economic migration. Even for genuine relationships and families, life can **feel like a Kafka plot**. Not being able to fulfill all the requirements has forced some British families into exile.

Concluding Thoughts

In both periods under review, the crises have been global, accompanied by war and drastic changes in political systems. The women from the German Reich, like refugees today, acted decisively to escape from crisis regions and from traditional roles in societies. In order to secure or remain safe in exile, some entered into a MOC. Now as

then, MOCs existing on paper only are arranged within various networks. Some are paid for; some are entered into as an act of solidarity. In both time-periods, prevailing official and social attitudes along gender, race and class lines shaped state interventions and created legal dependencies.

Marriages of convenience subvert traditional concepts of marriage and undermine immigration regimes. The politicisation and ethnicisation of MOC is used to enhance the ability to exclude or remove unwanted immigrants and refugees. All across Europe, family migration is increasingly the specific target of restrictive policy reforms.

Differences in how these kinds of marriages are perceived are revealing and point to underlying moral reasoning of the times. Most people today would regard the MOCs entered into by Jewish women escaping Nazi-persecution as a legitimate or justifiable strategy, while present-day asylum seekers are widely condemned for the same practice. This highlights a moral duality as in both periods the MOC is one of the few remaining escape routes in a time of crisis.

Notes:

(1) This abbreviation MOC is quite common in online platforms where people are looking for a perfect match.

(2) **Reed** Douglas (1939), *Disgrace Abounding*, p 137.

(3) Dossier “general file on marriages of convenience 1937-1942” in The National Archives London, MEPO 3/1092.

3. Study the phrasal verb PASS.

1. PASS AWAY

to die: *His grandfather passed away peacefully last night.*

2. PASS OUT

to lose consciousness: *She passed out from the heat during the marathon.*

3. PASS ON

a. to die (euphemistic): *Her aunt passed on last year.*

b. to transmit or give something to someone else: *Please pass on the message to your colleagues.*

4. PASS BY

to go past something or someone without stopping: *I saw her pass by my house this morning.*

5. PASS OFF

a. to happen, usually in a particular way: *The event passed off without any problems.*

b. to present something or someone falsely: *He tried to pass off the fake painting as an original.*

6. PASS OVER

to ignore or not consider someone or something: *She felt upset when she was passed over for the promotion.*

7. PASS THROUGH

to go through a place without staying long: *We passed through the town on our way to the mountains.*

8. PASS UP

to decline or refuse an opportunity: *He passed up the chance to study abroad.*

4. Each word combination with a phrasal verb in Column A has a synonymous word combination in Column B. Match each word combination in Column A with its synonym in Column B.

1. Pass up the chance	A. Die peacefully
2. Pass on traditions	B. Faint suddenly
3. Pass out from exhaustion	C. Misrepresent something
4. Pass over an application	D. Decline the opportunity
5. Pass through a small town	E. Overlook a candidate
6. Pass off a fake as real	F. Transmit knowledge
7. Pass by a friend's house	G. Travel briefly through
8. Pass away peacefully	H. Visit without stopping

5. Fill in the gaps with appropriate phrasal verbs. Some of them can be used more than once.

1. The beloved novelist _____ last night at the age of 87, leaving a profound impact on the literary world.
2. She couldn't believe he would _____ the chance to study at such a prestigious university.
3. During the intense training session, one of the recruits suddenly _____ from exhaustion.
4. The heirloom has been _____ through generations as a symbol of family unity.
5. The small town we _____ during our road trip was so charming that we decided to stop for a while.
6. The counterfeit paintings were skillfully made to _____ as originals, fooling even experienced art dealers.
7. The manager decided to _____ her for the promotion, even though she was the most qualified candidate.
8. As the parade _____, the children eagerly waved their flags and cheered with excitement.
9. Despite the opportunity to work with a renowned scientist, he _____ it, opting instead to pursue his own project.
10. The negotiations _____ peacefully, despite initial fears of conflict.
11. The tourists didn't realize how much history they were missing as they _____ the ancient ruins without stopping.
12. After a brief illness, the patriarch of the family _____, leaving a void in everyone's hearts.

6. Translate the given sentences into Ukrainian.

1. After a prolonged illness, the esteemed professor passed away, leaving behind a legacy of groundbreaking research.
2. Overcome by the oppressive heat during the ceremony, the ambassador suddenly passed out, causing a brief commotion.
3. The ancient storyteller passed on his knowledge of folklore to the younger generation, ensuring its preservation for years to come.
4. Sadly, the philanthropist passed on after dedicating her life to humanitarian causes.
5. As I sipped my coffee at the quaint café, I watched the city's vibrant life pass by in a blur of colors and sounds.
6. The counterfeit goods were meticulously crafted to pass off as authentic luxury items, deceiving even the most discerning buyers.
7. The tense negotiations passed off without any major incidents, much to the relief of all parties involved.
8. Despite her exceptional qualifications, she was passed over for the leadership role, sparking widespread debate about workplace bias.
9. The travelers, enchanted by the picturesque village they had merely intended to pass through, decided to extend their stay.
10. He couldn't fathom why anyone would pass up such a lucrative opportunity to collaborate with an internationally renowned artist.



Reflection and Discussion

1. How have marriages of convenience (MOC) served as a means of survival during times of crisis, both historically and in contemporary contexts?
2. In what ways did women from the Third Reich use MOCs to escape Nazi persecution during WWII, and how does this compare to today's asylum seekers using such marriages to enter Europe?
3. Which factors, such as gender, class, citizenship, and sexual orientation, have influenced the legal ability to benefit from MOCs in different historical periods?
4. How do state actors employ political and moral debates to hinder the practice of marriages of convenience, both in the past and today?
5. Why were MOCs primarily a strategy available to women during WWII, and how did citizenship laws at the time affect men's and women's opportunities differently?
6. How did changes in citizenship laws in Austria and the UK in 1983 impact the gender dynamics of marriage migration and access to nationality?
7. What social, economic, or legal challenges make it difficult for individuals today to enter into marriages of convenience to gain citizenship or residency?
8. How has public debate around marriages of convenience, particularly concerning refugee crises, evolved from the 1930s to the present day?
9. How do class differences influence access to migration options, particularly during times of crisis, as seen in the Nazi era and today?

10. Why did middle- and upper-class women have more opportunities to pursue marriages of convenience (MOCs) during the Nazi regime, and how did this differ from other social classes?
11. How does the experience of refugees working in low-paid, precarious jobs today mirror the conditions faced by refugees during WWII, especially those who entered domestic service roles?
12. What role do transnational networks play in facilitating marriages of convenience, both historically and in contemporary times?
13. How do gendered and racial stereotypes affect the scrutiny of transnational marriages by authorities, particularly in countries like Austria?
14. Why were homosexual men during the Nazi era inclined to enter into MOCs, and what political or social benefits did this provide them?
15. How do current societal and legal views on same-sex marriage, particularly in countries like Austria, impact the use of MOCs within the LGBT community?
16. In what ways is the political debate surrounding MOCs used to justify restrictive immigration laws, and how does it parallel broader discussions about public security?
17. How does the concept of a marriage of convenience (MOC) reflect shifting moral standards and societal values during different historical periods?
18. Why were marriages involving alleged sex workers seen as a greater threat than those involving refugees, as reflected in the official police statistics between 1921 and 1940?
19. How do current regulations and investigations, such as those in the UK and Austria, impact the private lives and autonomy of couples suspected of engaging in a MOC?
20. What are the possible forms of exploitation faced by individuals who depend on their spouse for legal status in a marriage of convenience?
21. How has the discourse surrounding MOCs been used to justify restrictive immigration policies, particularly regarding family unification in contemporary times?
22. What parallels can be drawn between the treatment of MOCs during WWII and today's policies aimed at controlling migration?
23. Why do MOCs involving Jewish women escaping Nazi persecution appear morally justified in retrospect, while present-day asylum seekers face widespread condemnation for the same practice?
24. How do differences in class, gender, and race influence the state's response to MOCs, and how do they shape public attitudes towards such marriages?



Online Course Assignments

Do the test in your online course.

	https://elearning.kubg.edu.ua/mod/quiz/view.php?id=839667 (for linguists)
	https://elearning.kubg.edu.ua/mod/quiz/view.php?id=839666 (for translators)



UNIT 8. The Social Implications of Consanguineous Marriages

Warming Up

1. Answer the following questions.

- Can medical technology, such as gene editing or advanced genetic screening, change the way we perceive the risks of marriage between close relatives in the future?
- Why do some cultures still accept or encourage cousin marriages today, and how do they reconcile this with the known health risks?
- If a marriage between close relatives results in no genetic issues, should society treat it the same way as other marriages, or does a stigma remain?

2. Work in pairs. Choose one of the historical references provided. Read the reference carefully and discuss the question(s) related to it. Share your ideas and insights with the entire group.

Marriage between close relatives was once seen as a way to preserve royal bloodlines and political power. Today, however, it is often viewed as risky due to genetic concerns. *Can we say that modern society is overreacting, or is it an essential shift for public health?*

Historical reference 1

The Habsburg dynasty, one of the most powerful royal families in European history, is a striking example of the dangers of intermarriage among close relatives. For centuries, the Habsburgs ruled over vast territories, including Spain, Austria, Hungary, and the Holy Roman Empire. To maintain their control over these lands and ensure dynastic stability, the family frequently arranged marriages between close relatives, such as first cousins and uncles marrying nieces. While this strategy helped them consolidate political power, it also led to significant genetic problems due to generations of inbreeding. The most infamous consequence of this is what became known as the "Habsburg jaw" (or **mandibular prognathism**), a prominent facial deformity that affected many members of the family.

The **Habsburg jaw** was characterized by an enlarged lower jaw and a protruding chin, which caused difficulties with speech and eating. This trait is believed to have been caused by the genetic consequences of marrying within the family, as recessive genes became more prominent due to the high degree of inbreeding. Over the generations, this facial feature became increasingly pronounced among Habsburg rulers, making it one of the most recognizable physical traits of the dynasty.

Key Figures Affected by the "Habsburg Jaw"



Maximilian I (1459–1519)

While not as severely affected as later descendants, Maximilian I, Holy Roman Emperor, is thought to have exhibited early signs of the Habsburg jaw. His marriage to his second cousin, Mary of Burgundy, started a tradition of intra-family marriages that would continue to have genetic consequences.

<http://surl.li/qvlfbr>



Philip IV of Spain (1605–1665)

Philip IV, a significant Habsburg monarch, had a noticeable version of the Habsburg jaw, though less severe than later members. He was the father of **Charles II of Spain**, who suffered the most extreme health and physical consequences of inbreeding.

<http://surl.li/imkljp>



Charles II of Spain (1661–1700)

Charles II is the most notorious example of the effects of extensive inbreeding within the Habsburg family. He inherited the Habsburg jaw in an extreme form, which gave him a distinctively elongated face and large, protruding lower jaw. This condition caused him significant difficulties in chewing and speaking.

<http://surl.li/xardzp>

In addition to the physical deformity, Charles II suffered from severe developmental disabilities and numerous health issues. He was infertile, which marked the end of the Spanish Habsburg line, as he could not produce an heir. His physical and mental issues were so profound that he was often referred to as "The Bewitched" due to the belief that supernatural forces were to blame for his condition. Modern studies, however, point to the high degree of consanguinity (inbreeding) as the root cause. His family tree showed a particularly high **inbreeding coefficient** (reported to be around 0.25), comparable to that of offspring of sibling or parent-child unions.

The Genetic Impact of Inbreeding

The "Habsburg jaw" wasn't the only consequence of the dynasty's extensive intermarriage. Inbreeding among the Habsburgs also led to a higher prevalence of other genetic disorders, including:

- **Mental disabilities** and developmental delays (as seen in Charles II),
- **Infertility**, which was a major issue in the dynasty's later generations, contributing to the family's eventual extinction in Spain.

The primary genetic issue caused by inbreeding is the increased likelihood that recessive traits will be passed down to offspring. In cases where both parents carry the same genetic mutation—more likely in families that practice consanguinity—there is a higher chance of this mutation becoming expressed in the child. Over several

generations, these genetic traits, such as the Habsburg jaw, become more pronounced and lead to severe health issues.

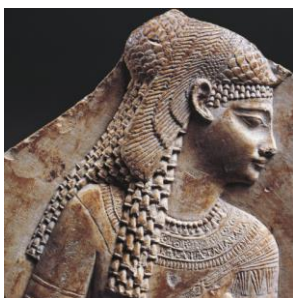
By the late 17th century, the Habsburg dynasty in Spain was in serious decline, largely due to the health issues stemming from generations of inbreeding. Charles II's inability to produce an heir led to the **War of the Spanish Succession** (1701–1714), a major European conflict that resulted in the end of Habsburg rule in Spain and the transfer of power to the Bourbon dynasty. The genetic consequences of the Habsburgs' intermarriage strategy, combined with political and military challenges, ultimately contributed to the downfall of their once-dominant empire in Spain.

The case of the Habsburg dynasty serves as a powerful historical example of the dangers of inbreeding, especially in families that intermarry over many generations. Their experience highlights the long-term genetic risks associated with such practices, as recessive traits — whether benign or harmful — become more likely to manifest when close relatives marry and have children.

Today, genetic science has a much better understanding of the consequences of inbreeding, leading to the general prohibition of close-relative marriages in most countries. However, the Habsburgs' tragic story remains a cautionary tale about the dangers of prioritizing political strategy over the health and well-being of future generations.

While genetic issues are often the main concern with consanguinity, is it fair to treat such marriages as universally problematic if medical advancements can screen for and prevent most genetic disorders?

Historical reference 2



<http://surl.li/yyubei>



<http://surl.li/xungqk>

Cleopatra of Egypt, famously known as the last active ruler of the **Ptolemaic dynasty**, married her younger brother **Ptolemy XIII** when she ascended to the throne.

Sibling marriages were common in the Ptolemaic dynasty, which ruled Egypt from 305 BCE following the breakup of Alexander the Great's empire. The primary reason for these marriages was to maintain the **purity of the royal bloodline** and consolidate power within the family, a strategy with both political and cultural roots.

Sibling Marriages in the Ptolemaic Dynasty

The Ptolemaic dynasty, unlike many Greek and Roman societies, embraced a tradition of interfamily marriages, especially between siblings. This practice was influenced by **earlier pharaonic traditions** in Egypt, where sibling marriages were seen as divine, echoing the relationships of gods like **Isis and Osiris**, who were

considered both siblings and spouses. This divine association **reinforced the semi-divine status** of the rulers and helped legitimize their authority.

For the Ptolemies, sibling marriages also served as a **political tool**, allowing the family to retain control over wealth, land, and power, preventing outsiders from gaining influence through marriage alliances. By keeping unions within the family, the Ptolemies aimed to **protect the royal lineage** from dilution by non-royal blood.

However, these marriages carried **biological risks** due to inbreeding. Consanguineous unions often lead to the inheritance of recessive genetic disorders, though specific historical records on the health effects of inbreeding among the Ptolemies are sparse. Over generations, such practices likely contributed to the instability within the family.

One of the most notable examples was Cleopatra VII's reign, during which she initially ruled alongside her brother-husband **Ptolemy XIII**. Their marriage, while politically motivated, became fraught with tension, eventually leading to a **power struggle**. Encouraged by his advisers, Ptolemy XIII attempted to oust Cleopatra, which resulted in a civil war. Cleopatra sought support from **Julius Caesar**, forming a personal and political alliance with him. This conflict culminated in Ptolemy XIII's defeat and death, leaving Cleopatra as the sole ruler of Egypt.

Some cultures have a long tradition of marrying within the family to strengthen clan bonds or protect family assets. **Should we respect these traditions even if they contradict modern medical and ethical concerns?**

Historical reference 3

In Zoroastrian Persia, particularly during the era of the Sassanian Empire (224–651 CE), marriages between close relatives, including cousins, uncles and nieces, and even siblings, were sometimes encouraged as part of a broader strategy to preserve family wealth, social status, and political power. Prominent noble families, such as the **House of Sasan** and the **Kavadid dynasty**, often engaged in these unions to strengthen their political alliances and maintain their influence.



<http://surl.li/jwzjlg>

One notable figure is **Khosrow I** (also known as Khosrow Anushirvan), who reigned from 531 to 579 CE. He is remembered for his administrative reforms and cultural achievements, but his marriage practices also reflected the norms of his time. Khosrow married his cousin, **Mardavij**, further consolidating power within his lineage. This union exemplified the Sassanian preference for keeping wealth and influence within the family.



Yazdegerd I, who ruled from 399 to 420 CE, is another example. He is noted for his efforts to promote Zoroastrianism and improve relations with various religious communities. His marriage to his cousin **Khorasan**, from the influential **Māzandarān** family, served to strengthen the political ties between their families.<http://surl.li/glfeqz>

The **House of Sasan** also engaged in marriages with other noble families to ensure political alliances. For instance, **Hormizd IV**, Khosrow I's son, married his cousin **Dabiyah**, who was part of the **House of Karen**, one of the seven great houses of the Sassanian nobility. This union was significant for maintaining political stability and reinforcing the power of both families.

Additionally, the **House of Ispahbudhan**, another influential noble family, frequently practiced consanguineous marriages. Members of this house often married their cousins to preserve family wealth and political influence, demonstrating the commonality of these practices in Sassanian society.

Overall, the practice of **xwedodah** (consanguineous marriage) was intertwined with the socio-political fabric of the Sassanian Empire, as families sought to enhance their status and secure their legacies through strategic marital alliances.

Does banning marriages between close relatives infringe on personal freedoms, or is it a necessary regulation to prevent long-term societal harm?

Historical reference 4

In the context of European royal families, Queen Victoria of the United Kingdom and her husband, Prince Albert of Saxe-Coburg and Gotha, represent a prominent example of consanguineous marriage with significant historical implications. Queen Victoria and Prince Albert were first cousins, with their familial connection tracing back to their mutual grandparents, **Ernst I, Duke of Saxe-Coburg-Saalfeld**, and **Princess Louise of Saxe-Gotha-Altenburg**.



Queen Victoria
<http://surl.li/ahhckk>



Prince Albert of Saxe-Coburg and Gotha
<http://surl.li/clyxdg>



Ernst I, Duke of Saxe-Coburg-Saalfeld
<http://surl.li/yzaslu>



Princess Louise of Saxe-Gotha-Altenburg
<http://surl.li/ucoeun>

Their marriage in 1840 not only strengthened the personal bond between them but also solidified political alliances between Britain and various German states, as both families were part of the larger network of German nobility. This union brought together two influential lineages, enhancing the royal family's prestige and influence within Europe.

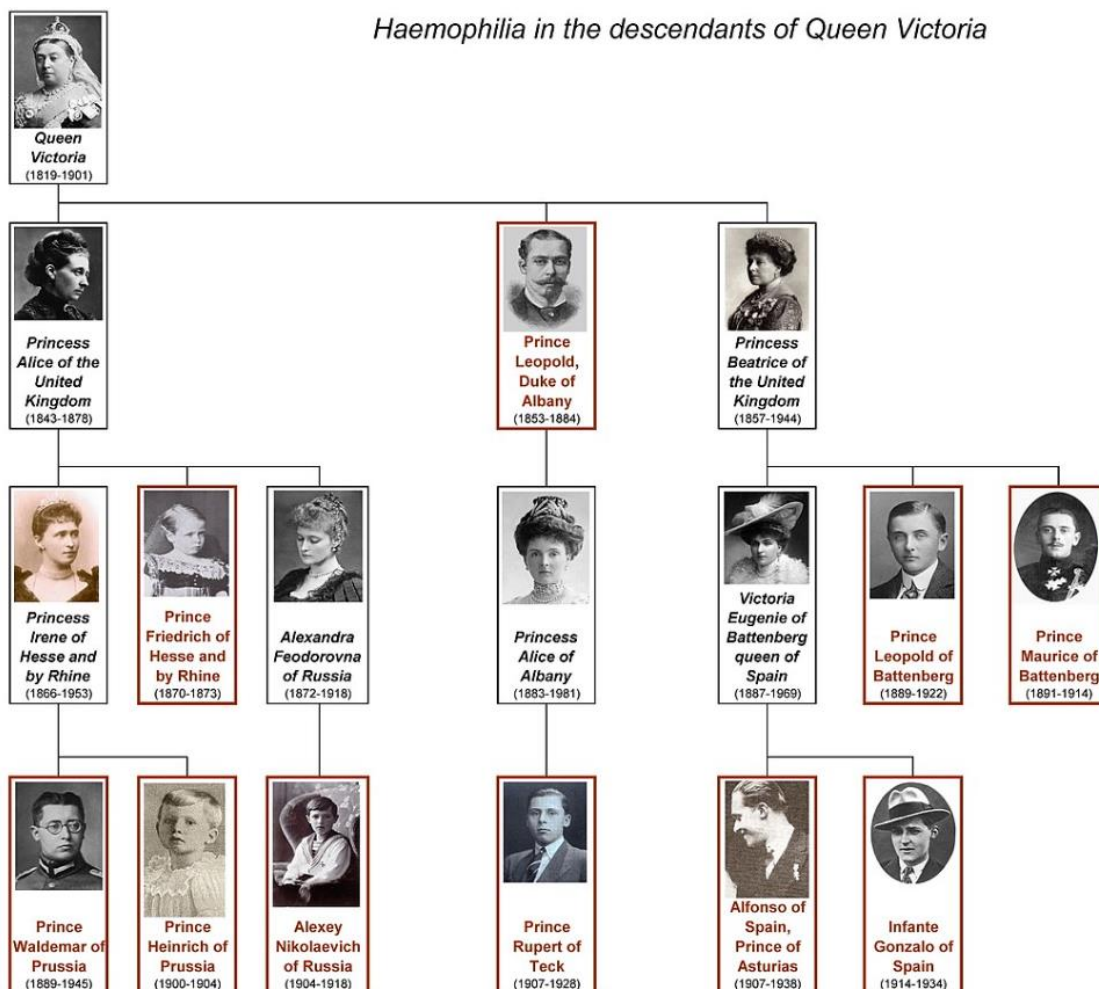
The couple had nine children, whose marriages further intertwined with many of Europe's royal families. Through these unions, Queen Victoria's descendants became known as the "Royal Family of Europe." Her children married into various royal

households, including those of **Germany, Russia, Sweden, Norway, and Greece**, creating a vast network of familial ties across the continent. This practice of intermarriage among royals aimed to secure alliances and maintain power, but it also had genetic consequences.

One significant legacy of this interconnectedness was the spread of hemophilia, often referred to as the “royal disease.” Hemophilia is a genetic disorder that impairs the blood's ability to clot, leading to excessive bleeding from minor injuries. The condition was passed down through Queen Victoria's lineage, primarily affecting her male descendants.

One notable case was **Prince Leopold**, the Duke of Albany, who suffered from hemophilia and died from a fall that caused a hemorrhage. The disorder also affected **Czar Nicholas II** of Russia, the last emperor of Russia, whose son, **Alexei**, was a hemophiliac. This connection between Queen Victoria and the Russian royal family became crucial during the political upheavals leading to the Russian Revolution.

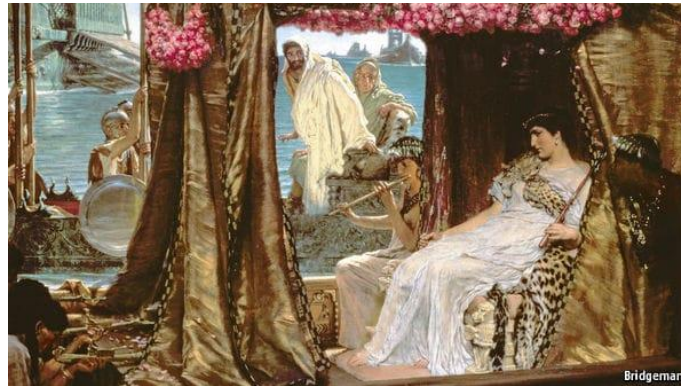
The ramifications of these royal intermarriages and the resultant genetic disorders highlight the complexities of lineage and the consequences of consanguinity in maintaining dynastic power. While the marriages aimed to strengthen political alliances and consolidate wealth, they also exposed royal families to hereditary health issues, a paradox of their strategic matrimonial choices.



3. Read the article and do the exercises given below.

KEEPING IT IN THE FAMILY

Marriage between close relatives is much too common



Feb 25th 2016|AMMAN AND CAIRO

MAHA SAAD ZAKI, a professor of clinical genetics, ushers Ahmed, Fatima and their family into her room at Egypt's National Research Centre. At least three of their six children have a rare neurological illness that manifests itself around age four, causing mental retardation, loss of the use of their limbs and, later, death. The couple's nine-year-old daughter slumps, twitching. This congenital illness has appeared because, as well as being husband and wife, Ahmed and Fatima are also first cousins (their names have been changed).

Cases like these are all too common in the Middle East and north Africa. Marrying a close relative markedly increases the chance that both parents are carriers of dangerous recessive genes, which can then cause disease when a child inherits a copy of the gene from both parents, as will happen in 25% of cases. The gamut of such illnesses runs from known ones such as microcephaly (in which children have unusually small heads) cystic fibrosis and thalassaemia, a blood disorder, to wholly new disorders. "Ninety percent of the cases I see are caused by consanguineous marriages," says Ms Zaki.

Statistics on the prevalence of marriages between close relatives today are scarce. Once common practice in Western societies, estimates suggest the Middle East, along with Africa, continue to have the highest levels in the world. In Egypt, around 40% of the population marry a cousin; the last survey in Jordan, admittedly way back in 1992, found that 32% were married to a first cousin; a further 17.3% were married to more distant relatives. Rates are thought to be even higher in tribal countries such as Iraq and the Gulf states of Saudi Arabia, Yemen and Kuwait.

Today the first reason men and women look to wed within the family is because they know a lot about their relatives: who they are, what they earn, any past blunders. And large families mean they have lots of them. "People are looking for ethics and manners," says Atef al-Shitany of Egypt's health ministry. Tying the knot within also ensures property remains in the family. In Upper Egypt, a rural farming area, rates are the highest in Egypt.

Unlike in the West, there is no social stigma; quite the opposite. A 38-year-old Egyptian woman, who has two sons with micro-syndrom (which causes cataracts,

small genitalia and learning difficulties) due to her marriage to a cousin, says relatives nonetheless criticise her for allowing her 18-year-old daughter to get engaged to a “stranger”— the fiancé is not a relation.

Many wrongly think that maternal cousins are not blood relatives. Prevailing Islamic belief reinforces intermarriage, although it happens among Christians too. The Koran allows marriage to anyone but parents, siblings, aunts and uncles, nephews and nieces. Indeed, Fatima, the daughter of Muhammad, married her cousin, Ali Ibn Abi Talib, notes Ahmed Mamdouh of Al Azhar, an Egyptian university.

Many in the region, though, simply do not know of the risks of marrying a family member. A small survey in Saudi Arabia found that participants were 50% less likely to view marrying a cousin positively when warned of the problems. “We wouldn’t have married if we had known,” says Ahmed.

To reduce genetic disorders, some countries have made blood tests mandatory for fiancés, which have helped reduce incidence of diseases such as sickle cell anaemia. In Tunisia, the government mandates premarital counselling for all those betrothed to a relative.

In Egypt, where education is often rudimentary, there is much more work to be done. Couples that do know of the risks often believe — sometimes because their doctor tells them so — that basic blood tests rule out the risk of any genetic illness. “The only way to avoid the suffering is not to marry relatives,” says Ms Zaki. “But that will be impossible to achieve here.”

<https://www.economist.com/middle-east-and-africa/2016/02/25/keeping-it-in-the-family>

4. Check the correct pronunciation of the following words and phrases, then pronounce them and explain their meanings.

- | | |
|----------------------|-------------------|
| ➤ to usher ... into | ➤ anaemia |
| ➤ mental retardation | ➤ scarce |
| ➤ congenital illness | ➤ social stigma |
| ➤ recessive genes | ➤ to mandate |
| ➤ microcephaly | ➤ cystic fibrosis |

6. Match the words with their definitions.

1. to manifest	A. the complete range or scope of something
2. congenital	B. basic; only basic, not deep or detailed
3. to slump	C. something that must be done, or is demanded by law
4. gamut	D. a disease or condition which exists at or from birth
5. consanguineous	E. the rate at which something, especially a disease, happens
6. a blunder	F. marriage between people who are from different social groups, races, or religions
7. to tie the knot (idiom)	G. to sit or fall heavily and suddenly

8. intermarriage	H. a serious or big mistake, usually caused by not taking care or thinking
9. mandatory	I. to cause someone to promise formally to marry someone
10. incidence	J. to get married
11. to betroth	K. connected with the fact of people being blood relations (related to someone by birth)
12. rudimentary	L. to show something clearly, through signs or actions; through physical or mental changes

7. Fill in the gaps with the following words and word combinations. Change the forms if necessary.

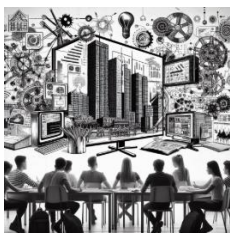
usher	rudimentary	gamut	manifest	scarce	slump
mental retardation	betroth	tie the knot	consanguineous		
Incidence	intermarriage	blunder	social stigma	mandatory	

1. His understanding of the language was _____, barely enough to hold a basic conversation.
2. Her frustration began to _____ through sharp remarks and cold stares.
3. The prince was _____ to a foreign princess to strengthen the alliance between the kingdoms.
4. After a long day, he _____ into the couch, exhausted and drained.
5. The _____ of seasonal flu tends to rise during the winter months.
6. The festival offered a _____ of activities, from music performances to art exhibitions.
7. Attending the safety briefing was _____ for all employees.
8. _____ marriages were historically common in royal families to preserve bloodlines.
9. _____ between the two clans helped ease long-standing tensions.
10. Forgetting the bride's name during the ceremony was a major _____.
11. After years of dating, they finally decided _____ in a small beach ceremony.
12. The outdated term " _____ " has been replaced with "intellectual disability" in modern usage.
13. Fresh water was _____ in the remote desert village.
14. The guide _____ the guests into the grand hall for the performance.
15. There is still a significant _____ surrounding mental health issues, which often discourages people from seeking help.



Reflection and Discussion

- How do marriages between close relatives increase the risk of genetic disorders, and what are some of the specific illnesses that can result from such unions (e.g., microcephaly, cystic fibrosis, thalassemia)? How can awareness of these risks be improved in regions where such marriages are common?
- Why is there a strong cultural acceptance of consanguineous marriages in the Middle East and North Africa, and how does this compare to the social stigma that exists in Western societies? What role do family values, traditions, and property inheritance play in maintaining this practice?
- How does Islamic belief, which allows certain forms of intermarriage (e.g., cousin marriages), shape attitudes towards consanguineous unions in the region? How do religious beliefs influence decisions about marriage, and do they conflict with modern medical advice?
- What initiatives have been introduced to reduce the prevalence of genetic disorders linked to consanguineous marriages, such as mandatory blood tests or premarital counselling in countries like Tunisia and Saudi Arabia? Are these measures effective, and could they be expanded to other regions?
- In regions where education about genetic risks is limited, how can public health campaigns effectively inform people about the dangers of marrying close relatives? How can governments and medical professionals better address misconceptions about the genetic risks associated with consanguinity?



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Lexical Choices and Semantic Fields in Newspaper Discourse

Objective is to enhance critical reading and analytical skills, gaining insight into how lexical choices and semantic fields shape the meaning, tone, and ideological framing of newspaper articles.

Lexical choices are a powerful tool in newspaper discourse, as they play a crucial role in shaping readers' understanding of events and issues. Words are rarely neutral; instead, they often carry connotations that evoke particular emotions and guide interpretation. For example, describing a group of demonstrators as *protesters* versus *rioters* creates different narratives about the same event. As Bednarek and Caple (2017) argue, "language is instrumental in positioning readers to adopt specific perspectives on social actors and their actions." This distinction is not just semantic but ideological, affecting how readers evaluate the legitimacy of the group's actions. Students analyzing newspaper discourse can explore how lexical choices reflect subtle ideological cues and reinforce specific stances, thereby shaping public perceptions.

Another important consideration is the use of **semantic fields**, or groups of related words that evoke particular themes. For instance, news articles reporting on political conflict may draw on war-related semantic fields, using words such as *battle*, *campaign*, *victory*, or *defeat* to frame political debates in adversarial terms. According to Cotter (2021), such lexical patterns “imbue otherwise neutral descriptions with heightened drama, urgency, or conflict, thereby influencing how readers perceive political actors and outcomes.” Similarly, financial reporting often employs semantic fields linked to natural disasters (e.g., *market crash*, *financial tsunami*, *economic meltdown*), which dramatize fluctuations in the economy. By analyzing the prevalence of certain semantic fields in newspaper articles, students can uncover how lexical patterns reinforce particular interpretations of complex social and economic issues.

Lexical choices and semantic fields also contribute to the broader framing of events, reinforcing cultural, political, or ideological assumptions. Van Dijk (2013) emphasizes that “the lexicalization of news stories is not accidental; it reflects underlying cognitive and ideological structures shared by journalists and their audiences.” For instance, coverage of immigration issues may employ semantic fields related to invasion or threat, with terms like *flood*, *wave*, or *influx*, framing migrants as a potential danger. By contrast, more sympathetic portrayals may use semantic fields related to rescue or assistance, emphasizing the vulnerability of migrants through words such as *refugees*, *asylum seekers*, or *families in need*. These lexical patterns reveal how different newspapers construct competing narratives around the same issue, reflecting broader societal debates and ideological divides.

Moreover, lexical analysis extends beyond individual words to include collocations (words that frequently occur together) and evaluative phrases. As Baker et al. (2021) note, “repeated lexical patterns and collocations can subtly reinforce dominant ideological discourses.” For instance, phrases like *tough on crime*, *tax burden*, or *nanny state* reflect conservative ideological frames, while expressions such as *social justice*, *climate emergency*, or *economic inequality* may signal progressive viewpoints. Students analyzing newspaper discourse should pay attention to these lexical patterns and consider how they contribute to the broader ideological framing of news stories. By examining both the denotative and connotative meanings of words, students will develop a deeper understanding of how language shapes public opinion and reinforces social norms.

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Select a newspaper article and conduct a detailed lexical analysis, focusing on the following aspects:

1. **Lexical Choices:** Identify key words in the article and analyze their connotations. How do these words frame the issue or event being reported?
2. **Semantic Fields:** Identify semantic fields used in the article (e.g., war-related, financial, or environmental terminology). What themes do these fields evoke, and how do they contribute to the overall framing of the article?
3. **Collocations and Evaluative Phrases:** Analyze common collocations and evaluative phrases. What ideological or cultural assumptions do these lexical patterns reflect?
4. **Comparative Analysis:** If possible, compare your findings with another article on the same topic from a different newspaper. How do the lexical choices and semantic fields differ, and what do these differences reveal about the ideological stance of each newspaper?

STORIES IN CONTEXT

UNIT 9. A MARRIAGE OF CONVENIENCE

by W.S. Maugham

W. Somerset Maugham (1874–1965) was a British playwright, novelist, and short story writer, renowned for his keen observations of human nature and social dynamics. His works often explore themes of love, betrayal, and the complexities of relationships, reflecting his belief in the unpredictability of life. Maugham gained popularity for his novels, including *Of Human Bondage*, which is considered his masterpiece, and *The Razor's Edge*, which delves into the search for meaning and purpose. His writing style is characterized by clarity, wit, and a knack for creating memorable characters. Maugham's extensive travels influenced his storytelling, and he often drew upon his experiences to create rich, immersive settings in his literary works.



(<http://surl.li/daurmd>)

1. Read the story by W.S. Maugham and do the tasks given after the text.

(You can read and listen to the story.)

<https://www.youtube.com/watch?v=pIjZxeAWJg4>

I left Bangkok on a shabby little ship of four or five hundred tons. The dingy saloon, which served also as dining-room, had two narrow tables down its length with swivel chairs on both sides of them. The cabins were in the bowels of the ship and they were extremely dirty. Cockroaches walked about on the floor and however placid your temperament it is difficult not to be startled when you go to the wash-basin to wash your hands and a huge cockroach stalks leisurely out.

We dropped down the river, broad and lazy and smiling, and its green banks were dotted with little huts on piles standing at the water's edge. We crossed the bar; and the open sea, blue and still, spread before me. The look of it and the smell of it filled me with elation.

I had gone on board early in the morning and soon discovered that I was thrown amid the oddest collection of persons I had ever encountered. There were two French traders and a Belgian colonel, an Italian tenor, the American proprietor of a circus with his wife, and a retired French official with his. The circus proprietor was what is termed a good mixer, a type which according to your mood you fly from or welcome, but I happened to be feeling much pleased with life and before I had been on board an hour we had shaken for drinks, and he had shown me his animals. He was a very short fat man, and his stengah-shifter, white but none too clean, outlined the noble proportions of his abdomen, but the collar was so tight that you wondered he did not choke. He had a red, clean-shaven face, a merry blue eye, and short, untidy sandy hair. He wore a

battered topee well on the back of his head. His name was Wilkins and he was born in Portland, Oregon. It appears that the Oriental has a passion for the circus and Mr Wilkins for twenty years had been travelling up and down the East from Port Said to Yokohama (Aden, Bombay, Madras, Calcutta, Rangoon, Singapore, Penang, Bangkok, Saigon, Hue, Hanoi, Hong-Kong, Shanghai, their names roll on the tongue savourily, crowding the imagination with sunshine and strange sounds and a multicoloured activity) with his menagerie and his merry-go-rounds. It was a strange life he led, unusual, and one that, one would have thought, must offer the occasion for all sorts of curious experiences, but the odd thing about him was that he was a perfectly commonplace little man and you would have been prepared to find him running a garage or keeping a third-rate hotel in a second-rate town in California. The fact is, and I have noticed it so often that I do not know why it should always surprise me, that the extraordinariness of a man's life does not make him extraordinary, but contrariwise if a man is extraordinary he will make extraordinariness out of a life as humdrum as that of a country curate. I wish I could feel it reasonable to tell here the story of the hermit I went to see on an island in the Torres Straits, a shipwrecked mariner who had lived there alone for thirty years, but when you are writing a book you are imprisoned by the four walls of your subject and though for the entertainment of my own digressing mind I set it down now I should be forced in the end, by my sense of what is fit to go between two covers and what is not, to cut it out. Anyhow, the long and short of it is that notwithstanding his long and intimate communion with nature and his thoughts the man was as dull, insensitive, and vulgar an oaf at the end of this experience as he must have been at the beginning.

The Italian singer passed us, and Mr Wilkins told me that he was a Neapolitan who was on his way to Hong-Kong to rejoin his company, which he had been forced to leave owing to an attack of malaria in Bangkok. He was an enormous fellow, and very fat, and when he flung himself into a chair it creaked with dismay. He took off his topee, displayed a great head of long, curly, greasy hair, and ran podgy and beringed fingers through it.

'He ain't very sociable,' said Mr Wilkins. 'He took the cigar I gave him, but he wouldn't have a drink. I shouldn't wonder if there wasn't somethin' rather queer about him. Nasty-lookin' guy, ain't he?'

Then a little fat woman in white came on deck holding by the hand a Wa-Wa monkey. It walked solemnly by her side.

'This is Mrs Wilkins,' said the circus proprietor, 'and our youngest son. Draw up a chair, Mrs Wilkins, and meet this gentleman. I don't know his name, but he's already paid for two drinks for me and if he can't shake any better than he has yet he'll pay for one for you too.'

Mrs Wilkins sat down with an abstracted serious look, and with her eyes on the blue sea suggested that she did not see why she shouldn't have a lemonade.

'My, it's hot,' she murmured, fanning herself with the topee which she took off.

'Mrs Wilkins feels the heat,' said her husband. 'She's had twenty years of it now.'

'Twenty-two and a half,' said Mrs Wilkins, still looking at the sea.

'And she's never got used to it yet.'

'Nor never shall and you know it,' said Mrs Wilkins.

She was just the same size as her husband and just as fat, and she had a round red face like his and the same sandy, untidy hair. I wondered if they had married because they were so exactly alike, or if in the course of years they had acquired this astonishing resemblance. She did not turn her head but continued to look absently at the sea.

'Have you shown him the animals?' she asked.

'You bet your life I have.'

'What did he think of Percy?'

'Thought him fine.'

I could not but feel that I was being unduly left out of a conversation of which I was at all events partly the subject, so I asked:

'Who's Percy?'

'Percy's our eldest son. There's a flyin' fish, Elmer. He's the orangutan. Did he eat his food well this morning?'

'Fine. He's the biggest orangutan in captivity. I wouldn't take a thousand dollars for him.'

'And what relation is the elephant?' I asked.

Mrs Wilkins did not look at me, but with her blue eyes still gazed indifferently at the sea.

'He's no relation,' she answered. 'Only a friend.'

The boy brought lemonade for Mrs Wilkins, a whisky and soda for her husband, and a gin and tonic for me. We shook dice and I signed the chit.

'It must come expensive if he always loses when he shakes,' Mrs Wilkins murmured to the coastline.

'I guess Egbert would like a sip of your lemonade, my dear,' said Mr Wilkins.

Mrs Wilkins slightly turned her head and looked at the monkey sitting on her lap.

'Would you like a sip of mother's lemonade, Egbert?'

The monkey gave a little squeak and putting her arm round him she handed him a straw. The monkey sucked up a little lemonade and having drunk enough sank back against Mrs Wilkins's ample bosom.

'Mrs Wilkins thinks the world of Egbert,' said her husband. 'You can't wonder at it, he's her youngest.'

Mrs Wilkins took another straw and thoughtfully drank her lemonade.

'Egbert's all right,' she remarked. 'There's nothin' wrong with Egbert.'

Just then the French official, who had been sitting down, got up and began walking up and down. He had been accompanied on board by the French minister at Bangkok, one or two secretaries, and a prince of the royal family. There had been a great deal of bowing and shaking of hands and as the ship slipped away from the quay much waving of hats and handkerchiefs. He was evidently a person of consequence. I had heard the captain address him as Monsieur le Gouverneur.

'That's the big noise on this boat,' said Mr Wilkins. 'He was Governor of one of the French colonies and now he's makin' a tour of the world. He came to see my circus at Bangkok. I guess I'll ask him what he'll have. What shall I call him, my dear?'

Mrs Wilkins slowly turned her head and looked at the Frenchman, with the rosette of the Legion of Honour in his buttonhole, pacing up and down.

'Don't call him anythin',' she said. 'Show him a hoop and he'll jump right through it.'

I could not but laugh. Monsieur le Gouverneur was a little man, well below the average height, and small made, with a very ugly little face and thick, almost negroid features; and he had a bushy grey head, bushy grey eyebrows, and a bushy grey moustache. He did look a little like a poodle and he had the poodle's soft, intelligent and shining eyes. Next time he passed us Mr Wilkins called out:

'*Monsoo. Qu'est-ce que vous prenez?*' I cannot reproduce the eccentricities of his accent. '*Une petite verre de porto.*' He turned to me. 'Foreigners, they all drink porto. You're always safe with that.'

'Not the Dutch,' said Mrs Wilkins, with a look at the sea. 'They won't touch nothin' but Schnapps.'

The distinguished Frenchman stopped and looked at Mr Wilkins with some bewilderment. Whereupon Mr Wilkins tapped his breast and said:

'*Moa, proprietarre Cirque. Vous avez visite.*'

Then, for a reason that escaped me, Mr Wilkins made his arms into a hoop and outlined the gestures that represented a poodle jumping through it. Then he pointed at the Wa-Wa that Mrs Wilkins was still holding on her lap.

'*La petit fils de mon femme,*' he said.

Light broke upon the Governor and he burst into a peculiarly musical and infectious laugh. Mr Wilkins began laughing too.

'*Oui, oui,*' he cried. 'Moa, circus proprietor. *Une petite verre de porto. Oui. Oui. N'est-ce-pas?*'

'Mr Wilkins talks French like a Frenchman,' Mrs Wilkins informed the passing sea.

'*Mais tres volontiers,*' said the Governor, still smiling. I drew him up a chair and he sat down with a bow to Mrs Wilkins.

'Tell poodle-face his name's Egbert,' she said, looking at the sea. I called the boy and we ordered a round of drinks.

'You sign the chit, Elmer,' she said. 'It's not a bit of good Mr What's-his-name shakin' if he can't shake nothin' better than a pair of treys.'

'*Vous comprenez le français, madame ?*' asked the Governor politely.

'He wants to know if you speak French, my dear.'

'Where does he think I was raised? Naples?'

Then the Governor, with exuberant gesticulation, burst into a torrent of English so fantastic that it required all my knowledge of French to understand what he was talking about.

Presently Mr Wilkins took him down to look at his animals and a little later we assembled in the stuffy saloon for luncheon. The Governor's wife appeared and was put on the captain's right. The Governor explained to her who we all were and she gave us a gracious bow. She was a large woman, tall and of a robust build, of fifty-five perhaps, and she was dressed somewhat severely in black silk. On her head she wore a huge round topee. Her features were so large and regular, her form so statuesque, that you were reminded of the massive females who take part in processions. She would

have admirably suited the role of Columbia or Britannia in a patriotic demonstration. She towered over her diminutive husband like a skyscraper over a shack. He talked incessantly, with vivacity and wit, and when he said anything amusing her heavy features relaxed into a large fond smile.

'*Que tu es beaute, mon ami,*' she said. She turned to the captain. 'You must not pay any attention to him. He is always like that.'

We had indeed a very amusing meal and when it was over we separated to our various cabins to sleep away the heat of the afternoon. In such a small ship having once made the acquaintance of my fellow passengers, it would have been impossible, even had I wished it, not to pass with them every moment of the day that I was not in my cabin. The only person who held himself aloof was the Italian tenor. He spoke to no one, but sat by himself as far forward as he could get, twanging a guitar in an undertone so that you had to strain your ears to catch the notes. We remained in sight of land and the sea was like a pail of milk. Talking of one thing and another we watched the day decline, we dined, and then we sat out again on deck under the stars. The two traders played picquet in the hot saloon, but the Belgian colonel joined our little group. He was shy and fat and opened his mouth only to utter a civility. Soon, influenced perhaps by the night and encouraged by the darkness that gave him, up there in the bows, the sensation of being alone with the sea, the Italian tenor, accompanying himself on his guitar, began to sing, first in a low tone, and then a little louder, till presently, his music captivating him, he sang with all his might. He had the real Italian voice, all macaroni, olive oil, and sunshine, and he sang the Neapolitan songs that I had heard in my youth in the Piazza San Ferdinando, and fragments from *La Bohème*, and *Traviata*, and *Rigoletto*. He sang with emotion and false emphasis and his tremolo reminded you of every third-rate Italian tenor you had ever heard, but there in the openness of that lovely night his exaggerations only made you smile and you could not but feel in your heart a lazy sensual pleasure. He sang for an hour, perhaps, and we all fell silent; then he was still, but he did not move and we saw his huge bulk dimly outlined against the luminous sky.

I saw that the little French Governor had been holding the hand of his large wife and the sight was absurd and touching.

'Do you know that this is the anniversary of the day on which I first saw my wife?' he said, suddenly breaking the silence which had certainly weighed on him, for I had never met a more loquacious creature. 'It is also the anniversary of the day on which she promised to be my wife. And, which will surprise you, they were one and the same.'

'*Voyons, mon ami,*' said the lady, 'you are not going to bore our friends with that old story. You are really quite insupportable.'

But she spoke with a smile on her large, firm face, and in a tone that suggested that she was quite willing to hear it again.

'But it will interest them, *mon petit chou.*' It was in this way that he always addressed his wife and it was funny to hear this imposing and even majestic lady thus addressed by her small husband. 'Will it not, monsieur?' he asked me. 'It is a romance, and who does not like romance, especially on such a night as this?'

I assured the Governor that we were all anxious to hear and the Belgian colonel took the opportunity once more to be polite.

'You see, ours was a marriage of convenience pure and simple.'

'*C'est vrai*,' said the lady. 'It would be stupid to deny it. But sometimes love comes after marriage and not before, and then it is better. It lasts longer.'

I could not but notice that the Governor gave her hand an affectionate little squeeze.

'You see, I had been in the navy, and when I retired I was forty-nine. I was strong and active and I was very anxious to find an occupation. I looked about; I pulled all the strings I could. Fortunately I had a cousin who had some political importance. It is one of the advantages of democratic government that if you have sufficient influence, merit, which otherwise might pass unnoticed, generally receives its due reward.'

'You are modesty itself, *mon pauvre ami*,' said she.

'And presently I was sent for by the Minister to the Colonies and offered the post of Governor in a certain colony. It was a very distant spot that they wished to send me to and a lonely one, but I had spent my life wandering from port to port, and that was not a matter that troubled me. I accepted with joy. The minister told me that I must be ready to start in a month. I told him that would be easy for an old bachelor who had nothing much in the world but a few clothes and a few books.

"Comment, mon lieutenant," he cried. "You are a bachelor?"

"Certainly," I answered. "And I have every intention of remaining one."

"In that case I am afraid I must withdraw my offer. For this position it is essential that you should be married."

'It is too long a story to tell you, but the gist of it was that owing to the scandal my predecessor, a bachelor, had caused by having native girls to live in the Residency and the consequent complaints of the white people, planters and the wives of functionaries, it had been decided that the next Governor must be a model of respectability. I expostulated. I argued. I recapitulated my services to the country and the services my cousin could render at the next elections. Nothing would serve. The minister was adamant.

"But what can I do?" I cried with dismay.

"You can marry," said the minister.

"*Mais voyons, monsieur le ministre*, I do not know any women. I am not a lady's man and I am forty-nine. How do you expect me to find a wife?"

"Nothing is more simple. Put an advertisement in the paper."

'I was confounded. I did not know what to say.

"Well, think it over," said the minister. "If you can find a wife in a month you can go, but no wife no job. That is my last word." He smiled a little, to him the situation was not without humour. "And if you think of advertising I recommend the Figaro."

'I walked away from the ministry with death in my heart. I knew the place to which they desired to appoint me and I knew it would suit me very well to live there; the climate was tolerable and the Residency was spacious and comfortable. The notion of being a Governor was far from displeasing me and, having nothing much but my pension as a naval officer, the salary was not to be despised. Suddenly I made up my mind. I walked to the offices of the Figaro, composed an advertisement, and handed it

in for insertion. But I can tell you, when I walked up the Champs Elysees afterwards my heart was beating much more furiously than it had ever done when my ship was stripped for action.'

The Governor leaned forward and put his hand impressively on my knee.

'*Mon cher monsieur*, you will never believe it, but I had four thousand three hundred and seventy-two replies. It was an avalanche. I had expected half-a-dozen; I had to take a cab to take the letters to my hotel. My room was swamped with them. There were four thousand three hundred and seventy-two women who were willing to share my solitude and be a Governor's lady. It was staggering. They were of all ages from seventeen to seventy. There were maidens of irreproachable ancestry and the highest culture, there were unmarried ladies who had made a little slip at one period of their career and now desired to regularize their situation; there were widows whose husbands had died in the most harrowing circumstances; and there were widows whose children would be a solace to my old age. They were blonde and dark, tall and short, fat and thin; some could speak five languages and others could play the piano. Some offered me love and some craved for it; some could only give me solid friendship but mingled with esteem; some had a fortune and others golden prospects. I was overwhelmed. I was bewildered. At last I lost my temper, for I am a passionate man, and I got up and I stamped on all those letters and all those photographs and I cried: I will marry none of them. It was hopeless, I had less than a month now and I could not see over four thousand aspirants to my hand in that time. I felt that if I did not see them all, I should be tortured for the rest of my life by the thought that I had missed the one woman the fates had destined to make me happy. I gave it up as a bad job.

'I went out of my room hideous with all those photographs and littered papers and to drive care away went on to the boulevard and sat down at the Cafe de la Paix. After a time I saw a friend passing and he nodded to me and smiled. I tried to smile but my heart was sore. I realized that I must spend the years that remained to me in a cheap pension at Toulon or Brest as an officier de marine en retraite. Zut! My friend stopped and coming up to me sat down.

"What is making you look so glum, *mon cher*?" he asked me. "You who are the gayest of mortals."

'I was glad to have someone in whom I could confide my troubles and told him the whole story. He laughed consumedly. I have thought since that perhaps the incident had its comic side, but at the time, I assure you, I could see in it nothing to laugh at. I mentioned the fact to my friend not without asperity and then, controlling his mirth as best he could, he said to me: "But, my dear fellow, do you really want to marry?" At this I entirely lost my temper.

"You are completely idiotic," I said. "If I did not want to marry, and what is more marry at once, within the next fortnight, do you imagine that I should have spent three days reading love letters from women I have never set eyes on?"

"Calm yourself and listen to me," he replied. "I have a cousin who lives in Geneva. She is Swiss, *du reste*, and she belongs to a family of the greatest respectability in the republic. Her morals are without reproach, she is of a suitable age, a spinster, for she

has spent the last fifteen years nursing an invalid mother who has lately died, she is well educated and *par dessus le marché* she is not ugly."

"It sounds as though she were a paragon," I said.

"I do not say that, but she has been well brought up and would become the position you have to offer her."

"There is one thing you forget. What inducement would there be for her to give up her friends and her accustomed life to accompany in exile a man of forty-nine who is by no means a beauty?"

Monsieur le Gouverneur broke off his narrative and shrugging his shoulders so emphatically that his head almost sank between them, turned to us.

'I am ugly. I admit it. I am of an ugliness that does not inspire terror or respect, but only ridicule, and that is the worst ugliness of all. When people see me for the first time they do not shrink with horror, there would evidently be something flattering in that, they burst out laughing. Listen, when the admirable Mr Wilkins showed me his animals this morning, Percy, the orang-utan, held out his arms and but for the bars of the cage would have clasped me to his bosom as a long lost brother. Once indeed when I was at the Jardin des Plantes in Paris and was told that one of the anthropoid apes had escaped I made my way to the exit as quickly as I could for fear that, mistaking me for the refugee, they would seize me and, notwithstanding my expostulations, shut me up in the monkey house.'

'*Voyons, mon ami,*' said Madame his wife, in her deep slow voice, 'you are talking even greater nonsense than usual. I do not say that you are an Apollo, in your position it is unnecessary that you should be, but you have dignity, you have poise, you are what any woman would call a fine man.'

'I will resume my story. When I made this remark to my friend he replied: "One can never tell with women. There is something about marriage that wonderfully attracts them. There would be no harm in asking her. After all it is regarded as a compliment by a woman to be asked in marriage. She can but refuse."

"But I do not know your cousin and I do not see how I am to make her acquaintance. I cannot go to her house, ask to see her and when I am shown into the drawing-room say: *Voilà*, I have come to ask you to marry me. She would think I was a lunatic and scream for help. Besides, I am a man of an extreme timidity, and I could never take such a step."

"I will tell you what to do," said my friend. "Go to Geneva and take her a box of chocolates from me. She will be glad to have news of me and will receive you with pleasure. You can have a little talk and then if you do not like the look of her you take your leave and no harm is done. If on the other hand-you do, we can go into the matter and you can make a formal demand for her hand."

'I was desperate. It seemed the only thing to do. We went to a shop at once and bought an enormous box of chocolates and that night I took the train to Geneva. No sooner had I arrived than I sent her a letter to say that I was the bearer of a gift from her cousin and much wished to give myself the pleasure of delivering it in person. Within an hour I received her reply to the effect that she would be pleased to receive me at four o'clock in the afternoon. I spent the interval before my mirror and seventeen

times I tied and retied my tie. As the clock struck four I presented myself at the door of her house and was immediately ushered into the drawing-room. She was waiting for me. Her cousin said she was not ugly. Imagine my surprise to see a young woman, enfin a woman still young, of a noble presence, with the dignity of Juno, the features of Venus, and in her expression the intelligence of Minerva.'

'You are too absurd,' said Madame. 'But by now these gentlemen know that one cannot believe all you say.'

'I swear to you that I do not exaggerate. I was so taken aback that I nearly dropped the box of chocolates. But I said to myself: *La garde meurt mais ne se rend pas*. I presented the box of chocolates. I gave her news of her cousin. I found her amiable. We talked for a quarter of an hour. And then I said to myself: *Allons-y*. I said to her:

"Mademoiselle, I must tell you that I did not come here merely to give you a box of chocolates."

'She smiled and remarked that evidently I must have had reasons to come to Geneva of more importance than that.

"I came to ask you to do me the honour of marrying me." She gave a start.

"But, monsieur, you are mad," she said.

"I beseech you not to answer till you have heard the facts," I interrupted, and before she could say another word I told her the whole story. I told her about my advertisement in the Figaro and she laughed till the tears ran down her face. Then I repeated my offer.

"You are serious?" she asked.

"I have never been more serious in my life."

"I will not deny that your offer has come as a surprise. I had not thought of marrying, I have passed the age; but evidently your offer is not one that a woman should refuse without consideration. I am flattered. Will you give me a few days to reflect?"

"Mademoiselle, I am absolutely desolated," I replied. "But I have not time. If you will not marry me I must go back to Paris and resume my perusal of the fifteen or eighteen hundred letters that still await my attention."

"It is quite evident that I cannot possibly give you an answer at once. I had not set eyes on you a quarter of an hour ago. I must consult my friends and my family."

"What have they got to do with it? You are of full age. The matter is pressing. I cannot wait. I have told you everything. You are an intelligent woman. What can prolonged reflection add to the impulse of the moment?"

'You are not asking me to say yes or no this very minute? That is outrageous.'

'That is exactly what I am asking. My train goes back to Paris in a couple of hours.'

'She looked at me reflectively.

'You are quite evidently a lunatic. You ought to be shut up both for your own safety and that of the public.'

"Well, which is it to be?" I said. "Yes or no?"

'She shrugged her shoulders.

'Mon Dieu.' She waited a minute and I was on tenterhooks. "Yes."

The Governor waved his hand towards his wife.

'And there she is. We were married in a fortnight and I became Governor of a colony. I married a jewel, my dear sirs, a woman of the most charming character, one

in a thousand, a woman of masculine intelligence and a feminine sensibility, an admirable woman.'

'But hold your tongue, *mon ami*,' his wife said. 'You are making me as ridiculous as yourself.'

He turned to the Belgian colonel.

'Are you a bachelor, *mon colonel*? If so I strongly recommend you to go to Geneva. It is a nest (*une pépinière* was the word he used) of the most adorable young women. You will find a wife there as nowhere else. Geneva is besides a charming city. Do not waste a minute, but go there and I will give you a letter to my wife's nieces.'

It was she who summed up the story.

'The fact is that in a marriage of convenience you expect less and so you are less likely to be disappointed. As you do not make senseless claims on one another there is no reason for exasperation. You do not look for perfection and so you are tolerant to one another's faults. Passion is all very well, but it is not a proper foundation for marriage. *Voyez-vous*, for two people to be happy in marriage they must be able to respect one another, they must be of the same condition, and their interests must be alike; then if they are decent people and are willing to give and take, to live and let live, there is no reason why their union should not be as happy as ours.' She paused. 'But, of course, my husband is a very, very remarkable man.'



Vocabulary in Focus

2. Match the given words with the correct definitions

1. elation	A. not very friendly
2. menagerie	B. something that makes you feel better when you are sad or upset
3. humdrum	C. to express strong disagreement
4. aloof	D. shyness
5. civility	E. a state of overwhelming usually pleasurable emotion
6. luminous	F. someone who is perfect or who is the best possible example of a particular quality
7. expostulate	G. very ugly or frightening in appearance
8. recapitulate	H. an act of politeness
9. adamant	I. to ask someone for something in an urgent and sincere way
10. solace	J. determined not to change your belief or decision about something
11. hideous	K. a large collection of wild animals kept in cages
12. paragon	L. to say something again
13. timidity	M. very bright, shining in the dark
14. beseech	N. boring because nothing new or interesting ever happens

3. Match the words with their synonyms

elation	politeness, respect
menagerie	determined, uncompromising.
humdrum	ecstasy, euphoria
aloof	exampler, best
civility	recap, repeat
luminous	condolence, consolation
expostulate	wildlife park, zoological garden
recapitulate	ask, crave
adamant	argue, oppose
solace	modesty, bashfulness
hideous	monotonous, uninteresting
paragon	brilliant, radiant, shining
timidity	distant, indifferent
beseech	dreadful, frightful

4. Fill in the gaps with the words from the box. Use the correct form of the words.

hideous	aloof	timidity	humdrum	solace
beseech	elation	paragon	luminous	
menagerie	adamant	recapitulate	civility	expostulate

1. James sought _____ in religion.
2. He seemed _____ and detached.
3. I will fall at his feet and _____ him.
4. They had _____ jobs and predictable progeny.
5. He was not a _____. He would never be perfect.
6. But it is a matter of common _____ and good manners for young limbs to give way to older ones.
7. The _____ dial on the clock showed five minutes to seven.
8. The corpse had a _____ grin on its face.
9. His supporters have reacted to the news with _____.
10. Theresia's husband, took his royal guests to the newly constructed _____ in the park at Schönbrunn Palace for the first time.
11. For a moment I thought she was going to _____.
12. We tried to persuade her but she was _____.
13. Let's just _____ the essential points.
14. All she could see was that his former stern and determined expression had altered to one of _____ and submission.

6. Answer the questions.

1. "As long as there was coffee in the world, how bad could things be?" What do you find solace in?
2. What do you think causes aloof behaviour?
3. How to treat a late guest?

Accept his/her apology and move on. There's no point in rehashing what caused it to be late unless he/she has a great story to tell if he/she does, listen and commiserate.

What other civilities can you suggest how to treat a late guest.

4. What can you give the feeling of elation?
5. What was the last time you felt timidity?
6. What pieces of advice can you give to avoid humdrum feeling at work?

7. Who said the following and about who/what.

1. 'He ain't very sociable'...
2. 'He's no relation,' ... 'Only a friend.'
3. 'That's the big noise on this boat'
4. 'You must not pay any attention to him. He is always like that.'
5. 'But it will interest them'...
6. But sometimes love comes after marriage and not before, and then it is better. It lasts longer.'
7. I pulled all the strings I could.
8. "Put an advertisement in the paper."
9. 'She is Swiss, *du reste*, and she belongs to a family of the greatest respectability in the republic.'
10. "One can never tell with women."
11. *La garde meurt mais ne se rend pas.*
12. I have passed the age
13. "I must consult my friends and my family."
14. "Yes."



Reflection and Discussion

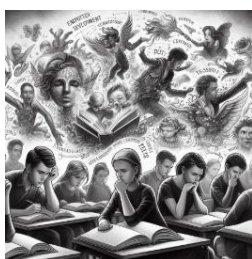
8. Answer the following questions and do the given tasks.

1. What was the ship the author had been travelling on like?
2. How many passengers were there except for the author?
3. What was the condition of the cabins on the ship, and how did the author react to it?
4. How did the author describe the scenery while the ship was dropping down the river?
5. Pick up the description of the circus owner and translate it into Ukrainian.
6. How is Mrs. Wilkins sketched? Quote the text to support your answer.
7. What was the relationship between Mrs. Wilkins and the Wa-Wa monkey, Egbert?
8. How is the Governor portrayed? Pick up his portrayal in the text and translate it into Ukrainian.
9. How did Mr. Wilkins communicate with the French Governor, and what was the Governor's reaction?
10. Characterise the Governor's wife.

11. Why did the Governor have to marry in such a hurry?
12. How many letters did the Governor receive? How many of them did he read? Why didn't he read the others?
13. What kind of women wrote to the Governor?
14. What was the Governor's friend's suggestion?
15. How did the Governor describe his initial reaction to the overwhelming number of replies to his advertisement?
16. How did the Governor describe his first impression of his future wife, and how did she respond to his proposal?
17. Was the adventure a success? Why? Why not?
18. Why did the Italian tenor remain aloof, and how did he contribute to the atmosphere of the journey?
19. What was the significance of the anniversary the Governor and his wife celebrated during the voyage?
20. What reasons did the Governor's wife give for the success of their marriage of convenience?

9. Comment on the following statements from the text.

1. ... the extraordinariness of a man's life does not make him extraordinary, but contrariwise if a man is extraordinary he will make extraordinariness out of a life as humdrum as that of a country curate.
 2. ...ours was a marriage of convenience pure and simple.
 3. I should be tortured for the rest of my life by the thought that I had missed the one woman the fates had destined to make me happy.
 4. with the dignity of Juno, the features of Venus, and in her expression the intelligence of Minerva.
 5. I married a jewel, ... a woman of the most charming character, one in a thousand, a woman of masculine intelligence and a feminine sensibility, an admirable woman.'
- 10. Learn the last paragraph of the text by heart and get ready to present it in class.**



Discovering Hidden Meanings in Texts

What's in a Title? Interpreting the First Clue

1. Work in pairs. Discuss the following. Share your ideas with the whole class.

1. Why do you think authors choose specific titles for their stories?
2. What can the title reveal before you even start reading? Does it give hints about the plot, characters, or themes?
3. How can interpreting the title change your expectations of the story?

4. Do you think a title can have multiple meanings? How does this affect the way we approach a story?
5. Can the title influence the way we read and understand the text? Why or why not?
6. Have you ever read a story where the title only made full sense after finishing it? How did that affect your reading experience?
7. If a title is ambiguous or symbolic, does it make the story more intriguing? Why?

2. Read the following and do the tasks given below.

A title is often the first interaction a reader has with a text, and its interpretation can significantly shape the reading experience. Titles serve multiple functions—they capture attention, provide insight into the theme, and sometimes hint at the plot or central conflict. According to Gérard Genette, "the title is a privileged place of paratext, a threshold between the outside world and the text itself" (Genette, 1997, p. 2). This suggests that a title is not just a label but a carefully crafted element that guides the reader's expectations and understanding.

Interpreting a title requires analyzing both its literal and figurative meanings. Some titles are straightforward, directly referring to the main subject of the story, such as "**Pride and Prejudice**" by Jane Austen, which immediately signals key themes of social judgment and personal growth. Others are more symbolic, requiring deeper analysis. For example, "**The Catcher in the Rye**" by J.D. Salinger does not explicitly describe the plot but instead reflects the protagonist's inner struggles and ideals. As Roland Barthes argues, "the title directs the reader's gaze, suggesting a particular way of engaging with the text" (Barthes, 1977, p. 110).

Moreover, titles can gain new significance after the text is read. Readers often reinterpret a title in light of the story's events, themes, or characters. This is particularly evident in works like "**To Kill a Mockingbird**" by Harper Lee, where the title's meaning deepens as readers uncover its symbolic connection to innocence and moral integrity. The effectiveness of a title lies in its ability to resonate both before and after reading, adding layers of meaning to the text. As Tzvetan Todorov suggests, "a title is a compact summary that both reveals and conceals, inviting interpretation" (Todorov, 1981, p. 45).

Thus, title interpretation is a crucial part of literary analysis, allowing readers to uncover deeper meanings within a text. Whether literal, symbolic, or ambiguous, a title is never arbitrary; it is a deliberate choice by the author to enhance the reader's engagement and understanding. By paying close attention to the title, readers can unlock new dimensions of a story, making their reading experience richer and more insightful.

References

1. Barthes, R. (1977). *Image, Music, Text*. Hill and Wang.
2. Genette, G. (1997). *Paratexts: Thresholds of Interpretation*. Cambridge University Press.
3. Todorov, T. (1981). *The Poetics of Prose*. Cornell University Press.

3. Analyze the title using the given scheme.

Scheme for Title Interpretation

1. Identifying the Basic Meaning

- What words are used in the title? Are they literal or figurative?
- Does the title contain any key terms related to the subject of the text?
- Is the title descriptive, symbolic, or provocative?

2. Establishing Context

- Who is the author, and what is their background?
- What is the historical, cultural, or social context of the text?
- Does the title reflect a specific literary tradition or genre?

3. Analyzing the Relationship Between the Title and the Text

- How does the title connect to the main themes of the story?
- Does it refer to a specific event, character, or setting?
- Does the title foreshadow key events or conflicts?

4. Considering Symbolism and Ambiguity

- Could the title have multiple meanings?
- Does it use metaphor, irony, or wordplay?
- How does the title's meaning change after reading the text?

5. Examining Reader Expectations and Impact

- What initial assumptions does the title create before reading?
- Does the title confirm or challenge these expectations?
- How does the title shape the reader's interpretation of the overall message?

6. Comparing Alternative Titles (if applicable)

- Would a different title change the reader's perception?
- Have there been variations of the title in translations or adaptations?
- How does the title function in different linguistic or cultural contexts?

UNIT 10. A CUP OF TEA

by KATHERINE MANSFIELD

Katherine Mansfield (1888–1923) was a prominent New Zealand-born modernist writer known for her innovative short stories that capture the intricacies of human emotions and relationships. Her writing often explores themes of identity, longing, and the impact of societal constraints, reflecting her own experiences and struggles. Mansfield's style is marked by a focus on sensory details and a stream-of-consciousness technique, which brings her characters' inner lives to the forefront. Despite her brief life, Mansfield's influence on the development of modernist literature and her contributions to the short story genre remain significant and enduring.



(<http://surl.li/lflysf>)

1. *Read the story by K. Mansfield and do the tasks given after it.*

ROSEMARY FELL was not exactly beautiful. No, you couldn't have called her beautiful. Pretty? Well, if you took her to pieces. .. But why be so cruel as to take anyone to pieces? She was young, brilliant, extremely modern, exquisitely well dressed, amazingly well read in the newest of the new books, and her parties were the most delicious mixture of the really important people and... artists — quaint creatures, discoveries of hers, some of them too terrifying for words, but others quite presentable and amusing.

Rosemary had been married two years. She had a duck of a boy. No, not Peter — Michael. And her husband absolutely adored her. They were rich, really rich, not just comfortably well off, which is odious and stuffy and sounds like one's grandparents. But if Rosemary wanted to shop she would go to Paris as you and I would go to Bond Street. If she wanted to buy flowers, the car pulled up at that perfect shop in Regent Street, and Rosemary inside the shop just gazed in her dazzled, rather exotic way, and said: "I want those and those and those. Give me four bunches of those. And that jar of roses. Yes, I'll have all the roses in the jar. No, no lilac. I hate lilac. It's got no shape." The attendant bowed and put the lilac out of sight, as though this was only too true; lilac was dreadfully shapeless. "Give me those stumpy little tulips. Those red and white ones." And she was followed to the car by a thin shopgirl staggering under an immense white paper armful that looked like a baby in long clothes...

One winter afternoon she had been buying something in a little antique shop in Curzon Street. It was a shop she liked. For one thing, one usually had it to oneself. And then the man who kept it was ridiculously fond of serving her. He beamed whenever she came in. He clasped his hands; he was so gratified he could scarcely speak. Flattery, of course. All the same, there was something...

"You see, madam," he would explain in his low respectful tones, "I love my things. I would rather not part with them than sell them to someone who does not

appreciate them, who has not that fine feeling which is so rare..." And, breathing deeply he unrolled a tiny square of blue velvet and pressed it on the glass counter with his pale finger-tips.

To-day it was a little box. He had been keeping it for her. He had shown it to nobody as yet. An exquisite little enamel box with a glaze so fine it looked as though it had been baked in cream. On the lid a minute creature stood under a flowery tree, and a more minute creature still had her arms round his neck. Her hat, really no bigger than a geranium petal, hung from a branch; it had green ribbons. And there was a pink cloud like a watchful cherub floating above their heads. Rosemary took her hands out of her long gloves. She always took off her gloves to examine such things. Yes, she liked it very much. She loved it; it was a great duck. She must have it. And, turning the creamy box, opening and shutting it, she couldn't help noticing how charming her hands were against the blue velvet. The shopman, in some dim cavern of his mind, may have dared to think so too. For he took a pencil, leant over the counter, and his pale bloodless fingers crept timidly towards those rosy, flashing ones, as he murmured gently: "If I may venture to point out to madam, the flowers on the little lady's bodice."

"Charming!" Rosemary admired the flowers. But what was the price? For a moment the shopman did not seem to hear. Then a murmur reached her. "Twenty-eight guineas, madam."

"Twenty-eight guineas." Rosemary gave no sign. She laid the little box down; she buttoned her gloves again. Twenty-eight guineas. Even if one is rich... She looked vague. She stared at a plump tea-kettle like a plump hen above the shopman's head, and her voice was dreamy as she answered: "Well, keep it for me — will you? I'll..."

But the shopman had already bowed as though keeping it for her was all any human being could ask. He would be willing, of course, to keep it for her for ever.

The discreet door shut with a click. She was outside on the step, gazing at the winter afternoon. Rain was falling, and with the rain it seemed the dark came too, spinning down like ashes. There was a cold bitter taste in the air, and the new-lighted lamps looked sad. Sad were the lights in the houses opposite. Dimly they burned as if regretting something. And people hurried by, hidden under their hateful umbrellas. Rosemary felt a strange pang. She pressed her muff against her breast; she wished she had the little box, too, to cling to. Of course, the car was there. She'd only to cross the pavement. But still she waited. There are moments, horrible moments in life, when one emerges from shelter and looks out, and it's awful. One oughtn't to give way to them. One ought to go home and have an extra-special tea. But at the very instant of thinking that, a young girl, thin, dark, shadowy — where had she come from? — was standing at Rosemary's elbow and a voice like a sigh, almost like a sob, breathed: "Madam, may I speak to you a moment?"

"Speak to me?" Rosemary turned. She saw a little battered creature with enormous eyes, someone quite young, no older than herself, who clutched at her coat-collar with reddened hands, and shivered as though she had just come out of the water.

"M-madam," stammered the voice. "Would you let me have the price of a cup of tea?"

"A cup of tea?" There was something simple, sincere in that voice; it wasn't in the least the voice of a beggar. "Then have you no money at all?" asked Rosemary.

"None, madam," came the answer.

"How extraordinary!" Rosemary peered through the dusk, and the girl gazed back at her. How more than extraordinary! And suddenly it seemed to Rosemary such an adventure. It was like something out of a novel by Dostoevsky, this meeting in the dusk. Supposing she took the girl home? Supposing she did do one of those things she was always reading about or seeing on the stage, what would happen? It would be thrilling. And she heard herself saying afterwards to the amazement of her friends: "I simply took her home with me," as she stepped forward and said to that dim person beside her: "Come home to tea with me."

The girl drew back startled. She even stopped shivering for a moment. Rosemary put out a hand and touched her arm. "I mean it," she said, smiling. And she felt how simple and kind her smile was. "Why won't you? Do. Come home with me now in my car and have tea."

"You — you don't mean it, madam," said the girl, and there was pain in her voice.

"But I do," cried Rosemary. "I want you to. To please me. Come along."

The girl put her fingers to her lips and her eyes devoured Rosemary. "You're — you're not taking me to the police station?" she stammered.

"The police station!" Rosemary laughed out. "Why should I be so cruel? No, I only want to make you warm and to hear — anything you care to tell me."

Hungry people are easily led. The footman held the door of the car open, and a moment later they were skimming through the dusk.

"There!" said Rosemary. She had a feeling of triumph as she slipped her hand through the velvet strap. She could have said, "Now I've got you," as she gazed at the little captive she had netted. But of course she meant it kindly. Oh, more than kindly. She was going to prove to this girl that — wonderful things did happen in life, that — fairy godmothers were real, that — rich people had hearts, and that women *were* sisters. She turned impulsively, saying: "Don't be frightened. After all, why shouldn't you come back with me? We're both women. If I'm the more fortunate, you ought to expect..."

But happily at that moment, for she didn't know how the sentence was going to end, the car stopped. The bell was rung, the door opened, and with a charming, protecting, almost embracing movement, Rosemary drew the other into the hall. Warmth, softness, light, a sweet scent, all those things so familiar to her she never even thought about them, she watched that other receive. It was fascinating. She was like the rich little girl in her nursery with all the cupboards to open, all the boxes to unpack.

"Come, come upstairs," said Rosemary, longing to begin to be generous. "Come up to my room." And, besides, she wanted to spare this poor little thing from being stared at by the servants; she decided as they mounted the stairs she would not even ring for Jeanne, but take off her things by herself. The great thing was to be natural!

And "There!" cried Rosemary again, as they reached her beautiful big bedroom with the curtains drawn, the fire leaping on her wonderful lacquer furniture, her gold cushions and the primrose and blue rugs.

The girl stood just inside the door; she seemed dazed. But Rosemary didn't mind that.

"Come and sit down," she cried, dragging her big chair up to the fire, "in this comfy chair. Come and get warm. You look so dreadfully cold."

"I daren't, madam," said the girl, and she edged backwards.

"Oh, please,"— Rosemary ran forward —" you mustn't be frightened, you mustn't, really. Sit down, and when I've taken off my things we shall go into the next room and have tea and be cosy. Why are you afraid?" And gently she half pushed the thin figure into its deep cradle.

But there was no answer. The girl stayed just as she had been put, with her hands by her sides and her mouth slightly open. To be quite sincere, she looked rather stupid. But Rosemary wouldn't acknowledge it. She leant over her, saying: "Won't you take off your hat? Your pretty hair is all wet. And one is so much more comfortable without a hat, isn't one?"

There was a whisper that sounded like "Very good, madam," and the crushed hat was taken off.

"And let me help you off with your coat, too," said Rosemary.

The girl stood up. But she held on to the chair with one hand and let Rosemary pull. It was quite an effort. The other scarcely helped her at all. She seemed to stagger like a child, and the thought came and went through Rosemary's mind, that if people wanted helping they must respond a little, just a little, otherwise it became very difficult indeed. And what was she to do with the coat now? She left it on the floor, and the hat too. She was just going to take a cigarette off the mantelpiece when the girl said quickly, but so lightly and strangely: "I'm very sorry, madam, but I'm going to faint. I shall go off, madam, if I don't have something."

"Good heavens, how thoughtless I am!" Rosemary rushed to the bell.

"Tea! Tea at once! And some brandy immediately!"

The maid was gone again, but the girl almost cried out. "No, I don't want no brandy. I never drink brandy. It's a cup of tea I want, madam." And she burst into tears.

It was a terrible and fascinating moment. Rosemary knelt beside her chair.

"Don't cry, poor little thing," she said. "Don't cry." And she gave the other her lace handkerchief. She really was touched beyond words. She put her arm round those thin, bird-like shoulders.

Now at last the other forgot to be shy, forgot everything except that they were both women, and gasped out: "I can't go on no longer like this. I can't bear it. I can't bear it. I shall do away with myself. I can't bear no more."

"You shan't have to. I'll look after you. Don't cry any more. Don't you see what a good thing it was that you met me? We'll have tea and you'll tell me everything. And I shall arrange something. I promise. *Do* stop crying. It's so exhausting. Please!"

The other did stop just in time for Rosemary to get up before the tea came. She had the table placed between them. She plied the poor little creature with everything,

all the sandwiches, all the bread and butter, and every time her cup was empty she filled it with tea, cream and sugar. People always said sugar was so nourishing. As for herself she didn't eat; she smoked and looked away tactfully so that the other should not be shy.

And really the effect of that slight meal was marvellous. When the tea-table was carried away a new being, a light, frail creature with tangled hair, dark lips, deep, lighted eyes, lay back in the big chair in a kind of sweet languor, looking at the blaze. Rosemary lit a fresh cigarette; it was time to begin.

"And when did you have your last meal?" she asked softly.

But at that moment the door-handle turned.

"Rosemary, may I come in?" It was Philip.

"Of course."

He came in. "Oh, I'm so sorry," he said, and stopped and stared.

"It's quite all right," said Rosemary smiling. "This is my friend, Miss —"

"Smith, madam," said the languid figure, who was strangely still and unafraid.

"Smith," said Rosemary. "We are going to have a little talk."

"Oh, yes," said Philip. "Quite," and his eye caught sight of the coat and hat on the floor. He came over to the fire and turned his back to it. "It's a beastly afternoon," he said curiously, still looking at that listless figure, looking at its hands and boots, and then at Rosemary again.

"Yes, isn't it?" said Rosemary enthusiastically. "Vile."

Philip smiled his charming smile. "As a matter of fact," said he, "I wanted you to come into the library for a moment. Would you? Will Miss Smith excuse us? "

The big eyes were raised to him, but Rosemary answered for her. "Of course she will." And they went out of the room together.

"I say," said Philip, when they were alone. "Explain. Who is she? What does it all mean?"

Rosemary, laughing, leaned against the door and said: "I picked her up in Curzon Street. Really. She's a real pick-up. She asked me for the price of a cup of tea, and I brought her home with me."

"But what on earth are you going to do with her? " cried Philip.

"Be nice to her," said Rosemary quickly. "Be frightfully nice to her. Look after her. I don't know how. We haven't talked yet. But show her — treat her — make her feel —"

"My darling girl," said Philip, "you're quite mad, you know. It simply can't be done."

"I knew you'd say that," retorted Rosemary. "Why not? I want to. Isn't that a reason? And besides, one's always reading about these things. I decided —"

"But," said Philip slowly, and he cut the end of a cigar, "she's so astonishingly pretty."

"Pretty?" Rosemary was so surprised that she blushed. "Do you think so? I — I hadn't thought about it."

"Good Lord!" Philip struck a match. "She's absolutely lovely. Look again, my child. I was bowled over when I came into your room just now. However... I think

you're making a ghastly mistake. Sorry, darling, if I'm crude and all that. But let me know if Miss Smith is going to dine with us in time for me to look up *The Milliner's Gazette*."

"You absurd creature! " said Rosemary, and she went out of the library, but not back to her bedroom. She went to her writing-room and sat down at her desk. Pretty! Absolutely lovely! Bowled over! Her heart beat like a heavy bell. Pretty! Lovely! She drew her cheque-book towards her. But no, cheques would be no use, of course. She opened a drawer and took out five pound notes, looked at them, put two back, and holding the three squeezed in her hand, she went back to her bedroom.

Half an hour later Philip was still in the library, when Rosemary came in.

"I only wanted to tell you," said she, and she leaned against the door again and looked at him with her dazzled exotic gaze, "Miss Smith won't dine with us to-night."

Philip put down the paper. "Oh, what's happened? Previous engagement?"

Rosemary came over and sat down on his knee. "She insisted on going," said she, "so I gave the poor little thing a present of money. I couldn't keep her against her will, could I?" she added softly.

Rosemary had just done her hair, darkened her eyes a little, and put on her pearls. She put up her hands and touched Philip's cheeks.

"Do you like me?" said she, and her tone, sweet, husky, troubled him.

"I like you awfully," he said, and he held her tighter. "Kiss me."

There was a pause.

Then Rosemary said dreamily. "I saw a fascinating little box to-day. It cost twenty-eight guineas. May I have it? "

Philip jumped her on his knee. "You may, little wasteful one," said he.

But that was not really what Rosemary wanted to say.

"Philip," she whispered, and she pressed his head against her bosom, "am I pretty?"

Commentary to the text

In the early 1900s, when "A Cup of Tea" was written, class distinctions were quite evident in Britain. The best schools and neighborhoods were reserved for the rich, who tended to avoid contact with people of lower classes whenever possible. An upper-class wife never worked inside or outside the home. Instead, she spent her days shopping and entertaining. It was considered improper for her to associate with people of lower classes unless they were serving her in some way.



Vocabulary in Focus

2. Match the given words with the correct definitions.

1. quaint	A. if you are overwhelmed by someone or something, you think they are extremely good and exciting
2. odious	B. a decorative glass-like substance that is melted onto clay, metal, or glass objects, and then left to cool and become hard, or an object covered with this substance
3. dazzled	C. very confused and unable to think clearly
4. beam (v)	D. a large cave
5. gratified	E. careful not to cause embarrassment or attract too much attention, especially by keeping something secret
6. enamel	F. twisted into an untidy mass; confused and complicated
7. minute	G. surprised and slightly frightened
8. cavern	H. a pale yellow colour
9. venture (n, v)	I. extremely unpleasant and causing or deserving hate
10. discreet	J. having no energy and enthusiasm and unwilling to do anything needing effort
11. startled	K. weak and delicate; weak or unhealthy, or easily damaged, broken, or harmed
12. primrose	L. unpleasant, immoral, and unacceptable; extremely unpleasant; evil or disgusting
13. dazed	M. pleased, satisfied
14. frail	N. moving or speaking slowly with little energy, often in an attractive way; lacking energy, or causing a lack of energy or enthusiasm
15. tangled	O. unkind or unpleasant
16. languor	P. attractive because of being unusual and especially old-fashioned
17. languid	Q. (n) a new activity, usually in business, that involves risk or uncertainty (v) to risk going somewhere or doing something that might be dangerous or unpleasant, or to risk saying something that might be criticized
18. beastly	R. extremely small
19. listless	S. pleasant mental or physical tiredness or lack of activity
20. vile	T. to smile with obvious pleasure

3. Explain the meanings of the following word combinations. Make sentences with them.

- ✓ to feel a strange pang
- ✓ ply someone with something
- ✓ be bowled over someone / something
- ✓ in some dim cavern of one's mind

4. Write down the words to which the given lexemes are synonyms.

1. Charming, picturesque, old-fashioned, whimsical, antique_____
2. Cautious, tactful, subtle, reserved, judicious_____
3. Shocked, alarmed, surprised, stunned, flustered_____
4. Blinded, overwhelmed, bewildered, mesmerized_____
5. Nasty, wicked, repulsive, despicable, foul_____
6. Weak, delicate, feeble, brittle, fragile_____
7. Apathetic, sluggish, unenergetic, indifferent_____

5. Write down the words to which the given lexemes are antonyms.

1. Hateful, detestable, revolting, loathsome, abhorrent_____
2. Tiny, minuscule, microscopic, diminutive, infinitesimal_____
3. Stunned, bewildered, confused, disoriented, groggy_____
4. Satisfied, pleased, contented, fulfilled, delighted_____
5. Knotted, twisted, entwined, snarled, jumbled_____
6. Sluggish, listless, lethargic, unhurried, relaxed_____
7. Undertaking, expedition, quest, journey, enterprise_____

6. Translate into Ukrainian.

1. **To feel a strange pang** of regret, even when logic dictates that no remorse should be felt, is a curious experience. It lingers an unexpected sensation that surfaces when one least expects it, tugging at the edges of one's consciousness like an unresolved chord. This sudden emotional discomfort, seemingly out of place, often prompts introspection into the complexities of human sentiment.

2. She tried to **ply him with something** to ease his unease, offering reassurances and gifts in an attempt to smooth over the tension. Despite her best efforts, the gesture seemed to fall flat, as if her kindness could not bridge the gap between them. The more she offered, the more distant he became, leaving her to wonder whether her actions were ever truly what he needed.

3. It was impossible not to **be bowled over by** the sheer magnitude of the performance. Every note, every movement, seemed to carry a weight of emotion that left the audience in awe. The intensity of the experience surpassed expectations, leaving a lasting impression that would linger long after the final curtain fell, as if the performance had transformed the very air in the room.

4. In **some dim cavern of one's mind**, forgotten memories often reside, untouched by time yet never fully erased. These fragments, hidden in the recesses of consciousness, emerge only when triggered by an unexpected scent or sound, pulling one back to

moments once thought lost. They resurface with a clarity that defies their years of dormancy, reminding us that the mind is a labyrinth of untold stories.

7. *Translate into English.*

1. **Кумедне** село з брукованими вулицями та котеджами, вкритими плющем, здавалося чимось із казки.
2. Його **огидна** поведінка на обіді шокувала всіх, створивши неприємну атмосферу, що тривала ще довго після його відходу.
3. Вона була повністю **захоплена** захоплюючим видом з вершини гори, де простягалася величезна панорама кольорів.
4. Він відчув **задоволення** від похвали, яку отримав за свою тяжку працю, знаючи, що його зусилля нарешті були визнані.
5. Художник обережно наніс шар **емалі** на поверхню, надаючи виробу блискучого, полірованого вигляду.
6. Вона помітила кожну **дрібницю** на картині, від тонкого затемнення до ніжних мазків пензля, які оживляли сцену.
7. Коли вони йшли глибше в **печеру**, повітря ставало холоднішим, а темрява згущалася.
8. Йому кортіло **поринути** в невідоме і дослідити нові можливості, залишаючи своє звичне безпечне життя.
9. Вона зробила **непомітний** жест головою, даючи зрозуміти свою згоду, не привертаючи уваги до себе в переповненій кімнаті.
10. Поле було усіяне **первоцвітами**, їхні жовті пелюстки яскраво виділялися на фоні зеленої трави.
11. Він стояв там у **запамороченні**, не в змозі зрозуміти, що тільки що сталося, його розум намагався усвідомити раптовий поворот подій.
12. Лози винограду були **заплутані** в безладному вузлі, і було майже неможливим розділити їх, не зрізавши товсті гілки.
13. Теплий літній вечір був сповнений відчуттям **меланхолії**, ніби саме повітря було занадто важке, щоб рухатися швидко.
14. Її **повільні** рухи свідчили про втому, яка була не лише фізичною — її дух, здається, був виснажений.
15. Вона відчувала себе **байдужою** до всього після довгої подорожі, її енергія була вичерпана, і бажання робити що-небудь зникло.
16. **Огидний** запах гниття наповнив кімнату, через що було неможливим залишатися там надовго, не відчуваючи нудоти.



Reflection and Discussion

8. *Do the following tasks.*

1. Explore how Rosemary's self-perception and the narrator's description of her challenge traditional notions of beauty. How does her confidence in her modernity and wealth compensate for her lack of conventional beauty?

2. Discuss the impact of Rosemary's financial privilege on her personality, choices, and relationships. How does her wealth influence her actions and interactions with others, particularly with the shopkeeper and the young girl?
3. Analyze how the text portrays Rosemary's shopping habits and attitudes toward material possessions. How do these behaviors highlight societal class distinctions and consumerism?
4. Examine Rosemary's decision to bring the young girl home. Is her act of kindness driven by genuine compassion, or does it stem from a desire to feel superior or perform an act of charity for self-gratification?
5. Reflect on the stark contrast between Rosemary's luxurious life and the young girl's poverty. How does the text critique or reveal the limitations of empathy across social classes?
6. Discuss the significance of the enamel box in the story. How does it serve as a symbol of Rosemary's privilege, desires, or inner conflict?
7. Analyze the narrative tone and its use of irony in describing Rosemary's life and actions. How does this tone shape the reader's perception of Rosemary and her moral character?
8. Explore how the text reflects societal expectations of women in terms of beauty, wealth, and charity. How does Rosemary's character both conform to and challenge these expectations?



Online Course Assignments

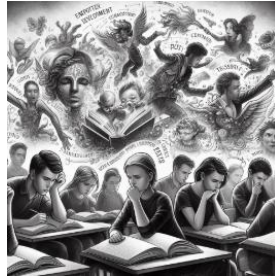
Do the test in your online course



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=835156>
(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=962309>
(translators)



Discovering Hidden Meanings in Texts

Beyond the Words: Interpreting Background Information in Texts

Understanding a text goes beyond its surface meaning; it requires an exploration of its background information. The historical, cultural, and social contexts in which a text is written provide essential clues for deeper interpretation. As Fairclough (1995) states, "Texts are never autonomous; they are shaped by the socio-historical conditions of their production and reception" (p. 10). By examining the background of a text, readers can uncover implicit meanings, authorial intent, and the broader significance of the narrative.

Background information includes historical events, social norms, cultural references, and biographical details of the author that influence a text. For example, George Orwell's *1984* is best understood within the context of post-World War II anxieties about totalitarianism and surveillance. Similarly, Toni Morrison's *Beloved* gains deeper meaning when analyzed in relation to the history of slavery in the United States. According to Fish (2020), "Interpretation is not merely about what is written, but also about recognizing the unseen forces — political, historical, and ideological — that shape a text's meaning" (p. 67).

A key challenge in background interpretation is ensuring that external context enriches, rather than distorts, the reading of a text. While context provides valuable insight, it must be balanced with close textual analysis. As Eagleton (2020) warns, "A purely historical reading risks reducing literature to a mere reflection of its time, ignoring the text's unique linguistic and aesthetic properties" (p. 34). Thus, readers must engage critically with background information, considering both its relevance and its limitations in textual interpretation.

By integrating background analysis into text interpretation, students can develop a more nuanced and informed approach to reading. Recognizing the historical and cultural influences behind a text allows for a deeper appreciation of its themes, messages, and artistic choices. Ultimately, understanding background information transforms reading from a passive activity into an active process of inquiry, connecting the text to the wider world.

References

1. Eagleton, T. (2020). *Literary Theory: An Introduction* (3rd ed.). Blackwell.
2. Fairclough, N. (1995). *Critical Discourse Analysis: The Critical Study of Language*. Longman.
3. Fish, S. (2020). *How to Write a Sentence and How to Read One*. Harper Paperbacks.

2. Analyze the background information in the story using the given scheme.

Scheme for Background Information Interpretation

1. Identifying Relevant Background Information

- What historical events were occurring at the time the text was written?
- What cultural or social issues might have influenced the author?
- Does the text reference specific ideologies, traditions, or movements?

2. Analyzing the Author's Perspective

- What is known about the author's biography and experiences?
- How do the author's beliefs, social position, or historical context shape the text?
- Are there autobiographical elements present in the story?

3. Establishing the Text's Cultural and Historical Context

- How does the text reflect the values, norms, or conflicts of its time?
- Are there intertextual references to other literary works, myths, or historical figures?
- How has the reception of the text changed over time in different contexts?

4. Balancing Context with Close Reading

- How does background information enhance the interpretation of key themes?
- Are there elements in the text that challenge or subvert historical or cultural expectations?
- What aspects of the text remain universal despite its historical background?

UNIT 11. HOW TO WIN FRIENDS AND INFLUENCE PEOPLE

Part VI: Seven Rules for Making Your Home Life Happier by DALE CARNEGIE

Dale Carnegie (1888–1955) was an American writer and lecturer best known for his self-improvement and interpersonal skills courses, which have inspired millions around the world. His most famous book, *How to Win Friends and Influence People*, published in 1936, offers practical advice on communication and relationship-building, emphasizing the importance of empathy and understanding in personal and professional interactions. Carnegie's teachings focus on the principles of positive thinking, effective communication, and the power of persuasion, helping individuals achieve success and improve their relationships. He founded the Dale Carnegie Training organization, which continues to provide courses in personal development and leadership skills globally. Through his work, Carnegie has left a lasting legacy in the fields of personal development and business communication.



(<http://surl.li/ndrang>)

1. Read the extracts from the book by Dale Carnegie and do the exercises given below.

1 – HOW TO DIG YOUR MARITAL GRAVE

IN THE QUICKEST POSSIBLE WAY



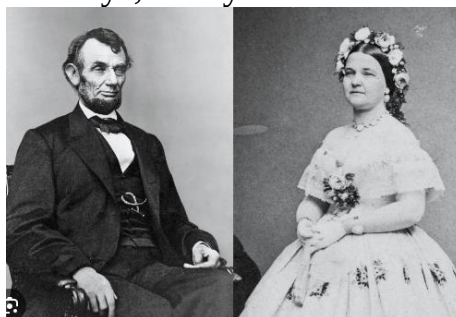
Emperor Napoleon III with Empress Eugenie (<http://surl.li/bsurgz>)

Seventy-Five years ago, Napoleon III of France, nephew of Napoleon Bonaparte, fell in love with Marie Eugenic Ignace Augustine de Montijo, Countess of Teba, the most beautiful woman in the world— and married her. His advisors pointed out that she was only the daughter of an insignificant Spanish count. But Napoleon retorted: "What of it?" Her grace, her youth, her charm, her beauty filled him with divine felicity. In a speech hurled from the throne, he defied an entire nation: "I have preferred a woman I love and respect," he proclaimed, "to a woman unknown to me."

Napoleon and his bride had health, wealth, power, fame, beauty, love, adoration — all the requirements for a perfect romance. Never did the sacred fire of marriage glow with a brighter incandescence. But, alas, the holy flame soon flickered and the incandescence cooled — and turned to embers. Napoleon could make Eugenic an empress; but nothing in all la belle France, neither the power of his love nor the might of his throne, could keep her from nagging. Bedeviled by jealousy, devoured by suspicion, she flouted his orders, she denied him even a show of privacy. She broke into his office while he was engaged in affairs of state. She interrupted his most important discussions. She refused to leave him alone, always fearing that he might be consorting with another woman. Often she ran to her sister, complaining of her husband, complaining, weeping, nagging, and threatening. Forcing her way into his study, she stormed at him and abused him. Napoleon, master of a dozen sumptuous palaces, Emperor of France, could not find a cupboard in which he could call his soul his own.

And what did Eugenic accomplish by all this? Here is the answer. I am quoting now from E.A. Rheinhardt's engrossing book, *Napoleon and Eugenic: The Tragicomedy of an Empire*: "So it came about that Napoleon frequently would steal out by a little side door at night, with a soft hat pulled over his eyes, and, accompanied by one of his intimates, really betake himself to some fair lady who was expecting him, or else stroll about the great city as of old, passing through streets of the kind which an Emperor hardly sees outside a fairy tale, and breathing the atmosphere of might-have-beens."

That is what nagging accomplished for Eugenic. True, she sat on the throne of France. True, she was the most beautiful woman in the world. But neither royalty nor beauty can keep love alive amidst the poisonous fumes of nagging. Eugenic could have raised her voice like Job of old and have wailed: "The thing which I greatly feared is come upon me." Come upon her? She brought it upon herself, poor woman, by her jealousy and her nagging. Of all the sure-fire, infernal devices ever invented by all the devils in hell for destroying love, nagging is the deadliest. It never fails. Like the bite of the king cobra, it always destroys, always kills.



Abraham Lincoln and Mary Todd Lincoln (<http://surl.li/xyrheh>)

The great tragedy of Abraham Lincoln's life also was his marriage. Not his assassination, mind you, but his marriage. When Booth fired, Lincoln never realized he had been shot; but he reaped almost daily, for twenty-three years, what Herndon, his law partner, described as "the bitter harvest of conjugal infelicity." "Conjugal infelicity?" That is putting it mildly. For almost a quarter of a century, Mrs Lincoln nagged and harassed the life out of him.

She was always complaining, always criticizing her husband; nothing about him was ever right. He was stoop-shouldered, he walked awkwardly and lifted his feet straight up and down like an Indian. She complained that there was no spring in his step, no grace to his movement; and she mimicked his gait and nagged at him to walk with his toes pointed down, as she had been taught at Madame Mentelle's boarding school in Lexington. She didn't like the way his huge ears stood out at right angles from his head. She even told him that his nose wasn't straight, that his lower lip stuck out, and he looked consumptive, that his feet and hands were too large, his head too small.

Abraham Lincoln and Mary Todd Lincoln were opposites in every way: in training, in background, in temperament, in tastes, in mental outlook. They irritated each other constantly.

"Mrs Lincoln's loud, shrill voice," wrote the late Senator Albert J. Beveridge, the most distinguished Lincoln authority of this generation—"Mrs Lincoln's loud shrill voice could be heard across the street, and her incessant outbursts of wrath were audible to all who lived near the house. Frequently her anger was displayed by other means than words, and accounts of her violence are numerous and unimpeachable."

To illustrate: Mr and Mrs Lincoln, shortly after their marriage, lived with Mrs Jacob Early — a doctor's widow in Springfield who was forced to take in boarders. One morning Mr and Mrs Lincoln were having breakfast when Lincoln did something that aroused the fiery temper of his wife. What, no one remembers now. But Mrs Lincoln, in a rage, dashed a cup of hot coffee into her husband's face. And she did it in front of the other boarders. Saying nothing, Lincoln sat there in humiliation and silence while Mrs Early came with a wet towel and wiped off his face and clothes.

Mrs Lincoln's jealousy was so foolish, so fierce, so incredible, that merely to read about some of the pathetic and disgraceful scenes she created in public—merely reading about them seventy-five years later makes one gasp with astonishment. She finally went insane; and perhaps the most charitable thing one can say about her is that her disposition was probably always affected by incipient insanity. Did all this nagging and scolding and raging change Lincoln? In one way, yes. It certainly changed his attitude toward her. It made him regret his unfortunate marriage, and it made him avoid her presence as much as possible.

Springfield had eleven attorneys, and they couldn't all make a living there; so they used to ride horseback from one county seat to another, following Judge David Davis while he was holding court in various places. In that way, they managed to pick up business from all the county seat towns throughout the Eighth Judicial District. The other attorneys always managed to get back to Springfield each Saturday and spend the week-end with their families. But Lincoln didn't. He dreaded to go home: and for three months in the spring, and again for three months in the autumn, he remained out on the circuit and never went near Springfield. He kept this up year after year. Living conditions in the country hotels were often wretched; but, wretched as they were, he preferred them to his own home and Mrs Lincoln's constant nagging and wild outbursts of temper.

Such are the results that Mrs Lincoln, the Empress Eugenic, and Countess Tolstoi obtained by their nagging. They brought nothing but tragedy into their lives.

They destroyed all that they cherished most.

Bessie Hamburger, who has spent eleven years in the Domestic Relations Court in New York City, and has reviewed thousands of cases of desertion, says that one of the chief reasons men leave home is because their wives nag. Or, as the Boston Post puts it: "Many a wife has made her own marital grave with a series of little digs." So, if you want to keep your home life happy,

RULE 1: DON'T, DON'T NAG!!!



Online Course Assignments

Do the test "Carnegie_How To Dig Your Marital Grave In The Quickest Possible Way" in your online course



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=839695>
(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=840020>
(translators)

2 – LOVE AND LET LIVE



Benjamin Disraeli
(<http://surl.li/bpmril>)



Mary Anne Disraeli
(<http://surl.li/cgdbet>)

"I May Commit many follies in life," Disraeli said, "but I never intend to marry for love." And he didn't. He stayed single until he was thirty-five, and then he proposed to a rich widow, a widow fifteen years his senior; a widow whose hair was white with

the passing of fifty winters. Love? Oh, no. She knew he didn't love her. She knew he was marrying her for her money! So she made just one request: she asked him to wait a year to give her the opportunity to study his character. And at the end of that time, she married him.

Sounds pretty prosaic, pretty commercial, doesn't it? Yet paradoxically enough, Disraeli's marriage was one of the most glowing successes in all the battered and bespattered annals of matrimony. The rich widow that Disraeli chose was neither young, nor beautiful, nor brilliant. Far from it. Her conversation bubbled with a laugh-provoking display of literary and historical blunders. For example, she "never knew which came first, the Greeks or the Romans." Her taste in clothes was bizarre; and her taste in house furnishings was fantastic. But she was a genius, a positive genius at the most important thing in marriage: the art of handling men.

She didn't attempt to set up her intellect against Disraeli's. When he came home bored and exhausted after an afternoon of matching repartee with witty duchesses, Mary Anne's frivolous patter permitted him to relax. Home, to his increasing delight, was a place where he could ease into his mental slippers and bask in the warmth of Mary Anne's adoration. These hours he spent at home with his ageing wife were the happiest of his life. She was his helpmate, his confidante, his advisor. Every night he hurried home from the House of Commons to tell her the day's news. And — this is important — whatever he undertook, Mary Anne simply did not believe he could fail.

For thirty years, Mary Anne lived for Disraeli, and for him alone. Even her wealth she valued only because it made his life easier. In return, she was his heroine. He became an Earl after she died; but, even while he was still a commoner, he persuaded Queen Victoria to elevate Mary Anne to the peerage. And so, in 1868, she was made Viscountess Beaconsfield. No matter how silly or scatterbrained she might appear in public, he never criticized her; he never uttered a word of reproach; and if anyone dared to ridicule her, he sprang to her defence with ferocious loyalty. Mary Anne wasn't perfect, yet for three decades she never tired of talking about her husband, praising him, admiring him.

Result? "We have been married thirty years," Disraeli said, "and I have never been bored by her." (Yet some people thought because Mary Anne didn't know history, she must be stupid!)

For his part, Disraeli never made it any secret that Mary Anne was the most important thing in his life. Result? "Thanks to his kindness," Mary Anne used to tell their friends, "my life has been simply one long scene of happiness." Between them, they had a little joke. "You know," Disraeli would say, "I only married you for your money anyhow." And Mary Anne, smiling, would reply, "Yes, but if you had it to do over again, you'd marry me for love, wouldn't you?" And he admitted it was true. No, Mary Anne wasn't perfect. But Disraeli was wise enough to let her be herself.

As Henry James put it: "The first thing to learn in intercourse with others is noninterference with their own peculiar ways of being happy, provided those ways do not assume to interfere by violence with ours."

That's important enough to repeat: "The first thing to learn in intercourse with others is noninterference with their own peculiar ways of being happy ..."

Or, as Leland Foster Wood in his book, *Growing Together in the Family*, has observed: "Success in marriage is much more than a matter of finding the right person; it is also a matter of being the right person."

So, if you want your home life to be happy,

RULE 2: DON'T TRY TO MAKE YOUR PARTNER OVER.



Online Course Assignments

Do the test “Carnegie_Love and Let Live” in your online course



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=839703>
(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=840021>
(translators)

3 – DO THIS AND YOU'LL BE LOOKING UP THE TIME -TABLES TO RENO



William and Catherine Gladstone (<http://surl.li/evzmfh>)

Disraeli's bitterest rival in public life was the great Gladstone. These two clashed on every debatable subject under the Empire, yet they had one thing in common; the supreme happiness of their private lives.

William and Catherine Gladstone lived together for fifty-nine years, almost three score years glorified with an abiding devotion. I like to think of Gladstone, the most

dignified of England's prime ministers, clasping his wife's hand and dancing around the hearthrug with her, singing this song: A ragamuffin husband and a rantipoling wife, We'll fiddle it and scrape it through the ups and downs of life.

Gladstone, a formidable enemy in public, never criticized at home. When he came down to breakfast in the morning, only to discover that the rest of his family was still sleeping, he had a gentle way of registering his reproach. He raised his voice and filled the house with a mysterious chant that reminded the other members that England's busiest man was waiting downstairs for his breakfast, all alone.

Diplomatic, considerate, he rigorously refrained from domestic criticism.

Dorothy Dix, America's premier authority on the causes of marital unhappiness, declares that more than fifty per cent of all marriages are failures; and she knows that one of the reasons why so many romantic dreams break up on the rocks of Reno is criticism—futile, heartbreaking criticism.

So, if you want to keep your home life happy, remember

RULE 3: DON'T CRITICIZE.



Online Course Assignments

Do the test “Carnegie_Do This And You'll Be Looking Up The Time-Tables To Reno” in your online course



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=839713>
(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=840022>
(translators)

2. Render the following into Ukrainian

<https://infotour.in.ua/karnegi6.htm>

РОЗДІЛ 4. ШВИДКИЙ СПОСІБ ЗРОБИТИ КОЖНОГО ЩАСЛИВИМ

"Більшість чоловіків, збираючись одружитися, — говорить Пол Поупноу, директор інституту сімейних відносин, — шукають не соратницю, а привабливу жінку, яка готова лестити їхньому самолюбству й давати можливість відчувати свою перевагу".

Може статися, що жінку, яка займає керівну посаду, якось запросять на обід. Але якщо вона почне викладати за столом висохлі залишки свого університетського курсу "Про основні течії сучасної філософії" і до того ж наполягатиме на тому, щоб самостійно оплатити рахунок, то, гарантую, результат буде один: потім вона вже буде снідати на самоті.

Необхідно, щоб чоловік не забував належним чином оцінювати зусилля жінки добре виглядати й одягатися. Чоловіки часто забувають про це, якщо взагалі усвідомлюють, наскільки важлива для жінки зовнішність. Наприклад, якщо пара зустрічає інших людей на вечері, жінка рідко звертає увагу на чоловіка. Зазвичай вона оцінює, як одягнена інша жінка.

Серед моїх газетних вирізок є одна історія. Я знаю, що вона вигадана, але вона добре ілюструє цю думку, тому я розповім її.

Згідно з цією історією, одна селянка після важкого робочого дня поклала перед чоловіком цілий оберемок сіна. Коли він обурено запитав, чи збожеволіла вона, вона відповіла: "Звідки мені знати, що ти помітиш? Вже двадцять років я готую тобі їжу, і за весь цей час ти жодного разу не сказав, що вона тобі не подобається".

Отже, якщо ви хочете зберегти щасливе сімейне життя, одне з найважливіших правил звучить так: **БУДЬТЕ ЩИРО ВДЯЧНІ!**

РОЗДІЛ 5. ВОНИ ТАК БАГАТО ЗНАЧАТЬ ДЛЯ ЖІНКИ

З незапам'ятних часів квіти були символом кохання. Вони коштують недорого, особливо в сезон. Однак, якщо подивитися, як рідко чоловіки дарують квіти, можна подумати, що вони такі ж дорогі, як орхідеї, або їх так само важко знайти, як едельвейси.

Навіщо чекати, коли ваша дружина захворіє, щоб принести їй квіти? Чому не подарувати їй кілька троянд просто так, завтра ввечері? Ви любите експерименти? Спробуйте. Подивимося, що з цього вийде.

Жінки надають величезне значення дням народження та іншим ювілеям. Чому? Це одна з вічних жіночих таємниць. Середній чоловік може прожити все життя, не запам'ятовуючи багато дат, але є кілька важливих: день народження дружини, дата вашого весілля.

Суддя Джозеф Саббат із Чикаго, який розглянув 40 000 справ про розлучення, каже: "Основою більшості подружніх проблем є дрібниці повсякденного життя. Наприклад, простий жест — помахати рукою на прощання, коли чоловік іде на роботу, міг би запобігти багатьом розлученням".

Багато чоловіків недооцінюють значення таких маленьких щоденних знаків уваги.

Шлюб — це низка щоденних моментів. І горе тій парі, яка не звертає на них уваги. Една Сент-Вінсент Міллей сказала: "Не те засмучує мене, що кохання згасає, а те, що воно згасає через дрібниці".

Отже, якщо ви хочете зберегти щасливе сімейне життя, дотримуйтеся правила 5: **ВИЯВЛЯЙТЕ ТРИШКИ УВАГИ!**

РОЗДІЛ 6. Не нехтуйте цим, якщо ви хочете бути щасливими

Уолтер Деморш одружений на дочці Джеймса Дж. Блейка, одного з найвидатніших ораторів, колишнього двічі кандидата в президенти. Вони зустрілися багато років тому в будинку Ендрю Карнегі в Шотландії і з того часу живуть щасливо.

У чому ж секрет їхнього щастя?

"Найважливішим після вибору партнера, — вважає місіс Деморш, — є ввічливість у шлюбі. Якби тільки молоді дружини виявляли таку ж ввічливість до своїх чоловіків, як до сторонніх людей!

Будь-який чоловік втече від постійних скарг!

Грубість — це рак, який поїдає любов. Кожен знає це, проте ми часто буваємо ввічливішими з незнайомцями, ніж зі своїми рідними.

Дивно, але найчастіше неприємні слова ми чуємо від членів власної сім'ї".

Ввічливість так само необхідна для сімейного життя, як масло для мотора.

Багато людей, не задумуючись, грубо відповідають продавцям, а потім лаються на своїх дружин. Але ж шлюб набагато важливіший за будь-які бізнес-стосунки. Жодна жінка не може зрозуміти, чому чоловік не докладає стільки ж зусиль для збереження сім'ї, як для роботи.

Кожен чоловік знає, що ласкавими словами він може досягти всього, чого завгодно від дружини, і вона не вимагатиме нічого натомість. Він також знає, що кілька компліментів про її господарські здібності змусять її економити кожную копійку. І якщо він скаже їй, як добре вона виглядає в старій сукні, вона не захоче її міняти на нову.

Отже, якщо ви хочете зберегти щасливе сімейне життя, пам'ятайте про правило 6: **БУДЬТЕ ВВІЧЛИВИМИ!**

РОЗДІЛ 7. НЕ БУДЬТЕ НЕОСВІЧЕНИМИ В ШЛЮБНОМУ ЖИТТІ

Доктор Кетрін Бимент Девіс, генеральний секретар Бюро соціальної гігієни, провела дослідження серед тисячі заміжніх жінок. Результати показали, що однією з головних причин розлучень у США є фізична несумісність подружжя.

Доктор Пол Попноу, визнаний експерт у галузі сімейних відносин, погоджується з цим висновком. Аналізуючи тисячі шлюбів, він виділив чотири основні причини розлучень:

1. Сексуальна несумісність.
2. Розбіжності в поглядах на дозвілля.
3. Фінансові труднощі.
4. Психологічні, фізичні або емоційні проблеми.

Зверніть увагу, що сексуальна сумісність стоїть на першому місці. І що цікаво, фінансові проблеми — лише на третьому.

Багато фахівців у галузі сімейного права підтверджують важливість сексуальної гармонії в шлюбі. Суддя Гоффман, наприклад, стверджував, що дев'ять з десяти розлучень пов'язані саме з сексуальними проблемами.

Доктор Баттерфілд зазначає: "Секс — це лише одна з потреб у сімейному житті, але якщо сексуальні відносини не складаються, то й інші сфери життя будуть порушені".

Щоб уникнути таких проблем, важливо відкрито обговорювати всі аспекти сексуального життя. І найкращий спосіб навчитися цьому — читати спеціальну літературу.

Правило 7: щоб зберегти щасливе сімейне життя, приділяйте увагу сексуальній стороні ваших стосунків. Не соромтеся звертатися до фахівців або читати спеціальну літературу.



Reflection and Discussion

Discuss the following in pairs. Share your opinion with the whole group.

1. Don't Nag

- Why is nagging considered harmful to relationships?
- What are alternative ways to communicate dissatisfaction without nagging?
- How does nagging affect trust and respect in a home environment?

2. Don't Try to Change Your Partner

- Why is it important to accept people as they are?
- How can focusing on your partner's strengths improve your relationship?
- Discuss the balance between encouraging growth and avoiding unnecessary criticism.

3. Give Honest Appreciation

- How can expressing genuine appreciation transform home dynamics?
- What are some effective ways to show appreciation in daily life?
- Why is it sometimes difficult to express gratitude to those closest to us?

4. Pay Little Attentions

- How do small gestures of kindness contribute to a happier home life?
- Share examples of "little attentions" that have made a big impact in your relationships.
- How can we develop the habit of noticing and acting on small opportunities to show care?

5. Be Courteous

- Why is courtesy often overlooked in close relationships?
- Discuss the role of manners in maintaining respect and harmony at home.
- How can we consciously practice courtesy in everyday interactions?

6. Read a Good Book on the Sexual Side of Marriage

- Why is understanding the emotional and physical aspects of marriage important?
- How can open communication about intimacy strengthen a relationship?
- Discuss the role of education and understanding in resolving conflicts related to intimacy.

7. Don't Criticize

- Why is avoiding criticism crucial for a happy home life?
- How can constructive feedback be given without sounding critical?
- Discuss the long-term effects of constant criticism on relationships.

Dwell on the following.

- Which of the seven rules do you find most challenging to implement, and why?
- Can these principles be applied to relationships beyond marriage (e.g., with family, friends, or colleagues)?
- Are there any rules you disagree with or would modify based on modern relationship dynamics?

PROJECT



1. SELECTING NEWSPAPER ARTICLES

- ❖ Find 5-6 articles on topics related to marriage (legal aspects, marriage of convenience, or immigration-related marriages).
- ❖ Ensure a mix of sources (articles can be from any reputable sources, but they should represent both types of newspapers):
 - ✓ 2-3 articles from **broadsheets** (e.g., *The Guardian*, *The New York Times*) – more formal and factual, covering legal and social aspects in greater depth.
 - ✓ 2-3 articles from **tabloids** (e.g., *The Sun*, *Daily Mirror*) – tend to focus on sensational or human-interest stories, often with a simpler, more emotive tone
- ❖ Articles should be recent (within the last 2 years).

2. READING AND ANNOTATING

- ❖ **First Reading** – identify the main narrative or angle on marriage (e.g., is it a legal analysis, a human-interest story, or a discussion on social issues?).
- ❖ **Second Reading** – annotate the article:
 - ✓ What is the **central narrative**? Is it about love, legality, or convenience?
 - ✓ What **facts and perspectives** are emphasized?
 - ✓ Are there any **biases or editorial tones** (e.g., sympathetic, critical, neutral)?
 - ✓ How are **characters** (spouses, legal professionals, etc.) portrayed?
 - ✓ Identify **key vocabulary** used in legal vs. emotional contexts (e.g., terms - “contract,” “arrangement,” vs “love”, “romantic”).

3. COMPARATIVE ANALYSIS

- ❖ **Narrative Similarities:**
 - ✓ Look for recurring themes across different newspapers (e.g., focus on legality, the idea of marriage as a contract, sensationalism in tabloid stories).
 - ✓ Identify any common narrative structures (e.g., “happy ending” in tabloids vs. “complex issue” in broadsheets).

❖ **Narrative Differences:**

- ✓ Examine differences in **tone**. Findproofs in the texts. Are tabloids more emotional or personal? Are broadsheets more fact-focused or critical?
- ✓ Compare how **facts** are presented. Are legal aspects oversimplified in some articles? How do the articles handle the complexities of marriage of convenience or legal implications?
- ✓ Analyze the portrayal of **marriage**. Consider whether it is romanticized, criticized, or viewed as a transaction.

4. **CONTEXTUALIZING THE ARTICLES**

- ❖ Consider the country or region the article focuses on. How do different legal systems and cultural attitudes toward marriage influence the narrative?
- ❖ Reflect on how newspapers might shape public perception of marriage. Are they promoting a specific stance or reflecting societal trends?

5. **PRESENTING YOUR FINDINGS**

Write a 2-3 page **speech for your presentation** that includes:

- ✓ A brief overview of the **sources** (type of newspaper, reputation, style).
- ✓ A **summary** of each article's main narrative (no more than a few sentences per article).
- ✓ A **comparative analysis** of the articles, highlighting both similarities and differences in the portrayal of marriage, tone, and focus. Do not forget to include quotes from the articles under consideration.
- ✓ A **conclusion** on how media outlets contribute to shaping public discourse on marriage, including legal aspects and marriage of convenience.

Prepare a **3-4 minute PP presentation** with the results obtained and get ready to share them with the whole group.

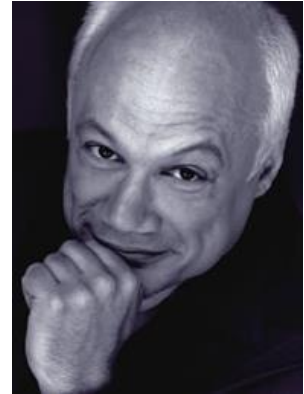
TWO GENTLEMEN FROM BRUSSELS

by Eric-Emmanuel Schmitt

Eric-Emmanuel Schmitt is a celebrated French-Belgian author, playwright, and philosopher known for his thought-provoking and often philosophical writing style. Born on March 28, 1960, in Sainte-Foy-lès-Lyon, France, he initially trained in philosophy, earning a doctorate before turning to literature and theater. His background in philosophy profoundly influences his work, as he often explores themes of faith, love, identity, and the human experience, bringing a rich, reflective quality to his stories.

Schmitt gained international fame with works like *Monsieur Ibrahim et les Fleurs du Coran* (*Monsieur Ibrahim and the Flowers of the Koran*), *Oscar et la Dame Rose* (*Oscar and the Lady in Pink*), and *L'Évangile selon Pilate* (*The Gospel According to Pilate*). These works explore complex and sensitive themes, such as interfaith understanding, illness, childhood, and spirituality, all with a deep sense of empathy and accessibility.

Schmitt has won numerous literary awards and his works have been translated into over 40 languages, often adapted for film and theater. His novels, plays, and short stories continue to captivate audiences worldwide, and he remains a prominent figure in European literature.



<http://surl.li/qgbhiv>



Online Course Assignments

Read the story and do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=200181>

(linguistics)

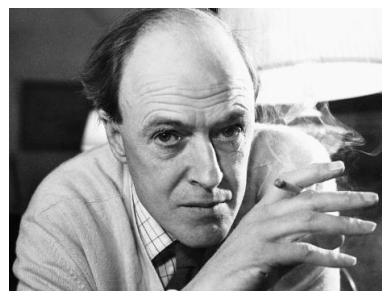


<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664528>

(translators)

THE WAY UP TO HEAVEN

By Roald Dahl



Roald Dahl (1916–1990) was a British author celebrated for his imaginative, darkly humorous children's books. Born in Wales to Norwegian parents, he had a colorful life, which included serving as a fighter pilot in WWII and working in espionage — adventures that added richness and detail to his later writing. Known for blending whimsy with a touch of the macabre, Dahl created unforgettable characters and worlds that captured the imaginations of readers young and old. Some of his most famous works include «Charlie and the Chocolate Factory», «Matilda», «James and the Giant Peach», «The BFG», and «The Witches». These stories explore themes of childhood resilience, justice, and the victory of good-hearted underdogs over challenging or even villainous adults. Dahl's style is simple yet vividly descriptive, and he believed children could appreciate dark humor, which gave his work an edge that stands out in children's literature. Beyond children's literature, Dahl wrote for adults as well, producing short stories with clever and often unsettling twists, like those in his collection «Tales of the Unexpected».

His legacy is immense: Dahl's books have sold over 250 million copies worldwide, translated into numerous languages, and adapted into films, plays, and musicals. Even today, his stories continue to captivate, inviting readers into worlds where the delightful, the strange, and the dark blend seamlessly.



Online Course Assignments

Read the story and do the test in your online course.



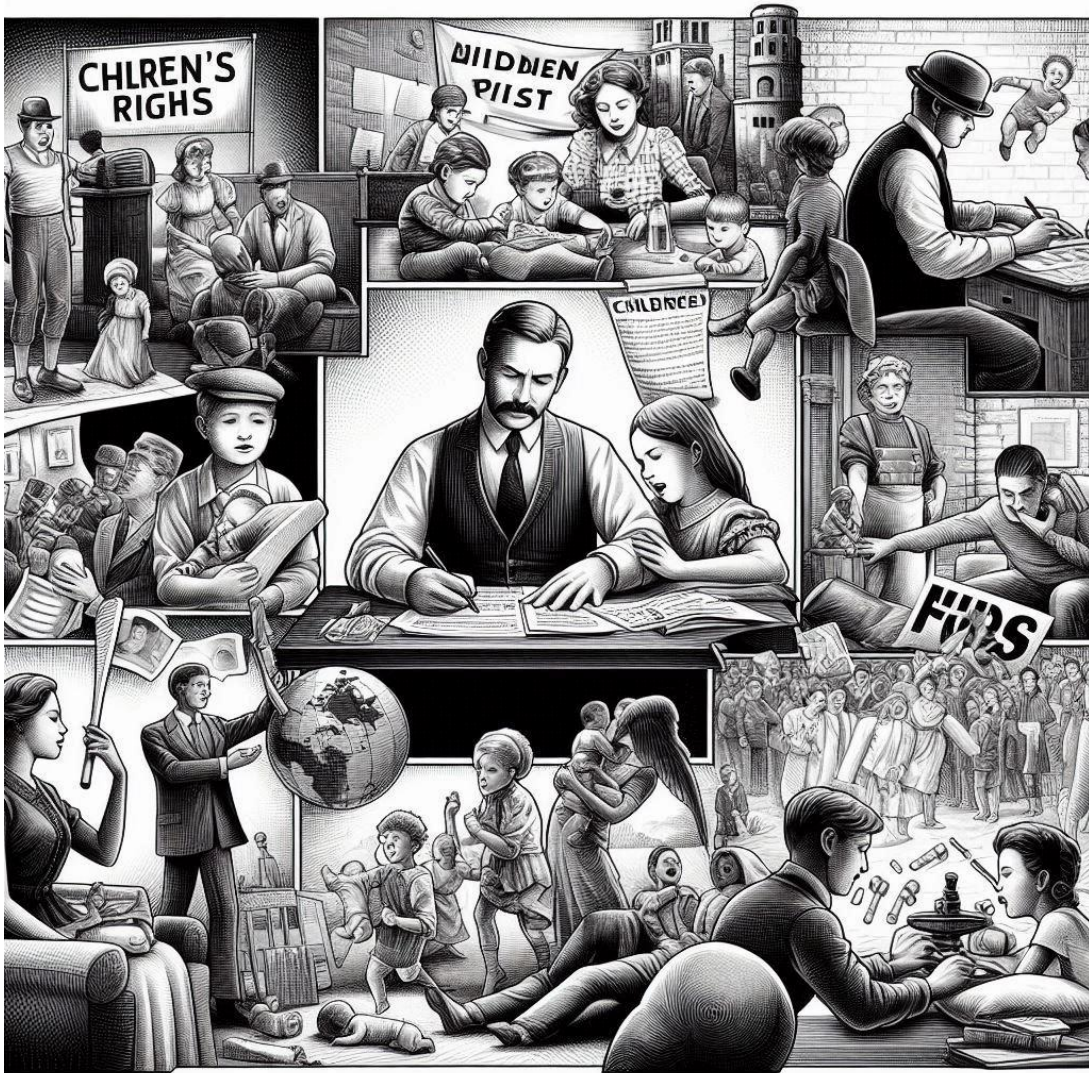
<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=200183>
(linguistis)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664530>
(translators)

MODULE 2.

Parent-Child Relations: Social, Psychological, and Legal Perspectives



The image is created by <https://designer.microsoft.com/image-creator>

LEAD-IN

1. Work in pairs. Choose one quote about parenting or parent-child relationships from the list provided. Discuss its meaning and how it relates to your personal experiences or observations. After your discussion, share your group's ideas with the whole class.

Brené Brown – *Author and Researcher*

"What we are teaches the child far more than what we say, so we must be what we want our children to become."

Michelle Obama – *Former First Lady of the U.S.*

"At the end of the day, my most important title is still 'mom-in-chief.' My daughters are still the heart of my heart and the center of my world."

Jane Goodall – *Primatologist and Anthropologist*

"Children can learn from parents who encourage them to explore the natural world, to be compassionate, and to make a difference."

Maya Angelou – *Poet and Activist*

"I sustain myself with the love of family."

Tina Fey – *Comedian and Author*

"Being a mom has made me so tired. And so happy."

Oprah Winfrey – *Talk Show Host and Philanthropist*

"Biology is the least of what makes someone a mother."

Fred Rogers – *Television Personality*

"One of the most important gifts a parent can give a child is to communicate a sense of unconditional love."

2. Individually, rank the following statements about parent-child relationships from the most important to the least important. Be ready to explain and defend your ranking in a class discussion.

- Children should always obey their parents, even if they disagree.
- Parents must respect their children's privacy, no matter the situation.
- Parents should be their children's best friends.
- Children should contribute to family decisions equally with parents.
- It's more important for parents to provide financial stability than emotional support.
- Strict discipline is essential for raising responsible children.
- Parents should support their children's dreams, even if they seem unrealistic.
- Children owe their parents lifelong care in return for being raised.

- Parents should control their children's online activity to protect them.
- Parents should let their children make mistakes and learn from them, even if it means facing serious consequences.



IDIOMS IN FOCUS

3. Study the given idioms. Do the exercises given below.

blood is thicker than water means that family relationships are stronger than any other kind of relationship. E.g., *I know my cousin can be difficult, but **blood is thicker than water**, so I will always be there for her.*

a close-knit family refers to a family that is very close and supportive of each other. E.g., *I come from a very **close-knit family**. We always come together for holidays and special occasions, and help each other out whenever we need to.*

cut from the same cloth describes people who are similar in personality or behaviour. E.g., *My brother and I are **cut from the same cloth**. We have the same sense of humour and love of music.*

like father, like son / like mother, like daughter means that a child is very similar to their parent in personality or behaviour. E.g., *My daughter is just like me. **Like mother, like daughter.***

a chip off the old block refers to a child who is very similar to their parent in personality or behaviour. E.g., *My son has the same love of science and sense of humour as his dad. He's **a chip off the old block**.*

the apple doesn't fall far from the tree means that a child is very similar to their parent in personality or behaviour. E.g., *My daughter loves animals and has a kind heart, just like her dad. **The apple doesn't fall far from the tree.***

to take after someone means that a child is similar to a parent or relative in some way. E.g., *My niece **takes after** her grandma in her love of gardening.*

spitting image means to be extremely similar or almost identical in appearance. E.g., *My nephew is the **spitting image** of his father when he was young.*

to run in the family means that a trait or characteristic is common among family members. E.g., *Heart disease **runs in my family**, so I try to eat healthily and exercise regularly.*

sibling rivalry refers to the competition or jealousy that can exist between siblings. E.g., *My sister and I had a lot of **sibling rivalry** growing up, but we're close now that we're adults.*

black sheep refers to a family member who is considered a disappointment or an outcast. E.g., *My brother is the **black sheep** of the family because he dropped out of college and doesn't have a steady job.*

to keep it in the family means to keep something within the family, such as private information or to keep a family business or tradition going. E.g., *My parents want **to keep** their restaurant **in the family** and pass it down to the next generation.*

to follow in someone's footsteps means to pursue a similar career or life path as a parent or mentor. E.g., *My dad was a doctor, and I always knew I wanted **to follow** in his footsteps.*

breadwinner refers to the person in a family who earns the majority of the income. E.g., *My mum was the **breadwinner** in our family. She worked hard to provide for us.*

to bring home the bacon means to earn a living or provide for a family. E.g., *My dad works long hours to **bring home the bacon** and support our family.*

flesh and blood refers to a family member or a group of family members. E.g., *I can't believe my own **flesh and blood** would steal from me.*

bad blood means to have a negative relationship with someone due to past conflicts or disagreements. E.g., *There's **bad blood** between my uncle and my dad because of a business deal gone wrong.*

born with a silver spoon in one's mouth means to be born into a wealthy and privileged family. E.g., *The CEO's son was **born with a silver spoon in his mouth**. He's never had to work a day in his life.*

4. Work in pairs. Read the given stories and identify which idioms are being illustrated.

❖ From a young age, Alexander had everything handed to him. He never had to worry about money, his education was at the best private schools, and family vacations were always in the most luxurious resorts. While his friends worked part-time jobs during summer, he spent his days sailing or traveling abroad. His parents

owned multiple properties, and they made sure he never wanted for anything. Life, for him, had always been effortless.

❖ Each morning, Maria arose at the break of dawn and made her way to the factory, where she endured long shifts to secure the necessities for her family. Her children were never burdened with concerns over the availability of food or clothing for their schooling, owing to Maria's relentless efforts. As the week drew to a close, she returned home with her paycheck, feeling a profound sense of pride in the life she had cultivated for her beloved ones.

❖ As the sun dipped below the horizon, casting a warm glow over the quiet village, Sophie walked hand in hand with her young son, Max, through the familiar streets. Passersby would often stop and stare, their faces lighting up with recognition, for Max bore an uncanny resemblance to his father, who had passed away just a few years earlier. With the same unruly dark curls and bright blue eyes that sparkled with mischief, Max seemed like a living echo of the man who had once filled their home with laughter. One afternoon, while playing in the park, a neighbor approached, her voice thick with nostalgia. "It's as if I'm looking at a younger version of Tom," she remarked, watching as Max climbed the slide with the same adventurous spirit his father had possessed. In that moment, Sophie felt a swell of bittersweet pride, knowing that even in his absence, Tom's spirit lived on in their son, forging a connection that time could never sever.

❖ Every Sunday afternoon, the Johnson family gathered at Grandma May's cozy kitchen, where the air was filled with the rich aroma of her famous apple pie. As they shared stories and laughter around the table, Grandma May always emphasized the importance of their family recipes, passed down through generations. This Sunday was particularly special; she was teaching her grandchildren the secret of her pie crust. "Remember, this is something we keep within the family," she said, her eyes twinkling as she rolled out the dough. Her voice was filled with warmth and pride as she recounted tales of how her grandmother had taught her the same way, and how those moments had woven their family closer together. As they worked side by side, kneading the dough and mixing the filling, the children felt a deep connection to their roots, knowing that they were not just preserving a recipe, but a legacy that would be cherished for years to come.

❖ In the quaint little town of Maplewood, the Thompson family gathered for their annual reunion, laughter echoing through the backyard as they reminisced about old times. At the center of it all were siblings Sarah and Jake, both sporting the same curly hair and bright blue eyes that had been a trademark of the Thompson lineage for generations. As the afternoon unfolded, their similarities became even more apparent; both had an infectious sense of humor that drew everyone in, effortlessly lighting up the room with their playful banter. When their mother brought out her famous potato salad, both Sarah and Jake immediately declared it was their favorite, just as their father had done every summer for as long as they could remember. As they exchanged knowing glances while sharing the same inside jokes and animated stories about their childhood adventures, the family couldn't help but notice how these two were

undeniably cut from the same cloth, embodying the warmth, humor, and spirit that defined their family for years.

5. Read the dialogue below and fill in the gaps with the correct idiom from the list provided. Use the appropriate form of the idiom to fit the context.

black sheep of the family
sibling rivalry
follow in someone's footsteps
blood is thicker than water
take after
flesh and blood

- Hey, how's your family doing?

- They're quite well, thank you. We've been busy, but everything's going smoothly.

- That's wonderful to hear. Do you _____ your parents at all?

- Yes, I do. My mother is a lawyer, and I've _____. Growing up, I admired her dedication and the way she handled challenges. That definitely inspired my career path.

- That's impressive. I've always felt I'm more like my father than my mother. He's been my guide and role model, showing me how to face life's ups and downs.

- It's a blessing to have someone like that to look up to. It shapes who we become. How about your siblings? Are you close?

- Yes, we share a strong bond. Like most siblings, we had our moments of _____ when we were younger, but nothing ever came between us. We've grown closer with time.

- I completely understand. Even though my sister is often seen as the _____ because of her unconventional choices, there's no doubt we all love her deeply. After all, we're _____, and family stands by each other no matter what.

- Absolutely. At the end of the day, no matter the differences, they say _____. Family always comes first when it truly matters.

- So true. I've come to realize that even when there are disagreements, family ties are hard to break. It's like no matter how far life takes us or how much we change, those bonds remain.

- Well said. It's comforting to know that family is always there, providing a sense of belonging that's irreplaceable. Even when we forge our own paths, those connections never fade.

6. Identify characters from literature and cinema who exemplify the theme of being "born with a silver spoon in their mouths," like Daisy Buchanan from F. Scott Fitzgerald's *The Great Gatsby* and Fitzwilliam Darcy from Jane Austen's *Pride*

and Prejudice. Provide a brief description of each character, highlighting how their upbringing and social status influence their behavior and choices.



Daisy Buchanan from F. Scott Fitzgerald's *The Great Gatsby* is an excellent example of a character born with a silver spoon. She embodies the privileged lifestyle of the American upper class in the 1920s. Her wealth, social status, and carefree attitude are all products of her privileged upbringing. <https://shorturl.at/iN2fB>



Fitzwilliam Darcy from Jane Austen's *Pride and Prejudice* is another compelling example of a character shaped by his privileged background. He represents the affluence and social standing of the British gentry in the early 19th century. His wealth, refined manners, and elevated education reflect the advantages of his aristocratic upbringing. <https://shorturl.at/CIpCu>

7. Read the sentences with idioms, find the mistakes, and correct them.

1. The *cold blood* between the two families stemmed from a bitter dispute over land rights, which has lasted for generations and created deep animosity.
2. He works tirelessly in his corporate job to *bring home bread and bacon*, providing his family with a comfortable and fulfilling life.
3. In times of crisis, the saying "*blood is thicker than wine*" is often proven true, as family bonds tend to be stronger than friendships.
4. Growing up in a *tight-knit* family taught me the value of support and unconditional love, which shaped my values and relationships throughout life.
5. It's clear that she and her brother are *cut from the same clothing*, as they not only share similar traits but also a remarkable passion for the arts.
6. The *sibling enmity* that arose during their childhood only fueled their competitive spirit, pushing both of them to achieve in their respective fields.
7. His impressive musical talent is undeniable; after all, *like father, as son*, he effortlessly plays the piano just as his father did at his age.
8. His remarkable business acumen really shows; he is truly *a brick off the old block*, reflecting the same entrepreneurial spirit his father exhibited in his successful ventures.
9. Inspired by her mother's dedication to environmental protection, she decided to *follow in her footfalls* and become a sustainable development activist.
10. They decided to *save it in the family*, passing on the family business to their children, ensuring that the legacy continues for generations.
11. The resemblance between the brothers is striking; she is the *cutting image* of her grandmother, right down to the shape of her face and the sparkle in her eyes.

12. It seems that artistic talent *goes in the family*, as each generation has produced amazing painters and musicians who have made significant contributions to the arts.
13. Although he was often considered the *bad sheep* of the family for choosing an unconventional career, his unique perspective ultimately brought them all closer together.
14. Even after many years apart, the bond they shared as *mind and blood* was undeniable, reminding them that family ties can withstand any storm.

8. Translate the given sentences that contain idioms into Ukrainian.

1. In times of crisis, the old adage that *blood is thicker than water* rings true, as family bonds often prove more resilient than any friendship.
2. Growing up in a *close-knit family*, I learned the importance of support and unconditional love, which has shaped my values and relationships throughout life.
3. It is evident that she and her brother are *cut from the same cloth*, sharing not only physical features but also a remarkable passion for the arts.
4. The young boy's talent for music is undeniable; *like father, like son*, he effortlessly plays the piano, just as his father did at his age.
5. His keen business acumen is impressive, truly *a chip off the old block*, reflecting the same entrepreneurial spirit his father exhibited in his successful ventures.
6. Her meticulous attention to detail shows that *the apple doesn't fall far from the tree*, as her mother was renowned for her precision in every project she undertook.
7. It's no surprise that he decided to pursue medicine; he *takes after his mother*, who has dedicated her life to healthcare.
8. The resemblance between the siblings is astonishing; she is the *spitting image* of her grandmother, from the shape of her face to the twinkle in her eye.
9. Artistic talent seems to *run in the family*, as each generation has produced remarkable painters and musicians who have made significant contributions to the arts.
10. The *sibling rivalry* that emerged during their childhood only intensified their competitive spirits, driving them both to excel in their respective fields.
11. Although he was often regarded as the *black sheep* of the family for pursuing an unconventional career, his unique perspective ultimately brought them all closer together.
12. They decided to *keep it in the family* by passing down the family business to their children, ensuring that the legacy continues for generations.
13. Inspired by her mother's dedication to environmental advocacy, she chose to *follow in her footsteps* and become an activist for sustainable living.
14. He works tirelessly at his corporate job to *bring home the bacon*, ensuring his family enjoys a comfortable and fulfilling lifestyle.
15. Even after years apart, the bond they shared as *flesh and blood* was undeniable, reminding them that family connections can weather any storm.
16. The *bad blood* between the two families stemmed from a bitter dispute over land rights, which had lingered for generations and created deep-seated animosity.
17. Despite being *born with a silver spoon in his mouth*, he remains humble and grounded, often advocating for those less fortunate in society.

9. Translate into English using the idioms.

1. У важкі часи ця істина завжди підтверджується: коли приходять труднощі, ми завжди пам'ятаємо, що **кров густіша за воду**.
2. Обидва брати мають схожі погляди на життя, і важко не помітити, що **вони з одного тіста**.
3. Дочка завжди проявляє творчу натуру, і всі кажуть, що **яблуко від яблуні недалеко падає**.
4. Коли я вперше побачив його, відразу зрозумів, що він **точна копія батька**, адже їхня зовнішність і манера поведінки вражають схожі.
5. Хоча **суперництво між братами і сестрами** може бути стресовим, воно також може допомогти дітям вчитися компромісу.
6. Незважаючи на те, що вона **паршива вівця** в нашій родині, ми всі розуміємо, що її унікальність робить нас сильнішими.
7. У нашому бізнесі ми дотримуємося принципу, що **все повинно залишатися в родині**, тому завжди залучаємо близьких до роботи.
8. Після багатьох років пошуку себе, він нарешті вирішив, що хоче **піти по стопах батька** і стати лікарем.
9. Вона працює важко, щоб **заробляти на життя**, оскільки це відповідальність, яку вона взяла на себе за свою родину.
10. У всі часи ми пам'ятаємо, що **ми рідна кров**, і завжди підтримуватимемо один одного.
11. Вони не розмовляли кілька років, оскільки **між ними була ворожнеча**, яка почалася ще в дитинстві.



Reflection and Discussion

10. In class, discuss whether films that focus on parent-child relationships can influence people's behavior or help them solve real-life family problems. Consider the following questions:

- Can films about parent-child relationships inspire parents or children to reflect on their own relationships and make positive changes?
- Do you think such films can provide answers or solutions to real-life family conflicts? Why or why not?
- In your opinion, can these films offer valuable insights into family dynamics, or are they too fictionalized to make a real impact?
- Share examples from a film you've watched where the parent-child relationship had a strong influence on the storyline. How did the relationship develop, and did the film offer any potential solutions or lessons?

Be ready to support your opinion with specific examples from the film and your own experiences or observations.

MEDIA IN FOCUS



UNIT 1. Parenting Unplugged: Rethinking Bonds in a Connected World

Warming Up

1. Work in pairs. Choose any two statements from the list above. Discuss what is wrong with each statement, explaining why it is not true and what makes it problematic in the context of parenting and communication. Consider how these statements reflect or challenge real-life parenting practices and family dynamics. After your discussion, be ready to share your insights with the whole class.

1. All parents must rely solely on texting to communicate with their children, as face-to-face conversations are considered outdated and ineffective. *Discuss why this reliance on digital communication may not foster healthy relationships.*

2. Parents are expected to monitor their children's online activity 24/7 to ensure they are not exposed to any negative influences, creating a culture of surveillance rather than trust.

Consider the implications of this statement on privacy and trust in parent-child relationships.

3. Families that don't post daily updates on social media about their parenting experiences are viewed as neglectful and disconnected from modern parenting norms. *Examine how social media can distort perceptions of parenting success and engagement.*

4. It is common for children to have more meaningful conversations with their virtual assistants than with their parents, leading to a decline in emotional bonding. *Discuss the potential impacts of technology on family communication dynamics.*

5. Parents are often judged based on the number of parenting apps they use, implying that technology can replace traditional parenting skills and instincts. *Explore how reliance on technology might affect parental intuition and engagement.*

6. Every family must engage in a weekly family video call with relatives to prove they are maintaining strong family connections, regardless of personal preferences or comfort levels.

Consider how digital expectations might pressure families and affect genuine connections.

7. Parents believe that using educational apps exclusively for their children's learning will completely replace the need for hands-on, interactive learning experiences.

Reflect on the balance between digital learning tools and traditional methods in child development.

8. Children are often encouraged to express their feelings through emojis and GIFs rather than verbal communication, leading to misunderstandings in emotional expression.

Discuss how digital communication methods can complicate emotional understanding between parents and children.

2. Read the article and do the tasks given after it.

PARENT-CHILD RELATIONSHIP IN THE DIGITAL ERA

Feb 27, 2017



The parent child relationship has changed beyond recognition in the past century. This has partly resulted from the rapid transition of child-rearing from being a community-based activity to a more individualistic activity.

Another reason for the change has been the attitude towards having a child – what was once a default activity has now become a voluntary one and most parents have children by choice and not chance, which changes the dynamics and perceptions of parenting. This combination has led to more conscious parenting choices, in addition to fancy buzzwords that may or may not make sense – attachment parenting, natural parenting, positive parenting, slow parenting, helicopter parenting, tiger parenting and my personal favourite (in terms of absurdity of the term) – freerange parenting. A recent research paper reported in *The Journal of Abnormal Child Psychology*, which examined parenting changes among thousands of parents of 16-year-old teens in 1986 and fairly similar parents in 2006, found that recent parents have greater expectations in relation to going to school, doing homework, being polite, telling parents where they will be going, etc. and monitor children more than the 1986 parents.

Perhaps the greatest change in parent-child relationship has occurred in the past two decades, with the advent of the digital age. This change is most noticeable in the relationship between an adolescent child and the parent. Adolescence is commencement of individuation, and the physical, mental and emotional health of the child during this period is critically dependent on the relationships and changes of it within the family, and in particular with parents.

The knee-jerk reaction is to believe that the digital age has deteriorated the relationship between the parent and adolescent child. Having an adolescent child, myself, the sense of righteous indignation that this belief creates in me is almost comforting. “I never spoke back at my parents”. “Put that tablet away when you are eating”. “Look at me when I am talking to you”, “Your grades are down because you are on social media all the time”, “Talk to grandpa instead of staring into your phone” – the complaints and resulting relationship stressors are endless.

But, a more rational approach shows that such stressors have always existed in different avatars and technology has in fact improved the relationship between the parent and adolescent child. The digital native adolescent consumes approximately 12

hours of digital media per day in talking, texting and chatting with her various concentric circles of family, friends and acquaintances. Naturally, digital technology has become a predominant mode of communication within families and has undoubtedly extended the opportunities and increased frequency of interaction between the parent and adolescent. The digital age has altered the hierarchical nature of conventional parent-child relationship into a form that is more equal, intimate, and egalitarian than it has been in the past.

Four integral features of digital communication have influenced the parent-child relationship in the past decade -

- **Persistence:** “Forgive and forget”, the maxim of traditional communication, has morphed into “forgive but persist” in digital communication. Interaction, which is the basis of relationships, can be pleasant or less than pleasant, and while the permanence of digital interaction may benefit pleasant interaction, unpleasant interactions, which are best when ephemeral, now have a permanent digital footprint. This may or may not affect the parent child relationship.
- **Changeability:** Technology, as some claim half in jest, is perpetually in beta stage. The high turnover rate of technology tools, and the ease with which the digital native adolescent adapts to it, leaves the parent often in a state of lag. The communication gaps and mismatch can affect the parent-child relationship in subtle ways. This is, however, passe, and may be restricted to merely one generation of parents who belonged to the era of digital revolution rather than assimilation. A recent U.S. report states that young parents have become much more comfortable with communication technologies than the earlier crop of parents and the digital divide could not be an issue after all.
- **Scalability:** When I was an adolescent, my social circle was well within the grasp of my parents because of geographic limits. The expanse of social media makes this more difficult. The relationship between parent and child must include the element of friends and social circle, and with a digital social circle that is not only global, but also ephemeral in itself, the participation of the parent in the adolescent’s social life has become tricky.
- **Access to data:** While mortification was limited in the past at being dropped by a mother at the movie theatre or such like, now the easy access to data and information can sway the relationship between child and parent. My own teenager is mortified that my latest personal blog title was “My baby is growing so fast”.

The electronic tether is, nevertheless, a double edged sword. While it provides timely support to adolescents from parents and guardians, and an instant reassurance to the parent, it has been accused of stifling developmental progress through overreliance on parental (and other) guidance and helicopter parenting by the parent herself. Another concern is the conflict that arise from mismatch in parental expectations of media use by children, and the child’s indulgence in it. However, a 2013 study by Northwestern University shows that 46% of parents do not believe that such conflicts could be dilapidating, as against 3% who strongly believed so.

Yet another concern is a probable decline in time spent with one another. While the digital tools indeed allow possibility of better communication between the parent

and the teen, it has been shown that joint media engagement drops off markedly for children who are six or older. Thus, it seems that parents and children must put in more conscious effort to spend more time together, either using the digital tools, or excluding them in order to keep the relationship smooth and updated.

It is undeniable that in terms of parenting and parent-child relationships, the digital era is vastly different from the one that preceded it, but it must also be acknowledged that digital tools have indeed benefitted parenting in that the village that takes to raise a child is now a global village. Parents themselves are different today and as it has always been, parents have to adapt and mesh their parenting attitudes and activities with the digitally rich environment that their children are born into. It takes conscious effort and constant course correction to bypass the pitfalls of digital tools and enhance the riches that these tools bring into the parent-child bond.

https://www.huffingtonpost.com/entry/parent-child-relationship-in-the-digital-era_us_58b43fb4e4b02f3f81e44a25



Vocabulary in Focus

3. Read the given phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

a default activity	стандартна діяльність
have children by choice and not chance	мати дітей за вибором, а не незаплановано
the advent of the digital age	настання цифрової ери
relationship between an adolescent child and the parent	стосунки між підлітком і батьками
commencement of individuation	початок індивідуації
conscious parenting choices	свідомий вибір батьківства
the advent of the digital age	настання цифрової ери
relationship between an adolescent child and the parent	стосунки між підлітком і батьками
commencement of individuation	початок індивідуації
the physical, mental and emotional health	фізичне, психічне та емоційне здоров'я
the knee-jerk reaction	імпульсивна реакція
deteriorate the relationship between	погіршити стосунки між
the sense of righteous indignation	почуття праведного обурення
a predominant mode of communication	переважаючий спосіб спілкування

alter the hierarchical nature of the conventional parent-child relationship	змінити ієрархічну природу традиційних стосунків батьків і дітей
more equal, intimate, and egalitarian	більш рівні, близькі та рівноправні
“Forgive and forget” has morphed into “forgive but persist”	Пробачити і забути" перетворилося на "пробачити, але наполягати"
claim half in jest	стверджувати напівжартома
perpetually in beta stage	вічно в бета-версії
a state of lag	стан затримки
the earlier crop of parents	попереднє покоління батьків
a double-edged sword	двосічний меч
provide timely support to	надати своєчасну підтримку
stifling developmental progress through overreliance on parental guidance	пригнічення розвитку через надмірну залежність від батьківського керівництва
such conflicts could be dilapidating	такі конфлікти можуть бути руйнівними
decline in time spent with one another	зменшення часу, проведеного разом
put in more conscious effort	докладати більше свідомих зусиль
adapt and mesh their parenting attitudes	адаптувати і поєднувати свої батьківські підходи
bypass the pitfalls of	обійти підводні камені

4. Match the phrases with their antonyms.

1. have children by choice and not chance	A. improve the relationship between
2. the advent of the digital age	B. thoughtful response
3. commencement of individuation	C. withhold delayed support from
4. the knee-jerk reaction	D. a straightforward benefit
5. deteriorate the relationship between	E. the decline of the digital age
6. a state of lag	F. confront the challenges of
7. a double-edged sword	G. a state of progress
8. provide timely support to	H. have children by chance and not choice
9. such conflicts could be dilapidating	I. such conflicts could be constructive
10. bypass the pitfalls of	J. cessation of individuation

5. Read the definitions below and choose the correct phrases from the list. Match each definition with the appropriate phrase.

- Adapt and mesh their parenting attitudes
- Claim half in jest The earlier crop of parents
- More equal, intimate, and egalitarian
- Perpetually in beta stage
- Conscious parenting choices
- A predominant mode of communication
- Alter the hierarchical nature of the conventional parent-child relationship
- A default activity
- The physical, mental, and emotional health
- Decline in time spent with one another
- Relationship between an adolescent child and the parent
- The advent of the digital age
- Commencement of individuation
- Put in more conscious effort

1. _____ A reference to a generation of parents who raised their children under different social, cultural, or technological conditions. This phrase often implies a contrast between parenting styles and practices across generations.
2. _____ The process of adjusting and harmonizing differing parenting styles or beliefs among caregivers. This can involve compromise and collaboration to create a unified approach to child-rearing, fostering consistency and understanding in the family environment.
3. _____ Decisions made by parents that are intentional and mindful, reflecting their values and beliefs about child-rearing. This approach encourages parents to be aware of their actions and their impact on their child's development, fostering a more engaged and thoughtful parenting style.
4. _____ The primary or most commonly used method of interaction between individuals. In modern contexts, this may refer to digital communication methods (e.g., texting, social media) that dominate how families connect.
5. _____ A routine action that individuals engage in without much thought or intention. In parenting, it may refer to common practices or habits that parents fall back on, often based on tradition or convenience, rather than deliberate choice.
6. _____ A holistic view of well-being that encompasses physical fitness, psychological stability, and emotional resilience. In parenting, it highlights the importance of nurturing all aspects of a child's health for overall development.
7. _____ The dynamic and interactions between a teenage child and their parent(s). This relationship is often characterized by a struggle for independence on the part of the adolescent and can involve negotiation, conflict, and emotional connection as both parties adapt to changing roles.

8. _____ Changing the traditional power dynamics where parents hold authority over children. This alteration may lead to a more collaborative and respectful relationship, where children's voices are valued and parental authority is balanced with guidance.
9. _____ Refers to something that is continually being developed or improved, similar to software that is not yet fully finalized. In parenting or technology, it signifies an ongoing process of learning and adaptation rather than reaching a definitive endpoint.
10. _____ The onset of a period marked by the widespread use of digital technology and the internet. This transformation has significantly impacted communication, social interactions, and access to information, influencing how families and children interact and learn.
11. _____ The process by which a child begins to develop a distinct identity separate from their parents. This typically occurs during adolescence, when young people explore their values, beliefs, and interests, seeking independence and self-definition.
12. _____ Describes a relationship characterized by fairness, closeness, and equal power dynamics. In parenting, this means fostering a partnership between parents and children, where both parties contribute to decision-making and emotional support.
13. _____ A decrease in the amount of time family members engage with each other, often due to various factors such as work commitments, digital distractions, or busy schedules. This decline can negatively impact family relationships and bonding.
14. _____ The act of deliberately focusing on and committing time and resources to improve a situation. In parenting, this means actively working to enhance relationships, communication, and the overall well-being of family members.
15. _____ An expression used to indicate that a statement is made with a mix of seriousness and humor. This phrase often suggests that the speaker recognizes the absurdity or exaggeration in their statement but still feels some truth in it.

6. *Translate into Ukrainian.*

1. In many households, scrolling through social media has become a default activity that detracts from meaningful family interactions.
2. Constant criticism can deteriorate the relationship between parents and their children, fostering resentment and communication breakdowns.
3. In an era of increasing autonomy, many couples are opting to have children by choice and not chance, reflecting a deliberate approach to parenthood.
4. The advent of the digital age has fundamentally transformed the way families communicate, often replacing face-to-face interactions with virtual conversations.
5. The relationship between an adolescent child and the parent is often fraught with tension, as both parties navigate the complex journey toward independence.

6. Ensuring the physical, mental, and emotional health of children requires a holistic approach that incorporates nutrition, psychological support, and emotional intelligence.
7. The commencement of individuation marks a critical developmental phase where adolescents begin to assert their identities apart from their parents, often leading to conflicts and misunderstandings.
8. Modern parents are increasingly making conscious parenting choices, considering the long-term impacts of their decisions on their children's future well-being.
9. Parents often experience a knee-jerk reaction when faced with their child's defiance, leading to responses that may escalate rather than resolve conflicts.
10. During heated discussions about boundaries, parents may express a sense of righteous indignation, feeling justified in their authority despite the adolescent's desire for autonomy.
11. In today's society, texting has emerged as a predominant mode of communication, often undermining the depth of conversations that occur in person.
12. Innovative parenting strategies aim to alter the hierarchical nature of the conventional parent-child relationship, fostering an environment of mutual respect and dialogue.
13. Families that prioritize open communication tend to cultivate a more equal, intimate, and egalitarian atmosphere, where all members feel valued and heard.
14. During family gatherings, Uncle Joe might claim half in jest that he could outsmart the latest technology, showcasing the generational divide in digital literacy.
15. The challenges of parenting can feel perpetually in beta stage, as parents continuously adapt their strategies to meet the evolving needs of their children.
16. Many parents find themselves in a state of lag when it comes to understanding the latest social media trends that their children eagerly embrace.
17. To effectively navigate the challenges of modern parenting, it is vital to bypass the pitfalls of reactive discipline and instead embrace proactive communication strategies.
18. In contemporary discourse, the old adage “forgive and forget” has morphed into “forgive but persist,” highlighting a growing awareness of the complexities of relationships.
19. Unlike the earlier crop of parents who adhered to more traditional methods, today’s parents are more likely to embrace progressive approaches that emphasize emotional intelligence.
20. While technology can enhance communication, it often proves to be a double-edged sword, creating distance in relationships even as it provides new avenues for connection.
21. It is crucial for parents to provide timely support to their children during pivotal moments, ensuring they feel secure and valued.
22. If not addressed, such conflicts could be dilapidating, eroding the familial bond that is vital for emotional support.

23. Over-involvement can lead to stifling developmental progress through overreliance on parental guidance, hindering a child's ability to make independent decisions.
24. The modern lifestyle often results in a decline in time spent with one another, making it imperative for families to prioritize quality interactions.
25. To strengthen their familial connections, parents must put in more conscious effort to engage meaningfully with their children and understand their perspectives.
26. It is essential for couples to adapt and mesh their parenting attitudes, as differing approaches can create confusion and inconsistency for their children.



Reflection and Discussion

3. Find the definitions for the following:

- | | |
|------------------------|------------------------|
| ➤ attachment parenting | ➤ helicopter parenting |
| ➤ natural parenting | ➤ tiger parenting |
| ➤ positive parenting | ➤ freerange parenting. |
| ➤ slow parenting | |

After defining the various parenting styles, please respond to the following questions:

- What are your thoughts on the different types of parenting you researched?
- Do you believe these parenting styles are legitimate approaches to raising children, or are they simply popular trends?
- In your opinion, are these parenting styles supported by sufficient evidence and research?
- Discuss whether you think certain parenting styles may be more effective or appropriate in specific contexts or situations.
- Are there particular circumstances in which one style might be more beneficial than another?
- Provide examples of other types of parenting, along with their specific features.

4. There are four integral features of digital communication that have influenced the parent-child relationship in the past decade. Each feature includes two false statements. Explain why they are incorrect.

1. Persistence

- In digital communication, parents can easily delete all traces of their past interactions with their children, making negative experiences disappear.

- Digital communication ensures that all interactions are forgotten after a short period, so unpleasant moments have no lasting impact.

2. Changeability

- All parents struggle equally with technology, regardless of their age or background.
- The digital divide is a temporary issue that will soon resolve itself with the advancement of technology.

3. Scalability

- Social media has made it easier for parents to control their children's friendships and interactions.
- Adolescents no longer have any social circles outside of their families due to the overwhelming presence of digital connections.

4. Access to Data

- Access to information allows parents to completely understand their children's feelings and thoughts without needing to communicate directly.
- Digital communication has eliminated any embarrassment that children might feel about their parents' public expressions, such as blogging.

5. Work in pairs. Choose any two statements from the provided list. Discuss your thoughts and insights about each statement together. After your discussion, be prepared to join the whole class and share your combined ideas and conclusions.

➤ **The transition from community-based to individualistic child-rearing has fundamentally altered parent-child relationships.**

1. Do you agree? How has this change affected your own experiences or observations?
2. What are some positive and negative aspects of this shift?
3. How do you think community involvement can be reintroduced in modern parenting?

➤ **Conscious parenting choices have emerged in response to a greater emphasis on the intentionality of having children.**

1. What are some of the conscious choices parents make today that may not have been as prevalent in the past?
2. How do these choices impact the relationship between parents and children?
3. Do you believe that more choice in parenting leads to better outcomes for children?

➤ **Buzzwords like "helicopter parenting" and "free-range parenting" reflect the diverse approaches to modern parenting.**

1. Which of these terms resonates most with you, and why do you think they have become so popular?
2. How do you think these labels affect societal perceptions of parenting?
3. Can you think of a parenting approach that isn't labeled but is still effective?

➤ **The article suggests that parents today have higher expectations for their children compared to parents from previous generations.**

1. Do you think these heightened expectations are beneficial or detrimental to children's development?
2. How might these expectations influence a child's self-esteem and motivation?
3. What strategies can parents use to manage their expectations?

➤ **Digital technology is often blamed for deteriorating parent-child relationships.**

1. In what ways can technology actually enhance these relationships instead?
2. Can you share examples from your life where technology improved communication with your parents?
3. What are some boundaries that can help maintain healthy tech use within families?

➤ **The advent of digital communication has transformed traditional hierarchical parent-child dynamics into more egalitarian relationships.**

- How do you think this shift affects authority and respect within the family structure?
- What challenges might arise from a more egalitarian approach to parenting?
- How can parents maintain their authority while fostering equality in communication?

➤ **Persistence in digital communication can lead to a permanent digital footprint of interactions.**

1. How might this permanence influence the way parents and children resolve conflicts?
2. What are the implications of having a permanent record of disagreements?
3. How can families navigate the potential consequences of their digital footprints?

➤ **The rapid change in technology can create communication gaps between parents and their children.**

1. What strategies can parents use to bridge these gaps?
2. How important is it for parents to keep up with technological trends?
3. In what ways can children help their parents understand new technologies?

➤ **The global nature of social media expands adolescents' social circles beyond their parents' control.**

1. How can parents effectively navigate their children's global social networks?
2. What role should parents play in their child's online friendships?
3. How can parents help their children make safe and healthy choices in their online interactions?

➤ **Access to information has changed the dynamics of mortification and embarrassment between parents and children.**

1. What are some examples of how this access has altered typical adolescent experiences?
2. How can parents support their children through moments of embarrassment in the digital age?
3. In what ways can parents model appropriate behavior regarding sharing information online?

➤ **While digital tools provide instant support for adolescents, they can also lead to overreliance on parental guidance.**

1. How can parents balance support with allowing their children to develop independence?
2. What signs might indicate that a child is becoming overly reliant on parental support?
3. How can parents encourage their children to solve problems independently?

➤ **Conflicts over media use between parents and children are common, yet many parents do not see them as harmful.**

1. What are the potential consequences of dismissing these conflicts?
2. How can parents and children have productive conversations about media use?
3. What compromises can be made to align parental expectations with children's interests?

➤ **The decline in joint media engagement after age six indicates a shift in family interaction patterns.**

1. What can families do to ensure they spend quality time together in the digital age?
2. How important is it for parents to engage in the media their children consume?
3. What activities could families participate in that encourage joint engagement?

➤ **The article posits that today's parents must adapt to a digitally rich environment.**

1. What are some ways parents can effectively adapt their parenting styles to fit this new context?
2. How can parents remain proactive in their children's digital lives?
3. What resources or tools can assist parents in navigating digital parenting challenges?

➤ **The concept of a global village in parenting suggests a collaborative approach to raising children.**

1. How do you envision this global perspective impacting local parenting practices?
2. What benefits and challenges might arise from a more collaborative approach to parenting?
3. How can communities support parents in creating a global perspective on child-rearing?



UNIT 2. Helicopter parents

Warming Up

1. Read the definitions of helicopter parents. Identify which definitions are incorrect. Explain why each identified definition is inaccurate.

- Helicopter parents completely disregard their children's emotional well-being, believing that relentless monitoring and unyielding pressure to succeed will guarantee lifelong achievement, but this mindset only fosters independence and resilience.
- Helicopter parents are those who are overly involved in their children's lives, often not allowing them to make independent decisions or solve problems on their own.
- The term "helicopter" is used because these parents "hover" over their children like a helicopter, constantly observing and intervening in their daily lives.
- Helicopter parents use strict disciplinary measures to guide their children toward success, believing that close control and high standards will help ensure achievement.
- Helicopter parents tend to micromanage their children's schoolwork and social interactions, helping with assignments, organizing their schedules, and sometimes even choosing their friends.

1. Read the article and do the tasks given below.

RELAX, YOUR KIDS WILL BE FINE

Middle-class parents should give their children more freedom



Jul 26th 2014

IN 1693 the philosopher John Locke warned that children should not be given too much “unwholesome fruit” to eat. Three centuries later, misguided ideas about child-rearing are still rife. Many parents fret that their offspring will die unless ceaselessly watched. In America the law can be equally paranoid. In South Carolina this month Debra Harrell was jailed for letting her nine-year-old daughter play in a park unsupervised. The child, who had a mobile phone and had not been harmed in any way, was briefly taken into custody of the social services.

Ms Harrell's draconian punishment reflects the rich world's angst about parenting. By most objective measures, modern parents are far more conscientious than previous generations. Since 1965 labour-saving devices such as washing machines and

ready meals have freed eight hours a week for the average American couple, but slightly more than all of that time has been swallowed up by childcare. Dads are far more hands-on than their fathers were, and working mothers spend more time nurturing their sprogs than the housewives of the 1960s did. This works for both sides: children need love and stimulation; and for the parents, reading to a child or playing ball games in the garden is more fulfilling than washing dishes.

There are two blots in this picture, connected to class. One is at the lower end. Even if poor parents spend more time with their children than they once did, they spend less than rich parents do — and they struggle to provide enough support, especially in the crucial early years. America is a laggard here; its government spends abundantly on school-age kids but much less than other rich countries on the first two or three years of life. As this newspaper has pointed out before, if America did more to help poor parents with young children, it would yield huge returns.

The second problem, less easy to prove, occurs at the other end of the income scale, and may even apply to otherwise rational *Economist* readers: well-educated, rich parents try to do too much. Safety is part of it: they fear that if they are not constantly vigilant their children may break their necks or eat a cupcake that has fallen on the floor. Over-coaching is another symptom. Parents fear that unless they drive their offspring to Mandarin classes, violin lessons and fencing practice six times a week, they will not get into the right university. The streets of Palo Alto and Chelsea are clogged with people-carriers hauling children from one educational event to another.

The fear about safety is the least rational. Despite the impression you get from watching crime dramas, children in rich countries are mind-bogglingly safe, so long as they look both ways before crossing the road. Kids in the 1950s — that golden era so often evoked by conservative politicians — were in fact five times likelier to die before the age of five. Yet their parents thought nothing of letting them roam free. In those days, most American children walked or biked to school; now barely 10% do, prevented by jittery parents. Children learn how to handle risks by taking a few, such as climbing trees or taking the train, even if that means scraped knees and seeing the occasional weirdo. Freedom is exhilarating. It also fosters self-reliance.

Get out of that helicopter

The other popular parental fear — that your children might not get into an Ivy League college — is more rational. Academic success matters more than ever before. But beyond a certain point, parenting makes less difference than many parents imagine. Studies in Minnesota and Sweden, for example, found that identical twins grew up equally intelligent whether they were raised together or apart. A study in Colorado found that children adopted and raised by brainy parents ended up no brainier than those adopted by average parents. Genes appear to matter more than upbringing in the jobs market, too. In a big study of Korean children adopted in America, those raised by the richest families grew up to earn no more than those adopted by the poorest families.

This does not mean that parenting is irrelevant. The families who adopt children are carefully screened, so they tend to be warm, capable and middle-class. But the twin and adoption studies indicate that any child given a loving home and adequate

stimulation is likely to fulfil her potential. Put another way, better-off parents can afford to relax a bit. Your kids will be fine if you hover over them less and let them frolic in the sun from time to time. You may be happier, too, if you spend the extra time indulging your own hobbies — or sleeping. And if you are less stressed, your children will appreciate it, even if you still make them eat their fruit and vegetables.



Vocabulary in Focus

2. In the provided sentence, "A study in Colorado found that children adopted and raised by brainy parents ended up no brainier than those adopted by average parents," the word brainy is an adjective formed by adding the suffix -y to the noun brain. Create adjectives using the suffix -y from the following nouns.

cursor	
gustation	
audition	
sedentism	
volition	
imagination	
premise	
contrariety	
mandate	

4. Write the adjectives from the exercise above next to their corresponding antonyms.

	non-tasting
	visual
	optional
	final
	thorough
	involuntary
	real
	similar or agreeable
	active

5. In the sentences below, fill in the gaps with the appropriate adjectives from the exercise above.

1. The chef's innovative approach to combining unexpected ingredients not only delighted the _____ senses but also challenged the diners' preconceived notions of flavor.

2. _____ to popular belief, the new environmental policy is not merely a political maneuver; it reflects a genuine commitment to sustainable development and climate action.
3. While the _____ lifestyle of many office workers contributes to rising health concerns, recent studies suggest that even short intervals of physical activity can significantly counteract the negative effects.
4. The _____ experience of the concert was so immersive that it transported the audience to another realm, where the boundaries between sound and emotion began to blur.
5. Participation in the community cleanup was entirely _____, yet the overwhelming turnout demonstrated a shared commitment to improving the local environment.
6. Despite his _____ glance at the report, it was evident that he missed several critical details that would ultimately affect the project's outcome.
7. The _____ results of the research study indicated a promising correlation between mindfulness practices and improved mental health, paving the way for further investigation.
8. The introduction of _____ training sessions for all employees has resulted in a noticeable increase in workplace safety, as staff are now better equipped to handle emergencies.
9. As she narrated her adventure through a(n) _____ realm filled with fantastical creatures, her friends listened in rapt attention, captivated by the vivid imagery and rich storytelling.

6. Match the vocabulary items related to parenting and adulthood with their definitions

1. kidadult	A. A term for couples who are both working and have no children, often used in lifestyle discussions.
2. adulting	B. The feelings of guilt that parents often experience regarding their parenting choices.
3. parental guilt	C. A social engagement arranged for children to play together.
4. boomerang kids	D. The practice of behaving in a responsible, grown-up manner, often humorously referred to by younger adults.
5. sparenting	E. An adult who retains interests and hobbies typically associated with children.
6. kidpreneur	F. The emotional experience parents face when their children leave home.
7. tween	G. A child or young adult who starts their own business.
8. parenting hacks	H. A trend where families engage in cozy, home-centered activities in response to outside pressures.

9. DINK (dual income, no kids)	I. Children aged between childhood and adolescence, usually around ages 9 to 12.
10. nest emptying	J. A blend of "spouse" and "parenting," referring to shared parenting roles in couples
11. cocooning	K. Clever tips or tricks that make parenting easier or more efficient.
12. mumpreneur/ dadpreneur	L. Young adults who move back in with their parents after college due to financial constraints.
13. playdate	M. A parent who balances running a business with family responsibilities.

7. Fill in the gaps with the lexemes from exercise 6.

- Many young people today find themselves living with their parents longer, becoming _____ as they try to establish their careers and save money.
- After becoming a parent, I often struggle with _____, worrying if I am doing enough for my children.
- _____ refers to the process of managing the responsibilities of adulthood, which can sometimes feel overwhelming.
- With the rise of _____, more children are starting their own businesses, showcasing their entrepreneurial spirit at a young age.
- The term _____ describes parents who adopt a more flexible and supportive approach to child-rearing.
- A popular way for parents to organize social activities for their kids is through _____, where children can play together while parents chat.
- As my children grow older, I find that _____ is a bittersweet experience, as they prepare to leave home for college or jobs.
- Living a lifestyle where both partners work but don't have children is often referred to as being a _____.
- My _____ is a great resource for discovering new tips and tricks that make parenting a bit easier.
- In recent years, the concept of _____ has emerged, emphasizing a return to comfort and safety at home, especially during challenging times.
- Children in the age group between childhood and adolescence are often referred to as _____.
- More parents are embracing _____ as they navigate the challenges of parenting while balancing their careers.
- The rise of _____ has made it easier for parents to find work-life balance while also pursuing their passions.

8. Translate the sentences into Ukrainian.

- Boomerang kids** often return to live with their parents after college, creating a new dynamic in family relationships.

2. **Cocooning** has become a trend, with many people preferring to stay home and enjoy cozy nights rather than going out.
3. The rise of the **kidpreneur** movement shows how young children are embracing entrepreneurship from a very early age.
4. **Parenting hacks** are incredibly useful for busy parents looking to streamline their daily routines.
5. Many couples enjoy the benefits of being a **DINK** household, as it allows them to focus on their careers and travel.
6. The concept of **adulting** has become popular among young adults as they learn to manage responsibilities and finances.
7. **Sparenting** reflects the blended family structure where step-parents play a vital role in their step-children's lives.
8. A **playdate** can be a great way for children to socialize and develop their friendship skills.
9. The process of **nest emptying** can be bittersweet for parents as their children grow up and move out on their own.
10. Many **tweens** today are interested in technology and social media, influencing their social interactions.
11. **Parental guilt** is something many moms and dads experience when trying to balance work and family life.
12. The trend of **kidadult** reflects the blending of adult responsibilities with a playful, youthful spirit.
13. As a **mumpreneur**, she successfully juggles her family life while running her own business from home.

9. Read the article, summarise its main ideas in 10-12 sentences.

«БАТЬКИ-ГЕЛІКОПТЕРИ»: ЧИМ ЗАГРОЖУЄ НАДТО ТУРБОТЛИВЕ ВИХОВАННЯ?

Вимкніть гіперопіку!

12.02.2020



Гіперопіка виснажує батьків і дітей. Але чим ще небезпечна надмірна турбота? Розповідає психолог, травмотерапевт, emdr-спеціаліст Катерина Габрієль.

<https://womo.ua/batki-gelikopteri-chim-zagrozhuye-nadto-turbotlive-vihovannya/>

Термін “батьки-гелікоптери” запровадив ще у 1969 році доктор Хаїм Гінот у книзі “Батьки та підлітки”. Саме цей термін дуже влучно описує гіперопікаючий стиль виховання. Постійне нависання та спостереження за дитиною виглядає як “кружляння гелікоптера”, тільки кружляють батьки. Іншими словами, «гелікоптери» — це гіперопікаючі батьки, котрі надмірно тривожаться за своїх дітей, батьки, котрі надмірно зосереджені на своїх дітях. А

тому заради власної безпеки та спокою (підкреслюю -власної) вони контролюють кожен подих своїх дітей та беруть на себе відповідальність практично за усе — від дій до емоцій та почуттів власних чад. А це і складно, і виснажує — як батьків, так і дітей.

Портрет «гелікоптера»

Для гармонійного та здорового розвитку дитині необхідні дорослі і ними, зазвичай, є люблячі батьки, котрі мають на меті виростити здорову та успішну дитину. Якщо на початку зростання дитини батьки необхідні поруч 24\7, то з віком потреба в постійному перебуванні поруч з батьками відпадає, тому що дитина розвивається та здобуває власну автономію, незалежність та впевненість у власних силах. А що буде, коли батьки так і будуть продовжувати нависати над дитиною, не залишаючи їй навіть часу, щоб просто побути наодинці? Життя дитини перетворюється на суцільний кошмар та постійне відчуття тривоги.

Хто такі тато\мама-«вертоліт»? Це батьки, які постійно «ширяють» над дитиною, контролюючи рівень небезпеки та очікують найменшого показника небезпеки для того, щоб встигнути вчасно “врятувати” дитину — і “сіль” у тому, що «ширання» продовжується до самого університету, а то й до зрілого життя. Коли дитині 5 років, батьки вертольоти знають де “гуляти краще та безпечніше”. У 8 років вони визначають, яка вчителька краще та на якій секції\з якими дітьми дитина буде займатись; в 17 -в який вуз вступатиме дитина та де і з ким буде жити, а в 25 років вони знайдуть дитині партнера/-ку та плануватимуть весілля.

Чим небезпечне «гелікоптерне» виховання?

Протягом останніх десяти років було проведено ряд досліджень, в яких взяли участь молоді люди у віці 18-30 років, які встановили зв'язок між надмірною тривогою, закритістю, невпевненістю, емоційною нестабільністю, самокритичністю, депресивністю та стилем виховання батьків цих молодих людей. Це й були батьки-«вертольоти». Дослідники назвали це “дезадаптивним перфекціонізмом”, оскільки діти “вертольотів” більше за все бояться помилитись (тому часто відмовляються від нових ідей) та звинувачують себе у тому, що вони не є ідеальними. Такий механізм у самосприйнятті сформувався тому, що у минулому діти батьків-«гелікоптерів», ніколи не знали власного досвіду: батьки чи то словами, чи то діями постійно вказували своїм дітям “як потрібно правильно”, бо те що намагались робити діти самотужки не було достатньо добрим і “правильним”. По суті, ми зустрічаємось (я в своїй практиці бачу такі випадки досить часто) із цим типом виховання в останні роки чи ненайбільше, тобто є тенденція до зростання. Таким чином, зростає рівень тривоги та неспокою батьків, а спосіб знизити власну тривогу — попереживати за дітей та взяти під контроль всі аспекти їхнього життя. Навіть ті, які лежать поза контролем будь-кого. І це небезпечно, в першу чергу, для дітей, бо окрім проблем у дорослому житті такий стиль виховання несе шкоду для самооцінки дитини, формуючи у неї дезадаптивні форми пристосування до життя у сім'ї. До прикладу, можуть формуватися глибинні переконання “Потрібно робити

завжди все найкраще”, або ж “Я недостатньо хороший”, “Потрібно гарно навчатись\бути слухняним, тоді тебе прийматимуть та любитимуть” і т.д.

Чому батьки стають “гелікоптерами”?

Є декілька основних причин з яких батьки вибирають саме такий тип виховання:

1. **Власна невпевненість та страх тяжких наслідків.** Батьки бояться відмови, неприйняття та “поганих результатів” своїх дітей (або для життя своїх дітей), тому працюють на випередження — вони постійно тримають руку на пульсі для того, щоб запобігти “ось тим страшним наслідкам.

2. **Власне почуття тривоги.** Точка виходу батьківської тривоги — їхні діти, це закономірний факт. Саме за допомогою дітей дорослі люди регулюють свій рівень тривоги. Турбота — це соціально прийнятний спосіб захищати своїх дітей від небезпеки усього світу. Батьки переконані, що їм вдасться захистити від усього та попередити будь-що. Потрібно «просто» старатись бути найкращими та найтурботливішими батьками.

3. **Гіперкомпенсація.** Коли у батьків у їхньому дитинстві був дефіцит любові та піклування, то власні діти — це спосіб задовільнити свої дитячі потреби. Надмірна увага та контроль — це спроби виправити “недолік”, який батьки відчули у власному дитинстві.

4. **Конкуренція між іншими батьками та відчуття провини.** Коли одні батьки-«гелікоптери» зустрічають інших батьків-«гелікоптерів», починається боротьба за першість, а керує цією боротьбою почуття провини перед дітьми (відчуття, що ми недостатньо робимо для своїх дітей, а Федоренко зробив он скільки багато!).

«Гелікоптер» має добрі наміри, однак ніхто не в силі контролювати іншого. Тим більше, що дитині для успішного та здорового життя необхідно, перш за все, отримати компетенцію та вміння, знання і навички для того, аби самостійно впоратися із невдачами та долати труднощі. Адже саме через переконання “Я вмію, я можу, бо я знаю вже як” і формується самооцінка майбутнього дорослого.

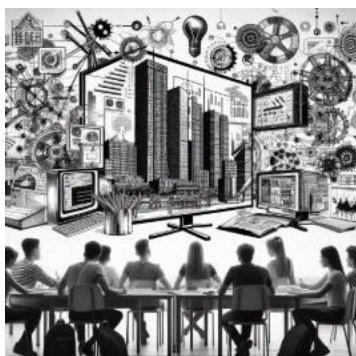


Reflection and Discussion

Answer the questions.

1. In what ways does the historical context of John Locke’s warning about “unwholesome fruit” relate to contemporary anxieties surrounding parenting, as highlighted in the article?
2. How does the article illustrate the disparity in childcare resources and support between lower-income and higher-income families in the United States, and what implications does this have for child development?

3. What evidence does the text provide to suggest that modern parents are more conscientious than previous generations, and how might this conscientiousness paradoxically contribute to over-parenting?
4. In what ways does the author challenge the perception that children today face greater risks compared to those in previous decades, particularly concerning safety and independence?
5. How do the findings from twin and adoption studies mentioned in the article contribute to the debate on the relative importance of genetics versus parenting in determining a child's future success?
6. What role does the concept of self-reliance play in the author's argument about the necessity for parents to reduce their level of oversight, and how might this affect children's development?
7. How does the article critique the cultural obsession with elite college admissions in relation to the overall well-being of children, and what alternative perspectives on success does it offer?



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Metaphor and Figurative Language in News Reporting

1. Read the following and do the tasks given below.

Metaphors and other forms of figurative language play a crucial role in shaping how news is framed and understood. Journalists use metaphors not only to simplify complex issues but also to guide readers' perceptions of events. As Charteris-Black (2021) states, "Metaphors are powerful cognitive tools that influence attitudes and ideologies, often without readers being fully aware of their effect" (p. 57). In political and economic reporting, metaphors help construct narratives that make abstract issues more tangible, such as describing economic crises as "storms" or political rivalries as "battles." These choices are not neutral; they can subtly shape the reader's emotional response to the news.

One of the most prevalent metaphorical frameworks in news reporting is war metaphors, particularly in political and economic discourse. Political campaigns are often described as "battles," candidates "attack" opponents, and debates become "clashes." Similarly, financial downturns are framed as "collapses" or "meltdowns," evoking disaster and urgency. According to Lakoff and Johnson (2020), "Metaphors structure our perceptions of reality, influencing not just how we talk about issues but

how we act upon them" (p. 28). These metaphors can heighten emotions and create a sense of crisis, potentially influencing public opinion and policy decisions.

Beyond war metaphors, personification is another common figurative device in news discourse. Countries, economies, and institutions are frequently given human attributes—governments "struggle," markets "recover," and the economy is "healthy" or "sick." Such language makes abstract entities more relatable, but it can also obscure responsibility. For instance, saying "the economy is suffering" removes direct accountability from specific policymakers or corporations. As Musolff (2022) notes, "Personification metaphors make institutions seem more autonomous, sometimes masking the role of human decision-making" (p. 94).

Despite their communicative power, metaphors in news reporting should be critically analyzed to uncover underlying biases. Figurative language can evoke emotions, but it can also distort facts or oversimplify complex realities. Readers must be aware of how metaphors influence their perception of events and question whether alternative framings might lead to different interpretations. As Semino (2021) argues, "Recognizing metaphor use in news texts is key to developing critical media literacy and resisting manipulative discourse" (p. 112). By engaging with metaphor analysis, students can become more critical consumers of news and better understand how language shapes public debate.

References

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2. Lakoff, G., & Johnson, M. (2020). *Metaphors We Live By* (2nd ed.). University of Chicago Press.
3. Musolff, A. (2022). *Metaphor, Nation and the Holocaust: The Concept of the Body Politic*. Routledge.
4. Semino, E. (2021). *Metaphor in Discourse*. Cambridge University Press.

2. Read the article again, highlight all metaphors and categorize them (e.g., war, personification, journey, nature). Analyze their effects.

3. Discuss in class whether journalists should avoid emotionally charged metaphors in reporting, or are they necessary for engagement?



UNIT 3. Parenting and Rediscovering Your Own Childhood Memories

Warming Up

1. Read the signs of a bad parent provided. Work in pairs to discuss three signs you find particularly problematic. Can you add any other signs to the list?

- Lack of Emotional Support
- Inconsistent Boundaries and Discipline
- Neglecting Basic Needs Lack of Interest in Child's Life
- Using Shame or Guilt as Discipline
- Exposing Children to Conflict or Violence
- Inconsistent or Unavailable Presence
- Prioritizing Personal Needs Over the Child's Wellbeing
- Using Physical Punishment Excessively
- Not Teaching or Modeling Empathy and Respect

2. Read the article and do the exercises after it.

I'M A BAD PARENT BECAUSE I'VE FORGOTTEN MY OWN CHILDHOOD

How to reconnect with your inner ten-year-old



Jul 12th 2021
By Mark O'Connell

Sometime ago I decided to read “The Hobbit” to my son. I’d been looking forward to it, as I’d loved the book as a child. I was a fair bit older than him when I read it – 11 or 12, perhaps – but I reckoned that, as we’d already got through the first few Harry Potter books and a modern novelisation of Beowulf, the learning curve wouldn’t be overly steep in terms of dragons, elves and the like.

As excited as I was about my son experiencing the book for the first time, I was even more so about revisiting it myself. Re-reading a book I remembered from childhood offered a prospect of revisiting those years, as though the small boy I had been when I first opened its pages might still be contained within them. I imagined a

Proustian scenario, whereby, as I turned the pages, a great buried richness of childhood memories would emerge from the depths of my subconscious.

What happened, instead, was nothing. Absolutely nothing. It turned out that all I'd really retained of the book was that it was about some kind of quest, and that it featured a small hairy man named Bilbo, a wizard called Gandalf and a weird slippery little degenerate named Gollum.

I was surprised by this, even a little unsettled. Until recently, if you'd asked me what books I most vividly remembered from childhood, "The Hobbit" would surely have been among them. But what I recalled was the mere fact of having read it, as opposed to the actual experience. I might as well never have read it at all, for all the impact it seemed to have had.

The experience felt like proof of something I've long suspected: that I can neither imagine nor remember much of my own childhood. I could, of course, give you the basic outline, a Wikipedia-style gist. But I'd struggle to **flesh it out** with vivid detail.



Vocabulary in Focus

3. Match expressions with *FLESH* with the correct definitions.

1. flesh out the details	A. referring to someone who is a close relative.
2. in the flesh	B. to shake hands, often used in networking or political contexts.
3. one's own flesh and blood	C. describing something that doesn't fit into a clear category.
4. put flesh on the bones	D. in person, as opposed to virtually or through a representation.
5. the spirit is willing, but the flesh is weak	E. to add more information or detail to something.
6. make someone's flesh crawl	F. wanting to do something but being physically unable to.
7. flesh and blood	G. to cause someone to feel frightened or disgusted.
8. neither flesh nor fowl	H. refers to the physical human body or to close family members.
9. press the flesh	I. to cause fear or disgust.
10. make your flesh creep	J. to give more substance or detail to an idea or concept.

4. Read the definitions below. Choose the correct expression containing "flesh" from the box. Write the correct expression next to each definition.

flesh and bone	flesh wound	flesh and spirit
flesh-colored		flesh out an idea
flesh something out		flesh tunnel

- used to distinguish between physical desires and spiritual ideals
.....
- adding substance to a concept to make it more practical or complete
.....
- a superficial injury that doesn't go deep
- referring to a color similar to human skin
- a type of body piercing in which a hole is stretched in the earlobe, often used as a fashion statement
- emphasizes a human's physical, tangible form
- to add details or develop something more fully

6. Fill in the gaps with the expressions from the box.

flesh-colored	pressing the flesh
own flesh and blood	the spirit is willing, but the flesh is weak
flesh out the details	in the flesh (2)
flesh and spirit	put some flesh on the bones
flesh crawl	flesh out
flesh wound	flesh creep
flesh and bone	neither flesh nor fowl

- Let's of our plan before the presentation.
- After chatting online for months, it was great to finally meet him
.....
- She couldn't believe her would betray her.
- The initial idea was good, but we need to to make it work.
- I wanted to keep running, but
- The eerie silence in the room made her
- Fans were thrilled to see their favorite singer at the concert.
- Before we launch the product, we need to our marketing strategy.
- The building was it looked part office, part museum.
- Even though he's a celebrity, he's just like the rest of us.
- The doctor assured him it was only a and would heal quickly.
- The politician spent hours at the rally.
- The ghost story was so scary, it made my
- He believed that people are in constant conflict between
- She chose a bandage so it wouldn't be too visible.

7. Match each expression on the left with its correct antonym on the right. Write the letter of the antonym next to the corresponding expression.

Expressions	Antonyms
1. flesh out the details	A. in absentia / virtually
2. in the flesh	B. reduce something / compress
3. one's own flesh and blood	C. leave vague / thin out
4. put flesh on the bones	D. stranger / non-relative
5. make someone's flesh crawl	E. deep injury / fatal wound
6. flesh and blood	F. comfort someone / reassure
7. neither flesh nor fowl	G. clearly defined / well-categorized
8. press the flesh	H. simplify the details
9. make your flesh creep	I. calm your nerves / soothe
10. flesh wound	J. body and mind in harmony
11. flesh and spirit	K. brightly colored / vividly colored
12. flesh out an idea	L. condense an idea / brevity of concept
13. flesh something out	M. reduce something

8. Translate the following into Ukrainian.

1. The artist chose a flesh-colored palette to capture the nuances of human skin, emphasizing the emotional depth of her subjects.
2. At the gala, the CEO was seen pressing the flesh with key stakeholders, recognizing the importance of personal connections in fostering business relationships.
3. Despite the complexities of their relationship, she couldn't help but feel a profound sense of loyalty toward her own flesh and blood, knowing that familial bonds run deep.
4. As she prepared for her rigorous workout, she reminded herself that while the spirit is willing, the flesh is weak, acknowledging her need for perseverance in the face of exhaustion.
5. In order to present a compelling proposal to the board, it was essential to flesh out the details of the project, ensuring that every aspect was meticulously planned and justified.
6. Attending the concert was a surreal experience; witnessing the legendary musician in the flesh made all the years of admiration and anticipation worthwhile.
7. The philosopher argued that the dichotomy between flesh and spirit is a central theme in understanding human existence, as individuals constantly navigate their physical desires and higher ideals.
8. The initial concept for the documentary was intriguing, but it required a seasoned director to put some flesh on the bones and bring the story to life with rich narratives.
9. The unsettling atmosphere of the abandoned house made her flesh crawl, heightening her awareness of the lingering presence of those who had once inhabited the space.

10. To create a comprehensive analysis, the researchers needed to flesh out their findings with relevant data, transforming preliminary observations into robust conclusions.
11. The soldier returned home, relieved that his injuries were limited to a flesh wound, grateful that he had escaped more serious harm during the conflict.
12. The chilling tale recounted by the storyteller made his audience's flesh creep, captivating them with its blend of horror and intrigue.
13. Even amid his fame, the actor remained grounded, reminding himself that he was just flesh and bone, like everyone else, and that humility was essential to his character.
14. The new policy was criticized for being neither flesh nor fowl, lacking clear guidelines and leaving employees confused about their responsibilities.
15. During the brainstorming session, the team collaborated to flesh out an idea that had initially seemed vague, transforming it into a viable project plan that inspired enthusiasm among stakeholders.

9. Translate into English

1. Щоб повністю зрозуміти суть проекту, необхідно детально опрацювати всі його нюанси та аспекти.
2. Я нарешті мав можливість побачити його в реальному житті, а не лише на екрані.
3. Він надав значну підтримку своєму рідному брату в найскладніші моменти його життя.
4. Його моторошний голос справляє настільки жахливе враження, що від нього мурашки бігають по шкірі.
5. Ми, як істоти з плоті й крові, маємо свої слабкості і вразливості, як і всі інші люди.
6. Ця страва не підходить ні під категорію риби, ні під категорію м'яса, залишаючи її в дивній невизначеності.
7. Політик старанно вітався за руку з виборцями, намагаючись встановити з ними особистий контакт.
8. Цей фільм настільки страшний, що його сюжет залишає глибокий слід страху в серцях глядачів.
9. Він отримав поранення м'яких тканин, яке, хоча й не є серйозним, все ж потребує медичного втручання.
10. Людина є складною єдністю тіла і духу, що відображає її фізичну та емоційну природу.
11. Давайте детально розвинемо цю ідею, додаючи до неї нові аспекти та можливості.
12. Ми повинні додати більше деталей до цього звіту, щоб він був зрозумілішим та інформативнішим.

10. Read the given examples from literature, films, and real-life individuals whose lives illustrate the idiom "the spirit is willing, but the flesh is weak". After reviewing these examples, provide your own illustrations of this idiom.



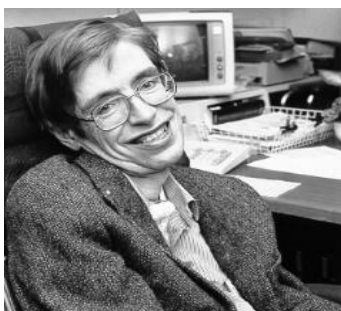
<http://surl.li/rrfbqx>

Charles Dickens' *A Christmas Carol*: Ebenezer Scrooge initially shows a willingness to change his miserly ways and embrace the spirit of Christmas. However, his old habits and physical reluctance to reach out to others pose challenges, reflecting the conflict between his desires and his actions.



<http://surl.li/trvqrj>

The Pursuit of Happyness: Chris Gardner, played by Will Smith, exemplifies this idiom as he fights to improve his life and provide for his son. His spirit is strong, driving him to pursue a better future, but he faces numerous physical and situational challenges, including homelessness.



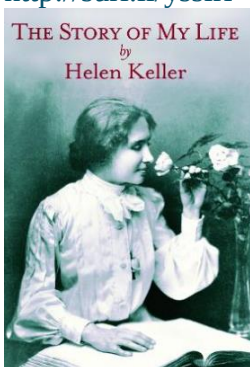
<http://surl.li/spjpiu>

Stephen Hawking: The renowned physicist, diagnosed with ALS, showcases a brilliant spirit and intellect, but his physical body limits his mobility and communication. Despite these challenges, he continued to contribute to science, exemplifying the struggle of the spirit versus the weakness of the flesh.



<http://surl.li/ysslrl>

Helen Keller (1880–1968) was an American author and activist who overcame the challenges of being both deaf and blind to become a prominent advocate for people with disabilities. Born in Tuscumbia, Alabama, she contracted an illness at 19 months that left her unable to see or hear. At the age of six, her teacher, Anne Sullivan, entered her life and employed innovative methods to teach Keller how to communicate, including the manual alphabet and Braille. Under Sullivan's guidance, Keller learned to express herself and eventually mastered spoken language.



<http://surl.li/flksmx>

Keller became the first deaf-blind person to earn a Bachelor of Arts degree from Radcliffe College in 1904. Throughout her life, she advocated for social justice, women's rights, and the rights of people with disabilities, authoring numerous books, including her autobiography, *The Story of My Life*. Her legacy continues to inspire individuals worldwide, illustrating the incredible potential of the human spirit in the face of overwhelming obstacles.



Phrasal Verbs in Focus

GIVE

11. Study the phrasal verb *GIVE*.

1. Give away

- to tell information or facts that you should keep secret / to show an emotion or quality that you are trying to hide: *If captured, they might give away vital military secrets.*
- to provide someone with something you no longer want or need: *Any vegetables that were left I gave away to neighbours.*
- in sports, to allow an opponent to win because you make a silly mistake: *The team gave away three goals in the first half.*
- if a man gives a woman away on her wedding day, he leads her towards the man she is going to marry.

2. Give back

- to give someone something they owned or had before;
- to allow someone to feel an emotion again that they had stopped feeling: **give sb back sth**: *A win today could give her back her confidence.*

3. Give in

- to stop competing or arguing and accept that you cannot win; + **to**: *They will never give in to their threats.*
- Br E** to give something, especially a piece of work, to someone in authority who is expecting it. **Am E hand in**.
- if you give in to something, you can no longer control the feeling of wanting it: + **to** *She had to struggle not to give in to a desire to laugh.*

4. Give of

if you give of yourself or your time, you do helpful things for people.

5. Give off

to produce sth such as heat or a smell: *When plants die, they give off gases such as carbon dioxide and methane.*

6. Give onto sth

if sth such as a door or window gives onto a place, it leads to that place or you can see through it to that place.

7. Give out

- to give something to several people: *The office gives out financial advice to students who ask for it.*
- if something such as a machine or a part of your body gives out, it stops working: *His motorbike finally gave out after the accident.*
- if a supply of something has given out, all of it has been used: *Their water gave out three days ago.*
- [give out sth] to produce something such as a sound or light: *This gadget gives out a soft sound.*

8. Give up

- to stop doing something you do regularly: *He finally gave up smoking.*

- b. to allow someone to have something that was yours: *The new agreement would mean giving up half of the space in the office.*
- c. if you give yourself up, you allow yourself to be arrested by the police.
- d. if you gave something up as lost, you believe that you will not find it and you stop looking for it.

9. Give up on

- a. [give up on smb] to stop hoping that someone will improve and stop trying to help or change them: *Most of her teachers gave up on her years ago.*
- b. to stop hoping that you will find someone alive and stop looking for them.

10. Give up to

[give yourself up to sth] to let yourself feel or show an emotion that you would normally not feel or show.

11. Give over

- a. *Br E informal* to stop doing something: 'You know how serious I am!' 'Oh, give over, will you?'
- b. **give over doing sth** *Give over making that noise!*

12. Give over to

- a. [usually passive] *formal* to use something for a particular purpose: *The biggest part of the garden was given over to growing vegetables.*
- b. if you give up something over to someone, it becomes theirs.

12. Each word combination with a phrasal verb in Column A has a synonymous word combination in Column B. Match each word combination in Column A with its synonym in Column B.

1. give up smoking	a. surrender to feelings
2. give over to charity	b. release information freely
3. give off a smell	c. distribute pamphlets
4. give onto a garden	d. abandon someone
5. give out flyers	e. return the cash
6. give away secrets	f. allow access to the backyard
7. give in to pressure	g. donate to a good cause
8. give up on someone	h. emit an odor
9. give of your time	i. quit a bad habit
10. give back the money	j. offer help generously
11. give over control	k. relinquish authority
12. give up to emotions	l. succumb to demands

13. Each sentence below contains a phrasal verb with an incorrect preposition. Correct the preposition for each sentence.

1. She decided to give **out** her entire book collection to the local library.
2. After borrowing his friend's jacket, he promised to give it **up** the next day.
3. After hours of negotiation, he finally decided to give **out** and accept their offer.
4. She is always willing to give **off** her time to help those in need.
5. The candle gives **of** a warm, comforting light.
6. The hotel room gives **out** a beautiful view of the ocean.

7. They gave **up** free samples of the new product at the event.
8. After years of use, the washing machine finally gave **onto**.
9. He gave **off** trying to solve the puzzle after two hours.
10. His coach refused to give **out** on him, even when he was struggling.
11. After years of being strong, she gave herself up **for** her emotions and cried openly.
12. "Oh, give **up** complaining about the weather," she said with a smile.
13. A large section of the park was given **onto** to growing community gardens.

14. Match each short story with the appropriate GIVE UP phrase.

A give up the search	B give up your dream
C give up alcohol	D give up the effort
E give up a job	F give up hope
G give up alcohol	

_____ After months of searching for her lost dog, Emma began to believe she might never see him again. She felt a deep sadness settling in, as if all her efforts were in vain. But just as she was ready to stop looking, a miracle happened.

_____ Since childhood, Tom had always wanted to be an astronaut, but after failing the final qualification test, he began to consider other career options. The road had been long and filled with obstacles, and he wondered if it was time to move on to something else.

_____ After years of late nights and parties, Jane realized her health was suffering. She decided to make a change, choosing to prioritize her well-being by stepping away from her usual weekend habits.

_____ In the middle of a heated argument, Alex suddenly fell silent. He looked at his friend, realizing that their friendship was worth more than winning this battle. Taking a deep breath, he decided to let the matter go.

_____ The search team had combed through every inch of the forest, hoping to find some trace of the missing hiker. Days passed without a clue, and resources were running low, so they prepared to return home.

_____ After years of working overtime and missing family events, Linda decided it was time for a change. She handed in her resignation, knowing she deserved a role that would give her more balance and fulfillment.

_____ After weeks of trying to fix the old car, Peter finally closed the hood with a sigh. He realized it would be too costly and time-consuming to repair it himself, so he decided to consult a professional instead.

15. Fill in the gaps with appropriate phrasal verbs. Some of them can be used more than once.

1. He had to _____ the authorities after they found evidence against him.
2. Please _____ the book I lent you last week.
3. The balcony doors _____ a beautiful view of the ocean.
4. She decided to _____ her old clothes to charity.

5. The children were told to _____ their noisy play after bedtime.
6. After a long debate, he decided to _____ to her request.
7. They were about to _____ fixing the old car when it finally started.
8. She always _____ her time to help her community.
9. He decided to _____ smoking for his health.
10. The teacher will _____ the exam results tomorrow.
11. This room is _____ students studying for exams.
12. The flowers _____ a lovely scent in the evening.
13. What will happen if he _____ our plan?
14. That's annoying. _____ your screaming!
15. Today is the deadline to _____ your assignment.
16. Please don't _____ me. I'll do my best this time.
17. There's no point in persuading him. He will never _____.
18. She didn't _____ anything _____ about the party so it came as a complete surprise to me.
19. He _____ his free time to help the club.
20. The government says it will not _____ to terrorists.



Reflection and Discussion

16. Answer the questions.

1. Why was the author excited to read *The Hobbit* to his son?
2. What did the author hope to experience while re-reading *The Hobbit*?
3. How did the author feel when he realized he remembered very little of the book?
4. What specific memories of *The Hobbit* does the author retain?
5. How does the author describe his ability to remember his own childhood in detail?



UNIT 4. Parental Home: A Societal Shift

Warming Up

1. Discuss them with the partner the following. Share your ideas with the whole class.

Think about your own ideas of retirement. How do you imagine it for yourself or for older people you know? What role do you think the family home plays in the lives of older people as they retire? Do you think they would want to live independently, with their children, or in some other setting?

2. Read the article and do the exercises given below.

UNDER ONE ROOF

Home, precious home

Mar 25th 2004

ONE of the first things that old people did when they grew richer was to move out of their children's homes. A book by Dora Costa on retirement in America records that in 1880 almost half of retired men lived with their children; in 1990 the proportion was only 5%. In fact, as home ownership has risen among older people, the trend in a number of countries has been the reverse: the adult children move in with mum and dad.

The relationship between parents, children and the parental home is one of the most emotive issues of retirement. The rise in house prices, says Martin Weale, director of Britain's National Institute of Economic and Social Research, is essentially a way of transferring resources from young to old. So for the young, sharing the home with the grandparents may be a good way to retrieve some of that transfer. A vivid example comes from South Africa. Esther Duflo of MIT looked at what happened to grandchildren there who shared a home with their grandmother after pensions for black people rose sharply in the early 1990s. She found that granddaughters (but not grandsons) grew taller. That suggested the grandmother was using part of her pension to pay for a better family diet. (However, she found no such effect when the grandfather shared the family home.)

The old rarely sell their homes or trade down to release money to live on in old age. Even when one partner dies or moves into a nursing home, the sale of the home is the exception, not the rule. So when an old person needs long-term care, governments (and families) face a quandary. Should the taxpayer carry the main burden of residential care if children who stand to inherit a fine property are unwilling or unable to look after their parents themselves? Or should the family be forced to exhaust the parental savings first before getting state help?

In France, children have a legal obligation to look after their parents, and the government theoretically has the power to recoup from an estate the value of care given to an old person. But such powers are not much used. Understandably, perhaps: when an OECD report on Iceland recommended that old people should exhaust their savings before the state paid for their care, the response was outrage. In the United States, the savings test has spawned an industry, just this side of fraud, to manipulate the ownership of the family home. Governments might find it easier to devise a system of compulsory insurance to pay for old people's nursing care than to tussle with a grieving family over the sale of granny's most valuable bequest.

<https://www.economist.com/special—report/2004/03/25/under—one—roof>



Vocabulary in Focus

3. Find the English phrases in the text that correspond to the given Ukrainian equivalents.

1. _____ володіння нерухомістю серед літніх людей зросло
2. _____ найбільш емоційні питання пенсійного віку
3. _____ продати дорожче житло і купити дешевше, щоб звільнити гроші для життя
4. _____ довготривалий догляд
5. _____ платники податків несуть основне навантаження на оплату проживання в будинках для літніх людей
6. _____ хто може успадкувати гарну нерухомість
7. _____ бути змушеним витратити всі батьківські заощадження
8. _____ юридичний обов'язок піклуватися про своїх батьків
9. _____ право відшкодувати з майна померлого вартість наданого догляду
10. _____ розробити систему обов'язкового страхування
11. _____ сперечатися з сумуючими родичами через найцінніший спадок

4. Write the original phrase from the text (as presented in the previous exercise) next to its synonymous phrase.

1. _____
A legal responsibility to care for their parents.
2. _____
To create a mandatory insurance system.
3. _____
Be compelled to deplete the parents' savings.
4. _____
The most sensitive aspects of retirement.

5. _____
The number of older people owning homes has increased.
6. _____
To struggle with a mourning family over the largest inheritance.
7. _____
The authority to recover the cost of care from the estate.
8. _____
Extended care or sustained medical care.
9. _____
Who are set to inherit valuable property.
10. _____
The public bear the primary cost of nursing home care.
11. _____
Sell a property to free up funds for living expenses.

5. Fill in the gaps the the phrases from the text (as presented in exercises 3 and 4)

1. Some elderly individuals may find themselves having to _____, as the rising costs of healthcare and living expenses outpace their fixed retirement income.
2. In certain legal systems, the government is granted _____
provided to elderly individuals, thereby ensuring that public funds are reimbursed for the services rendered.
3. _____, and this increase has led to a growing number of retirees choosing to remain in their homes, rather than relocating to smaller residences or care facilities.
4. In situations where a family is deeply divided, it becomes difficult _____, especially when disagreements arise regarding the inheritance and care of the deceased's assets.
5. A heated debate surrounds whether _____, especially when families are unwilling or unable to provide the necessary support for elderly parents.
6. In many families, those _____ might feel conflicted about the financial and emotional responsibilities tied to caring for aging parents in their later years.
7. As healthcare costs continue to rise, some governments are considering _____ that would relieve families from the financial burden of elderly care.
8. In some countries, children are legally required to have _____, ensuring that aging relatives are taken care of in their declining years.
9. One of _____ is the dilemma older adults face when deciding whether to sell their family homes to pay for healthcare or to rely on their children for support.

10. If the government cannot provide sufficient support, families may _____, using up funds that could have been inherited by the children to cover the costs of their parents' care.
11. As people age, they often become more reliant on _____, a critical aspect of healthcare that can greatly affect both their quality of life and their families' financial stability.



Reflection and Discussion

Answer the questions.

1. What percentage of retired men lived with their children in 1880? What was the situation in 1990?
2. How does the increase in home ownership among older people change the dynamics of family living arrangements? What trend has emerged in some countries?
3. Why might sharing the home with grandparents benefit younger generations, according to the text?
4. How is the situation different in France compared to the United States in terms of children's responsibility for their parents' care?
5. What are the financial issues surrounding the care of elderly parents? How might property inheritance affect these decisions?
6. According to Esther Duflo's research in South Africa, what positive effects did granddaughters experience from living with their grandmother? What does this suggest about the role of pensions?
7. Should the government require elderly people to exhaust their savings before receiving state assistance for long-term care? What are the pros and cons of this approach?
8. How might the rising cost of housing affect your family's decisions when it comes to caring for aging parents? What impact do you think these trends will have in the future?



UNIT 5. Bridging Generations: Addressing Housing Challenges and Social Isolation

Warming Up

1. Work in pairs. Answer the questions. Get ready to speak to the whole class.

1. What are some of the biggest housing challenges young people face today?
2. How does social isolation affect older people?
3. Can you think of any existing programs or solutions that help connect different generations?
4. Why do you think affordable housing is such a difficult issue to solve?
5. What are some benefits of young and older people living together?
6. How might different generations support each other in a shared living arrangement?
7. What challenges could arise from intergenerational housing?
8. Do you think governments should invest in projects that address both housing and social isolation? Why or why not?
9. How would an ideal intergenerational living community look to you?
10. What personal experiences do you have with different generations living together?



Vocabulary in Focus

2. Fill in the gaps with the given phrases from the box.

to get an idea off the ground
to live round the corner
a close bond
age is catching up with somebody
to take off
overcome negative attitude
through storytelling
need accommodation

1. They have been best friends since childhood and share _____ that has lasted for years.
2. He used to be a great athlete, but now _____, and he can't run as fast as he used to.
3. The new technology didn't seem promising at first, but suddenly, it started _____ and became a global success.

4. She had a great business plan, but it took a lot of effort and funding _____.
5. Many international students _____ when they first arrive in the country.
6. The old man managed to _____ towards younger generations by sharing his life experiences.
7. The charity raises awareness about different cultures _____, making people more open-minded.
8. I love my neighborhood; my best friend happens _____, so we see each other often.

3. Read the given phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

affordable housing	доступне житло
public housing	державне житло / соціальне житло
private housing	приватне житло
temporary housing	тимчасове житло
student housing	студентське житло
subsidized housing	житло з державною підтримкою
low-cost housing	малобюджетне житло
housing shortage	нестача житла
housing crisis	житлова криза
housing affordability	доступність житла
housing inequality	нерівність у доступі до житла
housing bubble	житлова бульбашка
poor housing conditions	погані житлові умови
overcrowded housing	перенаселене житло
housing demand	попит на житло
housing supply	пропозиція житла
housing policy	житлова політика
housing developer	забудовник
housing regulations	житлові норми / правила

4. Fill in the gaps with some phrases from Exercises 3.

1. _____ has become a major concern for young families in urban areas.
2. The government is increasing investment in _____ to support low-income residents.
3. Many students struggle to find _____ near their universities due to high rental prices.

4. The city is facing a severe _____, making it difficult for new residents to find a place to live.
5. A new _____ is planning to build eco-friendly apartments in the suburbs.
6. _____ estates often offer better amenities than public housing complexes.
7. The recent rise in property prices has led to concerns about a _____.
8. _____ has outpaced _____, causing rents and home prices to soar.
9. The government introduced new _____ to ensure safety and fair pricing in rental properties.
10. Many families are forced to live in _____ due to rising rent costs.
11. The mayor announced a new _____ aimed at increasing homeownership among young professionals.
12. The construction of more _____ could help alleviate financial pressure on low-income families.
13. Many people rely on _____ programs to find decent homes within their budget.
14. The country is experiencing a _____, with thousands of people struggling to afford a place to live.
15. Poor families often suffer from _____, which can affect their health and well-being.

5. *Translate the given sentences into English.*

1. **Житлова криза** залишила багатьох людей без можливості знайти місце для проживання.
2. Місцева влада працює над покращенням **доступності житла** для малозабезпечених сімей.
3. Через зростання цін **дешеве житло** користується великим попитом серед молодих професіоналів.
4. Багато сімей залежить від **субсидованого житла**, щоб мати можливість жити в пристойних умовах.
5. Збільшення **попиту на житло** призвело до стрімкого зростання орендних цін.
6. Суворі **житлові регулювання** були запроваджені для захисту прав орендарів.
7. **Житлові забудовники** зосереджуються на будівництві екологічно чистих та енергоефективних будинків.
8. Нестача доступної землі погіршила **дефіцит житла** у великих містах.
9. Студенти часто стикаються з труднощами у пошуку **студентського житла** біля своїх університетів.
10. Уряд планує розширити **державне житло**, щоб вирішити проблему відсутності житла.
11. Багато молодих професіоналів надає перевагу **приватному житлу** через більшу конфіденційність і сучасні зручності.
12. У деяких містах **перенаселене житло** є серйозною проблемою через стрімке зростання населення.
13. Недавній бум на ринку нерухомості викликав занепокоєння щодо можливої нової **житлової бульбашки**.

14. **Житлова політика** спрямована на створення більш справедливого ринку нерухомості.

15. Багато сімей змушені жити у **тимчасовому житлі** після природних катастроф.



Online Course Assignments

6. *Listen to the BBC Positive Thinking Program “All Under One Roof?”*



<https://www.bbc.co.uk/sounds/play/m000cqbw>

and do the test



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=519629>
(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664516>
(translators)



Reflection and Discussion

7. *Work in pairs. Choose any two points for discussions. Get ready to share your ideas with the whole class.*

The Housing Crisis for Young People

Many young people today struggle to find affordable housing due to rising rents and a lack of available properties. This situation forces them to live with their parents longer, share small spaces with multiple roommates, or even face homelessness. The high cost

of living limits their independence and career opportunities. Discuss how this challenge affects the younger generation's quality of life and future prospects.

The Growing Isolation Among Older People

While young people struggle with housing, older individuals often experience loneliness and isolation. Many elderly individuals live alone, with limited social interaction, leading to depression and declining health. In your opinion, how can communities and families help reduce social isolation among the elderly?

A Solution That Benefits Both Generations

The idea of intergenerational housing proposes that young and older people live together, forming supportive communities. Young tenants could help with daily tasks, offer companionship, and bring energy into the lives of older residents. In return, older people could provide wisdom, mentorship, and even lower rent costs in exchange for assistance. Would you be open to such a living arrangement? Why or why not?

Challenges of Intergenerational Housing

Although this concept seems beneficial, it also presents challenges. Different generations have different lifestyles, habits, and needs, which could lead to misunderstandings or conflicts. Privacy, responsibilities, and household rules would need to be carefully structured. What strategies could be implemented to ensure harmony in such communities?

Expanding the Idea on a Larger Scale

The success of a local intergenerational housing project could inspire a nationwide initiative. However, for it to work, policymakers, businesses, and communities must collaborate. Funding, infrastructure, and public perception play a significant role in its development. How can governments and private organizations work together to turn this idea into a UK-wide solution?



UNIT 6. When Parenthood Feels Like a Mistake

Warming Up

1. Work in small groups. Read the given statement and answer the questions below. Get ready to share your opinions with the whole class.

**Parenthood is often idealized in society,
but some mothers feel regret after having children.**

1. Why do you think parenthood is often idealized in society? What are some common expectations placed on parents?
2. In what ways might the idealization of parenthood contribute to feelings of regret for some mothers?
3. Do you think societal pressures influence the decision to have children? How might these pressures affect a mother's experience after childbirth?
4. What are some challenges mothers face that are often overlooked or downplayed by society?
5. How can a mother's identity and personal goals be affected by the demands of parenthood?
6. Why do you think some mothers feel regret after having children, and what emotional struggles might they face?
7. Is it possible for a mother to love her children but still feel regret about motherhood? Why or why not?
8. How do you think the concept of 'perfect motherhood' affects how mothers talk about their feelings of regret or dissatisfaction?
9. What kinds of support systems can be put in place to help mothers who are struggling with feelings of regret?
10. Do you think it is important for society to create more open discussions about the challenges of motherhood? Why?
11. How might the concept of regret in motherhood impact a mother's relationship with her children and her sense of self-worth?
12. How can the portrayal of motherhood in media influence how women experience their own journey as mothers?

2. Read the article and do the exercises given below.

THE MOTHERS WHO REGRET HAVING KIDS: 'I WISHED I WERE HOLDING A CAT AND NOT A BABY'

While it's rare for regretful mothers to speak out openly, there's evidence that they are a real and struggling minority

Adrienne Matei / Thu 26 Sep 2024

Tanya was never sure about having kids.

She told friends and family she wasn't convinced she wanted to be a mother, that she didn't feel a zest for children. In response, people assured her she'd be overcome with love for her own children, and warned that she would deeply regret missing out on motherhood.

There was "a lot of comfort, and probably unintentional gaslighting", says the Alberta-based 37-year-old, now a mother of two children under five.

Tanya, who requested to withhold her surname for privacy reasons, decided to have a baby in part because she knew her husband wouldn't be fulfilled without experiencing fatherhood. She hoped that all those assurances would be correct, and that she would snap happily into mother mode.

But that is not what happened.

"As soon as I got pregnant I was like: 'Oh God, I don't want to be pregnant,'" says Tanya, whose second child was unplanned. "But I kept believing: 'I'll have the baby and then I'll be fine.'" After giving birth to her first child, she experienced postpartum depression. "I haven't reached a point where it's been fine," she says.

Transitioning into motherhood, Tanya felt a measure of what she calls "identity erasure": the loss of her past self and all she had prioritized and enjoyed, such as making music and teaching yoga. But the issue was more fundamental than that. She simply did not want to be a mom.

Tanya says she feels foolish for making such a permanent, life-changing decision despite her uncertainties.

Her experience, while deeply personal, is part of a larger pattern shaped by societal pressures and expectations that have long dictated women's roles: a weave of patriarchy, religion, capitalism and the gender essentialist idea that those who can bear children should do so.

Women without children have been historically mocked, pitied and stigmatized in many cultures. The notion that having children is the only way to be a "normal" adult woman has long been encoded in US culture. European settlers lived by the "biblical injunction to 'be fruitful and multiply' and the need for children to labor in fields", which led to lots of progeny, writes Rachel Chrastil, historian and author of *How to Be Childless: A History and Philosophy of Life Without Children*.



'I have a pretty carefree life': four adults over 50 on being childfree

Today, the idea persists in tradwife social media content portraying stay-at-home motherhood as idyllic and serene, and is upheld by politicians who reduce access to reproductive care or fretting, like Donald Trump's vice-presidential running mate JD Vance did in 2020, that not having "kids in your life" makes people "miserable" and "sociopathic".

Yet, a growing number of Americans are opting out of parenthood, with the percentage of adults under 50 who say they're unlikely to have kids increasing from

37% in 2018 to 47% in 2023, according to Pew Research Center. Fifty-seven percent of respondents who were unlikely to have kids say it's because they simply don't want them.

"I find it funny in retrospect, how many people say: 'Oh, just because you don't like other people's kids, your own will be different.' I've witnessed people that have birthed their own arch nemesis. You might birth the bane of your existence," Tanya said.

There isn't much data on maternal or paternal regret. But there is some evidence that regretful parents constitute a real, struggling minority.

I kept believing: 'I'll have the baby and then I'll be fine.' I haven't reached a point where it's been fine

Tanya, 37

In 2023, Dr Konrad Piotrowski, a psychology professor at SWPS University of Social Sciences and Humanities in Poland, published a study on parental regret. Piotrowski chose the topic because, in spite of parenthood being "one of the most important roles adults play", he found very little pre-existing research on the issue of regret, which he attributes to its taboo nature.

"I quite often hear from my colleagues that they don't want to believe that parents can admit in a study that they regret having children," says Piotrowski. But when he put out a call to recruit mothers and fathers who regretted parenthood, he was "contacted by dozens of people within a few days".

Piotowski developed a scale for measuring regret, and applied it across two broadly representative sample groups, estimating that in developed countries, 5% to 14% of parents regret their decision to have children and would choose childlessness if they could turn back time. His report referenced one 2013 Gallup poll that asked US parents over 45 how many children they would have wanted if they could re-do their lives. Of those surveyed, 7% responded that they would choose to have no children.

While it is uncommon for regretful parents to speak out openly, they're real. The Facebook group I Regret Having Children has 76,000 anonymous members, while Reddit's r/RegretfulParents has 140,000. On these forums, parents from varying backgrounds vent about anxiety related to their children's health and wellbeing, the financial burdens of raising them, fatigue and lack of support, their loss of self and the way nothing they do is ever enough.

Regretting motherhood doesn't make you a bad mother

Fathers can experience parental regret, but social expectations make regretting motherhood especially controversial, says Orna Donath, doctor of sociology at Tel Aviv University and Ben Gurion University of the Negev, among other institutions, and author of the 2017 book *Regretting Motherhood: A Study*.



People say you'll know – but will I regret not having children?

Those who idealize motherhood might see maternal regret as tantamount to depravity. “There is a tendency to connect between regretting motherhood and abusive and neglectful behavior,” notes Donath.

“This is a rather careless assumption,” she says; being a regretful parent does not equate to being abusive, nor does it necessarily imply a lack of love for one’s children.

All of the 23 regretful mothers Donath interviewed for her analysis on the subject emphasized that the target of their regret was not their children, but the role of motherhood itself. Several felt regret from the moment they became pregnant, and linked their feelings to the realization motherhood was not suited for them, rather than their children as individuals.

“I regret having had children and becoming a mother, but I love the children that I’ve got ... I wouldn’t want them not to be here, I just don’t want to be a mother,” explains Charlotte, a 44-year-old participant in Donath’s study.

Effy, a 31-year-old single mother of a toddler, experienced regret not long after giving birth. “When my baby was two months old, I saw a family member holding a cat, similar to how I was holding my baby. I felt a pang of jealousy and that I had made a severe mistake. I wished I were holding a cat and not a baby,” she said.

Effy tells me she has been able to focus on being a good mother despite not finding joy in her child. “I trust that the better job I do at parenting when he’s young, the better job he will do at being self-sufficient when he grows up,” she says.

A mother can also develop excellent parenting skills and beneficial personal traits despite feeling regret. “I am a better person because I’m a parent,” says Tanya. “Parenting has forced me to decenter myself. And through that, I have noticed myself become a lot more compassionate. I’m a better listener. I’m more patient, I’m more empathetic. And all of this is definitely fueled by the job of parenting, because I have to at least try to do the job well.”

Because emotions are not binary or exclusive, love and regret are not necessarily paradoxical, says Donath. Conversely, she says, parents can be indifferent or hostile toward their children without regretting them.

Nonetheless, regretful mothers are often “treated as monsters”, says Donath.

This is eventually what happened to Tanya. Struggling with her feelings, she opened up to a friend.

“She called my parents and there was a whole intervention where they were like: ‘Do you need to go to the hospital? Are you OK? We’re scared for you.’ And I was like: ‘I’m not gonna hurt anybody. I’m not gonna hurt myself,’” she recalls.

As a result, Tanya now only discusses her feelings with her friends or family in anodyne terms. “They hear me if I say I’m having a hard day or I’m tired,” but it can be too much for people, she says, “to understand that you can be a great parent and you can love your children – you can actively be doing a great job at being a mother and regret it”.

Finding solidarity with other regretful mothers

California-based entrepreneur and host of the podcast *Call Her Daring*, Kelley Daring, 46, reads anonymously submitted accounts of maternal regret on TikTok; she featured Tanya’s in April.

Childfree by choice, Daring serves as a calm, humanizing surrogate voice and face for regretful mothers. She encourages her audience to listen and empathize, rather than assume that someone who regrets having children is simply a bad parent.

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“My approach is about informing and educating, so that women can make better choices for themselves” when it comes to whether to have children and the realities of parenthood, explains Daring. She has received many messages thanking her for opening up this conversation and helping people “feel less alone in their own regret”, she says.

Effy tells me she had never heard parental regret discussed prior to finding Daring’s account. Hearing other people’s stories of parental and marital regret helped her gain “the confidence to know I’d be happier as a single mom,” and leave her partner. These videos made it “easier to deal with and release the feeling of shame”.

Daring also shares perspectives submitted by childfree people. Stories about being nurturing, maternal and loving to the children in our lives – by being a “cool auntie”, mentor, step-parent or friend – can defang the threat that forgoing motherhood leads to loneliness and misery by helping people imagine a happy, connected life that does not hinge on reproduction.

Navigating maternal regret

Dr Ashurina Ream, a Phoenix-based clinical psychologist specializing in perinatal mental health, frequently encounters parental regret in her practice.

Ream notes that regret is often buried beneath layers of internalized shame. Instead of addressing their regret directly, patients express feelings of inadequacy in their parenting, coupled with anxiety, depression and burnout. They struggle with the “huge discrepancy between this vision or idea of what they thought motherhood was going to be like and the reality of it”, says Ream.

“If you are holding on to feelings of regret, seeking help is really important,” says Ream, particularly with a therapist equipped to understand and address the underlying factors that may be amplifying your feelings. These could include unaddressed mental or physical health challenges, unresolved trauma or fears of repeating negative generational cycles and revisiting difficult early life experiences.

I wouldn't want [my children] not to be here, I just don't want to be a mother
Charlotte, 44

For even stronger negative feelings towards your child, such as hate, Ream would “highly suggest individual and family therapy to figure out what’s at the root of that and how you change that so not everyone in your household is feeling miserable”. She also recommends Postpartum Support International, which has a helpline for parents and a directory of mental health providers.

“Most often parents are suffering because they are still trying their absolute best to do a really great job while also deteriorating because they’re holding onto something

that they haven't shared with anybody," Ream says. She cautions against sharing feelings of regret unless you are absolutely certain the person you're sharing them with has your best interests at heart and is capable of engaging with challenging aspects of human complexity. But sharing them with a truly non-judgemental support person can be important.

She warns that reacting judgmentally to someone's confession of maternal regret is "very harmful". Parents are coping with immense pressures in a system that does little to support their access to affordable childcare and paid work leave; heaping more guilt on them compounds shame and adds to their emotional burden. "We live in a society that does not value women, unfortunately, and does not support parents," she says.



When I became a mother, I lost my body –
and realized it never belonged to me

Loss of identity is a common experience for new mothers. Ream emphasizes that maintaining or restarting personal interests, relationships and hobbies can be emotionally stabilizing. Parents may reflect on the "old life" they miss, especially when their kids are young, but normalcy, comfort and independence can re-emerge at any time, and be anchoring forces that improve the dynamics of a household even if they don't totally ameliorate regret.

Tanya has been making space for other parts of her life lately and says she is feeling just a little more like herself. "I hadn't even been to a yoga class in a few years," she tells me. "This week I went twice and I was like: 'Oh yeah, there she is. She's in there somewhere.'"

<https://www.theguardian.com/wellness/2024/sep/26/regret-having-children-no-kids-cultural-taboo>



Vocabulary in Focus

3. Match the words with their definitions.

1. gaslighting	A. to treat someone or something unfairly by disapproving of him, her, or it
2. to stigmatize	B. the young or offspring of a person, animal, or plant
3. progeny	C. behaving or feeling in the way that a mother does towards her child, especially in a kind, loving way; related to a mother's side of the family
4. a tradwife	D. being almost the same or having the same effect as something, usually something bad

5. to birth	E. to cause to lose or shift from an established center or focus
6. maternal	F. the action of tricking or controlling someone by making them believe things that are not true, especially by suggesting that they may be mentally ill
7. paternal	G. to produce a baby or young animal from your body
8. tantamount (to sth)	H. to make a bad or unpleasant situation better
9. to decenter oneself	I. the state or fact of being normal, usual, or expected
10. normalcy	J. able to provide everything you need, able to take care of yourself, to be happy, or to deal with problems, without help from other people
11. to ameliorate	K. typical of or like a father, especially a kind father; coming from or relating to someone's father or his side of the family
12. self-sufficient	L. a woman who embraces traditional gender roles and focuses on homemaking and supporting her husband by raising children, cooking, and cleaning the house, while her husband serves as the primary breadwinner

4. Write the words from exercise 3 that are synonyms of the given lexemes.

1.	independent, self-reliant, autonomous	
2.	manipulate, deceive, mislead	
3.	improve, enhance, alleviate	
4.	condemn, label, discredit	
5.	normality, routine, regularity	
6.	offspring, descendants, heirs	
7.	shift, displace, redistribute	
8.	traditional wife, homemaker, housewife	
9.	equivalent, comparable, identical	
10.	to deliver, to bear, to bring forth	
11.	fatherly, patriarchal, father-like	
12.	motherly, nurturing, protective	

5. Write the words from exercise 3 that are antonyms of the given lexemes.

1.	abnormality, irregularity, disorder	
2.	ancestors, forebears, predecessors	
3.	centralize, focus, concentrate	
4.	dependent, reliant, needy	
5.	to abort, to end, to prevent	
6.	paternal, unmotherly, distant	
7.	different, opposite, unlike	
8.	support, validate, reassure	

9.	career-driven, progressive spouse, working wife	
10.	worsen, aggravate, intensify	
11.	honor, praise, glorify	
12.	maternal, childlike, subordinate	

6. Fill in the gaps with the words from exercise 3.

1. His refusal to apologize was _____ to an admission of guilt.
2. She proudly embraced the role of a _____, focusing on homemaking and raising their children.
3. After the storm, the community worked hard to restore _____ to their lives.
4. She hoped _____ her first child in the same hospital where she was born.
5. The new policies aim to _____ working conditions for employees.
6. Living off the grid has made them entirely _____.
7. They took great pride in their _____, who had accomplished so much.
8. The new educational approach seeks to _____ traditional teaching methods and focus more on student-led learning.
9. It's wrong to _____ individuals based on their mental health conditions.
10. She felt a strong _____ instinct to protect her child.
11. He tried to _____ her into thinking she was the one who'd made the mistake.
12. He displayed a caring, _____ approach to guiding his students.

7. Read the given phrases in English along with their Ukrainian translations. Work in pairs: First, cover the Ukrainian part and translate the English lexemes/phrases without looking. Then, reverse the process: cover the English part and translate the Ukrainian into English.

feel a zest for	відчувати пристрасть до
snap happily into mother mode	радісно переключитися на материнство
postpartum depression	післяпологова депресія
biblical injunction to 'be fruitful and multiply'	біблійна настанова «плодіться і розмножуйтеся»
opt out of	відмовитися від
arch nemesis	закляті вороги
the bane of your existence	прокляття вашого існування
vent about	виговоритися про
a pang of jealousy	приступ ревнощів
in anodyne terms	в обережних формулюваннях
calm, humanizing, surrogate voice and face	спокійний, людяний представник
defang the threat	послабити загрозу

8. Use the phrases from exercise 7 to complete each sentence. Each phrase can be used only once.

1. After hearing a friend's joyful parenting stories, she suddenly felt ____ and wondered if she was missing out by not having children.
2. He admired his friend's ability to ____ without hesitation, finding such an instinct surprising.
3. For some people, choosing to ____ parenthood can be challenging, especially with societal expectations.
4. Religious teachings, like the ____, often encourage people to prioritize family life.
5. Although she tried to share her feelings with her friends, she would only discuss them ____ to avoid overwhelming them.
6. The therapist's ____ helped regretful parents feel understood and less isolated.
7. Despite his affection for his pet, he often joked that the cat was actually ____, always creating chaos in the house.
8. For months after giving birth, she struggled with ____, which made it difficult to adjust to her new role as a mother.
9. He saw his colleague as ____, always challenging him and creating tension at work.
10. She found it refreshing to ____ her daily struggles with a friend who could listen without judgment.
11. Hearing other people talk about their joyful experiences helped ____ of being childfree.
12. Watching someone else achieve what she'd been working toward gave her ____, though she tried to hide her feelings.

9. Translate into Ukrainian.

1. After years of monotonous routine, she began to *feel a zest for* life again when she discovered a new passion for painting, infusing her daily existence with a renewed sense of excitement and purpose.
2. Despite her busy professional life, Maria could *snap happily into mother mode* the moment she walked through the door, effortlessly transitioning from boardroom leader to nurturing parent without missing a beat.
3. The rise in awareness surrounding *postpartum depression* has led to more open conversations about the mental health struggles many new mothers face, allowing them to seek the support they need during a critical period of adjustment.
4. The *biblical injunction to 'be fruitful and multiply'* has been a foundational belief for generations, often influencing societal norms and expectations about family life, despite evolving perspectives on individual choice and autonomy.
5. In a society that frequently celebrates parenthood as the pinnacle of personal fulfillment, many individuals are finding the courage to *opt out of* traditional family life in pursuit of more unconventional but equally meaningful paths.
6. When discussing her complicated relationship with motherhood, Sarah often spoke *in anodyne terms*, carefully avoiding the raw emotions and deeper conflicts that had begun to surface after the birth of her second child.

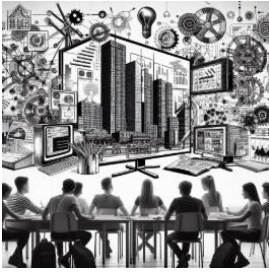
7. As a counselor, Dr. Thompson became the *calm, humanizing, surrogate voice and face* for many individuals navigating complex issues, offering empathy and understanding that allowed them to process their emotions without judgment.
8. For years, the constant noise of the city had been *the bane of your existence*, robbing her of peace and tranquility, until she moved to the quiet suburbs and rediscovered a sense of calm.
9. In the corporate world, John's colleague quickly became his *arch nemesis*, always competing for the same projects and undermining his efforts at every turn, turning their professional rivalry into a personal obsession.
10. After a particularly trying day at work, she called her best friend to *vent about* the frustrations of office politics, knowing she could speak freely without fear of judgment or reproach.
11. The documentary aimed to *defang the threat* of climate change denial by presenting irrefutable scientific evidence and human stories that illustrated the immediate consequences of inaction, hoping to shift public perception once and for all.
12. In the early days of his career, the constant stream of emails seemed *the bane of your existence*, overwhelming him to the point of exhaustion, until he developed strategies for time management that restored a sense of control over his workday.



Reflection and Discussion

10. Each of the following statements is false. Explain what is wrong in each statement.

1. The idea of parental regret is a recent phenomenon, with no historical or societal context that could explain the existence of such feelings.
2. The Facebook group “I Regret Having Children” consists primarily of parents who regret their decision due to the lack of financial support rather than emotional or personal challenges related to parenthood.
3. Regretful mothers are often indifferent to their children and are incapable of forming strong bonds with them, as regret inevitably leads to neglect or emotional distance.
4. Kelley Daring’s TikTok content predominantly focuses on the glorification of regretful motherhood, without offering any positive perspectives on parenting.
5. According to Dr. Ashurina Ream, parental regret is always linked to severe mental health disorders and is indicative of an inability to care for one’s children.
6. Effy’s decision to leave her partner was primarily driven by her regret for becoming a mother, and not by other relationship dynamics or personal desires.



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Narrative Structures and Storytelling in News Discourse

1. Read the following and do the tasks below.

The role of narrative structures in news discourse has garnered significant attention in recent years, particularly with the application of Labov's narrative framework to journalistic storytelling. Labov's framework, which includes elements such as the abstract, orientation, complicating action, evaluation, resolution, and coda, offers a structured way of analyzing how stories are told in everyday language. According to Bednarek (2021), "Labov's framework is particularly useful in analyzing the sequence and structure of events, helping to unpack how journalists create coherent and compelling narratives from complex events." By applying Labov's model, news outlets are able to craft a narrative that not only informs but also engages readers emotionally, drawing them into the story. For instance, a news report on a natural disaster may first present the background (orientation), followed by the unfolding events (complicating action), and conclude with the aftermath and recovery efforts (resolution). The application of Labov's framework helps journalists maintain clarity while ensuring the story is accessible and emotionally impactful.

In constructing news stories, journalists often rely on archetypal characters such as heroes, villains, and victims to frame events in a way that resonates with the audience. According to van Dijk (2018), "the construction of heroes, villains, and victims is a key aspect of how narratives are shaped in the media, reflecting broader societal values and cultural narratives." Heroes in news stories are typically portrayed as individuals who exhibit bravery or moral righteousness, while villains are depicted as those responsible for wrongdoing, and victims are shown as deserving of empathy and aid. For example, in coverage of a political scandal, the politician may be framed as a villain, the investigative journalist as a hero, and the citizens affected by the scandal as victims. This narrative structure not only makes the story easier to follow but also invites readers to align with certain perspectives, shaping their emotional response to the event. As van Dijk (2018) further asserts, "These characterizations are not merely reflections of reality but are often constructed through journalistic choices and framing techniques."

Despite the effectiveness of narrative structures in engaging readers, the balance between objectivity and storytelling techniques in news reporting remains a contentious issue. While storytelling techniques help make the news more accessible and relatable, they can also compromise the journalistic principle of objectivity. According to Zohar (2020), "the challenge for journalists lies in striking a balance between crafting a compelling narrative and maintaining impartiality, as the line between factual reporting and opinion can often become blurred in the process." The use of emotional language, selective detail inclusion, or framing can subtly influence the reader's perception, even if the article claims to be objective. This raises concerns about the potential bias inherent in journalistic practices, as certain facts may be emphasized or downplayed to support a particular narrative. For instance, a report on a controversial political figure may include strong language that paints the person in a negative

light, even if the overall facts are balanced. In this case, the narrative structure can inadvertently shape the public's perception of the event or individual in question.

Furthermore, the proliferation of digital media and the rise of sensationalized news have heightened the tension between objectivity and storytelling in journalism. As digital platforms prioritize user engagement, there is increasing pressure on journalists to craft stories that capture attention while still appearing to be informative and unbiased. This has led to an increased reliance on emotive language, dramatic headlines, and vivid storytelling techniques that can sometimes overshadow the factual content. In their study on the impact of digital media on journalistic objectivity, Johnson and Thurston (2019) argue, "The rapid consumption of news in the digital age demands that journalists adapt their narrative techniques to fit the new media landscape, but this can often lead to the erosion of traditional standards of objectivity." While these storytelling techniques are undoubtedly effective in engaging readers, they also raise critical ethical concerns about the role of journalism in shaping public opinion. As such, the use of narrative structures in news stories continues to be a double-edged sword—enhancing the storytelling aspect of journalism, yet potentially undermining its credibility.

In conclusion, the application of Labov's narrative framework, the construction of archetypal characters, and the balance between objectivity and storytelling are all integral aspects of news discourse. Journalists use these techniques to craft compelling narratives that engage audiences, but they must be mindful of their ethical responsibilities. As Bednarek (2021) notes, "While narrative techniques can enhance the impact of a story, they must be used judiciously to preserve the integrity of journalism." The challenge for contemporary news outlets lies in maintaining the delicate balance between creating engaging, informative content and adhering to the fundamental principles of unbiased, fact-based reporting.

References

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3. Zohar, A. (2020). *Objectivity and Storytelling: A Tension in Modern Journalism*. *Media Ethics Journal*, 22(1), 33-47.
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2. Read through the article carefully and identify the key events reported.

3. Apply Labov's narrative framework to the news story. For each event, classify the following:

- ✓ **Abstract:** How does the article introduce the story or provide a summary of what happened?
- ✓ **Orientation:** What background or contextual information is provided?
- ✓ **Complicating Action:** What is the key event or problem described in the story?
- ✓ **Evaluation:** How does the article evaluate the events or provide insight into their significance?
- ✓ **Resolution:** How does the article resolve the situation or provide closure?
- ✓ **Coda:** Is there a conclusion or any final remarks that wrap up the narrative?

4. Identify the key characters in the article, particularly focusing on any heroes, villains, or victims mentioned.

5. *Determine the role each character plays in the story:*
- ✓ *Who is portrayed as a hero? What characteristics or actions contribute to this portrayal?*
 - ✓ *Who is portrayed as a villain? How does the article frame this individual or group negatively?*
 - ✓ *Who is portrayed as a victim? How is the victim positioned in the narrative, and what emotions or responses are elicited from the audience?*
6. *Analyze the framing techniques used by the journalist to construct these roles. Are there any specific phrases, adjectives, or actions emphasized to create a particular image of these characters?*
7. *Evaluate the tone of the article. Does the writing seem objective and neutral, or does it lean more toward a narrative with emotional or biased language?*
8. *Identify storytelling techniques used in the article, such as vivid descriptions, emotive language, or dramatic framing.*
9. *Analyze the potential impact of these techniques on the reader's perception of the event. Does the article maintain an objective stance, or does it seem to sway toward a particular perspective?*
10. *Consider the ethical implications: How might the balance between storytelling and objectivity affect the credibility of the article? What could be the consequences of such choices on public opinion?*
11. *Write a reflection on how the article navigates the tension between crafting a compelling narrative and maintaining journalistic objectivity. Do you think the journalist succeeded in balancing both elements? Why or why not?*
12. *Identify instances of passive voice in the article. Note where the subject of the action is omitted or obscured.*
13. *Analyze the effect of passive voice and agent deletion on the tone of the article. How does it affect the reader's understanding of responsibility or accountability?*
14. *Consider the ethical implications of using passive voice in certain contexts. Does it obscure the responsibility of key individuals or groups? Is this an intentional choice by the journalist, and why might it be used?*
15. *Provide examples of passive voice and discuss whether the choice to use it was appropriate in these instances or if it created ambiguity in the reporting.*

STORIES IN CONTEXT

UNIT 7. BULLS

by ALLAN MARSHALL

Allan Marshall (1914–1980) was an Australian writer best known for his autobiographical works and short stories that celebrate resilience and the human spirit. Born with polio, which left him with a lifelong disability, Marshall's writing often reflects his own experiences of overcoming physical challenges and exploring themes of perseverance, community, and the Australian rural landscape. His most famous work, *I Can Jump Puddles*, is a poignant and inspiring memoir that chronicles his childhood and determination to live fully despite his disability.

Marshall's writing style is characterized by simplicity and an engaging narrative voice, allowing him to connect with a broad audience. His portrayal of rural Australia is vivid and empathetic, capturing the unique spirit of country life. Throughout his career, Marshall contributed significantly to Australian literature by offering stories of hope and triumph, often drawing on his personal experiences to illustrate broader themes of courage and determination. His work continues to inspire readers with its message of optimism and strength in the face of adversity.



<http://surl.li/hdbfke>

1. Read the story and do the tasks given below.

The little girl ran quickly from the shed and stood listening.

Again she heard his voice, loud and menacing:

'Bring up those cows, blast you!'

She darted back and hid a tin of mud beneath a loose board on the floor. She wiped her hands on her stained, blue dress and ran towards the paddock gate calling with rising and falling inflection:

'Ja-ack, Ja-ack!'

A black dog rushed after her, barking excitedly.

'G'way back!' she commanded, pointing.

The dog sped past her, its flexible body animated with an intense energy. The little girl picked up a long stick that lay on the ground and followed, running with short, swift steps.

The cows were scattered across the paddock. Some were lying down. At the sound of the dog's imperative barking, they rose laboriously to their feet and commenced to walk towards the track that led to the cowyard.

The little girl stopped. She leant on her stick, waiting for the dog to collect those in the far corner. She was seven years old and had brown skin and smooth, round limbs. Her fair bobbed hair hung in an untidy mass from her head. When she ran it shook across her eyes so that she could not see. She would toss her head and push it back with her hand,

but its natural position seemed to be before her face. It was generally adorned with a dirty ribbon secured by a single knot. The ends hung to her shoulders, the original bow having disappeared earlier in the day.

The cows soon collected into a herd that moved slowly towards the yard at the end of the paddock. Occasionally one would stop and bellow loudly. The little girl urged the lagging ones by running to and fro, shouting and waving her stick. The dog barked and snapped at their heels. Some broke into a clumsy trot, their heavy udders swinging violently from side to side.

A bull walked among the cows. The little girl glanced at it frequently. As it altered its position she moved so as to keep as far away from it as possible. This fear was always with her. Frightened thoughts startled her in the midst of play, like the touch of cold hands. In the night the bull's head came out of the darkness and looked at her.

The bull walked with its head held low, swinging it from side to side with the movements of its body. The tremendous muscles on its shoulders rose and fell. Its staring, wicked eyes seemed to be always looking back at her. They were concentrated and intent as if it were listening to the sound of her feet swishing through the long grass.

The little girl knew that some day it would whirl suddenly and rush at her with its short, black-tipped horns. It would bellow and toss her and throw her to the ground and she would never move again – like the calves her father struck on the head with a piece of iron. Then the bull would go back to the herd and her father would milk the cows just the same.

He stood at the open cowyard gate, swearing at the delay. 'Blast you! Get a move on.'

He was a large man with a heavy, unshaven face. He scowled continuously. His lips were full and bore small, dry flakes of skin. His round, obese stomach, confined by a tightly stretched galatea shirt, bulged over the twisted leather belt that supported his dungaree trousers. The cuffs were caught up by the tags on the back of his boots revealing the boots in their entirety like the enormous, misshapen hooves of some grotesque animal. The untied laces were almost hidden by an accumulation of pollard, mud and chaff. His felt hat was stained with milk, and stuck to the grease were numerous small red hairs from the flaks of the cows against which he had pressed his head. There breathed from his clothes, and accompanied him continuously, an odour repulsively animal – the smell of the cowyard.

The little girl ran backwards and forwards behind the herd. The dog barked frantically. The cows plunged through the mud which lay deep round the yard, striving to get away from the snapping teeth.

'Hi! Hi!' called the father.

The cows, crowding and jostling, flowed into the first yard, which was unstoned and knee-deep in black, slimy mud. The little girl plodded through the morass and closed the bottom gate. Her father opened the one leading into the small paved yard confronting the bails. The cows standing near moved forward, lifting their legs high as they pulled them from the mud, and heaving their bodies as they clambered on to the stone paving.

The father put two fingers in his mouth and whistled. The dog appeared and rushed in among the cows. They jammed and pushed in the gateway, their heads held aloft, forced up by the hindquarters of those in front of them. They crowded forward, slipping and horning one another.

'That's enough, Mick,' came a plaintive voice. The little girl's mother stood at the entrance to a bail holding a bucket. The father kicked at the cows coming through and forced the gate shut. The cows nearest the bails walked into their position.

The little girl hurried from bail to bail, pulling the rope that manipulated the upright securing their heads. She leg-roped them, pushing hard against their flanks to force them against the rails, and pulling their legs back into an unnatural rigid position. Their legs were thick with dripping mud and the ropes became slimy snakes, horrible to touch.

A bucket made from half a kerosene-tin and a piece of wire hung from a nail driven into one of the posts. The father lifted it down and filled it with water. He took a dirty rag that lay on a bench. He went to each cow and, resting a hand on their flanks, he bent and soused their udders and teats with splashings of cold water. Many of the udders had been dragged in the mud. The water became black. A muddy sediment collected in the bottom of the bucket.

He commenced milking. His pudgy hands pressed and released the teats tirelessly. They seemed to have an existence apart from his clumsy body. The milk spurted in rapid streaks. A white froth arose in the bucket. Where the straight, white stems lost themselves in the froth, a grey, discoloured circle appeared making an unclean stain upon the white surface.

He often squirted milk on his hands to moisten the grip. Mixed with mud from the udder, it dripped from his fingers in round, grey drops. Where the top of his hand pressed against the udder a circular encrustation of grease and dirt collected.

'Let some more in!' he yelled at the little girl. She ran to the gate and swung it open. The bull entered with the cows.

'Open a door and let that bull through!' he commanded. The bail doors were weighted and had to be held open. The bull's body would brush hers as it passed. The little girl was afraid and made no move to obey. She stood pressed against the fence, looking first at the bull and then at her father.

He rose from his milking block in a rage. He pointed at the door and roared: 'Open that blasted door, I say!'

The little girl took a few faltering steps forward, 'The bull,' she said weakly. Her powerless eyes never left his face. He put his bucket on the stone floor and stepped out of the bail. The little girl shrank back, her clenched hands pressed against her mouth, her terrified eyes looking upwards.

The head and shoulders of her mother arose from behind a cow. 'She is afraid of the bull, Mick.'

'Afraid, is she!' snarled the father. 'I've told her the bull is harmless. She's lazy, that's what's wrong with her'. The head and shoulders of the mother shrank from view.

'Come here!' he shouted, his head thrust forward.

The little girl came to him as a dog would that expects a blow.

'Open that door!' he mouthed, pointing with his hand and looking down on her.

As she turned to obey him, he struck her heavily between the shoulders, precipitating her violently forward for a few steps. He watched her, then walked over to the bull and drove it toward the bail.

The little girl watched it approaching. As it drew near, her eyes slipped here and there with quick little movements like the eyes of a bird. It came straight towards her, its head swinging low, its small black eyes gleaming. She stood very still with one arm outstretched to the door, the other held stiffly by her side. The bull's head passed her barely a foot away. She could see the red, curling hair between its eyes, the texture of its horrible horns, its black slimy nostrils. She felt its hot breath.

Her father returned to his milking, grumbling.

'She'll turn that bull savage, that's what she'll do. You've got to stand up to them. It knows me. I flogged it once and it's never forgotten it. What with her howling and running every time it comes near, it'll never be safe.'

Swish, swish, went the milk in the buckets. The cows, with heavy, drooping lids, chewed their cuds in silent ecstasy. The milk sang from the coolers.

Each Monday her father drove to the township five miles away. Her mother accompanied him. The little girl stayed at home to 'look after the place'. She played with the dog and built little houses beside the hay-shed with bags and fencing rails. On one of these days she sat on the paddock gate watching the bull feeding. A deep hatred of it stirred her. That morning it had shaken its head at her as it walked through the bail. She suddenly felt she wanted to hurt it. She remembered her father's words, 'I flogged it once and it has never forgotten it.' She would like to flog it too. She pondered on ways of hurting it, of making it afraid of her.

She climbed from the gate and ran to where a bluish dog with one wall eye was chained beneath an old gum-tree. Her father used him when he drove cattle to the saleyards or brought springers from the dry paddocks. She unfastened the chain from his collar. He bounded away and tore round the yard, glad to be free. He stopped suddenly beside a bucket of water and began to drink noisily.

'Here, boy!' she called.

She ran with him to the paddock fence and climbed through. She walked watchfully towards the bull, then stopped and waving her hand urged the dog: 'Sool 'im, Bluey! Get hold of him!'

The dog gave a delighted yelp and raced towards the bull. He dived in, snapped at the animal's hocks and shot past, propping frantically.

The bull gave a startled jump; then, realising the dog's intention, commenced trotting down the paddock. Again the dog drove at him, sinking his teeth into the firm, sinewy legs. The bull broke into a lumbering gallop. The dog followed, harrying the animal with vicious, perfectly timed attacks. The bull kicked as it ran. It kept turning its head from side to side so that it could watch the dog leaping behind it. The dog was an old heeler and squatted low as it snapped, so that the powerful legs shot over its head. The bull slowed down, then turned and, lowering its head, made a rush at the dog. The dog dodged and tried to get behind the bull so that it could continue its onslaught; but the larger animal kept turning so that its horns always confronted its

antagonist. The dog made short little jumps towards the bull's head, barking savagely. This continued for some time. The dog paused and, evading the bull's horns with a quick bound, dashed in, biting savagely at the bull's legs. The beast again set off at a gallop.

Later they stopped and repeated the performance.

Occasionally the dog looked towards the little girl for encouragement. It stood still with one front paw raised, its ears pricked, its tongue dripping. Her voice: 'Sool 'im, boy. Get to him,' relieved its dog's mind of any doubt as to the wisdom of this unusual latitude and it returned eagerly to its persecution.

Round the paddock they went. Long threads of saliva floated from the bull's mouth. Its shoulders were streaked with shining strands. Its sunken flanks rose and fell. Blood from its torn hocks dripped to the ground. At last, almost exhausted, it made a stand in a corner, its back to the fence, and defied the dog's attempts to rout it. It pawed the ground, tossing lumps of earth and grass shoulder high with sullen rage. It dropped to its knees, burying first one horn and then the other in the earth and flinging its head upwards. Small lumps of damp soil and grass adhered to the ends of its horns. It bellowed ominously.

The dog stood in doubt. It looked towards the little girl for guidance. But a sudden fear smote the little girl and she called the dog to her and ran swiftly towards the house, her heart beating rapidly.

When her parents returned her mother hurried her into the house. Her father wasn't well. He staggered and swore. Her mother cut the child a thick slice of bread and jam. Her movements were flurried and nervous. She was a thin woman with tired eyes. Two bright red smudges of colour high on her cheekbones stood out from the pallor of her face. She glanced often at the door and urged the little girl to hurry.

'Bring up the cows quickly,' she said. Your father isn't well.'

The little girl trotted across the paddock munching the bread and jam. She kept as far away from the bull as she could. One of the cows was standing near it. The little girl was afraid to approach any closer. She urged Floss to 'fetch her out', but the cow was one that her father had bought at a sale the week before, and refused to leave the corner where it stood looking towards some distant hills and sometimes lowing in a restless, unsettled way.

The little girl looked first towards the house and then towards the cow. She began to cry. Floss trotted up with wagging tail and pushed her damp nose against the little girl's limp hand. They both walked after the rest of the cows which were approaching the yard.

'You haven't brought in the brindle cow, you little fool!' her father yelled. 'Go and get her.'

'The bull . . .' she began faintly.

Her father spurned the stool back with his booted foot and took several quick steps forward, but the little girl turned and ran across the paddock towards the corner in which the bull stood motionless, its head bent at an acute angle.

When she got half-way there she stopped and looked towards the yard. Her father was watching her, his big hands resting on the top of the gate.

'Get a move on there,' came his voice.

She approached a little nearer to the bull then stopped once more. Again her father's voice bellowed from the yard. She did not move.

He slammed the gate savagely behind him and walked towards her. The little girl watched him approach, plucking at her skirt with her fingers. When he was so near that she could see his face she sank upon her knees in the grass.

'Get up,' he said through his teeth.

She made no effort to obey him but crouched closer to the ground, her legs drawn beneath her, her elbows close to her sides, her hands pressed palm downwards on the grass. He kicked her. Anguished sobs, almost inaudible, shook her. He seized her by the shoulder and lifted her to her feet. 'You'll come with me, miss,' he said.

He dragged her towards the bull. It stood with stiffened muscles but, as they approached, it began to bellow menacingly and shake its head.

The father hesitated and released his hold on the little girl. She darted through the fence like a terrified rabbit. He picked up a dry clod and hurled it, with a curse, at the animal.

The bull made a sudden, swift rush. It went forward with great through the valley.

It went forward with great bounds, digging its hooves into the ground. All the tremendous power of its smooth, rounded muscles was concentrated in hurling its heavy body at this hated man.

He flung out his arms, took a faltering step backwards, then turned to run. His eyes were wide open. Curved wrinkles corrugated his forehead. The muscles of his hanging jaw were loose and flabby. He cried out with a loud, harsh voice. The enormous head struck him, a driving horn caught him in the armpit. The bull tossed its head, lifting the man from his feet and flinging him sideways like a loosely-filled sack. He fell sprawling to the ground. In a very access of fury, foam flecked and bellowing, the bull turned and hurled itself at the recumbent figure. It gored it into the soft grass, using the body as a pivot round which it circled with its hindquarters. The thing's passiveness infuriated it the more. It buried its red horns in the shapeless bulk again, and again, and again. ...

Commentary

1. Morass – 1) an area of muddy or boggy ground 2) a complicated or confused situation. If you describe an unpleasant or confused situation as a morass, you mean that it seems impossible to escape from or resolve, because it has become so serious or so complicated. E.g.: *I tried to drag myself out of the morass of despair.*

2. Township – 1) a small town 2) *in the Scottish Highlands and islands*: a small crofting community 3) *in the US and Canada*: a territorial area, especially a subdivision of a county: often organized as a unit of local government 4) *formerly, in South Africa*: a planned urban settlement of Black Africans or coloured people.

3. Springer – also called: **springing cow** – a cow about to give birth to a calf.

4. Wall eye – a deficiency related to a sore eye when the sight is impaired and special operational treatment is necessary.

5. Heeler – *especially in Australia and New Zealand*: a dog that herds cattle by biting at their heels. This is not a special breed of dogs but rather a well-trained one.

6. Dungaree trousers – a garment consisting of trousers with a bib held up by straps over the shoulders, made of calico, denim, or a similar material and worn as casual or working clothes.

7. Galatea shirt – a strong twill-weave cotton fabric, striped or plain, for clothing; the origin of the name is metonymic – after the man-of-war HMS Galatea (the fabric was at one time in demand for children's sailor suits).



Vocabulary in Focus

2. Study the given verbs and group them according to whom they describe: cows, the bull, the dog(s). Write out the sentences with them from the text.

- | | | |
|------------|------------|-----------|
| 1. bark | 11. gallop | 21. rush |
| 2. bellow | 12. kick | 22. sink |
| 3. charge | 13. leap | 23. snap |
| 4. chew | 14. lower | 24. snap |
| 5. clamber | 15. move | 25. stop |
| 6. crowd | 16. paw | 26. swing |
| 7. dive | 17. plunge | 27. toss |
| 8. dodge | 18. push | 28. turn |
| 9. drive | 19. rise | 29. walk |
| 10. evade | 20. rush | |

3. Write out the vocabulary (verbs from the previous exercise) used to describe cows, the bull, and the milking process. Explain how this vocabulary contributes to creating a vivid and realistic portrayal of life on the farm.

4. Fill in the blanks with the correct preposition, studying the cases of the usage of the verbs in the text.

1. She **brought** ____ the documents her supervisor had requested before the meeting commenced.
2. "Could you please **bring** ____ the chairs from the garden so we can accommodate the guests?" asked the host.
3. The little boy timidly **came** ____ the elderly man, hoping for a comforting word or a piece of advice.
4. He **climbed** ____ the ancient oak tree, carefully avoiding the brittle branches that threatened to break.
5. Alarmed by the sudden appearance of the stranger, she **darted** ____ to the safety of the nearest doorway.
6. The cat, startled by the barking dog, **darted** ____ the narrow gap between the fence and the wall.
7. Each weekend, the old farmer **drove** ____ the bustling market to sell his freshly harvested produce.
8. The stream gently **flowed** ____ the meadow, its waters sparkling in the sunlight.
9. The frightened bird desperately tried to **get** ____ from the predator that had cornered it.

10. Travelers were advised to **keep** ____ areas marked as hazardous due to recent landslides.
11. The butler **let** ____ the visitors after ensuring their credentials were in order.
12. He carefully **lifted** ____ the antique vase from the shelf, mindful of its fragility.
13. The young nurse stayed behind to **look** ____ the elderly patients who needed extra care.
14. Unsure of its next move, the stray dog **looked** ____ the kind stranger for reassurance.
15. The procession **moved** ____ the cathedral gates with solemn dignity, the crowd parting to make way.
16. The archaeologist eagerly **picked** ____ the ancient artifact, marveling at its intricate design.
17. The weary travelers had to **plod** ____ the dense jungle, their progress slowed by the thick undergrowth.
18. The horse stubbornly tried to **pull** ____ as the stablehand led it towards the unfamiliar trailer.
19. With determination, the athlete **ran** ____ the finish line, her eyes fixed on the cheering crowd.
20. The shepherd tirelessly **ran** ____ and ____, herding the scattered sheep back into the pen.
21. She **ran** ____ the old manor, her heart pounding as she sought shelter from the storm.
22. Overcome with exhaustion, she **sank** ____ the soft earth, her strength utterly spent.
23. The explorers **set** ____ on their perilous journey across the uncharted desert at dawn.
24. Startled by the unexpected noise, she instinctively **shrunk** ____, her eyes wide with fear.
25. The recluse **shrank** ____ the thought of venturing into the crowded city streets.
26. Having completed his task, he **stepped** ____ of the dimly lit workshop and into the crisp evening air.
27. The excited puppy **tore** ____ the garden, scattering leaves and petals in its wake.
28. They **walked** ____ the abandoned mansion, their voices echoing in the cavernous halls.

16. In the given sentences the wrong prepositions are used after the verbs. Correct them.

1. The young officer **brought up** the evidence, his hands trembling slightly as he set the box of documents on the table, knowing that this could be the key to solving the case.
2. After hours of uncertainty, he finally **came at** a decision, realizing that the only way forward was to embrace the challenges ahead with courage and determination.
3. As the shadows grew longer, the child **darted from** into the safety of the house, her heart racing from the eerie sounds of the night that seemed to echo all around her.
4. Every Sunday, she **drove off** the old library on the outskirts of town, finding solace in the quiet rows of books that had always been her refuge from the world.
5. Amid the chaos of the crowded city, he yearned to **get under**, to find a place where he could breathe freely and reconnect with the peace he had long since lost.

6. The morning light slowly crept through the curtains, and as she opened the window, she **let into** the fresh air, which seemed to wash away the remnants of her restless night.
7. Despite the challenges of her own career, she always made time to **look up** her elderly mother, ensuring that she had everything she needed to live comfortably in her final years.
8. As the storm clouds gathered on the horizon, the ship slowly **moved into** the safety of the harbor, its crew tense but hopeful that they would make it through the tempest.
9. He **plodded on** the thick mud of the forest, each step heavy and slow, but his determination kept him moving forward, knowing that the treasure he sought lay just beyond the next hill.
10. With a sudden burst of energy, she **ran away** the finish line, her legs burning with the effort, but her spirit unyielding as she neared the culmination of her hard work.
11. At dawn, they **set away** on their journey, the road ahead uncertain, but their hearts full of anticipation for the adventures that awaited them in the distant mountains.
12. He **shrank into** the idea of confrontation, preferring to avoid the discomfort of direct conflict, yet deep down, he knew that facing his fears was the only way to grow.
13. In a flurry of excitement, the dog **tore about** the garden, chasing after the fallen leaves, oblivious to the chill in the air as it reveled in the freedom of the open space.

17. Find English equivalents for the following word combinations.

1. _____ Вони важко піднялися на ноги
2. _____ прикрашений брудною стрічкою, зав'язаною одним вузлом.
3. _____ величезні м'язи на його плечах піднімалися і опускалися.
4. _____ схований під накопиченням пеньків, бруду та половин.
5. _____ без каменів і по коліна в чорному, слизькому бруді.
6. _____ голови трималися високо, підняті задніми частинами тварин попереду.
7. _____ поспішали від стійла до стійла, тягнучи мотузку, що керувала їхньою вертикальною частиною тіла, яка фіксувала їхні голови.
8. _____ зробили кілька сумнівних кроків уперед.
9. _____ різко штовхнувши її вперед на кілька кроків.
10. _____ глибока ненависть до нього охопила її.
11. _____ почала досить швидко йти по пасовищу.
12. _____ з жорстокими, ідеально скоординованими атаками.
13. _____ плямиста корова.
14. _____ відштовхнув стілець ногою у чоботі
15. _____ великі стрибки, втикаючи свої копита в землю.
16. _____ як ледве наповнений мішок.
17. _____ повернувся і кинувся на лежачу фігуру.



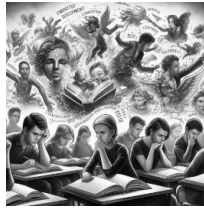
Reflection and Discussion

7. Answer the questions.

1. Why does the girl run quickly from the shed at the beginning of the story?
2. What does the father mean by "Bring up those cows, blast you!"?
3. Why does the girl hide a tin of mud beneath the floorboard?
4. How does the girl manage to gather the cows?
5. What is the role of the dog in herding the cows?
6. Why is the girl afraid of the bull?
7. How does the bull behave towards the girl?
8. How is the father's physical appearance described?
9. What does the description of the father's clothes and smell suggest about his lifestyle?
10. Why does the mother intervene during the father's anger at the girl?
11. How does the father treat the girl when she hesitates to open the door for the bull?
12. What emotions does the girl experience as she interacts with the bull?
13. Why does the girl decide to use the chained dog against the bull?
14. How does the dog react to the girl's commands to attack the bull?
15. What happens when the bull is cornered by the dog?
16. How does the girl's fear influence her decision to call the dog off?
17. What is the significance of the parents leaving the girl alone on Mondays?
18. How does the girl's hatred of the bull develop?
19. Why does the girl hesitate to bring the brindle cow back to the yard?
20. What does the father's reaction to the girl's fear reveal about his character?
21. How does the bull attack the father, and what is the outcome?
22. How does the story explore the theme of power dynamics between the characters?
23. What is the impact of the father's death on the family, as implied by the story?

8. Do the given tasks.

- Explore how the title reflects the central themes of fear, power, and survival.
- Analyze how the lack of names universalizes the story. Consider how this anonymity emphasizes roles and relationships over individuality.
- Discuss the sources of the girl's fear (the bull, the father) and how it shapes her actions.
- Explore the psychological impact of her environment on her behavior.
- Examine the father's harsh treatment and its effects on the girl.
- Discuss how this relationship reflects societal expectations of authority and obedience.
- Analyze the expectations placed on children in rural, agricultural settings.
- Compare these duties to modern-day responsibilities for children.
- Explore the mother's passive and protective behavior.
- Discuss her role in mediating the father-daughter conflict.
- Speculate on the girl's future after her father's death.
- Consider the family's survival and dynamics without the father's presence.



Discovering Hidden Meanings in Texts

Bringing Characters to Life: Direct and Indirect Characterization in Literature

1. Read the following and do the tasks given below.

Character portrayal in literature relies on two primary methods: direct characterization, where the author explicitly describes a character's traits, and indirect characterization, where traits are revealed through actions, dialogue, and interactions with others. As E.M. Forster noted, "A character in a novel is real when the novelist knows everything about it and when he lets us know enough" (*Aspects of the Novel*, 1927). The balance between direct and indirect characterization determines how readers engage with fictional figures, whether in classic or contemporary works.

In classical literature, direct characterization often serves as an efficient way to establish a character's personality from the outset. Jane Austen frequently employs this technique, as seen in *Pride and Prejudice* (1813): "Mr. Darcy soon drew the attention of the room by his fine, tall person, handsome features, noble mien." Here, the narrator provides a straightforward description that informs the reader of Darcy's social standing and physical appeal. Similarly, Charles Dickens, in *Great Expectations* (1861), introduces Miss Havisham with an explicit image: "She was dressed in rich materials—satins, and lace, and silks—all of white." This direct approach leaves no ambiguity in understanding a character's external appearance and status.

In contrast, modern writers often lean more toward indirect characterization, requiring the reader to infer details about a character. Sally Rooney, in *Normal People* (2018), reveals Connell's social anxiety through his hesitant dialogue and avoidance of eye contact rather than stating it outright. Similarly, in *The Goldfinch* (2013), Donna Tartt portrays Theo Decker's grief and alienation not through a direct description of his emotions, but through his erratic behavior, attachment to an object (the painting), and self-destructive tendencies. These contemporary examples showcase the growing preference for subtle character development, where actions and dialogue replace explicit authorial descriptions.

By combining both direct and indirect characterization, authors craft multi-dimensional characters who resonate with readers. While direct characterization provides clarity, indirect characterization invites deeper engagement, as readers piece together information themselves. This dynamic interplay remains central to literary analysis and enriches discussions on how fictional characters are constructed.

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2. Determine whether the author uses direct or indirect characterization. Provide textual evidence to support your analysis.

3. Discuss how characterization methods differ and what effect these differences have on you as the reader.

UNIT 8. TWO KINDS from “The Joy Luck Club “

by AMY TAN

Amy Tan is a renowned Chinese-American author, best known for her novel *The Joy Luck Club* (1989), which explores themes of family, cultural identity, and the immigrant experience. Born in Oakland, California, in 1952 to Chinese immigrant parents, Tan grew up balancing two cultures, a theme central to much of her work. Her novels often focus on the complex relationships between mothers and daughters, as well as the challenges faced by individuals straddling two worlds—Eastern traditions and Western values.

Tan’s other notable works include *The Kitchen God’s Wife* (1991), *The Hundred Secret Senses* (1995), and *The Bonesetter’s Daughter* (2001). In addition to her novels, she has written essays, children’s books, and a memoir titled *Where the Past Begins* (2017). Tan’s writing resonates with readers for its emotional depth and rich storytelling, often blending personal experience with broader social and cultural issues. Over the years, she has garnered critical acclaim and contributed significantly to Asian-American literature.



<http://surl.li/rqguwo>

1. Read the story and do the tasks given below.

My mother believed you could be anything you wanted to be in America. You could open a restaurant. You could work for the government and get good retirement. You could buy a house with almost no money down. You could become rich. You could become instantly famous.

"Of course you can be prodigy, too," my mother told me when I was nine. "You can be best anything. What does Auntie Lindo know? Her daughter, she is only best tricky."

America was where all my mother's hopes lay. She had come here in 1949 after losing everything in China: her mother and father, her family home, her first husband, and two daughters, twin baby girls. But she never looked back with regret. There were so many ways for things to get better.

We didn't immediately pick the right kind of prodigy. At first my mother thought I could be a Chinese Shirley Temple. We'd watch Shirley's old movies on TV as though they were training films. My mother would poke my arm and say, "*Ni kan*" -You watch. And I would see Shirley tapping her feet, or singing a sailor song, or pursing her lips into a very round O while saying, "Oh my goodness."

"*Ni kan*," said my mother as Shirley's eyes flooded with tears. "You already know how. Don't need talent for crying!"

Soon after my mother got this idea about Shirley Temple, she took me to a beauty training school in the Mission district and put me in the hands of a student who could barely hold the scissors without shaking. Instead of getting big fat curls, I emerged with

an uneven mass of crinkly black fuzz. My mother dragged me off to the bathroom and tried to wet down my hair.

"You look like Negro Chinese," she lamented, as if I had done this on purpose.

The instructor of the beauty training school had to lop off these soggy clumps to make my hair even again. "Peter Pan is very popular these days," the instructor assured my mother. I now had hair the length of a boy's, with straight-across bangs that hung at a slant two inches above my eyebrows. I liked the haircut and it made me actually look forward to my future fame.

In fact, in the beginning, I was just as excited as my mother, maybe even more so. I pictured this prodigy part of me as many different images, trying each one on for size. I was a dainty ballerina girl standing by the curtains, waiting to hear the right music that would send me floating on my tiptoes. I was like the Christ child lifted out of the straw manger, crying with holy indignity. I was Cinderella stepping from her pumpkin carriage with sparkly cartoon music filling the air.

In all of my imaginings, I was filled with a sense that I would soon become *perfect*. My mother and father would adore me. I would be beyond reproach. I would never feel the need to sulk for anything.

But sometimes the prodigy in me became impatient. "If you don't hurry up and get me out of here, I'm disappearing for good," it warned. "And then you'll always be nothing."

Every night after dinner, my mother and I would sit at the Formica kitchen table. She would present new tests, taking her examples from stories of amazing children she had read in *Ripley's Believe It or Not*, or *Good Housekeeping*, *Reader's Digest*, and a dozen other magazines she kept in a pile in our bathroom. My mother got these magazines from people whose houses she cleaned. And since she cleaned many houses each week, we had a great assortment. She would look through them all, searching for stories about remarkable children.

The first night she brought out a story about a three-year-old boy who knew the capitals of all the states and even most of the European countries. A teacher was quoted as saying the little boy could also pronounce the names of the foreign cities correctly.

"What's the capital of Finland?" my mother asked me, looking at the magazine story.

All I knew was the capital of California, because Sacramento was the name of the street we lived on in Chinatown. "Nairobi!" I guessed, saying the most foreign word I could think of. She checked to see if that was possibly one way to pronounce "Helsinki" before showing me the answer.

The tests got harder-multiplying numbers in my head, finding the queen of hearts in a deck of cards, trying to stand on my head without using my hands, predicting the daily temperatures in Los Angeles, New York, and London.

One night I had to look at a page from the Bible for three minutes and then report everything I could remember. "Now Jehoshaphat had riches and honor in abundance and...that's all I remember, Ma," I said.

And after seeing my mother's disappointed face once again, something inside of me began to die. I hated the tests, the raised hopes and failed expectations. Before going

to bed that night, I looked in the mirror above the bathroom sink and when I saw only my face staring back-and that it would always be this ordinary face-I began to cry. Such a sad, ugly girl! I made highpitched noises like a crazed animal, trying to scratch out the face in the mirror.

And then I saw what seemed to be the prodigy side of me-because I had never seen that face before. I looked at my reflection, blinking so I could see more clearly. The girl staring back at me was angry, powerful. This girl and I were the same. I had new thoughts, willful thoughts, or rather thoughts filled with lots of won'ts. I won't let her change me, I promised myself. I won't be what I'm not.

So now on nights when my mother presented her tests, I performed listlessly, my head propped on one arm. I pretended to be bored. And I was. I got so bored I started counting the bellows of the foghorns out on the bay while my mother drilled me in other areas. The sound was comforting and reminded me of the cow jumping over the moon. And the next day, I played a game with myself, seeing if my mother would give up on me before eight bellows. After a while I usually counted only one, maybe two bellows at most. At last she was beginning to give up hope.

Two or three months had gone by without any mention of my being a prodigy again. And then one day my mother was watching *The Ed Sullivan Show* on TV. The TV was old and the sound kept shorting out. Every time my mother got halfway up from the sofa to adjust the set, the sound would go back on and Ed would be talking. As soon as she sat down, Ed would go silent again. She got up, the TV broke into loud piano music. She sat down. Silence. Up and down, back and forth, quiet and loud. It was like a stiff embraceless dance between her and the TV set. Finally she stood by the set with her hand on the sound dial.

She seemed entranced by the music, a little frenzied piano piece with this mesmerizing quality, sort of quick passages and then teasing lilting ones before it returned to the quick playful parts.

"Ni kan," my mother said, calling me over with hurried hand gestures, "Look here."

I could see why my mother was fascinated by the music. It was being pounded out by a little Chinese girl, about nine years old, with a Peter Pan haircut. The girl had the sauciness of a Shirley Temple. She was proudly modest like a proper Chinese child. And she also did this fancy sweep of a curtsy, so that the fluffy skirt of her white dress cascaded slowly to the floor like the petals of a large carnation.

In spite of these warning signs, I wasn't worried. Our family had no piano and we couldn't afford to buy one, let alone reams of sheet music and piano lessons. So I could be generous in my comments when my mother bad-mouthed the little girl on TV.

"Play note right, but doesn't sound good! No singing sound," complained my mother.

"What are you picking on her for?" I said carelessly. "She's pretty good. Maybe she's not the best, but she's trying hard." I knew almost immediately I would be sorry I said that.

"Just like you," she said. "Not the best. Because you not trying." She gave a little huff as she let go of the sound dial and sat down on the sofa.

The little Chinese girl sat down also to play an encore of "Anitra's Dance" by Grieg. I remember the song, because later on I had to learn how to play it.

Three days after watching *The Ed Sullivan Show*, my mother told me what my schedule would be for piano lessons and piano practice. She had talked to Mr. Chong, who lived on the first floor of our apartment building. Mr. Chong was a retired piano teacher and my mother had traded housecleaning services for weekly lessons and a piano for me to practice on every day, two hours a day, from four until six.

When my mother told me this, I felt as though I had been sent to hell. I whined and then kicked my foot a little when I couldn't stand it anymore.

"Why don't you like me the way I am? I'm *not* a genius! I can't play the piano. And even if I could, I wouldn't go on TV if you paid me a million dollars!" I cried.

My mother slapped me. "Who ask you be genius?" she shouted. "Only ask you be your best. For you sake. You think I want you be genius? Hnnh! What for! Who ask you!"

"So ungrateful," I heard her mutter in Chinese. "If she had as much talent as she has temper, she would be famous now."

Mr. Chong, whom I secretly nicknamed Old Chong, was very strange, always tapping his fingers to the silent music of an invisible orchestra. He looked ancient in my eyes.

He had lost most of the hair on top of his head and he wore thick glasses and had eyes that always looked tired and sleepy. But he must have been younger than I thought, since he lived with his mother and was not yet married.

I met Old Lady Chong once and that was enough. She had this peculiar smell like a baby that had done something in its pants. And her fingers felt like a dead person's, like an old peach I once found in the back of the refrigerator; the skin just slid off the meat when I picked it up.

I soon found out why Old Chong had retired from teaching piano. He was deaf. "Like Beethoven!" he shouted to me. "We're both listening only in our head!" And he would start to conduct his frantic silent sonatas.

Our lessons went like this. He would open the book and point to different things, explaining their purpose: "Key! Treble! Bass! No sharps or flats! So this is C major! Listen now and play after me!"

And then he would play the C scale a few times, a simple chord, and then, as if inspired by an old, unreachable itch, he gradually added more notes and running trills and a pounding bass until the music was really something quite grand.

I would play after him, the simple scale, the simple chord, and then I just played some nonsense that sounded like a cat running up and down on top of garbage cans. Old Chong smiled and applauded and then said, "Very good! But now you must learn to keep time!"

So that's how I discovered that Old Chong's eyes were too slow to keep up with the wrong notes I was playing. He went through the motions in half-time. To help me keep rhythm, he stood behind me, pushing down on my right shoulder for every beat. He balanced pennies on top of my wrists so I would keep them still as I slowly played scales and arpeggios. He had me curve my hand around an apple and keep that shape

when playing chords. He marched stiffly to show me how to make each finger dance up and down, staccato like an obedient little soldier.

He taught me all these things, and that was how I also learned I could be lazy and get away with mistakes, lots of mistakes. If I hit the wrong notes because I hadn't practiced enough, I never corrected myself. I just kept playing in rhythm. And Old Chong kept conducting his own private reverie.

So maybe I never really gave myself a fair chance. I did pick up the basics pretty quickly, and I might have become a good pianist at that young age. But I was so determined not to try, not to be anybody different that I learned to play only the most ear-splitting preludes, the most discordant hymns.

Over the next year, I practiced like this, dutifully in my own way. And then one day I heard my mother and her friend Lindo Jong both talking in a loud bragging tone of voice so others could hear. It was after church, and I was leaning against the brick wall wearing a dress with stiff white petticoats. Auntie Lindo's daughter, Waverly, who was about my age, was standing farther down the wall about five feet away. We had grown up together and shared all the closeness of two sisters squabbling over crayons and dolls. In other words, for the most part, we hated each other. I thought she was snotty.

Waverly Jong had gained a certain amount of fame as "Chinatown 's Littlest Chinese Chess Champion."

"She bring home too many trophy," lamented Auntie Lindo that Sunday. "All day she play chess. All day I have no time do nothing but dust off her winnings." She threw a scolding look at Waverly, who pretended not to see her.

"You lucky you don't have this problem," said Auntie Lindo with a sigh to my mother.

And my mother squared her shoulders and bragged: "Our problem worser than yours. If we ask Jing-mei wash dish, she hear nothing but music. It's like you can't stop this natural talent."

And right then, I was determined to put a stop to her foolish pride.

A few weeks later, Old Chong and my mother conspired to have me play in a talent show which would be held in the church hall. By then, my parents had saved up enough to buy me a secondhand piano, a black Wurlitzer spinet with a scarred bench. It was the showpiece of our living room.

For the talent show, I was to play a piece called "Pleading Child" from Schumann's *Scenes from Childhood*. It was a simple, moody piece that sounded more difficult than it was. I was supposed to memorize the whole thing, playing the repeat parts twice to make the piece sound longer. But I dawdled over it, playing a few bars and then cheating, looking up to see what notes followed. I never really listened to what I was playing. I daydreamed about being somewhere else, about being someone else.

The part I liked to practice best was the fancy curtsy: right foot out, touch the rose on the carpet with a pointed foot, sweep to the side, left leg bends, look up and smile.

My parents invited all the couples from the Joy Luck Club to witness my debut. Auntie Lindo and Uncle Tin were there. Waverly and her two older brothers had also come. The first two rows were filled with children both younger and older than I was.

The littlest ones got to go first. They recited simple nursery rhymes, squawked out tunes on miniature violins, twirled Hula Hoops, pranced in pink ballet tutus, and when they bowed or curtsied, the audience would sigh in unison, "Awww," and then clap enthusiastically.

When my turn came, I was very confident. I remember my childish excitement. It was as if I knew, without a doubt, that the prodigy side of me really did exist. I had no fear whatsoever, no nervousness. I remember thinking to myself, This is it! This is it! I looked out over the audience, at my mother's blank face, my father's yawn, Auntie Lindo's stiff-lipped smile, Waverly's sulky expression. I had on a white dress layered with sheets of lace, and a pink bow in my Peter Pan haircut. As I sat down I envisioned people jumping to their feet and Ed Sullivan rushing up to introduce me to everyone on TV.

And I started to play. It was so beautiful. I was so caught up in how lovely I looked that at first I didn't worry how I would sound. So it was a surprise to me when I hit the first wrong note and I realized something didn't sound quite right. And then I hit another and another followed that. A chill started at the top of my head and began to trickle down. Yet I couldn't stop playing, as though my hands were bewitched. I kept thinking my fingers would adjust themselves back, like a train switching to the right track. I played this strange jumble through two repeats, the sour notes staying with me all the way to the end.

When I stood up, I discovered my legs were shaking. Maybe I had just been nervous and the audience, like Old Chong, had seen me go through the right motions and had not heard anything wrong at all. I swept my right foot out, went down on my knee, looked up and smiled. The room was quiet, except for Old Chong, who was beaming and shouting, "Bravo! Bravo! Well done!" But then I saw my mother's face, her stricken face.

The audience clapped weakly, and as I walked back to my chair, with my whole face quivering as I tried not to cry, I heard a little boy whisper loudly to his mother, "That was awful," and the mother whispered back, "Well, she certainly tried."

And now I realized how many people were in the audience, the whole world it seemed. I was aware of eyes burning into my back. I felt the shame of my mother and father as they sat stiffly throughout the rest of the show.

We could have escaped during intermission. Pride and some strange sense of honor must have anchored my parents to their chairs. And so we watched it all: the eighteen year-old boy with a fake mustache who did a magic show and juggled flaming hoops while riding a unicycle. The breasted girl with white makeup who sang from *Madama Butterfly* and got honorable mention. And the eleven-year-old boy who won first prize playing a tricky violin song that sounded like a busy bee.

After the show, the Hsus, the Jongs, and the St. Clairs from the Joy Luck Club came up to my mother and father.

"Lots of talented kids," Auntie Lindo said vaguely, smiling broadly.

"That was somethin' else," said my father, and I wondered if he was referring to me in a humorous way, or whether he even remembered what I had done.

Waverly looked at me and shrugged her shoulders. "You aren't a genius like me," she said matter-of-factly. And if I hadn't felt so bad, I would have pulled her braids and punched her stomach.

But my mother's expression was what devastated me: a quiet, blank look that said she had lost everything. I felt the same way, and it seemed as if everybody were now coming up, like gawkers at the scene of an accident, to see what parts were actually missing. When we got on the bus to go home, my father was humming the busy-bee tune and my mother was silent. I kept thinking she wanted to wait until we got home before shouting at me. But when my father unlocked the door to our apartment, my mother walked in and then went to the back, into the bedroom. No accusations. No blame. And in a way, I felt disappointed. I had been waiting for her to start shouting, so I could shout back and cry and blame her for all my misery.

I assumed my talent-show fiasco meant I never had to play the piano again. But two days later, after school, my mother came out of the kitchen and saw me watching TV.

"Four clock," she reminded me as if it were any other day. I was stunned, as though she were asking me to go through the talent-show torture again. I wedged myself more tightly in front of the TV.

"Turn off TV," she called from the kitchen five minutes later.

I didn't budge. And then I decided. I didn't have to do what my mother said anymore. I wasn't her slave. This wasn't China. I had listened to her before and look what happened. She was the stupid one.

She came out from the kitchen and stood in the arched entryway of the living room.

"Four clock," she said once again, louder.

"I'm not going to play anymore," I said nonchalantly. "Why should I? I'm not a genius."

She walked over and stood in front of the TV. I saw her chest was heaving up and down in an angry way.

"No!" I said, and I now felt stronger, as if my true self had finally emerged. So this was what had been inside me all along.

"No! I won't!" I screamed.

She yanked me by the arm, pulled me off the floor, snapped off the TV. She was frighteningly strong, half pulling, half carrying me toward the piano as I kicked the throw rugs under my feet. She lifted me up and onto the hard bench. I was sobbing by now, looking at her bitterly. Her chest was heaving even more and her mouth was open, smiling crazily as if she were pleased I was crying.

"You want me to be someone that I'm not!" I sobbed. "I'll never be the kind of daughter you want me to be!"

"Only two kinds of daughters," she shouted in Chinese. "Those who are obedient and those who follow their own mind! Only one kind of daughter can live in this house. Obedient daughter!"

"Then I wish I wasn't your daughter. I wish you weren't my mother," I shouted. As I said these things I got scared. It felt like worms and toads and slimy things

crawling out of my chest, but it also felt good, as if this awful side of me had surfaced, at last.

"Too late change this," said my mother shrilly.

And I could sense her anger rising to its breaking point. I wanted to see it spill over.

And that's when I remembered the babies she had lost in China, the ones we never talked about. "Then I wish I'd never been born!" I shouted. "I wish I were dead! Like them."

It was as if I had said the magic words. Alakazam!-and her face went blank, her mouth closed, her arms went slack, and she backed out of the room, stunned, as if she were blowing away like a small brown leaf, thin, brittle, lifeless.

It was not the only disappointment my mother felt in me. In the years that followed, I failed her so many times, each time asserting my own will, my right to fall short of expectations. I didn't get straight As. I didn't become class president. I didn't get into Stanford. I dropped out of college.

For unlike my mother, I did not believe I could be anything I wanted to be. I could only be me.

And for all those years, we never talked about the disaster at the recital or my terrible accusations afterward at the piano bench. All that remained unchecked, like a betrayal that was now unspeakable. So I never found a way to ask her why she had hoped for something so large that failure was inevitable.

And even worse, I never asked her what frightened me the most: Why had she given up hope?

For after our struggle at the piano, she never mentioned my playing again. The lessons stopped. The lid to the piano was closed, shutting out the dust, my misery, and her dreams.

So she surprised me. A few years ago, she offered to give me the piano, for my thirtieth birthday. I had not played in all those years. I saw the offer as a sign of forgiveness, a tremendous burden removed.

"Are you sure?" I asked shyly. "I mean, won't you and Dad miss it?"

"No, this your piano," she said firmly. "Always your piano. You only one can play."

"Well, I probably can't play anymore," I said. "It's been years."

"You pick up fast," said my mother, as if she knew this was certain. "You have natural talent. You could be genius if you want to."

"No I couldn't."

"You just not trying," said my mother. And she was neither angry nor sad. She said it as if to announce a fact that could never be disproved. "Take it," she said.

But I didn't at first. It was enough that she had offered it to me. And after that, every time I saw it in my parents' living room, standing in front of the bay windows, it made me feel proud, as if it were a shiny trophy I had won back.

Last week I sent a tuner over to my parents' apartment and had the piano reconditioned, for purely sentimental reasons. My mother had died a few months before and I had been getting things in order for my father, a little bit at a time. I put the

jewelry in special silk pouches. The sweaters she had knitted in yellow, pink, bright orange-all the colors I hated-I put those in moth-proof boxes. I found some old Chinese silk dresses, the kind with little slits up the sides. I rubbed the old silk against my skin, then wrapped them in tissue and decided to take them home with me.

After I had the piano tuned, I opened the lid and touched the keys. It sounded even richer than I remembered. Really, it was a very good piano. Inside the bench were the same exercise notes with handwritten scales, the same secondhand music books with their covers held together with yellow tape.

I opened up the Schumann book to the dark little piece I had played at the recital. It was on the left-hand side of the page, "Pleading Child." It looked more difficult than I remembered. I played a few bars, surprised at how easily the notes came back to me.

And for the first time, or so it seemed, I noticed the piece on the right-hand side. It was called "Perfectly Contented." I tried to play this one as well. It had a lighter melody but the same flowing rhythm and turned out to be quite easy. "Pleading Child" was shorter but slower; "Perfectly Contented" was longer, but faster. And after I played them both a few times, I realized they were two halves of the same song.



Vocabulary in Focus

2. Match the given words with the correct definitions.

1.a prodigy	A. almost out of control because of extreme emotion, such as worry; done or arranged in a hurry and a state of excitement or confusion
2.lament (v)	B. (disapproving) to be silent and refuse to smile or be pleasant to people because you are angry about something that they have done
3.dainty (adj)	C. rude and behaving badly, especially by treating other people in a way that shows that you believe yourself to be better than them
4.sulk (v)	D. to make a long, high, sad sound; if you do it, especially as a child, you complain or express disappointment or unhappiness repeatedly
5. frenzied	E. to pull something forcefully with a quick movement; to suddenly remove someone or something
6. whine (v)	F. to express sadness or feeling sorry or regret about something
7. frantic	G. a pause or break; a short period between the parts of a play, fil, concert
8. discordant	H. extremely attracted to something, or completely controlled by something
9. snotty	I. someone with a very great ability that usually shows itself when that person is a young child

10. envision (v)	J. in an unemotional and practical manner
11. be bewitched	K. uncontrolled and excited, sometimes violent or frightening
12. intermission	L. a person who stares
13. matter-of-factly	M. small, delicate, and often moving in a careful way; small and attractive in a delicate way
14. a gawker	N. producing an unpleasant sound; used to describe something that is not in agreement with something else
15. yank (v)	O. to imagine or expect something to happen, appear, etc. in a particular way

3. Explain the meaning of the following phrasal verbs. Fill in the gaps with them.

- | | |
|-----------------|-----------------|
| ✓ Lop off | ✓ Pick on |
| ✓ Squabble over | ✓ Prop on |
| ✓ Dawdle over | ✓ Call over |
| ✓ Squawk out | ✓ Get away with |
| ✓ Trickle down | ✓ Snap off |

- Sweat _____ his forehead during the intense workout.
- She _____ her friend to help with the heavy boxes.
- He _____ the dead branches to tidy up the garden.
- She accidentally _____ the twig while examining the plant.
- She _____ her breakfast, not wanting to leave for work.
- It's unfair to _____ someone just because they're different.
- The kids _____ who would get the last slice of pizza.
- He _____ lying because no one questioned his story.
- He _____ the mirror _____ the windowsill to catch the sunlight.
- The parrot _____ a few words, startling the guests.

4. Find English equivalents for the following word combinations and phrases.

- Вона ніколи не озиралася назад із жалем _____
- Нерівна маса кучерявого чорного пуху _____
- У всіх моїх уявленнях _____
- Я була б бездоганною _____
- Це було схоже на жорсткий танець без обіймів _____
- Він продовжував мріяти по-своєму _____
- Немов роззяви на місці аварії _____
- Я не зрушила з місця _____
- як потяг, що переходить на правильну колію _____
- зберігати легке роздратування _____



Reflection and Discussion

5. Answer the following questions.

1. What does the narrator's mother believe about opportunities in America?
2. Why does the narrator's mother want her to be a prodigy?
3. What initial ideas does the mother have for the narrator's prodigy talents?
4. How does the narrator feel about the tests her mother gives her?
5. What leads the narrator to rebel against her mother's expectations?
6. What role does the piano play in the story?
7. Who is Mr. Chong, and how does he contribute to the narrator's piano lessons?
8. How does the narrator take advantage of Mr. Chong's limitations?
9. What happens during the talent show, and how does the narrator feel about her performance?
10. How do the narrator's parents react to her failed performance at the talent show?
11. What does the narrator shout at her mother during their confrontation at the piano bench?
12. How does the narrator's mother react to her daughter's hurtful words?
13. What does the narrator reflect on about her mother's past losses in China?
14. Why does the narrator's mother stop mentioning the piano after their confrontation?
15. What does the piano symbolize for the narrator and her mother?
16. Why does the narrator initially refuse the piano when her mother offers it years later?
17. What prompts the narrator to finally accept the piano after her mother's death?
18. What is the significance of the two piano pieces, "Pleading Child" and "Perfectly Contented"?
19. How does the narrator connect the two piano pieces to her own life?
20. What message does the story convey about parental expectations and personal identity?

6. Work in groups of 3-4 and write a detailed plan of the story, focusing on its main events, characters, and themes. Swap your plans with another group and discuss the differences and similarities in your interpretations. Refine your plan based on the discussion and feedback.

7. Work in groups of 3-4. Do the given tasks. Get ready to present the results to the whole class.

1. Discuss the narrator's mother's immigrant experience and how her hopes for her daughter are shaped by her losses in China and the opportunities she sees in America.
2. Explore the irony of the narrator's mother wanting her daughter to achieve greatness, only for the narrator to rebel against these expectations.
3. Discuss the irony of the talent show, where the narrator's confidence leads to an embarrassing failure.
4. Highlight humorous elements, such as the narrator's description of Mr. Chong's teaching methods and his obliviousness to her mistakes.
5. Discuss the playful exaggerations in the narrator's descriptions of her early attempts to become a prodigy.

UNIT 9. SIXPENCE

by KATHERINE MANSFIELD

Katherine Mansfield (1888–1923) was a notable New Zealand-born modernist writer recognized for her innovative short stories that delve into the complexities of childhood and the emotions associated with it. In her works, she often explores themes of innocence, imagination, and the nuanced interactions between children and adults, reflecting her own childhood experiences and insights.



(<http://surl.li/oaiknn>)

1. Read the story and do the tasks given below.

CHILDREN are unaccountable little creatures. Why should a small boy like Dicky, good as gold as a rule, sensitive, affectionate, obedient, and marvellously sensible for his age, have moods when, without the slightest warning, he suddenly went “mad dog,” as his sisters called it, and there was no doing anything with him?

“Dicky, come here! Come here, sir, at once! Do you hear your mother calling you? Dicky!”

But Dicky wouldn't come. Oh, he heard right enough. A clear, ringing little laugh was his only reply. And away he flew; hiding, running through the uncut hay on the lawn, dashing past the woodshed, making a rush for the kitchen garden, and there dodging, peering at his mother from behind the mossy apple trunks, and leaping up and down like a wild Indian.

It had begun at tea-time. While Dicky's mother and Mrs. Spears, who was spending the afternoon with her, were quietly sitting over their sewing in the drawing-room, this, according to the servant girl, was what had happened at the children's tea. They were eating their first bread and butter as nicely and quietly as you please, and the servant girl had just poured out the milk and water, when Dicky had suddenly seized the bread plate, put it upside down on his head, and clutched the bread knife.

“Look at me!” he shouted.

His startled sisters looked, and before the servant girl could get there, the bread plate wobbled, slid, flew to the floor, and broke into shivers. At this awful point the little girls lifted up their voices and shrieked their loudest.

“Mother, come and look what he's done!”

“Dicky's broke a great big plate!”

“Come and stop him, mother!”

You can imagine how mother came flying. But she was too late. Dicky had leapt out of his chair, run through the French windows on to the verandah, and, well — there she stood — popping her thimble on and off, helpless. What could she do? She couldn't chase after the child. She couldn't stalk Dicky among the apples and damsons. That would be too undignified. It was more than annoying, it was exasperating. Especially

as Mrs. Spears, Mrs. Spears of all people, whose two boys were so exemplary, was waiting for her in the drawing-room.

"Very well, Dicky," she cried, "I shall have to think of some way of punishing you."

"I don't care," sounded the high little voice, and again there came that ringing laugh. The child was quite beside himself ...

"Oh, Mrs. Spears, I don't know how to apologise for leaving you by yourself like this."

"It's quite all right, Mrs. Bendall," said Mrs. Spears, in her soft, sugary voice, and raising her eyebrows in the way she had. She seemed to smile to herself as she stroked the gathers. "These little things will happen from time to time. I only hope it was nothing serious."

"It was Dicky," said Mrs. Bendall, looking rather helplessly for her only fine needle. And she explained the whole affair to Mrs. Spears.

"And the worst of it is, I don't know how to cure him. Nothing when he's in that mood seems to have the slightest effect on him."

Mrs. Spears opened her pale eyes. "Not even a whipping?" said she.

But Mrs. Bendall, threading her needle, pursed up her lips. "We never have whipped the children," she said. "The girls never seem to have needed it. And Dicky is such a baby, and the only boy. Somehow ..."

"Oh, my dear," said Mrs. Spears, and she laid her sewing down. "I don't wonder Dicky has these little outbreaks. You don't mind my saying so? But I'm sure you make a great mistake in trying to bring up children without whipping them. Nothing really takes its place. And I speak from experience, my dear. I used to try gentler measures" — Mrs. Spears drew in her breath with a little hissing sound — "soaping the boys' tongues, for instance, with yellow soap, or making them stand on the table for the whole of Saturday afternoon. But no, believe me," said Mrs. Spears, "there is nothing, there is nothing like handing them over to their father."

Mrs. Bendall in her heart of hearts was dreadfully shocked to hear of that yellow soap. But Mrs. Spears seemed to take it so much for granted, that she did too.

"Their father," she said. "Then you don't whip them yourself?"

"Never." Mrs. Spears seemed quite shocked at the idea. "I don't think it's the mother's place to whip the children. It's the duty of the father. And, besides, he impresses them so much more."

"Yes, I can imagine that," said Mrs. Bendall, faintly.

"Now my two boys," Mrs. Spears smiled kindly, encouragingly, at Mrs. Bendall, "would behave just like Dicky if they were not afraid to. As it is ..."

"Oh, your boys are perfect little models," cried Mrs. Bendall.

They were. Quieter, better-behaved little boys, in the presence of grown-ups, could not be found. In fact, Mrs. Spears' callers often made the remark that you never would have known that there was a child in the house. There wasn't — very often.

In the front hall, under a large picture of fat, cheery old monks fishing by the riverside, there was a thick, dark horsewhip that had belonged to Mr. Spears' father.

And for some reason the boys preferred to play out of sight of this, behind the dog-kennel or in the tool-house, or round about the dustbin.

"It's such a mistake," sighed Mrs. Spears; breathing softly, as she folded her work, "to be weak with children when they are little. It's such a sad mistake, and one so easy to make. It's so unfair to the child. That is what one has to remember. Now Dicky's little escapade this afternoon seemed to me as though he'd done it on purpose. It was the child's way of showing you that he needed a whipping."

"Do you really think so?" Mrs. Bendall was a weak little thing, and this impressed her very much.

"I do; I feel sure of it. And a sharp reminder now and then," cried Mrs. Spears in quite a professional manner, "administered by the father, will save you so much trouble in the future. Believe me, my dear." She put her dry, cold hand over Mrs. Bendall's.

"I shall speak to Edward the moment he comes in," said Dicky's mother firmly.

The children had gone to bed before the garden gate banged, and Dicky's father staggered up the steep concrete steps carrying his bicycle. It had been a bad day at the office. He was hot, dusty, tired out.

But by this time Mrs. Bendall had become quite excited over the new plan, and she opened the door to him herself.

"Oh, Edward, I'm so thankful you have come home," she cried.

"Why, what's happened?" Edward lowered the bicycle and took off his hat. A red angry pucker showed where the brim had pressed. "What's up?"

"Come—come into the drawing-room," said Mrs. Bendall, speaking very fast. "I simply can't tell you how naughty Dicky has been. You have no idea—you can't have at the office all day — how a child of that age can behave. He's been simply dreadful. I have no control over him — none. I've tried everything, Edward, but it's all no use. The only thing to do," she finished breathlessly, "is to whip him — is for you to whip him, Edward."

In the corner of the drawing-room there was a what-not, and on the top shelf stood a brown china bear with a painted tongue. It seemed in the shadow to be grinning at Dicky's father, to be saying, "Hooray, this is what you've come home to!"

"But why on earth should I start whipping him?" said Edward, staring at the bear. "We've never done it before."

"Because," said his wife, "don't you see, it's the only thing to do. I can't control the child ..." Her words flew from her lips. They beat round him, beat round his tired head. "We can't possibly afford a nurse. The servant girl has more than enough to do. And his naughtiness is beyond words. You don't understand, Edward; you can't, you're at the office all day."

The bear poked out his tongue. The scolding voice went on. Edward sank into a chair.

"What am I to beat him with?" he said weakly.

"Your slipper, of course," said his wife. And she knelt down to untie his dusty shoes.

"Oh, Edward," she wailed, "you've still got your cycling clips on in the drawing-room. No, really —"

"Here, that's enough," Edward nearly pushed her away. "Give me that slipper." He went up the stairs. He felt like a man in a dark net. And now he wanted to beat Dicky. Yes, damn it, he wanted to beat something. My God, what a life! The dust was still in his hot eyes, his arms felt heavy.

He pushed open the door of Dicky's room. Dicky was standing in the middle of the floor in his night-shirt. At the sight of him Edward's heart gave a warm throb of rage.

"Well, Dicky, you know what I've come for," said Edward.

Dicky made no reply.

"I've come to give you a whipping."

No answer.

"Lift up your nightshirt."

At that Dicky looked up. He flushed a deep pink. "Must I?" he whispered.

"Come on, now. Be quick about it," said Edward, and, grasping the slipper, he gave Dicky three hard slaps.

"There, that'll teach you to behave properly to your mother."

Dicky stood there, hanging his head.

"Look sharp and get into bed," said his father.

Still he did not move. But a shaking voice said, "I've not done my teeth yet, Daddy."

"Eh, what's that?"

Dicky looked up. His lips were quivering, but his eyes were dry. He hadn't made a sound or shed a tear. Only he swallowed and said, huskily, "I haven't done my teeth, Daddy."

But at the sight of that little face Edward turned, and, not knowing what he was doing, he bolted from the room, down the stairs, and out into the garden. Good God! What had he done? He strode along and hid in the shadow of the pear tree by the hedge. Whipped Dicky — whipped his little man with a slipper—and what the devil for? He didn't even know. Suddenly he barged into his room—and there was the little chap in his nightshirt. Dicky's father groaned and held on to the hedge. And he didn't cry. Never a tear. If only he'd cried or got angry. But that "Daddy"! And again he heard the quivering whisper. Forgiving like that without a word. But he'd never forgive himself — never. Coward! Fool! Brute! And suddenly he remembered the time when Dicky had fallen off his knee and sprained his wrist while they were playing together. He hadn't cried then, either. And that was the little hero he had just whipped.

Something's got to be done about this, thought Edward. He strode back to the house, up the stairs, into Dicky's room. The little boy was lying in bed. In the half light his dark head, with the square fringe, showed plain against the pale pillow. He was lying quite still, and even now he wasn't crying. Edward shut the door and leaned against it. What he wanted to do was to kneel down by Dicky's bed and cry himself and beg to be forgiven. But, of course, one can't do that sort of thing. He felt awkward, and his heart was wrung.

"Not asleep yet, Dicky?" he said lightly.

"No, Daddy."

Edward came over and sat on his boy's bed, and Dicky looked at him through his long lashes.

"Nothing the matter, little chap, is there?" said Edward, half whispering.

"No-o, Daddy," came from Dicky.

Edward put out his hand, and carefully he took Dicky's hot little paw.

"You — you mustn't think any more of what happened just now, little man," he said huskily. "See? That's all over now. That's forgotten. That's never going to happen again. See?"

"Yes, Daddy."

"So the thing to do now is to buck up, little chap," said Edward, "and to smile." And he tried himself an extraordinary trembling apology for a smile. "To forget all about it — to — eh? Little man ... Old boy ..."

Dicky lay as before. This was terrible. Dicky's father sprang up and went over to the window. It was nearly dark in the garden. The servant girl had run out, and she was snatching, twitching some white clothes off the bushes and piling them over her arm. But in the boundless sky the evening star shone, and a big gum tree, black against the pale glow, moved its long leaves softly. All this he saw, while he felt in his trouser pocket for his money.

Bringing it out, he chose a new sixpence and went back to Dicky.

"Here you are, little chap. Buy yourself something," said Edward softly, laying the sixpence on Dicky's pillow.

But could even that — could even a whole sixpence — blot out what had been?



Vocabulary in Focus

1. Match the given words with the correct definitions.

1. unaccountable to	A. to follow an animal or person as closely as possible without being seen or heard, usually in order to catch them
2. obedient	B. annoying, especially because you can do nothing to solve a problem
3. wobble (v)	C. shake slightly, often because of strong emotion; tremble
4. stalk (v)	D. 1) to (cause something to) shake or move from side to side in a way that shows poor balance; 2) to be uncertain what to do or to change repeatedly between two opinions
5. undignified	E. a time when something suddenly begins, especially a disease or something else dangerous or unpleasant; a sudden appearance of something dangerous or unpleasant
6. exasperating	F. an act involving some danger, risk, or excitement, because it is different from usual or expected behaviour; an act or

	situation that is exciting because it shows behaviour that is not controlled as it usually is
7. an outbreak	G. to not be expected to explain or provide a reason to a particular person or organization for your actions; not able to be explained or understood
8. faintly	H. to hold something tightly and twist it by turning your hands in opposite directions
9. escapade	I. to take hold of something suddenly and roughly; to do or get something quickly because you only have a short amount of time
10. quiver (v)	J. making you look silly and lose people's respect, especially because of not being controlled, serious, or calm
11. wring	K. with little strength, slightly; not strongly
12. snatch (v)	L. doing, or willing to do, what you have been told, asked or ordered to do by someone in authority

2. **Find English equivalents for the following word combinations.**

1. Розсипатися на уламки _____
2. Провести рукою по складках _____
3. Там була етажерка _____
4. Чистити зуби _____
5. Надзвичайно розсудливий _____
6. Неслухняність не передати словами _____
7. Викликати гарячий спалах гніву _____
8. Сказати хрипким голосом _____
9. Його серце було стиснуте від болю _____
10. Хіба це могло стерти те, що сталося _____

3. **Choose the correct prepositions for the following phrasal verbs. Explain the meanings of the verbs. Make sentences with them.**

1. She saw the train approaching and *dashed* _____ the crowd to catch it.
2. The actor *stalked* _____ the stage props, rehearsing his lines with intensity.
3. As the evening *drew* _____, the sky turned a soft shade of purple.
4. He tried to *beat* _____ the bushes, avoiding a direct answer to the difficult question.
5. After a long day, she *sank* _____ the cozy armchair with a book.
6. He confidently *strode* _____ the beach, enjoying the morning breeze.
7. He *barged* _____ the meeting room without knocking, interrupting the presentation.
8. She *knelt* _____ to tie her shoelace before the race began.
9. You need to *buck* _____ and finish your project before the deadline.
10. Small cafes seemed to *spring* _____ on every corner of the city.

11. The new policy *brought* _____ mixed reactions from the public.
12. The thick fog *blotted* _____ the view of the mountains completely.
13. The cat *poked* _____ its paw from under the couch playfully.
14. A flock of birds suddenly *flew* _____ the treetops at the sound of thunder.
15. The deer *bolted* _____ the clearing when it heard footsteps approaching.

4. *Translate into Ukrainian.*

1. The enigmatic artist, unaccountable to any institution or authority, pursued her vision with a fervent independence that left critics both awestruck and bewildered by her unpredictable creative choices.
2. As the ancient wooden chair began to wobble under his weight, he hesitated, realizing that his decision to test the relic's durability might have been an ill-advised act of curiosity.
3. The predator moved with a chilling precision, stalking its prey through the dense underbrush, its every step a calculated silence that betrayed no hint of its presence.
4. His attempt to climb the tree, though well-intentioned, resulted in a series of undignified slips and scrapes, much to the amusement of the gathering crowd.
5. It was an exasperating ordeal to explain the intricacies of the project to someone who, despite their apparent enthusiasm, seemed utterly incapable of grasping even the most basic concepts.
6. Their impulsive escapade to the abandoned castle, though thrilling at first, quickly devolved into a harrowing adventure as they discovered they were not alone within its crumbling walls.
7. The lone candle, its flame struggling against the draft, seemed to quiver in defiance of the encroaching darkness that threatened to engulf the room.



Reflection and Discussion

5. *Answer the questions.*

1. What kind of child is Dicky described as at the beginning of the story?
2. What triggers Dicky's mischievous behavior during tea-time?
3. How does Dicky react when his mother calls him after the incident?
4. What is Mrs. Spears' opinion on disciplining children, and how does she suggest it should be done?
5. Why does Mrs. Bendall hesitate to discipline Dicky harshly?
6. What does Mrs. Spears say about her own experience with disciplining her children?
7. What item in Mrs. Spears' house seems to influence her children's behavior?

8. How does Mrs. Bendall decide to address Dicky's behavior after speaking with Mrs. Spears?
9. What is Edward's reaction when his wife asks him to discipline Dicky?
10. How does Dicky behave during the punishment, and how does this affect his father?
11. Why does Edward feel remorseful after punishing Dicky?
12. What memory comes back to Edward as he reflects on the punishment, and how does it deepen his guilt?

6. Comment on the given metaphors from the text. Provide the situations in the story where they are used. Discuss how these metaphors contribute to plot development, enhance the narrative, and what pictures or imagery they create.

1. *The scolding voice went on. Edward sank into a chair.*
2. *The bear poked out his tongue*
3. *Her words flew from her lips*
4. *A warm throb of rage*
5. *He felt like a man in a dark net*

7. Discuss the following in pairs.

1. The Types of Punishment That Were Popular at Those Times

- What forms of punishment were considered acceptable or common in the society described in the text?
- How do these punishments reflect the values or beliefs of the time period?
- Are there any connections between the punishments and the roles of gender, class, or authority?
- Compare these historical punishments with modern disciplinary measures. How have societal views on punishment evolved?
- Do you think the punishments described were effective or justified? Why or why not?

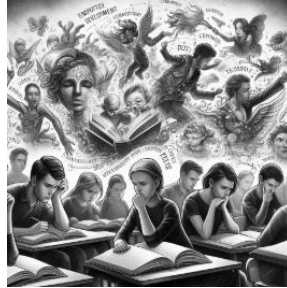
2. Manipulation Strategies Used by Mrs. Bendall

- What specific strategies does Mrs. Bendall use to influence others?
- How does she use language, emotion, or societal norms to manipulate those around her?
- Are her strategies subtle or overt? Provide examples from the text.
- How does Mrs. Bendall's manipulation reflect her personality or position in the household?
- Do you think her manipulation is driven by necessity, power, or something else?

3. Why Mr. Bendall Reacted to His Wife's Manipulation

- What aspects of Mr. Bendall's character make him susceptible to manipulation?
- How does his reaction reveal the dynamics of their relationship?
- Does Mr. Bendall recognize his wife's manipulation, or is he oblivious to it?

- To what extent do societal expectations or personal insecurities influence his response?
- Could Mr. Bendall have responded differently? What might have been the consequences?



Discovering Hidden Meanings in Texts

Emotional Peaks in Stories: Crafting Moments of Intensity

1. Read the following.

One of the most compelling elements of storytelling is the emotional peak — a moment of heightened intensity that deeply impacts both characters and readers. These peaks often occur at turning points in the narrative, revealing crucial aspects of a character’s inner world and advancing the plot. As Freytag (1863) outlined in his model of dramatic structure, the climax serves as the emotional high point, marking the culmination of conflict before resolution. In classic literature, such peaks are often built through carefully crafted prose, symbolism, and foreshadowing. For example, in *Wuthering Heights* (1847), Emily Brontë constructs an emotionally charged climax when Heathcliff exclaims, “Be with me always — take any form — drive me mad! Only do not leave me in this abyss, where I cannot find you!” This desperate outburst encapsulates the novel’s raw intensity, illustrating how emotional peaks serve as a vessel for expressing profound human experiences.

Modern literature continues to emphasize emotional peaks, though contemporary authors often use subtler techniques to create these moments. In *A Little Life* (2015), Hanya Yanagihara gradually builds emotional intensity through the protagonist’s suffering, culminating in a devastating scene where Jude, unable to escape his traumatic past, expresses self-loathing: “He wished he could be anyone other than who he was.” Unlike the explosive climaxes of 19th-century novels, Yanagihara’s emotional peaks unfold in an almost unbearable, slow-burning fashion. Similarly, Toni Morrison’s *Beloved* (1987) reaches its emotional zenith when Sethe, in a harrowing moment of desperation, attempts to kill her own children rather than allow them to be enslaved: “She just flew. Collected every bit of life she had made, all the parts of her that were precious and fine and beautiful, and carried, pushed, dragged them through the veil.” This passage, dense with metaphor, conveys the unimaginable emotional weight of her decision. These examples illustrate how the nature of emotional peaks varies across time and genre, but their power remains unchanged.

The effectiveness of an emotional peak often depends on its buildup. Narrative pacing, character development, and tension all contribute to the moment’s impact. According to Abbott (2008), “a climax is only as powerful as its setup; its emotional charge is determined by the depth of reader investment.” In *The Great Gatsby* (1925), F. Scott Fitzgerald masterfully constructs such a moment when Gatsby realizes that Daisy will never leave Tom for him: “He spoke as if Daisy’s reaction was the only thing that mattered... but with every

word she was drawing further and further into herself.” The gradual unraveling of Gatsby’s dream makes this scene all the more devastating, illustrating that emotional peaks do not always manifest in dramatic action — they can also be moments of quiet realization. Similarly, in *Never Let Me Go* (2005), Kazuo Ishiguro builds up an emotional peak through subtle storytelling, reaching its climax when Kathy and Tommy realize their love cannot change their fate: “I just waited a bit, then turned back to the car, to drive off to wherever it was I was supposed to be.” The restraint in the language heightens the tragedy, demonstrating how less can sometimes be more in crafting emotional intensity.

Another crucial aspect of emotional peaks is their connection to theme. Whether in tragedy, romance, or psychological drama, these moments reveal the deeper meaning of a story. Aristotle, in *Poetics*, argued that catharsis—the emotional purging that comes from witnessing intense emotions in art—allows audiences to connect deeply with a narrative. In *Romeo and Juliet* (1597), Shakespeare crafts an emotional peak in the final act when Romeo, believing Juliet to be dead, utters: “Thus with a kiss, I die.” This moment of extreme despair encapsulates the theme of fate versus free will, making it not only emotionally impactful but also thematically significant. Likewise, in Chimamanda Ngozi Adichie’s *Half of a Yellow Sun* (2006), the emotional climax occurs when Olanna and Odenigbo’s world crumbles due to the war, reinforcing the novel’s theme of loss and resilience. Emotional peaks, then, are not just moments of drama but are integral to a story’s larger message.

Ultimately, emotional peaks define a reader’s experience of a story, shaping its memorability and depth. They linger in the reader’s mind long after the book is closed, often serving as the defining moment of a character’s journey. From the passionate outbursts of Brontë’s *Wuthering Heights* to the restrained sorrow of Ishiguro’s *Never Let Me Go*, emotional peaks exist across literary traditions, demonstrating the universal nature of human feeling. As Abbott (2008) emphasizes, “fiction at its best is a machine for empathy, and the emotional peak is its most vital cog.” Understanding how writers craft these moments helps readers appreciate storytelling’s power and gives aspiring writers the tools to create their own unforgettable emotional highs.

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2. Reread the story. Analyze how the author builds up to the emotional peak. Discuss the techniques used, such as foreshadowing, pacing, and character development.

UNIT 10. THE LITTLE GIRL

by KATHERINE MANSFIELD

Katherine Mansfield, a prominent New Zealand-born modernist writer, often explored the world of children in her short stories with remarkable insight and sensitivity. Her stories featuring young protagonists, such as "The Doll's House" and "The Garden Party," delve into the complex emotions and perceptions of children as they navigate the adult world around them. Mansfield's keen observations capture the innocence, curiosity, and sometimes harsh realities of childhood, often contrasting these with the more jaded perspectives of adults. Through her vivid prose and nuanced characterizations, she illuminates the inner lives of children, revealing their capacity for both joy and sorrow, and their struggle to understand the often bewildering world of grown-ups.



<http://surl.li/juissu>

1. Read the story and do the tasks given below.

To the little girl he was a figure to be feared and avoided. Every morning before going to business he came into the nursery and gave her a perfunctory kiss, to which she responded with "Good-bye, father." And oh, the glad sense of relief when she heard the noise of the buggy growing fainter and fainter down the long road!

In the evening, leaning over the banisters at his home-coming, she heard his loud voice in the hall. "Bring my tea into the smoking-room . . . Hasn't the paper come yet? Have they taken it into the kitchen again? Mother, go and see if my paper's out there — and bring me my slippers."

"Kezia," mother would call to her, "if you're a good girl you can come down and take off father's boots." Slowly the girl would slip down the stairs, holding tightly to the banisters with one hand — more slowly still, across the hall, and push open the smoking-room door.

By that time he had his spectacles on and looked at her over them in a way that was terrifying to the little girl.

"Well, Kezia, get a move on and pull off these boots and take them outside. Been a good girl today?"

"I d-d-don't know, father."

"You d-d-don't know? If you stutter like that mother will have to take you to the doctor."

She never stuttered with other people — had quite given it up — but only with father, because then she was trying so hard to say the words properly.

"What's the matter? What are you looking so wretched about? Mother, I wish you would teach this child not to appear on the brink of suicide . . . Here, Kezia, carry my teacup back to the table — carefully; your hands jog like an old lady's. And try to keep your handkerchief in your pocket, not up your sleeve."

"Y-y-yes, father."

On Sundays she sat in the same pew with him in church, listening while he sang in a loud, clear voice, watching while he made little notes during the sermon with the stump of a blue pencil on the back of an envelope — his eyes narrowed to a slit — one hand beating a silent tattoo on the pew ledge. He said his prayers so loudly she was certain God heard him above the clergyman.

He was so big — his hands and his neck, especially his mouth when he yawned. Thinking about him alone in the nursery was like thinking about a giant.

On Sunday afternoons grandmother sent her down to the drawing-room, dressed in her brown velvet, to have a “nice talk with father and mother.” But the little girl always found mother reading *The Sketch* and father stretched out on the couch, his handkerchief on his face, his feet propped on one of the best sofa pillows, and so soundly sleeping that he snored.

She, perched on the piano-stool, gravely watched him until he woke and stretched, and asked the time — then looked at her.

“Don’t stare so, Kezia. You look like a little brown owl.”

One day, when she was kept indoors with a cold, the grandmother told her that father’s birthday was next week, and suggested she should make him a pincushion for a present out of a beautiful piece of yellow silk.

Laboriously, with a double cotton, the little girl stitched three sides. But what to fill it with? That was the question. The grandmother was out in the garden, and she wandered into mother’s bedroom to look for “scraps.” On the bed table she discovered a great many sheets of fine paper, gathered them up, shredded them into tiny pieces, and stuffed her case, then sewed up the fourth side.

That night there was a hue and cry over the house. Father’s great speech for the Port Authority had been lost. Rooms were ransacked — servants questioned. Finally mother came into the nursery.

“Kezia, I suppose you didn’t see some papers on a table in our room?”

“Oh, yes,” she said. “I tore them up for my s’prise.”

“What!” screamed mother. “Come straight down to the dining-room this instant.”

And she was dragged down to where father was pacing to and fro, hands behind his back.

“Well?” he said sharply.

Mother explained.

He stopped and stared in a stupefied manner at the child.

“Did you do that?”

“N-n-no,” she whispered.

“Mother, go up to the nursery and fetch down the damned thing — see that the child’s put to bed this instant.”

Crying too much to explain, she lay in the shadowed room watching the evening light sift through the Venetian blinds and trace a sad little pattern on the floor.

Then father came into the room with a ruler in his hands.

“I am going to whip you for this,” he said.

“Oh, no, no!” she screamed, cowering down under the bedclothes.

He pulled them aside.

“Sit up,” he commanded, “and hold out your hands. You must be taught once and for all not to touch what does not belong to you.”

“But it was for your b-b-birthday.”

Down came the ruler on her little, pink palms.

Hours later, when the grandmother had wrapped her in a shawl and rocked her in the rocking-chair the child cuddled close to her soft body.

“What did Jesus make fathers for?” she sobbed.

“Here’s a clean hanky, darling, with some of my lavender water on it. Go to sleep, pet; you’ll forget all about it in the morning. I tried to explain to father, but he was too upset to listen to-night.”

But the child never forgot. Next time she saw him she whipped both hands behind her back, and a red colour flew into her cheeks.

The Macdonalds lived in the next-door house. Five children there were. Looking through a hole in the vegetable garden fence the little girl saw them playing “tag” in the evening. The father with the baby Mac on his shoulders, two little girls hanging on to his coat tails, ran round and round the flower beds, shaking with laughter. Once she saw the boys turn the hose on him — turn the hose on him — and he made a great grab at them, tickling them until they got hiccoughs. Then it was she decided there were different sorts of fathers.

Suddenly, one day, mother became ill, and she and grandmother drove into town in a closed carriage.

The little girl was left alone in the house with Alice, the “general.” That was all right in the daytime, but while Alice was putting her to bed she grew suddenly afraid.

“What’ll I do if I have nightmare?” she asked. “I often have nightmare, and then grannie takes me into her bed — I can’t stay in the dark — it all gets ‘whispery.’ . . . What’ll I do if I do?”

“You just go to sleep, child,” said Alice, pulling off her socks and whacking them against the bedrail, “and don’t you holler out and wake your poor pa.”

But the same old nightmare came — the butcher with a knife and a rope who grew nearer and nearer, smiling that dreadful smile, while she could not move, could only stand still, crying out, “Grandma, Grandma!” She woke shivering, to see father beside her bed, a candle in his hand.

“What’s the matter?” he said.

“Oh, a butcher — a knife — I want grannie.” He blew out the candle, bent down and caught up the child in his arms, carrying her along the passage to the big bedroom. A newspaper was on the bed — a half-smoked cigar balanced against his reading-lamp. He pitched the paper on the floor, threw the cigar into the fireplace, then carefully tucked up the child. He lay down beside her. Half asleep still, still with the butcher’s smile all about her, it seemed, she crept close to him, snuggled her head under his arm, held tightly to his pyjama jacket.

Then the dark did not matter; she lay still. “Here, rub your feet against my legs and get them warm,” said father.

Tired out, he slept before the little girl. A funny feeling came over her. Poor father! Not so big, after all — and with no one to look after him . . . He was harder than the

grandmother, but it was a nice hardness . . . And every day he had to work and was too tired to be a Mr. Macdonald . . . She had torn up all his beautiful writing . . . She stirred suddenly, and sighed.

“What’s the matter?” asked father. “Another dream?”

“Oh,” said the little girl, “my head’s on your heart; I can hear it going. What a big heart you’ve got, father dear.”



Vocabulary in Focus

8. Match the given words with the correct definitions.

1. nursery	A. to speak or say something, especially the first part of a word, with difficulty, for example pausing before it or repeating it several times
2. banisters	B. to search a place or container in a violent and careless way; to completely search a place in a way that causes mess and damage
3. stutter	C. a small, soft object into which pins can be pushed to keep them safely until you need them
4. gravely	D. to move yourself into a warm and comfortable position, especially one in which your body is against another person or covered by something
5. a pincushion	E. in a way that needs a lot of time and effort
6. laboriously	F. a room in a house where small children sleep and play
7. ransack	G. touch someone lightly with your fingers, making them slightly uncomfortable and often making them laugh
8. this instant	H. a loud noise that you make in the throat without wanting to, caused by a sudden tightening of a muscle just below the chest and usually happening repeatedly
9. tickle	I. the row of posts at the side of stairs and the wooden or metal bar on top of them
10. get hiccoughs (=hiccups)	J. immediately; right now
11. snuggle (v)	K. seriously; in a serious and solemn manner

9. Find English equivalents for the following word combinations.

1. Постать, якої слід боятися і уникати _____
2. Поцілувати когось байдуже _____
3. Радісне відчуття полегшення _____
4. Виглядати жалюгідно _____

5. Його очі звузилися до щілин _____
6. У будинку здійнявся галас і метушня _____
7. Щоб не опинитись на межі самогубства _____
8. Подрібнити на маленькі шматочки _____
9. Витріщатися з остовпілим виглядом на _____
10. Її охопило дивне відчуття _____

10. Choose correct prepositions for the following phrasal verbs. Explain the meanings of the verbs. Make sentences with them.

1. She spent hours *sifting* _____ old photographs, searching for a special memory.
2. He *hollered* _____ his friend's name across the crowded park.
3. The wind was so strong that it *blew* _____ all the candles on the table.
4. She gently *tucked* _____ her child in bed and kissed him goodnight.
5. The cat kept *rubbing* _____ my leg, purring softly.
6. He *propped* the heavy book _____ a stand for easier reading.
7. They *gathered* _____ their belongings and left the picnic spot.
8. She *shredded* the old documents _____ tiny pieces for security reasons.
9. He *tore* _____ the letter in frustration and threw it away.
10. She *bent* _____ to tie her shoelaces before the race.



Reflection and Discussion

11. Answer the following questions.

1. Why was Kezia scared of her father?
2. What was unusual about Kezia's stuttering?
3. Do you think that Kezia's father didn't love her?
4. How did Kezia make a pin-cushion for her father?
5. To what extent do you blame Kezia for tearing her father's papers?
6. Pick out an instance that portrays the insensitive crudeness of Kezia's mother.
7. Do you justify Kezia's father's punishing her for ruining his great speech? Give reasons.
8. Why did Kezia like Mr. Macdonalds?
9. Why did Kezia feel scared to sleep alone?
10. Why did Kezia smile as she lay close to her father?
11. Did Kezia feel her father's love for her?
12. Should a father always be a nightmare for his kids? Why/why not?
13. Why do fathers put on characters of the scare children?
14. What makes us give gifts to our parents? How do we expect them to respond to our token of affection?

12. Dwell on the following.

1. Discuss how the father's authoritarian demeanor and lack of emotional warmth initially shape Kezia's fear and misunderstanding of him. How does this dynamic reflect broader societal norms about parental roles during the time period depicted in the story?
2. Analyze the transformation in Kezia's perception of her father during the nightmare incident. How does the father's act of care and tenderness alter the child's understanding of his character? What does this suggest about the role of vulnerability in fostering familial bonds?
3. Explore the significance of the Macdonald family as a point of comparison for Kezia. How does observing their playful and affectionate interactions influence her understanding of fatherhood? What does this contrast reveal about the diversity of parenting styles and their impact on children's emotional development?

UNIT 11. A FAMILY SUPPER

by KAZUO ISHIGURO

Kazuo Ishiguro, born in Nagasaki, Japan, in 1954, is a Nobel Prize-winning British novelist and screenwriter known for his introspective and nuanced storytelling. He moved to the UK at the age of five and has since developed a literary career that explores themes of memory, loss, and the complexities of human relationships. Ishiguro's writing often features unreliable narrators and a distinctive blend of the fantastical with the ordinary, allowing readers to delve into the emotional undercurrents of his characters' lives. His acclaimed novels, such as «Never Let Me Go» and «The Remains of the Day», reflect on the passage of time and the nature of identity, often set against richly detailed backdrops.

Ishiguro's prose is characterized by its simplicity and elegance, often prompting profound reflections on the human experience. He has received numerous awards, including the Booker Prize and the Nobel Prize in Literature in 2017, recognizing his significant contributions to contemporary literature. In addition to his novels, Ishiguro has written short stories and screenplays, demonstrating his versatility as a writer. His unique voice and exploration of deeply human themes have solidified his position as one of the leading literary figures of his generation.



<http://surl.li/wlvzmx>

1. Read the story and do the tasks given below.

Fugu is a fish caught off the Pacific shores of Japan. The fish has held a special significance for me ever since my mother died through eating one. The poison resides in the sexual glands of the fish, inside two fragile bags. When preparing the fish, these bags must be removed with caution, for any clumsiness will result in the poison leaking into the veins. Regrettably, it is not easy to tell whether or not this operation has been carried out successfully. The proof is, as it were, in the eating.

Fugu poisoning is hideously painful and almost always fatal. If the fish has been eaten during the evening, the victim is usually overtaken by pain during his sleep. He rolls about in agony for a few hours and is dead by morning. The fish became extremely popular in Japan after the war. Until stricter regulations were imposed, it was all the rage to perform the hazardous gutting operation in one's own kitchen, then to invite neighbours and friends round for the feast.

At the time of my mother's death, I was living in California. My relationship with my parents had become somewhat strained around that period, and consequently I did not learn of the circumstances surrounding her death until I returned to Tokyo two years later. Apparently, my mother had always refused to eat fugu, but on this particular occasion she had made an exception, having been invited by an old schoolfriend whom she was anxious not to offend. It was my father who supplied me with the details as we

drove from the airport to his house in the Kamakura district. When we finally arrived, it was nearing the end of a sunny autumn day,

'Did you eat on the plane?' my father asked. We were sitting on the tatami floor of his tea-room.

'They gave me a light snack.'

'You must be hungry. We'll eat as soon as Kikuko arrives.'

My father was a formidable-looking man with a large stony jaw and furious black eyebrows. I think now in retrospect that he much resembled Chou En-lai, although he would not have cherished such a comparison, being particularly proud of the pure samurai blood that ran in the family. His general presence was not one which encouraged relaxed conversation; neither were things helped much by his odd way of stating each remark as if it were the concluding one. In fact, as I sat opposite him that afternoon, a boyhood memory came back to me of the time he had struck me several times around the head for 'chattering like an old woman'. Inevitably, our conversation since my arrival at the airport had been punctuated by long pauses.

'I'm sorry to hear about the firm,' I said when neither of us had spoken for some time. He nodded gravely.

'In fact the story didn't end there,' he said. 'After the firm's collapse, Watanabe killed himself. He didn't wish to live with the disgrace.'

'I see.'

'We were partners for seventeen years. A man of principle and honour. I respected him very much.'

'Will you go into business again?' I asked.

'I am – in retirement. I'm too old to involve myself in new ventures now. Business these days has become so different. Dealing with foreigners. Doing things their way. I don't understand how we've come to this. Neither did Watanabe.' He sighed. 'A fine man. A man of principle.'

The tea-room looked out over the garden. From where I sat I could make out the ancient well which as a child I had believed haunted. It was just visible now through the thick foliage. The sun had sunk low and much of the garden had fallen into shadow.

'I'm glad in any case that you've decided to come back,' my father said. 'More than a short visit, I hope.'

'I'm not sure what my plans will be.'

'I for one am prepared to forget the past. Your mother too was always ready to welcome you back – upset as she was by your behaviour.'

'I appreciate your sympathy. As I say, I'm not sure what my plans are.'

'I've come to believe now that there were no evil intentions in your mind,' my father continued. 'You were swayed by certain -influences. Like so many others.'

'Perhaps we should forget it, as you suggest.'

'As you will. More tea?'

Just then a girl's voice came echoing through the house.

'At last.' My father rose to his feet. 'Kikuko has arrived.'

Despite our difference in years, my sister and I had always been close. Seeing me again seemed to make her excessively excited and for a while she did nothing but giggle

nervously. But she calmed down somewhat when my father started to question her about Osaka and her university. She answered him with short formal replies. She in turn asked me a few questions, but she seemed inhibited by the fear that her questions might lead to awkward topics. After a while, the conversation had become even sparser than prior to Kikuko's arrival. Then my father stood up, saying: 'I must attend to the supper. Please excuse me for being burdened down by such matters. Kikuko will look after you.'

My sister relaxed quite visibly once he had left the room. Within a few minutes, she was chatting freely about her friends in Osaka and about her classes at university. Then quite suddenly she decided we should walk in the garden and went striding out onto the veranda. We put on some straw sandals that had been left along the veranda rail and stepped out into the garden. The daylight had almost gone.

'I've been dying for a smoke for the last half-hour,' she said, lighting a cigarette.

'Then why didn't you smoke?'

She made a furtive gesture back towards the house, then grinned mischievously.

'Oh I see,' I said.

'Guess what? I've got a boyfriend now.'

'Oh yes?'

'Except I'm wondering what to do. I haven't made up my mind yet.'

'Quite understandable.'

'You see, he's making plans to go to America. He wants me to go with him as soon as I finish studying.'

'I see. And you want to go to America?'

'If we go, we're going to hitch-hike.' Kikuko waved a thumb in front of my face. 'People say it's dangerous, but I've done it in Osaka and it's fine.'

'I see. So what is it you're unsure about?'

We were following a narrow path that wound through the shrubs and finished by the old well. As we walked, Kikuko persisted in taking unnecessarily theatrical puffs on her cigarette.

'Well. I've got lots of friends now in Osaka. I like it there. I'm not sure I want to leave them all behind just yet. And Suichi – I like him, but I'm not sure I want to spend so much time with him. Do you understand?' 'Oh perfectly.'

She grinned again, then skipped on ahead of me until she had reached the well. 'Do you remember,' she said, as I came walking up to her, 'how you used to say this well was haunted?'

'Yes, I remember.'

We both peered over the side.

'Mother always told me it was the old woman from the vegetable store you'd seen that night,' she said. 'But I never believed her and never came out here alone.'

'Mother used to tell me that too. She even told me once the old woman had confessed to being the ghost. Apparently she'd been taking a short cut through our garden. I imagine she had some trouble clambering over these walls.'

Kikuko gave a giggle. She then turned her back to the well, casting her gaze about the garden.

'Mother never really blamed you, you know,' she said, in a new voice. I remained silent. 'She always used to say to me how it was then-fault, hers and Father's, for not bringing you up correctly. She used to tell me how much more careful they'd been with me, and that's why I was so good.' She looked up and the mischievous grin had returned to her face. 'Poor Mother,' she said.

'Yes. Poor Mother.'

'Are you going back to California?'

'I don't know. I'll have to see.'

'What happened to – to her? To Vicki?'

'That's all finished with,' I said. 'There's nothing much left for me now in California.'

'Do you think I ought to go there?'

'Why not? I don't know. You'll probably like it.' I glanced towards the house. 'Perhaps we'd better go in soon. Father might need a hand with the supper.'

But my sister was once more peering down into the well. 'I can't see any ghosts,' she said. Her voice echoed a little.

'Is Father very upset about his firm collapsing?'

'Don't know. You can never tell with Father.' Then suddenly she straightened up and turned to me. 'Did he tell you about old Watanabe? What he did?'

'I heard he committed suicide.'

'Well, that wasn't all. He took his whole family with him. His wife and his two little girls.'

'Oh yes?'

'Those two beautiful little girls. He turned on the gas while they were all asleep. Then he cut his stomach with a meat knife.'

'Yes, Father was just telling me how Watanabe was a man of principle.'

'Sick.' My sister turned back to the well.

'Careful. You'll fall right in.'

'I can't see any ghost,' she said. 'You were lying to me all that time.'

'But I never said it lived down the well.'

'Where is it, then?'

We both looked around at the trees and shrubs. The light in the garden had grown very dim. Eventually I pointed to a small clearing some ten yards away.

'Just there I saw it. Just there.'

We stared at the spot.

'What did it look like?'

'I couldn't see very well. It was dark.'

'But you must have seen something.'

'It was an old woman. She was just standing there, watching me.'

We kept staring at the spot as if mesmerized.

'She was wearing a white kimono,' I said. 'Some of her hair had come undone. It was blowing around a little.'

Kikuko pushed her elbow against my arm. 'Oh be quiet. You're trying to frighten me all over again.' She trod on the remains of her cigarette, then for a brief moment

stood regarding it with a perplexed expression. She kicked some pine needles over it, then once more displayed her grin. 'Let's see if supper's ready,' she said.

We found my father in the kitchen. He gave us a quick glance, then carried on with what he was doing.

'Father's become quite a chef Since he's had to manage on his own,' Kikuko said with a laugh. He turned and looked at my sister coldly.

'Hardly a skill I'm proud of,' he said. 'Kikuko, come here and help.'

For some moments my sister did not move. Then she stepped forward and took an apron hanging from a drawer.

'Just these vegetables need cooking now,' he said to her. 'The rest just needs watching.' Then he looked up and regarded me strangely for some seconds. 'I expect you want to look around the house,' he said eventually. He put down the chopsticks he had been holding. 'It's a long time since you've seen it.'

As we left the kitchen I glanced back towards Kikuko, but her back was turned.

'She's a good girl,' my father said quietly.

I followed my father from room to room. I had forgotten how large the house was. A panel would slide open and another room would appear. But the rooms were all startlingly empty. In one of the rooms the lights did not come on, and we stared at the stark walls and tatami in the pale light that came from the windows.

'This house is too large for a man to live in alone,' my father said. 'I don't have much use for most of these rooms now.'

But eventually my father opened the door to a room packed full of books and papers. There were flowers in vases and pictures on the walls. Then I noticed something on a low table in the corner of the room. I came nearer and saw it was a plastic model of a battleship, the kind constructed by children. It had been placed on some newspaper; scattered around it were assorted pieces of grey plastic.

My father gave a laugh. He came up to the table and picked up the model.

'Since the firm folded,' he said, 'I have a little more time on my hands.' He laughed again, rather strangely. For a moment his face looked almost gentle. 'A little more time.'

'That seems odd,' I said. 'You were always so busy.'

'Too busy perhaps.' He looked at me with a small smile. 'Perhaps I should have been a more attentive father.'

I laughed. He went on contemplating his battleship. Then he looked up. 'I hadn't meant to tell you this, but perhaps it's best that I do. It's my belief that your mother's death was no accident. She had many worries. And some disappointments.'

We both gazed at the plastic battleship.

'Surely,' I said eventually, 'my mother didn't expect me to live here forever.'

'Obviously you don't see. You don't see how it is for some parents. Not only must they lose their children, they must lose them to things they don't understand.' He spun the battleship in his fingers. 'These little gunboats here could have been better glued, don't you think?'

'Perhaps. I think it looks fine.'

'During the war I spent some time on a ship rather like this. But my ambition was always the air force. I figured it like this. If your ship was struck by the enemy, all you

could do was struggle in the water hoping for a lifeline. But in an aeroplane – well – there was always the final weapon.' He put the model back onto the table. 'I don't suppose you believe in war.'

'Not particularly.'

He cast an eye around the room. 'Supper should be ready by now,' he said. 'You must be hungry.'

Supper was waiting in a dimly lit room next to the kitchen. The only source of light was a big lantern that hung over the table, casting the rest of the room into shadow. We bowed to each other before starting the meal.

There was little conversation. When I made some polite comment about the food, Kikuko giggled a little. Her earlier nervousness seemed to have returned to her. My father did not speak for several minutes. Finally he said:

'It must feel strange for you, being back in Japan.'

'Yes, it is a little strange.'

'Already, perhaps, you regret leaving America.'

'A little. Not so much. I didn't leave behind much. Just some empty rooms.'

'I see.'

I glanced across the table. My father's face looked stony and forbidding in the half-light. We ate on in silence.

Then my eye caught something at the back of the room. At first I continued eating, then my hands became still. The others noticed and looked at me. I went on gazing into the darkness past my father's shoulder.

'Who is that? In that photograph there?'

'Which photograph?' My father turned slightly, trying to follow my gaze.

'The lowest one. The old woman in the white kimono.'

My father put down his chopsticks. He looked first at the photograph, then at me.

'Your mother.' His voice had become very hard. 'Can't you recognize your own mother?'

'My mother. You see, it's dark. I can't see it very well.'

No one spoke for a few seconds, then Kikuko rose to her feet. She took the photograph down from the wall, came back to the table and gave it to me.

'She looks a lot older,' I said.

'It was taken shortly before her death,' said my father.

'It was the dark. I couldn't see very well.'

I looked up and noticed my father holding out a hand. I gave him the photograph. He looked at it intently, then held it towards Kikuko. Obediently, my sister rose to her feet once more and returned the picture to the wall.

There was a large pot left unopened at the centre of the table. When Kikuko had seated herself again, my father reached forward and lifted the lid. A cloud of steam rose up and curled towards the lantern. He pushed the pot a little towards me.

'You must be hungry,' he said. One side of his face had fallen into shadow.

'Thank you.' I reached forward with my chopsticks. The steam was almost scalding. 'What is it?'

'Fish.'

'It smells very good.'

In amidst soup were strips of fish that had curled almost into balls. I picked one out and brought it to my bowl.

'Help yourself. There's plenty.'

'Thank you.' I took a little more, then pushed the pot towards my father. I watched him take several pieces to his bowl. Then we both watched as Kikuko served herself.

My father bowed slightly. 'You must be hungry,' he said again. He took some fish to his mouth and started to eat. Then I too chose a piece and put it in my mouth. It felt soft, quite fleshy against my tongue.

'Very good,' I said. 'What is it?'

'Just fish.'

'It's very good.'

The three of us ate on in silence. Several minutes went by.

'Some more?'

'Is there enough?'

'There's plenty for all of us.' My father lifted the lid and once more steam rose up. We all reached forward and helped ourselves.

'Here,' I said to my father, 'you have this last piece.'

'Thank you.'

When we had finished the meal, my father stretched out his arms and yawned with an air of satisfaction. 'Kikuko,' he said. 'Prepare a pot of tea, please.'

My sister looked at him, then left the room without comment. My father stood up.

'Let's retire to the other room. It's rather warm in here.'

I got to my feet and followed him into the tea-room. The large sliding windows had been left open, bringing in a breeze from the garden. For a while we sat in silence.

'Father,' I said, finally.

'Yes?'

'Kikuko tells me Watanabe-San took his whole family with him.'

My father lowered his eyes and nodded. For some moments he seemed deep in thought. 'Watanabe was very devoted to his work,' he said at last. 'The collapse of the firm was a great blow to him. I fear it must have weakened his judgement.'

'You think what he did – it was a mistake?'

'Why, of course. Do you see it otherwise?'

'No, no. Of course not.'

'There are other things besides work.'

'Yes.'

We fell silent again. The sound of locusts came in from the garden. I looked out into the darkness. The well was no longer visible.

'What do you think you will do now?' my father asked. 'Will you stay in Japan for a while?'

'To be honest, I hadn't thought that far ahead.'

'If you wish to stay here, I mean here in this house, you would be very welcome. That is, if you don't mind living with an old man.'

'Thank you. I'll have to think about it.'

I gazed out once more into the darkness.

'But of course,' said my father, 'this house is so dreary now. You'll no doubt return to America before long.'

'Perhaps. I don't know yet.'

'No doubt you will.'

For some time my father seemed to be studying the back of his hands. Then he looked up and sighed.

'Kikuko is due to complete her studies next spring,' he said. 'Perhaps she will want to come home then. She's a good girl.'

'Perhaps she will.'

'Things will improve then.'

'Yes, I'm sure they will.'

We fell silent once more, waiting for Kikuko to bring the tea.



Phrasal Verbs in Focus

HELP

2. Study the given phrasal verb **HELP**.

1. **HELP OUT**

to assist someone, especially when they are in need: *She helped out at the community center during the holidays.*

2. **HELP WITH**

to provide assistance with a specific task or activity: *Can you help me with this math problem?*

3. **HELP ALONG**

to assist someone in progressing or moving forward, often in a situation or task: *The mentor helped him along in his career.*

4. **HELP (SOMEONE) UP**

to assist someone in standing up, especially if they are physically unable to do so on their own: *He helped her up after she fell.*

5. **HELP (SOMEONE) IN**

to assist someone in entering a place or joining an activity: *She helped him in the door when his hands were full.*

6. **HELP (SOMEONE) OUT OF**

to assist someone in escaping or getting out of a difficult situation: *They helped him out of trouble after the accident.*

3. Fill in the gaps with the correct phrasal verb form of help.

1. Can you _____ me _____ with my luggage?
2. She _____ the elderly woman _____ the stairs.

3. I'm really struggling with this assignment. Could you _____ me _____?
4. He _____ me _____ of a difficult situation last week.
5. I'll _____ you _____ with your presentation if you need it.
6. They _____ the new employee _____ with the training.
7. She _____ me _____ when I was feeling down.
8. The teacher _____ the students _____ with the project deadlines.
9. I'll _____ you _____ with the details of the meeting tomorrow.
10. We need to _____ each other _____ during the crisis.

4. Match the phrases with *HELP* with their synonyms.

1. Help out with the project	A. Guide the new employee
2. Help someone along in their career	B. support me in the calculations
3. Help out during the crisis	C. provide academic support
4. Help me with the calculations	D. assist in managing the logistics
5. Help out at the event	E. Assist with the project
6. Help someone out of a difficult situation	F. Assist me in my decision-making process
7. Help along the new employee	G. mentor someone in their growth
8. Help out with the logistics	H. offer support in the crisis
9. Help me out with my decision-making process	I. lend a hand in event planning
10. Help someone with their studies	J. support someone in getting up
11. Help out in organizing the event	K. mentor someone in their professional journey
12. Help someone along in their personal development	L. lend a hand with the documentation
13. Help out with the research findings	M. Volunteer at the event
14. Help someone up when they fall	N. help interpret the research findings
15. Help out with the paperwork	O. rescue someone from a difficult situation

5. Translate into Ukrainian.

1. The professor agreed to help me out with my research, offering valuable insights into my methodology.
2. In times of crisis, it's essential to help one another out, especially when the situation seems overwhelming.
3. He helped his colleague along with the complex calculations, ensuring that the project stayed on track.
4. The volunteers helped out at the shelter, providing much-needed support to the displaced families.

5. She helped me with the intricacies of the legal document, making sure I understood all the clauses.
6. The community came together to help out during the natural disaster, offering food and shelter to those affected.
7. He helped his friend out of a financial bind by lending him money until he could repay it.
8. The coach helped the athletes along by offering personalized training sessions to improve their performance.
9. The committee decided to help out with the event organization, taking on various tasks to ensure its success.
10. Her mentor helped her out by guiding her through the difficult decision-making process in her career.
11. I was struggling with the project, but my colleague helped me out by explaining the core concepts more clearly.
12. The team leader helped the new member along by introducing them to the key aspects of the job.
13. She helped me out of a tight spot by offering a solution to the problem I was facing in my personal life.
14. The expert helped the students with their thesis proposals, offering constructive feedback to refine their arguments.
15. They helped each other out by sharing resources and collaborating to complete the research on time.



Reflection and Discussion

6. Answer the following questions.

1. Why does the narrator associate fugu with their mother's death?
2. What makes preparing fugu so dangerous?
3. How did fugu become popular in Japan after the war?
4. Why did the narrator's mother decide to eat fugu, despite usually refusing it?
5. What strained the narrator's relationship with their parents before the mother's death?
6. How does the narrator describe their father's personality and demeanor?
7. What is the significance of the haunted well in the garden to the narrator and Kikuko?
8. Why does the narrator's father mention Watanabe's suicide, and how does it reflect his values?
9. How does the father's view of modern business differ from his past experiences?
10. What is Kikuko's dilemma regarding her boyfriend and his plans to move to America?

11. Why does Kikuko smoke secretly, and what does this reveal about her relationship with her father?
12. How does the father show regret about his past parenting choices?
13. What does the battleship model symbolize in the father's life?
14. Why does the father suggest that the mother's death might not have been accidental?
15. How does Kikuko's behavior change when her father leaves the room?
16. What is the significance of the photograph of the mother in the white kimono?
17. How does the narrator feel about returning to Japan after living in California?
18. What role does silence play in the family's interactions throughout the story?

7. Work in groups and choose any two statements to discuss. Get ready to share your ideas with the whole class.

Personal tragedies of the characters in the story.

- **Mother:** Her decision to eat fugu despite her usual caution reflects societal pressure to maintain relationships and avoid offending others.
- **Father:** He clings to tradition and principles, evident in his pride in samurai heritage and his disdain for modern business practices, yet he grapples with regret over past decisions.
- **Son (Narrator):** The narrator navigates familial tensions by maintaining emotional distance, yet his reflections reveal unresolved guilt and a longing for connection.
- **Daughter (Kikuko):** Kikuko balances her desire for independence with societal expectations, shown in her secret smoking and hesitation about moving to America with her boyfriend.
- **Mr. Watanabe:** His drastic decision to end his life and his family's reflects the extreme pressure of societal expectations regarding honor and success.

8. Dwell on the following.

1. The popularity of fugu after the war highlights how cultural trends can override personal safety concerns.
2. The father's disdain for modern business practices reflects the tension between traditional values and globalization.
3. Kikuko's dilemma about leaving Japan for America illustrates the societal pull of family obligations versus personal freedom.
4. Mr. Watanabe's suicide underscores the devastating impact of societal pressure to maintain honor and success in the face of failure.
5. The mother's decision to eat fugu reveals how societal norms about politeness and relationships can lead to life-altering consequences.

9. Work in two teams to analyze the story and support your arguments with textual evidence.

Team 1: "It's Just a Fish"

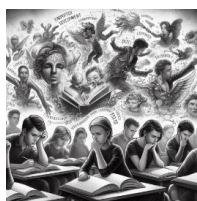
Your task is to find proof in the text that:

1. Fugu is presented as just a fish, with no symbolic or deeper meaning.
2. The father does not plan to follow Mr. Watanabe's example of committing suicide due to disgrace.

Team 2: "Honor and Tradition"

Your task is to find proof in the text that:

1. The father views fugu as symbolic of honor and tradition.
2. He plans to uphold the ancestors' values, potentially following Mr. Watanabe's path as a way of preserving honor.



Discovering Hidden Meanings in Texts

Suspense and the Open Ending

1. Read the following and do the tasks given below.

Suspense is a key narrative technique that keeps readers engaged by creating uncertainty, tension, and anticipation. It is often achieved through delayed revelations, ambiguous situations, or an impending sense of danger. According to Todorov's theory of equilibrium, stories typically begin with stability, which is then disrupted, leading to tension before eventual resolution. However, in narratives with an open ending, the equilibrium is never fully restored, leaving readers in a state of uncertainty.

In *A Family Supper* by Kazuo Ishiguro, suspense is masterfully built through an unsettling atmosphere, restrained dialogue, and an ambiguous conclusion that leaves the reader questioning what has transpired and what may still come. As Peter Brooks (1984) notes in *Reading for the Plot*, suspense arises when a story resists closure, forcing readers to construct possible meanings themselves. This aligns with recent findings by Köppe and Onea (2024), who argue that suspense in narrative structures often emerges from near-missed resolutions, compelling readers to actively engage with the text even after its conclusion.

An open ending, unlike a traditional resolution, refuses to provide finality, instead inviting multiple interpretations. This technique often enhances suspense by allowing unanswered questions to linger in the reader's mind. Ishiguro's *A Family Supper* is an excellent example of this, as the story leaves the fate of the characters uncertain. The father's cryptic remarks, the eerie family dinner, and the lingering presence of fugu poisoning all contribute to a sense of unease that is never fully dispelled.

As Gérard Genette (1980) suggests in *Narrative Discourse*, the way a story concludes can determine its impact — open endings can prolong narrative tension indefinitely, as the reader continues to speculate beyond the final lines. Recent experimental studies by Bentz et al. (2024) support this idea, demonstrating that real-time suspense responses increase when narrative structures avoid closure, keeping audiences emotionally invested long after reading.

One of the reasons suspense and open endings work so well together is that they both rely on gaps in information. Readers are encouraged to actively participate in meaning-making, filling in what is left unsaid. Ishiguro's minimalist style, marked by subtle dialogue and restrained emotion, contributes to this effect, as much of the story's tension comes from what is implied rather than explicitly stated.

Wolfgang Iser's (1978) *The Act of Reading* emphasizes that texts with gaps require readers to become co-creators of meaning, making open endings particularly effective in generating prolonged suspense. Recent research by Hahn, Schibler, and Green (2023) on cliffhangers further suggests that unresolved narratives heighten affective responses and cognitive engagement, reinforcing the powerful effect of suspenseful open endings in literature.

Suspenseful open endings are particularly effective in literary fiction because they reflect the complexities of real life, where not all conflicts are neatly resolved. Ishiguro's approach aligns with postmodernist tendencies that challenge the idea of narrative closure, instead embracing ambiguity and subjectivity.

According to Roland Barthes' (1974) *S/Z*, texts that resist definitive interpretations encourage "writerly" reading, where meaning is fluid rather than fixed. In *A Family Supper*, the reader is left contemplating the possible implications of the father's invitation to stay, the son's response, and the looming presence of death in the household. This uncertainty reinforces the emotional weight of the story, leaving an impression of unease that mirrors the protagonist's own sense of displacement.

Krakowiak (2024) expands on this by examining how narrative closure—or the lack thereof—affects audience reactions, emphasizing that open endings can evoke more profound emotional and psychological engagement with the text.

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2. Analyze how Ishiguro creates suspense in *A Family Supper*. What specific techniques contribute to the unsettling atmosphere?

3. Identify key passages where information is withheld or left ambiguous. How does this affect the reader's perception of the ending?

4. Using theories from Brooks, Genette, or Barthes, explain why open endings can enhance suspense. What does this suggest about the relationship between readers and texts?

PROJECT



1. SELECTING NEWSPAPER ARTICLES

- Find 5-6 articles related to parent-child relationships, including social, psychological, and legal aspects (e.g., child custody, parental rights, the impact of social media on children, or family dynamics).
- Ensure a mix of sources, representing both types of newspapers:
 - **Broadsheets** (e.g., *The Guardian*, *The New York Times*): These should be more formal and factual, offering in-depth coverage of the social, psychological, and legal aspects of parent-child relations. Aim for 2-3 articles from such sources.
 - **Tabloids** (e.g., *The Sun*, *Daily Mirror*): These often focus on sensational or human-interest stories, with a simpler, more emotive tone. Aim for 2-3 articles from such sources.
- Articles should be recent (published within the last 2 years).

2. READING AND ANNOTATING

- **First Reading:** Identify the central narrative or angle of the article on parent-child relations. Is it a legal analysis, a human-interest story, or a discussion of social or psychological issues?
- **Second Reading:** Annotate the article by answering the following:
 - What is the central narrative (e.g., child development, parental responsibility, legal battles over custody)?
 - What facts and perspectives are emphasized?
 - Are there any biases or editorial tones (e.g., sympathetic, critical, neutral)?
 - How are key figures (parents, children, legal professionals, psychologists) portrayed?
 - Identify key vocabulary used in legal vs. emotional contexts (e.g., terms like “custody,” “parental rights” vs. “love,” “bonding”).

3. COMPARATIVE ANALYSIS

- **Narrative Similarities:**
 - Identify recurring themes across different newspapers (e.g., focus on child development, the role of parents in shaping a child's future, legal issues like custody, or the impact of technology on children).
 - Look for common narrative structures (e.g., "successful resolution" in tabloids vs. "complex issues" in broadsheets).
- **Narrative Differences:**
 - Examine differences in tone. Are tabloids more emotional or personal? Are broadsheets more fact-focused or critical?
 - Compare how facts are presented. Are legal aspects oversimplified in some articles? How do the articles handle the complexities of parent-child relationships, such as custody battles or the psychological effects of parenting styles?
 - Analyze how parent-child relations are portrayed—romanticized, criticized, or seen as a social or legal transaction.

4. CONTEXTUALIZING THE ARTICLES

- Consider the country or region each article focuses on. How do different legal systems and cultural attitudes toward parenting influence the narrative?
- Reflect on how the newspapers might shape public perception of parent-child relationships. Are they promoting a specific stance (e.g., supporting a particular parenting style or legal framework) or reflecting societal trends?

5. PRESENTING YOUR FINDINGS

- Write a 2-3 page speech for your presentation that includes:
 - A brief overview of the sources (type of newspaper, reputation, style).
 - A summary of each article's main narrative (a few sentences per article).
 - A comparative analysis of the articles, highlighting similarities and differences in the portrayal of parent-child relations, tone, and focus. Include quotes from the articles.
 - A conclusion on how media outlets contribute to shaping public discourse on parent-child relationships, including social, psychological, and legal perspectives.
- Prepare a 3-4 minute PowerPoint presentation with the results and be ready to share them with the group.

CHILDREN OF BLOOD AND BONE

by Tomi Aayedemi,

a Nigerian-American author and creative writing coach, best known for her acclaimed debut novel, *Children of Blood and Bone*. Born on August 1, 1993, in the United States to Nigerian immigrant parents, Adeyemi grew up deeply connected to her Yoruba heritage, which profoundly influences her work. She studied English literature at Harvard University and later pursued West African mythology and culture in Brazil, an experience that inspired the rich world-building in her books. Adeyemi's writing blends elements of African folklore with themes of resistance, identity, and social justice, creating a powerful narrative that resonates with readers worldwide.



<http://surl.li/jirjob>

Her debut novel, *Children of Blood and Bone*, released in 2018, became an instant bestseller, earning accolades such as the Goodreads Choice Award for Best Debut Novel and the Waterstones Children's Book Prize. The novel is the first in the *Legacy of Orisha* trilogy, set in a fantastical world where magic has been suppressed and follows the protagonist, Zélie Adebola, as she fights to restore it. Praised for its vivid storytelling and complex characters, the book has been optioned for a film adaptation by Fox 2000. Adeyemi's work has been celebrated for bringing African mythology to mainstream fantasy literature, and she continues to be a prominent voice in the literary world, inspiring readers and writers alike.



Online Course Assignments

Read the extract from the novel and do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=976627>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=976626>
(for translators)

AN ABSOLUTE TRUE DIARY OF A PART-TIME INDIAN

by Sherman Alexie

Sherman Alexie is a prominent Native American author, poet, and filmmaker whose works explore themes of identity, resilience, and the struggles of modern Native American life. Born on October 7, 1966, on the Spokane Indian Reservation in Wellpinit, Washington, Alexie faced numerous challenges early in life, including hydrocephalus, a condition that required brain surgery as an infant. Despite these hardships, he demonstrated exceptional intelligence and determination, eventually attending Gonzaga University and Washington State University, where he discovered his passion for writing.



<http://surl.li/drnisb>

Alexie's literary career began with poetry, and his early collections, such as *The Business of Fancydancing* (1992), received critical acclaim for their raw and poignant depictions of reservation life. His ability to blend humor, tragedy, and social commentary quickly established him as a unique and powerful voice in contemporary American literature.

Alexie is perhaps best known for his semi-autobiographical novel *The Absolutely True Diary of a Part-Time Indian* (2007), which won the National Book Award for Young People's Literature. The novel tells the story of Arnold Spirit Jr., a teenager navigating the challenges of growing up on a reservation while attending a predominantly white high school. The book is celebrated for its honest portrayal of poverty, racism, and hope, resonating with readers of all backgrounds. Beyond literature, Alexie has also made significant contributions to film, including writing and co-producing *Smoke Signals* (1998), the first feature film written, directed, and produced by Native Americans. His work, spanning genres and mediums, often critiques stereotypes about Native Americans while shedding light on the complexities of their lives. Despite facing controversy in recent years, Alexie's influence on Native American literature and his ability to bring indigenous stories to a broader audience remain undeniable.



Online Course Assignments

Read the extract from the novel and do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=976630>
(for linguists)

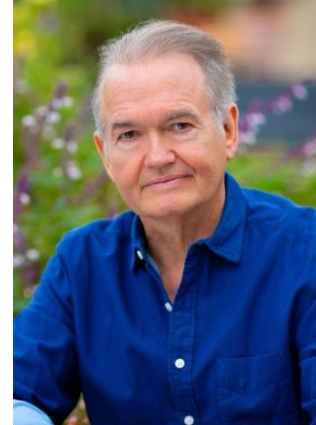


<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=976629>
(for translators)

Optional: Explore More

MEN ARE FROM MARS, WOMEN ARE FROM VENUS

By Dr. John Gray,
an American relationship counselor, lecturer, and author. Published in 1992, the book became one of the most famous self-help guides in modern relationship psychology. Gray's core idea is that men and women have fundamentally different ways of communicating and approaching relationships, which he explains through the metaphor of men and women originating from different planets with unique languages, customs, and emotional needs. This premise resonated widely, and the book was translated into dozens of languages, making it an international bestseller with over 15 million copies sold.



<http://surl.li/wynhxt>

John Gray's approach was influenced by his background in psychology, coupled with years of counseling experience. He held a Ph.D. in psychology and human sexuality, and his relationship advice often drew from both traditional views and new-age psychology, making his work both accessible and appealing to a broad audience. In the wake of his success with *Men Are from Mars, Women Are from Venus*, Gray expanded his ideas into a series of books, workshops, and seminars that aimed to help people improve their romantic, familial, and workplace relationships.

Gray's work has both fans and critics. Some praise it for its practical advice and for helping couples better understand each other, while others argue it relies too heavily on gender stereotypes. Despite the debate, the book's cultural impact remains significant, as it inspired a range of relationship-focused media, including TV shows, seminars, and even stage adaptations.



Online Course Assignments

<https://elearning.kubg.edu.ua/course/view.php?id=9567§ion=5>
(for linguists)

<https://elearning.kubg.edu.ua/course/view.php?id=26404#section-6>
(for translators)



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