

**КИЇВСЬКИЙ СТОЛИЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ БОРИСА ГРІНЧЕНКА**

Факультет романо-германської філології

Кафедра англійської мови та комунікації

**ЛЮДИНА І СУСПІЛЬСТВО:
ВЗАЄМИНИ ТА ЗВ'ЯЗКИ**
Частина 2

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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 2)*!

As master's students in English, you are about to embark on an engaging journey through a diverse array of topics that delve into the complex dynamics of human interactions, societies, and communities. This textbook is crafted to equip you with the tools to not only understand these relationships but also to critically engage with them. Throughout the course, you will explore various newspaper articles and short stories, each offering a unique perspective on human connections. These readings will be complemented by discussions designed to provoke deeper reflection on key concepts such as community, identity, and society. In addition, vocabulary exercises will expand your linguistic range, while translation activities will refine your language precision. A key component of the course is the research project, which involves a small-scale investigation into a media or literary topic. This task is designed to apply your analytical skills to real-world examples, helping you develop your writing and research abilities—essential aspects of both academic and professional growth. While not an extensive research project, it will serve as a valuable opportunity to strengthen your communication skills.

The primary aim of this textbook is to foster your critical thinking skills, enabling you to analyze texts and situations from various perspectives. By engaging with real-world issues and literary works, you will enhance your ability to question, evaluate, and synthesize information — skills that are invaluable in both academic and professional settings.

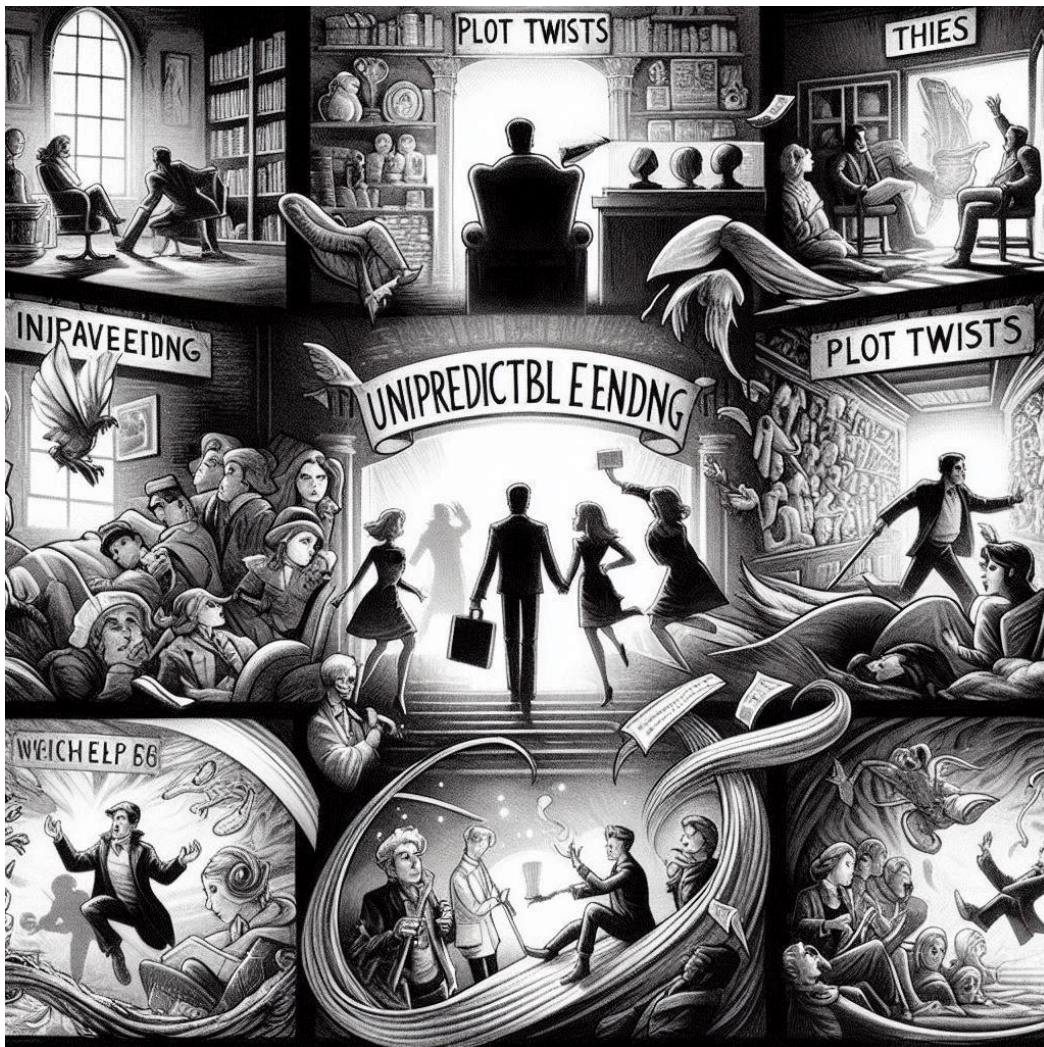
In addition to the printed material, an online course will supplement your learning. This platform offers interactive activities and resources to reinforce the textbook content, as well as an optional block of supplementary material for those interested in exploring specific topics in greater depth.

As you move through this course, remember that the goal is not only to learn about people and communities but also to gain a deeper understanding of how these relationships shape our world. Challenge yourself, engage actively, and, most importantly, enjoy the learning process.

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

MODULE 3.

Narrative Strategies: Evoking Emotions with Unpredictable Endings and Plot Twists



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

LEAD-IN

1. Work in pairs. Read the given quotations and discuss them. Then share your ideas with the whole group.

Some things are so unexpected that no one is prepared for them.

Leo Rosten

You have to take risks. We will only understand the miracle of life fully when we allow the unexpected to happen.

Paulo Coelho

The twists and turns of your life can be so unexpected, and that's a good thing to learn.

Christina Baker Kline

IDIOMS IN FOCUS



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

Out of the blue – Something that happens suddenly and unexpectedly. *E.g., The news of her promotion came out of the blue.*

A bolt from the blue – A sudden and surprising event. *E.g., The announcement of their divorce was a bolt from the blue.*

When you least expect it – Something occurs when you're not anticipating it. *E.g., Opportunities often come when you least expect it.*

The rug pulled out from under you – To have a sudden, unexpected setback. *E.g., Losing my job felt like the rug was pulled out from under me.*

A blessing in disguise – Something that seems bad at first but turns out to be good. *E.g., Missing the train was a blessing in disguise; I avoided the traffic jam.*

Turn of events – An unexpected change in a situation. *E.g., The sudden turn of events caught everyone off guard.*

Expect the unexpected – Be prepared for surprises or unforeseen circumstances. *E.g., Life is unpredictable, so always expect the unexpected.*

Come out of left field – Something surprising or unexpected. *E.g., His decision to quit his job came out of left field.*

Throw a curveball – To surprise someone with something unexpected. *E.g., Life threw us a curveball when we had to move last minute.*

It never rains but it pours – Unexpected events, especially bad ones, tend to happen all at once. *E.g., First, the car broke down, and now the roof is leaking—it never rains but it pours.*

3. Read the given situations and identify which idioms are being illustrated.

1. Maria had long stopped hoping to hear from her childhood friend. Then, one day, a letter with his handwriting appeared in her mailbox. _____
2. Jake was focused on his work when his boss suddenly announced a promotion he hadn't seen coming. _____
3. First, Tom lost his job. Then, his car broke down. Just when he thought things couldn't get worse, he received a notice about overdue bills. _____
4. Emma was frustrated after missing her flight, but later she found out that the plane had been delayed for hours. In the end, she was relieved. _____
5. The team was sure they had everything figured out, but at the last minute, the client demanded a complete redesign. _____
6. David had never won anything in his life, so when he checked the lottery results and saw his numbers, he could hardly believe it. _____
7. Lily's quiet coworker stood up and announced that he was quitting to travel the world. No one saw it coming. _____
8. The underdog team had been trailing the entire match, but in the last five minutes, they scored three goals and snatched victory from the jaws of defeat. _____
9. Anna was ready to move into her new apartment when, at the last minute, the landlord changed his mind, leaving her without a place to go. _____
10. Every time the contestants thought they had the game figured out, a new twist made them rethink everything. _____

4. 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>throw a curveball</i>	<i>expect the unexpected</i>	<i>a blessing in disguise</i>
<i>the rug pulled out from under you</i>	<i>it never rains but it pours</i>	
<i>when you least expect it</i>	<i>come out of left field</i>	<i>a bolt from the blue</i>
<i>turn of events</i>	<i>out of the blue</i>	

1. Just when I thought the job offer was final, the company withdrew it, completely _____ me.
2. Winning the national poetry contest felt like ____ since I had forgotten I even entered.
3. The hiking trip taught us to ____ when we encountered a sudden snowstorm in spring.
4. _____, my cousin called me after ten years of no contact.
5. Success often comes _____, like when Jane received a scholarship just after a tough semester.
6. In a surprising _____, the struggling startup secured a major investor and became wildly successful.
7. His decision to quit his corporate job and become a yoga instructor really _____.
8. First, my laptop crashed, then my car broke down—truly proving that _____.
9. Losing my job turned out to be _____ since it pushed me to start my own business.
10. The teacher _____ by adding extra questions to the final exam that weren't covered in class.

5. Read the story and do the tasks given below. (You can listen to the story [here](#)).

THE OPEN WINDOW

by SAKI



Saki, the pen name of Hector Hugh Munro (1870–1916), was a British writer known for his sharp wit, dark humor, and satirical portrayal of Edwardian society. His short stories often blend the macabre with the absurd, featuring unexpected twists and a keen observation of human nature. Influenced by writers like Oscar Wilde and Rudyard Kipling, Saki's works, such as *The Open Window* and *The Lumber Room*, critique societal norms and highlight the complexities of human behavior. Tragically, his life was cut short during World War I, but his legacy endures as one of the masters of the short story form.

‘My aunt will be down presently, Mr. Nuttel,’ said a very self-possessed young lady of fifteen; ‘in the meantime you must try and put up with me.’

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

‘I know how it will be,’ his sister had said when he was preparing to migrate to this rural retreat; ‘you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.’

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

‘Do you know many of the people round here?’ asked the niece, when she judged that they had had sufficient silent communion.

‘Hardly a soul,’ said Framton. ‘My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here.’

He made the last statement in a tone of distinct regret.

‘Then you know practically nothing about my aunt?’ pursued the self-possessed young lady.

‘Only her name and address,’ admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

‘Her great tragedy happened just three years ago,’ said the child; ‘that would be since your sister’s time.’

‘Her tragedy?’ asked Framton; somehow in this restful country spot tragedies seemed out of place.

‘You may wonder why we keep that window wide open on an October afternoon,’ said the niece, indicating a large French window that opened on to a lawn.

‘It is quite warm for the time of the year,’ said Framton; ‘but has that window got anything to do with the tragedy?’

‘Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it.’ Here the child’s voice lost its self-possessed note and became falteringly human. ‘Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing “Bertie, why do you bound?” as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window—’

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

‘I hope Vera has been amusing you?’ she said.

‘She has been very interesting,’ said Framton.

‘I hope you don’t mind the open window,’ said Mrs. Sappleton briskly; ‘my husband and brothers will be home directly from shooting, and they always come in this way. They’ve been out for snipe in the marshes to-day, so they’ll make a fine mess over my poor carpets. So like you men-folk, isn’t it?’

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

‘The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,’ announced Framton, who laboured under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one’s ailments and infirmities, their cause and cure. ‘On the matter of diet they are not so much in agreement,’ he continued. ‘No?’ said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention – but not to what Framton was saying. ‘Here they are at last!’ she cried. ‘Just in time for tea, and don’t they look as if they were muddy up to the eyes!’

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: 'I said, Bertie, why do you bound?'

Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid an imminent collision.

'Here we are, my dear,' said the bearer of the white mackintosh, coming in through the window; 'fairly muddy, but most of it's dry. Who was that who bolted out as we came up?'

'A most extraordinary man, a Mr. Nuttel,' said Mrs. Sappleton; 'could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost.'

'I expect it was the spaniel,' said the niece calmly; 'he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve.'

Romance at short notice was her speciality.

6. Find the English equivalents in the text to the given Ukrainian phrases.

1. прагнув сказати правильне _____
2. без надмірних прикростей _____
3. належним чином полестити _____
4. відносилась до милих дам _____
5. признався відвідувач _____
6. продовжувала холоднокровна молода леді _____
7. Місцеві трагедії здавались не до ладу _____
8. не були знайдені _____
9. жахливі почуття _____
10. продовжувала жваво тарахкотіти _____
11. її очі постійно блукали повз нього _____
12. який перебував у стані широко поширеної помилки _____
13. у холодному потрясінні безіменного страху _____



Reflection and Discussion

7. Answer the questions.

1. Why was Framton Nuttel visiting Mrs. Sappleton?
2. What reason did Framton's sister give for providing him with letters of introduction?
3. How did the niece explain the open French window to Framton?
4. What tragedy did the niece describe as having happened to Mrs. Sappleton's family?
5. How did the niece describe her aunt's belief about her husband and brothers?
6. What did Mrs. Sappleton say about her husband and brothers when she entered the room?
7. How did Framton react to Mrs. Sappleton's comments about the open window and her family?
8. What did Framton notice through the open window that caused him to panic?
9. How did Mrs. Sappleton react to Framton's abrupt departure?
10. What explanation did the niece give for Framton's sudden retreat?
11. How does the story reveal the niece's talent for creating "romance at short notice"?

8. Do the given tasks.

A. Watch the [movie](#), the adaptation of *The Open Window* by Saki.

B. Reflect on the concept of "an open window" and "an open door" in general and in both the story and the movie. How do these symbols differ in their representation of opportunity, deception, freedom, etc.?

C. Analyze the similarities and differences between the original story and the movie adaptation. What changes were made? How do these changes affect the narrative, characters, or themes?

D. Get ready to share your observations with the class.



Online Course Assignments

Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=373170>

(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664568>

(for translators)



UNIT 1 . The Hidden Value of Negative Emotions: Understanding Anger and Its Role

Warming–Up

1. Examine the examples of anger provided from mythology, the Bible, and literature. Analyze how anger is portrayed in these sources and the consequences it brings about. Provide your instances from fiction and films where anger leads to pivotal or crucial events. Reflect on how these portrayals of anger influence the development of the story and the characters involved.



Greek Mythology

Achilles' Rage in the Iliad

Homer's epic begins with Achilles' anger over Agamemnon's insult, driving much of the story's conflict.

surl.li/beilfl



Biblical Stories

Cain and Abel

Anger and jealousy drive Cain to commit the first murder in human history.

surl.li/beilfl



Fairy tales

Rumpelstiltskin

The character's anger at not receiving his promised reward leads to his dramatic downfall.

surl.li/pykzwl



Art

Laocoön and His Sons

This Hellenistic sculpture captures the agony and anger of Laocoön as he and his sons are attacked by sea serpents, symbolizing divine punishment.

surl.li/xtomlu

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

BEYOND HAPPINESS: THE UPSIDE OF FEELING DOWN

Negative emotions do us a great favor: They save us from ourselves. They're signals urging us to change what we're doing — and they're actually necessary for feeling good

By Matthew Hutson, published on January 6, 2015 - last reviewed on June 9, 2016
<https://www.psychologytoday.com/intl/articles/201501/beyond-happiness-the-upside-feeling-down>

No one questions the value of feeling good. In fact, it seems that for the past 20 years, everyone in America has been on a relentless quest for a blue-sky state of mind, in pursuit of permanent residence on the spectrum between contentment and ecstasy.

Feeling bad is another matter entirely. Emotions that generate unpleasant feelings have been called sins (wrath, envy), shunned in polite interaction (jealousy, frustration), or identified as unhealthy (sadness, shame). We suppress them, medicate them, and berate ourselves for feeling them.

Because such feelings are aversive, they are often called "negative" emotions, although "negative" is a misnomer. Emotions are not inherently positive or negative. They are distinguished by much more than whether they feel good or bad. Beneath the surface, every emotion orchestrates a complex suite of changes in motivation, physiology, attention, perception, beliefs, and behaviors: sweating, laughing, desiring revenge, becoming optimistic, summoning specific memories. Each component of every emotion has a critical job to do — whether it's preparing us to move toward what we want (anger), urging us to improve our standing (envy), or allowing us to undo a social gaffe (embarrassment).

We have the wrong idea about emotions. They're very rational; they're means to help us achieve goals important to us, tools carved by eons of human experience that work beyond conscious awareness to direct us where we need to go. They identify trouble or opportunity and suggest methods of repair or gain. They are instruments of survival; in fact, we would have vanished long ago without them.

Negative emotions are not only crucial to our existence but also — ironically — to feeling good. To live optimally in the world and endure its challenges, it's necessary to engage the full range of psychological states we've inherited as humans.

"The science of well-being has forgotten that the world is an uncertain, complex place filled with people who often are annoying and obnoxious," says Todd Kashdan, a psychologist at George Mason University and coauthor, with Robert Biswas-Diener, of *The Upside of Your Dark Side*. Knowing when and how to deploy all our emotions, we can better live with ourselves and with each other.

Anger

An ex-girlfriend once told me she didn't know how much I cared about her until I yelled at her. That succinctly summarizes a decade or two of research on what may be our most misunderstood emotion. Anger results when we feel undervalued. It prompts us

to reassert the importance of our welfare by threatening to harm others or withhold benefits if others don't recalibrate our worth. This explanation clarifies why you might get angry when people needlessly try to be helpful; they haven't shown malicious intent, but they've underestimated you.

In his research, psychologist Aaron Sell has shown that strong men and pretty women — those who, over the course of evolution, have had the most power to cause harm or withhold benefits — are angered more easily than their peers. "The primary benefit of anger for an individual," Sell says, "is preventing oneself from being exploited."

If you know what you deserve, and someone else sees things differently, anger arises. Your heart rate increases, you start to sweat, you think about all the things you could do to set the other party straight. Safety, civility, practicality — such concerns evaporate. When really enraged, you can't contain your physical energy. Across cultures, people use metaphors for anger related to hot fluids in containers: You're a tea kettle or a volcano, ready to erupt.

Anger can seem like the ultimate loss-of-control emotion, perhaps because it triggers actions so against our norms of care and courtesy. But "any emotion, when it's really intense, takes over," observes Maya Tamir, a psychologist at the Hebrew University in Jerusalem.

In fact, the frustration of devaluation that leads to anger quite often gets you what you want. It is a reliable tool for obtaining the upper hand in negotiations. Sure, anger that progresses to rage can exacerbate a situation, but swallowing the pain of devaluation can lead to depression and health problems. And by acting as a threat of further aggression, anger can forestall escalation. I yell, you back down, we're good.

Anger motivates an individual to take action. While most "negative" emotions encourage us to avoid situations — think of fear — anger typically stimulates approach. Anger boosts confidence, optimism, and risk-taking, necessary when the alternative is losing something important to you. Anger has reputational value, too; it signals to others that you have strength of resources and resolve. In fact, those who display anger are seen as higher in status, more competent, and more credible.

Expressing anger varies widely across cultures. Tamir recalls an incident shortly after she moved back to Israel after studying in the U.S. She waited and waited in line to have her picture taken for her new driver's license. Finally someone asked what she was still doing there, and she told him. "He said, 'Well why didn't you come and shout?!'" Do not try this in Japan.

Anger does not merely benefit the individual. It also fuels social progress. It stimulated the civil rights and gender equality movements. It can bring about fairness, justice, boldness, and clarity. Without it the downtrodden might never be heard. If you always muzzle your frustration when your partner does something you don't like, your problem may never come to light, which can corrode the relationship from within.



Vocabulary in Focus

3. Read the following words and word combinations and explain their meanings.

✓ wrath	✓ succinctly
✓ orchestrate (v)	✓ exacerbate
✓ eons	✓ malicious
✓ obnoxious	✓ muzzle
✓ ecstasy	✓ courtesy

4. Match the words with their definitions (Introduction).

1. relentless	A. to prevent something from being seen or expressed or from operating; to end something by force
2. in pursuit of	B. <i>to organize something complicated, in a very careful and sometimes secret way, especially in order to get an advantage for yourself</i>
3. shun (v)	C. making someone feel a strong dislike for something, or making them not want to do it
4. suppress (v)	D. <i>to criticize or speak in an angry manner to someone; scold someone</i>
5. medicate (v)	E. <i>to use something or someone, especially in an effective way; to prepare and arrange</i>
6. berate (v)	F. continuing in a severe, extreme or determined way without any interruption
7. aversive	G. in a way that exists as a natural or basic part of something
8. a misnomer	H. to treat someone with a medicine
9. inherently (positive / negative)	I. to order someone to come to or be present at a particular place, or to officially arrange a meeting of people; to remember or imagine something
10. orchestrate (v)	J. to suffer something difficult, unpleasant, or painful
11. summon (memories)	K. in order to achieve something
12. undo a gaffe	L. a name that does not suit what it refers to; a name that is not correct
13. endure (v)	M. to remove the effects of an embarrassing mistake or action
14. deploy (v)	N. to avoid or refuse to accept someone or something

5. Fill in the gaps with the words from exercise 3. Change the forms if necessary.

2. The military decided _____ additional troops to the conflict zone.
3. Her _____ determination helped her finish the marathon despite the pain.
4. He had to _____ months of physical therapy after the accident.
5. She moved abroad _____ better career opportunities.
6. He tried to _____ the knot, but it was too tight.
7. After the scandal, many former friends chose to _____ him completely.
8. The king _____ his advisors for an urgent meeting.
9. She tried to _____ her laughter during the serious meeting.
10. The director skillfully _____ the entire performance.
11. The doctor chose to _____ her anxiety with a mild prescription.
12. The task was _____ dangerous and required special precautions.
13. The coach _____ the team for their lack of effort during practice.
14. Calling the small pond a "lake" was a clear _____.
15. Loud noises can be highly _____ to some individuals with sensory sensitivities.

6. Translate the following sentences into English.

1. Компанія планує впровадити нове програмне забезпечення у всіх відділах наступного місяця.
2. Їй довелося витримати жорстку критику, перш ніж отримати визнання як письменниці.
3. Робота пожежника є за своєю природою ризикованою, проте він знаходить її винагороджуючою.
4. Пацієнту ввели ліки, щоб полегшити сильний головний біль.
5. Дощ, який йде безперестанно, зробив неможливим продовження заходу на відкритому повітрі.
6. Він подорожував континентами в пошуках рідкісних артефактів для своєї колекції.
7. Одна помилка не повинна звести нанівець весь прогрес, якого ви досягли.
8. Учитель насварив учнів за невиконане домашнє завдання.
9. Після зради вона вирішила повністю уникати соціальних заходів.
10. Називати коалу "ведмедем" насправді помилково (помилкова назва), адже це сумчаста тварина.
11. Його викликали до суду, щоб він дав свідчення.
12. Він намагався придушити свої емоції, але зрештою розплакався.
13. Весільний організатор ідеально спланував кожен деталь церемонії.
14. Гучна сирена використовувалася як аверсивний стимул для запобігання крадіжкам.

7. Match the words with their definitions (Anger).

1. prompt somebody to	A. physical and mental health and happiness, especially of a person
2. reassert (v)	B. destroy or weaken something gradually
3. welfare	C. to change the way you do or think about something
4. to withhold	D. to prevent something from happening by acting first
5. recalibrate (v)	E. to refuse to give something or to keep back something
6. devaluation	F. the action of causing someone or something to be considered less valuable or important
7. forestall (v)	G. able to be believed or trusted
8. to fuel progress	H. to make someone decide to say or do something
9. the downtrodden	I. very angry, furious
10. corrode (v)	J. oppressed or treated badly by people in power
11. undervalued	K. to say again that something is definitely true
12. enraged	L. not appreciated highly enough
13. credible	M. to provide power to something

8. Fill in the gaps with the words from exercise 7. Change the forms if necessary.

- The manager took quick action to _____ any rumors about the company's financial troubles.
- Her explanation was detailed and backed by facts, making it a _____ account of the events.
- The sudden drop in sales _____ the CEO to rethink the marketing strategy.
- He had to _____ his authority after the team's lack of discipline during the project.
- She was _____ when she discovered her idea had been stolen without credit.
- The government introduced new policies to improve the _____ of low-income families.
- His contributions to the project were often _____ despite their importance.
- The company decided to _____ the employee's bonus due to poor performance.
- Over time, the salty air began to _____ the metal fence.
- After the failed experiment, the scientists had to _____ their instruments.
- The novel told the story of a _____ community fighting for justice.
- The constant criticism from her peers led to a gradual _____ of her self-worth.
- The politician's speech seemed to _____ the growing unrest among the crowd.

9. Make sentences with the words and word combinations given below.

1. succinctly summarize	8. to trigger actions
2. to feel undervalued	9. to exacerbate a situation
3. to prompt somebody to do something	10. the pain of devaluation
4. to reassert the importance	to forestall
5. to withhold (benefits, information, etc)	11. the downtrodden
6. to recalibrate	12. to muzzle frustration
7. to fuel progress	13. to corrode relationship

10. Translate into English.

Негативні емоції часто сприймаються як щось шкідливе або небажане, але насправді вони мають важливу функцію в нашому житті. Гнів, заздрість, смуток, сором — всі ці емоції є не лише частиною нашого емоційного спектру, але й мають свою роль у мотивації, фізіології та поведінці. Вони допомагають нам орієнтуватися в світі, приймати рішення і діяти в складних ситуаціях. Наприклад, гнів може спонукати нас до захисту своїх інтересів, заздрість може мотивувати до самовдосконалення, а сором — до виправлення своїх помилок. Хоча ці емоції можуть бути неприємними, вони не є "негативними" в абсолютному сенсі, оскільки кожна з них виконує важливу роль у нашому виживанні і адаптації. Ми часто намагаємося пригнічувати ці емоції або уникати їх, але насправді вони допомагають нам розвиватися, ставати сильнішими і мудрішими. Вони є частиною нашої природної реакції на навколишній світ і, зрештою, сприяють нашому благополуччю, навіть якщо їх прояви іноді здаються неприємними.



Reflection and Discussion

11. Answer the questions.

1. What is the main reason why emotions like anger, envy, and frustration are often labeled as "negative" emotions, according to the text?
2. How does the text challenge the idea that emotions are inherently positive or negative?
3. In what ways do emotions, including "negative" ones, contribute to human survival and well-being?
4. According to Todd Kashdan, what aspect of the world does the science of well-being overlook?
5. How does the text explain the role of anger in human behavior, particularly in situations where we feel undervalued?

6. What does psychologist Aaron Sell's research suggest about why strong men and pretty women are more prone to anger?
7. How does anger function as a tool for preventing exploitation, as explained in the text?
8. What are the physical and psychological responses associated with intense anger, according to the text?
9. How does anger differ from other "negative" emotions like fear in terms of motivation and action?
10. What is the reputational value of anger, and how does it influence perceptions of a person's status and competence?
11. How does anger contribute to social progress, and what historical movements have been fueled by it?
12. How does the expression of anger vary across cultures, and what example does the text provide to illustrate this?

13. Study the following and discuss the main issues in pairs.

1. The Value of "Negative" Emotions

The text challenges the common belief that emotions like anger, envy, and sadness are inherently negative and harmful. It argues that these emotions are not just reactions to unpleasant experiences but essential tools for survival and personal growth. While society often encourages the suppression of such feelings, the text suggests that these emotions serve rational purposes, helping individuals navigate challenges and pursue their goals. This raises important questions about how society defines and categorizes emotions and whether labeling emotions as "negative" undermines their true value. In a world that prioritizes positivity, can we afford to overlook the significance of emotions that don't feel good but are vital for our well-being?

2. Anger as a Tool for Assertiveness

Anger is often perceived as a loss of control or a destructive force, but the text offers a different perspective: anger can be an effective tool for asserting one's worth and preventing exploitation. By reacting to perceived devaluation, anger prompts individuals to reassert their boundaries and protect their interests. This view challenges traditional notions of anger as something to be avoided or suppressed. It also raises the question of whether anger, when expressed constructively, can be a catalyst for personal empowerment and social progress. Can anger, in its most controlled form, be a necessary part of maintaining self-respect and fairness in relationships?

3. Cultural Variations in the Expression of Anger

The text highlights how the expression of anger varies across cultures, using the example of an interaction in Israel to demonstrate how culturally accepted forms of anger expression can differ. This brings attention to the broader cultural context in which emotions are experienced and communicated. While some cultures may encourage open displays of anger, others may suppress or regulate such expressions to maintain social harmony. This raises important questions about how cultural norms shape our emotional responses and whether the global emphasis on emotional

regulation limits the diversity of emotional expression. How do cultural attitudes toward anger influence interpersonal relationships and societal structures?

4. **The Role of Anger in Social Change**

The text concludes by emphasizing the role of anger in driving social progress, such as the civil rights and gender equality movements. Anger, in this context, becomes a powerful force for challenging injustice and advocating for fairness. This perspective invites a broader discussion on the role of emotions in collective action and societal change. If anger can fuel movements for equality and justice, what does this say about the power of emotions to reshape the world? Can emotions like anger, when channeled productively, be as transformative as intellectual or political strategies in achieving social change?



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Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Intertextuality and Citation Practices in Digital Journalism: Navigating Sources, Hyperlinks, and Credibility

1. *Read the following.*

In contemporary journalism, intertextuality — the process by which a text's meaning is shaped by other texts — is central to news reporting. Journalists frequently reference previous reports, expert opinions, and direct quotations to provide context and substantiate their narratives. These references not only enrich the content but also help to connect past and present events, allowing readers to better understand the evolution of stories. As Bazerman (2004) points out, "Almost every word and phrase we use we have heard or seen before. Our originality and craft as writers come from how we put those words together in new ways to fit our specific situation, needs, and purposes." This highlights the intertextual nature of news articles, where integrating prior texts is essential to creating credible and comprehensive stories.

With the rise of digital media, citation practices in journalism have evolved, incorporating hyperlinks and multimedia elements to enhance reference and engagement. Hyperlinks serve as digital citations, guiding readers to original sources, related articles, or supplementary materials, thus deepening the reporting. The Center for Media Engagement (2013) notes that "Hyperlinks are standard fare on news websites. They can help site visitors find more information and learn more about important issues facing their communities." By providing direct access to additional content, hyperlinks not only enrich the reader's experience but also contribute to a more interactive and informed consumption of news.

Multimedia elements such as videos, infographics, and interactive content further enhance online news discourse by providing multiple perspectives and clarifying complex information. This integration aligns with the concept of digital rhetoric, which examines how digital technologies reshape communication practices. According to Wikipedia (2025), "Digital technologies allow rhetoric to be delivered in new 'electronic forms of discourse'... combining multiple different forms of media into a composite helping to create an easy user experience." By employing these multimodal strategies, news outlets engage diverse audiences and cater to varying learning styles, making content more accessible and engaging.

However, the increasing use of hyperlinks and multimedia in news articles calls for a critical evaluation of the reliability and potential bias of the cited sources. The proliferation of misinformation underscores the need for scrutinizing the credibility of linked content. A study by Sehgal et al. (2021) on mutual hyperlinking among misinformation peddlers reveals that certain domains "engage in coordinated efforts to amplify false information, complicating discerning trustworthy sources." This highlights the importance of assessing the integrity of referenced materials, as biased or unreliable sources can significantly affect the trustworthiness of the entire article.

In conclusion, intertextuality and citation practices in news articles have adapted to the digital age, with hyperlinks and multimedia playing critical roles in shaping news discourse. While these tools provide opportunities for richer storytelling and greater reader engagement, they also present challenges related to source reliability and information accuracy. As the media landscape continues to evolve, both journalists and readers must remain vigilant in evaluating the credibility of information to ensure the integrity and trustworthiness of the news.

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2. Using the information on intertextuality and citation practices in news articles, analyze the given article by completing the following tasks:

1. Identifying Intertextual Elements

- A. Highlight any direct quotations, references to previous reports, or expert opinions in the article.
- B. Classify them as **direct quotes, paraphrases, or mentions of prior reports**.
- C. Explain how these references contribute to the credibility and coherence of the article.

2. Examining the Use of Hyperlinks and Multimedia

- A. Identify and list all hyperlinks embedded in the article.
- B. Follow the hyperlinks and evaluate whether they lead to primary sources, related articles, or external materials.
- C. Analyze how multimedia elements (videos, infographics, images) contribute to the reader's understanding of the topic.

3. Evaluating the Reliability of Cited Sources

Choose three sources referenced in the article and determine their credibility based on

1. The reputation of the source (academic, journalistic, or unknown).
2. Possible bias (political, corporate, or ideological influence).
3. The presence of factual evidence supporting claims.
4. Discuss how the reliability of these sources affects the trustworthiness of the article as a whole.

4. Detecting Bias and Framing

Identify any loaded language, emotionally charged words, or selective reporting that might indicate bias. Compare how the same topic is covered in another news source (if available) and discuss any differences in framing.



1. Work in pairs. Match the literary works with their plots. Discuss what feelings are shown there. What other works do you know that demonstrate a similar range of emotions?

E. A teenager who feels alienated from society and disconnected from his family struggles with feelings of guilt and shame after a tragic incident. He tries to find meaning in a world he feels disconnected from.

2. Read the second part of the article and do the tasks given below.

BEYOND HAPPINESS: THE UPSIDE OF FEELING DOWN

<https://www.psychologytoday.com/intl/articles/201501/beyond-happiness-the-upside-feeling-down>

Shame, Guilt, Embarrassment

Several years ago, Ilona de Hooze had a job as an assistant professor of psychology. "I really thought I was doing very well," she says, "but in the end I was failing completely, and I was sacked." For a month, she berated herself. "It felt as if I couldn't do anything right, that I was completely worthless. Although I failed at just one aspect of my life, it felt like, 'OK, now I'm failing at everything.'" But after a few weeks, the experience "motivated me to start looking for a different type of job where I could succeed." And that worked out very well. De Hooze is now a marketing professor at Erasmus University, where she studies shame, guilt, and embarrassment.

Humans would not be so successful — indeed, would not have survived — without social cohesion. Living among others requires all to adhere to agreed-upon social and moral norms: Don't fart in public. Don't sext constituents. Don't sock people in the nose. When we violate a norm, we need a way to pull ourselves back toward appropriate behavior. Enter shame, guilt, embarrassment to heap self-consciousness upon us.

First, they make us feel crummy. De Hooze says she felt thoroughly worthless after her firing, a feature of shame. Embarrassment, by contrast, doesn't taint so broadly. When de Hooze once crashed her bicycle and broke her hand, she says, "it felt like, 'Ah, I did something really stupid and everybody's looking at me now.'" She didn't feel all-encompassing degradation, but she definitely felt dumb for making such a mistake. After uttering an insensitive remark, you vow never to make the same mistake again. The experience and anticipation of future psychic pain act as a deterrent to foolish or hurtful behavior.

The discomfort of embarrassment, and especially of shame, turns you inward to examine what led to such a state and what you need to fix within yourself. "People can learn from their mistakes only when they acknowledge that something went wrong," she says.

The emotions also motivate you to make amends. When feeling embarrassment, guilt, or shame, you try to repair what you damaged, by saving face or by offering help to others. You become more generous and cooperative, even with strangers, researchers find. Criminals who feel guilt are less likely to end up back in jail. Patients who feel shame during a doctor's visit improve their health behavior. Husbands who know what they did wrong buy flowers.

Involuntarily, you blush when embarrassed; you slump with shame. Such built-in displays signal vulnerability and deference and serve a positive end: They endear you to others, reports University of California, Berkeley psychologist Dacher Keltner. After a misstep, expressing embarrassment or guilt or shame makes people like you better.

They see you as more ethical, empathize more with you, and offer greater help. Remaining unemotional signals either that you don't understand that you broke a norm or that you don't care. Either message will not win you a popularity contest. Blushing with embarrassment "acts as a nonverbal apology," Keltner says, "reducing the likelihood of harsh judgment and aggression." It's a hard-to-fake giveaway, unique to humans, that evolved to broadcast our essentially good character.

But we don't have to do anything wrong to feel embarrassment. It surfaces when we're flirting with a crush, meeting a rock idol, or receiving a round of "Happy Birthday." The attention we receive or the lack of a social script to go by may provoke blushing so as to invite a generous judgment from others or signal lack of threat.

There's a lot of shame about feeling shame, and embarrassment about feeling embarrassed (blushing feeds on itself), but these emotions enable us to live side by side. Without them we would not be able to trust each other — or ourselves.

Envy and Jealousy

Niels van de Ven still thinks back to playing baseball as a kid. "A teammate — whom I quite liked — was always the better hitter," he says, "which is especially frustrating in a sport like baseball, where it's nicely quantified in a batting average how much better the other person is." He was bothered that his friend had something he didn't have, but he didn't want to take that ability away from him. So he practiced more, a lot more. He rehearsed his swing in his bedroom when he should have been sleeping. "I once accidentally hit my bed so hard that part of the headboard broke off," he says. He improved.

Much of our success — financial, romantic, reputational — depends on our relative status and resources within a group, as it has throughout human history. You don't need to outrun the bear, just your friend. Happiness is greatly influenced by our comparison of ourselves to others. You don't need to be the smartest or richest, just smarter and richer than your neighbors. The discomfort of being worse off than those around you can present as a combination of hostility, shame, and resentment — a medley packaged as envy.

Envy can have destructive consequences. But it also has benefits. To reduce or reverse inferiority, envy moves us to increase our own standing or decrease the standing of others. One invariable way to increase our own standing is to become more successful. Van de Ven, now a research psychologist at Tilburg University, found that inducing envy enhanced subjects' persistence and performance on a creative task — even more than admiration did. Admiration sure feels better in the moment, but the sting of envy ignites ambition to achieve future success. We can also become more successful by emulating the person we envy. Envy increases attention to and memory for others of our gender.

What Van de Ven felt was a kind of benign envy: He recognized that his friend was legitimately better, and he focused on what it took to reach that point. But when someone has something you don't think they deserve, you experience malignant envy, a "seething discontent that involves animosity toward the person you're envious of,

while also feeling inferiority in oneself," says psychologist Gerrod Parrott of Georgetown University, editor of the compendium *The Positive Side of Negative Emotion*. Unpleasant indeed. You sense injustice and want to take the rival down.

While benevolent envy is essentially a creative force, malignant envy is destructive — although it, too, can be good if an unworthy blowhard needs destroying. The increased attention to a competitor that allows you to learn from him might also enable you to take down someone who achieved success unfairly, by noticing his flaws and misdeeds and capitalizing on them.

Envy is often confused with jealousy, but the two are psychologically distinct. Envy is a longing for what another person has. Jealousy arises when a third party threatens a valued relationship. Like envy, jealousy can be destructive, but in response to a real infidelity it promotes survival. Stemming from the pain of feeling excluded and the fear of abandonment, it forces couples to examine and repair their relationship, the most protective envelope we have for raising children and perpetuating the species.



Vocabulary in Focus

Shame, Guilt, Embarrassment

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.

berate harshly	суворо сварити
berate publicly	публічно дорікати
berate incessantly	безупинно сварити
berate for negligence	дорікати за недбалість
berate with disdain	сварити з презирством
berate vehemently	гнівню дорікати
berate unjustly	несправедливо сварити
berate bitterly	гірко дорікати
berate mercilessly	безжально сварити
berate repeatedly	неодноразово дорікати
berate unjustifiably	несправедливо дорікати
berate openly	відкрито сварити
berate fiercely	люто дорікати
berate relentlessly	невпинно сварити
berate in frustration	сварити у розпачі
berate in a fit of rage	сварити в нападі люті
berate condescendingly	зверхньо дорікати
berate with fervor	пристрасно сварити
berate without restraint	без стриманості сварити

4. Translate the given sentences into Ukrainian.

1. The professor berated the students vehemently for their lack of preparation.
2. The manager berated the team harshly for their repeated mistakes.
3. The teacher berated the student openly for cheating on the exam.
4. The politician was berated publicly for his controversial statement.
5. The critics berated the author mercilessly for the book's lack of originality.
6. The coach berated the players incessantly during the game.
7. The politician was fiercely berated by the opposition for his controversial remarks.
8. The supervisor berated the worker for negligence in handling the equipment.
9. She berated him with disdain for his careless attitude.
10. The parent berated their child without restraint after the incident.
11. The employee felt demotivated after being berated unjustly by the boss.
12. The mother berated her son bitterly for his reckless actions.
13. The manager berated the staff repeatedly for missing deadlines.
14. He felt humiliated after being berated unjustifiably in front of his peers.
15. The parent berated their child in frustration for not following instructions.
16. The coach berated the team relentlessly after their poor performance.
17. He berated his friend in a fit of rage over the betrayal.
18. The senior executive berated the junior staff condescendingly during the meeting.
19. The activist berated the authorities with fervor for ignoring climate change issues.

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

1. був абсолютно марним _____
2. соціальна згуртованість _____
3. дотримуватися узгоджених соціальних і моральних норм _____
4. повернути себе до належної поведінки _____
5. накладати на нас надмірну самосвідомість _____
6. змушувати нас почуватися нікчемно _____
7. натомість збентеження не залишає такого широкого сліду _____
8. всеохоплююче приниження _____
9. після висловлення нечутливого зауваження _____
10. як засіб стримування нерозумної або образливої поведінки _____
11. мотивувати вас виправити ситуацію _____
12. після помилки вираження збентеження, провини або сорому _____
13. те, що важко підробити _____
14. є багато сорому через відчуття сорому _____
15. червоніння підживлює саме себе _____

6. Match each phrase with the most appropriate sentence and write your answers in the space provided.

- a) a hard-to-fake giveaway
- b) social cohesion

- c) to adhere to agreed-upon social and moral norms
- d) after a misstep,
- e) to pull ourselves back toward appropriate behavior
- f) to heap self-consciousness upon us
- g) make us feel crummy
- h) all-encompassing degradation
- i) after uttering an insensitive remark
- j) motivate you to make amends
- k) as a deterrent to foolish or hurtful behavior

1. Strong communication and shared values are essential for maintaining _____ in a diverse community.
2. Public apologies often serve _____, helping to prevent similar mistakes in the future.
3. _____, expressing genuine remorse can help rebuild trust with others.
4. Excessive criticism can _____, making it harder for us to act confidently.
5. The blush on her face was _____, revealing her embarrassment.
6. Making a mistake shouldn't _____; instead, it should encourage us to learn and grow.
7. _____, he immediately apologized to avoid further misunderstanding.
8. It's important _____ to ensure harmony in society.
9. Feelings of guilt can _____ and repair damaged relationships.
10. Extreme humiliation can lead to _____, damaging one's self-esteem.
11. Reflecting on our actions can help us _____ and restore our integrity.

7. Translate into English.

1. Усмішку, сповнену щирості, важко підробити.
2. Соціальна згуртованість є ключовою умовою для створення гармонійного суспільства.
3. Для підтримки порядку в суспільстві важливо дотримуватися узгоджених соціальних і моральних норм.
4. Після помилки вираження збентеження або провини може допомогти відновити довіру.
5. Коли ви усвідомлюєте, що червонієте, це лише підсилює процес, адже червоніння підживлює саме себе.
6. У кризових ситуаціях важливо знайти сили, щоб повернути себе до належної поведінки.
7. Постійна критика може накладати на нас надмірну самосвідомість і заважати вільно діяти.
8. Невдачі можуть змушувати нас почуватися нікчемно, але це лише частина шляху до успіху.
9. Несправедливі звинувачення можуть викликати відчуття всеохоплюючого приниження.

10. Після висловлення нечутливого зауваження важливо вибачитися, щоб уникнути конфлікту.
11. Визнання своїх помилок може мотивувати вас виправити ситуацію і покращити стосунки.
12. Сором діє як засіб стримування нерозумної або образливої поведінки.

Envy and Jealousy

8. 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.

improve one's standing	підвищити свій статус
enhance one's standing	покращити свою репутацію
maintain one's standing	підтримувати свій статус
lose standing	втратити репутацію
gain standing	здобути репутацію
undermine someone's standing	підірвати чийсь статус
challenge someone's standing	поставити під сумнів чийсь статус
boost one's standing	підняти свій статус
lower someone's standing	знижити чийсь статус
standing in the community	статус у спільноті
social standing	соціальний статус
professional standing	професійний статус
political standing	політичний статус
high standing	високий статус
low standing	низький статус
international standing	міжнародний статус
public standing	громадська репутація
relative standing	відносний статус

9. Fill in the gaps with the correct collocations with envy.

envy of (2)	benign envy (2)
sense of envy	constructive envy
overcome by envy	
malicious envy	envy of others
spark of envy	destructive envy

1. She felt a sense of _____ when she saw her colleague's promotion.
2. His _____ was evident when he couldn't stop talking about how well his friend was doing.
3. It's important to differentiate between _____ and jealousy in relationships.
4. She tried to hide her _____ when her sister received a new car.

5. Their _____ was so strong that it started to affect their friendship.
6. He couldn't help but feel _____ when his classmate won the award.
7. There was a _____ of success in her eyes as she watched the competition.
8. _____ envy is often seen as less destructive and can even motivate self-improvement.
9. The _____ of his achievements made him feel uncomfortable, as he didn't want to boast.
10. He was overcome by _____ when he realized how much his rival had accomplished.
11. _____ envy can sometimes drive people to work harder and achieve their goals.

10. Translate the given text into English.

Кілька років тому Ілона де Хуге працювала асистенткою професора психології. «Я справді думала, що все йде дуже добре», — згадує вона, — «але врешті-решт я повністю провалилася і мене звільнили». Протягом місяця вона картала себе. «Здавалося, що я не можу зробити нічого правильно, що я абсолютно нікчемна. Хоча я зазнала невдачі лише в одному аспекті свого життя, це відчувалося так, ніби я провалююся у всьому». Однак через кілька тижнів цей досвід мотивував її шукати іншу роботу, де вона могла б досягти успіху. І це спрацювало. Зараз де Хуге працює професоркою маркетингу в Університеті Еразма, де досліджує почуття сорому, провини та збентеження.

Людство не було б таким успішним — і навіть не вижило б — без соціальної згуртованості. Життя серед інших вимагає дотримання соціальних і моральних норм: не псувати повітря в публічних місцях, не надсилати непристойні повідомлення, не бити людей по носу. Коли ми порушуємо норму, потрібен механізм, який поверне нас до належної поведінки. Саме тут з'являються сором, провини та збентеження, які викликають у нас самосвідомість. Ці емоції змушують нас почуватися неприємно, але водночас мотивують виправляти свої помилки, вчитися на них і відновлювати довіру до себе та до інших.



Reflection and Discussion

11. Answer the given questions.

Shame, Guilt, and Embarrassment

1. Why did Ilona de Hooge feel shame after losing her job as an assistant professor of psychology?
2. What motivated Ilona de Hooge to seek a different type of job after her experience of shame?
3. How do shame, guilt, and embarrassment help maintain social cohesion?
4. What are some examples of social and moral norms mentioned in the text?

5. How do shame, guilt, and embarrassment affect our self-perception?
6. What specific feelings did de Hooze experience when she crashed her bicycle?
7. How does the text distinguish between shame and embarrassment?
8. What role do these emotions play in helping people learn from their mistakes?
9. How do guilt, shame, and embarrassment motivate individuals to make amends?
10. According to the text, why are criminals who feel guilt less likely to reoffend?
11. How does shame during a doctor's visit influence health behavior?
12. What physical signals are associated with embarrassment and shame?
13. Why do these physical signals, such as blushing, benefit individuals in social settings?
14. How does expressing emotions like embarrassment or guilt affect how others perceive us?
15. What does Dacher Keltner mean by saying that blushing "acts as a nonverbal apology"?
16. Why might we feel embarrassed even when we haven't done anything wrong?
17. How do the emotions of shame and embarrassment enable trust in social groups?

Envy and Jealousy

18. How did Niels van de Ven experience envy as a child playing baseball?
19. What did van de Ven do to cope with the feeling of envy?
20. How does comparison to others influence our happiness, according to the text?
21. What is the difference between benign envy and malignant envy?
22. How can envy motivate people to improve their performance?
23. What role does envy play in improving attention and memory?
24. How does malignant envy differ in its effects from benign envy?
25. How does jealousy differ from envy in terms of psychological triggers?
26. Why is jealousy considered important for the survival of relationships?



Online Course Assignments

Do the tests in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=378254>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=385038>
(for linguists)



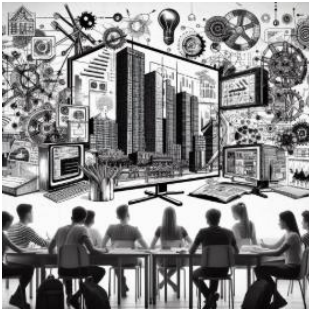
<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664572>

(for translators)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664573>

(for translators)



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Bias and Objectivity in News Reporting: Balancing Facts and Opinions

1. *Read the following.*

In the contemporary media landscape, the tension between bias and objectivity in news reporting remains a critical concern. Ideally, journalism strives to present facts in an impartial manner; however, the reality is often more complex. Media outlets, whether consciously or unconsciously, shape narratives through word choice, framing, and emphasis. As media scholar Walter Lippmann (1922) argued, "News and truth are not the same thing, and must be clearly distinguished." The selection and omission of certain facts, the tone in which they are presented, and the sources chosen all contribute to the perception of a news story. While some degree of bias is inevitable, given the subjective nature of human perception, professional journalism aims to minimize it through rigorous fact-checking, transparency, and adherence to ethical guidelines.

One of the major sources of bias in news reporting is ideological alignment. Many news organizations have political or corporate affiliations that influence their reporting. For instance, the coverage of political events can vary significantly between conservative and liberal media outlets. Studies have shown that even when presenting the same set of facts, different news agencies emphasize aspects that align with their ideological stance. Kovach and Rosenstiel (2007) note that "Journalism's first obligation is to the truth, but its first loyalty is to citizens, not power structures." This highlights the importance of resisting undue influence from powerful stakeholders and prioritizing public interest over political or financial gain.

Another factor contributing to bias is the rise of sensationalism and infotainment. In an era dominated by social media and 24-hour news cycles, the pressure to attract viewers often leads to exaggerated headlines and emotionally charged narratives. Sensational reporting can distort reality by prioritizing dramatic elements over factual

accuracy. As Neil Postman (1985) famously stated, "We are amusing ourselves to death," warning against the tendency of media to prioritize entertainment value over substantive reporting. Responsible journalism must strike a balance between engaging the audience and maintaining factual integrity.

Despite these challenges, objectivity remains a fundamental principle of journalistic ethics. Efforts to ensure balanced reporting include presenting multiple perspectives, verifying information through independent sources, and distinguishing between news and opinion pieces. The Society of Professional Journalists' Code of Ethics (SPJ, 2014) urges journalists to "seek truth and report it," emphasizing fairness, accuracy, and accountability. Transparency about potential conflicts of interest, corrections of errors, and the inclusion of diverse viewpoints can help restore trust in the media.

In conclusion, the interplay between bias and objectivity in news reporting is a complex but essential issue in modern journalism. While complete neutrality may be unattainable, striving for fairness, accuracy, and transparency is crucial to maintaining public trust. By being critical consumers of media and analyzing how information is presented, audiences can better navigate the vast and often biased landscape of news reporting. As the media continues to evolve, fostering journalistic integrity will remain a key challenge and responsibility for both journalists and readers alike.

References

1. Kovach, B., & Rosenstiel, T. (2007). *The Elements of Journalism: What Newspeople Should Know and the Public Should Expect*. Three Rivers Press.
2. Lippmann, W. (1922). *Public Opinion*. Harcourt, Brace & Company.
3. Postman, N. (1985). *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. Viking Press.
4. Society of Professional Journalists (2014). *SPJ Code of Ethics*. Retrieved from <https://www.spj.org/ethicscode.asp>

2. Reread the article. Identify statements of fact and statements of opinion. Discuss in pairs how the distinction between these influences the credibility of the article.

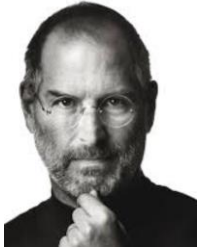
3. Work in groups. Debate the ethical challenges journalists face when reporting on sensitive or controversial issues. Should journalists prioritize neutrality or advocacy?



UNIT 3. Intuition. Balancing Trust and Caution

Warming-Up

2. Choose one of the quotations given below and comment on it.



surl.li/yvvyvh

Steve Jobs

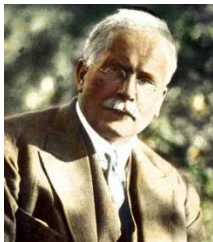
"Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it."



surl.li/iszrie

Oprah Winfrey

"Intuition is a powerful thing, more powerful than intellect, in my opinion."



surl.li/pfgzky

Carl Jung

"Intuition is perception via the unconscious."

5. Work in groups of 3-4. Come up with your own definition of INTUITION. Share your definition with the whole class. Discuss which definition seems the most precise and why.

6. Work in pairs. Discuss the following.

1. Do you believe that intuition plays a significant role in decision-making? Why or why not?
2. Have you ever had an experience where following your intuition led to a positive outcome? Can you describe it?
3. Do you think intuition can be developed over time, or is it something people are born with?
4. How do you differentiate between intuition and a gut feeling? Are they the same or different?
5. In your opinion, can intuition sometimes be misleading? If so, when?
6. Do you trust your intuition more in personal matters or professional decisions? Why?

7. Can intuition be a valuable tool in problem-solving, or should it always be backed up by logic and facts?



Vocabulary in Focus

4. 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.

strong intuition	сильна інтуїція
gut intuition	інтуїція на рівні інстинктів
intuitive sense	інтуїтивне відчуття
deep intuition	глибока інтуїція
hunch or gut feeling (intuition)	передчуття або інтуїтивне відчуття
sharp intuition	точна інтуїція
natural intuition	природна інтуїція
intuitive understanding	інтуїтивне розуміння
rely on intuition	покладатися на інтуїцію
follow your intuition	слідувати своїй інтуїції
intuition tells you	інтуїція підказує тобі
intuition guides	інтуїція веде
power of intuition	сила інтуїції
instinctive intuition	інстинктивна інтуїція
intuition and reasoning	інтуїція та логіка
intuition kicks in	інтуїція спрацьовує
trust your intuition	довіряти своїй інтуїції
develop intuition	розвивати інтуїцію
heightened intuition	підвищена інтуїція

5. Translate into Ukrainian.

1. His **heightened intuition** allowed him to detect the smallest changes in his environment, giving him an edge in high-stakes situations.
2. Despite the data suggesting otherwise, his **gut intuition** told him that the new project would succeed beyond expectations.
3. The artist's **intuitive sense** of color and composition enabled her to create pieces that resonated deeply with viewers, even without formal training.
4. Over the years, he developed a **deep intuition** about human behavior, allowing him to understand his clients' needs before they even voiced them.

5. As an experienced negotiator, **intuition guides** his approach, helping him sense when to push forward and when to back off.
6. Although the evidence was scarce, her **hunch** proved to be right, confirming the **gut feeling** that something was amiss in the investigation.
7. His **sharp intuition** helped him detect subtle discrepancies in the report, saving the company from a potential financial scandal.
8. Some leaders possess a **natural intuition** that allows them to motivate and inspire others, even in the most challenging circumstances.
9. While **intuition and reasoning** can often complement each other, there are times when one must rely more on instinct than logic.
10. The philosopher's **intuitive understanding** of complex moral dilemmas made his arguments compelling, even to those who disagreed with his conclusions.
11. In situations where logic and reason fall short, it's often best to **rely on intuition**, trusting your inner judgment to guide you.
12. When **intuition tells you** that something isn't quite right, it's often wise to take a step back and reassess the situation.
13. The **power of intuition** is often underestimated, yet it can provide insights that logic and analysis alone cannot uncover.
14. Her **instinctive intuition** about the dynamics of the group allowed her to mediate the conflict effectively, bringing about a peaceful resolution.
15. Her **strong intuition** about the market trends allowed her to make investments that others were too hesitant to pursue.
16. In matters of personal relationships, it's often essential to **trust your intuition**, as it can reveal truths that words cannot express.
17. Through years of experience, she was able to **develop her intuition** in the field of psychology, allowing her to read her patients with remarkable accuracy.
18. As soon as the crisis unfolded, his **intuition kicked in**, prompting him to take immediate action and avert disaster.
19. She decided to **follow her intuition**, opting for the unconventional path that led to a breakthrough in her career.
20. Sometimes, **intuition leads** us to make decisions that defy conventional wisdom, yet result in success when we least expect it.

Intuition. Why we should trust it

6. Fill in the gaps with the given words and phrases. Listen to the podcast and check your answers.

rapid feedback	sixth sense	recognition-primed decision model
experience-driven intuition	intuitive judgment	
emotional resonance in decision-making	spidey senses	
gut feeling	hunch	prototype matching
unconscious decision-making	emotional aspect of intuition	recognition of patterns
golden hour of investigation	subconscious reasoning	

1. The _____ often makes people feel an urgency to act, even without concrete reasons.
2. The detective acted on a _____ and decided to investigate the abandoned warehouse.
3. His _____ kicked in when he entered the room, sensing an unusual tension in the air.
4. Through years of experience, she developed a keen _____ in customer behavior.
5. Her _____ about the project's risks proved to be accurate in the end.
6. _____ often helps leaders connect better with their teams.
7. Many athletes rely on _____ during high-pressure games.
8. It was almost like he had a _____ for predicting market trends before they happened.
9. _____ allowed the firefighter to sense danger and evacuate the team just in time.
10. Learning to trust your intuition requires _____ to validate your decisions.
11. The detectives knew that the _____ was crucial to solving the case.
12. Despite the lack of evidence, her _____ told her that something was wrong with the situation.
13. _____ played a role in his ability to quickly spot the fake document.
14. Doctors often use _____ to diagnose patients based on similar past cases.
15. The _____ helps explain how experts make quick decisions under pressure.

7. Translate the given sentences into Ukrainian.

1. The seasoned detective, with years of experience under her belt, relied on her ability to process subtle clues through experience-driven intuition, which guided her to the suspect hiding in plain sight among the crowd.
2. Although there was no tangible evidence, the nurse's almost supernatural sixth sense alerted her to an impending crisis in her patient's condition, prompting her to take immediate action.
3. In moments of uncertainty, the CEO demonstrated remarkable intuitive judgment, synthesizing incomplete data and subtle market signals to steer the company away from a potentially disastrous investment.
4. Emotional resonance in decision-making often underpins the choices we make, as seen when individuals gravitate toward career paths that align not only with their skills but also with their deepest values and aspirations.

5. As he stepped into the unfamiliar room, his spidey senses tingled with an unshakable feeling of unease, compelling him to remain cautious and alert to potential threats.
6. Despite the rational arguments presented, she could not ignore the persistent gut feeling that something was amiss in the proposal, leading her to investigate further.
7. The recognition-primed decision model is often employed by firefighters, who must draw on their vast experience and mental simulations to make life-saving choices under extreme time pressure.
8. The doctor's swift diagnosis was a result of prototype matching, as he mentally compared the patient's symptoms to a familiar pattern he had encountered many times before.
9. The chess master's uncanny ability to predict his opponent's moves was rooted in his exceptional recognition of patterns, honed over decades of rigorous practice and study.
10. Unconscious decision-making often guides our actions, as demonstrated when a person instinctively avoids danger without fully understanding the source of their discomfort.
11. The emotional aspect of intuition is particularly evident in interpersonal relationships, where subtle cues and feelings often reveal truths that words fail to express.
12. Investigators know the importance of the golden hour of investigation, that critical window of time when evidence is freshest and witnesses' memories are most reliable.
13. Pilots depend on rapid feedback from their instruments to make split-second adjustments, ensuring the safety of their passengers in turbulent conditions.
14. Subconscious reasoning, often dismissed as mere instinct, plays a pivotal role in guiding decisions when the conscious mind is overwhelmed by complexity or uncertainty.
15. Acting on nothing more than a hunch, the scientist revisited her experimental data, uncovering a hidden anomaly that ultimately led to a groundbreaking discovery.

Intuition. Why should we be cautious?

8. Fill in the gaps with the given words and phrases. Listen to the podcast and check your answers.

pattern recognition	subjective confidence
data-driven intuition	satisficing
associative processes	regular world
rapid feedback	decision-making loops
hunch-based decisions	rational analysis
anchoring effect	intuitive judgment
misleading associations	intuition-rationality balance

1. Our brain's _____ help us quickly link familiar situations to past experiences.
2. In sports, _____ from coaches and teammates is crucial for players to refine their strategies.

3. Intuition works best in a _____ where patterns and rules can be consistently learned.
4. _____ often leads people to overestimate the accuracy of their decisions.
5. Instead of seeking the perfect solution, she opted for _____ by choosing the first option that met her needs.
6. The _____ caused the team to focus too heavily on their initial plan, ignoring better alternatives.
7. Effective _____ involve alternating between intuition and rational analysis.
8. The firefighter's _____ saved the team from a potentially fatal collapse.
9. Experienced chess players rely on _____ to anticipate their opponent's moves.
10. While intuition sparked his interest, _____ confirmed that the investment was a good idea.
11. _____ between crime and certain demographics can perpetuate harmful stereotypes.
12. The cricket team's success was a result of blending _____ with strategic planning.
13. Her _____ in the courtroom often proved to be remarkably accurate.
14. Striking an _____ is key to making well-rounded decisions in complex scenarios.

9. *Translate the given sentences into Ukrainian.*

1. In complex systems like financial markets, data-driven intuition allows seasoned analysts to identify subtle trends and make informed decisions that transcend simple number-crunching.
2. While hunch-based decisions may lack concrete evidence, they often draw on years of tacit knowledge and subconscious pattern recognition, making them surprisingly accurate in high-stakes scenarios.
3. Subjective confidence, though not always aligned with objective reality, often influences decision-makers to act decisively, even when the available data is incomplete or ambiguous.
4. In the regular world of routine tasks and predictable outcomes, decision-making tends to rely on established patterns and heuristics rather than exhaustive analysis.
5. Associative processes play a crucial role in creative problem-solving, as the mind connects seemingly unrelated ideas to generate innovative solutions.
6. Decision-making loops, characterized by cycles of action, feedback, and adjustment, are essential for navigating dynamic environments where conditions change rapidly.

7. The anchoring effect, a cognitive bias where initial information disproportionately influences subsequent judgments, can lead to flawed conclusions if not critically examined.
8. Rapid feedback is a critical component of skill development, enabling individuals to refine their actions and strategies in response to immediate results.
9. When faced with overwhelming options, satisficing—choosing an option that meets minimum criteria rather than seeking the optimal one—often provides a practical and efficient path forward.
10. Rational analysis, while methodical and deliberate, can sometimes overlook the emotional and contextual nuances that intuitive judgment naturally incorporates.
11. Intuitive judgment often emerges from years of experience, allowing experts to make split-second decisions that feel effortless yet are deeply informed by their expertise.
12. Misleading associations, where irrelevant similarities between unrelated events influence perception, can lead to erroneous conclusions if not carefully scrutinized.
13. Achieving an intuition-rationality balance is crucial for effective decision-making, as it combines the strengths of instinctive insights with the rigor of analytical reasoning.
14. Pattern recognition is the cornerstone of expertise in fields such as medicine, where identifying recurring symptoms quickly can lead to accurate diagnoses and effective treatments.



Online Course Assignments

10. Listen to the BBC 'THE WHY FACTOR'. Do the tests.

Intuition. Why we should trust it

<https://www.bbc.co.uk/programmes/w3csyv04>



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=380734>

(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664575>

(for translators)

Intuition. Why should we be cautious?

<https://www.bbc.co.uk/programmes/w3csyv05>



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=385024>

(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664577>

(for translators)



Reflection and Discussion

Intuition. Why we should trust it

11. Answer the questions.

1. How did Detective David Swindle's intuition contribute to uncovering more about Peter Tobin's crimes?
2. How does Gary Klein define intuition, and what role do patterns and prototypes play in it?
3. What are the conditions necessary for intuition to be reliable, according to Daniel Kahneman?
4. Why is intuition often misunderstood as a mystical or irrational phenomenon?
5. How did the firefighter's intuition save his team during the house fire incident?
6. What role do emotions play in the development and application of intuition, as explained by Antonio Damasio?
7. How do detectives use intuition during the "golden hour" of a homicide investigation?
8. What were the findings of Michelle Wright's study on detectives' use of intuition at crime scenes?
9. How does intuition help politicians and policymakers make decisions under time pressure?
10. Why is feedback essential for developing reliable intuition, and how does it shape expert judgment?
11. What are the limitations of intuition in unpredictable environments like the stock market?
12. How do experience and repetition contribute to the development of expert intuition?

12. Do the given tasks.

1. Discuss the interplay of intuition and deliberate thinking in decision-making, citing examples like firefighters and detectives.
2. Explore how emotions influence intuitive decisions and whether they enhance or hinder rational judgment.
3. Analyze how professions like chess players, anesthesiologists, and detectives rely on experience to hone their intuition.

Intuition. Why should we be cautious?

13. Answer the questions.

1. How did intuition play a role in Alex Wakeley's leadership as a cricket captain?
2. Why does Daniel Kahneman believe intuition is unreliable in chaotic or unpredictable environments like the stock market?
3. What are the three conditions necessary for reliable intuition, as identified by Kahneman and Klein?
4. How did Northamptonshire County Cricket Club use data to complement intuition in improving their performance?
5. Why does Kahneman argue that confidence in intuition does not guarantee accuracy?
6. What role does rapid feedback play in developing reliable intuition?
7. How can intuition and rational analysis work together, according to Tom Gilovich?
8. What are the potential dangers of relying solely on intuition in decision-making?
9. How do business leaders like Steve Jobs and Richard Branson justify their reliance on intuition?
10. Why does Eric Bonnebeau caution against overvaluing intuition in business decisions?
11. How can prior rational analysis improve the effectiveness of intuition in fast-paced scenarios like T20 cricket?
12. What are the limitations of intuition when it comes to generating alternative solutions, as discussed by Eric Bonnebeau?

13. Do the given tasks.

1. Explore how rational analysis and preparation can strengthen intuition, as demonstrated by Northamptonshire's cricket strategy.
2. Discuss examples where intuition led to errors, such as biases formed in interviews or in chaotic systems like the stock market.
3. Analyze how intuition and rational thought can complement each other, especially in high-stakes or time-sensitive situations.



UNIT 4. Emotional Intelligence: The Key to Smart Living

Warming-Up

1. What is “emotional intelligence”? Comment on the definition given below.

Emotional Intelligence Is...

“Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships.”

Drs. Travis Bradberry and Jean Greaves

2. Here are a few fictional characters who may not have a very high IQ but possess high emotional intelligence. Give more similar examples of real-life or fictional characters.



surl.li/jgdyyb

Missy Cooper (*The Big Bang Theory*)

Missy, Sheldon’s sister, is a great example of someone with a lower IQ compared to her brother but high emotional intelligence. While Sheldon is a genius, Missy is more emotionally attuned, able to understand people’s feelings, and has a natural ability to navigate social situations. She is more socially skilled and intuitive, showing that emotional intelligence is just as important as intellectual ability.



surl.li/ctytbm

Forrest Gump (*Forrest Gump*)

Forrest is a character with a low IQ, but he has an extraordinary emotional intelligence. He is empathetic, kind-hearted, and able to connect with people on a deep emotional level. His ability to understand and navigate social situations, even though he doesn't have a traditional intellectual understanding, is a key factor in his success.



surl.li/xaryil

Homer Simpson (*The Simpsons*)

While Homer is often portrayed as not particularly intelligent, his emotional intelligence is high. He has a strong sense of loyalty and empathy for his family, and despite his many flaws, he is able to connect with his wife, Marge, and his children on an emotional level. His actions are often motivated by love and a desire to do what is best for his family, showing an emotional understanding that transcends his intellectual shortcomings.



surl.li/dknyzt

Dory (*Finding Nemo*)

Dory, the forgetful fish from *Finding Nemo*, is not highly intellectual, but she possesses an extraordinary emotional intelligence. She is compassionate, supportive, and knows how to cheer up others. Her emotional sensitivity allows her to form strong connections with Marlin and others despite her memory problems.

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

EMOTIONAL INTELLIGENCE IS THE OTHER KIND OF SMART

<https://www.linkedin.com/pulse/why-you-need-emotional-intelligence-dr-travis-bradberry-zotdf/>

Dr. Travis Bradberry is the award-winning author of the #1 bestselling book, *Emotional Intelligence Habits*. His bestselling books have sold more than 3 million copies. Dr. Bradberry has written for, or been covered by, *Newsweek*, *TIME*, *BusinessWeek*, *Fortune*, *Forbes*, *Fast Company*, *USA Today*, *The Wall Street Journal*, *The Washington Post*, and *The Harvard Business Review*.



surl.li/thdpyh

When emotional intelligence first appeared to the masses in 1995, it served as the missing link in a peculiar finding: people with average IQs outperform those with the highest IQs 70% of the time. This anomaly threw a massive wrench into what many people had always assumed was the sole source of success — IQ. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack.

Emotional intelligence is the “something” in each of us that is a bit intangible. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence.



Emotional intelligence is made up of four core skills.

Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies.

- **Self-Awareness** is your ability to accurately perceive your emotions and stay aware of them as they happen.

- **Self-Management** is your ability to use awareness of your emotions to stay flexible and positively direct your behavior.

Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people's moods, behavior, and motives in order to improve the quality of your relationships.

- **Social-Awareness** is your ability to accurately pick up on emotions in other people and understand what is really going on.
- **Relationship Management** is your ability to use awareness of your emotions and the others' emotions to manage interactions successfully.

Emotional Intelligence, IQ, and Personality Are Different.

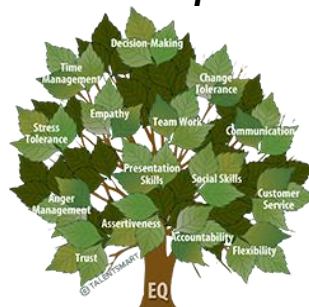


Emotional intelligence is an essential part of the whole person.

Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. There is no known connection between IQ and emotional intelligence; you simply can't predict emotional intelligence based on how smart someone is. Intelligence is your ability to learn, and it's the same at age 15 as it is at age 50. Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, you can develop high emotional intelligence even if you aren't born with it.

Personality is the final piece of the puzzle. It's the stable "style" that defines each of us. Personality is the result of hard-wired preferences, such as the inclination toward introversion or extroversion. However, like IQ, personality can't be used to predict emotional intelligence. Also like IQ, personality is stable over a lifetime and doesn't change. IQ, emotional intelligence, and personality each cover unique ground and help to explain what makes a person tick.

Emotional Intelligence Is Linked to Performance.



Emotional intelligence is the foundation for critical skills.

How much of an impact does emotional intelligence have on your professional success? The short answer is: a lot! It's a powerful way to focus your energy in one

direction with a tremendous result. TalentSmart tested emotional intelligence alongside 33 other important workplace skills, and found that emotional intelligence is the strongest predictor of performance, explaining a full 58% of success in all types of jobs.

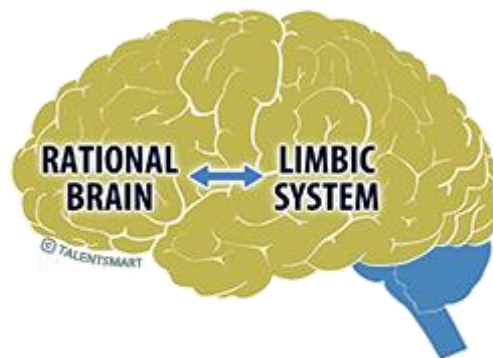
Your emotional intelligence is the foundation for a host of critical skills — it impacts most everything you say and do each day.

Of all the people we've studied at work, we've found that 90% of top performers are also high in emotional intelligence. On the flip side, just 20% of bottom performers are high in emotional intelligence. You can be a top performer without emotional intelligence, but the chances are slim.

Naturally, people with a high degree of emotional intelligence make more money — an average of \$29,000 more per year than people with a low degree of emotional intelligence. The link between emotional intelligence and earnings is so direct that every point increase in emotional intelligence adds \$1,300 to an annual salary. These findings hold true for people in all industries, at all levels, in every region of the world. We haven't yet been able to find a job in which performance and pay aren't tied closely to emotional intelligence.

Emotional Intelligence Can Be Developed.

The communication between your emotional and rational “brains” is the physical source of emotional intelligence. The pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter here and must travel to the front of your brain before you can think rationally about your experience. However, first they travel through the limbic system, the place where emotions are generated. So, we have an emotional reaction to events before our rational mind is able to engage. Emotional intelligence requires effective communication between the rational and emotional centers of the brain.



*Emotional intelligence is a balance
between the rational and emotional brain.*

“Plasticity” is the term neurologists use to describe the brain’s ability to change. Your brain grows new connections as you learn new skills. The change is gradual, as your brain cells develop new connections to speed the efficiency of new skills acquired.

Using strategies to increase your emotional intelligence allows the billions of microscopic neurons lining the road between the rational and emotional centers of your brain to branch off small “arms” (much like a tree) to reach out to the other cells. A single cell can grow 15,000 connections with its neighbors. This chain reaction of

growth ensures it's easier to kick this new behavior into action in the future. Once you train your brain by repeatedly using new emotional intelligence strategies, emotionally intelligent behaviors become habits.



Vocabulary in Focus

4. Match the words with their definitions.

1. outperform	A. automatically thinking or behaving in a particular way
2. anomaly	B. a system of nerves and other structures in the brain that controls many of our emotions
3. intangible	C. to start talking again about something that someone said previously
4. to pair up (phr.v.)	D. to manage to use something in a way that brings good results
5. to pick up on (phr.v.)	E. a track that a person can walk along; a series of actions that can be taken in order to achieve something
6. to tap into (phr.v.)	F. impossible to touch, to describe exactly, or to give an exact value
7. hard-wired	G. to go in another direction
8. inclination	H. to make an effort to communicate with people or to give them your support
9. pathway	I. to perform better or do better than someone or something
10. the spinal cord	J. a preference or tendency, or a feeling that makes a person want to do something
11. the limbic system	K. to begin operating or having an effect
12. to branch off (phr.v.)	L. to join together temporarily with another person in order to do something
13. to kick into (phr.v.)	M. the set of nerves inside the spine that connect the brain to other nerves in the body
14. to reach out to (phr.v.)	N. a person or thing that is different from what is usual, or not in agreement with something else and therefore not satisfactory

5. Match each word/phrase from Column A with its synonym or closest meaning from Column B. Write the correct number from Column A next to the corresponding letter in Column B.

1. outperform	a. to collaborate

2. anomaly	b. to notice or understand something subtle
3. intangible	c. to access or utilize a resource
4. to pair up	d. innate or pre-programmed
5. to pick up on	e. to activate or start functioning
6. to tap into	f. to contact or communicate with someone
7. hard-wired	g. a deviation or irregularity
8. inclination	h. the central nervous system's main communication channel
9. pathway	i. the brain region associated with emotions and memory
10. the spinal cord	j. a tendency or predisposition
11. the limbic system	k. a route or channel
12. to branch off	l. to diverge or separate into different directions
13. to kick into	m. to exceed or perform better than others
14. to reach out to	n. non-physical or not easily measurable



Phrasal Verbs in Focus

6. Fill in the blanks with the correct phrasal verb. Some phrasal verbs may be used more than once. Pay attention to the context of the sentence to choose the most appropriate option.

to pair up	to pick up on	to tap into
to branch off	to kick into	to reach out to

- During the group project, students were asked to _____ with a partner to complete the assignment more efficiently.
- The manager encouraged the team to _____ their creativity to come up with innovative solutions for the problem.
- After a few minutes of listening to the conversation, she was able to _____ the underlying tension between the two colleagues.
- The highway _____ into two smaller roads just outside the city, leading to different towns.
- As soon as the emergency alarm rang, the team's training _____ and they acted quickly to secure the area.
- If you have any questions about the program, feel free to _____ the customer support team for assistance.
- In science class, students were instructed to _____ and conduct experiments together.

8. The motivational speaker emphasized the importance of learning how to _____ your inner potential to achieve your goals.
9. It took her a moment to _____ the subtle hints in his tone, realizing he was upset about the changes.
10. As the project deadline approached, everyone's sense of urgency seemed to _____ and they worked tirelessly to finish on time.
11. The charity organization decided to _____ local businesses for donations to support their upcoming event.
12. After walking a mile along the trail, the path began to _____ into smaller routes, each leading to a different scenic view.

7. Make sentences with the words and word combinations given below.

✓ to outperform someone	✓ a bit intangible
✓ to pick up on emotions	✓ personal and social competence
✓ hard-wired preferences	✓ tap into a fundamental element
✓ a host of critical skills	✓ high in emotional intelligence

8. Find English equivalents for the following word combinations.

1. Суттєво ускладнити ситуацію _____
2. Єдине джерело успіху _____
3. Відрізнити видатних виконавців від інших _____
4. Контролювати поведінку _____
5. Орієнтуватися у соціальних складнощах _____
6. Точно сприймати свої емоції _____
7. Позитивно спрямовувати свою поведінку _____
8. Управління стосунками _____
9. Гнучкий набір навичок _____
10. Це останній елемент головоломки _____
11. З високим рівнем емоційного інтелекту _____
12. Шанси мізерні _____
13. Запустити нову модель поведінки в дію _____

RENDERING

9. Read the given article and render it into English.

Емоційний інтелект можна розвинути, працюючи над собою. Для цього необхідне пряме спілкування з людьми, спостереження і допомога фахівця, перевірка результатів на практиці (робота з психологом). Курс психотерапії також значно підвищує рівень емоційного інтелекту.

На відміну від IQ коефіцієнт емоційного розвитку EQ розвивається все життя. Для визначення рівня EQ розроблені тести, які вже доступні кожному.

При дослідженнях з'ясувалося, що у жінок EQ більш розвинений в міжособистісних проявах (емоційності, міжособистісних стосунках, соціальній

відповідальності), а у чоловіків – в внутрішньоособистісній сфері (самоствердження, здатність відстоювати свої права), а також здатності керувати стресом і вмінню вирішувати проблеми.

Цікаво також, що люди, які мають змішані характеристики, на відміну від людей, що володіють суто чоловічими чи жіночими характеристиками, проявляють велику емоційну гнучкість: в залежності від ситуації вони можуть бути те незалежними і сильними, м'якими, турботливими і добрими, а люди, задоволені своїм сімейним життям, мають значно вищий рівень EQ, ніж ті, які не задоволені. Таким чином емоційний інтелект - це мистецтво управління життєвою енергією, мистецтво жити та бути щасливим, жити повноцінним життям, знаходитися в резонансі з навколишнім світом, вести діалог з цим світом, розуміти себе і світ як учасника діалогу, звертатися до світу, передбачати події, вміти налаштовувати себе на події. Свідомість як основа особистості, тіло як базис для вираження, і емоційно-психічна сфера як основний механізм сутності - це 3 складові взаємодії зі світом, які коагулюються в ціле за допомогою самосвідомості. Психічна енергія маловивчена, хоча потужна, тому варто займатися її пізнанням і розвитком: це дасть можливість бути більш адаптованим до життя, сприймати світ цілісно, ефективно виконувати соціальні завдання, мати можливість розуміти ближніх, бути збалансованим, цілісним і щасливим.



Reflection and Discussion

10. Mark the given statements as TRUE or FALSE. Correct the FALSE ones.

1. Emotional intelligence was first introduced to the public in 1995	
2. People with the highest IQs outperform those with average IQs 70% of the time	
3. Emotional intelligence consists of four core skills: self-awareness, self-management, social awareness, and relationship management.	
4. Personal competence is primarily concerned with how you interact with others.	
5. Social competence is made up of self-awareness and self-management skills.	
6. Emotional intelligence can be predicted based on someone's IQ.	
7. Personality is a flexible set of skills that can be developed with practice.	
8. Emotional intelligence is the strongest predictor of success in all types of jobs.	

9. The higher a person's emotional intelligence, the less likely they are to earn a higher salary.	
10. Emotional intelligence cannot be developed after a person reaches adulthood.	
11. Emotional intelligence is linked to both professional success and personal growth.	
12. The communication between emotional and rational centers of the brain is essential for emotional intelligence.	
13. Emotional intelligence requires effective communication between the rational and emotional centers of the brain.	
14. The brain cannot change after a person learns new skills.	
15. Emotional intelligence strategies can be learned, but they do not become habits.	
16. Emotional intelligence is not connected to any specific area of the brain.	

11. Choose any Emotional Intelligence Test and do it. Comment on your results. Do you agree or disagree with them?

- ❖ <https://www.youtube.com/watch?v=T5MHkS3tRNQ>
- ❖ <https://www.youtube.com/watch?v=FMoYPym8s44>
- ❖ https://www.thepersonalitylab.org/eq-test?gad_source=2&gclid=EAIaIQobChMI-NmjwuP9igMVlpaDBx1YSym8EAEYAyABEgLn_fD_BwE



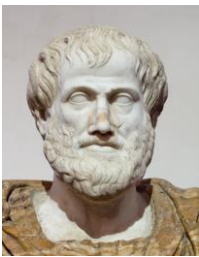
UNIT 5. Exploring Social and Emotional Learning: Balancing Benefits and Criticisms

Warming-Up

1. You are going to listen to a special report about Social and Emotional Learning (SEL), the process through which individuals develop the skills to understand and manage their emotions, build and maintain positive relationships, show empathy for others, set and achieve goals, and make responsible decisions. It emphasizes emotional regulation, social interaction, and self-awareness as essential components for personal and academic success.

Before listening, read the quote from the report and the following information and answer the questions.

Aristotle TAUGHT his students the importance of managing their emotions. John Dewey, an early 20th-century reformer, sparked the idea that teachers must educate the “whole child”.



surl.li/tldlfjz

Aristotle emphasized the importance of managing emotions as a key aspect of personal development and education. He believed that emotional regulation



surl.li/eoignk

John Dewey, a prominent early 20th century reformer, introduced the idea that education should focus on the “whole child.” He argued that teaching should go beyond

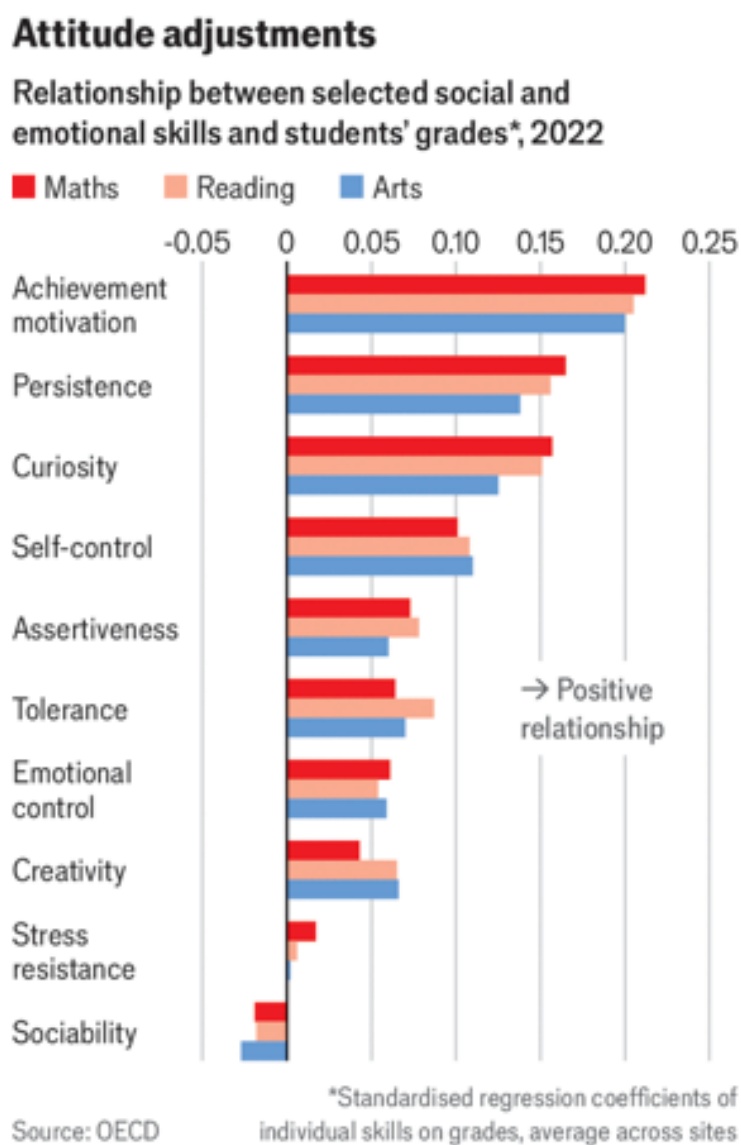
was essential for achieving a balanced and virtuous life, as uncontrolled emotions could lead to poor decisions and actions. By teaching his students how to cultivate self-control and emotional awareness, Aristotle laid the foundation for the idea that education should not only focus on intellectual growth but also on the development of character and emotional intelligence. His insights remain relevant today, influencing modern approaches like social and emotional learning (SEL), which aim to equip students with skills for managing emotions and building resilience.

academics to address students' social, emotional, and moral development. Dewey believed that schools should prepare children for life by fostering critical thinking, collaboration, and emotional well-being, rather than merely imparting knowledge. His progressive approach to education emphasized the importance of experiential learning and the integration of real-world experiences into the classroom. Dewey's vision has profoundly influenced modern education, inspiring practices like social and emotional learning (SEL), which aim to nurture well-rounded individuals.

1. What role does emotional regulation play in enhancing the learning process?

2. How can SEL be effectively integrated into a standard curriculum across subjects?
3. What are the long-term academic, social, and personal benefits of teaching SEL to students?
4. How can teachers assess and track the emotional development of their students?
5. What challenges might educators face when implementing SEL in diverse classroom settings?
6. How does SEL contribute to students' mental health and overall well-being?
7. How can Aristotle's idea of the "golden mean" (finding balance in emotions) help ESL learners manage emotional challenges during language acquisition?
8. How can SEL equip students with skills that will benefit them in their future professional roles and personal lives?

2. Comment on the given chart from the report.





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.

sparked the idea	зародила ідею
pick up traits such as independence and resilience	набувати таких рис, як незалежність і стійкість
It is not controversial to argue	це не викликає суперечних тверджень
under the auspices of “social and emotional learning” (SEL)	під егідою «соціального та емоційного навчання»
to instil in youngsters useful attributes	прищеплювати молоді корисні якості
to shore up young teens’ lagging social skills	зміцнювати недостатньо розвинені соціальні навички підлітків
techniques for beating the blues	методи подолання смутку
spurious ideas are riding in on its coat-tails	хибні ідеї користуються його підтримкою
to be more rigorous in defining the non-academic traits which they seek to nurture	ретельніше визначати неакадемічні риси, які вони прагнуть розвивати
to show which of a dozen or so character traits best predict higher test scores	показати, які з приблизно десятка рис характеру найкраще прогнозують вищі результати тестів
through explicit courses of study	через чітко визначені навчальні курси
A growing range of commercial curriculums	дедалі ширший спектр комерційних навчальних програм
individual kids with obvious anger-management or self-esteem issues	окремі діти з явними проблемами контролю гніву або самооцінки
tantalising promise	спокуслива обіцянка
some cherished traits such as stress-resistance and sociability do not correlate with better grades	деякі ціновані риси, як-от стресостійкість і товарииськість, не корелюють із кращими оцінками
to use non-academic measures when evaluating school performance	використовувати неакадемічні показники для оцінювання успішності в школі

4. Translate the given phrases into Ukrainian

- 1) devoting more time to social and emotional education
- 2) American spending on SEL rose 45% between 2019 and 2021
- 3) three-quarters of American schools used some kind of 'social and emotional' curriculum
- 4) up about 25 percentage points from 2018
- 5) The costs and benefits of the surge in such teaching are not yet clear
- 6) Evidence has not supported the grandest claims about how SEL programmes schools can improve outcomes
- 7) Defining non-academic attributes is hard, measuring them even harder
- 8) Some prized traits, such as tolerance and sociability, seem more difficult to shape than others
- 9) well-meaning programmes may be having worrisome effects
- 10) lessons that aim to teach kids 'mindfulness
- 11) one recent study of a school-based mindfulness programme in Britain found not only that it had no impact on average, but that it may have made some pupils more stressed
- 12) encouraging healthy children to start viewing everyday challenges as unbearable trials
- 13) social and emotional education can become a distraction from academic pursuits
- 14) schools which repeatedly fail to make children numerate and literate will turn 'to the celebration of SEL as a refuge from mediocre academic outcomes
- 15) Efforts to educate the 'whole child' can knock academic performance in subtle ways
- 16) advocates will need to call out 'quick-buck artists and frauds' who are jumping on the bandwagon with unproven and esoteric ideas
- 17) defining more rigorously what it does and does not aim to achieve

5. Listen to the special report 'SOFT SKILLS' by the Economist.



<https://elearning.kubg.edu.ua/mod/resource/view.php?id=978575>
(for linguists)



<https://elearning.kubg.edu.ua/mod/resource/view.php?id=978574>
(for translators)



Online Course Assignments

6. Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=978577>

(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=978576>

(for translators)



Reflection and Discussion

. Answer the questions.

1. Who originally emphasized the importance of managing emotions in education?
2. What is the primary goal of social and emotional learning (SEL)?
3. How did the pandemic influence interest in SEL?
4. What traits did the OECD identify as predictors of higher test scores?
5. How has SEL teaching evolved in schools?
6. What is the purpose of the commercial curriculums for SEL?
7. Why do some critics view SEL as a distraction from academic learning?
8. What evidence challenges the effectiveness of mindfulness programs in schools?
9. How did changes in American federal rules in 2015 impact SEL?
10. What are the concerns regarding the measurement of non-academic attributes in SEL?
11. Why do some analysts criticize SEL as a refuge from poor academic outcomes?
12. What steps are suggested for the SEL movement to thrive?

8. Read the following:

Soft skills refer to personal attributes that enable someone to interact effectively and harmoniously with others. These skills include communication, teamwork, problem-solving, emotional intelligence, adaptability, and conflict resolution, among others.

Social and Emotional Learning (SEL) focuses on developing these competencies, such as:

- **Self-awareness** – Understanding one's emotions, strengths, and weaknesses.
- **Self-management** – Regulating emotions and behaviors to achieve goals.
- **Social awareness** – Empathy and understanding others' perspectives
- **Relationship skills** – Building and maintaining healthy relationships.
- **Responsible decision-making** – Making ethical, constructive choices.

9. Reflect on how soft skills and SEL correlate with each other. In your response, discuss the following.

A. How do the competencies developed through SEL align with the key soft skills mentioned above?

B. Why are both soft skills and SEL important for personal and professional success?

C. Provide examples of how developing SEL competencies can enhance soft skills in real-life situations.

UNIT 6. THE STORY OF AN HOUR

by Kate Chopin

Kate Chopin was an American author best known for her short stories and novels that explore themes of female independence, identity, and the complexities of marriage and family life. Born in 1850 in St. Louis, Missouri, Chopin was ahead of her time in her depiction of women's struggles with societal expectations. Her most famous work, *The Awakening* (1899), tells the story of Edna Pontellier, a woman who challenges the confines of her marriage and societal norms to seek personal freedom and self-discovery. The novel, controversial in its time for its frank treatment of female sexuality and desire for independence, was initially criticized but has since become a landmark in feminist literature.

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Chopin's writing often reflects her own life experiences, including her marriage to a wealthy businessman and her time spent in Louisiana, where she was influenced by the region's culture and landscapes. In addition to *The Awakening*, she wrote numerous short stories that explored the emotional and psychological lives of women. Her works are noted for their deep empathy for her characters and their nuanced exploration of gender roles and personal liberation. Though her literary career was relatively brief, Chopin's works continue to resonate with readers and scholars today, offering a powerful critique of the constraints placed on women in the 19th century and a timeless exploration of the human condition.

1. Read the story and do the exercises given below.

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul. She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will — as powerless as her two white slender hands would have been.

When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him — sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission.

"Louise, open the door! I beg; open the door — you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

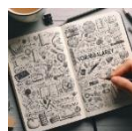
Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of heart disease — of joy that kills.



Vocabulary in Focus

2. Match the given words with the correct definitions.

1. afflict / be afflicted with	A. in a way that is very loud, or full of confusion
2. veiled	B. shaking slightly, often because of strong emotion
3. intelligence	C. especially made for a particular person, organization, or purpose
4. hasten (v)	D. secret information about something (the governments of other countries, or a group of people who collect or deal with this information)
5. roomy	E. a small part of a surface that is different in some way from the area around it
6. aquiver (with)	F. the use of force or violence to control a group of people; the process and effect of keeping particular thoughts and wishes out of your conscious mind in order to defend or protect it
7. eaves	G. make someone or something suffer physically or mentally; seriously affected or troubled (as by a disease)

8. a patch	H. difficult to describe, find, achieve, or remember
9. bespoke	I. having a lot of space; spacious
10. repression	J. the quality of repeatedly asking for something, in a forceful and annoying way; a repeated request, made in a forceful and annoying way
11. yonder	K. expressed in an indirect way; not openly declared or expressed
12. elusive	L. the edge of a roof that sticks out over the wall
13. tumultuously	M. the act of giving your opinions in a powerful way so that other people will notice it
14. self-assertion	N. to make something happen sooner or more quickly; to hurry, or to make something go or happen faster
15. importunity	O. in the place or direction shown; over there

3. Fill in the gaps with the words from exercise 2. Change the forms if necessary.

- The disease continued to _____ the small village, leaving the doctors scrambling for solutions.
- Her constant _____ for a raise eventually annoyed her boss.
- His _____ threat left everyone in the room feeling uneasy.
- Her sudden _____ surprised her colleagues, as she had always been shy and reserved.
- The spy uncovered _____ about the enemy's plans that could change the outcome of the war.
- The audience cheered _____ as the band came on stage.
- He had to hasten his steps to catch the train before it departed.
- The solution to the puzzle remained _____ despite hours of effort.
- The new apartment was surprisingly _____, with plenty of space for their furniture.
- Look over _____, and you'll see the old barn by the hill.
- Her hands were _____ with excitement as she opened the letter.
- Years of emotional _____ finally caught up with him, leading to a heartfelt confession.
- Birds nested in the _____ of the old house, chirping loudly every morning.
- The _____ suit fit him perfectly and reflected his unique style.
- There was a _____ of wildflowers growing in the middle of the field.

4. Find English equivalents in the text for the following phrases.

- Він стояв вражений її пронизливим криком
- Вона відкрила двері на настійливі прохання своєї сестри
- У її очах світився гарячковий тріумф
- Спокійне обличчя, риси якого приховували пригнічені емоції
- Завуальовані натяки, які частково розкривали, частково приховували
- Відкинути пропозицію як несуттєву

7. З паралізуючою нездатністю
8. Її груди бурно здіймалися й опускалися
9. Справжній еліксир життя
10. Жахлива радість, яка охопила її
11. Її уява шаленіла від думок про ті дні, що чекали на неї попереду
12. Вона померла від хвороби серця — радості, яка вбиває

5. Choose correct prepositions for the following sentences. Explain the meanings of the words with prepositions.

1. He was afflicted _____ a rare disease that puzzled even the best doctors.
2. Her hands were aquiver _____ excitement as she waited for the surprise announcement.
3. The community exalted him _____ his return, treating him like a hero.
4. I don't mean to impose _____ your time, but I need your advice urgently.
5. Many look _____ her as a role model for her resilience and kindness.
6. In this competition, every second counts _____ achieving victory.
7. The town was afflicted _____ a severe drought that lasted for months.
8. His years of experience count _____ a lot in this industry.
9. They exalted the artist _____ her masterpiece, praising her unparalleled talent.
10. She looked _____ the old house with a mix of nostalgia and sorrow.
11. It's not fair to impose _____ someone's generosity without giving back.
12. The forest was aquiver _____ life as the dawn broke over the horizon.

6. Translate the given sentences into Ukrainian.

1. The aging scholar, once renowned for his brilliant mind, was **afflicted with** a slow but relentless deterioration of memory, a cruel irony for one who had spent his life immersed in the pursuit of knowledge.
2. Beneath the **veiled** politeness of her words, there lay an unmistakable bitterness, carefully concealed yet perceptible to those who truly understood the weight of unspoken resentment.
3. His natural **intelligence**, sharpened by years of rigorous study and an insatiable curiosity, allowed him to navigate the labyrinth of human intentions with remarkable precision, perceiving motives hidden beneath layers of deception.
4. Realizing the gravity of the situation, she **hastened** down the dimly lit corridor, her footsteps echoing against the cold stone walls as she struggled to suppress the rising panic that threatened to overwhelm her.
5. The **roomy** drawing room, with its high ceilings, ornately carved bookshelves, and generously spaced armchairs, invited guests to linger in leisurely conversation, enveloped in an atmosphere of quiet sophistication.
6. The delicate petals of the cherry blossoms were **aquiver with** the gentle caress of the morning breeze, their trembling motion reflecting the restless anticipation that stirred in her own heart as she awaited his arrival.

7. As the storm gathered strength, rain poured in heavy sheets from the sloping **eaves** of the old cottage, drumming a rhythmic lullaby against the windowpanes and filling the air with the scent of damp earth and pine.
8. In the midst of the vast, untamed wilderness, a small **patch** of wildflowers blossomed defiantly, their fragile beauty standing in stark contrast to the surrounding landscape of gnarled trees and rocky terrain.
9. His impeccably tailored suit, the measured cadence of his speech, and the quiet confidence with which he carried himself all **bespoke** a man accustomed to wielding influence, his presence commanding attention without the need for ostentation.
10. Years of emotional **repression**, enforced by the rigid expectations of society and the suffocating weight of familial duty, had left her unable to fully articulate the depths of her own desires, her true thoughts buried beneath layers of carefully constructed silence.
11. Beyond the rolling hills **yonder**, where the golden fields stretched endlessly toward the horizon, the first traces of twilight painted the sky in hues of deep indigo and crimson, casting a dreamlike glow over the quiet countryside.
12. Like a wisp of smoke dissipating into the ether, true happiness remained **elusive**, forever just beyond her grasp, no matter how fervently she chased after the fleeting moments of joy that teased her with their impermanence.
13. The sea roared **tumultuously** against the rugged cliffs, each crashing wave a testament to the relentless power of nature, mirroring the inner storm that raged within her as she grappled with emotions too wild to be tamed.
14. With a newfound sense of **self-assertion**, she straightened her spine, lifted her chin, and met his scrutinizing gaze with unwavering confidence, no longer willing to shrink beneath the weight of others' expectations.
15. Despite her repeated refusals, his relentless **importunity**, marked by endless letters, unexpected visits, and persuasive arguments, eventually wore down the last of her resistance, forcing her to consider the very thing she had once sworn never to entertain.



Grammar in Focus

7. Study grammar file “Participle constructions”.

Participle clauses allow us to convey information more concisely. They are constructed using:

- **Present participles** (e.g., doing, watching, seeing, swimming),
- **Past participles** (e.g., done, watched, seen, swam), or
- **Perfect participles** (e.g., having done, having watched, having seen, having swum).

These clauses can be used when the participle and the verb in the main clause share the same subject. For example: **Waiting for my mum, I cooked dinner.** (This is equivalent to: While I was waiting for my mum, I cooked dinner.)

Participle clauses do not indicate a specific tense. The tense is determined by the main clause's verb.

They are primarily found in written texts, especially in literary, academic, or journalistic contexts.

Present Participle Clauses

Present participle clauses are often used to make sentences more concise. They typically convey a meaning similar to active verbs and can serve various purposes:

1. **To show the result of an action**

The bomb exploded, destroying the building. (Meaning: The explosion caused the destruction of the building.)

2. **To explain the reason for an action**

Knowing she loved reading, Richard bought her a book. (Meaning: Richard bought her a book because he knew she loved reading.)

3. **To describe an action happening simultaneously with another**

Standing in the queue, I realized I didn't have any money. (Meaning: While I was standing in the queue, I realized I had no money.)

4. **To provide additional information about the subject of the main clause**

Starting in the new year, the new policy bans cars in the city centre. (Meaning: The new policy, which begins in the new year, bans cars in the city centre.)

Past Participle Clauses

Past participle clauses often convey a passive meaning and are commonly used in the following ways:

1. **To express a condition similar to an "if" clause**

Written in simple language, the document would be easier to understand. (Meaning: If the document were written in simple language, it would be easier to understand.)

2. **To explain the reason for an action**

Shocked by the sudden announcement, he dropped his coffee cup. (Meaning: He dropped his coffee cup because he was shocked by the announcement.)

3. **To provide additional information about the subject of the main clause**

Covered in mud, the dog ran excitedly through the house. (Meaning: The dog was covered in mud as it ran through the house.)

Perfect Participle Clauses

Perfect participle clauses indicate that the action they describe was completed before the main clause action took place. These clauses can be constructed to convey either an active or passive meaning.

1. **Active Meaning (Completed before the main action):**

- Having eaten lunch, she went for a walk. (She ate lunch before going for a walk.)
- Having finished reading the book, he started writing his review. (He finished reading the book before writing the review.)

2. **Passive Meaning (Action was completed before the main action):**

- Having been invited to the event, they arrived early. (They were invited before arriving early.)
- Having been told the news, she left the room in tears. (She was told the news before leaving the room.)

Participle Clauses after Conjunctions and Prepositions

Participle clauses, particularly those with *-ing*, are frequently used after conjunctions and prepositions such as *before*, *after*, *instead of*, *on*, *since*, *when*, *while*, and *in spite of*.

- Before starting the project, make sure to gather all the necessary materials.
- Before leaving for the trip, check that you have your passport and tickets.
- Instead of arguing, they should listen to each other's perspectives.
- Instead of avoiding the problem, they should address it directly.
- On receiving the invitation, she immediately RSVP'd.
- On reaching the office, he went straight to his desk.
- While studying for her exams, she felt anxious about the results.
- While cleaning the house, he remembered all the good times he had there.
- In spite of practicing every day, she couldn't improve her piano skills.
- In spite of having prepared for the meeting, he felt nervous when it started.

8. Complete the task on participle constructions. Choose the correct participle.

1. _____ **through the park**, she admired the beauty of the autumn leaves (walk).
2. _____ **by the news**, he couldn't say a word (shock).
3. _____ **her homework**, she went out for a walk (finish).
4. **While** _____ **dinner**, he listened to a podcast about history (cook).
5. **After** _____ **by its owner**, the dog was rescued by a kind stranger (abandon).
6. _____ **at the edge of the cliff**, he felt the power of the wind (stand).
7. _____ **for the meeting**, she walked confidently into the boardroom (prepare).
8. _____ **about the risks**, they decided to proceed with caution (warn).
9. **Before** _____ **the house**, he checked that all the lights were off (leave).
10. _____ **in dust**, the old books were still full of charm (cover).
11. _____ **the deadline was tight**, she worked late into the night (know).
12. _____ **the novel twice**, he still discovered new details (read).
13. **On** _____ **the loud noise**, everyone in the room turned to look (hear).
14. **While** _____ **the city**, they stumbled upon a hidden café (explore).
15. _____ **by the storm**, the roof required immediate repairs (damage).
16. _____ **the project on time**, the team celebrated their success. (complete)
17. **Instead of** _____ **about the workload**, she focused on completing each task (complain).
18. _____ **by the opportunity**, he accepted the job offer without hesitation (excite).
19. _____ **in the pouring rain**, they laughed at the absurdity of the situation (stand).
20. **In spite of** _____ **all night**, he still felt unprepared for the exam (study).



Reflection and Discussion

9. Watch the video about Kate Chopin.

<https://www.youtube.com/watch?v=aSVNqaDyg9w>

How did her life and background impact her style, works and American literature in general?

10. Answer the given questions.

1. How does Mrs. Mallard react initially to the news of her husband's death?
2. Who is responsible for breaking the news to Mrs. Mallard, and how is it done?
3. What is the significance of Richards' role in delivering the news?
4. How does Mrs. Mallard react after she retreats to her room alone?
5. What are some of the sensory details described in the scene when Mrs. Mallard sits in the armchair?
6. How is Mrs. Mallard's physical exhaustion described, and what effect does it have on her?
7. What is the emotional shift that Mrs. Mallard experiences as she sits by the window?
8. What is the significance of the word "free" that Mrs. Mallard repeatedly whispers to herself?
9. How does Mrs. Mallard's perception of the future change after the initial shock of grief?
10. How does Mrs. Mallard view her marriage and her life with her husband in the moment of realization?
11. What is the reaction of Josephine and Richards when they see Mrs. Mallard after she has experienced her moment of freedom?
12. How does the story end, and what is the irony in the final events?

11. Work in groups of 3-4 students. Write your own story under the title "The Story of an Hour".



Discovering Hidden Meanings in Texts

Tone and Mood: Creating Atmosphere Through Language

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

Tone and mood are essential elements of writing that shape how readers perceive a text. While tone reflects the author's attitude toward a subject, mood describes the emotional atmosphere that the reader experiences. As M.H. Abrams and Geoffrey Galt Harpham explain, "tone in literature may be joyful, serious, humorous, sad,

threatening, formal, informal, pessimistic, or optimistic" (Abrams & Harpham, 2015). Writers use specific word choices, sentence structures, and figurative language to establish tone, influencing how their message is received. For instance, Edgar Allan Poe's works often adopt a melancholic or eerie tone, which contributes to the overall dark mood of his stories.

The mood of a piece of writing is shaped by descriptive details, setting, and imagery. In *Wuthering Heights*, Emily Brontë creates a foreboding and bleak mood through descriptions of the isolated, stormy moors: "Wuthering Heights is the name of Mr. Heathcliff's dwelling, 'wuthering' being a significant provincial adjective, descriptive of the atmospheric tumult to which its station is exposed in stormy weather" (Brontë, 1847). Such vivid imagery immerses the reader in an unsettling, oppressive environment. Similarly, in *To Kill a Mockingbird*, Harper Lee crafts a nostalgic and sometimes tense mood by contrasting childhood innocence with the harsh realities of racial injustice.

Authors adjust tone and mood depending on their purpose and audience. A persuasive article might adopt a formal, authoritative tone to establish credibility, whereas a novel written in first person may use an intimate or conversational tone to engage readers. As William Strunk Jr. and E.B. White advise in *The Elements of Style*, "the best writing is simple and clear but also deeply expressive" (Strunk & White, 2000). The ability to manipulate language to evoke emotions ensures that a writer's message resonates with their audience.

Understanding tone and mood allows readers to interpret a text's deeper meanings. By analyzing how word choice, figurative language, and structure contribute to these elements, students can enhance their reading comprehension and writing skills. Recognizing the emotional impact of literature fosters a greater appreciation for storytelling and communication.

References

1. Abrams, M. H., & Harpham, G. G. (2015). *A Glossary of Literary Terms* (11th ed.). Cengage Learning.
2. Brontë, E. (1847). *Wuthering Heights*. Thomas Cautley Newby.
3. Lee, H. (1960). *To Kill a Mockingbird*. J.B. Lippincott & Co.
4. Poe, E. A. (1846). *The Philosophy of Composition*. Graham's Magazine.
5. Strunk, W. Jr., & White, E. B. (2000). *The Elements of Style* (4th ed.). Longman.

2. **Reread *The Story of an Hour* and identify the different shifts in tone and mood. Provide textual evidence to support your analysis.**
3. **Create a timeline of the story, labeling the dominant moods in each section (e.g., sorrowful, hopeful, tense, ironic). Discuss how Chopin's word choices contribute to these moods.**
4. **Rewrite a key moment from the story, altering the tone to be entirely joyful or completely tragic. How does this change the mood and overall impact of the story?**
5. **Discuss the irony in the final sentence of the story. What does Chopin's tone suggest about societal views on marriage and freedom?**
6. **Compare the tone and mood of *The Story of an Hour* with another short story dealing with unexpected revelations, such as Saki's *The Open Window*. How do the authors use language to shape reader expectations and emotions?**

UNIT 7. THE LEGACY

by Virginia Woolf

Virginia Woolf was a pioneering English writer and a central figure in the modernist literary movement of the early 20th century. Born in 1882 in London, Woolf is best known for her innovative narrative techniques, particularly her use of stream-of-consciousness writing, which explores the inner thoughts and perceptions of characters in a fluid, non-linear way. Her works, such as *Mrs. Dalloway* (1925) and *To the Lighthouse* (1927), challenge traditional structures of storytelling and delve deeply into themes of time, memory, and the complexity of human experience. Woolf's exploration of the inner lives of her characters, particularly women, has made her a key figure in feminist literary criticism, as she addresses issues of gender, identity, and the limitations placed on women in both public and private spheres.



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Woolf's personal life, marked by struggles with mental health and the tragic death of her mother at a young age, heavily influenced her writing. She was a member of the Bloomsbury Group, a collective of intellectuals and artists who were influential in shaping modern thought. Woolf's essays, including *A Room of One's Own* (1929), argue for women's rights to intellectual and creative independence, emphasizing the importance of financial freedom and personal space for women to thrive as writers and thinkers. Despite facing personal and societal challenges, Woolf's literary legacy remains profound, and her works continue to be celebrated for their innovative style, deep psychological insight, and exploration of the human condition.

1. Read the story and do the exercises given below.

“For Sissy Miller.” Gilbert Clandon, taking up the pearl brooch that lay among a litter of rings and brooches on a little table in his wife's drawing-room, read the inscription: “For Sissy Miller, with my love.”

It was like Angela to have remembered even Sissy Miller, her secretary. Yet how strange it was, Gilbert Clandon thought once more, that she had left everything in such order — a little gift of some sort for every one of her friends. It was as if she had foreseen her death. Yet she had been in perfect health when she left the house that morning, six weeks ago; when she stepped off the kerb in Piccadilly and the car had killed her.

He was waiting for Sissy Miller. He had asked her to come; he owed her, he felt, after all the years she had been with them, this token of consideration. Yes, he went on, as he sat there waiting, it was strange that Angela had left everything in such order. Every friend had been left some little token of her affection. Every ring, every necklace, every little Chinese box — she had a passion for little boxes — had a name on it. And each had some memory for him. This he had given her; this — the enamel dolphin with the ruby eyes — she had pounced upon one day in a back street in Venice. He could remember her little cry of delight. To him, of course, she had left nothing in particular, unless it were her diary. Fifteen little volumes, bound in green leather, stood behind him on her writing table. Ever since they were married, she had kept a diary. Some of their very few — he could not call them quarrels, say tiffs — had been about that diary. When he came in and found her writing, she always shut it or put her hand over it. “No, no, no,” he could hear her say, “After I’m dead — perhaps.” So she had left it him, as her legacy. It was the only thing they had not shared when she was alive. But he had always taken it for granted that she would outlive him. If only she had stopped one moment, and had thought what she was doing, she would be alive now. But she had stepped straight off the kerb, the driver of the car had said at the inquest. She had given him no chance to pull up. . . . Here the sound of voices in the hall interrupted him.

“Miss Miller, Sir,” said the maid.

She came in. He had never seen her alone in his life, nor, of course, in tears. She was terribly distressed, and no wonder. Angela had been much more to her than an employer. She had been a friend. To himself, he thought, as he pushed a chair for her and asked her to sit down, she was scarcely distinguishable from any other woman of her kind. There were thousands of Sissy Millers — drab little women in black carrying attache cases. But Angela, with her genius for sympathy, had discovered all sorts of qualities in Sissy Miller. She was the soul of discretion; so silent; so trustworthy, one could tell her anything, and so on.

Miss Miller could not speak at first. She sat there dabbing her eyes with her pocket handkerchief. Then she made an effort.

“Pardon me, Mr. Clandon,” she said.

He murmured. Of course he understood. It was only natural. He could guess what his wife had meant to her.

“I’ve been so happy here,” she said, looking round. Her eyes rested on the writing table behind him. It was here they had worked — she and Angela. For Angela had her share of the duties that fall to the lot of a prominent politician’s wife. She had been the greatest help to him in his career. He had often seen her and Sissy sitting at that table — Sissy at the typewriter, taking down letters from her dictation. No doubt Miss Miller was thinking of that, too. Now all he had to do was to give her the brooch his wife had left her. A rather incongruous gift it seemed. It might have been better to have left her a sum of money, or even the typewriter. But there it was — “For Sissy Miller, with my love.” And, taking the brooch, he gave it her with the little speech that he had prepared. He knew, he said, that she would value it. His wife had often worn it. . . . And she replied, as she took it almost as if she too had prepared a speech, that it would always be a treasured possession. . . . She had, he supposed, other clothes upon which a pearl

brooch would not look quite so incongruous. She was wearing the little black coat and skirt that seemed the uniform of her profession. Then he remembered — she was in mourning, of course. She, too, had had her tragedy — a brother, to whom she was devoted, had died only a week or two before Angela. In some accident was it? He could not remember — only Angela telling him. Angela, with her genius for sympathy, had been terribly upset. Meanwhile Sissy Miller had risen. She was putting on her gloves. Evidently she felt that she ought not to intrude. But he could not let her go without saying something about her future. What were her plans? Was there any way in which he could help her?

She was gazing at the table, where she had sat at her typewriter, where the diary lay. And, lost in her memories of Angela, she did not at once answer his suggestion that he should help her. She seemed for a moment not to understand. So he repeated:

“What are your plans, Miss Miller?”

“My plans? Oh, that’s all right, Mr. Clandon,” she exclaimed. “Please don’t bother yourself about me.”

He took her to mean that she was in no need of financial assistance. It would be better, he realized, to make any suggestion of that kind in a letter. All he could do now was to say as he pressed her hand, “Remember, Miss Miller, if there’s any way in which I can help you, it will be a pleasure. . . .” Then he opened the door. For a moment, on the threshold, as if a sudden thought had struck her, she stopped.

“Mr. Clandon,” she said, looking straight at him for the first time, and for the first time he was struck by the expression, sympathetic yet searching, in her eyes. “If at any time,” she continued, “there’s anything I can do to help you, remember, I shall feel it, for your wife’s sake, a pleasure”

With that she was gone. Her words and the look that went with them were unexpected. It was almost as if she believed, or hoped, that he would need her. A curious, perhaps a fantastic idea occurred to him as he returned to his chair. Could it be, that during all those years when he had scarcely noticed her, she, as the novelists say, had entertained a passion for him? He caught his own reflection in the glass as he passed. He was over fifty; but he could not help admitting that he was still, as the looking-glass showed him, a very distinguished-looking man.

“Poor Sissy Miller!” he said, half laughing. How he would have liked to share that joke with his wife! He turned instinctively to her diary. “Gilbert,” he read, opening it at random, “looked so wonderful. . . .” It was as if she had answered his question. Of course, she seemed to say, you’re very attractive to women. Of course Sissy Miller felt that too. He read on. “How proud I am to be his wife!” And he had always been very proud to be her husband. How often, when they dined out somewhere, he had looked at her across the table and said to himself, She is the loveliest woman here! He read on. That first year he had been standing for Parliament. They had toured his constituency. “When Gilbert sat down the applause was terrific. The whole audience rose and sang: ‘For he’s a jolly good fellow.’ I was quite overcome.” He remembered that, too. She had been sitting on the platform beside him. He could still see the glance she cast at him, and how she had tears in her eyes. And then? He turned the pages. They had gone to Venice. He recalled that happy holiday after the election. “We had ices at Florians.”

He smiled — she was still such a child; she loved ices. “Gilbert gave me a most interesting account of the history of Venice. He told me that the Doges . . .” she had written it all out in her schoolgirl hand. One of the delights of travelling with Angela had been that she was so eager to learn. She was so terribly ignorant, she used to say, as if that were not one of her charms. And then — he opened the next volume — they had come back to London. “I was so anxious to make a good impression. I wore my wedding dress.” He could see her now sitting next old Sir Edward; and making a conquest of that formidable old man, his chief. He read on rapidly, filling in scene after scene from her scrappy fragments. “Dined at the House of Commons. . . . To an evening party at the Lovegroves. Did I realize my responsibility, Lady L. asked me, as Gilbert’s wife?” Then, as the years passed — he took another volume from the writing table — he had become more and more absorbed in his work. And she, of course, was more often alone. . . . It had been a great grief to her, apparently, that they had had no children. “How I wish,” one entry read, “that Gilbert had a son!” Oddly enough he had never much regretted that himself. Life had been so full, so rich as it was. That year he had been given a minor post in the government. A minor post only, but her comment was: “I am quite certain now that he will be Prime Minister!” Well, if things had gone differently, it might have been so. He paused here to speculate upon what might have been. Politics was a gamble, he reflected; but the game wasn’t over yet. Not at fifty. He cast his eyes rapidly over more pages, full of the little trifles, the insignificant, happy, daily trifles that had made up her life.

He took up another volume and opened it at random. “What a coward I am! I let the chance slip again. But it seemed selfish to bother him with my own affairs, when he has so much to think about. And we so seldom have an evening alone.” What was the meaning of that? Oh, here was the explanation — it referred to her work in the East End. “I plucked up courage and talked to Gilbert at last. He was so kind, so good. He made no objection.” He remembered that conversation. She had told him that she felt so idle, so useless. She wished to have some work of her own. She wanted to do something — she had blushed so prettily, he remembered, as she said it, sitting in that very chair — to help others. He had bantered her a little. Hadn’t she enough to do looking after him, after her home? Still, if it amused her, of course he had no objection. What was it? Some district? Some committee? Only she must promise not to make herself ill. So it seemed that every Wednesday she went to Whitechapel. He remembered how he hated the clothes she wore on those occasions. But she had taken it very seriously, it seemed. The diary was full of references like this: “Saw Mrs. Jones . . . She has ten children. . . . Husband lost his arm in an accident. . . . Did my best to find a job for Lily.” He skipped on. His own name occurred less frequently. His interest slackened. Some of the entries conveyed nothing to him. For example: “Had a heated argument about socialism with B. M.” Who was B. M.? He could not fill in the initials; some woman, he supposed, that she had met on one of her committees. “B. M. made a violent attack upon the upper classes. . . . I walked back after the meeting with B. M. and tried to convince him. But he is so narrow-minded.” So B. M. was a man — no doubt one of those “intellectuals,” as they call themselves, who are so violent, as Angela said, and so narrowminded. She had invited him to come and see her

apparently. "B. M. came to dinner. He shook hands with Minnie!" That note of exclamation gave another twist to his mental picture. B. M., it seemed, wasn't used to parlourmaids; he had shaken hands with Minnie. Presumably he was one of those tame working men who air their views in ladies' drawing-rooms. Gilbert knew the type, and had no liking for this particular specimen, whoever B. M. might be. Here he was again. "Went with B. M. to the Tower of London. . . . He said revolution is bound to come . . . He said we live in a Fool's Paradise." That was just the kind of thing B. M. would say — Gilbert could hear him. He could also see him quite distinctly — a stubby little man, with a rough beard, red tie, dressed as they always did in tweeds, who had never done an honest day's work in his life. Surely Angela had the sense to see through him? He read on. "B. M. said some very disagreeable things about — " The name was carefully scratched out. "I told him I would not listen to any more abuse of — " Again the name was obliterated. Could it have been his own name? Was that why Angela covered the page so quickly when he came in? The thought added to his growing dislike of B. M. He had had the impertinence to discuss him in this very room. Why had Angela never told him? It was very unlike her to conceal anything; she had been the soul of candour. He turned the pages, picking out every reference to B. M. "B. M. told me the story of his childhood. His mother went out charring . . . When I think of it, I can hardly bear to go on living in such luxury. . . . Three guineas for one hat!" If only she had discussed the matter with him, instead of puzzling her poor little head about questions that were much too difficult for her to understand! He had lent her books. KARL MARX, THE COMING REVOLUTION. The initials B.M., B. M., B. M., recurred repeatedly. But why never the full name? There was an informality, an intimacy in the use of initials that was very unlike Angela. Had she called him B. M. to his face? He read on. "B. M. came unexpectedly after dinner. Luckily, I was alone." That was only a year ago. "Luckily" — why luckily? — "I was alone." Where had he been that night? He checked the date in his engagement book. It had been the night of the Mansion House dinner. And B. M. and Angela had spent the evening alone! He tried to recall that evening. Was she waiting up for him when he came back? Had the room looked just as usual? Were there glasses on the table? Were the chairs drawn close together? He could remember nothing — nothing whatever, nothing except his own speech at the Mansion House dinner. It became more and more inexplicable to him — the whole situation; his wife receiving an unknown man alone. Perhaps the next volume would explain. Hastily he reached for the last of the diaries — the one she had left unfinished when she died. There, on the very first page, was that cursed fellow again. "Dined alone with B. M. . . . He became very agitated. He said it was time we understood each other. . . . I tried to make him listen. But he would not. He threatened that if I did not . . . " the rest of the page was scored over. She had written "Egypt. Egypt. Egypt," over the whole page. He could not make out a single word; but there could be only one interpretation: the scoundrel had asked her to become his mistress. Alone in his room! The blood rushed to Gilbert Clandon's face. He turned the pages rapidly. What had been her answer? Initials had ceased. It was simply "he" now. "He came again. I told him I could not come to any decision. . . . I implored him to leave me." He had forced himself upon her in this very house. But why hadn't she told him? How could she have hesitated for

an instant? Then: “I wrote him a letter.” Then pages were left blank. Then there was this: “No answer to my letter.” Then more blank pages; and then this: “He has done what he threatened.” After that — what came after that? He turned page after page. All were blank. But there, on the very day before her death, was this entry: “Have I the courage to do it too?” That was the end.

Gilbert Clandon let the book slide to the floor. He could see her in front of him. She was standing on the kerb in Piccadilly. Her eyes stared; her fists were clenched. Here came the car. . . .

He could not bear it. He must know the truth. He strode to the telephone.

“Miss Miller!” There was silence. Then he heard someone moving in the room.

“Sissy Miller speaking” — her voice at last answered him.

“Who,” he thundered, “is B. M.?”

He could hear the cheap clock ticking on her mantelpiece; then a long drawn sigh. Then at last she said:

“He was my brother.”

He WAS her brother; her brother who had killed himself. “Is there,” he heard Sissy Miller asking, “anything that I can explain?”

“Nothing!” he cried. “Nothing!”

He had received his legacy. She had told him the truth. She had stepped off the kerb to rejoin her lover. She had stepped off the kerb to escape from him.



Vocabulary in Focus

2. Match the given words with the correct definitions.

1. a brooch	A. to beg someone earnestly or desperately for something
2. a kerb	B. to live longer than another person
3. a tiff	C. <i>(positive)</i> describes someone determined, feisty, or willing to fight for something despite challenges <i>(negative)</i> disorganized or messy
4. legacy	D. refers to the formal legal investigation conducted to determine the cause of someone's death, especially if it happened under unusual or suspicious circumstances
5. to outlive someone	E. to engage in playful or friendly teasing and witty conversation, often lighthearted and humorous
6. at the inquest	F. out of place or inconsistent with the surroundings or context; something that doesn't match or fit well
7. drab (<i>adj</i>)	G. to completely destroy or erase something, leaving no trace behind

8.incongruous	H. a decorative pin or ornament, often worn on clothing as an accessory, typically fastened to a blouse, dress, or jacket
9. on the threshold	I. the quality of being open, honest, and straightforward in speech or expression
10. scrappy	J. dull, lacking brightness or cheerfulness; often used to describe boring or monotonous colors, settings, or moods
11. to banter someone	K. something that cannot be explained or understood; mysterious or baffling
12.to slacken	L. a minor or petty argument, typically between friends or loved ones. Often short-lived and not very serious
13. to obliterate	M. to walk with long, confident steps, often conveying purpose or determination
14.impertinence	N. something handed down from the past, such as an inheritance, tradition, or the lasting impact of someone's actions
15. candour	O. at the starting point of something new, or about to experience or enter a significant phase
16. inexplicable	P. to become slower, less tight, or less intense; to loosen or reduce in speed or effort
17. to implore someone to do something	Q. ("curb" in Am E) the edge of a raised pavement or sidewalk, separating it from the roadway
18. stride – strode – stridden	R. disrespectful or rude behavior, often showing a lack of proper manners or respect for authority

3. Fill in the gaps with the words from exercise 1. Change the forms if necessary.

- The modern art piece looked _____ in the historic Victorian mansion.
- As the storm passed, the strong winds began to _____, bringing a sense of calm.
- She pinned a delicate gold _____ shaped like a butterfly to her evening gown.
- The two coworkers loved to _____ during lunch breaks, making everyone around them laugh.
- He began to _____ confidently across the stage as he prepared to deliver his speech.
- Be careful when you step off the _____; the road is busy this time of day.
- Her sudden decision to leave the company was _____, surprising everyone.
- The child looked up at her mother with tear-filled eyes, as if to _____ her for forgiveness.
- They had a little _____ over which restaurant to go to, but it was quickly resolved.

10. The wildfire threatened _____ the small village, leaving nothing but ashes.
11. His philanthropic efforts became his greatest _____, remembered by generations to come.
12. The room felt cold and uninviting, with _____ gray walls and no decoration.
13. She never imagined she would _____ her younger brother, but life had its own plans.
14. Standing _____ of her new job, she felt both excitement and nerves.
15. His _____ during the interview was refreshing, as he spoke openly about his mistakes and achievements.
16. The _____ team of underdogs managed to pull off a surprising victory against the champions.
17. The student's _____ shocked the teacher when he interrupted her with a rude remark.
18. _____, the coroner determined the cause of death was accidental.

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

1. Argument, quarrel, squabble, spat, disagreement, dispute
2. Honesty, openness, sincerity, straightforwardness, transparency, frankness
3. Inquiry, investigation, probe, examination, hearing
4. Destroy, erase, annihilate, wipe out, demolish, exterminate, eliminate
5. Out of place, inconsistent, mismatched, unsuitable, incompatible, discordant
6. Feisty, determined, combative, tenacious, disorganized, untidy (context-dependent)
7. Beg, plead, beseech, entreat, appeal, request earnestly
8. Walk, march, pace, stomp, step

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

1. Forgetfulness, erasure, loss, noninheritance
2. Vibrant, colorful, bright, lively, exciting
3. Politeness, respect, courtesy, humility
4. Completion, conclusion, end, finish
5. Seriousness, solemnity, earnestness
6. Tighten, intensify, hasten, accelerate
7. Understandable, clear, comprehensible, explainable

6. Find English equivalents for the following phrases.

1. Цей знак уваги
2. Вона була в жалобі
3. Завдяки її геніальній здатності до співчуття
4. Вона була втіленням обачності
5. Дуже поважний на вигляд чоловік
6. Вони об'їхали його виборчий округ

7. Набратися мужності
8. Він трохи кепкував з неї
9. Його інтерес ослаб
10. Ім'я було стерто
11. Вона була втіленням відвертості
12. Він прогримів

7. Translate the given sentences into Ukrainian.

1. The antique **brooch**, adorned with a delicate filigree of silver and encrusted with tiny emeralds, had been passed down through generations, carrying with it whispered stories of long-lost romances, family feuds, and secrets that had never quite faded with time.
2. As she stepped off the **kerb**, distracted by the swirl of thoughts in her head, a sudden honk jolted her back to reality, and she barely managed to leap back in time, her heart pounding at the near miss that seemed to punctuate the chaos of her already tumultuous day.
3. What had started as a minor **tiff** over something as trivial as an unwashed coffee cup soon escalated into a full-fledged argument, with each accusation dragging forth long-buried grievances neither of them had realized still lingered beneath the surface of their fragile peace.
4. Though he had been gone for years, his **legacy** endured, not in the form of wealth or grand monuments, but in the quiet kindness he had instilled in those he left behind, a testament to the power of compassion in a world often too hurried to notice such things.
5. She had never expected to **outlive** her younger sister, whose vibrant energy had once seemed uncontainable, and yet here she stood, staring at the fading inscription on the gravestone, unable to reconcile the weight of her own survival with the unbearable silence her absence had left behind.
6. **At the inquest**, the air was thick with hushed whispers and speculative glances, as the coroner methodically recounted the evidence, each detail chipping away at the facade of mystery that had surrounded the case for far too long.
7. The **drab** little office, with its peeling wallpaper, flickering fluorescent lights, and the ever-present scent of stale coffee, was a fitting backdrop for the dreary bureaucracy that dictated the fates of those unfortunate enough to pass through its doors.
8. The bright red umbrella, with its flamboyant polka dots, seemed entirely **incongruous** amidst the sea of black coats and somber expressions, a jarring reminder of life's tendency to throw absurdity into even the gravest of moments.
9. Standing **on the threshold** of the dimly lit room, she hesitated, her fingers gripping the doorframe as memories came flooding back, each one pulling her deeper into a past she had spent years trying—and failing—to leave behind.
10. His argument, though passionate, was undeniably **scrappy**, a tangled mess of half-formed ideas and contradictions that, despite their lack of coherence, somehow carried an urgency that made it impossible to dismiss outright.

11. He loved nothing more than to **banter** her into exasperation, teasing her with sharp-witted remarks that hovered just on the edge of mockery, always watching for the moment her lips twitched with reluctant amusement.
12. The tension in the room seemed to **slacken** as the conversation shifted away from the contentious subject, but beneath the forced laughter and polite nods, the undercurrents of unresolved discord remained, waiting for the inevitable moment they would resurface.
13. With a single stroke of his pen, he signed the decree that would **obliterate** decades of tradition, rewriting history in a way that left those who had fought for the old order reeling from the sheer finality of their loss.
14. Her **impertinence** knew no bounds, as she dared to question not only the professor's conclusions but the very foundation upon which his theories rested, her defiance a rare and exhilarating challenge in a room accustomed to unquestioning obedience.
15. There was something almost disarming about his **candour**, the way he spoke with a frankness so unvarnished that it left no room for pretense, forcing those around him to confront uncomfortable truths they would have much preferred to ignore.
16. The letter, unsigned and composed in a strangely formal tone, filled her with an **inexplicable** unease, as though the carefully chosen words concealed something far more sinister than their polite phrasing suggested.
17. She clutched his sleeve with trembling fingers and **implored** him to reconsider, her voice breaking with desperation as she pleaded for a mercy that she already knew would not be granted.
18. With an air of quiet authority, he **strode** into the courtroom, his every movement deliberate, his presence commanding attention, as though he had already **stridden** through a thousand such moments and emerged unshaken every time.



Reflection and Discussion

8. *Work in pairs. Discuss the concept of LEGACY. Consider the different ways a person's legacy can be defined — through achievements, values, material wealth, influence on others, or cultural impact. Reflect on historical figures, personal experiences, and how legacy shapes societies. How do people intentionally build their legacies, and how might unintended legacies emerge? Share your thoughts and examples with the whole class.*
9. *Watch the videos about Virginia Woolf. Share what you learned from videos with your classmates.*



<https://www.youtube.com/watch?v=TKJreIX2dr0>



<https://www.youtube.com/watch?v=5DICXMJTrbE>



<https://www.britannica.com/video/discussion-Virginia-Woolf-writing/-206107>

10. Answer the following questions.

1. Who is Angela, and what role does she play in Gilbert Clandon's life?
2. What is the significance of the pearl brooch inscribed "For Sissy Miller, with my love"?
3. Why does Gilbert find it strange that Angela left everything in such order before her death?
4. How does Angela's death occur, and what details are revealed about the accident?
5. What was Sissy Miller's relationship with Angela, and why was she so distressed?
6. What qualities did Angela see in Sissy Miller that Gilbert failed to notice?
7. Why does Gilbert feel it might have been better for Angela to leave Sissy money instead of the brooch?
8. What does Gilbert's reaction to Sissy's departure reveal about his character?
9. Why does Gilbert feel Angela's diary is her legacy to him?
10. What does the diary reveal about Angela's feelings toward Gilbert and their marriage?
11. How does Angela describe Gilbert in her diary, and what impact does this have on him?
12. What role does B.M. play in Angela's life, according to her diary entries?
13. Why does Gilbert become suspicious of B.M., and how does he imagine him?
14. How does Gilbert interpret Angela's blank pages and the cryptic references to B.M.?
15. What conclusion does Gilbert draw about Angela's death after reading the diary?
16. How does the telephone conversation with Sissy Miller change Gilbert's understanding of B.M.?
17. What is the significance of B.M. being revealed as Sissy's brother?

18. How does Gilbert react to the truth about Angela's final moments?
19. What does the story suggest about Gilbert's relationship with Angela and his perception of her?
20. How does Angela's secret life contrast with Gilbert's understanding of her?
21. What themes of love, betrayal, and misunderstanding are explored in the story?
22. How does the story depict the power of memory and legacy?
23. What role does the diary play in uncovering the deeper truths about Angela and her relationships?

11. Read the following. Dwell on the writer's conclusion.

Hussien AlGweirien, in his paper "Virginia Woolf's Representation of Women: A Feminist Reading of 'The Legacy'," (<https://ccsenet.org/journal/index.php/ells/article/view/66717>) analyzes the story through a feminist lens, highlighting how Woolf critiques patriarchal society and explores themes of gender inequality and women's identity. He concludes that "being unable to speak their voice freely, women view writing as their salvation for their voice to be heard."

12. Choose one of the points. Discuss the following points in small groups. Consider how these ideas relate to broader issues of gender, identity, and societal expectations. Share your ideas with the whole class.

Patriarchal Society

How does Woolf critique patriarchal norms in *The Legacy*? Can you think of other literary works that highlight similar issues?

Gender Inequality

In what ways does the story reflect the struggles of women in male-dominated societies? How relevant are these themes today?

Women's Identity and Expression

According to AlGweirien, Woolf presents writing as a form of self-expression for women. Why might writing be a powerful tool for marginalized voices?

Silencing and Voice

The paper argues that women in Woolf's work struggle to have their voices heard. How does this apply to the characters in *The Legacy*? Can you think of real-life examples where women's voices have been silenced or overlooked?

Personal vs. Public Identity

How does the story explore the contrast between a woman's private self and the expectations placed on her by society?

UNIT 8. THE LOTTERY

by Shirley Jackson

Shirley Jackson was an American writer renowned for her works of horror, psychological suspense, and darkly comic fiction. Born in 1916 in San Francisco, Jackson gained widespread recognition for her short stories and novels, which often explore the darker aspects of human nature and societal norms. Her most famous work, *The Lottery* (1948), is a chilling tale that critiques conformity, tradition, and the potential for cruelty within seemingly ordinary communities. The story's shocking ending has become one of the most iconic moments in American literature. Jackson's writing is marked by its subtle yet unsettling tone, as she skillfully creates an atmosphere of dread and tension that lingers long after the final page.



surl.li/qsnlvo

In addition to *The Lottery*, Shirley Jackson authored several novels, including *The Haunting of Hill House* (1959), which is considered one of the finest ghost stories ever written. Her exploration of psychological horror and the supernatural, combined with her keen observations of human behavior, cemented her place as a master of the genre. Despite facing personal struggles, including mental health issues and societal criticism, Jackson's work has had a lasting impact on literature and continues to inspire writers, filmmakers, and readers. Her ability to blend the ordinary with the extraordinary, as well as her unflinching examination of human frailty, makes her a significant figure in 20th-century American literature.

1. Read the story and do the exercises given below.

The morning of June 27th was clear and sunny, with the fresh warmth of a full-summer day; the flowers were blossoming profusely and the grass was richly green. The people of the village began to gather in the square, between the post office and the bank, around ten o'clock; in some towns there were so many people that the lottery took two days and had to be started on June 26th. But in this village, where there were only about three hundred people, the whole lottery took less than two hours, so it could begin at ten o'clock in the morning and still be through in time to allow the villagers to get home for noon dinner.

The children assembled first, of course. School was recently over for the summer, and the feeling of liberty sat uneasily on most of them; they tended to gather together quietly for a while before they broke into boisterous play. And their talk was still of the classroom and the teacher, of books and reprimands. Bobby Martin had already stuffed his pockets full of stones, and the other boys soon followed his example, selecting the smoothest and roundest stones; Bobby and Harry Jones and Dickie Delacroix — the

villagers pronounced this name "Dellacroy" — eventually made a great pile of stones in one corner of the square and guarded it against the raids of the other boys. The girls stood aside, talking among themselves, looking over their shoulders at rolled in the dust or clung to the hands of their older brothers or sisters.

Soon the men began to gather. Surveying their own children, speaking of planting and rain, tractors and taxes. They stood together, away from the pile of stones in the corner, and their jokes were quiet and they smiled rather than laughed. The women, wearing faded house dresses and sweaters, came shortly after their menfolk. They greeted one another and exchanged bits of gossip as they went to join their husbands. Soon the women, standing by their husbands, began to call to their children, and the children came reluctantly, having to be called four or five times. Bobby Martin ducked under his mother's grasping hand and ran, laughing, back to the pile of stones. His father spoke up sharply, and Bobby came quickly and took his place between his father and his oldest brother.

The lottery was conducted — as were the square dances, the teen club, the Halloween program — by Mr. Summers, who had time and energy to devote to civic activities. He was a round-faced, jovial man and he ran the coal business, and people were sorry for him, because he had no children and his wife was a scold. When he arrived in the square, carrying the black wooden box, there was a murmur of conversation among the villagers, and he waved and called. "Little late today, folks." The postmaster, Mr. Graves, followed him, carrying a three-legged stool, and the stool was put in the center of the square and Mr. Summers set the black box down on it. The villagers kept their distance, leaving a space between themselves and the stool. and when Mr. Summers said, "Some of you fellows want to give me a hand?" there was a hesitation before two men. Mr. Martin and his oldest son, Baxter, came forward to hold the box steady on the stool while Mr. Summers stirred up the papers inside it.

The original paraphernalia for the lottery had been lost long ago, and the black box now resting on the stool had been put into use even before Old Man Warner, the oldest man in town, was born. Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box. There was a story that the present box had been made with some pieces of the box that had preceded it, the one that had been constructed when the first people settled down to make a village here. Every year, after the lottery, Mr. Summers began talking again about a new box, but every year the subject was allowed to fade off without anything's being done. The black box grew shabbier each year: by now it was no longer completely black but splintered badly along one side to show the original wood color, and in some places faded or stained.

Mr. Martin and his oldest son, Baxter, held the black box securely on the stool until Mr. Summers had stirred the papers thoroughly with his hand. Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations. Chips of wood, Mr. Summers had argued, had been all very well when the village was tiny, but now that the population was more than three hundred and likely to keep on growing, it was necessary to use something that would fit more easily into

the black box. The night before the lottery, Mr. Summers and Mr. Graves made up the slips of paper and put them in the box, and it was then taken to the safe of Mr. Summers' coal company and locked up until Mr. Summers was ready to take it to the square next morning. The rest of the year, the box was put away, sometimes one place, sometimes another; it had spent one year in Mr. Graves's barn and another year underfoot in the post office. and sometimes it was set on a shelf in the Martin grocery and left there.

There was a great deal of fussing to be done before Mr. Summers declared the lottery open. There were the lists to make up — of heads of families, heads of households in each family, members of each household in each family. There was the proper swearing-in of Mr. Summers by the postmaster, as the official of the lottery; at one time, some people remembered, there had been a recital of some sort, performed by the official of the lottery, a perfunctory, tuneless chant that had been rattled off duly each year; some people believed that the official of the lottery used to stand just so when he said or sang it, others believed that he was supposed to walk among the people, but years and years ago this part of the ritual had been allowed to lapse. There had been, also, a ritual salute, which the official of the lottery had had to use in addressing each person who came up to draw from the box, but this also had changed with time, until now it was felt necessary only for the official to speak to each person approaching. Mr. Summers was very good at all this; in his clean white shirt and blue jeans, with one hand resting carelessly on the black box, he seemed very proper and important as he talked interminably to Mr. Graves and the Martins.

Just as Mr. Summers finally left off talking and turned to the assembled villagers, Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd. "Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her, and they both laughed softly. "Thought my old man was out back stacking wood," Mrs. Hutchinson went on. "and then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running." She dried her hands on her apron, and Mrs. Delacroix said, "You're in time, though. They're still talking away up there."

Mrs. Hutchinson craned her neck to see through the crowd and found her husband and children standing near the front. She tapped Mrs. Delacroix on the arm as a farewell and began to make her way through the crowd. The people separated good-humoredly to let her through: two or three people said, in voices just loud enough to be heard across the crowd, "Here comes your, Missus, Hutchinson," and "Bill, she made it after all." Mrs. Hutchinson reached her husband, and Mr. Summers, who had been waiting, said cheerfully. "Thought we were going to have to get on without you, Tessie." Mrs. Hutchinson said grinning, "Wouldn't have me leave m'dishes in the sink, now, would you, Joe?," and soft laughter ran through the crowd as the people stirred back into position after Mrs. Hutchinson's arrival.

"Well, now." Mr. Summers said soberly, "guess we better get started, get this over with, so's we can go back to work. Anybody ain't here?"

"Dunbar," several people said. "Dunbar, Dunbar." Mr. Summers consulted his list. "Clyde Dunbar." he said. "That's right. He's broken his leg, hasn't he? Who's drawing for him?"

"Me, I guess," a woman said. and Mr. Summers turned to look at her. "Wife draws for her husband." Mr. Summers said. "Don't you have a grown boy to do it for you, Janey?" Although Mr. Summers and everyone else in the village knew the answer perfectly well, it was the business of the official of the lottery to ask such questions formally. Mr. Summers waited with an expression of polite interest while Mrs. Dunbar answered.

"Horace's not but sixteen yet." Mrs. Dunbar said regretfully. "Guess I gotta fill in for the old man this year."

"Right." Mr. Summers said. He made a note on the list he was holding. Then he asked, "Watson boy drawing this year?"

A tall boy in the crowd raised his hand. "Here," he said. "I'm drawing for my mother and me." He blinked his eyes nervously and ducked his head as several voices in the crowd said this like "Good fellow, lack." and "Glad to see your mother's got a man to do it."

"Well," Mr. Summers said, "guess that's everyone. Old Man Warner make it?"

"Here," a voice said. and Mr. Summers nodded.

A sudden hush fell on the crowd as Mr. Summers cleared his throat and looked at the list. "All ready?" he called. "Now, I'll read the names--heads of families first--and the men come up and take a paper out of the box. Keep the paper folded in your hand without looking at it until everyone has had a turn. Everything clear?"

The people had done it so many times that they only half listened to the directions: most of them were quiet wetting their lips. not looking around. Then Mr. Summers raised one hand high and said, "Adams." A man disengaged himself from the crowd and came forward. "Hi, Steve." Mr. Summers said. and Mr. Adams said. "Hi, Joe." They grinned at one another humorlessly and nervously. Then Mr. Adams reached into the black box and took out a folded paper. He held it firmly by one corner as he turned and went hastily back to his place in the crowd where he stood a little apart from his family not looking down at his hand.

"Allen." Mr. Summers said. "Anderson.... Bentham."

"Seems like there's no time at all between lotteries any more," Mrs. Delacroix said to Mrs. Graves in the back row.

"Seems like we got through with the last one only last week."

"Time sure goes fast,"-- Mrs. Graves said.

"Clark.... Delacroix"

"There goes my old man." Mrs. Delacroix said. She held her breath while her husband went forward.

"Dunbar," Mr. Summers said, and Mrs. Dunbar went steadily to the box while one of the women said. "Go on, Janey," and another said, "There she goes."

"We're next." Mrs. Graves said. She watched while Mr. Graves came around from the side of the box, greeted Mr. Summers gravely and selected a slip of paper from the box. By now, all through the crowd there were men holding the small folded papers in their large hand turning them over and over nervously. Mrs. Dunbar and her two sons stood together, Mrs. Dunbar holding the slip of paper.

"Harburt.... Hutchinson."

"Get up there, Bill," Mrs. Hutchinson said, and the people near her laughed.

"Jones."

"They do say," Mr. Adams said to Old Man Warner, who stood next to him, "that over in the north village they're talking of giving up the lottery."

Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for *them*. Next thing you know, they'll be wanting to go back to living in caves, nobody work any more, live *that* way for a while. Used to be a saying about 'Lottery in June, corn be heavy soon.' First thing you know, we'd all be eating stewed chickweed and acorns. There's *always* been a lottery," he added petulantly. "Bad enough to see young Joe Summers up there joking with everybody."

"Some places have already quit lotteries." Mrs. Adams said.

"Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

"Martin." And Bobby Martin watched his father go forward. "Overdyke.... Percy."

"I wish they'd hurry," Mrs. Dunbar said to her older son. "I wish they'd hurry."

"They're almost through," her son said.

"You get ready to run tell Dad," Mrs. Dunbar said.

Mr. Summers called his own name and then stepped forward precisely and selected a slip from the box. Then he called, "Warner."

"Seventy-seventh year I been in the lottery," Old Man Warner said as he went through the crowd. "Seventy-seventh time."

"Watson" The tall boy came awkwardly through the crowd. Someone said, "Don't be nervous, Jack," and Mr. Summers said, "Take your time, son."

"Zanini."

After that, there was a long pause, a breathless pause, until Mr. Summers, holding his slip of paper in the air, said, "All right, fellows." For a minute, no one moved, and then all the slips of paper were opened. Suddenly, all the women began to speak at once, saying. "Who is it?," "Who's got it?," "Is it the Dunbars?," "Is it the Watsons?" Then the voices began to say, "It's Hutchinson. It's Bill," "Bill Hutchinson's got it."

"Go tell your father," Mrs. Dunbar said to her older son.

People began to look around to see the Hutchinsons. Bill Hutchinson was standing quiet, staring down at the paper in his hand. Suddenly, Tessie Hutchinson shouted to Mr. Summers. "You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!"

"Be a good sport, Tessie." Mrs. Delacroix called, and Mrs. Graves said, "All of us took the same chance."

"Shut up, Tessie," Bill Hutchinson said.

"Well, everyone," Mr. Summers said, "that was done pretty fast, and now we've got to be hurrying a little more to get done in time." He consulted his next list. "Bill," he said, "you draw for the Hutchinson family. You got any other households in the Hutchinsons?"

"There's Don and Eva," Mrs. Hutchinson yelled. "Make them take their chance!"

"Daughters draw with their husbands' families, Tessie," Mr. Summers said gently. "You know that as well as anyone else."

"It wasn't fair," Tessie said.

"I guess not, Joe." Bill Hutchinson said regretfully. "My daughter draws with her husband's family; that's only fair. And I've got no other family except the kids."

"Then, as far as drawing for families is concerned, it's you," Mr. Summers said in explanation, "and as far as drawing for households is concerned, that's you, too. Right?"

"Right," Bill Hutchinson said.

"How many kids, Bill?" Mr. Summers asked formally.

"Three," Bill Hutchinson said.

"There's Bill, Jr., and Nancy, and little Dave. And Tessie and me."

"All right, then," Mr. Summers said. "Harry, you got their tickets back?"

Mr. Graves nodded and held up the slips of paper. "Put them in the box, then," Mr. Summers directed. "Take Bill's and put it in."

"I think we ought to start over," Mrs. Hutchinson said, as quietly as she could. "I tell you it wasn't fair. You didn't give him time enough to choose. Everybody saw that."

Mr. Graves had selected the five slips and put them in the box, and he dropped all the papers but those onto the ground, where the breeze caught them and lifted them off.

"Listen, everybody," Mrs. Hutchinson was saying to the people around her.

"Ready, Bill?" Mr. Summers asked, and Bill Hutchinson, with one quick glance around at his wife and children, nodded.

"Remember," Mr. Summers said. "take the slips and keep them folded until each person has taken one. Harry, you help little Dave." Mr. Graves took the hand of the little boy, who came willingly with him up to the box. "Take a paper out of the box, Davy." Mr. Summers said. Davy put his hand into the box and laughed. "Take just one paper." Mr. Summers said. "Harry, you hold it for him." Mr. Graves took the child's hand and removed the folded paper from the tight fist and held it while little Dave stood next to him and looked up at him wonderingly.

"Nancy next," Mr. Summers said. Nancy was twelve, and her school friends breathed heavily as she went forward switching her skirt, and took a slip daintily from the box

"Bill, Jr.," Mr. Summers said, and Billy, his face red and his feet overlarge, near knocked the box over as he got a paper out. "Tessie," Mr. Summers said. She hesitated for a minute, looking around defiantly. and then set her lips and went up to the box. She snatched a paper out and held it behind her.

"Bill," Mr. Summers said, and Bill Hutchinson reached into the box and felt around, bringing his hand out at last with the slip of paper in it.

The crowd was quiet. A girl whispered, "I hope it's not Nancy," and the sound of the whisper reached the edges of the crowd.

"It's not the way it used to be." Old Man Warner said clearly. "People ain't the way they used to be."

"All right," Mr. Summers said. "Open the papers. Harry, you open little Dave's."

Mr. Graves opened the slip of paper and there was a general sigh through the crowd as he held it up and everyone could see that it was blank. Nancy and Bill Jr. opened theirs at the same time and both beamed and laughed turning around to the crowd and holding their slips of paper above their heads.

"Tessie," Mr. Summers said. There was a pause, and then Mr. Summers looked at Bill Hutchinson, and Bill unfolded his paper and showed it. It was blank.

"It's Tessie," Mr. Summers said, and his voice was hushed. "Show us her paper, Bill."

Bill Hutchinson went over to his wife and forced the slip of paper out of her hand. It had a black spot on it, the black spot Mr. Summers had made the night before with the heavy pencil in the coal company office. Bill Hutchinson held it up, and there was a stir in the crowd.

"All right, folks." Mr. Summers said. "Let's finish quickly."

Although the villagers had forgotten the ritual and lost the original black box, they still remembered to use stones. The pile of stones the boys had made earlier was ready; there were stones on the ground with the blowing scraps of paper that had come out of the box. Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. "Come on," she said. "Hurry up."

Mrs. Dunbar had small stones in both hands, and she said, gasping for breath. "I can't run at all. You'll have to go ahead and I'll catch up with you."

The children had stones already. And someone gave little Davy Hutchinson few pebbles.

Tessie Hutchinson was in the center of a cleared space by now, and she held her hands out desperately as the villagers moved in on her. "It isn't fair," she said. A stone hit her on the side of the head. Old Man Warner was saying, "Come on, come on, everyone." Steve Adams was in the front of the crowd of villagers, with Mrs. Graves beside him.

"It isn't fair, it isn't right," Mrs. Hutchinson screamed, and then they were upon her.



Vocabulary in Focus

2. Read the following words and word combinations and explain their meanings. Make sentences with the given words.

- ✓ good-humoredly
- ✓ boisterous
- ✓ reluctantly
- ✓ paraphernalia
- ✓ shabby

- ✓ perfunctory
- ✓ soberly
- ✓ hastily
- ✓ overlarge
- ✓ awkwardly

3. Match the words with their definitions

1. assemble (v)	A. in a delicate, graceful, or refined manner
2.reprimands	B. to break or split into small, sharp fragments or pieces
3.procede (v)	C. to fall into an undesirable state or condition, or for something to expire or cease to be effective
4.splinter (v)	D. to make a sudden, loud sound by breathing air out forcefully through the nose, often to express amusement or disdain
5.discard (v)	E. to get together in one place; to bring parts of something together
6.lapse (v)	F. endlessly; without interruption or apparent end
7. interminably	G. in a strong, determined, or firm manner
8. snort (v)	H. to move forward or continue with an action or process
9. petulantly	I. in a bold or rebellious manner, showing resistance or refusal to obey
10. stoutly	J. in a bad-tempered, sulky, or irritable manner
11. daintily	K. formal expressions of disapproval or criticism, often from someone in authority
12. defiantly	L. to get rid of something that is no longer useful or wanted

4. Fill in the gaps with the words from exercises 2 and 3. Change their forms if necessary.

- He ignored the teacher's instructions.
- She gave a nod, barely listening to what was being said.
- The employee received several for arriving late to work.
- He agreed to join the hiking trip, even though he disliked outdoor activities.
- She sipped her tea from the porcelain cup.
- The crowd cheered loudly as the team scored the winning goal.
- After the break, the speaker with the presentation.
- She gathered her belongings and ran to catch the last train.
- She defended her position during the debate.
- She the broken vase in the trash.
- The old man lived in a house with peeling paint and broken windows.
- The child refused to eat her vegetables.
- He wore an jacket that hung loosely on his thin frame.
- He into silence after the argument.
- He at the ridiculous suggestion.
- He spoke about the challenges ahead, emphasizing the seriousness of the situation.
- The artist's studio was filled with paints, brushes, and other creative

18. She laughed off the mistake, putting everyone at ease.
19. The meeting dragged on, with no resolution in sight.
20. The wooden chair when it was dropped on the concrete floor.
21. The teenager stumbled through his first dance at the party.
22. The students were instructed to in the auditorium for the guest speaker's presentation.

5. Translate the given sentences into Ukrainian.

1. As the townspeople began to **assemble** in the main square, their voices mingling in an indistinct murmur of anticipation and unease, a sense of ritualistic obligation seemed to hang in the air, binding them together in an event whose origins had long been forgotten but whose significance remained deeply ingrained in their collective consciousness.
2. The headmaster's sharp **reprimands**, laced with barely concealed disappointment, echoed through the nearly silent classroom, each word striking like a lash as the students sat with lowered heads, their shame and indignation simmering beneath the surface but kept in check by the rigid discipline of the institution.
3. After a tense moment of hesitation, during which the weight of the decision seemed almost unbearable, she forced herself to **proceed**, each step forward feeling heavier than the last, as though the very air around her had thickened with the knowledge that there would be no turning back from what she was about to do.
4. The once-united community began to **splinter** under the weight of growing dissent, with whispered accusations and quiet betrayals eroding the foundation of trust that had held them together for generations, until all that remained was a fractured semblance of what once had been.
5. With an air of finality, she chose to **discard** the carefully written letter, watching as the ink-stained paper fluttered into the wastebasket, yet even as she turned away, she could not shake the unsettling thought that some words, once written, could never truly be erased.
6. Though he prided himself on his unwavering self-control, there were moments when he would inevitably **lapse** into old habits, the familiar patterns of thought and behavior creeping back with a persistence that made him question whether change was ever truly possible.
7. The meeting dragged on **interminably**, each speaker droning in the same monotonous tone, until time itself seemed to stretch and distort, leaving those in attendance trapped in an endless cycle of empty rhetoric and bureaucratic formality.
8. He gave a derisive **snort**, his expression twisted into one of amused contempt, as though the very idea of taking such a suggestion seriously was so absurd that it did not even merit a proper response.
9. Crossing her arms and tapping her foot **petulantly**, she refused to concede the argument, her childish defiance only further aggravating those around her, who had long since lost their patience with her stubborn unwillingness to listen to reason.

10. He **stoutly** defended his position, his voice unwavering even in the face of growing opposition, as though sheer conviction alone could serve as an unbreakable shield against doubt and contradiction.
11. She lifted the teacup **daintily**, her fingers poised with an effortless grace that belied the storm of emotions brewing just beneath the surface of her carefully composed exterior.
12. With her chin lifted and eyes blazing, she stood **defiantly** before them, refusing to retreat even as the weight of their collective judgment bore down on her, determined to hold her ground no matter the consequences.

6. Find English equivalents for the following phrases.

1. Будь хорошим товаришем
2. Відчуття свободи викликало неспокій у більшості з них Люди вже не такі, як були раніше
3. Його дружина була сварливою жінкою
4. Вона відчайдушно простягнула руки, коли вони наблизилися до неї
5. Двоє чоловіків на мить завагалися
6. Раптом у натовпі запала тиша
7. Безладна співанка, яку старанно виконували щороку
8. Чоловік відокремився від натовпу та вийшов уперед
9. Люди доброзичливо розступилися, щоб пропустити її



Phrasal Verbs in Focus

7. Study the given phrasal verbs with UP.

Jack up – to suddenly and significantly increase prices or rates. *The store jacked up prices before the holiday season.*

Fess up – to confess or admit something reluctantly. *He finally fessed up to breaking the vase.*

Bear up – to endure a difficult situation bravely. *She bore up well despite the tragic news.*

Hush up – to suppress or cover up information. *The company tried to hush up the scandal.*

Puff up – to swell or become inflated, often due to pride or irritation. *He puffed up with pride after receiving the award.*

Own up – to admit responsibility or guilt. *She owned up to her mistake during the meeting.*

Scrape up – to gather or collect with difficulty, often money or resources. *He scraped up enough money for a down payment.*

Clam up – to suddenly stop talking, often out of fear or secrecy. *The witness clammed up when questioned by the police.*

Stir up – to provoke emotions or trouble. *His controversial remarks stirred up heated debates.*

Crop up – to appear unexpectedly or come up suddenly. *A few issues cropped up during the meeting.*

Mop up – to finish dealing with the last part of a task. *The soldiers mopped up the remaining resistance.*

Spice up – to make something more exciting or interesting. *She spiced up her speech with humorous anecdotes.*

Summon up – to gather inner strength or courage. *He summoned up the courage to ask for a raise.*

Throw up – to produce or create suddenly, or to vomit. *The construction site threw up new challenges.*

Bottle up – to suppress or keep emotions hidden. *He bottled up his feelings instead of expressing them.*

8. Fill in the gaps with these phrasal verbs.

1. He ____ his frustration for months until it finally exploded during the meeting.
2. The airline _____ ticket prices just before the holiday season, making travel unaffordable for many.
3. The sudden merger _____ unexpected legal challenges for the companies involved.
4. She finally _____ to accidentally deleting the important files.
5. He had to _____ all his courage to speak in front of the large audience.
6. Despite the tragic loss, she _____ remarkably well, becoming a source of strength for her family.
7. The chef decided to _____ the traditional recipe by adding exotic spices from Asia.
8. The company tried to _____ the data breach to avoid damaging its reputation.
9. After the initial flood, it took hours to _____ the remaining water from the basement.
10. He _____ to his mistake, earning respect for his honesty.
11. The government attempted to _____ the reports about corruption in the department.
12. Unexpected problems _____ during the construction project, delaying its completion.
13. After weeks of saving, I finally managed to _____ enough money for a vacation.
14. His controversial comments _____ a fierce debate on social media.
15. The witness _____ as soon as the lawyer began asking difficult questions.

9. Match the phrasal verbs with their definitions.

1. talk away	A. To begin a new attempt at something after stopping the previous one.
2. cling to	B. To enter a place suddenly or by force.
3. give up	C. To leave something unfinished or incomplete.
4. fade off	D. To engage in a long, uninterrupted conversation.
5. break into	E. To grab something quickly and abruptly.
6. slide into	F. To begin a new phase or state, often in a smooth or gradual way.
7. stir up	G. To begin to fade or lose strength gradually.
8. stir back into	H. To express an opinion more loudly or clearly so others can hear.
9. be upon	I. To give in or stop trying, often after repeated efforts.
10. snatch out	J. To take possession or settle into a new place.
11. start over	K. To hold onto something tightly, often emotionally.
12. move in	L. To provoke or cause a reaction, often negative.
13. rattle off	M. To return something to a previous state or condition.
14. speak up	N. To quickly list off a series of items or words.
15. leave off	O. To move your body under something in order to avoid it.
16. duck under	P. To happen or occur soon.

10. Fill in the gaps with the following phrasal verbs. Change verb forms if necessary.

talk away	cling to	give up	fade off
break into	slide into	stir up	stir back into
be upon	snatch out	start over	move in
rattle off	speak up	leave off	duck under

- The deadline _____ him, and he still hadn't finished the project.
- The audience couldn't help but _____ applause as the performer hit the final note.
- They decided to _____ together after dating for two years.
- The child _____ his mother's hand as they crossed the busy street.
- She _____ the phone _____ of his hand before he could read the message.
- He _____ the low tree branch to avoid hitting his head.
- After losing all his data, he had no choice but to _____ on the project.
- Please _____; I can't hear you from the back of the room.
- He refused to _____ despite the numerous challenges he faced.

10. The politician's comments _____ a heated debate on social media.
11. Her voice _____ as she realized no one was listening.
12. He _____ into the conversation after being lost in thought.
13. She _____ the list of ingredients without looking at her notes.
14. They _____ the entire afternoon, catching up on old times.
15. Let's pick up the story where we _____ last time.
16. He the booth at the diner and glanced at the menu.

11. Translate the given sentences into Ukrainian.

1. As the evening stretched into the early hours of the morning, she continued to **talk away**, completely oblivious to the fact that her companions were growing increasingly weary, their polite smiles masking the exhaustion that threatened to overtake them.
2. Even as time eroded the certainty of her beliefs, she continued to **cling to** the idea that everything in life happened for a reason, unwilling to accept the randomness of fate despite mounting evidence to the contrary.
3. After years of tirelessly chasing his dream, enduring countless setbacks and disappointments, he finally made the painful decision to **give up**, realizing that some ambitions, no matter how deeply cherished, might never come to fruition.
4. The distant sound of laughter and music from the festival gradually began to **fade off** as they walked further into the quiet countryside, the festive energy dissolving into the soft whispers of the wind and the rustling leaves.
5. As the police sirens blared in the distance, the two masked figures, in a desperate attempt to escape unnoticed, decided to **break into** an abandoned warehouse, hoping its dark corridors would provide them with enough cover to evade capture.
6. With an air of practiced ease, she managed to **slide into** the conversation just as it was turning toward the subject of politics, seamlessly inserting her well-crafted opinions as though she had been part of the discussion all along.
7. His inflammatory remarks, spoken with deliberate provocation, were enough to **stir up** a storm of outrage among the audience, who had initially been hesitant but now found themselves consumed by righteous indignation.
8. After years of suppressing the painful memories of her past, one unexpected song was enough to **stir back into** her mind a flood of emotions she had worked so hard to bury, leaving her momentarily paralyzed by the weight of nostalgia and regret.
9. As the deadline for their final project **was upon** them, panic began to set in among the students, who suddenly regretted every moment of procrastination that had led them to this chaotic, last-minute scramble for completion.
10. Without a moment's hesitation, she managed to **snatch out** the letter from his hands just before he could read it, her heart pounding with the fear that he would uncover secrets she had worked so hard to keep hidden.
11. After years of investing her time and energy into a business that ultimately failed, she gathered the courage to **start over**, determined to apply the painful lessons she had learned to build something stronger and more resilient.

12. When she finally decided to **move in** with him, it was not just an act of love but a leap of faith, a willingness to intertwine their lives in ways that neither of them could fully predict or control.
13. Without pausing to take a breath, the nervous student managed to **rattle off** the entire list of historical events, her voice trembling as she hoped the rapid delivery of information would mask the gaps in her understanding.
14. Though she had been silent for most of the meeting, when the conversation took a turn toward an issue she deeply cared about, she finally found the courage to **speak up**, her voice steady despite the intimidating presence of her superiors.
15. Picking up the book, he tried to recall where he had **left off**, but the dense and meandering prose made it nearly impossible to reorient himself within the tangled web of the author's arguments.
16. With a quick and instinctive movement, she managed to **duck under** the low-hanging beam just in time, narrowly avoiding a painful collision that would have surely left her with a nasty bruise.



Reflection and Discussion

12. Match the characters to their descriptions.

1. Mr. Summers	A. Is the town official who conducts the lottery and brings out the black box full of paper slips.
2. Mr. Graves	B. Draws the second black dot and is stoned to death by her fellow villagers.
3. Bill Hutchinson	C. Draws the first black dot. Because he is the head of his household, this triggers a second round of drawings for his family
4. Tessie Hutchinson	D. The postmaster, brings the stool for the black box to the town square
5. Mrs. Adams	E. Is seen gathering stones as the story opens
6. Dickie Delacroix	F. Is the oldest man in town. The lottery tradition is even older than he is, and he respects it accordingly. He has drawn in the lottery for 77 years
7. Mrs. Delacroix	G. Mentions that some places have "already quit lotteries."
8. Old Man Warner	H. Is mild-mannered and encourages Tessie to "be a good sport" when her family's name is drawn
9. Mr. Martin	I. Is the grocer who assists Mr. Summers in conducting the lottery.

12. Answer the questions.

1. Were you surprised by the ending of the story? If not, at what point did you suspect what was going to happen?
2. How does Jackson foreshadow the ending in the early paragraphs of the story?
3. What role does the setting play in shaping the reader's expectations? How does it contrast with the story's events?
4. How are the characters distinguished from one another? Why do you think Tessie Hutchinson is ultimately chosen?
5. What examples of irony can you find in the story? How does the title, *The Lottery*, contribute to this irony?
6. What is the significance of the black wooden box? Why do the villagers resist replacing it?
7. How do names like Mr. Summers, Mr. Graves, and Delacroix contribute to the story's themes or symbolism?
8. What does Old Man Warner's attitude reveal about the role of tradition in the story?
9. How does the author present gender roles in the lottery process? What does this say about the society in the story?
10. Why do the villagers participate in the lottery without questioning it? What does this suggest about human nature?
11. What other traditions or social practices might Jackson be criticizing through the lottery?
12. The story was published in 1948, shortly after World War II. How might it reflect attitudes toward blind obedience and conformity?
13. How do the villagers justify the lottery? What does this say about their moral reasoning?
14. How do different characters react to the drawing process? What do their reactions reveal about their personalities?
15. How do the villagers behave toward Tessie Hutchinson before and after she is chosen?
16. What do you think Jackson's message is about tradition? Can you think of real-world examples of harmful traditions that people continue?
17. How might the story be different if it were written from the perspective of Tessie Hutchinson?
18. If the villagers were to stop the lottery, what do you think would happen to their community?

13. Work in pairs. Choose one point, discuss it, get ready to share your ideas with the whole class.

Delacroix

This name is French for "of the cross" and has religious associations related to sacrifice and martyrdom. However, the villagers pronounce it differently. How might this

change in pronunciation reflect their attitude toward the lottery? What role does Mrs. Delacroix play in the story, and how does it connect to this meaning?

Bentham

This name may reference Jeremy Bentham, a philosopher known for his ideas on utilitarianism, which argues for the greatest good for the greatest number. How could this concept relate to the reasoning behind the lottery? In what way might the villagers' beliefs distort this principle?

Hutchinson

This name may allude to Anne Hutchinson, a historical figure known for challenging religious authority and being punished for it. What parallels can you find between her story and Tessie Hutchinson's fate? How does Tessie's reaction to the lottery reflect this connection?

Martin

This name has possible links to Mars, the Roman god of war, or the Latin *martir* (martyr). Considering these meanings, what might the name suggest about Mr. Martin's role in the lottery? How does he contribute to maintaining the tradition?

14. Watch the Movie Adaptation(s) of *The Lottery* and do the tasks given below.



<https://www.youtube.com/watch?v=ihqT9kmprDk>



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

15. Discuss the following questions.

1. Does the movie represent all the themes, ideas, and social issues raised in the short story?
2. Are there any significant changes in the way the lottery is portrayed?
3. Are the characters in the movie presented the way you imagined them while reading the story?
4. Do their personalities, behaviors, and motivations match the original text?
5. How does the film depict the setting? Does it match your expectations from the story?
6. What important details from the short story are missing or altered in the movie?
7. How do these omissions affect the overall message or impact of the story?
8. What does the movie include that the original short story does not?
9. Do these additions enhance or change the meaning of the story? Why do you think the filmmakers included them?

10. Which version (the short story or the movie) do you find more effective in conveying the message? Why?
11. If you could change one aspect of the movie adaptation, what would it be?



Online Course Assignments

16. Do the test in your online course.



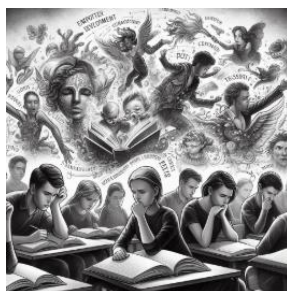
<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=982919>

(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=982920>

(translators)



Discovering Hidden Meanings in Texts

Intertextuality: When Texts Talk to Each Other

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

Intertextuality is the idea that all texts are interconnected, forming a web of references, allusions, and thematic echoes across literature and other cultural artifacts. Julia Kristeva introduced the concept, arguing that "any text is a mosaic of quotations; any text is the absorption and transformation of another" (Kristeva, 1980). This means that texts do not exist in isolation but are shaped by and respond to previous works. Intertextuality manifests in various ways, including direct quotations, allusions, pastiches, and parodies, all of which contribute to meaning-making by linking texts to a broader cultural and literary tradition.

Writers use intertextual references to engage in cultural critique, draw on reader familiarity, or subvert established meanings. For example, Margaret Atwood's *The Handmaid's Tale* draws on biblical references and Orwellian dystopian themes, enriching its critique of authoritarian control. Similarly, T.S. Eliot's *The Waste Land* layers numerous intertextual references—from Shakespeare to Hindu scriptures—creating a dense network of meanings. Intertextuality allows authors to position their works within existing traditions while also challenging or redefining them.

Intertextuality can also function indirectly through genre conventions and shared archetypes. Linda Hutcheon (2006) discusses how adaptation and reinterpretation play a role in modern storytelling, noting that intertextuality is "not the copy of an original but a reworking, a dialogue with the past that produces new meaning." Modern reimaginings of classic myths, such as Madeline Miller's *Circe*, show how intertextuality allows authors to challenge or expand traditional narratives. Similarly, films, music, and visual art rely on intertextuality, proving that this concept extends beyond literature.

By recognizing intertextuality, readers can develop a deeper understanding of how texts shape and influence one another. As Barthes (1977) famously argued, "a text's unity lies not in its origin but in its destination," meaning that interpretations emerge through the interplay of different works and the reader's knowledge of these connections. Whether consciously or unconsciously, every writer participates in this vast network of textual relationships, making intertextuality an essential tool for literary analysis.

References

1. Barthes, R. (1977). *Image, Music, Text*. Hill and Wang.
2. Hutcheon, L. (2006). *A Theory of Adaptation*. Routledge.
3. Kristeva, J. (1980). *Desire in Language: A Semiotic Approach to Literature and Art*. Columbia University Press.
4. Orr, M. (2017). *Intertextuality: Debates and Contexts*. Polity Press.
5. Plett, H. F. (2017). *Intertextuality*. De Gruyter.

2. Find and analyze any references in *The Lottery* that remind you of other literary works, historical events, or cultural traditions (see Section *Reflection and Discussion*). How do these intertextual connections influence the meaning of the story?

3. Select another literary work or historical account where tradition plays a significant role (e.g., *The Hunger Games*, *Arthur Miller's The Crucible*). Compare how tradition functions in both texts and discuss whether it is portrayed as positive, negative, or ambiguous.

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UNIT 9. TRIP TRAP

AN INSPECTOR REBUS STORY

by Ian Rankin

Ian Rankin is a Scottish author best known for his detective fiction, particularly the *Rebus* series. Born in 1960 in Cardenden, Fife, Rankin's writing career began in the 1980s, but it was the creation of Detective Inspector John Rebus in 1987 that brought him widespread recognition. Rebus is a complex, often troubled character who works in Edinburgh, a city that plays a crucial role in the atmosphere of Rankin's novels. The series delves into themes of crime, morality, and social issues, all while exploring the gritty realities of urban life. Rankin's writing is marked by its dark, atmospheric tone and its ability to weave intricate plots that reflect both personal and societal conflicts.



surl.li/sopkav

Rankin's works have earned numerous accolades, including several prestigious crime fiction awards. His ability to blend Scottish history, politics, and culture into his stories has set him apart in the genre. Beyond the *Rebus* series, Rankin has written standalone novels and short stories, exploring a variety of themes and styles. His influence extends beyond literature, as his works have been adapted into television series and plays. Ian Rankin's contribution to the crime fiction genre is immense, with his novels not only entertaining readers but also offering deep insights into the human condition and the complexities of modern life.

1. Read the story and do the exercises given below.

Blame it on patience.

Patience, coincidence, or fate. Whatever, Grace Gallagher came downstairs that morning and found herself sitting at the dining table with a cup of strong brown tea (there was just enough milk in the fridge for one other cup), staring at the pack of cards. She sucked cigarette smoke into her lungs, feeling her heart beat the faster for it. This cigarette she enjoyed. George did not allow her to smoke in his presence, and in his presence she was for the best part of each and every day. The smoke upset him, he said. It tasted his mouth, so that food took on a funny flavour. It irritated his nostrils, made him sneeze and cough. Made him giddy. George had written the book on hypochondria. So the house became a no-smoking zone when George was up and about. Which was precisely why Grace relished this small moment by herself, a moment lasting from seven fifteen until seven forty-five. For the forty years of their married life, Grace had always managed to wake up thirty clear minutes before her husband. She would sit at

the table with a cigarette and tea until his feet forced a creak from the bedroom floorboard on his side of the bed. That floorboard had creaked from the day they'd moved into 26 Gillan Drive, thirty-odd years ago. George had promised to fix it; now he wasn't even fit to fix himself tea and toast.

Grace finished the cigarette and stared at the pack of cards. They'd played whist and rummy the previous evening, playing for stakes of a penny a game. And she'd lost as usual. George hated losing, defeat bringing on a sulk which could last the whole of the following day, so to make her life a little easier Grace now allowed him to win, purposely throwing away useful cards, frittering her trumps. George would sometimes notice and mock her for her stupidity. But more often he just clapped his hands together after another win, his puffy fingers stroking the winnings from the table top.

Grace now found herself opening the pack, shuffling, and laying out the cards for a hand of patience, a hand which she won without effort. She shuffled again, played again, won again. This, it seemed, was her morning. She tried a third game, and again the cards fell right, until four neat piles stared back at her, black on red on black on red, all the way from king to ace. She was halfway through a fourth hand, and confident of success, when the floorboard creaked, her name was called, and the day – her real day – began. She made tea (that was the end of the milk) and toast, and took it to George in bed. He'd been to the bathroom, and slipped slowly back between the sheets.

'Leg's giving me gyp today,' he said. Grace was silent, having no new replies to add to this statement. She placed his tray on the bed and pulled open the curtains. The room was stuffy, but even in summer he didn't like the windows open. He blamed the pollution, the acid rain, the exhaust fumes. They played merry hell with his lungs, making him wheezy, breathless. Grace peered out on to the street. Across the road, houses just like hers seemed already to be wilting from the day's ordinariness. Yet inside her, despite everything, despite the sour smell of the room, the heavy breath of her unshaven husband, the slurping of tea, the grey heat of the morning, Grace could feel something extraordinary. Hadn't she won at patience? Won time and time again? Paths seemed to be opening up in front of her.

'I'll go fetch you your paper,' she said.

George Gallagher liked to study racing form. He would pore over the newspaper, sneering at the tipsters' choices, and would come up with a 'super yankee' – five horses which, should they all romp home as winners, would make them their fortune. Grace would take his betting slip to the bookie's on the High Street, would hand across the stake money – less than £1.50 per day – and would go home to listen on the radio as horse after horse failed in its mission, the tipsters' choices meantime bringing in a fair return. But George had what he called 'inside knowledge', and besides, the tipsters were all crooked, weren't they? You couldn't trust them. Grace was a bloody fool if she thought she could. Often a choice of George's would come in second or third, but despite her efforts he refused to back any horse each way. All or nothing, that's what he wanted.

'You never win big by betting that way.'

Grace's smile was like a nail file: we never win at all.

George wondered sometimes why it took his wife so long to fetch the paper. After all, the shop was ten minutes' walk away at most, yet Grace would usually be out of the house for the best part of an hour. But there was always the story of a neighbour met, gossip exchanged, a queue in the shop, or the paper not having arrived, entailing a longer walk to the newsagent's further down the road...

In fact, Grace took the newspaper to Lossie Park, where, weather permitting, she sat on one of the benches and, taking a ballpoint pen (free with a woman's magazine, refilled twice since) from her handbag, proceeded to attempt the newspaper's crossword. At first, she'd filled in the 'quick' clues, but had grown more confident with the years so that she now did the 'cryptic', often finishing it, sometimes failing for want of one or two answers, which she would ponder over the rest of the day. George, his eyes fixed on the sports pages, never noticed that she'd been busy at the crossword. He got his news, so he said, from the TV and the radio, though in fact Grace had noticed that he normally slept through the television news, and seldom listened to the radio.

If the weather was dreich, Grace would sit on a sheltered bench, where one day a year or so back she had been joined by a gentleman of similar years (which was to say, eight or nine years younger than George). He was a local, a widower, and his name was Jim Malcolm. They talked, but spent most of the time just watching the park itself, studying mothers with prams, boys with their dogs, games of football, lovers' tiffs, and, even at that early hour, the occasional drunk. Every day they met at one bench or another, seeming to happen upon one another by accident, never seeing one another at any other time of the day, or any other location, other than those truly accidental meetings in a shop or on the pavement.

And then, a few weeks back, springtime, standing in the butcher's shop, Grace had overheard the news of Jim Malcolm's death. When her turn came to be served, Grace asked for half a pound of steak mince, instead of the usual 'economy' stuff. The butcher raised an eyebrow.

'Something to celebrate, Mrs Gallagher?'

'Not really,' Grace had said quietly. That night, George had eaten the expensive mince without comment.

Today she completed the crossword in record time. It wasn't that the clues seemed easier than usual; it was more that her brain seemed to be working faster than ever before, catching that inference or this anagram. Anything, she decided, was possible on a day like this. Simply anything.

The sun was appearing from behind a bank of cloud. She closed the newspaper, folded it into her bag alongside the pen, and stood up. She'd been in the park barely ten minutes. If she returned home so quickly, George might ask questions. So instead she walked a slow circuit of the playing fields, her thoughts on patience, and crosswords and creaking floorboards, and much more besides.

Blame it on Patience.

Detective Inspector John Rebus had known Dr Patience Aitken for several years, and not once during their working relationship had he been able to refuse her a favour. Patience seemed to Rebus the kind of woman his parents, if still alive, would have been

trying to marry him off to, were he still single. Which, in a sense, he was, being divorced. On finding he was divorced, Patience had invited Rebus round to her surprisingly large house for what she had called 'dinner'. Halfway through a home-baked fruit pie, Patience had admitted to Rebus that she was wearing no underwear.

Homely but smouldering: that was Patience. Who could deny such a woman a favour? Not John Rebus. And so it was that he found himself this evening standing on the doorstep of 26 Gillan Drive, and about to intrude on private grief.

Not that there was anything very private about a death, not in this part of Scotland, or in any part of Scotland come to that. Curtains twitched at neighbouring windows, people spoke in lowered voices across the divide of a garden fence, and fewer televisions than usual blared out the ubiquitous advertising jingles and even more ubiquitous game show applause.

Gillan Drive was part of an anonymous working-class district on the south-eastern outskirts of Edinburgh. The district had fallen on hard times, but there was still the smell of pride in the air. Gardens were kept tidy, the tiny lawns clipped like army haircuts, and the cars parked tight against the kerbs were old – W and X registrations predominated – but polished, showing no signs of rust.

Rebus took it all in in a moment. In a neighbourhood like this, grief was for sharing. Everybody wanted their cut. Still something stopped him lifting the door knocker and letting it fall. Patience Aitken had been vague, wary, ambivalent: that was why she was asking him for a favour, and not for his professional help.

'I mean,' she had said over the telephone, 'I've been treating George Gallagher on and off – more on than off – for years. I think about the only complaints I've ever not known him to think he had are beri-beri and elephantiasis, and then only because you never read about them in the "Doc's Page" of the Sunday Post.'

Rebus smiled. GPs throughout Scotland feared their Monday morning surgeries, when people would suddenly appear in droves suffering from complaints read about the previous morning in the Post. No wonder people called the paper an 'institution'...

'And all the while,' Patience Aitken was saying, 'Grace has been by his bedside. Always patient with him, always looking after him. The woman's been an angel.'

'So what's the problem?' Rebus nursed not only the telephone, but a headache and a mug of black coffee as well. (Black coffee because he was dieting; a headache for not unconnected reasons.)

'The problem is that George fell downstairs this morning. He's dead.'

'I'm sorry to hear it.'

There was a silence at the other end of the line.

'I take it,' Rebus said, 'that you don't share my feelings.'

'George Gallagher was a cantankerous old man, grown from a bitter younger man and most probably a fairly unsociable teenager. I don't think I ever heard him utter a civil word, never mind a "please" or a "thank you".'

'Fine,' said Rebus, 'so let's celebrate his demise.'

Silence again.

Rebus sighed and rubbed his temples. 'Out with it,' he ordered.

‘He’s supposed to have fallen downstairs,’ Patience Aitken explained. ‘He did go downstairs in the afternoon, sometimes to watch racing on the telly, sometimes just to stare at a different set of walls from the bedroom. But he fell at around eleven o’clock, which is a bit early for him...’

‘And you think he was pushed?’ Rebus tried not to sound cynical.

Her reply was blunt. ‘Yes, I do.’

‘By this angel who’s managed to put up with him all these years?’

‘That’s right.’

‘OK, Doc, so point me to the medical evidence.’

‘Well, it’s a narrow staircase, pretty steep, about eleven or twelve steps, say. If you weighed around thirteen stone, and happened to slip at the top, you’d sort of be bounced off the sides as you fell, wouldn’t you?’

‘Perhaps.’

‘And you’d try to grab hold of something to stop your fall. There’s a banister on one wall.

They were waiting for the council to come and fit an extra banister on the other wall.’

‘So you’d reach out to grab something, fair enough.’ Rebus drained the sour black coffee and studied the pile of work in his in-tray.

‘Well, you’d have bruising, wouldn’t you?’ said Patience Aitken. ‘Grazes on your elbows or knees, there’d be marks where you’d clawed at the walls.’

Rebus knew that she was surmising, but could not disagree thus far. ‘Go on,’ he said.

‘George Gallagher only has significant marks on his head, where he hit the floor at the bottom of the stairs, breaking his neck in the process. No real bruising or grazing to the body, no marks on the wall as far as I can see.’

‘So you’re saying he flew from the top landing with a fair bit of momentum, and the first thing he touched was the ground?’

‘That’s how it looks. Unless I’m imagining it.’

‘So he either jumped, or he was pushed?’

‘Yes.’ She paused again. ‘I know it sounds tenuous, John. And Christ knows I don’t want to accuse Grace of anything...’

Rebus picked up a ballpoint pen from beside the telephone and scrabbled on the surface of his desk until he found the back of an envelope upon which to write.

‘You’re only doing your job, Patience,’ he said. ‘Give me the address and I’ll go pay my respects.’

The door of 26 Gillan Drive opened slowly, and a man peered out at Rebus, then ushered him quickly inside, laying a soft hand on his arm.

‘In ye come, son. In ye come. The women are in the living-room. The kitchen’s through here.’

He nodded his head, then led Rebus through a narrow hallway past a closed door, from behind which came tearful sounds, towards a half-open door at the back of the house. Rebus had not even glanced at the stairs as they’d passed them, the stairs which had faced him at the open front door of the house. The kitchen door was now opened from within, and Rebus saw that seven or eight men had squeezed into the tiny back room.

There were stale smells of cooking fat and soup, stew and fruit cake, but above them wafted a more recent smell: whisky.

‘Here ye are, son.’ Someone was handing him a tumbler with a good inch of amber liquid in it. Everyone else had just such a glass nestling in their hand. They all shuffled from one foot to another, awkward, hardly daring to speak. They had nodded at Rebus’s entrance, but now gave him little heed. Glasses were replenished. Rebus noticed the CoOp price label on the bottle.

‘You’ve just moved into Cashman Street, haven’t you?’ someone was asking someone else.

‘Aye, that’s right. A couple of months ago. The wife used to meet Mrs Gallagher at the shops, so we thought we’d drop in.’

‘See this estate, son, it was miners’ rows once upon a time. It used to be that you lived here and died here. But these days there’s that much coming and going...’

The conversation continued at the level of a murmur. Rebus was standing with his back to the sink’s draining board, next to the back door. A figure appeared in front of him.

‘Have another drop, son.’ And the inch in his glass rose to an inch and a half. Rebus looked around him in vain, seeking out a relative of the deceased. But these men looked like neighbours, like the sons of neighbours, the male half of the community’s heart. Their wives, sisters, mothers would be in the living-room with Grace Gallagher. Closed curtains blocking out any light from what was left of the day: handkerchiefs and sweet sherry. The bereaved in an armchair, with someone else perched on an arm of the chair, offering a pat of the hand and well-meant words.

Rebus had seen it all, seen it as a child with his own mother, and as a young man with his father, seen it with aunts and uncles, with the parents of friends and more recently with friends themselves.

He wasn’t so young now. The odd contemporary was already falling victim to the Big C or an unexpected heart attack. Today was the last day of April. Two days ago, he’d gone to Fife and laid flowers on his father’s grave. Whether it was an act of remembrance or of simple contrition, he couldn’t have said...

His guide pulled him back to the present. ‘Her daughter-in-law’s already here. Came over from Falkirk this afternoon.’

Rebus nodded, trying to look wise. ‘And the son?’

Eyes looked at him. ‘Dead these past ten years. Don’t you know that?’

There was suspicion now, and Rebus knew that he had either to reveal himself as a policeman, or else become more disingenuous still. These people, authentically mourning the loss of someone they had known, had taken him as a mourner too, had brought him in here to share with them, to be part of the remembering group.

‘I’m just a friend of a friend,’ he explained. ‘They asked me to look in.’

It looked from his guide’s face, however, as though an interrogation might be about to begin.

But then somebody else spoke.

‘Terrible crash it was. What was the name of the town again?’

‘Methil. He’d been working on building a rig there.’

‘That’s right,’ said the guide knowledgeably. ‘Pay night it was. They’d been out for a few drinks, like. On their way to the dancing. Next thing...’

‘Aye, terrible smash it was. The lad in the back seat had to have both legs taken off.’ Well, thought Rebus, I bet he didn’t go to any more hops. Then he winced, trying to forgive himself for thinking such a thing. His guide saw the wince and laid the hand back on his arm.

‘All right, son, all right.’ And they were all looking at him again, perhaps expecting tears.

Rebus was growing red in the face.

‘I’ll just...’ he said, motioning towards the ceiling with his head.

‘You know where it is?’

Rebus nodded. He’d seen all there was to see downstairs, and so knew the bathroom must lie upstairs, and upstairs was where he was heading. He closed the kitchen door behind him and breathed deeply. There was sweat beneath his shirt, and the headache was reasserting itself. That’ll teach you, Rebus, it was saying. That’ll teach you for taking a sip of whisky. That’ll teach you for making cheap jokes to yourself. Take all the aspirin you like. They’ll dissolve your stomach lining before they dissolve me.

Rebus called his headache two seven-letter words before beginning to climb the stairs. He gave careful scrutiny to each stair as he climbed, and to the walls either side of each stair. The carpet itself was fairly new, with a thickish pile. The wallpaper was old, and showed a hunting scene, horse-riders and dogs with a fox panting and worried in the distance. As Patience Aitken had said, there were no scrapes or claw-marks on the paper itself. What’s more, there were no loose edges of carpet. The whole thing had been tacked down with a professional’s skill. Nothing for George Gallagher to trip over, no threads or untacked sections; and no smooth threadbare patches for him to slip on.

He gave special attention to where the upstairs landing met the stairs. George Gallagher probably fell from here, from this height. Further down the stairs, his chances of survival would have been much greater. Yes, it was a steep and narrow staircase all right. A trip and a tumble would certainly have caused bruising. Immediate death at the foot of the stairs would doubtless have arrested much of the bruising, the blood stilling in the veins and arteries, but bruising there would have been. The post-mortem would be specific; so far Rebus was trading on speculation, and well he knew it.

Four doors led off the landing: a large cupboard (what Rebus as a child would have called a ‘press’), filled with sheets, blankets, two ancient suitcases, a black-and-white television lying on its side; a musty spare bedroom, its single bed made up ready for the visitor who never came; the bathroom, with a battery-operated razor lying on the cistern, never to be used again by its owner; and the bedroom. Nothing interested Rebus in either the spare bedroom or the bathroom, so he slipped into the main bedroom, closing the door behind him, then opening it again, since to be discovered behind a closed door would be so much more suspicious than to be found inside an open one.

The sheets, blanket and quilt had been pulled back from the bed, and three pillows had been placed on their ends against the headboard so that one person could sit up in bed. He’d seen a breakfast tray in the kitchen, still boasting the remnants of a morning meal:

cups, toast crumbs on a greasy plate, an old coffee jar now holding the remains of some home-made jam. Beside the bed stood a walking-frame. Patience Aitken had said that George Gallagher usually wouldn't walk half a dozen steps without his walking-frame (a Zimmer she'd called it, but to Rebus Zimmer was the German for 'room'...). Of course, if Grace were helping him, he could walk without it, leaning on her the way he'd lean his weight on a stick. Rebus visualised Grace Gallagher coaxing her husband from his bed, telling him he wouldn't be needing his walking-frame, she'd help him down the stairs.

He could lean on her...

On the bed rested a newspaper, dotted with tacky spots of jam. It was today's paper, and it was open at the racing pages. A blue pen had been used to ring some of the runners – Gypsy Pearl, Gazumpin, Lot's Wife, Castle Mallet, Blondie – five in total, enough for a super yankee. The blue pen was sitting on a bedside table, beside a glass half filled with water, some tablets (the label made out to Mr G. Gallagher), a pair of reading spectacles in their case, and a paperback cowboy novel – large print – borrowed from the local library. Rebus sat on the edge of the bed and flipped through the newspaper. His eyes came to rest on a particular page, the letters and cartoons page. At bottom right was a crossword, a completed crossword at that. The pen used to fill in the squares seemed different to that used for the racing form further on in the paper, and the hand seemed different too: more delicate, more feminine. Thin faint marks rather than the robust lines used to circle the day's favoured horses. Rebus enjoyed the occasional crossword, and, impressed to find this one completed, was more impressed to find that the answers were those to the cryptic clues rather than the quick clues most people favoured. He began to read, until at some point in his reading his browfurrowed, and he blinked a couple of times before closing the paper, folding it twice, and rolling it into his jacket pocket. A second or two's reflection later, he rose from the bed and walked slowly to the bedroom door, out on to the landing where, taking careful hold of the banister, he started downstairs.

He stood in the kitchen with his whisky, pondering the situation. Faces came and went. A man would finish his drink with a sigh or a clearing of the throat.

'Ay well,' he'd say, 'I suppose I'd better...' And with these words, and a bow of the head, he would move out of the kitchen, timidly opening the living-room door so as to say a few words to the widow before leaving. Rebus heard Grace Gallagher's voice, a high, wavering howl: 'Thanks for coming. It was good of you. Cheerio.'

The women came and went, too. Sandwiches appeared from somewhere and were shared out in the kitchen. Tongue, corned beef, salmon paste. White 'half-pan' bread sliced in halves. Despite his diet, Rebus ate his fill, saying nothing. Though he only half knew it, he was biding his time, not wishing to create a disturbance. He waited as the kitchen emptied. Once or twice someone had attempted to engage him in conversation, thinking they knew him from a neighbouring street or from the public bar of the local. Rebus just shook his head, the friend of a friend, and the enquiries usually ended there.

Even his guide left, again patting Rebus's arm and giving him a nod and a wink. It was a day for universal gestures, so Rebus winked back. Then, the kitchen vacant now,

muggy with the smell of cheap cigarettes, whisky and body odour, Rebus rinsed out his glass and stood it end-up on the draining board. He walked into the hallway, paused, then knocked and pushed open the living-room door.

As he had suspected, Grace Gallagher, as frail-looking as he'd thought, dabbing behind her fifties-style spectacles, was seated in an armchair. On the arm of the chair sat a woman in her forties, heavy-bodied but not without presence. The other chairs were vacant. Teacups sat on a dining table, alongside an unfinished plate of sandwiches, empty sherry glasses, the bottle itself, and, curiously, a pack of playing cards, laid out as though someone had broken off halfway through a game of patience.

Opposite the television set sat another sunken armchair, looking as if it had not been sat in this whole afternoon. Rebus could guess why: the deceased's chair, the throne to his tiny kingdom. He smiled towards the two women. Grace Gallagher only half looked towards him.

'Thanks for dropping by,' she said, her voice slightly revived from earlier. 'It was good of you. Cheerio.'

'Actually, Mrs Gallagher,' said Rebus, stepping into the room, 'I'm a police officer, Detective Inspector Rebus. Dr Aitken asked me to look in.'

'Oh.' Grace Gallagher looked at him now. Pretty eyes sinking into crinkly white skin. A dab of natural colour on each cheek. Her silvery hair hadn't seen a perm in quite a while, but someone had combed it, perhaps to enable her to face the rigours of the afternoon. The daughter-in-law – or so Rebus supposed the woman on the arm of the chair to be – was rising.

'Would you like me to...?'

Rebus nodded towards her. 'I don't think this'll take long. Just routine really, when there's been an accident.' He looked at Grace, then at the daughter-in-law. 'Maybe if you could go into the kitchen for five minutes or so?'

She nodded keenly, perhaps a little too keenly. Rebus hadn't seen her all evening, and so supposed she'd felt duty bound to stay cooped up in here with her mother-in-law. She seemed to relish the prospect of movement.

'I'll pop the kettle on,' she said, brushing past Rebus. He watched the door close, waited as she padded down the short hallway, listened until he heard water running, the sounds of dishes being tidied. Then he turned back to Grace Gallagher, took a deep breath, and walked over towards her, dragging a stiff-backed dining chair with him. This he sat on, only a foot or two from her. He could feel her growing uneasy. She writhed a little in the armchair, then tried to disguise the reaction by reaching for another paper hankie from a box on the floor beside her.

'This must be a very difficult time for you, Mrs Gallagher,' Rebus began. He wanted to keep things short and clear cut. He had no evidence, had nothing to play with but a little bit of psychology and the woman's own state of mind. It might not be enough; he wasn't sure whether or not he wanted it to be enough. He found himself shifting on the chair. His arm touched the newspaper in his pocket. It felt like a talisman.

'Dr Aitken told me,' he continued, 'that you'd looked after your husband for quite a few years. It can't have been easy.'

'I'd be lying if I said that it was.'

Rebus tried to find the requisite amount of iron in her words. Tried but failed.

‘Yes,’ he said, ‘I believe your husband was, well, a bit difficult at times.’

‘I won’t deny that either. He could be a real bugger when he wanted to.’ She smiled, as if in memory of the fact. ‘But I’ll miss him. Aye, I’ll miss him.’

‘I’m sure you will, Mrs Gallagher.’

He looked at her, and her eyes fixed on to his, challenging him. He cleared his throat again.

‘There’s something I’m not absolutely sure about, concerning the accident. I wonder if maybe you can help me?’

‘I can try.’

Rebus smiled his appreciation. ‘It’s just this,’ he said. ‘Eleven o’clock was a bit early for your husband to be coming downstairs. What’s more, he seemed to be trying to come down without his walking-frame, which is still beside the bed.’ Rebus’s voice was becoming firmer, his conviction growing. ‘What’s more, he seems to have fallen with a fair amount of force.’

She interrupted him with a snap. ‘How do you mean?’

‘I mean he fell straight down the stairs. He didn’t just slip and fall, or stumble and roll down them. He went flying off the top step and didn’t hit anything till he hit the ground.’ Her eyes were filling again. Hating himself, Rebus pressed on. ‘He didn’t fall, Mrs Gallagher. He was helped to the top of the stairs, and then he was helped down them with a push in the back, a pretty vigorous push at that.’ His voice grew less severe, less judgmental. ‘I’m not saying you meant to kill him.

Maybe you just wanted him hospitalised, so you could have a rest from looking after him. Was that it?’

She was blowing her nose, her small shoulders squeezed inwards towards a brittle neck. The shoulders twitched with sobs. ‘I don’t know what you’re talking about. You think I... How could you? Why would you say anything like that? No, I don’t believe you. Get out of my house.’ But there was no power to any of her words, no real enthusiasm for the fight. Rebus reached into his pocket and brought out the newspaper.

‘I notice you do crosswords, Mrs Gallagher.’

She glanced up at him, startled by this twist in the conversation. ‘What?’

He motioned with the paper. ‘I like crosswords myself. That’s why I was interested when I saw you’d completed today’s puzzle. Very impressive. When did you do that?’ ‘This morning,’ she said through another handkerchief. ‘In the park. I always do the crossword after I’ve bought the paper. Then I bring it home so George can look at his horses.’

Rebus nodded, and studied the crossword again. ‘You must have been preoccupied with something this morning then,’ he said.

‘What do you mean?’

‘It’s quite an easy one, really. I mean, easy for someone who does crosswords like this and finishes them. Where is it now?’ Rebus seemed to be searching the grid. ‘Yes,’ he said. ‘Nineteen across. You’ve got the down solutions, so that means the answer to nineteen across must be something R something P. Now, what’s the clue?’ He looked for it, found it. ‘Here it is, Mrs Gallagher. “Perhaps deadly in part.” Four letters.

Something R something P. Something deadly. Or deadly in part. And you've put TRIP. 'What were you thinking about, I wonder? I mean, when you wrote that? I wonder what your mind was on?'

'But it's the right answer,' said Grace Gallagher, her face creasing in puzzlement. Rebus was shaking his head.

'No,' he said. 'I don't think so. I think the "in part" means the letters of "part" make up the word you want. The answer's TRAP, Mrs Gallagher. "Perhaps deadly in part": TRAP. Do you see?'

But you were thinking of something else when you filled in the answer. You were thinking about how if your husband tripped down the stairs you might be rid of him. Isn't that right, Grace?'

She was silent for a moment, the silence broken only by the ticking of the mantelpiece clock and the clank of dishes being washed in the kitchen. Then she spoke, quite calmly.

'Myra 's a good lass. It was terrible when Billy died. She's been like a daughter to me ever since.' Another pause, then her eyes met Rebus's again. He was thinking of his own mother, of how old she'd be today had she lived. Much the same age as this woman in front of him. He took another deep breath, but stayed silent, waiting.

'You know, son,' she said, 'if you look after an invalid, people think you're a martyr. I was a martyr all right, but only because I put up with him for forty years.' Her eyes strayed to the empty armchair, and focused on it as though her husband were sitting there and hearing the truth for the very first time. 'He was a sweet talker back then, and he had all the right moves. None of that once Billy came along. None of that ever again.' Her voice, which had been growing softer, now began hardening again. 'They shut the pit, so he got work at the bottle factory. Then they shut that, and all he could get was part-time chalking up the winners at the bookie's. A man gets gey bitter, Inspector.

But he didn't have to take it out on me, did he?' She moved her eyes from the chair to Rebus. 'Will they lock me up?' She didn't sound particularly interested in his answer. 'That's not for me to say, Grace. Juries decide that sort of thing.'

She smiled. 'I thought I'd done the crossword in record time. Trust me to get one wrong.'

And she shook her head slowly, the smile falling from her face as the tears came again, and her mouth opened in a near-silent bawl.

The door swung open, the daughter-in-law entering with a tray full of crockery.

'There now,' she called. 'We can all have a nice cup of-' She saw the look on Grace Gallagher's face, and she froze.

'What have you done?' she cried accusingly. Rebus stood up.

'Mrs Gallagher,' he said to her, 'I'm afraid I've got a bit of bad news...'

She had known of course. The daughter-in-law had known. Not that Grace had said anything, but there had been a special bond between them. Myra 's parting words to Rebus's retreating back had been a vicious 'That bugger deserved all he got!' Net curtains had twitched; faces had appeared at darkened windows. Her words had echoed along the street and up into the smoky night air.

Maybe she was right at that. Rebus couldn't judge. All he could be was fair. So why was it that he felt so guilty? So ashamed? He could have shrugged it off, could have reported back to Patience that there was no substance to her fears. Grace Gallagher had suffered; would continue to suffer. Wasn't that enough? OK, so the law demanded more, but without Rebus there was no case, was there?

He felt right, felt vindicated, and at the same time felt a complete and utter bastard. More than that, he felt as though he'd just sentenced his own mother. He stopped at a late-night store and stocked up on beer and cigarettes. As an afterthought, he bought six assorted packets of crisps and a couple of bars of chocolate. This was no time to diet. Back home, he could conduct his own post-mortem, could hold his own private wake. On his way out of the shop, he bought the final edition of the evening paper, and was reminded that this was 30 April. Tomorrow morning, before dawn, crowds of people would climb up Arthur's Seat and, at the hill's summit, would celebrate the rising of the sun and the coming of May. Some would dab their faces with dew, the old story being that it would make them more beautiful, more handsome. What exactly was it they were celebrating, all the hungover students and the druids and the curious? Rebus wasn't sure any more. Perhaps he had never known in the first place.

Later that night, much later, as he lay along his sofa, the hi-fi blaring some jazz music from the sixties, his eye caught the day's racing results on the paper's back page. Gypsy Pearl had come home first at three-to-one. In the very next race, Gazumpin had won at seven-to-two on. Two races further on, Lot's Wife had triumphed at a starting price of eight-to-one. At another meeting, Castle Mallet had won the two thirty. Two-to-one joint favourite. That left only Blondie. Rebus tried to focus his eyes, and finally found the horse, its name misprinted to read 'Bloodie'. Though three-to-one favourite, it had come home third in a field of thirteen.

Rebus stared at the misspelling, wondering what had been going through the typist's mind when he or she had made that one small but no doubt meaningful slip...



Vocabulary in Focus

2. Fill in the gaps with correct prepositions.

1. the mercy unforeseen circumstances
2. the verge collapse
3. defiance societal norms
4. regard her newfound independence
5. light recent events
6. the guise care and concern
7. the sake appearances
8. means calculated actions
9. pursuit freedom
10. odds her conscience

11. the detriment her well-being
12. the wake the incident
13. the scope legal intervention
14. the brink discovery
15. the confines her domestic life

3. Fill in the gaps with the correct phrases from Exercise 2. Some phrases are used twice.

1. she had no choice but to adapt to the sudden changes in her life.
2. The company was, struggling to recover from financial mismanagement.
3., she chose to live alone in the countryside rather than follow the expected path of marriage and motherhood.
4., she embraced the opportunity to make her own decisions without external interference.
5., the board decided to postpone the project until further notice.
6., he continued to manipulate her decisions to serve his own interests.
7. She maintained a cheerful facade, even though she was deeply unhappy.
8., she slowly distanced herself from toxic relationships.
9., he left behind everything familiar and started anew in a foreign country.
10. Torn between loyalty and honesty, she found herself
11. She worked tirelessly, ..., sacrificing rest and personal time.
12., the community came together to support those affected.
13. His actions were morally questionable but remained due to loopholes in the law.
14. The scientist was, aware that a breakthrough was just within reach.
15. Confined, she longed for new experiences and opportunities.
16., they had to rethink their travel plans at the last minute.
17. The fragile peace treaty was, with both sides refusing to compromise.
18. She defended her choices, refusing to conform to traditional expectations.
19., stricter regulations were introduced to prevent future mishaps.
20. Despite her dreams of adventure, she remained, tending to the same daily routines.

4. Find English equivalents in the text to the given Ukrainian phrases.

1. Опинилася в моральній дилемі
2. Таємно приховуючи образу
3. Повільне занурення у зневіру
4. Окутаний таємницею
5. Зв'язана обов'язком і відповідальністю
6. Тягар невисловлених істин
7. Ілюзія контролю
8. Балансуючи на межі провини та виправдання
9. Ціна мовчазного терпіння

10. Фасад нормальності
11. Пригнічені емоції, що виринають на поверхню
12. Павутина обману та заперечення
13. Борючись з невисловленим тягарем
14. Мить незворотного рішення
15. У пастці циклу залежності

5. Match the verbs with correct definitions.

1. blame	A. To carefully study or examine something in detail
2. relish	B. To attribute responsibility for something negative
3. fritter	C. To waste time or money on unimportant things
4. sneer	D. To ridicule or imitate in a way that is meant to mock
5. mock	E. To enjoy or take great pleasure in something
6. pore (over)	F. To lose strength or energy, often due to heat or exhaustion
7. wilt	G. To sip or drink noisily
8. slurp	H. To guess or make an assumption based on limited information
9. summon	I. To persuade gently or through flattery
10. coax	J. To reveal personal information in confidence
11. scrutinize	K. To remain patient through hardship or suffering
12. surmise	L. To start or begin something
13. commence	M. To suppress or keep something hidden
14. endure	N. To ridicule with a scornful expression or tone
15. bask	O. To call or officially request someone's presence
16. incriminate	P. To take pleasure in a situation or moment
17. anticipate	Q. To predict or expect something in advance
18. suppress	R. To prove someone's innocence or justify their actions
19. confide	S. To make someone appear guilty of a crime or wrongdoing
20. vindicate	T. To prevent emotions, thoughts, or information from being expressed

6. Fill in the gaps with the verbs from the box.

suppress	fritter away	mock	pore over	bask
scrutinize	incriminate	commence	coax	anticipate
sneer	surmise	vindicate	endure	summon
	relish	back down	wilt	confide
				put up with

1. Grace tried to _____ her emotions when speaking to the detective, but her trembling hands gave her away.
2. Rebus needed to _____ the evidence carefully before drawing any conclusions.
3. The townspeople would often _____ at those who questioned their traditions.
4. After years of suffering, Grace felt she had no choice but to _____ the hardship of her marriage.

5. She secretly _____ her moments of solitude, free from her husband's controlling presence.
6. The detective suspected foul play but could only _____ without solid proof.
7. She finally _____ in her daughter-in-law, revealing the truth about her actions.
8. His health was deteriorating, and he seemed to _____ under the weight of his ailments.
9. Grace had to _____ her husband's endless complaints every day.
10. He refused to _____ his mistake, insisting that he was right.
11. She carefully _____ the crossword puzzle, trying to solve the final clue.
12. Rebus realized he had to _____ the courage to confront the widow.
13. After weeks of waiting, the trial finally _____.
14. He would often _____ at the bookie's choices, calling them unreliable.
15. The lawyer managed to _____ his client by proving an alibi.
16. She had been wrongly accused, but new evidence would _____ her.
17. The detective tried to _____ the truth from her, but she remained silent.
18. She wanted to _____ in the peaceful morning before returning to her daily routine.
19. He could already _____ the consequences of his decision.
20. She would often _____ her free time by playing cards, though she found little joy in it.

7. Translate the given sentences into Ukrainian.

1. The minister vehemently refused to **blame** the economic downturn on his administration, instead attributing it to global instability. Despite mounting pressure from the opposition, he maintained that external forces, rather than internal mismanagement, had led to the crisis. His defiant stance, however, only fueled further skepticism among the public.
2. She **relished** the rare opportunity to debate with intellectuals who could match her wit and eloquence. For years, she had longed for a setting where her ideas would be challenged rather than blindly accepted. As the discussion unfolded, she found herself invigorated by the intellectual rigor and the depth of perspectives offered.
3. He **frittered** away his inheritance on lavish parties and impulsive investments, leaving himself destitute within a year. What had once seemed like an endless fortune quickly dwindled under his reckless spending. Only when he found himself drowning in debt did he realize the folly of his extravagance.
4. The critic **sneered** at the young artist's work, dismissing it as derivative and uninspired. With an air of superiority, he carelessly flipped through the portfolio, barely concealing his disdain. Unbeknownst to him, the artist's unconventional techniques would later revolutionize the field.
5. His colleagues **mocked** his idealism, failing to recognize that his vision would ultimately transform the industry. They laughed at his insistence on ethical business practices, claiming that profit and integrity could never coexist. Years later, when his company became a global success, those same skeptics scrambled to adopt his methods.

6. She spent countless nights **poring over** ancient manuscripts, determined to decode the forgotten language of a lost civilization. The flickering candlelight cast long shadows on the walls as she traced unfamiliar symbols with trembling fingers. Every breakthrough, however small, brought her closer to unraveling a mystery that had baffled scholars for centuries.
7. The once-confident politician **wilted** under the relentless scrutiny of the press, his carefully rehearsed defenses crumbling. What had started as a routine press conference quickly turned into an interrogation, with journalists bombarding him with questions he could no longer evade. Beads of sweat formed on his brow as he struggled to maintain composure.
8. He **slurped** his soup with deliberate noisiness, fully aware of the disapproving glances from his dining companions. The elegant restaurant, with its pristine tablecloths and subdued atmosphere, was no place for such crude behavior. Yet, he continued unabashedly, a mischievous grin playing on his lips as he relished their discomfort.
9. With a single nod, the queen **summoned** her advisors to discuss the impending crisis. The weight of the kingdom's fate rested on her shoulders, and she knew that every decision made in that chamber would shape the future. As the doors swung open, a solemn hush fell over the room, anticipation thick in the air.
10. She patiently **coaxed** the frightened kitten out from under the porch, offering gentle words and a saucer of milk. Each movement was slow and deliberate, ensuring she did not startle the tiny creature further. After what felt like an eternity, the kitten hesitantly stepped forward, its wide eyes filled with cautious trust.
11. The lawyer **scrutinized** every clause of the contract, searching for any loophole that might be exploited. Years of experience had taught him that a single misplaced word could alter the entire meaning of a legal document. As he ran his finger along the fine print, a small yet critical inconsistency caught his eye.
12. From the nervous glances exchanged across the room, she **surmised** that a secret was being carefully guarded. The hushed whispers and hurried gestures only confirmed her suspicions. Though they tried to appear nonchalant, their eyes betrayed an unspoken truth that she was determined to uncover.
13. The ceremony would **commence** at dawn, marking the beginning of a new era for the kingdom. As the first rays of sunlight pierced through the towering castle windows, a hush fell over the gathered crowd. This was not just a coronation—it was a moment that would be etched in history.
14. Through years of hardship and loss, she **endured** with a quiet resilience that inspired those around her. Every setback had shaped her into the formidable woman she had become, strengthening rather than breaking her spirit. Even in her darkest moments, she refused to succumb to despair.
15. He **basked** in the warmth of the afternoon sun, savoring the rare moment of peace amidst his chaotic schedule. The rhythmic sound of waves crashing against the shore lulled him into a state of tranquility. For once, time felt unhurried, and the burdens of the world seemed distant.

16. The prosecutor presented damning evidence that would inevitably **incriminate** the defendant beyond reasonable doubt. A tense silence filled the courtroom as the jury examined the newly uncovered documents. The accused, once confident and defiant, now sat pale and trembling, realizing that escape was no longer an option.

17. She **anticipated** his objections and had prepared a compelling counterargument in advance. As he opened his mouth to protest, she smoothly presented her well-researched data, leaving him momentarily speechless. The debate was hers to win, and she would not let this opportunity slip through her fingers.

18. He struggled to **suppress** the surge of anger rising within him as he listened to their baseless accusations. His fists clenched under the table, nails digging into his palm as he forced himself to remain composed. Losing control now would only play into their hands.

19. In a moment of vulnerability, she **confided** in her closest friend, revealing fears she had never spoken aloud. The weight of her unspoken worries had grown unbearable, and she longed for the solace of a listening ear. As her friend grasped her hand reassuringly, she felt, for the first time in months, a glimmer of relief.

20. After years of wrongful accusations, the newly discovered evidence finally **vindicated** him, restoring his honor. The truth, long buried beneath layers of deceit, had at last come to light. As he stepped out of the courthouse, a newfound sense of freedom filled his lungs, untainted by the chains of false judgment.



Reflection and Discussion

8. Answer the questions.

1. How does the story explore the theme of patience through Grace Gallagher's daily routine?
2. In what ways does George's character embody the traits of a manipulative and controlling spouse?
3. How does Grace's habit of doing the crossword symbolize her inner world and psychological state?
4. What role does the setting of the house, particularly the creaking floorboard and the staircase, play in foreshadowing the story's climax?
5. How does the narrative portray societal expectations of caregiving and duty, particularly in relation to Grace's role as a wife?
6. How does the contrast between Grace's public and private life contribute to the tension in the story?
7. What is the significance of the scene where Grace overhears the news of Jim Malcolm's death?
8. How does the story subtly critique traditional gender roles within marriage?
9. How does Rebus's internal conflict shape the way he handles the case?

10. In what ways does the story use irony, particularly in the depiction of Grace's final "mistake" in the crossword?
11. What does the depiction of the neighbors and community reveal about social attitudes toward grief and crime?
12. How does the story explore the moral ambiguity of Grace's actions?
13. How does the repeated reference to gambling reflect the theme of fate and chance in the story?
14. What does the title "Trip Trap" symbolize in the broader context of the narrative?
15. How does the character of Patience Aitken function as a moral counterpoint to Grace?
16. How does the story's structure, alternating between Grace's perspective and Rebus's investigation, enhance its suspense?
17. How does Grace's moment of empowerment in the park contrast with her passive role in marriage?
18. What is the significance of Rebus buying beer, cigarettes, and junk food after solving the case?
19. How does the story challenge the reader's sympathies regarding justice and punishment?
20. What does the final reference to the May Day tradition symbolize in relation to the story's themes?
21. What does 'Blame it on patience' mean in the story?"
22. How does the phrase 'Blame it on Patience' take on different meanings in the narrative?

9. Work in pairs. Choose 2 points for discussion. Get ready to share your ideas with the whole class.

The Concept of Patience

1. How does the story explore patience in different aspects — marriage, caregiving, and waiting for justice?
2. How does Grace's patience shape her identity over the years?
3. In what ways does patience serve as a survival mechanism for Grace?
4. Does patience always have a positive connotation, or can it become a form of passive suffering?
5. How does the story contrast different kinds of patience — Grace's patience with George, Rebus's patience in solving the case, and the patience required for playing cards or solving crosswords?
6. Could Grace's actions be seen as a breaking point after years of enforced patience?

Patience in Marriage

1. Was Grace's endurance a sign of strength or resignation?
2. How does the story challenge traditional views on long-term relationships?
3. Does Grace's patience make her complicit in her own suffering, or was she simply left without options?

4. How does George's controlling nature limit Grace's autonomy, and how does she find small ways to reclaim control?
5. Would Grace's situation have been different if she had more social support or financial independence?
6. How does George's health condition affect the dynamics of their marriage?

Moral Dilemmas in Crime Investigations

1. Should Detective Rebus have pursued the case, or should he have left Grace to live with the consequences of her actions?
2. If Grace had been a man who killed an abusive wife, would the reader's sympathy have changed?
3. Does the fact that George was a difficult and manipulative person justify Grace's actions in any way?
4. Should investigators take personal circumstances into account when deciding whether to pursue justice?
5. Is it ever ethical to ignore a crime if the victim "deserved it"?
6. Does Rebus's guilt at the end suggest that justice and morality are not always aligned?

Sympathy for the Criminal

1. Does Grace deserve sympathy for what she did?
2. How does the story manipulate the reader's moral compass?
3. Are there moments in the story where Grace appears as a victim rather than a criminal?
4. Does the narrative suggest that George's death was inevitable, or does it frame it as an act of revenge?
5. Does Rebus's own internal conflict about the case reflect the difficulty of passing moral judgment?
6. How does the reaction of Grace's daughter-in-law ("That bugger deserved all he got!") influence the reader's perception of George and Grace?

The Role of Routine and Escape

1. How do small habits like crosswords and smoking reflect the deeper struggles of characters?
2. How do Grace's small daily rituals (smoking, playing patience, doing the crossword) provide her with a sense of control over her life?
3. Does the crossword puzzle symbolize Grace's intelligence and inner world, which is otherwise suppressed?
4. Why do people in difficult circumstances often rely on routines as a coping mechanism?
5. How does the contrast between Grace's public and private self contribute to the story's tension?
6. In what ways does George's routine differ from Grace's, and how does this reflect their personalities?

The Illusion of Justice

1. Does the legal system always serve justice in such cases, or do personal circumstances matter?

2. If Grace had been caught and punished, would that have truly been justice?
3. Does Rebus's reluctance to pursue the case suggest that justice is not always black and white?
4. How does the story highlight the limitations of the law in cases involving long-term emotional abuse?
5. What does the story suggest about society's tendency to overlook quiet suffering?
6. Can real justice exist when people like Grace have no other way out of their situation?

The Impact of Long-Term Control and Manipulation

1. How does George's behavior shape Grace's mental state?
2. Can emotional oppression be as damaging as physical abuse?
3. How does George's possessiveness manifest in seemingly small ways, such as forbidding Grace from smoking?
4. Does the story suggest that prolonged emotional abuse can push a person toward extreme actions?
5. How does Grace's silent suffering compare to other portrayals of victims in literature?
6. How does Grace's moment of triumph (winning patience games, completing the crossword) contrast with her years of quiet endurance?
7. Could George's treatment of Grace be considered psychological abuse, even if it never involved physical violence?



Online Course Assignments

10. Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=984912>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=984910>
(for translators)

UNIT 10. THE BLACK MADONNA

by Muriel Spark



surl.li/ubmdmj

Muriel Spark (1918–2006) was a Scottish novelist, poet, and short story writer celebrated for her sharp wit, incisive storytelling, and exploration of moral and existential themes. Born in Edinburgh, she attended Heriot-Watt College before working as a secretary, teacher, and editor. Spark converted to Roman Catholicism in 1954, a decision that deeply influenced her writing, imbuing her works with themes of faith, redemption, and the complexities of human behavior. Her literary career gained momentum with the publication of *The Comforters* (1957), a novel that showcases her characteristic blend of metafiction and dark humor. Spark's most famous work, *The Prime of Miss Jean Brodie* (1961), cemented her reputation as a master of character study and moral ambiguity, portraying the charismatic yet manipulative teacher Miss Brodie in her "prime."

Throughout her prolific career, Spark published over 20 novels, numerous short stories, plays, and poems. Her writing is known for its economy of style, sharp dialogue, and exploration of themes like power, betrayal, and the interplay between free will and predestination. Spark's work often features complex female protagonists and a subtle critique of societal norms, reflecting her keen observation of human nature. She received numerous accolades, including being named Dame Commander of the Order of the British Empire (DBE) in 1993. Spark spent much of her later life in Italy, where she continued to write until her death. Her legacy endures as one of the 20th century's most distinctive and influential literary voices.

1. Read the story and do the exercises given below.

When the Black Madonna was installed in the Church of the Sacred Heart the Bishop himself came to consecrate it. His long purple train was upheld by the two curliest of the choir. The day was favored suddenly with thin October sunlight as he crossed the courtyard from the presbytery¹ to the church, as the procession followed him chanting the Litany of the Saints: five priests in vestments of white heavy silk interwoven with glinting threads, four lay officials with straight red robes, then the confraternities and the tangled columns of the Mothers' Union.

The new town of Whitney Clay had a large proportion of Roman Catholics, especially among the nurses at the new hospital; and at the paper mills, too, there were many Catholics, drawn inland from Liverpool by the new housing estate; likewise, with the canning factories.

The Black Madonna had been given to the church by a recent convert. It was carved out of bog oak.

"They found the wood in the bog. Had been there hundreds of years. They sent for the sculptor right away by phone. He went over to Ireland and carved it there and then. You see, he had to do it while it was still wet."

"Looks a bit like contemporary art."

"Nah, that's not contemporary art, it's old-fashioned. If you'd ever seen contemporary work you know it was old-fashioned."

"Looks like contemp —"

"It's old-fashioned. Else how'd it get sanctioned to be put up?"

"It's not so nice as the Immaculate Conception at Lourdes. That lifts you up."

Everyone got used, eventually, to the Black Madonna with her square hands and straight carved draperies. There was a movement to dress it up in vestments, or at least a lace veil.

"She looks a bit gloomy, Father, don't you think?"

"No," said the priest, "I think it looks fine. If you start dressing it up in cloth you'll spoil the line."

"Sometimes people came from London especially to see the Black Madonna, and these were not Catholics; they were, said the priest, probably no religion at all, poor souls, though gifted with faculties. They came, as if to a museum, to see the line of the Black Madonna which must not be spoiled by vestments."

The new town of Whitney Clay had swallowed up the old village. One or two cottages with double dormer windows, an inn called "The Tyger," a Methodist chapel and three small shops represented the village; the three small shops were already threatened by the Council;" the Methodists were fighting to keep their chapel. Only the double dormer cottages and the inn were protected by the Nation and so had to be suffered by the Town Planning Committee.

The town was laid out like geometry in squares, arcs (to allow for the bypass) and isosceles triangles, breaking off, at one point, to skirt the old village which, from the aerial view, looked like a merry doodle on the page.

Manders Road was one side of a parallelogram of green-bordered streets. It was named after one of the founders of the canning concern, Manders' Figs in Syrup, and it comprised a row of shops and a long high block of flats named Cripps House after the late Sir Stafford Cripps who had laid the foundation stone. In flat twenty-two on the fifth floor of Cripps House lived Raymond and Lou Parker. Raymond Parker was a foreman at the motor works, and was on the management committee. He had been married for fifteen years to Lou, who was thirty-seven at the time that the miraculous powers of the Black Madonna came to be talked of.

Of the twenty-five couples who live in Cripps House five were Catholics. All, except Raymond and Lou Parker, had children. A sixth family had recently been moved by the Council into one of the six-roomed houses because of the seven children besides the grandfather.

Raymond and Lou were counted lucky to have obtained their three-roomed flat although they had no children. People with children had priority; but their name had been on the waiting list for years, and some said Raymond had a pull with one of the Councilors who was a director of the motor works.

The Parkers were among the few tenants of Cripps House who owned a motor car. They did not, like most of their neighbors, have a television receiver, for being childless they had been able to afford to expand themselves in the way of taste, so that their habits differed slightly and their amusements considerably, from those of their neighbors. The Parkers went to the pictures only when *The Observer* had praised the film; they considered television not their sort of thing; they adhered to their religion; they voted Labour; they believed that the twentieth century was the best so far; they assented to the doctrine of original sin;¹ they frequently applied the word "Victorian" to ideas and people they did not like—for instance, when a local Town Councilor resigned his office Raymond said, "He had to go. He's Victorian. And far too young for the job"; and Lou said Jane Austen's⁶ books were too Victorian; and anyone who opposed the abolition of capital punishment was Victorian. Raymond took the *Reader's Digest*, a magazine called *Motoring* and *The Catholic Herald*. Lou took *The Queen*, *Woman's Own* and *Life*. Their daily paper was *The News Chronicle*. They read two books apiece each week. Raymond preferred travel books; Lou liked novels.

For the first five years of their married life they had been worried about not having children. Both had submitted themselves to medical tests as a result of which Lou had a course of injections. These were unsuccessful. It had been a special disappointment since both came from large sprawling Catholic families. None of their married brothers and sisters had less than three children. One of Lou's sisters, now widowed, had eight; they sent her a pound a week.

Their flat in Cripps House had three rooms and a kitchen. All round them their neighbors were saving up to buy houses. A council flat, once obtained, was a mere platform in space to further the progress of the rocket. This ambition was not shared by Raymond and Lou; they were not only content, they were delighted, with these civic chambers, and indeed took something of an aristocratic view of them, not without a self-conscious feeling of being free, in this particular, from the prejudices of that middle class to which they as good as belonged. "One day," said Lou, "it will be the thing to live in a council flat."

They were eclectic as to their friends. Here, it is true, they differed slightly from each other. Raymond was for inviting the Ackleys to meet the Farrells. Mr. Ackley was an accountant at the Electricity Board. Mr. and Mrs. Farrell were respectively a sorter at Manders' Figs in Syrup and an usherette at the Odeon.

'After all," argued Raymond, "they're all Catholics."

'Ah well," said Lou, "but now, their interests are different. The Farrells wouldn't know what the Ackleys were talking about. The Ackleys like politics. The Farrells like to tell jokes. I'm not a snob, only sensible."

"Oh, please yourself." For no-one could call Lou a snob, and everyone knew she was sensible.

Their choice of acquaintance was wide by reason of their active church membership:" that is to say, they were members of various guilds and confraternities. Raymond was a sidesman, and he also organized the weekly football lottery in aid of the Church Decoration Fund. Lou felt rather out of things when the Mothers' Union met and had special Masses, for the Mothers' Union was the only group she did not qualify for. Having been a nurse before her marriage she was, however, a member of the Nurses' Guild.

Thus, most of their Catholic friends came from different departments of life. Others, connected with the motor works where Raymond was a foreman, were of different social grades to which Lou was more alive than Raymond. He let her have her way, as a rule, when it came to a question of which would mix with which.

A dozen Jamaicans were taken on at the motor works. Two came into Raymond's department. He invited them to the flat one evening to have coffee. They were unmarried, very polite and black. The quiet one was called Henry Pierce and the talkative one, Oxford St. John. Lou, to Raymond's surprise and pleasure, decided that all their acquaintance, from top to bottom, must meet Henry and Oxford. All along he had known she was not a snob, only sensible, but he had rather feared she would consider the mixing of their new black and their old white friends not sensible.

"I'm glad you like Henry and Oxford," he said. "I'm glad we're able to introduce them to so many people." For the dark pair had, within a month, spent nine evenings at Cripps House; they had met accountants, teachers, packers and sorters. Only Tina Farrell, the usherette, had not seemed to understand the quality of these occasions: "Quite nice chaps, them darkies, when you get to know them."

"You mean Jamaicans," said Lou. "Why shouldn't they be nice? They're no different from anyone else."

"Yes, yes, that's what I mean," said Tina.

"We're all equal," stated Lou. "Don't forget there are black Bishops."

"Jesus, I never said we were the equal of a Bishop," Tina said, very bewildered.

"Well, don't call them darkies."

Sometimes, on summer Sunday afternoons Raymond and Lou took their friends for a run in their car, ending up at a riverside road-house. The first time they turned up with Oxford and Henry they felt defiant; but there were no objections, there was no trouble at all. Soon the dark pair ceased to be a novelty. Oxford St. John took up with a pretty red-haired bookkeeper, and Henry Pierce, missing his companion, spent more of his time at the Parkers' flat.'s Lou and Raymond had planned to spend their two weeks' summer holiday in London. "Poor Henry," said Lou. "He'll miss us."

Once you brought him out he was not so quiet as you thought at first. Henry was twenty-four, desirous of knowledge in all fields, shining very much in eyes, skin, teeth, which made him seem all the more eager. He called out the maternal in Lou, and to some extent the avuncular in Raymond. Lou used to love him when he read out lines from his favorite poems which he had copied into an exercise book.

*Haste thee, nymph, and bring with thee
Jest and youthful jollity,
Sport that ...*

Lou would interrupt: "You should say jest, jollity — not yest, yollity."

"Jest," he said carefully. "And laughter holding both his sides," he continued. "Laughter — hear that, Lou? — laughter. That's what the human race was made for. Those folks that go round gloomy, Lou, they . . ."

Lou loved this talk. Raymond puffed his pipe benignly. After Henry had gone Raymond would say what a pity it was such an intelligent young fellow had lapsed. For Henry had been brought up in a Roman Catholic mission. He had, however, abandoned religion. He was fond of saying, "The superstition of today is the science of yesterday."

"I can't allow," Raymond would say, "that the Catholic Faith is superstition. I can't allow that."

"He'll return to the Church one day" — this was Lou's contribution, whether Henry was present or not. If she said it in front of Henry he would give her an angry look. These were the only occasions when Henry lost his cheerfulness and grew quiet again.

Raymond and Lou prayed for Henry, that he might regain his faith. Lou said her rosary¹ three times a week before the Black Madonna.

"He'll miss us when we go on our holidays."

Raymond telephoned to the hotel in London. "Have you a single room for a young gentleman accompanying Mr. and Mrs. Parker?" He added, "a colored gentleman." To his pleasure a room was available, and to his relief there was no objection to Henry's color.

They enjoyed their London holiday, but it was somewhat marred by a visit to that widowed sister of Lou's to whom she allowed a pound a week towards the rearing of her eight children. Lou had not seen her sister Elizabeth for nine years.

They went to her one day towards the end of their holiday. Henry sat at the back of the car beside a large suitcase stuffed with old clothes for Elizabeth. Raymond at the wheel kept saying, "Poor Elizabeth — eight kids," which irritated Lou, though she kept her peace.

Outside the underground² station at Victoria Park, where they stopped to ask the way, Lou felt a strange sense of panic. Elizabeth lived in a very downward quarter of Bethnal Green,³ and in the past nine years since she had seen her Lou's memory of the shabby ground-floor rooms with their peeling walls and bare boards, had made a kinder nest for itself. Sending off the postal order to her sister each week she had gradually come to picture the habitation at Bethnal Green in an almost monastic light; it would be bare but wellscrubbed, spotless, and shining with Brasso and holy poverty. The floor boards gleamed. Elizabeth was gray-haired, lined, but neat. The children well behaved, sitting down betimes to their broth in two rows along an almost refectory table. It was not till they had reached Victoria Park that Lou felt the full force of the fact that everything would be different from what she had imagined. "It may have gone down since I was last there," she said to Raymond who had never visited Elizabeth before.

"What's gone down?"

"Poor Elizabeth's place."

Lou had not taken much notice of Elizabeth's dull little monthly letters, almost illiterate, for Elizabeth, as she herself always said, was not much of a scholar. "James

is at another job I hope that's the finish of the bother I had my blood pressure there was a Health visitor very nice. Also the assistance they sent my Dinner all the time and for the kids at home they call it meals on Wheels. I pray to the Almighty that James is well out of his bother he never lets on at sixteen their all the same never open his mouth but God's eyes are not shut. Thanks for RO. you will be rewarded your affect sister Elizabeth."

Lou tried to piece together in her mind the gist of nine years' such letters. James was the eldest; she supposed he had been in trouble.

"I ought to have asked Elizabeth about young James," said Lou. "She wrote to me last year that he was in a bother, there was talk of him being sent away, but I didn't take it in at the time, I was busy."

"You can't take everything on your shoulders," said Raymond. "You do very well by Elizabeth." They had pulled up outside the house where Elizabeth lived on the ground floor. Lou looked at the chipped paint, the dirty windows and torn gray-white curtains and was reminded with startling clarity of her hopeless childhood in Liverpool from which, miraculously, hope had lifted her, and had come true, for the nuns had got her that job; and she had trained as a nurse among white-painted beds, and white shining walls, and tiles, hot water everywhere and Dettol without stint. When she had first married she had wanted all white-painted furniture that you could wash and liberate from germs; but Raymond had been for oak, he did not understand the pleasure of hygiene and new enamel paint, for his upbringing had been orderly, he had been accustomed to a lounge suite and autumn tints in the front room all his life. And now Lou stood and looked at the outside of Elizabeth's place and felt she had gone right back.

On the way back to the hotel Lou chattered with relief that it was over. "Poor Elizabeth, she hasn't had much of a chance. I liked little Francis, what did you think of little Francis, Ray?"

Raymond did not like being called Ray, but he made no objection for he knew that Lou had been under a strain. Elizabeth had not been very pleasant. She had expressed admiration for Lou's hat, bag, gloves and shoes which were all navy blue, but she had used an accusing tone. The house had been smelly and dirty. "I'll show you round," Elizabeth had said in a tone of mock refinement, and they were forced to push through a dark narrow passage behind her skinny form till they came to the big room where the children slept. A row of old iron beds each with a tumble of dark blanket rugs, no sheets. Raymond was indignant at the sight and hoped that Lou was not feeling upset. He knew very well Elizabeth had a decent living income from a number of public sources, and was simply a slut, one of those who would not help themselves.

"Ever thought of taking a job, Elizabeth?" he had said, and immediately realized his stupidity. But Elizabeth took her advantage. "What d'you mean? I'm not going to leave my kids in no nursery. I'm not going to send them to no home. What kids need these days is a good home life and that's what they get." And she added, "God's eyes are not shut," in a tone which was meant for him, Raymond, to get at him for doing well in life.

Raymond distributed half-crowns to the younger children and deposited on the table half-crowns for those who were out playing in the street.

"Goin' already?" said Elizabeth in her tone of reproach. But she kept eyeing I lenry with interest, and the reproachful tone was more or less a routine affair.

"You from the States?" Elizabeth said to Henry.

Henry sat on the edge of his sticky chair and answered, no, from Jamaica, while Raymond winked at him to cheer him.

"During the war there was a lot of boys like you from the States," Elizabeth said, giving him a sideways look.

Henry held out his hand to the second youngest child, a girl of seven, and said, "Come talk to me."

The child said nothing, only dipped into the box of sweets which Lou had brought.

"Come talk," said Henry.

Elizabeth laughed. "If she does talk you'll be sorry you ever asked. She's got a tongue in her head, that one. You should hear her cheeking up to the teachers." Elizabeth's bones jerked with laughter among her loose clothes. There was a lopsided double bed in the corner, and beside it a table cluttered with mugs, tins, a comb and brush, a number of hair curlers, a framed photograph of the Sacred Heart, and also Raymond noticed what he thought erroneously to be a box of contraceptives. He decided to say nothing to Lou about this; he was quite sure she must have observed other things which he had not; possibly things of a more distressing nature.

Lou's chatter on the way back to the hotel had a touch of hysteria. "Raymond, dear," she said in her most chirpy west-end5 voice. "I simply had to give the poor dear all my next week's housekeeping money. We shall have to starve, darling, when we get home. That's simply what we shall have to do."

"O.K.," said Raymond.

"I ask you," Lou shrieked, "what else could I do, what could I do?"

"Nothing at all," said Raymond, "but what you've done."

"My own sister, my dear," said Lou; "and did you see the way she had her hair bleached? — All streaky, and she used to have a lovely head of hair."

"I wonder if she tries to raise herself?" said Raymond. "With all those children she could surely get better accommodation if only she—"

"That sort," said Henry, leaning forward from the back of the car, "never moves. It's the slum mentality, man. Take some folks I've seen back home—"

"There's no comparison," Lou snapped suddenly, "this is quite a different case."

Raymond glanced at her in surprise; Henry sat back, offended. Lou was thinking wildly, what a cheek him talking like a snob. At least Elizabeth's white.

Their prayers for the return of faith to Henry Pierce were so far answered in that he took a tubercular turn which was followed by a religious one. He was sent off to a sanatorium in Wales with a promise from Lou and Raymond to visit him before Christmas. Meantime, they applied themselves to Our Lady for the restoration of Henry's health.

Oxford St. John, whose love affair with the red-haired girl had come to grief, now frequented their flat, but he could never quite replace Henry in their affections. Oxford

was older and less refined than Henry. He would stand in front of the glass in their kitchen and tell himself, "Man, you just a big black bugger." He kept referring to himself as black, which of course he was, Lou thought, but it was not the thing to say. He stood in the doorway with his arms and smile thrown wide: "I am black but comely, O ye daughters of Jerusalem."⁶ And once, when Raymond was out, Oxford brought the conversation round to that question of being black all over, which made Lou very uncomfortable and she kept looking at the clock and dropped stitches in her knitting. Three times a week when she went to the black Our Lady with her rosary to ask for the health of Henry Pierce, she asked also that Oxford St. John would get another job in another town, for she did not like to make objections, telling her feelings to Raymond; there were no objections to make that you could put your finger on. She could not very well complain that Oxford was common; Raymond despised snobbery, and so did she, it was a very delicate question. She was amazed when, within three weeks, Oxford announced that he was thinking of looking for a job in Manchester.

Lou said to Raymond "Do you know, there's something in what they say about the bog oak statue in the church."

"There may be," said Raymond. "People say so."

Lou could not tell him how she had petitioned the removal of Oxford St. John. But when she got a letter from Henry Pierce to say he was improving, she told Raymond, "You see, we asked for Henry to get back the Faith, and so he did. Now we ask for his recovery and he's improving."

"He's having good treatment at the sanatorium," Raymond said. But he added, "Of course we'll have to keep up the prayers." He himself, though not a rosary man, knelt before the Black Madonna every Saturday evening after Benediction to pray for Henry Pierce.

Whenever they saw Oxford he was talking of leaving Whitney Clay. Raymond said, "He's making a big mistake going to Manchester. A big place can be very lonely. I hope he'll change his mind."

"He won't," said Lou, so impressed was she now by the powers of the Black Madonna. She was good and tired of Oxford St. John with his feet up on her cushions, and calling himself a nigger.

"We'll miss him," said Raymond, "he's such a cheery big soul."

"We will," said Lou. She was reading the parish magazine, which she seldom did, although she was one of the voluntary workers who sent them out, addressing hundreds of wrappers every month. She had vaguely noticed, in previous numbers, various references to the Black Madonna, how she had granted this or that favor. Lou had heard that people sometimes came from neighboring parishes to pray at the Church of the Sacred Heart because of the statue. Some said they came from all over England, but whether this was to admire the art-work or to pray, Lou was not sure. She gave her attention to the article in the parish magazine:

While not wishing to make excessive claims .. . many prayers answered and requests granted to the Faithful in an exceptional way . . . two remarkable cures effected, but medical evidence is, of course, still in reserve, a certain lapse of time being necessary to ascertain permanency of cure. The first of these cases was a

child of twelve suffering from leukemia.... The second .. . While not desiring to create a cultus where none is due, we must remember it is always our duty to honor Our Blessed Lady, the dispenser of all graces, to whom we owe . .

Another aspect of the information received by the Father Rector concerning our "Black Madonna" is one pertaining to childless couples of which three cases have come to his notice. In each case the couple claim to have offered constant devotion to the "Black Madonna" and in two of the cases specific requests were made for the favor of a child. In all cases the prayers were answered. The proud parents It should be the loving duty of every parishioner to make a special thanksgiving.... The Father Rector will be grateful for any further information....

"Look, Raymond," said Lou. "Read this."

They decided to put in for a baby to the Black Madonna.

The following Saturday, when they drove to the church for Benediction Lou jangled her rosary. Raymond pulled up outside the church. "Look here, Lou," he said, "do you want a baby in any case?"—for he partly thought she was only putting the Black Madonna to the test—"Do you want a child, after all these years?"

This was a new thought to Lou. She considered her neat flat and tidy routine, the entertaining with her good coffee cups, the weekly papers and the library books, the tastes which they would not have been able to cultivate had they had a family of children. She thought of her nice young looks which everyone envied, and her freedom of movement.

"Perhaps we should try," she said. "God won't give us a child if we aren't meant to have one."

"We have to make some decisions for ourselves," he said. "And to tell you the truth if you don't want a child, I don't."

"There's no harm in praying for one," she said.

"You have to be careful what you pray for," he said. "You mustn't tempt Providence." She thought of her relatives, and Raymond's, all married with children. She thought of her sister Elizabeth with her eight, and remembered that one who cheeked up to the teachers, so pretty and sulky and shabby, and she remembered the fat baby Francis sucking his dummy and clutching Elizabeth's bony neck.

"I don't see why I shouldn't have a baby," said Lou.

Oxford St. John departed at the end of the month. He promised to write, but they were not surprised when weeks passed and they had no word. "I don't suppose we shall ever hear from him again," said Lou. Raymond thought he detected satisfaction in her voice, and would have thought she was getting snobbish as women do as they get older, losing sight of their ideals, had she not gone on to speak of Henry Pierce. Henry had written to say he was nearly cured, but had been advised to return to the West Indies.

"We must go and see him," said Lou. "We promised. What about the Sunday after next?"

"O.K.," said Raymond.

It was the Saturday before that Sunday when Lou had her first sick turn. She struggled out of bed to attend Benediction, but had to leave suddenly during the service and was

sick behind the church in the presbytery yard. Raymond took her home, though she protested against cutting out her rosary to the Black Madonna.

'After only six weeks!' she said, and she could hardly tell whether her sickness was due to excitement or nature. "Only six weeks ago," she said — and her voice had a touch of its old Liverpool — "did we go to that Black Madonna and the prayer's answered, see."

Raymond looked at her in awe as he held the bowl for her sickness. 'Are you sure?' he said.

She was well enough next day to go to visit Henry in the sanatorium. He was fatter and, she thought, a little coarser: and tough in his manner, as if once having been nearly disembodied he was not going to let it happen again. He was leaving the country very soon. He promised to come and see them before he left. Lou barely skimmed through his next letter before handing it over to Raymond.

Their visitors, now, were ordinary white ones. "Not so colorful," Raymond said, "as Henry and Oxford were." Then he looked embarrassed lest he should seem to be making a joke about the word colored.

"Do you miss the niggers?" said Tina Farrell, and Lou forgot to correct her.

Lou gave up most of her church work in order to sew and knit for the baby. Raymond gave up the Reader's Digest. He applied for promotion and got it; he became a departmental manager. The flat was now a waiting-room for next summer, after the baby was born, when they would put down the money for a house. They hoped for one of the new houses on a building site on the outskirts of the town.

"We shall need a garden," Lou explained to her friends. "I'll join the Mothers' Union," she thought. Meantime the spare bedroom was turned into a nursery. Raymond made a cot, regardless that some of the neighbors complained of the hammering. Lou prepared a cradle, trimmed it with frills. She wrote to her relatives; she wrote to Elizabeth, sent her five pounds, and gave notice that there would be no further weekly payments, seeing that they would now need every penny.

"She doesn't require it anyway," said Raymond. "The Welfare State looks after people like Elizabeth." And he told Lou about the contraceptives he thought he had seen on the table by the double bed. Lou became very excited about this. "How did you know they were contraceptives? What did they look like? Why didn't you tell me before? What a cheek, calling herself a Catholic, do you think she has a man, then?"

Raymond was sorry he had mentioned the subject.

"Don't worry, dear, don't upset yourself, dear."

'And she told me she goes to Mass every Sunday, and all the kids go excepting James. No wonder he's got into trouble with an example like that. I might have known, with her peroxide hair. A pound a week I've been sending up to now, that's fifty-two pounds a year. I would never have done it, calling herself a Catholic with birth control by her bedside."

"Don't upset yourself, dear."

Lou prayed to the Black Madonna three times a week for a safe delivery and a healthy child. She gave her story to the Father Rector who announced it in the next parish magazine. "Another case has come to light of the kindly favor of our 'Black Madonna'

towards a childless couple..." Lou recited her rosary before the statue until it was difficult for her to kneel, and, when she stood, could not see her feet. The Mother of God with her black bog-oaken drapery, her high black cheekbones and square hands looked more virginal than ever to Lou as she stood counting her beads in front of her stomach.

She said to Raymond, "If it's a girl we must have Mary as one of the names. But not the first name, it's too ordinary."

"Please yourself, dear," said Raymond. The doctor had told him it might be a difficult birth.

"Thomas, if it's a boy," she said, "after my uncle. But if it's a girl I'd like something fancy for a first name."

He thought, Lou's slipping, she didn't used to say that word, fancy.

"What about Dawn?" she said. "I like the sound of Dawn. Then Mary for a second name. Dawn Mary Parker, it sounds sweet."

"Dawn! That's not a Christian name," he said. Then he told her, "Just as you please, dear."

"Or Thomas Parker," she said.

She had decided to go into the maternity wing of the hospital like everyone else. But near the time she let Raymond change her mind, since he kept saying, "At your age, dear, it might be more difficult than for the younger women. Better book a private ward, we'll manage the expense."

In fact, it was a very easy birth, a girl. Raymond was allowed in to see Lou in the late afternoon. She was half asleep. "The nurse will take you to see the baby in the nursery ward," she told him. "She's lovely, but terribly red."

"They're always red at birth," said Raymond.

He met the nurse in the corridor. "Any chance of seeing the baby? My wife said ..." She looked flustered.

"I'll get the Sister," she said.

"Oh, I don't want to give any trouble, only my wife said —"

"That's all right. Wait here, Mr. Parker."

The Sister appeared, a tall grave woman. Raymond thought her to be shortsighted for she seemed to look at him fairly closely before she bade him follow her.

The baby was round and very red, with dark curly hair.

"Fancy her having hair. I thought they were born bald," said Raymond.

"They sometimes have hair at birth," said the Sister.

"She's very red in color." Raymond began comparing his child with those in the other cots.

"Far more so than the others."

"Oh, that will wear off."

Next day he found Lou in a half-stupor. She had been given a strong sedative following an attack of screaming hysteria. He sat by her bed, bewildered. Presently a nurse beckoned him from the door. "Will you have a word with the Matron?"

"Your wife is upset about her baby," said the matron.

"You see, the color. She's a beautiful baby, perfect. It's a question of the color."

"I noticed the baby was red," said Raymond, "but the nurse said —"

"Oh, the red will go. It changes, you know. But the baby will certainly be brown, if not indeed black, as indeed we think she will be. A beautiful healthy child."

"Black?" said Raymond.

"Yes, indeed we think so, indeed I must say, certainly so," said the matron. "We did not expect your wife to take it so badly when we told her. We've had plenty of dark babies here, but most of their mothers expect it."

"There must be a mix-up. You must have mixed up the babies," said Raymond.

"There's no question of mix-up," said the matron sharply. "We'll soon settle that. We've had some of that before."

"But neither of us are dark," said Raymond. "You've seen my wife. You see me —"

"That's something you must work out for yourselves. I'd have a word with the doctor if I were you. But whatever conclusion you come to, please don't upset your wife at this stage. She has already refused to feed the child, says it isn't hers, which is ridiculous."

"Was it Oxford St. John?" said Raymond.

"Raymond, the doctor told you not to come here upsetting me. I'm feeling terrible."

"Was it Oxford St. John?"

"Clear out of here, you swine, saying things like that."

He demanded to be taken to see the baby, as he had done every day for a week. The nurses were gathered round it, neglecting the squalling whites in the other cots for the sight of their darling black. She was indeed quite black, with a woolly crop and tiny negroid nostrils. She had been baptized that morning, thought not in her parents' presence. One of the nurses had stood as godmother.

The nurses dispersed in a flurry as Raymond approached. He looked hard at the baby. It looked back with its black button eyes. He saw the nametab round its neck, "Dawn Mary Parker."

He got hold of a nurse in the corridor. "Look here, you just take that name Parker off that child's neck. The name's not Parker, it isn't my child."

The nurse said, "Get away, we're busy."

"There's just a chance," said the doctor to Raymond, "that if there's ever been black blood in your family or your wife's, it's coming out now. It's a very long chance. I've never known it happen in my experience, but I've heard of cases, I could read them up."

"There's nothing like that in my family," said Raymond. He thought of Lou, the obscure Liverpool antecedents. The parents had died before he had met Lou.

"It could be several generations back," said the doctor.

Raymond went home, avoiding the neighbors who would stop him to inquire after Lou. He rather regretted smashing up the cot in his first fury. That was something low coming out in him. But again, when he thought of the tiny black hands of the baby with their pink fingernails he did not regret smashing the cot.

He was successful in tracing the whereabouts of Oxford St. John. Even before he heard the result of Oxford's blood test he said to Lou, "Write and ask your relations if there's been any black blood in the family."

"Write and ask yours," she said.

She refused to look at the black baby. The nurses fussed round it all day, and come to report its progress to Lou.

"Pull yourself together, Mrs. Parker, she's a lovely child."

"You must care for your infant," said the priest.

"You don't know what I'm suffering," Lou said.

"In the name of God," said the priest, "if you're a Catholic Christian you've got to expect to suffer."

"I can't go against my nature," said Lou. "I can't be expected to —"

Raymond said to her one day in the following week, "The blood tests are all right, the doctor says."

"What do you mean, all right?"

"Oxford's blood and the baby's don't tally, and —"

"Oh, shut up," she said. "The baby's black and your blood tests can't make it white."

"No," he said. He had fallen out with his mother, through his inquiries whether there had been colored blood in his family. "The doctor says," he said, "that these black mixtures sometimes occur in seaport towns. It might have been generations back."

"One thing," said Lou. "I'm not going to take that child back to the flat."

"You'll have to," he said.

Elizabeth wrote her a letter which Raymond intercepted:

"Dear Lou Raymond is asking if we have any blacks in the family well thats funny you have a colored God is not asleep. There was that Flinn cousin Tommy at Liverpool he was very dark they put it down to the past a nigro off a ship that would be before our late Mothers Time God rest her soul she would turn in her grave you shoud have kept up your bit to me whats a pound a Week to you. It was on our fathers side the color and Mary Flinn you remember at the dairy was dark remember her hare was like nigro hare it must be back in the olden days the nigro some ansester but it is only nature. I thank the almighty it has missed my kids and your hubby must think it was that nigro you was showing off when you came to my place. I wish you all the best as a widow with kids you shoud send my money as per usual you affec sister Elizabeth."

"I gather from Elizabeth," said Raymond to Lou, "that there was some element of color in your family. Of course, you couldn't be expected to know about it. I do think, though, that some kind of record should be kept."

"Oh, shut up," said Lou.

"The baby's black and nothing can make it white." Two days before Lou left the hospital she had a visitor, although she had given instructions that no-one except Raymond should be let in to see her. This lapse she attributed to the nasty curiosity of the nurses, for it was Henry Pierce come to say goodbye before embarkation. He stayed less than five minutes.

"Why, Mrs. Parker, your visitor didn't stay long," said the nurse.

"No, I soon got rid of him. I thought I made it clear to you that I didn't want to see anyone. You shouldn't have let him in."

"Oh, sorry, Mrs. Parker, but the young gentleman looked so upset when we told him so. He said he was going abroad and it was his last chance, he might never see you again. He said, 'How's the baby?' and we said, 'Tip-top.'"

"I know what's in your mind," said Lou. "But it isn't true. I've got the blood tests."

"Oh, Mrs. Parker, I wouldn't suggest for a minute . . ."

"She must have went with one of they niggers that used to come."

Lou could never be sure if that was what she heard from the doorways and landings as she climbed the stairs of Cripps House, the neighbors hushing their conversation as she approached.

"I can't take to the child. Try as I do, I simply can't even like it."

"Nor me," said Raymond. "Mind you, if it was anyone else's child I would think it was all right. It's just the thought of it being mine, and people thinking it isn't."

"That's just it," she said.

One of Raymond's colleagues had asked him that day how his friends Oxford and I Henry were getting on. Raymond had to look twice before he decided that the question was innocent. But one never knew. . . . Already Lou and Raymond had approached the adoption society. It was now only a matter of waiting for word.

"If that child was mine," said Tina Farrell, "I'd never part with her. I wish we could afford to adopt another. She's the loveliest little darkie in the world."

"You wouldn't think so," said Lou, "if she really was yours. Imagine it for yourself, waking up to find you've had a black baby that everyone thinks has a nigger for its father."

"It would be a shock," Tina said, and giggled.

"We've got the blood test," said Lou quickly.

Raymond got a transfer to London. They got word about the adoption very soon.

"We've done the right thing," said Lou. "Even the priest had to agree with that, considering how strongly we felt against keeping the child."

"Oh, he said it was a good thing?"

"No, not a good thing. In fact he said it would have been a good thing if we could have kept the baby. But failing that, we did the right thing. Apparently, there's a difference."



Vocabulary in Focus

2. Match the prepositional phrases with the correct definitions.

1. In the presence of	A. causing harm to something
2. At the expense of	B. under someone else's control, powerless

3. With an air of	C. because of something, due to a particular quality
4. In the face of	D. following a rule or law
5. By virtue of	E. used to emphasize someone's attendance
6. In light of	F. to benefit or achieve something
7. To the detriment of	G. pretending that something is the reason
8. Under the pretext of	H. causing harm or disadvantage to someone/something
9. In keeping with	I. appearing to have a particular attitude or quality
10. In accordance with	J. considering a particular fact or situation
11. For the sake of	K. in agreement with a particular style or way
12. At the mercy of	L. despite difficulties or opposition

3. Fill in the gaps with the correct prepositional phases from Exercise 2.

1. The decision to implement drastic budget cuts, which were made without consulting the relevant stakeholders, was seen as a move _____ the long-term sustainability of the company's workforce.
2. The company's leaders, despite being aware of the environmental implications, proceeded with the expansion project _____ the well-being of the surrounding community.
3. The lawyer argued that the defendant's actions were justified _____ the critical nature of the situation and the immediate threat to public safety.
4. Despite facing strong opposition from local residents, the mayor stood firm in his position, continuing to push the new housing development _____ public discontent.
5. The CEO insisted on making the final call on the acquisition of the startup, _____ his authority and position within the company.
6. The government has introduced new policies regarding data privacy, which have been enacted _____ recent scandals involving personal data breaches.
7. The company has justified its aggressive marketing tactics, stating that the campaigns were launched _____ achieving a higher market share, even though they may have compromised consumer trust.
8. The politician argued for stricter immigration controls, _____ the need to protect national security, despite the concerns raised about human rights violations.
9. The regulations were amended _____ the latest research findings, ensuring that the policies are both up-to-date and scientifically sound.
10. The research project proceeded smoothly, even _____ multiple setbacks during the initial phase, thanks to the team's dedication and perseverance.
11. The new policies were introduced _____ improving access to healthcare for marginalized communities, as a response to rising social inequality.
12. The residents of the town, who had no choice but to rely on the aging power grid, found themselves frequent outages and unreliable service.

4. Translate the following into English using the prepositional phrases from Ex. 2.

1. Вони опинилися на милість природи, коли їхній корабель потрапив у шторм

2. Він увійшов до кімнати з виглядом людини, яка знає більше за інших.
3. Вони досягли успіху на шкоду здоров'ю, працюючи без відпочинку протягом кількох місяців.
4. Вони пожертвували особистими інтересами заради добробуту громади.
5. Усі залишилися тверді в рішенні продовжити проект навіть перед обличчям серйозних фінансових труднощів.
6. Вони прийняли важливе рішення, на шкоду екології, щоб отримати більший прибуток.
7. Він отримав цю посаду завдяки своїм високим досягненням у науці.
8. Вони провели обшук під приводом перевірки документів, хоча насправді шукали щось інше.
9. У світлі нових доказів ми повинні переглянути наше попереднє рішення.
10. Цей проект був розроблений відповідно до останніх наукових досліджень.
11. Всі правила були змінені відповідно до нових міжнародних стандартів.
12. Вона залишалася спокійною в присутності усіх своїх колег, навіть коли їй ставили складні питання.

5. Give the definitions of the following nouns.

✓ reproach	✓ fortitude
✓ pretext	✓ austerity
✓ antecedents	✓ credence
✓ benediction	✓ resentment
✓ disposition	✓ reverence
✓ conformity	✓ affliction

6. Write the correct nouns from Exercise 5 next to its synonyms.

1.	weakness, cowardice, fragility
2.	disobedience, rebellion, nonconformity
3.	contentment, gratitude, forgiveness
4.	praise, approval, commendation
5.	curse, malediction, condemnation
6.	disbelief, distrust, doubt
7.	descendants, offspring, progeny
8.	luxury, indulgence, extravagance
9.	indifference, apathy, unconcern
10.	disrespect, contempt, irreverence
11.	comfort, relief, ease
12.	truth, reality, fact

7. Complete the table by filling in the missing adjectives and verbs that share the same root as the given nouns. Use the appropriate word forms to maintain consistency in meaning.

Noun	Adjective	Verb
reproach		
pretext		
antecedents		
benediction		
disposition		
conformity		
fortitude		
austerity		
credence		
resentment		
reverence		
affliction		

8. Fill in the gaps with the nouns from Exercise 5.

1. The soldier showed remarkable _____ in the face of adversity, refusing to give up despite the harsh conditions.
2. The teacher's _____ was evident when she praised the students for their hard work and dedication.
3. They felt a deep _____ towards their employer after the unfair treatment they received.
4. It's important to approach every situation with a calm and balanced _____ in order to make sound decisions.
5. The king's _____ was shown in the way he helped the poor, always making sure they had enough to eat.
6. His personal _____ were discussed in great detail during the investigation, revealing a complicated family history.
7. The _____ of the ceremony was truly moving, as everyone stood in silence to pay respect.
8. The country's economic policies were characterized by strict _____, aimed at reducing public spending.
9. The lawyer argued his case with such clarity that the judge gave full _____ to his statements.
10. The protesters expressed their _____ towards the government's new policy, which they found unjust.
11. Their _____ to the company's guidelines made it easy for the team to work together efficiently.
12. The family was in a state of constant _____ after the loss of their loved one, struggling to cope with the emotional pain.

9. Match the adjectives with the correct definitions.

1 unfathomable	A. deserted and empty, often in a way that feels lonely or bleak; feeling abandoned or hopeless
2 plausible	B. unwilling or hesitant to do something; showing resistance.
3 gloomy	C. seeming reasonable or probable; appearing to be true.
4 reluctant	D. perfectly clean, pure, or free from flaws; spotless.
5 avid	E. impossible to understand or measure; incomprehensible.
6 desolate	F. dark or poorly lit, especially in a way that creates a feeling of sadness or melancholy; depressed or pessimistic.
7 tenacious	G. having a strong enthusiasm or interest in something; eager and passionate.
8 immaculate	H. persistent and determined; not easily giving up or letting go.

10. Each set of three sentences contains the same adjective. Write the correct adjective above each section. Translate the sentences into Ukrainian.

1.

A. Her _____ reputation, built over decades of dedication and integrity, was suddenly called into question after an unfounded rumor spread through the media.

B. The cathedral's _____ white marble floors gleamed under the soft glow of candlelight, untouched by time or decay.

C. He prided himself on keeping his home in _____ condition, ensuring that not a single speck of dust disturbed its perfect order.

2.

A. She was _____ to sign the contract, knowing that once she did, she would be bound to an agreement that might not be in her best interest.

B. Despite his natural talent, he remained _____ to step into the spotlight, fearing that the expectations placed upon him would be too overwhelming to bear.

C. He hesitated at the door, _____ to enter the unfamiliar room filled with strangers whose judgment he dreaded.

3.

A. While his alibi initially seemed _____, the inconsistencies in his story soon cast doubt on his version of events.

B. The scientist proposed a _____ explanation for the phenomenon, but further research was necessary to confirm its validity.

C. Given the evidence presented, it is _____ to assume that the economic crisis was not merely a result of poor management but rather a combination of multiple external factors.

4.

A. The abandoned mansion, with its cobweb-covered chandeliers and faded wallpaper, had a distinctly _____ air that sent shivers down my spine.

B. As the storm clouds gathered, casting an eerie shadow over the landscape, a _____ silence settled over the small village, as if nature itself was mourning.

C. His normally optimistic demeanor had been replaced by a _____ expression, his eyes reflecting a deep sadness he refused to put into words.

5.

A. The sheer vastness of the universe is _____, making even the most advanced scientific theories seem like mere fragments of understanding.

B. His sudden betrayal was so _____ that even those closest to him struggled to find a logical explanation for his actions.

C. As she gazed into the _____ depths of the abyss, a sense of insignificance washed over her, reminding her of how little humans truly understand about the natural world.

6.

A. Despite being told repeatedly that her dream was impossible, she remained _____, refusing to let societal expectations dictate the course of her life.

B. His _____ pursuit of justice, even in the face of overwhelming opposition, eventually led to long-overdue reforms in the legal system.

C. The climber's _____ grip on the rock face was the only thing keeping him from falling into the abyss below, his sheer determination driving him forward.

7.

A. The once-thriving town had become a _____ wasteland, its streets empty and its buildings crumbling, bearing silent witness to years of neglect.

B. After losing everything he had ever cared about, he wandered through life in a _____ state, unable to find comfort in the things that once brought him joy.

C. The shipwrecked sailors found themselves stranded on a _____ island, where the only sounds were the howling wind and the distant cries of seabirds.

8.

A. An _____ collector of rare manuscripts, he spent his life traveling across the world in search of forgotten literary treasures hidden in dusty archives.

B. Her _____ interest in astrophysics was evident in the way she passionately discussed the latest discoveries, always eager to challenge conventional theories.

C. As an _____ supporter of environmental conservation, he dedicated countless hours to initiatives aimed at protecting endangered species and their habitats.



Reflection and Discussion

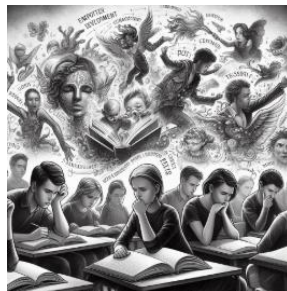
11. Answer the given questions.

1. What significance does the Black Madonna hold for the town of Whitney Clay?
2. How is the Black Madonna described physically, and what are the community's initial reactions to it?
3. Why do some people suggest dressing the Black Madonna in vestments or a lace veil?

4. What does the Black Madonna symbolize to the priest and the visiting non-Catholics?
5. How does the construction of Whitney Clay affect the original village it replaces?
6. What role does religion play in the lives of the residents of Cripps House?
7. Why are Raymond and Lou Parker considered lucky to have their flat despite being childless?
8. How does being childless affect Lou and Raymond's social interactions and lifestyle choices?
9. What are Raymond and Lou's attitudes toward social class and friendships?
10. How do Raymond and Lou's neighbors perceive their relationship with Henry Pierce and Oxford St. John?
11. How does Lou's maternal instinct manifest in her relationship with Henry?
12. What are Henry's views on religion, and how do they contrast with Raymond and Lou's?
13. How does Lou's relationship with the Black Madonna evolve throughout the story?
14. What motivates Raymond and Lou to pray for a child, and how does their attitude shift?
15. How does Lou's visit to her sister Elizabeth highlight her own fears and prejudices?
16. What does Elizabeth's letter reveal about the family's history and attitudes toward race?
17. How does the birth of the baby challenge Raymond and Lou's faith and identity?
18. What role does the priest play in advising Lou and Raymond about the baby?
19. How does the community react to the birth of the black baby?
20. How do Lou and Raymond rationalize their decision to give the baby up for adoption?
21. What does the story suggest about societal prejudices and the concept of racial purity?
22. How do Raymond and Lou's religious beliefs conflict with their actions regarding the baby?
23. What is the significance of Lou's increasing devotion to the Black Madonna?
24. How does Oxford St. John's departure influence Lou's feelings about their prayer being answered?
25. How does the story explore the concept of miracles and their unintended consequences?
26. What does Lou's reaction to Elizabeth's home reveal about her own insecurities?
27. How does the story address the tension between public perception and private struggles?
28. How does Raymond's attitude toward Oxford and Henry change over time?
29. How does the ending reflect the broader themes of faith, identity, and prejudice?
30. What does the story reveal about the intersection of religion, race, and societal expectations?

12. Work in pairs. Choose any 2 statements. Discuss them. Get ready to share your ideas with the whole class.

- The Black Madonna's influence over the characters reveals that faith, while often seen as a source of guidance and comfort, can also serve as a tool for justifying prejudice and self-interest under the guise of religious devotion.
- The Parkers' struggle between their moral beliefs and societal pressures exposes the hypocrisy of a community that demands conformity to its values while ignoring the personal cost of such compliance.
- The story demonstrates that racial prejudice, even within a religious framework, is often disguised as piety, revealing the deep contradictions in a community's claim to inclusivity and moral superiority.
- The Black Madonna's perceived miracle not only disrupts the Parkers' lives but also questions the nature of faith itself, suggesting that divine interventions often create as much chaos as clarity.
- Lou's relationship with her sister Elizabeth highlights how familial obligations are frequently entangled with resentment and guilt, challenging the idealized notion of selfless family loyalty.
- The societal glorification of parenthood reveals its darker side when the Parkers' transition to parenthood becomes a battleground for their insecurities, prejudices, and societal judgment.
- The Parkers' decisions regarding the baby expose the unsettling reality that moral choices are rarely clear-cut, as personal desires, societal expectations, and ethical principles collide in moments of crisis.



Discovering Hidden Meanings in Texts

Symbolism and Hidden Meanings: Decoding Layers of Text

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

Symbolism is a literary device that allows writers to convey complex ideas through objects, characters, and settings that represent deeper meanings beyond their literal sense. As Northrop Frye (2000) explains, "symbolism transforms the particular into the universal, making a single image resonate with multiple interpretations." By embedding symbols within their works, authors create layers of meaning that invite

readers to explore themes on a deeper level. Symbolism is particularly effective in stories that critique social norms, challenge power structures, or explore human psychology.

In literature, symbols can be universal, such as light representing knowledge or darkness symbolizing ignorance, or they can be unique to a specific text. According to Paul Ricoeur (2004), symbols "give rise to thought" by engaging readers in a process of interpretation where multiple meanings coexist. For example, in F. Scott Fitzgerald's *The Great Gatsby*, the green light at the end of Daisy's dock symbolizes both Gatsby's dreams and the unattainable nature of the American Dream. Similarly, in George Orwell's *Animal Farm*, the farm animals symbolize different social classes, and their rebellion serves as a critique of political oppression.

Hidden meanings in literature often require careful reading and contextual awareness. Umberto Eco (1984) suggests that "texts are machines for generating interpretations," meaning that every symbol or seemingly minor detail can contribute to an overarching theme. Authors like Muriel Spark often use irony, ambiguity, and religious or historical references to infuse their stories with multiple layers of significance. Symbols in her works often challenge societal norms or critique moral hypocrisy, forcing readers to question the apparent reality of her narratives.

Recognizing symbolism not only enhances literary analysis but also deepens our appreciation of storytelling. As Roland Barthes (1977) argues, "a text is a galaxy of signifiers," meaning that symbols are open to multiple interpretations depending on the reader's perspective. By uncovering hidden meanings, we engage in a dialogue with the text, discovering how literature speaks to larger cultural and philosophical questions. Whether in classic literature or contemporary fiction, symbolism remains a powerful tool for shaping narratives and challenging readers to look beyond the surface.

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1. Barthes, R. (1977). *Image, Music, Text*. Hill and Wang.
2. Eco, U. (1984). *The Role of the Reader: Explorations in the Semiotics of Texts*. Indiana University Press.
3. Frye, N. (2000). *Anatomy of Criticism: Four Essays*. Princeton University Press.
4. Ricoeur, P. (2004). *The Rule of Metaphor: Multi-disciplinary Studies of the Creation of Meaning in Language*. Routledge.

2. Identify key symbols in *The Black Madonna* and explain their possible meanings. How do these symbols contribute to the overall message of the story?

3. Compare a symbol in *The Black Madonna* with a symbol from another work, such as the mysterious paintings in Oscar Wilde's *The Picture of Dorian Gray*. What similarities and differences do you notice in how symbolism is used?

4. Analyze a character's actions or dialogue that might contain hidden meanings. How does Spark use subtle hints to reveal deeper themes about race, religion, or morality?

PROJECT



ANALYZING SHORT STORIES WITH TWIST ENDINGS

1. Work in pairs. Select, read, and analyze a short story featuring a twist ending from Narrative Magazine (the magazine publishes contemporary short fiction with strong narrative arcs).



2. While reading annotate the story with a focus on:

Foreshadowing: Identify instances where the author hints at the twist.

Character Development: Analyze how characters are portrayed and how their development contributes to the twist.

Narrative Structure: Examine the story's structure and how it leads to the twist.

Thematic Elements: Identify central themes and how the twist impacts their presentation.

3. Write your report following the given structure.

INTRODUCTION

Provide a brief summary of the story (2-3 sentences).

State the main theme or message of the story.

BODY

Plot Analysis:

- Outline the key events leading up to the twist.
- Discuss how the twist alters the reader's understanding of the story.

Character Analysis:

- Examine the protagonist and other significant characters.
- Discuss how character motivations and actions foreshadow or contribute to the twist.

Literary Devices:

- Identify and analyze the use of literary devices (e.g., foreshadowing, irony, symbolism) that enhance the twist.

Thematic Analysis:

- Explore the central themes of the story.
- Discuss how the twist influences the interpretation of these themes.

CONCLUSION

- Summarize the effectiveness of the twist in delivering the story's message.
- Reflect on the overall impact of the story on you as the reader.

4. Prepare a 3-4 minute presentation based on your writing report.

THE PORTOBELLO ROAD

By Muriel Spark

Muriel Spark's fiction is distinguished by its distinctive blend of satire, psychological depth, and a playful yet unsettling narrative style. Her novels often challenge traditional storytelling by incorporating metafictional elements and unreliable narrators, creating a sense of ambiguity that invites readers to question reality.



surl.li/ppjziv

Spark's fascination with power dynamics, especially within institutions such as schools, religious orders, and literary circles, underscores her critique of authority and manipulation. Her characters, particularly women, navigate a world where charm and control often intertwine, revealing the moral and ethical complexities of human behavior.

Beyond her fiction, Spark was also an astute critic and essayist, engaging with literary traditions while forging her own unmistakable voice. She had a keen eye for hypocrisy and self-delusion, themes that frequently surface in her work with a mix of irony and detachment. Spark's prose is often deceptively simple, marked by a precise, economical style that conveys both wit and menace. Her ability to balance humor with an undercurrent of menace sets her apart as a writer whose works remain as thought-provoking as they are entertaining.



Online Course Assignments

Read the story and do the test in your online course. You can listen to the story



(linguists)



(translators)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=162270>

(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=664591>

(translators)

SMOKE GHOST

by Fritz Leiber

Fritz Leiber (1910–1992) was an influential American writer best known for his contributions to the fantasy, horror, and science fiction genres. His most famous creation is the *Fafhrd and the Gray Mouser* series, which helped define the sword and sorcery subgenre alongside the works of Robert E. Howard. Leiber's writing combined vivid imagination with a literary style that set him apart from many of his contemporaries, blending action, philosophy, and psychological depth.



surl.li/odgzhg

His work in horror, particularly stories like *Smoke Ghost*, introduced a more modern, psychological approach to supernatural fiction, moving beyond traditional gothic elements into urban horror.

Beyond fantasy, Leiber was a major figure in science fiction, often exploring themes of free will, identity, and cosmic horror. His novel *The Big Time* (1958), which won the Hugo Award, presents a time-travel war fought across multiple realities. He also contributed significantly to the development of contemporary horror, drawing inspiration from H.P. Lovecraft while adding his own modern sensibilities. Leiber's ability to mix genres and his literary craftsmanship earned him numerous accolades, including multiple Hugo, Nebula, and World Fantasy Awards, solidifying his legacy as one of the most versatile and innovative writers in speculative fiction.



Online Course Assignments

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



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=904061>
(linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=904059>
(translators)

MODULE 4

Political and Intercultural Communication: International Relations, Current Affairs, and Extraterrestrial Interaction



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

1. Work in pairs. Read the given passage.

Communication is the foundation of human interaction, shaping relationships, conveying ideas, and fostering understanding. Whether verbal or nonverbal, effective communication allows individuals to express their thoughts, emotions, and needs clearly, reducing misunderstandings and conflicts. In professional settings, strong communication skills enhance teamwork, leadership, and productivity, while in personal relationships, they build trust and emotional connection. Active listening, empathy, and clarity are key components of meaningful exchanges, ensuring that messages are not only delivered but also understood. In a world driven by technology and rapid information exchange, mastering communication remains essential for success and meaningful connections.

2. Read the quotations and discuss any 2 of them. Then share your ideas with the whole group.

The single biggest problem in communication is the illusion that it has taken place.

George Bernard Shaw

Wise men speak because they have something to say; fools because they have to say something. Plato

We have two ears and one mouth so that we can listen twice as much as we speak.

Epictetus

The most important thing in communication is hearing what isn't said.

Peter Drucker

Good communication is just as stimulating as black coffee, and just as hard to sleep after. Anne Morrow Lindbergh

To listen well is as powerful a means of communication and influence as to talk well.

John Marshall

Communication works for those who work at it. John Powell

3. Read the given passages. Work in two groups. Analyze the historical facts answering the questions.

- 1 What was communicated? (What was the main message or agreement?)
- 2 Who were the key participants? (Which nations or leaders were involved?)
- 3 What were the immediate effects of this communication? (Did it lead to peace, war, economic growth, etc.?)
- 4 What were the long-term consequences? (How did it shape future relations or world history?)
- 5 Could better communication have led to a different outcome? (For harmful cases — how could communication have been improved?)

BENEFICIAL COMMUNICATION BETWEEN NATIONS

THE TREATY OF WESTPHALIA (1648)

<https://www.britannica.com/event/Peace-of-Westphalia>

The **Treaty of Westphalia**, signed in **1648**, ended the **Thirty Years' War** in the Holy Roman Empire and the **Eighty Years' War** between Spain and the Dutch Republic. The negotiations involved multiple European powers, including France, Sweden, the Holy Roman Empire, and Spain. This treaty established the principles of **national sovereignty and diplomatic negotiation**, which later became the foundation of modern international relations. By fostering communication among warring nations, the treaty not only ended decades of conflict but also introduced the idea that diplomacy, rather than war, should be the primary means of resolving disputes between states.

THE MARSHALL PLAN (1948–1952)

<https://www.britannica.com/event/Marshall-Plan>

After World War II, the United States launched the Marshall Plan, a massive economic aid program to help rebuild war-torn European nations. Through diplomatic negotiations and international cooperation, the plan provided over \$13 billion (equivalent to over \$150 billion today) to European economies, fostering recovery and strengthening alliances. This communication-driven initiative helped stabilize Europe, prevent the spread of communism, and lay the groundwork for economic prosperity and future cooperation, including the formation of the European Union.

THE CAMP DAVID ACCORDS (1978)

<https://history.state.gov/milestones/1977-1980/camp-david>

One of the most significant diplomatic achievements in modern history, the Camp David Accords were a result of direct communication and negotiation between Egypt and Israel, mediated by U.S. President Jimmy Carter. After years of conflict, Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin engaged in talks that led to a peace treaty in 1979. Egypt became the first Arab nation to officially recognize Israel, reducing tensions in the Middle East and setting a precedent for future diplomatic efforts in the region.

HARMFUL COMMUNICATION BETWEEN NATIONS

THE ZIMMERMANN TELEGRAM (1917)

<https://www.archives.gov/education/lessons/zimmermann>

During World War I, Germany sent a secret diplomatic communication to Mexico, proposing a military alliance against the United States. The Zimmermann Telegram promised Mexico the return of lost territories (Texas, Arizona, and New Mexico) if they supported Germany in the war. However, British intelligence intercepted and decoded the message, which was then shared with the U.S. government. The revelation

of this communication outraged the American public and played a significant role in the U.S. decision to enter the war against Germany.

THE MUNICH AGREEMENT (1938)

<https://www.britannica.com/event/Munich-Agreement>

The Munich Agreement was a failed diplomatic effort between Germany, Britain, France, and Italy, where Western leaders attempted to appease Adolf Hitler by allowing Nazi Germany to annex the Sudetenland region of Czechoslovakia. British Prime Minister Neville Chamberlain famously declared "peace for our time" after communicating with Hitler, believing that Germany would not pursue further aggression. However, Hitler continued his expansion, leading to the outbreak of World War II. This example demonstrates how poor communication and misguided diplomatic agreements can embolden aggressors and lead to devastating consequences.

THE IRAQI "APRIL GLASPIE" MEETING (1990)

<https://adst.org/2016/02/a-bum-rap-for-april-glaspie-saddam-and-the-start-of-the-iraq-war/>

Before Iraq's invasion of Kuwait, U.S. Ambassador April Glaspie met with Iraqi leader Saddam Hussein. During the meeting, Glaspie stated that the U.S. had "no opinion on Arab-Arab conflicts, like your border dispute with Kuwait." Saddam interpreted this as a green light to invade Kuwait, leading to the Gulf War. The miscommunication or perceived ambiguity in the diplomatic exchange had severe consequences, resulting in a military conflict that reshaped Middle Eastern geopolitics and U.S. foreign policy for decades.

3. *Discuss in pairs. Then share your ideas with the whole group.*

1. Can communication alone prevent conflicts, or does it need other factors like trust and enforcement?
2. Are there examples in modern history where communication has had similar effects?
3. How can world leaders today learn from these historical examples?
4. What role does miscommunication play in international relations?
5. Can technology (such as instant global communication) prevent major misunderstandings, or does it create new risks?



IDIOMS IN FOCUS

4. *Study the following idioms.*

Get the message across – To successfully communicate an idea or point. *E.g., She struggled at first, but eventually, she got the message across to the audience.*

Spread like wildfire – To be communicated or spread very quickly. *E.g., News of their engagement spread like wildfire through social media.*

Hit the nail on the head – To describe something accurately or say exactly the right thing. *E.g., His analysis of the situation really hit the nail on the head.*

Read between the lines – To understand something that is not explicitly stated. *E.g., She didn't say she was upset, but if you read between the lines, you could tell something was wrong.*

On the same wavelength – To have a shared understanding or think in a similar way. *E.g., We work so well together because we're always on the same wavelength.*

Talk in circles – To discuss something repeatedly without making progress. *E.g., The meeting was frustrating because they kept talking in circles without reaching a decision.*

Keep someone in the loop – To keep someone informed about a situation. *E.g., Please keep me in the loop about any changes to the project timeline.*

Hear something through the grapevine – To learn information informally or through rumors. *E.g., I heard through the grapevine that they're planning to restructure the company.*

Put in a good word for someone – To recommend or speak favorably about someone. *E.g., I'll put in a good word for you with my manager if you're interested in the job.*

Have a way with words – To be good at expressing oneself effectively and persuasively. *E.g., She always knows how to calm people down—she really has a way with words.*

Talk is cheap – It's easy to say something, but action is what really matters. *E.g., He keeps promising to help, but talk is cheap — I'll believe it when I see it.*

Get straight to the point – To speak directly without unnecessary details. *E.g., We don't have much time, so let's get straight to the point.*

At a loss for words – Unable to speak due to shock, surprise, or emotion. *E.g., When he proposed, she was at a loss for words.*

6. Read the given passages. Decide which idioms are illustrated.

1. _____ She tried to explain her point, but instead of getting to the heart of the issue, she kept repeating the same ideas over and over without making much progress.

2. _____ He knew exactly what the problem was and described it in a way that made perfect sense to everyone in the room.

3. _____ They promised to fix the issue, but after weeks of empty promises and no action, it became clear that their words meant nothing.

4. _____ When she saw the surprise waiting for her in the living room, she simply stood there, completely unable to say anything.

5. _____ He wasn't part of the project from the beginning, so she made sure to send him regular updates so he knew exactly what was happening.

6. _____ Somehow, before the official announcement was even made, rumors had already spread about the company's major changes.

7. _____ He could persuade anyone with just a few carefully chosen words, making even the most skeptical listener see things his way.

7. Fill in the gaps with idioms from the box.

spread like wildfire	get the message across	keep you in the loop
put in a good word for	talk is cheap	on the same wavelength
read between the lines	get straight to the point	

1. I really need this job, so if you get the chance, could you _____ me with your manager?

2. She used simple examples to _____, making sure everyone understood the new policy.

3. He always talks about making big changes, but nothing ever happens — .

4. His email seemed polite, but if you _____, you could tell he wasn't happy with the decision.

5. We didn't even have to explain much; we just instantly understood each other—we're always _____.

6. We don't have time for small talk, so let's _____ and discuss the main issue.

7. Since this project affects both teams, I'll _____ with any updates.

8. The news about their sudden breakup _____ — by the afternoon, the whole office knew.

8. Translate the given sentences into Ukrainian.

1. In order to get the message across to an audience unfamiliar with the subject, the professor carefully structured his lecture, using relatable analogies and real-world examples that clarified even the most complex ideas.

2. Within minutes of the CEO's unexpected resignation, speculation and rumors spread like wildfire across the company, with employees exchanging theories in hushed conversations and frantic emails.

3. When she pointed out that the company's declining sales weren't due to poor marketing but rather to shifting consumer preferences, she truly hit the nail on the head, capturing the core issue that others had overlooked.

4. Though his official statement was full of optimistic language and reassurances, those who could read between the lines sensed a subtle warning about impending layoffs.

5. From the very first meeting, it became evident that the two researchers were on the same wavelength, seamlessly building upon each other's ideas and developing a shared vision for the project.
6. Instead of addressing the client's concerns directly, the lawyer continued to talk in circles, using vague legal jargon that avoided giving a definitive answer.
7. Since this initiative involves multiple departments, I'll make sure to keep you in the loop with any new developments so that you're always up to date.
8. I didn't hear the news directly from the management, but I did hear something through the grapevine suggesting that major restructuring is on the horizon.
9. Knowing how competitive the job market is, she asked her former professor if he could put in a good word for her at the publishing company where he had strong connections.
10. As a seasoned diplomat, he had a way with words, effortlessly navigating tense negotiations with carefully chosen phrases that diffused conflict and fostered compromise.
11. He always talks about making bold changes and revolutionizing the industry, but at the end of the day, talk is cheap, and he never follows through on any of his grand ideas.
12. Instead of wasting time with unnecessary pleasantries, let's get straight to the point and discuss how we're going to meet the rapidly approaching deadline.
13. As she stood before the ruins of the house where she had grown up, now nothing more than a pile of charred wood and ashes, she found herself at a loss for words, unable to process the devastation before her.



Reflection and Discussion

9. Here are some examples of films where the main characters demonstrate being on the same wavelength. Work in pairs. Can you recall more examples from films or literature? Be prepared to share your ideas with the whole class.



surl.li/gfcvvgf

Dead Poets Society (1989)

A teacher and his students share a passion for poetry and self-expression, forming an unbreakable bond.



The Intouchables (2011)

A wealthy quadriplegic and his unconventional caretaker form an unexpected yet powerful friendship.

surl.li/nuqnld



Lost in Translation (2003)

Two strangers in a foreign country form a unique, almost wordless connection that transcends age and life circumstances.

surl.li/hexibc



Her (2013)

A lonely writer forms an unexpected bond with an AI assistant, finding someone (or something) who truly understands him.

surl.li/xpoahf



La La Land (2016)

Two artists fall in love as they support each other's dreams, deeply understanding each other's ambitions and struggles.

surl.li/srocri

10. Work in pairs. Choose 3 idioms. Read the statement provided for the idiom and reflect on its meaning. Discuss the provided questions with your partner. Use examples from real life, literature, films, or history to support your arguments. Be prepared to present your insights to the class.



Get the message across

True communication is not about speaking but about being understood. Clarity is not just a skill — it's a responsibility.

Is the burden of understanding on the speaker or the listener?
Can emotions interfere with getting the message across effectively?

In what ways can art or silence convey messages better than words?



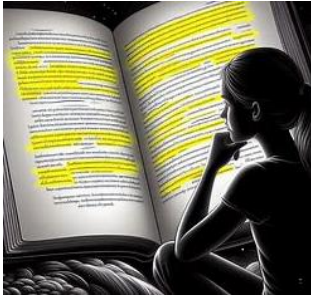
Spread like wildfire

Ideas, like fire, can bring warmth and light — or destruction and chaos, depending on how they spread.

Is the rapid spread of information always beneficial?

How has social media changed the way information spreads like wildfire?

Can truth survive in a world where rumors spread faster than facts?



Read between the lines

The unspoken often speaks louder than words, but interpretation is an art, not a science.

Is reading between the lines a skill or an assumption?

Can indirect communication be more powerful than direct statements?

How can misinterpretation affect relationships and decisions?



Hit the nail on the head

Precision in thought and speech is rare; those who find it shape the world.

Why do people often dance around the truth rather than confronting it directly?

How do we determine if someone has truly “hit the nail on the head” or just imposed their own perspective?

Is truth objective, or is it just the best-worded opinion?



On the same wavelength

Deep connection is not about agreement but about shared understanding beyond words.

Can two people be on the same wavelength despite opposing views? Is being “on the same wavelength” an illusion created by shared experiences?

Does technology help or hinder our ability to connect on a deeper level?



Talk in circles

The longest conversations are often the emptiest, yet we keep speaking in hopes of finding meaning.

Why do people avoid getting to the point and talk in circles instead?

Is circular reasoning always a sign of confusion, or can it be a form of persuasion?

In what situations is talking in circles actually beneficial?



Keep someone in the loop

Inclusion in knowledge is power; exclusion creates division.

Does keeping someone in the loop create transparency or control?

Should all information be shared, or does selective knowledge maintain order?

How does being “out of the loop” affect trust and authority?



Hear something through the grapevine

Information rarely comes to us pure — it is always reshaped by the voices that carry it.

Why are people more likely to believe information they hear through the grapevine rather than official sources?

Is gossip inherently negative, or does it serve a social function?

How can rumors be both destructive and necessary?



Put in a good word for someone

A single word can open doors, but does it always open the right ones?

Is recommending someone a moral obligation or a risk?

Can personal connections undermine merit-based success?

How do you balance honesty and loyalty when asked to put in a good word?



Have a way with words

Language is the most powerful tool, yet its power depends on the hands that wield it.

Can someone with a way with words manipulate truth and perception?

Is persuasion an art, a science, or a form of deception?

Why do some words linger in our minds while others fade instantly?



Talk is cheap

Words alone build nothing; it is action that shapes reality.

Why do we often believe empty promises despite knowing that talk is cheap?

Can words ever be more powerful than actions?

How do we differentiate between genuine intent and meaningless speech?



Get straight to the point

Truth is simple; only our fear and hesitation make it complicated.

Is it always better to get straight to the point, or do some situations require tact? Why do people often avoid directness even when it would save time?

How do cultural differences affect our perception of bluntness?

At a loss for words

The most profound moments in life often leave us speechless, for words cannot always contain truth.

Are words ever enough to express our deepest emotions?

Is being at a loss for words a sign of weakness, or does it reveal something deeper?

Can silence be more meaningful than speaking





Unit 1. The Evolution of Communication: From Print to Digital Age

Warming-Up

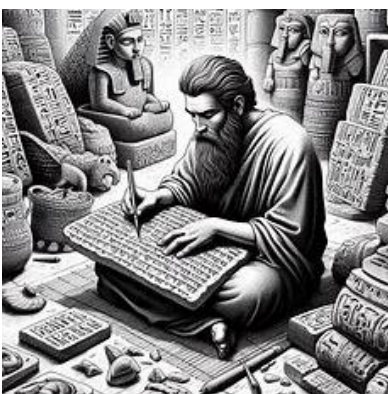
1. Work in pairs. Choose any 3 topics for discussion. Dwell on them. Get ready to share your ideas to the whole class.



The Dawn of Language and Symbolism

The origins of human communication trace back to early hominins who relied on gestures, vocalizations, and rudimentary symbols to convey meaning. Over time, the development of structured language enabled humans to share complex ideas and emotions, fostering deeper social bonds and collaboration. This transition laid the foundation for storytelling, knowledge transmission, and cultural continuity.

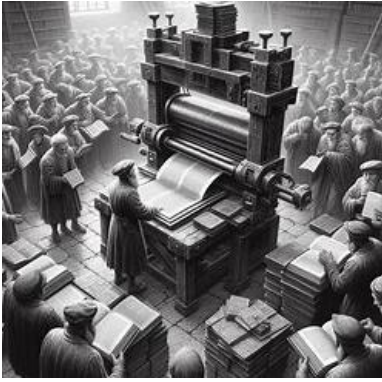
1. How did early humans use gestures and sounds before the emergence of structured language?
2. In what ways did the development of language contribute to human survival and cooperation?
3. What evidence do we have of early symbolic communication in prehistoric societies?



The Role of Writing in Civilization

The invention of writing systems marked a pivotal moment in human history, transforming the way knowledge was preserved and transmitted. From cuneiform and hieroglyphs to alphabets, writing allowed societies to document laws, record trade transactions, and immortalize their cultural narratives. This innovation significantly reduced reliance on oral tradition, ensuring the longevity of human thought across generations.

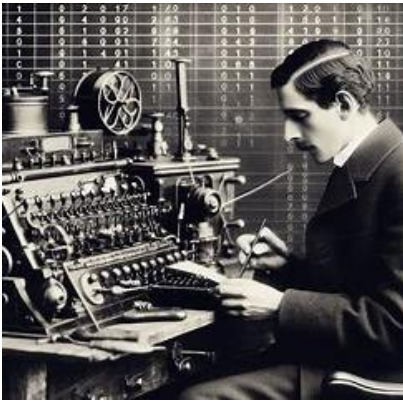
1. How did early writing systems differ in purpose and structure across civilizations?
2. Why was writing essential to the development of governance and legal systems?
3. What challenges did early societies face in maintaining written records?



The Printing Press and Mass Communication

Johannes Gutenberg's invention of the movable-type printing press in the 15th century revolutionized the dissemination of information. Books, once a luxury for the elite, became widely accessible, fostering literacy, scientific progress, and religious reform. The spread of printed material accelerated the exchange of ideas, ultimately reshaping political and intellectual landscapes.

1. How did the printing press contribute to the rise of the Renaissance and the Reformation?
2. In what ways did increased access to printed material change social hierarchies?
3. What parallels can be drawn between the printing revolution and modern digital transformations?



The Telegraph and the Birth of Instant Communication

The 19th-century invention of the telegraph eliminated the constraints of time and distance in communication. Messages that once took days or weeks to deliver could now be transmitted in minutes, reshaping commerce, diplomacy, and journalism. This breakthrough paved the way for a networked world, foreshadowing future technological advances in communication.

1. How did the telegraph change the way businesses and governments operated?
2. What were some limitations of early telegraph systems?
3. How did the telegraph lay the groundwork for future innovations in telecommunications?



The Emergence of Radio and the Power of Voice

Radio broadcasting in the early 20th century introduced a new dimension to mass communication, allowing voices and music to reach global audiences in real-time. This auditory medium became a powerful tool for education, entertainment, and propaganda, shaping public opinion and political movements. The radio's immediacy and accessibility made it an indispensable part of modern life.

1. How did radio change the relationship between governments and their citizens?
2. What role did radio play in wartime communication and propaganda?
3. How does the impact of radio compare to that of later audiovisual media?



The Rise of Television and Visual Storytelling

Television's arrival brought a fusion of sound and moving images, creating a compelling medium for storytelling and information dissemination. From news broadcasts to cultural programming, television reshaped entertainment and education, influencing societal norms and global perceptions. Its power to evoke emotions and shape collective consciousness cemented its status as the dominant medium of the 20th century.

1. How did television change the way people engaged with news and entertainment?
2. What were the social and cultural implications of television's global reach?
3. How has the role of television evolved with the advent of digital media?

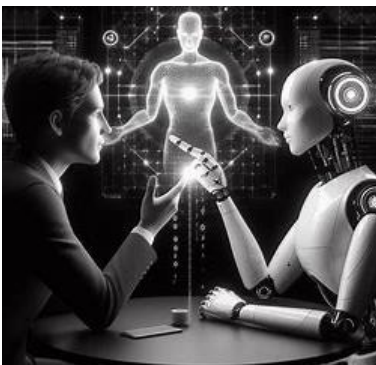


The Internet and the Digital Revolution

The internet's emergence in the late 20th century ushered in an era of instant, decentralized communication. Social media, email, and online forums dismantled traditional barriers, allowing individuals to engage in real-time discourse across continents. This shift democratized information, yet also introduced challenges such as misinformation, digital surveillance, and online polarization.

1. How has the internet changed the way individuals and institutions communicate?
2. What are the benefits and risks of digital interconnectedness?
3. In what ways has social media reshaped public discourse and political engagement?

Artificial Intelligence and the Future of Communication



AI-driven technologies, from chatbots to machine translation and voice assistants, are redefining human interaction. With the rise of generative models and neural networks, machines are becoming capable of simulating human conversation and creativity. While these advancements offer efficiency and accessibility, they also raise ethical concerns about authenticity, privacy, and the erosion of human-driven communication.

1. How might AI influence the way humans interact in both personal and professional settings?
2. What ethical dilemmas arise from AI-generated communication?
3. How can society balance technological advancement with the preservation of human creativity and emotional intelligence?

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

TALKING TO THE WORLD

Mankind's means and uses of communication, individual and mass, have changed utterly — and changed the world

NO REVOLUTIONS in technology have as visibly marked the human condition as those in transport. Moving goods and people, they have opened continents, transformed living standards, spread diseases, fashions and folk around the world. Yet technologies to transport ideas and information across long distances have arguably achieved even more: they have spread knowledge, the basis of economic growth.

The most basic of all these, the written word, was already ancient by 1000. By then China had, in basic form, the printing press, using carved woodblocks. But the key to its future, movable metal type, was four centuries away. The Chinese were hampered by their thousands of ideograms. Even so, they quite soon invented primitive movable type, made of clay, and by the 13th century they had movable wooden type. But the real secret was the use of an easily cast metal.

When it came, Europe — aided by simple western alphabets — leapt forward with it. One reason why Asia's civilisations, in 1000 far ahead of Europe's, then fell behind was that they lacked the technology to reproduce and diffuse ideas. On Johannes Gutenberg's invention in the 1440s were built not just the Reformation and the Enlightenment, but Europe's agricultural and industrial revolutions too.

Yet information technology on its own would not have got far. Literally: better transport technology too was needed. That was not lacking, but here the big change came much later: it was railways and steamships that first allowed the speedy, widespread dissemination of news and ideas over long distances. And both technologies in turn required people and organisations to develop their use. They got them: for individual communication, the postal service; for wider publics, the publishing industry.

Throughout the 19th century, the postal service formed the bedrock of national and international communications. Crucial to its growth had been the introduction of the gummed postage stamp, combined with a low price, and payment by the sender (not, as till then, the recipient). Britain put all three of these ideas into effect in 1840 (50 years later, alas, than its first plan for a penny post).

By then, the world's mail was taking off. It changed the world. Merchants in America's eastern cities used it to gather information, enraging far-off cotton growers and farmers, who found that New Yorkers knew more about crop prices than they did. In the American debate about slavery, it offered abolitionists a low-cost way to spread their views, just as later technologies have cut the cost and widened the scope of political lobbying. The post helped too to integrate the American nation, tying the newly opened west to the settled east.

Everywhere, its development drove and was driven by those of transport. In Britain, travellers rode by mail coach to posting inns. In America, the post subsidised road-building. Indeed, argues Dan Schiller, a professor of communications at the University

of California, it was the connection between the post, transport and national integration that ensured that the mail remained a public enterprise even in the United States, its first and only government-run communications medium, and until at least the 1870s, the biggest organisation in the land. And in most countries — the United States was an exception — the carriers of mail became in turn the providers of telegraphy and then of telephony.

Spreading the news

The change has not only been one of speed and distance, though, but of audience. At the start of the millennium, with rare exceptions — kings, chiefs and churchmen — a man's words could reach no further than his voice, not just in range but in whom they reached. Gossip moves fast, be it from medieval mouth to ear or mobile phone to phone. But, for some purposes, efficient communication is mass communication, regular, cheap, quick and reliable. When it became possible it transformed the world. Now one voice could reach distant thousands.

Of all the mass media, from ancient official or personal inscriptions on stone to today's satellite broadcasts, those printed on paper have had the most profound influence. The book, pamphlet and newspaper have spread knowledge (and nonsense), transforming economies, politics and religion.

Before Gutenberg, books — even the reading of them, let alone the ownership — were largely the preserve of monks and the rich. Churchmen had their works of devotion; a few bibliophiles, thinkers and students were keen to read classical authors. But all had to be copied by scribes, not machines. Then came Gutenberg's device and within 50 years Europe was peppered with around 9m books, and presses turned in 60 German towns alone. In 1498, 18,000 letters of indulgence were printed in a single city, Barcelona. By 1539 Europeans were printing books in the New World too.

From then on, supply and demand boomed. There had to be an audience able to read, of course; but the spread of education saw to that. Europe's rising middle classes, increasingly literate, demanded Bibles that they could read themselves in a language they understood, as well as details of new philosophic, geographic and scientific discoveries. Printing spread plays and poetry.

None of this advance just happened. It required printers and in time a new industry, publishers. For centuries after Gutenberg, there was little change in the way books were made. Leather covers were used, and thick paper. All aspects of the trade were dominated by the printer. He was the publisher and retail bookseller as well.

He was also soon recognised as a potentially subversive force. From the early days of printing the church had tried to censor books, drawing up an index of forbidden ones. The Inquisition kept authors and printers in line. Philosophers, to prevent their works (or themselves) being burnt, were obliged to dedicate them to the proper authorities, even if the rationalist content was actually subversive. Monarchs were not far behind the church in their suspicion, requiring books to be licensed. And they persisted in this practice far longer than the church could. Writers in 19th-century Russia repeatedly hit trouble with the censors; their 20th-century successors were to hit it worse.

The censors were too late. Already the 18th century, and then, above all, the industrial revolution, had changed the world of books. Demand for books and learning — and distraction — exploded. With improved transport and better technology, the 19th century took books to the masses, novels to young ladies and texts to the new universities. Writers, printers and distributors were no longer bound together. “Literature for the millions,” promised Archibald Constable, a gifted bookseller and an owner of the Encyclopaedia Britannica at the start of that century. By the end of it, 6,000 new titles were being published annually in Britain alone.

As with books, the spread of newspapers had a profound effect on European society. The first ones, in the late Middle Ages, specialised in commercial news, mainly from abroad. But by the time of the English civil war in the mid-17th century, there were some 300 newspapers reporting the battles from one side or the other. A sign of newspapers' importance from an early date is the effort governments made to restrict their sale, through taxes or simple repression. Britain's 18th-century Stamp Act was known as a “tax on knowledge”. The first country to guarantee press freedom was Sweden, in 1766.

With the industrial revolution newspapers were transformed from campaigning pamphlets or carriers of specialist knowledge to big business. New technology brought down costs: hand-driven presses gave way to steam-driven ones, and then electric ones. By the late 19th century newspapers could be produced by the hundred thousand in a few hours. Their nature also changed, and their price. The tabloid press was born, its taste for scandal, exposure of wrong-doing, hard-hitting editorials and smooth fabrication no less then than now: the Hearst press worked hard to start the United States' 1898 war with Spain; the London *Daily Mirror* savaged the lack of lifeboats on the sunken *Titanic*.

The electric message

What we now call “hard copy” has continued essentially unchanged since Gutenberg. Letters are still written, books bound, newspapers — mostly — printed and distributed much as they ever were. But meanwhile, communication, individual and collective, has been revolutionised by electricity.

The first telegraph was mechanical: a tower with movable arms whose positions could be read from afar with a telescope. In 1794, a line of these carried news of a battle within an hour of its end 210km from Lille to Paris. Over the next 40 years, such lines fanned out across Europe.

Then, in 1816, one Francis Ronalds, who had built a primitive electric telegraph in his west London garden, suggested the idea to the British navy. Any kind of telegraph, he was told, was “wholly unnecessary”. Not till 1839 did two British inventors, William Cooke and Charles Wheatstone, open a commercial electric telegraph along a 21km stretch of railway from London. Samuel Morse, an American, had also been working on telegraphy, and by 1838 had perfected his code. A wired world was on its infant feet.

“The telegraph should be an instrument of politics, not of commerce,” snorted France's minister of the interior in 1847. In vain: it transformed commerce. Indeed in the United

States, thanks to the high charges of private companies, its use was almost entirely commercial. Railways used it to run their single-track lines safely; salesmen to transmit orders; market-men of every kind to learn prices, buy and sell; isolated farmers to send for spare parts; shipowners, once undersea cables had been laid — the first transatlantic one in 1858 — to tell their captains where cargo was to be found.

Next the telephone, initially greeted almost as sceptically as the telegraph. “Too many shortcomings to be seriously considered as a means of communication. Inherently of no value to us,” said Western Union in an internal memo, after being offered Alexander Graham Bell's patent for \$100,000. By 1910 the world had 7m telephones; by 1950, about 51m; by 1990, 520m; and today around 1 billion — plus almost 500m mobile phones, not 20 years after they came into use (and AT&T misjudged their commercial future, much as Western Union had erred a century before). These too have brought a new dimension to communication: suddenly, mankind can talk to the world from car, street, field or swimming-pool. More than that, mobiles have brought the telephone to millions in poor countries, where land lines were and often still are hard to come by.

Yet it had not been immediately clear what the telephone's best use would be. A service was set up in Budapest in 1893 to provide what one might call on-line news and entertainment, interspersed with advertising. In the evening it offered a children's programme and lessons in English and French; on Sunday a grand concert. At its peak, in the 1920s and 1930s, the service had more than 10,000 subscribers, and it died only in 1944.

The broadcasters

That, briefly, was the first mass-communication by electrical means, a role soon to be monopolised by wireless. But the first use of wireless was for “telegraphy” at sea (the *Titanic's* set was used mainly for passengers to keep in touch with land). And transatlantic telephone calls went by radio until the first submarine telephone cable to carry them was laid in 1956. In the early years of this century, AT&T saw radio as a potential threat to its landline network. Only now has that threat become real, as voice calls migrate to wireless (while television broadcasts, paradoxically, increasingly go by cable). By the 1920s, when radio shares were booming as madly as Internet shares were doing recently, AT&T had changed its mind and tried to become a big fish in broadcasting (only to bow out rapidly, to dodge antitrust lawsuits).

The radio wave was soon to find its true vocation: as a mass medium, to rival the centuries-old newspaper press, and, with added entertainment, to outstrip it. This was especially true in the United States. Other countries, with their state-owned telegraph and telephone services, moved naturally on to state broadcasting. America allowed a ferment of competition to grow into a handful of (regulated) private networks. At first their broadcasts were subsidised from sales of radios, to get customers to buy the set. Then they invented the radio commercial.

With it, communications were changing commerce yet again. National brands, which national magazines had begun to build, flourished on the back of national broadcast entertainment. As commercial radio and then television arose, so did whole new industries: advertising agencies, programme makers, public-relations consultants, stars. Hollywood's bread and butter has long come from television; films are the jam.

The step up from radio to television may seem an essentially technical one, however brilliant as such. Not so. A picture really is, in some respects, worth a thousand words, as magazines like *Life* had long since proved; and now the newsreel, once reserved to cinema-goers, was available in any home in any rich country at the turn of a switch. Television could shape politics, and did, witness American reaction to the Vietnam war. And, increasingly, “the news” is what happens on camera. Off camera, it just didn't happen.

Or if editors choose not to show it. Happily, though, satellite and cable broadcasting are changing that balance: no longer need viewers, even in some closed societies, rely on a monopoly, state-run broadcaster.

Technology has also now brought the most potent tool of communication ever available to the individual. Using e-mail or website, he or she can now publish, to one recipient, to hundreds, to tens of thousands. The noise about the web is all about its use for selling and buying. Huge changes it will bring. But the best change may be a new empowerment of the individual; a return to pre-Gutenberg days, when one man's voice could reach as far as almost any other.

<https://www.economist.com/special/1999/12/23/talking-to-the-world>



Vocabulary in Focus

3. Fill in the gaps with correct prepositions.

1. the wake technological advances
2. contrast traditional methods
3. the midst societal changes
4. the expense.....accuracy
5. response growing demand
6. the course history
7. light recent developments
8. favor.....modernization
9. the pursuit knowledge
10. the absence Competition

4. Fill in the gaps with phrases from Exercise 3.

1., governments and institutions must navigate shifting public expectations, evolving cultural norms, and the growing influence of social media on political discourse.
2., monopolistic companies tend to raise prices, reduce innovation, and prioritize profit over consumer satisfaction, leading to a stagnation of progress in the industry.

3., many news outlets prioritize speed over thorough fact-checking, leading to the rapid spread of misinformation and sensationalized reporting.
4., industries worldwide have undergone rapid digital transformation, forcing businesses to adapt to automation, artificial intelligence, and new modes of communication to remain competitive.
5., companies have expanded their production lines, implemented innovative supply chain strategies, and embraced sustainable practices to meet consumer expectations for efficiency and environmental responsibility.
6., modern education relies heavily on digital platforms, allowing students to access vast resources online rather than depending solely on textbooks and classroom instruction.
7., policymakers are reconsidering existing regulations on data privacy, artificial intelligence, and cyber security to ensure ethical technological progress.
8., many governments have invested in smart infrastructure, digital governance, and renewable energy sources to create more sustainable and efficient societies.
9., civilizations have risen and fallen due to their ability—or inability — to adapt to changing climates, technological breakthroughs, and economic disruptions
10., scientists have pushed the boundaries of human understanding, from decoding the human genome to exploring the farthest reaches of space.

5. Translate the given sentences into English using phrases from Exercise 3.

1. У світлі останніх подій уряди багатьох країн переглядають свою політику у сфері штучного інтелекту.
2. На користь модернізації було ухвалено рішення замінити застарілі виробничі технології на автоматизовані системи.
3. На шкоду точності деякі журналісти прагнуть першими опублікувати новини, нехтуючи перевіркою фактів.
4. У ході історії суспільства розвивалися завдяки технологічним проривам та науковим відкриттям.
5. У розпал суспільних змін багато традиційних інституцій змушені адаптуватися до нових реалій.
6. У відповідь на зростаючий попит компанія збільшила виробництво екологічно чистих продуктів.
7. У відсутності конкуренції монополії можуть встановлювати високі ціни та уповільнювати інновації.
8. На хвилі технологічного прогресу дистанційне навчання стало доступним мільйонам людей у всьому світі.

9. На відміну від традиційних методів штучний інтелект може аналізувати великі обсяги даних за лічені секунди.
10. У прагненні до знань вчені присвячують своє життя дослідженням і відкриттям.

6. Find English phrases in the text corresponding to the given Ukrainian equivalents.

1. фундамент комунікаційних систем –
2. каталізатор економічного зростання –
3. глибока трансформація суспільства –
4. переломний момент у видавничій справі
5. наріжний камінь сучасної індустрії –
6. основа поштових служб –
7. фундаментальний зсув у технологіях –
8. поворотний момент в історії –
9. свідчення людської винахідливості –
10. зміна парадигми в медіа –
11. ознака інноваційності –
12. безпрецедентний сплеск грамотності –
13. вирішальна роль у торгівлі –
14. великий прорив у науці –
15. революційна сила в журналістиці –
16. разючий стрибок уперед –
17. невід’ємний компонент комунікації –
18. визначальна характеристика глобалізації –
19. новаторський винахід у видавничій справі –
20. міцна спадщина прогресу –



Phrasal Verbs in Focus

7. Match each phrasal verb with the correct definition.

1. Take off	A. To successfully execute or complete a task
2. Bring down	B. To recall or reflect on the past
3. Bow out	C. To create or think of an idea or plan
4. Run out	D. To depart, especially an airplane leaving the ground
5. Look back	E. To establish or start something
6. Turn into	F. To resign or withdraw from a role or competition
7. Come up with	G. To be depleted or used up completely
8. Carry out	H. To become or change into something different

9. Set up	I. To take action to improve or increase efforts
10. Step up	J. To reduce or cause a decrease

8. Match each phrasal verb with its closest synonym.

1. Take off	A. To successfully execute or complete a task
2. Bring down	B. To recall or reflect on the past
3. Bow out	C. To create or think of an idea or plan
4. Run out	D. To depart, especially an airplane leaving the ground
5. Look back	E. To establish or start something
6. Turn into	F. To resign or withdraw from a role or competition
7. Come up with	G. To be depleted or used up completely
8. Carry out	H. To become or change into something different
9. Set up	I. To take action to improve or increase efforts
10. Step up	J. To reduce or cause a decrease

9. Fill in the blanks with the correct phrasal verb in the appropriate form.

- The company had to _____ new strategies to stay ahead of the competition.
- After years in politics, he decided to _____ from public life.
- The price of fuel has _____ significantly due to economic changes.
- If you don't plan ahead, you might _____ of money before the trip ends.
- She loves to _____ at her childhood memories.
- We need to _____ a plan to increase efficiency in the workplace.
- The scientist _____ an experiment to test the hypothesis.
- The small startup quickly _____ a successful business.
- The new manager needs to _____ and take control of the situation.
- The plane will _____ in 30 minutes, so we should head to the gate.

10. Translate into Ukrainian.

- As soon as the pilot received clearance from air traffic control, the massive aircraft, filled with anxious yet excited passengers, began to accelerate down the runway, gaining speed rapidly before it finally managed to take off and soar gracefully into the overcast sky.
- The sudden and unexpected scandal, which was exposed by investigative journalists after months of meticulous research, managed to bring down the once-popular and seemingly invincible politician, whose approval ratings plummeted overnight.
- After years of dedicating himself tirelessly to the company, during which he built a reputation for being a visionary leader, the CEO finally decided to bow out gracefully from the corporate world, announcing his early retirement to spend more time with his family.
- Halfway through their grueling cross-country road trip, the exhausted travelers, who had failed to properly estimate the distance between gas stations, suddenly

realized they were about to run out of fuel in the middle of a desolate highway with no cell service.

5. Whenever she had moments of self-doubt or uncertainty about the choices she had made in life, she would take a deep breath and look back at all the obstacles she had overcome, realizing that every challenge had only made her stronger.

6. Over the course of just a few years, the once-small and relatively unknown technology startup managed to turn into a global powerhouse, attracting investors, revolutionizing the industry, and leaving its competitors struggling to keep up.

7. After spending countless sleepless nights brainstorming and testing various ideas, the young scientist, whose research had been dismissed by many, finally managed to come up with a groundbreaking solution that had the potential to revolutionize medical diagnostics.

8. The team of researchers, funded by an international organization dedicated to scientific advancement, had been working tirelessly for years to carry out an extensive study on climate change, analyzing vast amounts of data to predict its long-term effects.

9. Determined to make a difference in their community, the group of young entrepreneurs took it upon themselves to set up an innovative non-profit organization that aimed to provide underprivileged children with access to high-quality education and mentorship programs.

10. In the midst of the crisis, when everyone around him seemed paralyzed by fear and indecision, he knew it was his moment to step up and take charge, rallying his team to act swiftly and prevent the situation from spiraling out of control.



Reflection and Discussion

11. Do the given test.

1. **What was a major factor that allowed Europe to advance in printing technology over China?**
 - a) The use of paper instead of wood
 - b) A simpler alphabet system
 - c) Governmental support of publishing
2. **What was the main effect of the postal service on American society?**
 - a) It made international trade easier
 - b) It facilitated national integration
 - c) It replaced newspaper distribution
3. **What was the primary role of telegraphy in the 19th century?**
 - a) Political discourse
 - b) Commercial transactions
 - c) Military communication

4. **Which of the following statements about early telephony is true?**
 - a) It was immediately embraced by businesses
 - b) Western Union dismissed its commercial viability
 - c) It was originally designed for mass communication
5. **How did the radio industry first generate revenue?**
 - a) Through advertising
 - b) Through government subsidies
 - c) By selling radios
6. **What was one of the earliest concerns about the press?**
 - a) That it would increase literacy rates
 - b) That it would be used to spread subversive ideas
 - c) That it would replace oral storytelling

at was one of the significant impacts of the printing press?

 - a) It led to the decline of religious institutions
 - b) It facilitated the spread of new philosophical and scientific ideas
 - c) It eliminated censorship altogether
7. **What did early newspapers in the Middle Ages mainly focus on?**
 - a) Religious doctrine
 - b) Commercial news
 - c) Local gossip
8. **What role did the radio play in commercial advertising?**
 - a) It was used only for public announcements
 - b) It popularized national brands
 - c) It replaced print advertisements entirely
9. **How did television impact political discourse?**
 - a) It had little effect on public perception
 - b) It made political events more accessible to the masses
 - c) It was initially used only for entertainment
10. **What was the primary factor that limited early telephone adoption?**
 - a) High installation costs
 - b) Government restrictions
 - c) Lack of demand for instant communication
11. **How has the Internet changed modern communication?**
 - a) It has made print media obsolete
 - b) It has enabled individuals to reach large audiences directly
 - c) It has slowed down the spread of misinformation

12. Answer the questions.

1. What role did transport technology play in the spread of civilization?
2. How did the development of the written word contribute to economic growth?
3. What technological limitations hindered early Chinese printing methods?
4. Why was Europe able to surpass China in printing technology?
5. How did Gutenberg's invention shape European history?

6. What was the relationship between transport technology and the dissemination of news?
7. How did the introduction of the postage stamp revolutionize the postal service?
8. In what way did the postal service contribute to the American debate on slavery?
9. Why did the U.S. postal service remain a public enterprise while other communication forms were privatized?
10. What challenges did early book printers face with censorship?
11. How did the industrial revolution change the production and distribution of books?
12. What was the first country to legally guarantee press freedom, and when?
13. How did newspapers transition from specialized commercial news to mass-market journalism?
14. What were the initial reactions to the telegraph and telephone as means of communication?
15. How did the invention of the radio impact commercial industries?
16. In what ways did television shape public perception and politics?
17. How did the development of satellite and cable broadcasting affect media monopolies?
18. Why is the Internet considered a return to pre-Gutenberg communication models?

13. Read the statements from the text and answer the questions.

"Yet technologies to transport ideas and information across long distances have arguably achieved even more: they have spread knowledge, the basis of economic growth."

1. How does the ability to transmit information compare in importance to physical transportation?
2. In what ways has knowledge transmission shaped civilizations differently from transport innovations?
3. Can a society advance technologically without rapid communication?

"On Johannes Gutenberg's invention in the 1440s were built not just the Reformation and the Enlightenment, but Europe's agricultural and industrial revolutions too."

1. Why was the printing press so crucial to these major historical movements?
2. How did mass printing change the accessibility of knowledge?
3. What modern technological advancements parallel the impact of the printing press?

"By then, the world's mail was taking off. It changed the world. Merchants in America's eastern cities used it to gather information, enraging far-off cotton growers and farmers, who found that New Yorkers knew more about crop prices than they did."

1. How did the postal service contribute to economic power dynamics?
2. In what ways did mail services strengthen national identity?
3. Can the rise of digital communication be compared to the influence of the postal service in the 19th century?

"Of all the mass media, from ancient official or personal inscriptions on stone to today's satellite broadcasts, those printed on paper have had the most profound influence."

1. Why did newspapers have such a transformative effect on societies?
2. How has the role of newspapers evolved in the digital age?
3. Do you think printed media will ever become obsolete?

"Railways used it to run their single-track lines safely; salesmen to transmit orders; market-men of every kind to learn prices, buy and sell; isolated farmers to send for spare parts."

1. What industries benefited the most from the telegraph's invention?
2. How did the telegraph change global trade and commerce?
3. Could the telegraph be considered the first step toward globalization?

"The radio wave was soon to find its true vocation: as a mass medium, to rival the centuries-old newspaper press, and, with added entertainment, to outstrip it."

1. What made radio a more powerful medium than print in some contexts?
2. How did radio shape political movements and propaganda?
3. What role does radio still play in today's digital world?

"Technology has also now brought the most potent tool of communication ever available to the individual. Using e-mail or website, he or she can now publish, to one recipient, to hundreds, to tens of thousands."

1. How has digital communication reshaped traditional power structures in media?
2. What are the risks and benefits of an individual having the power to reach a global audience instantly?
3. Do social media and the internet promote free speech or lead to information overload?

14. Answer the questions. Do the task.



Why do you think it is important to talk to the world?

What message would you like to share?

Write a three-sentence message you would like the world to hear from you.



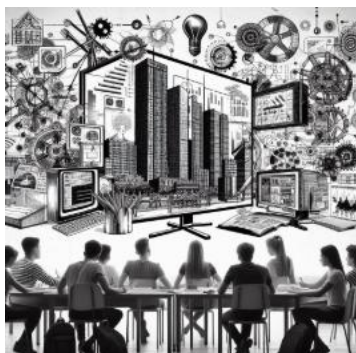
15. Do the test in your online test.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985528>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985529>
(for translators)



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Stance and Modality in News Journalism: Navigating Certainty, Doubt, and Narrative Construction

1. Read the following.

In news journalism, the expression of certainty, doubt, and speculation is intricately woven through the use of modal verbs and adverbs. These linguistic tools enable journalists to convey varying degrees of certainty regarding the events they report. Modal verbs such as "must," "may," and "might" serve as indicators of the reporter's assessment of probability. According to Palmer (2001), "modal verbs such as 'must' and 'may' help to express necessity or possibility, shaping how a statement is interpreted by readers" (p. 121). For instance, the statement "The government must address the economic crisis" reflects a high degree of certainty about the necessity of

action. Conversely, "The government may address the economic crisis" introduces a level of uncertainty, suggesting that action is possible but not assured. This nuanced use of modality allows readers to grasp the journalist's stance on the information presented.

Beyond modal verbs, adverbs like "certainly," "probably," and "possibly" further refine the expression of modality in journalistic writing. These adverbs provide additional context to the reported events, indicating the degree of certainty or speculation involved. As noted by Biber, Conrad, and Leech (2002), "adverbs in news articles allow reporters to express varying degrees of confidence in the truth of the statement, offering a subtle layer of meaning to the reader" (p. 315). For example, a report stating, "The policy will certainly impact the economy" conveys a strong assurance about the policy's effects. In contrast, "The policy will possibly impact the economy" introduces an element of speculation, acknowledging potential outcomes without definitive confirmation. Such adverbs are essential in expressing the journalist's judgment about the likelihood of events, guiding readers' interpretations of the news.

The distinction between hard news and opinion pieces is also significantly influenced by stance-taking through modality. Hard news articles strive for objectivity, presenting facts without overt expressions of the journalist's personal stance. However, even in these reports, modality is employed to indicate the reliability of sources or the certainty of information. According to Ahmad, Mahmood, Mahmood, and Siddique (2019), "in hard news reporting, modal verbs tend to be more cautious, reflecting the journalist's effort to avoid bias or overstatement" (p. 88). For instance, a news report might state, "Officials claim the policy will reduce unemployment," where "claim" introduces a degree of doubt about the assertion's veracity. In contrast, opinion pieces are characterized by explicit stance-taking, utilizing modal verbs and adverbs to express the writer's perspective. Phrases like "The policy should undoubtedly be implemented" or "The policy might lead to unforeseen consequences" reflect subjective evaluations, guiding readers toward the author's viewpoint.

Moreover, the use of passive voice and agent deletion plays a pivotal role in shaping narratives within news reporting. Agentless passive constructions, where the doer of the action is omitted, are prevalent in news articles, often serving to focus attention on the action itself rather than the actor. As Nakhutsrishvili (2023) explains, "agentless passive sentences shift focus away from the responsible party, which can create ambiguity and allow for more neutral presentation of facts" (p. 152). For example, the headline "Mistakes were made" emphasizes the occurrence of errors without attributing responsibility. This construction can depersonalize events, influencing readers' perceptions by obscuring the agents involved. Furthermore, Biber et al. (2002) observe that "passive voice in news reporting serves to depersonalize actions, often presenting them as part of a broader system rather than the responsibility of specific individuals" (p. 343).

The deliberate choice to use passive voice and omit agents can serve various purposes in news narratives. It can shift focus, protect identities, or create ambiguity. However, this linguistic strategy also raises ethical considerations, as it can lead to

vagueness or the concealment of accountability. A critical discourse analysis of active and passive voice in news texts suggests that "passive voice in news reporting can have the effect of obscuring the agent of political events" (Sehgal et al., 2021, p. 7). Therefore, readers are encouraged to critically assess news reports, recognizing how the use of modality and voice can influence the conveyed message and reflect underlying biases.

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2. Go through the article and highlight or underline instances where modal verbs (such as *must, may, could, should*, etc.) **or adverbs** (such as *certainly, probably, possibly*) are used.

3. Categorize these instances into expressions of certainty, doubt, or speculation. For each example, explain the effect of the modality on the meaning of the sentence and the way it shapes the reader's perception. Reflect on how the choice of modality contributes to the author's stance on the topics discussed (e.g., economic crisis, policy impacts, etc.).

4. Identify parts of the article where the use of modality might reflect hard news or opinion pieces. Look for more objective language (hard news) versus subjective, opinion-driven language (opinion pieces).

5. Discuss how the modality in the article differs when it presents hard news facts (e.g., the policy impact) versus when it presents subjective opinions (e.g., recommendations or predictions about policy).



Unit 2. The Challenges of Non-Verbal Communication in the Post-Pandemic Workplace

Warming-Up

1. Rank the different types of non-verbal communication from most important to least important based on your perspective. Discuss in pairs. Share your ideas with the whole class.

- **Facial Expressions** (they convey emotions such as happiness, anger, surprise, or confusion, often shaping the tone of communication).
- **Eye Contact** (it establishes connection, signals confidence, and indicates attentiveness or discomfort in different cultural contexts).
- **Gestures** (hand movements and body motions that emphasize or replace spoken words, varying across cultures).
- **Posture and Body Orientation** (it reflects confidence, openness, dominance, or submission, influencing how messages are received).
- **Proxemics (Personal Space)** – the physical distance between individuals, which varies by culture and context, affecting comfort levels).
- **Haptics (Touch Communication)** – It includes handshakes, pats on the back, or hugs, which can express warmth, dominance, or formality).
- **Paralanguage (Tone, Pitch, and Speed of Speech)** – the way something is said, including pauses and emphasis, which can alter meaning).
- **Silence and Pauses** (they are used strategically to create impact, indicate hesitation, or convey respect in some cultures).
- **Physical Appearance and Attire** (first impressions are often based on clothing, grooming, and overall presentation, affecting credibility and perception).
- **Chronemics (Use of Time)** – punctuality, response time, and willingness to wait can indicate respect, urgency, or cultural values).
- **Microexpressions** (subtle, involuntary facial expressions that reveal true emotions despite attempts to conceal them).
- **Environmental Factors** (the setting, lighting, and arrangement of space can influence mood, engagement, and interpretation of non-verbal signals).



Vocabulary in Focus

2. 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.

essential part of communication	важлива частина комунікації
non-verbal behavior patterns	моделі невербальної поведінки
assume a position of authority	займати авторитетну позицію
infuse with confidence	наповнювати впевненістю
psychological sense of safety	психологічне відчуття безпеки
encourage contributions	заохочувати внески
blindingly obvious findings	очевидні висновки
hierarchy and deference	ієрархія та повага
video conferencing limitations	обмеження відеоконференцій
meaningful eye contact	значущий зоровий контакт
first impressions matter	перше враження має значення
verbal and non-verbal cues	вербальні та невербальні сигнали

3. Translate the sentences into Ukrainian.

1. As an **essential part of communication**, body language not only reinforces verbal messages but also conveys emotions, intentions, and attitudes that words alone often fail to express, making it a crucial factor in both professional and personal interactions.
2. While many believe that **non-verbal behavior patterns** are universal, research suggests that cultural differences significantly influence how gestures, facial expressions, and postures are interpreted, sometimes leading to unintended misunderstandings.
3. In high-pressure environments such as corporate boardrooms or political debates, individuals who naturally **assume a position of authority** tend to do so through a combination of assertive speech, confident posture, and the ability to command attention without appearing domineering.
4. Effective leaders understand that maintaining an open and composed posture, paired with steady eye contact and deliberate gestures, can **infuse with confidence** not only themselves but also those they seek to inspire and lead.
5. A manager who consistently acknowledges and values employees' contributions fosters a **psychological sense of safety**, which in turn encourages innovation, teamwork, and a willingness to take risks without fear of judgment.
6. In collaborative settings, skilled facilitators use various techniques to **encourage contributions** from all participants, ensuring that quieter voices are heard and that discussions benefit from diverse perspectives.
7. Many studies on non-verbal communication have produced **blindingly obvious findings**, such as the fact that nodding conveys agreement or that crossed arms may signal defensiveness, leading some researchers to question the value of these insights.

8. In cultures where **hierarchy and deference** play a significant role in social interactions, employees may hesitate to challenge authority figures openly, relying instead on subtle cues to express disagreement or concern.
9. Despite advancements in remote work technology, **video conferencing limitations** continue to hinder effective communication, as delays in transmission, poor camera angles, and a lack of full-body visibility reduce the impact of non-verbal cues.
10. While **meaningful eye contact** is often seen as a sign of confidence and sincerity in Western cultures, in some societies, prolonged eye contact can be perceived as aggressive or disrespectful, highlighting the complexity of cross-cultural communication.
11. In job interviews, networking events, and even casual encounters, **first impressions matter** more than people often realize, as initial judgments are formed within seconds based on appearance, tone of voice, and body language.
12. To ensure effective communication, particularly in high-stakes negotiations or emotionally charged discussions, it is essential to align **verbal and non-verbal cues** so that the message conveyed is coherent, credible, and free from unintended contradictions.

at a few specific moments without needing to say a word
in the wrong place beyond a basic threshold from a bigwig
on these slim pillars in the post-pandemic workplace
with their feet planted apart for at least part of the week
between those communicating

10. His attempt to make eye contact failed because his camera was positioned ____, making him appear distracted.

5. Match the phrases with their correct meanings.

1. As a matter of fact	A. Something that depends on personal views or preferences.
2. A matter of time	B. It's not important or relevant.
3. No matter what	C. Needs immediate attention.
4. A matter of opinion	D. Used to emphasize a fact or correct a misunderstanding.
5. Take the matter into your own hands	E. To deal with a problem yourself instead of waiting for others
6. Make matters worse	F. Something personal that should not be discussed publicly.
7. No laughing matter	G. Extremely important, possibly involving survival.
8. A matter of life and death	H. Something very serious, not something to joke about.
9. Settle the matter	I. To resolve a problem or disagreement.
10. It doesn't matter	J. Something will happen eventually.
11. Beyond the matter at hand	K. Not directly related to the current issue.
12. Matter of urgency	L. Regardless of what happens.
13. A serious matter	M. Saying something without showing emotion.
14. Matter-of-factly	N. A significant or important issue.
15. A private matter	O. To make a situation more difficult than it already is.

6. Fill in the gaps with the phrases from the box.

as a matter of fact	a matter of time	no laughing matter
beyond the matter at hand	a matter of urgency	
take the matter into your own hands		
settle the matter	matter-of-factly	

- The company ignored repeated complaints, so the workers decided to and protest.
- We don't have much time to waste; fixing the security issue is
- She delivered the bad news, as if it didn't bother her at all.
- This argument about office space is minor compared to the financial crisis we're facing. Let's not go

5. Losing personal data to hackers is — it can lead to identity theft and fraud.
6. He claimed he had never lied, but, there is proof that he manipulated the data.
7. The two countries signed an agreement in an attempt to before tensions escalated.
8. They haven't announced it yet, but it's only before the CEO resigns.

7. Translate into Ukrainian.

1. **As a matter of fact**, despite his initial reluctance, he later admitted that the proposed strategy was not only viable but also highly efficient in resolving the company's ongoing financial challenges.
2. It is merely **a matter of time** before advancements in artificial intelligence surpass human capabilities in certain cognitive tasks, fundamentally reshaping industries and redefining employment structures.
3. The professor emphasized that critical thinking should be applied **no matter what** the subject matter is, as unquestioning acceptance of information can lead to intellectual stagnation and misinformation.
4. Whether literature should primarily serve an educational purpose or merely entertain is ultimately **a matter of opinion**, and scholars have debated this issue for centuries without reaching a definitive consensus.
5. After multiple failed attempts to engage the authorities on the issue of environmental degradation, local activists had no choice but to **take the matter into their own hands**, organizing large-scale awareness campaigns and legal petitions.
6. Instead of de-escalating the situation, his ill-timed remark only served to **make matters worse**, leading to heightened tensions and an irreparable breakdown in negotiations.
7. The increasing spread of disinformation on social media is **no laughing matter**, as it has the potential to manipulate public perception, influence political outcomes, and erode trust in reputable sources.
8. In some professions, such as medicine or aviation, responding to emergencies efficiently is quite literally **a matter of life and death**, where a split-second decision can determine whether someone survives or perishes.
9. To prevent further legal disputes, both parties agreed to an arbitration process in an attempt to **settle the matter** without resorting to costly and time-consuming litigation.
10. While the details of the contract were being finalized, the CEO assured investors that the minor disagreements between the two companies **didn't matter**, as both sides were committed to a mutually beneficial agreement.
11. Although the discussion was originally centered on the company's ethical policies, it quickly veered **beyond the matter at hand**, touching on broader societal issues that, while important, were not directly relevant to the board meeting's agenda.

12. Given the alarming rise in cybersecurity threats, implementing stronger data protection measures is **a matter of urgency**, as any delay could lead to severe financial and reputational consequences.
13. While the issue may seem trivial to some, for those directly affected by the policy changes, it remains **a serious matter** that could significantly impact their job security and career progression.
14. When asked about the company's recent downsizing, the spokesperson responded **matter-of-factly**, providing factual details without any display of empathy or concern for the employees who had lost their jobs.
15. The personal conflicts between the two executives were dismissed as **a private matter**, and the board insisted that internal disputes should not interfere with the company's strategic decision-making.

8, Translate into English.

Комунікація, зокрема мова тіла, відіграє важливу роль у лідерстві та впливі на інших без слів. Однак багато досліджень у цій галузі є надмірно очевидними, наприклад, сила кивання або нахвлювання. Пандемія показала обмеження невербальної комунікації, особливо в онлайн-засіданнях, таких як Zoom, де важко читати мову тіла. Відсутність фізичної присутності на віртуальних зустрічах ускладнює передачу авторитету чи сприяння зв'язкам через жести та зоровий контакт. Рішення може полягати в тому, щоб не надто акцентувати увагу на мові тіла, а зосередитися на важливості щирих взаємодій і чіткої комунікації.



Online Course Assignments Listening

9. Listen to The Economist Report and do the tasks given below.



https://elearning.kubg.edu.ua/pluginfile.php/6441765/mod_resource/content/1/non-verbal%20communication.mp3
(for linguists)



https://elearning.kubg.edu.ua/pluginfile.php/6441764/mod_resource/content/1/non-verbal%20communication.mp3
(for translators)



Reflection and Discussion

10. Answer the questions.

1. Why is body language considered an essential part of communication and leadership?
2. How has the pandemic affected the relevance of non-verbal communication research?
3. What are some common non-verbal behaviors associated with “emergent leaders”?
4. How does eye contact influence group participation and authority perception?
5. What effect does “power posing” supposedly have on job candidates?
6. Why is there criticism regarding the obviousness of certain non-verbal communication research findings?
7. How do different expectations of leadership styles affect the interpretation of body language?
8. How do male and female recipients perceive bosses using emojis in emails differently?
9. Why is online communication not well-suited for body language interpretation?
10. What are some challenges of making eye contact in virtual meetings?
11. What strategies do people use to compensate for the lack of body language in online interactions?
12. Why does the author suggest not overthinking body language in virtual communication?

11. Read the given pieces of information. Work in pairs. Choose any two. Discuss them. If necessary google for more information. Get ready to present your topics to the whole class.

THE HISTORY OF EYE CONTACT AS A SOCIAL CONCEPT

The significance of eye contact in human communication has been recognized for centuries, but systematic study of its role began in the mid-20th century. Early philosophical and literary works often referenced the power of a gaze, linking it to trust, dominance, or attraction. However, it wasn't until anthropologists and psychologists such as Edward T. Hall and Michael Argyle started researching non-verbal communication that eye contact was considered a key social behavior. Their studies in the 1950s and 1960s revealed that maintaining or avoiding eye contact could influence interpersonal relationships, signaling confidence, aggression, or submission.

Later, developmental psychologists like John Bowlby and Mary Ainsworth emphasized its role in early childhood bonding, showing how infants rely on eye contact to establish secure attachments. This research laid the foundation for understanding how eye contact shapes human interactions across cultures, professions, and even digital communication. Today, eye contact remains a crucial area of study in

fields such as leadership, psychology, and artificial intelligence, influencing how we perceive and interpret social connections.

EYE CONTACT AND CULTURAL DIFFERENCES

While eye contact is often seen as a universal aspect of communication, its meaning and importance vary significantly across cultures. In Western societies, direct eye contact is typically associated with confidence, attentiveness, and honesty. People are encouraged to maintain steady eye contact during conversations to convey respect and engagement. This is particularly evident in professional settings, where avoiding eye contact may be interpreted as insecurity or deception.

However, in many Asian and Middle Eastern cultures, prolonged eye contact can be considered intrusive or disrespectful, especially when directed toward authority figures. In some Indigenous cultures, averting one's gaze is a sign of humility and deference rather than dishonesty. These cultural variations highlight the complexity of interpreting eye contact, emphasizing the need for cultural awareness when engaging in cross-cultural communication.

THE PSYCHOLOGICAL IMPACT OF EYE CONTACT

Eye contact plays a fundamental role in human psychology, influencing emotions, trust, and social connection. Research has shown that making eye contact activates the social brain, increasing feelings of closeness and empathy. When someone meets our gaze, our brain releases oxytocin, a hormone associated with bonding and trust. This is why eye contact is crucial in forming personal and professional relationships, as it fosters a sense of mutual understanding.

On the other hand, prolonged or intense eye contact can also induce discomfort and anxiety. In individuals with social anxiety or autism spectrum disorder, direct eye contact may feel overwhelming or even threatening. Psychological experiments have demonstrated that eye contact can enhance persuasion and authority, making it a powerful tool in leadership and public speaking. Understanding the psychological effects of eye contact allows individuals to use it strategically in different social contexts.

EYE CONTACT IN DIGITAL COMMUNICATION

With the rise of virtual communication, eye contact has become more challenging yet remains essential for effective interaction. Video calls on platforms like Zoom and Teams simulate face-to-face conversations, but achieving natural eye contact is difficult due to camera placement. Instead of looking at the person's face on the screen, individuals must look directly at the camera to give the illusion of eye contact, which can feel unnatural.

Studies have found that a lack of eye contact in virtual meetings can lead to decreased engagement and a weaker sense of connection between participants. Some researchers suggest that video call fatigue is partly caused by the unnatural demand to maintain eye contact while also processing multiple visual stimuli. As remote work and online

education become more common, understanding and adapting to the limitations of digital eye contact will be crucial for maintaining effective communication.

THE ROLE OF EYE CONTACT IN LEADERSHIP AND INFLUENCE

In leadership and public speaking, eye contact is a powerful tool for establishing authority, credibility, and connection with an audience. Studies have shown that leaders who maintain steady eye contact are perceived as more competent and trustworthy. In one experiment, political candidates who made direct eye contact with voters during speeches were seen as more persuasive and confident.

However, the effectiveness of eye contact depends on balance. Too little can make a leader appear disengaged, while too much can feel aggressive or intimidating. Skilled public speakers use eye contact strategically, shifting their gaze across different sections of an audience to create a sense of inclusion. Whether in business, politics, or education, mastering eye contact can significantly enhance a leader's ability to inspire and influence others.



Online Course Assignments

Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985586>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985585>
(for translators)



Unit 3. Language of Gestures: How We Think with Our Hands

Warming-Up

1. Work in pairs. Choose any 2 topics for discussion. Get ready to share your ideas with the whole class.

1. The Silent Conversation

Imagine you are in a foreign country where you do not speak the language. You need to ask for directions but can only use gestures. What kinds of movements would you rely on? How effective do you think they would be?

2. The Power of a Gesture

A friend walks into the room, looking upset. Without speaking, you give them a reassuring thumbs-up and a smile. They immediately relax. Why do non-verbal signals have such a strong emotional impact?

3. Hidden Messages in Body Language

A person says they are confident before an important presentation, but their hands are trembling, and they avoid eye contact. Which should we trust more — their words or their body language?

4. Gestures Across Cultures

In some cultures, nodding means “yes,” while in others, it means “no.” A thumbs-up can be a sign of approval in one country and an insult in another. Why do the meanings of gestures vary across societies?

5. Thinking Beyond Words

Some people talk to themselves while solving a problem, while others use hand gestures even when alone. Do you think gestures help us think, or are they just habits we develop while speaking?

6. The Unconscious Gesture

Have you ever watched a public speaker and noticed how they use their hands while explaining ideas? If gestures are natural and unconscious, what might they reveal about what the speaker is really thinking?

7. The Role of Gestures in Learning

Studies show that children who use gestures while learning math are more likely to understand difficult concepts. Why do you think movement might help the brain process information?

2. Read the article and do the tasks below.

GESTURES ARE A SUBTLE AND VITAL FORM OF COMMUNICATION

Susan Goldin-Meadow explains why and how in “Thinking With Your Hands”

Illustration: Nick Lowndes

June 8th 2023



“TIE AN ITALIAN’S hands behind his back,” runs an old joke, “and he’ll be speechless.” The gag rests on a national stereotype: Italians are voluble and emotional, and [all that arm-wagging](#) supposedly goes to prove it.

Susan Goldin-Meadow of the University of Chicago has a rather different view. Emotions come out in lots of ways: facial expressions, posture, tone of voice and so on. But people are doing something different when they use gestures with speech, which she sums up in the title of her new book, “Thinking With Your Hands”. It is a masterly tour through a lifetime’s research.

Virtually everyone gestures, not just Italians. Experimental subjects, told after a research session that they were being watched for gestures, apologise for not having made any — but were doing so the entire time. Conference interpreters gesture in their little booths, though no one is looking. People born blind gesture when they speak, including to each other. A woman born without arms but with “[phantom limb syndrome](#)” describes how she uses her phantom arms when she talks—but not when she walks. All this suggests that cognition is, to some extent, “embodied”; thinking is not all done in your head.

The gesture under discussion here is mostly the “co-speech” kind. It is much more abstract than mime (in which exaggerated acting tells a story). Nor are these “emblematic” gestures like a thumbs-up or a finger over the lips for “Silence!” Like words, those are fixed within cultures (but vary between them). Instead, gestures that accompany speech are a second channel of information. Subjects watch a film in which a cat runs but are told to lie and say it jumped. They do so in words — while their hands make a running motion. People who say they believe in sexual equality but gesture with their hands lower when talking about women are not indicating women’s shorter stature; they can be shown to have biases of which they may be unaware.

Gesture is also not [sign language](#). Sign languages have clearly defined words and grammar, and differ from place to place just as spoken ones do. Professor Goldin-Meadow spends a lot of time on homesign — systems of signs typically developed by deaf children in hearing families who are not exposed to (and so never learn) a conventional sign language. Such children are essentially inventing rough but rich languages out of nothing, with features such as fixed word order and hierarchical grammatical structures much like those in fully fledged languages. Such homesign

systems far outstrip their parents' gestures; a parent's raised finger meaning "Wait" may be adopted by a child to connote events in the future.

Returning to conventional gesture, the author keeps her focus on child development. Some students who fail at a tricky mathematics problem may gesture in a way that indicates they are on the verge of getting it; they should be taught differently from the ones whose gestures suggest that they are entirely at sea. Children who still use only one word at a time may combine a word and a gesture; this successfully predicts that two-word phrases ("Give ball") are just around the corner. And those taught to move their hands about when discussing a moral quandary with several perspectives soon start to see the problem from different points of view.

All this is rounded out in a final section offering practical advice. Teachers are encouraged both to use gestures themselves and to observe those their students make. Parents are taught to fill in the word a child is most likely to be missing when they gesture ("That's a dog") rather than adding information ("That's a fluffy one"). Children with language delays caused by brain injuries at or around birth, but who nonetheless gesture as much as their peers, are likely to catch up verbally by the age of about 30 months. Those who gesture less are more likely to need intensive early intervention. Children with Down's syndrome may express themselves better when taught to use a mix of gesture and speech rather than speech alone. Psychotherapists can be trained to look out for gestures hinting that patients are thinking something they are not yet ready to say.

In "[The Crown](#)", Lady Diana is warned that her hands may betray her real emotions, which could be dangerous; they are tied together so she can learn to speak without gesticulating. No one who reads this book could ever again think that gesturing shows only a lack of control. It is about thinking and communication, and is a sophisticated aid to both.



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.

be speechless	бути безмовним
the gag rests on a national stereotype	жарт ґрунтується на національному стереотипі
voluble and emotional	балакучий і емоційний
arm-wagglng	махання руками
facial expressions, posture, tone of voice and so on	вирази обличчя, постава, тон голосу і так далі

virtually everyone gestures	практично кожен жестикулює
conference interpreters gesture in their little booths	перекладачі на конференціях жестикулюють у своїх маленьких кабінках
people born blind gesture when they speak	люди, народжені сліпими, жестикулюють, коли говорять
phantom limb syndrome	синдром фантомної кінцівки
cognition is, to some extent, “embodied”	пізнання в певному сенсі є "тілесним"
mostly the “co-speech” kind	в основному вид “супутнього мовлення”
a finger over the lips for “silence!”	палець на губах для "тиші!"
gestures that accompany speech are a second channel of information	жести, що супроводжують мовлення, є другим каналом інформації
biases of which they may be unaware	упередження, яких вони можуть не усвідомлювати
gesture is also not sign language	жест є не тільки мовою жестів
homesign—systems of signs typically developed by deaf children in hearing families	домашні знаки—системи знаків, які зазвичай розвиваються глухими дітьми в слухаючих сім'ях
rough but rich languages out of nothing	грубі, але багаті мови з нічого
fixed word order and hierarchical grammatical structures	фіксований порядок слів і ієрархічні граматичні структури
to connote events in the future	вказувати на події в майбутньому
discussing a moral quandary	обговорення моральної дилеми
children with language delays	діти з затримкою мовлення
to catch up verbally	наздогнати у мові
to speak without gesticulating	говорити без жестів
a sophisticated aid	витончений засіб

4. Fill in the blanks with the appropriate phrases from the box.

gestures that accompany speech are a second channel of information	arm-wagging	facial expressions, posture, tone of voice and so on
children with language delays	cognition is, to some extent, “embodied”	voluble and emotional
people born blind gesture when they speak	virtually everyone gestures	discussing a moral quandary
gesture is also not sign language	conference interpreters gesture in their little booths	

1. In many cultures, _____ when communicating, and it’s often difficult to imagine how conversations would unfold without them.

2. Despite being in a confined, quiet space, _____ to convey meaning and emphasize their translations.
3. People who are _____ also engage in gesturing as they speak, even though they've never seen a gesture before.
4. The study of how our body interacts with our thoughts and actions shows that; our thoughts are often influenced by the way we physically engage with the world.
5. The speaker was very _____ during the presentation, often using hand gestures to emphasize their points and create a more engaging atmosphere.
6. When a child who is struggling with speech development, _____ may be required to assist in their verbal communication.
7. In a heated debate, _____ often tells us more than the actual words being spoken, especially when the speaker's tone and body language conflict with the content.
8. Although some languages have specific systems of signs, it is important to understand that is a completely different form of communication from the gestures we use in everyday speech.
9. _____ are an essential tool in conveying additional meaning and nuance, helping to clarify or amplify the speaker's message.
10. During the meeting, the speaker used _____ to express disagreement, waving their arms as they made their point clear.
11. When discussing complex topics, such as ethics or morality, _____ often involves deep reflection on values and principles that guide human behavior.

5. Match the phrases with *SOPHISTICATED* with their synonyms. Translate them into Ukrainian.

1. A highly sophisticated approach	A. Advanced technological progress
2. Sophisticated technological advancements	B. A nuanced understanding
3. A sophisticated understanding of the issue	C. A refined sense of humor
4. A sophisticated sense of humor	D. Complex reasoning techniques
5. Sophisticated design elements	E. A complex cultural outlook
6. Sophisticated analytical tools	F. Detailed analysis tools
7. A sophisticated political landscape	G. Elevated social relationships
8. A sophisticated method of reasoning	H. An intricate approach
9. A sophisticated cultural perspective	I. Elegant design features
10. Sophisticated social dynamics	J. A high level of intellectual exchange
11. Sophisticated taste in art	K. A refined taste in art
12. A sophisticated interpretation of the data	L. Sophisticated communication in politics

13. A sophisticated level of discourse	M. Well-developed marketing plans
14. A sophisticated framework for analysis	N. A sophisticated way of interpreting the facts
15. Sophisticated marketing strategies	O. A comprehensive method for investigation

6. Translate into English.

1. Успіх компанії частково пояснюється її складними маркетинговими стратегіями, що приваблюють широку аудиторію.
2. Філософ використовував складний метод міркування, щоб довести свою точку зору.
3. Її витончена культурна перспектива дозволяла їй оцінити нюанси як східних, так і західних традицій.
4. Його глибоке розуміння питання допомогло команді впоратися з складною ситуацією.
5. Останні складні технологічні досягнення революціонізували медичну галузь.
6. Архітектор використовував складні елементи дизайну для створення сучасної, але вічної будівлі.
7. Дослідник розробив складну структуру для аналізу, яку можна застосувати в різних дисциплінах.
8. Компанія застосувала надзвичайно складний підхід для вирішення екологічних проблем.
9. Розуміння складної соціальної динаміки є важливим для успішного лідерства.
10. У нього витончений смак у мистецтві, він завжди обирає твори, що кидають виклик звичайному мисленню.
11. Орієнтування у складному політичному ландшафті вимагає глибокого розуміння динаміки влади.
12. Вчений запропонував складну інтерпретацію даних, що призвело до революційних висновків.
13. Вона стала улюбленицею серед колег завдяки тонкому почуттю гумору.



IDIOMS IN FOCUS

7. Study the given idioms and idiomatic expressions.

To be entirely at sea means they are completely confused, lost, or unsure about something. It suggests a state of uncertainty or lack of direction, similar to being adrift in the ocean without guidance.

Around the corner means something is very close or imminent, either in terms of time or physical distance.

Thumbs-up means symbol or gesture of approval.

8. Paraphrase the sentences using the idioms listed above.

1. Given the current pace of progress, the deadline for completing the research project, which once seemed distant, is now **imminent**, leaving little time for any further delays.
2. As the culmination of the academic year draws nearer, with graduation ceremonies and final evaluations looming, the pressure on students is intensifying, and the final exams are **approaching rapidly**.
3. The arrival of the long-awaited reforms in the company's internal structure, which have been discussed in numerous meetings, is **just about to happen**, and employees are now adjusting to the changes that will soon take effect.
4. In light of recent political developments, the much-anticipated elections, which will have a significant impact on the country's future direction, are **fast approaching**, raising questions about the potential outcomes.
5. As the deadline for the international conference looms ever closer, the team members are scrambling to finalize their presentations and submit their papers, knowing that the event is **just on the horizon** and time is running out.
6. With the holiday season fast approaching, bringing with it both excitement and a sense of urgency, the preparations for family gatherings and festive events are becoming increasingly important as they are **coming up soon**.

9. Translate the given sentences into Ukrainian.

1. The novice linguist found himself **entirely at sea** when confronted with the intricacies of phonetic transcription, unsure of where to begin or how to proceed.
2. As the committee debated the new policy proposal, many members were **entirely at sea**, struggling to grasp its implications for the institution's future.
3. When asked to explain the complexities of quantum physics, the student was **entirely at sea**, unable to find a starting point for her explanation.
4. Despite years of experience in marketing, the executive was **entirely at sea** when tasked with navigating the rapidly changing landscape of digital media.
5. The once-confident historian became **entirely at sea** when faced with the vast number of historical documents that required thorough examination for his new research project.
6. During the international conference on artificial intelligence, many attendees were **entirely at sea** when discussing the ethical dilemmas posed by emerging technologies.
7. The unprepared professor was **entirely at sea** in front of the advanced class, fumbling for answers to questions that required a deep understanding of the subject matter.



Reflection and Discussion

10. Answer the questions. What is the central argument of Susan Goldin-Meadow's book *Thinking With Your Hands*?

1. How does the joke about Italians illustrate common stereotypes about gestures?
2. What evidence suggests that gesturing is a universal human behavior?
3. How do gestures differ from miming and emblematic gestures like a thumbs-up?
4. What does research suggest about the relationship between gestures and unconscious biases?
5. How do homesign systems developed by deaf children demonstrate linguistic complexity?
6. What role do gestures play in early childhood language development?
7. How can gestures be used as a tool in education to enhance learning?
8. In what ways can gestures provide insight into cognitive processes?
9. How does the example from *The Crown* illustrate societal attitudes toward gesturing?

11. Work in pairs. Discuss the following. Get ready to share your ideas with the whole class.

The Embodiment of Thought and the Limits of Language

If cognition is partially embodied, as suggested by the unconscious gestures we make while speaking, then language alone may be an inadequate vessel for human thought. If gestures reveal unspoken ideas or biases, does this mean that words constrain the full depth of our understanding? Should we reconsider the role of non-verbal expression in philosophical discussions, legal testimony, or even scientific inquiry? If so, could this suggest that truth is not merely linguistic but also gestural?

Gesture as an Unconscious Reflection of Truth

If individuals unknowingly reveal biases or hidden thoughts through their gestures, what does this imply about human self-awareness? Can we ever truly control or understand our own beliefs if they manifest in ways beyond our conscious intention? If gestures are a second, involuntary channel of communication, should society treat them as a form of truth — perhaps even more truthful than spoken words? How does this affect our understanding of authenticity and deception?

The Social Conditioning of Expressive Freedom

Throughout history, certain cultures have encouraged gesturing, while others have viewed it as a sign of lack of discipline or emotional excess. If gesturing is intrinsic to thought and learning, what does it mean when societies attempt to suppress or regulate

it? Could restricting gestures, as in the case of Lady Diana's training in *The Crown*, be seen as a form of intellectual and emotional repression? What does this suggest about broader social structures that control bodily expression, such as political regimes, religious institutions, or formal education systems?

12. Choose one passage. Render it into English and present it to the whole class.



ДВОЗНАЧНА ПРИРОДА ЖЕСТІВ

Доки жести часто сприймаються як інтуїтивні та універсальні, насправді вони сповнені неоднозначності та містять численні рівні інтерпретації. Один і той самий рух рукою може нести різноманітні значення залежно від культурного контексту, ситуації та навіть міжособистісної динаміки між комунікаторами. Наприклад, вказування пальцем — на перший погляд проста й очевидна дія — в одній культурі може сприйматися як звичайний спосіб вказати напрямок, в іншій — як агресивний виклик, а в деяких регіонах світу навіть як відверта образа. Гнучкість жестів, на відміну від відносної фіксованості усної мови, робить їх вразливими до помилкових тлумачень, навіть у межах однієї культурної чи мовної спільноти. Багатовимірний характер жестів особливо проявляється у професійних та соціальних взаємодіях, де мова тіла відіграє ключову роль у формуванні вражень. Візьмемо, наприклад, схрещення рук. Для людини, незнайомої з тонкощами невербальної комунікації, цей жест може здатися проявом захисної або відстороненої позиції. Проте в іншій ситуації той самий рух може просто означати зручну позу або навіть глибоку зосередженість. Точне значення такого тілесного виразу не можна розглядати окремо від тону мовця, його міміки чи контексту, в якому він виникає.

Ще одним яскравим прикладом неоднозначності жестів є потирання рук. У певних ситуаціях цей рух може сигналізувати про радісне очікування чи передчуття гарних новин. Однак у інших випадках він може сприйматися як прояв хитрості чи лукавства, що спричиняє кардинально різні інтерпретації. Ця подвійність підкреслює обмеженість жестів як самостійних комунікативних засобів і засвідчує їхню залежність від словесного супроводу та контекстуальних підказок для точного передання значень.

Попри такі труднощі, жести залишаються невід'ємною частиною людської взаємодії, частіше доповнюючи, а не затемнюючи вербальну комунікацію. Вони допомагають надавати словам емоційного забарвлення, ілюструвати абстрактні поняття та слугують додатковим каналом вираження, коли слів бракує. Однак правильне розуміння жестів вимагає глибокого усвідомлення їхньої варіативності як у межах однієї культури, так і між різними культурами. Оволодіння невербальною комунікацією — це не просто спостереження за рухами тіла, а розуміння їхньої гнучкої, контекстно-залежної природи.



РИЗИК КУЛЬТУРНИХ НЕПОРОЗУМІНЬ

Припущення, що жести є універсально зрозумілими, є вкрай небезпечним, оскільки воно часто призводить до ненавмисних образ, непорозумінь або навіть дипломатичних помилок. Те, що в одній культурі сприймається як невинний рух рукою, в іншій може

мати вкрай образливий підтекст, що підкреслює необхідність культурної обізнаності в міжнародному спілкуванні. Яскравим прикладом такої культурної розбіжності є жест, відомий як знак «ОК», коли великий і вказівний пальці утворюють коло. У Сполучених Штатах та більшості країн Західної Європи він виражає схвалення, тоді як у деяких регіонах Бразилії, Туреччини та Близького Сходу цей самий жест вважається грубою образою.

Ця проблема стає особливо критичною у ситуаціях із високими ставками, таких як ділові переговори чи політичні дискусії, де непорозуміння можуть спричинити ненавмисну дипломатичну напруженість. Відомий випадок подібної помилки стався під час візиту Джорджа Буша-старшого до Австралії, коли він продемонстрував знак «V» долонею всередину — жест, який, як він не знав, мав таке ж образливе значення, як піднятий середній палець. Хоча такі ситуації можуть здаватися незначними, вони яскраво ілюструють, як навіть найменші невербальні сигнали можуть мати непропорційно великі наслідки, особливо на міжнародній арені.

Окрім явних жестів, більш тонкі аспекти мови тіла також можуть тлумачитися по-різному залежно від культурних норм. Наприклад, тривалий зоровий контакт у багатьох західних суспільствах вважається ознакою впевненості та щирості. Однак у культурах, що підкреслюють ієрархію та повагу, таких як Японія чи Південна Корея, прямий зоровий контакт може сприйматися як виклик або навіть неповага. Подібним чином поняття особистого простору суттєво відрізняється: відстань, що в одній країні вважається прийнятною для розмови, в іншій може здаватися нав'язливою або, навпаки, занадто віддаленою.

З огляду на такі потенційні ризики, обізнаність щодо різноманітності жестів має розглядатися як важлива навичка для всіх, хто бере участь у міжкультурному спілкуванні. Так само, як люди вивчають мовні норми інших культур, вони повинні знайомитися й з неписаними правилами мови тіла. Недостатня увага до цього не лише створює ризик незручних ситуацій, а й ускладнює встановлення справжнього взаєморозуміння, що, зрештою, і є основною метою комунікації.



ЯК ВЧИТЕЛІ МОЖУТЬ ВИКОРИСТОВУВАТИ ЖЕСТИ ДЛЯ ПОКРАЩЕННЯ НАВЧАННЯ

Роль жестів в освіті виходить далеко за межі простого підсилення чи залучення уваги; вони виступають когнітивними інструментами, що сприяють розумінню, запам'ятовуванню та засвоєнню концептуальних знань. Дослідження у сфері освітньої психології довели, що використання жестів у методах викладання може значно покращити результати навчання, особливо у предметах, що вимагають абстрактного мислення. Наприклад, пояснюючи математичні поняття, вчитель може використовувати руки, щоб фізично продемонструвати процес додавання, віднімання чи балансування рівнянь, надаючи відчутну форму абстрактним ідеям. Таке кінестетичне підкріплення допомагає учням легше засвоювати складні концепції.

Окрім математики, жести відіграють ключову роль у процесі засвоєння мов. У багатомовних класах, де учні можуть мати труднощі з незнайомою лексикою, вчителі, які супроводжують нові слова відповідними рухами рук, створюють додатковий канал значення, що долає мовні бар'єри. Наприклад, простий жест, що імітує відкриття книги, може допомогти закріпити значення слова «читати» без необхідності

додаткових пояснень. Більше того, дослідження показують, що діти, яких заохочують використовувати жести під час вивчення нових слів, розвивають сильніші мовні навички та краще запам'ятовують інформацію порівняно з тими, хто покладається лише на мовлення.

Жести корисні не лише для учнів, але й для самих педагогів як діагностичний інструмент. Спостерігаючи за спонтанними рухами рук учнів під час виконання завдань, вчителі можуть отримати уявлення про їхні когнітивні процеси. Деякі учні, які стикаються з труднощами, можуть несвідомо використовувати жести, що натякають на часткове розуміння, наприклад, рухати руками так, ніби вони маніпулюють числами в просторі, що може свідчити про наближення до усвідомлення концепції. Вчителі, які вміють розпізнавати такі невербальні підказки, можуть відповідно адаптувати своє викладання, надаючи цілеспрямовану підтримку, що відповідає способу мислення учнів.

Більше того, створення середовища, де жести заохочуються, може підвищити рівень участі та залученості учнів у навчальний процес. Деяким учням, особливо тим, хто відчуває мовні труднощі або тривожність щодо висловлення своїх думок, може бути легше спочатку виразити себе через рухи, а вже потім – словами. Визнаючи значущість жестів і інтегруючи їх у класну комунікацію, вчителі не лише покращують навчальний процес, а й створюють більш інклюзивне та динамічне освітнє середовище. Таким чином, жести слугують не лише засобами розуміння, а й містками до глибшої інтелектуальної взаємодії.



Online Course Assignments

13. Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985538>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985536>
(for translators)



Unit 4. Mastering the Art of Negotiation

Warming-Up

1. What makes a good negotiator? *Create a list of key characteristics. Work in small groups. Compare and discuss your ideas. Then, present a final list of qualities that an ideal negotiator should possess.*

2. *Work in pairs. Choose any historical event connected with negotiations. Analyze it according to the scheme below and present your findings to the class.*

- A. **Name of the event** – What is the name of the historical negotiation?
- B. **Timeframe** – When did it take place?
- C. **Negotiators** – Who were the key figures involved in the negotiations?
- D. **Subject of negotiations** – What were the main issues being discussed?
- E. **Results** – What was the outcome of the negotiations?
- F. **Challenges and Strategies** – What obstacles did the negotiators face, and what strategies did they use to overcome them?
- G. **Impact** – How did the negotiation affect history, politics, or international relations?
- H. **Personal Reflection** – Do you think the negotiations were successful? Why or why not? What would you have done differently?



The Treaty of Kadesh (1274 BCE)

<https://corum.ktb.gov.tr/EN-61494/kadesh-war-and-peace-treaty.html>

The Treaty of Kadesh is often regarded as the world's first known peace treaty, signed between the Egyptian Pharaoh Ramses II and the Hittite King Hattusili III. Following several years of conflict, the two powerful empires, who were vying for control of the lands in the Levant, found a mutual desire to end their hostilities.

The treaty outlined terms of peace, including the recognition of each other's territorial claims and the establishment of alliances. The document itself, inscribed on monuments, stated that both empires would respect each other's borders and would assist each other in times of trouble. This agreement helped secure a long-lasting peace

between the Egyptians and the Hittites, which lasted for several generations, demonstrating early diplomatic efforts to resolve international conflicts.

In addition to the peace terms, the Treaty of Kadesh is notable for its diplomatic approach, featuring not only formal agreements but also elements of shared respect and mutual defense. The treaty is seen as a precedent for future diplomatic practices, establishing the importance of negotiations over military confrontations. The surviving records of the treaty reveal the significance of communication and negotiation in shaping the political landscapes of ancient empires, and it remains an iconic example of peaceful resolution in the ancient world.



The Peace of Nicias (421 BCE)

<https://www.britannica.com/topic/Peace-of-Nicias>

The Peace of Nicias was an agreement between Athens and Sparta during the Peloponnesian War, one of ancient Greece's most destructive conflicts. The peace was negotiated by Nicias, the Athenian general, and it aimed to halt hostilities between the two principal city-states for a period of six years.

The Peloponnesian War had caused immense suffering on both sides, with economic tolls, military losses, and devastation across Greece. The treaty was intended to offer a reprieve for both Athens and Sparta, allowing them to rebuild their war-torn cities and military strength.

Though the peace was fragile, it provided significant breathing space for both sides. During this time, Sparta and Athens agreed to respect each other's territories and cease military operations. However, the treaty's effectiveness was ultimately undermined by renewed hostilities, internal dissent, and shifting alliances, and the war resumed. Despite this, the Peace of Nicias remains an important early example of diplomacy trying to impose order during a time of war, demonstrating the potential for negotiated peace even in the midst of longstanding conflicts.



The Edict of Milan (313 CE)

<https://www.britannica.com/topic/Edict-of-Milan>

The Edict of Milan, issued by Roman Emperors Constantine I and Licinius, was a pivotal moment in the history of Christianity. Prior to this edict, Christians had faced periods of persecution, particularly under Emperor Diocletian, where their faith was outlawed and adherents subjected to harsh punishment. Constantine, after experiencing a pivotal vision, sought to gain the support of Christians to solidify his power.

In 313 CE, he and Licinius jointly declared the Edict of Milan, which legalized Christianity and granted all religions in the Roman Empire the freedom to practice openly.

This agreement had far-reaching implications, not only for Christians but for the broader religious landscape of the empire. The Edict allowed Christians to openly worship, build churches, and claim religious liberties that were previously denied to them. It marked the beginning of Christianity's transition from a persecuted sect to the dominant religion of the Roman Empire. The Edict of Milan is seen as a foundational moment for the spread of Christianity, showcasing the ability of political leaders to use negotiation and law to establish religious tolerance, setting a precedent for future religious freedom worldwide.



The Treaty of Westphalia (1648)

<https://www.britannica.com/event/Peace-of-Westphalia>

The Treaty of Westphalia is a collection of peace treaties that ended the Thirty Years' War in the Holy Roman Empire and the Eighty Years' War between Spain and the Dutch Republic. Negotiated in 1648, the treaties involved multiple European powers, including France, Sweden, Spain, and the Holy Roman Empire.

The negotiations, which took place in Westphalia (modern-day Germany), were complex, involving hundreds of representatives, each with their own interests and objectives. The treaties are considered a cornerstone of modern international diplomacy, as they marked the end of religious conflict in Europe and established the principles of state sovereignty and non-intervention.

The treaties also had a significant impact on the political structure of Europe, redrawing territorial boundaries and recognizing the independence of several states, including the Dutch Republic and Switzerland. The principle of sovereignty, which was enshrined

in the treaties, became a cornerstone of modern international law. The Treaty of Westphalia effectively established a system of nation-states, where rulers had the authority to govern without interference from external forces, paving the way for the development of modern international relations and diplomacy.



The Magna Carta (1215)

<https://www.britannica.com/topic/Magna-Carta>

The Magna Carta, signed by King John of England in 1215, is one of the most important documents in the history of English law. Faced with widespread discontent among his barons due to his autocratic rule and heavy taxation, King John was forced to negotiate with his nobles at Runnymede, a meadow near London.

The result was the Magna Carta, a document that limited the power of the monarch and enshrined certain rights for the nobles, including protections against illegal imprisonment and arbitrary taxation. Though initially intended to address specific grievances, the Magna Carta became a symbol of the struggle for individual rights and has influenced legal systems around the world.

The Magna Carta is often viewed as a foundational document in the development of constitutional law, as it introduced the concept that even the king was subject to the law. While the immediate effect of the Magna Carta was limited, its long-term legacy is profound. It inspired later legal principles, such as habeas corpus, and laid the groundwork for the development of democratic institutions, influencing documents like the U.S. Constitution. The negotiation that led to the Magna Carta demonstrated the power of legal agreements in shaping political authority and individual freedoms.



The Treaty of Paris (1763)

<https://history.state.gov/milestones/1750-1775/treaty-of-paris>

The Treaty of Paris, signed in 1763, ended the Seven Years' War, a global conflict involving most of the great powers of the time. The treaty resulted in significant territorial changes, particularly in North America, where Britain gained control of Canada and Florida, while Spain acquired Louisiana.

The treaty reshaped the balance of power in Europe and the Americas, marking the end of France's colonial empire in North America. Negotiated between Britain, France, and

Spain, the Treaty of Paris is notable for its peaceful resolution of a complex global conflict and its role in establishing British dominance in North America.

The Treaty of Paris had far-reaching consequences, including the beginning of the British Empire's expansion into the American colonies. However, the treaty also sowed the seeds for future conflict, particularly in North America, where tensions between Britain and its American colonies began to grow, leading to the American Revolution. Despite these long-term consequences, the Treaty of Paris stands as an example of successful diplomacy in resolving a global war and reshaping international borders.



The Congress of Vienna (1814-1815)

<https://www.britannica.com/event/Congress-of-Vienna>

The Congress of Vienna was a series of meetings between the major European powers, following the defeat of Napoleon Bonaparte. Its goal was to restore stability to Europe after years of war and political upheaval.

The negotiations, which took place from 1814 to 1815, were led by diplomats such as Austrian Foreign Minister Klemens von Metternich and were aimed at reestablishing a balance of power in Europe. The Congress of Vienna resulted in the redrawing of European borders, restoring monarchies, and creating a system of alliances that sought to prevent future conflicts.

The outcome of the Congress of Vienna was the establishment of a conservative order that dominated European politics for much of the 19th century. The agreements made at the congress helped to maintain peace in Europe for nearly a century, with the only major conflict being the Crimean War. The Congress of Vienna is considered a success in terms of diplomacy, as it marked the first real effort at long-term peacekeeping in modern Europe, using negotiation and cooperation rather than war to resolve disputes.



The Camp David Accords (1978)

<https://history.state.gov/milestones/1977-1980/camp-david>

The Camp David Accords were a series of negotiations held at the U.S. presidential retreat in Camp David, Maryland, between Egyptian President Anwar Sadat, Israeli Prime Minister Menachem Begin, and U.S. President Jimmy Carter.

The talks were a response to decades of conflict between Israel and Egypt and sought to bring about a lasting peace in the Middle East. The accords resulted in Egypt

becoming the first Arab country to recognize Israel, in exchange for the return of the Sinai Peninsula, which had been occupied by Israel since the Six-Day War of 1967. The Camp David Accords are widely regarded as a breakthrough in Middle Eastern diplomacy and a major achievement in U.S. foreign policy.

The peace agreement resulted in a formal peace treaty between Egypt and Israel in 1979, marking the end of the state of war that had existed between the two countries for over 30 years. It also led to Egypt's reintegration into the Arab world and laid the groundwork for future peace processes in the region. Despite challenges and criticism, the Camp David Accords demonstrated the potential for negotiated solutions to longstanding conflicts, setting a precedent for future peace efforts in the Middle East.



Vocabulary in Focus

3. Fill in the gaps with correct prepositions.

1. accordance the agreement
2. regard negotiation strategies
3. the context business deals
4. pursuit better outcomes
5. respect cultural differences
6. light recent events
7. the framework discussions
8. the expense trust
9. anticipation the response
10. recognition mutual interests
11. virtue experience
12. contrast common beliefs

4. Choose the correct meaning of each verb.

1. **Rectify** means:
 - a) To correct or fix something
 - b) To ignore a mistake
 - c) To make something worse
2. **Negotiate** means:
 - a) To argue aggressively
 - b) To discuss in order to reach an agreement
 - c) To refuse to compromise
3. **Percolate** means:
 - a) To flow or spread gradually
 - b) To disappear quickly
 - c) To remain unchanged

4. **Facilitate** means:
 - a) To make something easier
 - b) To block or hinder progress
 - c) To criticize someone
5. **Reinforce** means:
 - a) To weaken something over time
 - b) To make something stronger
 - c) To replace something entirely
6. **Yield** means:
 - a) To resist and refuse
 - b) To surrender or produce results
 - c) To demand something forcefully
7. **Undermine** means:
 - a) To strengthen or support
 - b) To gradually weaken or damage
 - c) To improve the foundation of something
8. **Disclose** means:
 - a) To reveal or make information known
 - b) To hide something from others
 - c) To create something new
9. **Endorse** means:
 - a) To publicly support or approve
 - b) To strongly criticize
 - c) To reject an idea
10. **Accommodate** means:
 - a) To adapt or make space for something
 - b) To remove or exclude something
 - c) To oppose changes
11. **Reassess** means:
 - a) To evaluate again
 - b) To make a quick decision
 - c) To ignore new information
12. **Ascertain** means:
 - a) To make an assumption
 - b) To find out or confirm something
 - c) To guess without evidence
13. **Mitigate** means:
 - a) To reduce the severity of something
 - b) To increase a problem
 - c) To completely remove something
14. **Contemplate** means:
 - a) To think deeply about something
 - b) To act without thinking
 - c) To dismiss an idea quickly

15. **Commence** means:

- a) To start or begin something
- b) To delay indefinitely
- c) To stop suddenly

5. Complete the sentences with the correct verb from the list below. You may need to change the form of the verb.

RECTIFY NEGOTIATE PERCOLATE FACILITATE
REINFORCE YIELD UNDERMINE DISCLOSE
ENDORSE ACCOMMODATE REASSESS ASCERTAIN
MITIGATE CONTEMPLATE COMMENCE

1. The company had to _____ a deal with its suppliers to avoid production delays.
2. She was asked to _____ the accuracy of the financial report before it was published.
3. The government introduced new measures to _____ the effects of inflation.
4. His constant criticism started to _____ her confidence, making her doubt her abilities.
5. Before the event can _____, all necessary safety checks must be completed.
6. The new law was designed to _____ fair treatment of employees in the workplace.
7. After the mistake was discovered, the manager took immediate steps to _____ the issue.
8. It is important to _____ the possible consequences before making a major decision.
9. The CEO refused to _____ the risky business proposal due to its financial uncertainty.
10. The hotel was able to _____ the needs of both business travelers and tourists.
11. Over time, innovative ideas tend to _____ through different industries, influencing business trends.
12. After reviewing the project's budget, the team had to _____ their initial plans.
13. The company decided not to _____ sensitive customer data to third parties.
14. The teacher used group discussions to _____ student engagement in the lesson.
15. Despite his initial resistance, he eventually had to _____ to the demands of the board.

6. Match each noun with its correct set of synonyms.

1. concession	A. Reliability, trustworthiness
2. reciprocity	B. Fairness, mutual exchange
3. consensus	C. Agreement, harmony
4. apprehension	D. Monitoring, supervision

5. viability	E. Possibility, feasibility
6. resolution	F. Fear, anxiety
7. integrity	G. Compromise, trade-off
8. oversight	H. Deadlock, impasse
9. stalemate	I. Negotiator, mediator
10. hostage	J. Reputation, believability
11. intermediary	K. Achievement, determination
12. credibility	L. Persistence, stability
13. skepticism	M. Settlement, solution
14. aspiration	N. Prisoner, captive
15. sustainability	O. Doubt, mistrust

7. Translate the sentences from the podcast into Ukrainian.

1. "What I can definitely recognize is looking for the small concessions that you would be allowed to give, the sort of stuff which may make the negotiation go better."
2. "Same with a concession, Tim. I think it's always good to get in with the first concession, not a big one, but a minor one, and then working on the basis of reciprocity."
3. "A good negotiation is trying to spot where there is some sort of mutual interest that can be pursued, where I can give you something that you really want and you can give me something that I want more than you, which helps to build a consensus."
4. "One of the things that was coming to my mind was actually giving somebody advice about the negotiations they were going into for a new job they'd been offered, and they had a lot of apprehension about it."
5. "Before you ever start a negotiation, you need to be absolutely clear on what the final outcome that is ideal for you is, and then you need to determine the viability of your options."
6. "My personal driver was I've always been a bit of a pacifist, and I believed that there was a peaceful way of sorting some resolutions."
7. "The whole process, not just about what we are negotiating, but the implementation of the action, in my case, the exchange for the hostage into a former hostage, everything is a process which has to be built on trust and integrity."
8. "You need to know that because that really is the point at which you do walk out rather than accept it. The other side's oversight is too much more difficult to ascertain."
9. "One of the things people often don't realize is that the way you start out is not necessarily the way things are going to be halfway through the negotiation, and you might hit a stalemate."
10. "Sue Williams, hostage negotiator and, in fact, former head of Scotland Yard's hostage negotiation unit."
11. "One of the tactics which is used quite a lot is intermediaries."
12. "Threats that you will not follow through — you've lost credibility."
13. "People need to go into negotiations really understanding their own biases, that's really, really important to avoid skepticism in the process."

14. "If one side comes out feeling they've been screwed and you have any further dealings, it's not going to work, so you need to align with their aspirations."
15. "Many of the other European forces were just beginning to create these mediation and negotiation teams."
16. "For me, the thing I bang on about a lot in our business is the sustainability of the deal."
17. "I think that's a really good phrase because deadlines are used as leverage, but deadlines don't truly worry hostage negotiators."

8. 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 matter of mutual interest	питання взаємного інтересу
To a certain extent	до певної міри
At the negotiation table	за столом переговорів
A well-established business practice	добре усталена бізнес-практика
A significant competitive advantage	значна конкурентна перевага
To foster long-term relationships	сприяти довгостроковим відносинам
To put forward an offer	висунути пропозицію
To secure a better deal	забезпечити кращу угоду
To build mutual trust	вибудовувати взаємну довіру
To weigh all options carefully	ретельно зважити всі варіанти
A crucial turning point	вирішальний момент
A strategically sound approach	стратегічно обґрунтований підхід
To outline the main points	окреслити основні моменти
A result-driven negotiation process	переговорний процес, орієнтований на результат
To navigate complex discussions	орієнтуватися в складних дискусіях
To hold a key position	займати ключову позицію
A well-calculated move	добре розрахований крок
To draw a fair conclusion	зробити справедливий висновок



Online Course Assignments Listening

9. Listen to the BBC podcast *How To Negotiate* and do the tasks given below.



<https://elearning.kubg.edu.ua/mod/resource/view.php?id=985592>

(for linguists)



<https://elearning.kubg.edu.ua/mod/resource/view.php?id=985591>

(for translators)



Reflection and Discussion

10. Do the test.

1. What does Tim Cullen consider negotiation to be?

- A) Purely an art
- B) A mix of art and science
- C) A skill that cannot be taught
- D) An irrelevant business practice

2. What organization did Tim Cullen recently train in negotiation?

- A) The European Parliament
- B) The World Trade Organization
- C) The International Monetary Fund
- D) The United Nations

3. What was Sue Williams' primary responsibility as a hostage negotiator?

- A) Negotiating business deals
- B) Handling corporate takeovers
- C) Preventing suicides and negotiating with kidnappers
- D) Training police officers in combat tactics

4. What is the key principle behind the "orange parable"?

- A) The strongest negotiator always wins
- B) Effective negotiation involves splitting resources evenly
- C) Understanding different needs leads to better outcomes
- D) A good negotiator always keeps secrets

5. In negotiation, what does BATNA stand for?

- A) Best Alternative to a Negotiated Agreement
- B) Basic Agreement on Terms and Negotiation
- C) Business and Trade Negotiation Analysis
- D) Bargaining Approach to Negotiation Agreements

6. Why do hostage negotiators sometimes use intermediaries?

- A) To convince kidnappers to release hostages
- B) To avoid direct confrontation

- C) To secure financial payments
- D) To delay the negotiation process

7. What mistake did Tim Cullen highlight in the Chinese business negotiation example?

- A) He underestimated the time needed
- B) He failed to consider cultural factors
- C) He made an incorrect first offer
- D) He relied too much on technology

8. What does ZOPA refer to in negotiation?

- A) The lowest price an item can be sold for
- B) The range where both parties can agree
- C) A tactic used by hostage negotiators
- D) A style of bargaining used in Asia

9. Why is it often beneficial to make the first offer in a negotiation?

- A) It shows dominance over the other party
- B) It establishes an "anchor" for the discussion
- C) It allows you to change your offer later
- D) It reduces the length of the negotiation

10. What does Sue Williams believe about deadlines in hostage negotiations?

- A) They are crucial for pressuring the other side
- B) They should never be taken seriously
- C) They should be mutually agreed upon
- D) They are always rigid and non-negotiable

11. What is a common error in international negotiations?

- A) Offering too many concessions too early
- B) Ignoring cultural differences
- C) Speaking too much in the discussion
- D) Using complex legal language

12. Why is lying in a negotiation dangerous?

- A) It forces the other party to trust you
- B) It makes the deal faster
- C) It damages credibility and future negotiations
- D) It ensures better financial outcomes

11. Answer the questions.

1. Why does Tim Cullen describe negotiation as both an art and a science?
2. What is the significance of the "orange parable" in negotiation?
3. How did Tim Cullen realize he needed to improve his negotiation skills?
4. What types of negotiations does Brydie Warner-Adsets handle in her work?
5. What kind of negotiations did Sue Williams deal with at Scotland Yard?
6. Why does Sue Williams emphasize small concessions in negotiations?
7. What is BATNA, and why is it important?
8. How can cultural differences impact negotiation outcomes?
9. What is ZOPA, and how does it help negotiators?

10. Why should negotiators be cautious about setting deadlines?
11. What psychological factors play a role in negotiations?
12. What are some examples of concessions that might be made in business negotiations?
13. How does the "anchoring" technique affect negotiations?
14. What are the risks of bluffing in a negotiation?
15. What role does active listening play in negotiation success?

12. Work in pairs. Choose one topic and discuss it. Get ready to share your ideas with the whole class.

The Nature of Power in Negotiation

Negotiation is often seen as a process of reaching mutual agreement, but at its core, it reflects a deeper philosophical issue: the nature of power. In every negotiation, there is an implicit struggle between dominance and cooperation, authority and persuasion. The example of hostage negotiations in the text highlights how power is not merely about force but also about influence and psychological leverage. If negotiation is about achieving a “win-win” outcome, then what does it mean to “win”? Is power best exercised through coercion, or does true power lie in the ability to create alignment between conflicting interests? The text suggests that the most effective negotiators recognize power not as a fixed possession but as a fluid dynamic that shifts based on the context, stakes, and ethical considerations of the parties involved.

The Ethics of Persuasion

One of the most pressing ethical dilemmas in negotiation is the role of deception. The text strongly advises against lying, yet it acknowledges that withholding information or strategically revealing facts can be a crucial part of negotiation tactics. This raises the broader philosophical question: where is the line between persuasion and manipulation? If withholding the full truth leads to a mutually beneficial outcome, is it still ethically questionable? The text presents a contrast between business and hostage negotiations — whereas in business, small manipulations may be tolerated, in hostage situations, a single breach of trust can be disastrous. The underlying issue is whether ethical negotiation must be grounded in absolute honesty or whether pragmatic considerations justify selective truth-telling.

Rationality and Emotion in Decision-Making

A recurring theme in the text is the tension between rational strategy and human emotion in negotiations. Philosophically, this echoes debates in decision theory about whether human beings are truly rational agents or whether emotions inevitably cloud judgment. The text warns against emotional involvement, arguing that strong emotions lead to irrational choices, yet it also acknowledges that emotions like trust and empathy are essential in hostage negotiations. Can a purely rational approach ever be sufficient in human interactions, or is emotional intelligence a necessary component of effective

negotiation? This tension between cold calculation and emotional engagement suggests that negotiation is not just a technical skill but a reflection of the broader human condition—one where reason and emotion are inextricably linked.

The Illusion of Objectivity in Negotiation

The discussion on cultural differences in negotiation challenges the idea that negotiation strategies can be universally applied. The text provides the example of Finnish silence as a negotiation tactic, revealing how different cultures perceive communication norms. From a philosophical perspective, this raises the question: is objectivity in negotiation possible, or is every negotiation shaped by subjective cultural assumptions? If negotiation is about uncovering the “true” interests of the other party, but those interests are shaped by cultural biases, then how can a negotiator ever claim to be fully objective? The text implies that successful negotiation requires not just logical reasoning but also a deep awareness of cultural relativism — the idea that no single perspective is inherently superior.

The Paradox of the Win-Win Ideal

The text presents the concept of “win-win” negotiations as an ideal goal, illustrated by the “orange parable,” where both parties achieve full satisfaction. However, from a philosophical standpoint, this raises an interesting paradox: does a truly equal negotiation ever exist, or is one party always at a disadvantage? Even when both sides appear to “win,” the structural power dynamics — economic, social, or political—may still favor one party over the other. For instance, a corporation negotiating with an individual employee has vastly different resources and fallback options. The philosophical challenge is whether the concept of fairness in negotiation is an achievable reality or merely an illusion that masks deeper inequalities.



Online Course Assignments

13. Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985601>

(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=985602>

(for translators)

Potential for Communication and Exchange

If intelligent aliens exist and can communicate, it could lead to an unprecedented exchange of knowledge and culture. Learning from an advanced civilization might provide solutions to problems such as climate change, disease, or energy shortages. A shared dialogue could also expand our understanding of languages, social structures, and technological possibilities. However, the potential risks of contact, such as misunderstandings or conflicts, are also widely discussed. Despite these uncertainties, the possibility of interstellar communication continues to drive scientific and speculative efforts.

Survival and Future of Humanity

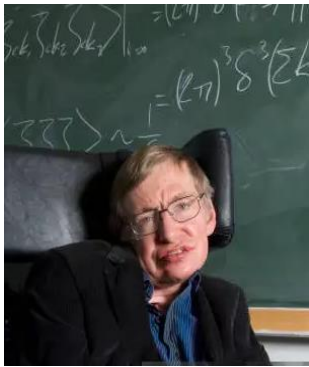
Searching for extraterrestrial life is also linked to the long-term survival of humanity. If we find other habitable planets, it could open possibilities for colonization and ensure human existence beyond Earth. Additionally, learning from advanced civilizations might help us avoid existential threats, such as self-destruction through war or environmental collapse. Some theories suggest that if aliens exist but have not contacted us, they may have faced catastrophic events, knowledge that could help us avoid similar fates. Understanding our cosmic neighbors could be crucial for ensuring the future of our species.

Curiosity About UFOs and Anomalies

Throughout history, reports of unidentified flying objects (UFOs) have sparked speculation about extraterrestrial visitors. While many of these sightings can be explained by natural or human-made phenomena, some remain unexplained, prompting further investigation. Governments and scientific institutions have taken a growing interest in studying aerial anomalies to determine their origins. Some believe that confirming alien involvement could redefine global security and technological capabilities. The search for extraterrestrial life includes not only deep-space exploration but also closer examinations of strange occurrences on Earth.

Expanding Human Horizons

Encountering an alien civilization could profoundly change how we see ourselves and our place in the universe. It might challenge our ideas of intelligence, cooperation, and even morality. Just as interactions between different human cultures throughout history have led to new philosophies and innovations, contact with extraterrestrials could redefine our values and aspirations. Even if we do not find intelligent life, the search itself forces us to expand our understanding of what is possible. The quest for aliens is ultimately a quest for knowledge, pushing us beyond our current limitations.



surl.li/yisvds

The name of Stephen Hawking (January 8, 1942 - March 14, 2018) **seems to be familiar to every person on the planet.** He was an amazing scientist and, for sure, a very determined person with a strong personality. Despite being diagnosed with a severe illness at a young age, he continued working, writing, and inspiring millions. His research explored the mysteries of the universe, particularly black holes and the nature of time.

Beyond his scientific contributions, Hawking was also a popular science communicator, making complex ideas accessible to the public.

He appeared in documentaries, TV shows, and even humorous cameos, proving that his brilliance extended beyond academia. His resilience and groundbreaking work made him one of the most influential minds of our time.

What do you know about Stephen Hawking?

2. Do the test. Check your answers with your partner. Share with the class what you know about this person.

1. What was Stephen Hawking's most significant contribution to theoretical physics?
 - A) The discovery of dark matter
 - B) The theory of cosmic inflation
 - C) The concept of Hawking radiation
 - D) The formulation of the string theory
2. In which year did Stephen Hawking publish his famous book *A Brief History of Time*?
 - A) 1974
 - B) 1988
 - C) 1995
 - D) 2001
3. What rare medical condition was Stephen Hawking diagnosed with in his early 20s?
 - A) Multiple sclerosis
 - B) Huntington's disease
 - C) Amyotrophic lateral sclerosis (ALS)
 - D) Muscular dystrophy
4. What major paradox in black hole physics did Hawking propose, challenging the foundations of quantum mechanics?
 - A) The Fermi Paradox
 - B) The Firewall Paradox
 - C) The Black Hole Information Paradox
 - D) The Uncertainty Paradox

5. Which of the following universities did Stephen Hawking attend as a student?
 - A) Harvard University
 - B) Cambridge University
 - C) Princeton University
 - D) Oxford University
6. What significant bet did Hawking make with physicist Kip Thorne?
 - A) That black holes could never evaporate
 - B) That the Higgs boson would not be discovered
 - C) That information falling into a black hole would be lost forever
 - D) That time travel to the past was physically possible
7. What was the name of the space agency that honored Stephen Hawking by naming a satellite after him?
 - A) NASA
 - B) ESA
 - C) Roscosmos
 - D) ISRO
8. Stephen Hawking's voice synthesizer became one of his trademarks. Why did he continue using the same robotic voice for decades?
 - A) He was legally required to use it
 - B) He believed it was more scientifically accurate
 - C) He had become attached to it and considered it part of his identity
 - D) He could not afford a better system
9. Which of the following statements reflects Hawking's view on artificial intelligence?
 - A) AI will be the key to humanity's survival
 - B) AI will always remain under human control
 - C) AI could be the best or worst thing to happen to humanity
 - D) AI development should be stopped immediately
10. What was the title of the documentary film that depicted Stephen Hawking's life and career?
 - A) The Theory of Everything
 - B) Into the Universe with Stephen Hawking
 - C) Cosmos: A Spacetime Odyssey
 - D) Hawking

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

STEPHEN HAWKING: ALIEN CONTACT COULD BE RISKY

In Discovery Documentary, British Astrophysicist Warns

Alien Life Could Be Hostile

<https://abcnews.go.com/Technology/Space/stephen-hawking-alien-contact-risky/story?id=10478157>

Alien encounters may seem like sure-fire winners to Hollywood, but one of the world's most famous scientists thinks they may be "too risky" to be worth seeking.

The world-famous astrophysicist theorizes that alien life will not be friendly.

In a new Discovery Channel documentary, British astrophysicist Stephen Hawking said that communicating with aliens could be a threat to Earth.

Hawking said it is likely that alien life exists, but a visit from extraterrestrials might be similar to Christopher Columbus' arrival in the Americas.

"If aliens visit us, the outcome would be much as when Columbus landed in America, which didn't turn out well for the Native Americans," he said. "We only have to look at ourselves to see how intelligent life might develop into something we wouldn't want to meet."

In the new program, "Into the Universe with Stephen Hawking," he speculated that aliens' capabilities "would be only limited by how much power they could harness and control, and that could be far more than we might first imagine." He said it might even be possible for aliens to harvest the energy from an entire star.

"Such advanced aliens would perhaps become nomads, looking to conquer and colonize whatever planets they can reach," Hawking said.

But don't start worrying quite yet. It's unlikely that those traveling troublemakers will visit us anytime soon, said space watchers. Jill Tarter, director of the Center for SETI (Search for Extraterrestrial Life) Research at the SETI Institute, said that her center uses radio telescopes and optical telescopes to listen for signals of technology from extraterrestrial life. So far, after more than 40 years, there has not been a peep.

She said SETI's technology is advanced enough to detect signals from up to 1,000 light-years away. There are about one million stars in that zone. A signal could have been sent 1,000 years ago, before that civilization had any knowledge of Earth.

But she said that as humans have leaked radio and television broadcasts into space over the past 100 years, it's possible that other planets could be monitoring Earth. "It's quite reasonable that we might be on someone's transmission list," she said. She emphasized, however, that though it's an effort worth considering, SETI doesn't actively transmit messages to space. So far, it has only listened.

"The question of whether or not we should transmit is a question that deserves a global conversation, and we're trying to figure out how to have that," Tarter said.

Ian O'Neill, space producer for Discovery News, an ABC News partner, said that humans didn't start leaking transmissions into space until the first radio broadcasts about 100 years ago. Given that our galaxy alone is 100,000 light years across, relatively speaking, he said, those signals haven't traveled too far. "We've only tapped into our cosmic neighborhood recently," he said. "That time scale is huge."

He also said that though scientists believe that life exists across the universe, there's no actual evidence of it yet. It could be hundreds, if not thousands, of years, he said, before human messages get an extraterrestrial response. And if aliens do visit Earth, who knows what they would be like, he said.

"This is all complete speculation," he said. "Hawking's point is very much one-sided. There's an equal chance of meeting a friendly race, like our own."

Tarter, asked about Hawking's vision of aggressive aliens, said there's a "huge range of possibilities and lots of speculation."

"Stephen's is one and though he's a brilliant man, I'm not quite sure that his opinion has any more authority over mine or anyone else's," she said. "It's just a question. We don't know the answer."



Vocabulary in Focus

4. Find English phrases in the text corresponding to the given Ukrainian equivalents.

1. Надто ризиковано, щоб цього варто було шукати
2. Спілкування з прибульцями може становити загрозу
3. Може розвинутися в те, з чим ми не хотіли б зустрітися
4. Збирати енергію з цілої зірки
5. Шукаючи можливості завоювати та колонізувати планети
6. Сигнали на відстані до 1000 світлових років
7. Заслуговує на глобальне обговорення
8. Є рівна ймовірність зустріти дружню расу

5. Translate into English using the phrases from Exercise 4.

1. Місію з дослідження невідомої екзопланети визнали надто ризикованою, щоб цього варто було шукати.
2. Багато вчених вважають, що спілкування з прибульцями може становити загрозу існуванню людства.
3. Розвинений штучний інтелект може розвинутися в те, з чим ми не хотіли б зустрітися.
4. Високорозвинена цивілізація могла б збирати енергію з цілої зірки для живлення своїх технологій.
5. Деякі теоретики припускають, що інопланетні види можуть шукати можливості завоювати та колонізувати планети за межами своєї.
6. Астрономи виявили загадкові сигнали на відстані до 1000 світлових років.
7. Можливість відкриття розумного позаземного життя заслуговує на глобальне обговорення.
8. Хоча дехто боїться ворожих прибульців, є рівна ймовірність зустріти дружню расу.



IDIOMS IN FOCUS

6. Study the given idioms and expressions with WORTH. Do the exercises given below.

Worth its weight in gold – Something extremely valuable or useful. E.g., *Her experience in conflict resolution is worth its weight in gold for the team.*

Not worth a penny – Of little or no value. E.g., *His promises were not worth a penny in the face of his actions.*

Worth every penny – Something that is considered valuable for the price. E.g., *The quality of the concert tickets made the experience worth every penny.*"

Worth more than words can express – Something so valuable that it is difficult to describe in words. E.g., *Her support during the difficult times was worth more than words can express.*

Not worth the paper it's written on – Something that is of no real value or validity. E.g., *The contract was poorly drafted and not worth the paper it's written on.*

Worth one's while – Something that is beneficial or rewarding. E.g., *The meeting was long, but it was worth my while due to the key insights shared.*

Worth its weight in silver – Very valuable, though slightly less than the phrase "worth its weight in gold." E.g., *Her expertise in technology is worth its weight in silver, helping us stay ahead of competitors.*

Worth a shot – Worth attempting, even if the outcome is uncertain. E.g., *We should try the new approach, it's worth a shot.*

Worth one's salt – Worthy of respect or recognition due to competence. E.g., *Any leader worth their salt would understand the importance of transparency.*

7. Fill in the blanks with the correct phrase from Exercise 6.

1. A good leader is someone, one who consistently delivers on promises and leads with integrity.
2. I wasn't sure if attending the seminar would be useful, but the insights shared were so valuable that it was definitely
3. His knowledge of computer systems is because he was able to solve problems that no one else could.
4. We didn't know if the idea would work, but considering the potential rewards, we decided it was
5. The vacation to a secluded island in the Caribbean was expensive, but the experience and relaxation made it
6. The kindness and support she offered during my difficult time was, and I will always be grateful for it.
7. The business contract they signed was filled with so many flaws that it was when it came to actually executing the deal.
8. The antique vase turned out to be as it was a cheap replica, not the original artwork.
9. His advice on the financial market isn't quite as rare as an actual gold mine, but it's still in terms of its relevance and impact.

8. Read the passages illustrating idioms from Exercise 6. Identify which idiom is mentioned in each passage.

..... We weren't sure if trying the new marketing campaign would work, but after discussing it, we decided it was worth trying. Although

there was uncertainty, we felt the potential rewards made it worth taking the risk, and we were glad we did.

..... Her knowledge of the latest technological advancements was incredibly valuable to the team. The insights she provided in the meeting helped us solve a problem that had been affecting our progress for weeks. Without her, we would have struggled to reach the solution.

..... The new manager quickly gained the respect of the entire team. He proved himself capable by addressing challenges head-on, maintaining transparency, and ensuring that everyone's voice was heard. His leadership and decisions showed that he truly deserved the trust placed in him.

..... During my time of hardship, my friend's support was beyond anything I could ever describe. Every kind word, every gesture, and the simple fact that she was always there meant so much to me. No matter how I tried to thank her, I knew my words would never do justice to the depth of my gratitude.

..... The online course I enrolled in was disappointing. The content was outdated, and the instructions were unclear. I had hoped to gain useful knowledge, but in the end, the course turned out to be useless, offering little more than wasted time.

..... I wasn't sure if it was worth attending the long seminar, but the moment I sat down and listened to the speaker, I realized how beneficial it was. The strategies shared were directly applicable to my work, and I left with a wealth of knowledge that made the time spent there absolutely valuable.



Phrasal Verbs in Focus

9. Study the given phrasal verbs.

Leak out – to be revealed or to become known, usually in an unintended way. *The confidential information leaked out to the press.*

Leak away – to gradually escape or diminish over time. *The water began to leak away from the pipe.*

Leak into – to gradually enter or spread into a place or area. *The smell of the food leaked into the hallway.*

Leak through – to pass through something, especially in a way that's not intended. *The sunlight leaked through the cracks in the curtains.*

Leak (something) to – to secretly reveal something to someone. *She leaked the details of the meeting to the press.*

Leak away from – to gradually lose or drain away from something. *The heat leaked away from the container as soon as it was opened.*

10. Match each sentence (1-6) with the correct set of synonymous expressions

1. The government's plans leaked out to the press	A. Disclosed, passed on, revealed.
2. The company's profits leaked away due to poor management.	B. Escaped from, drained from, slipped out of.
3. Harmful chemicals leaked into the groundwater, causing contamination.	C. Seeped into, infiltrated, spread into.
4. Rainwater leaked through the roof, damaging the furniture.	D. Gradually disappeared, drained away, dwindled.
5. The whistleblower leaked the documents to the journalists.	E. Became known, got exposed, was disclosed.
6. The company's confidential data leaked away from its internal servers.	F. Dripped through, seeped through, penetrated.

11. Fill in the gaps with the phrasal verbs from Exercise 9.

1. Confidential company records mysteriously several external databases, raising concerns about data security.
2. After months of financial mismanagement, most of the organization's funds slowly, leaving it on the brink of bankruptcy.
3. Toxic waste from the factory the local river, causing severe environmental damage and endangering wildlife.
4. The news of the secret political deal to the media, causing a major scandal for the government.
5. Despite repeated repairs, water still the old wooden roof every time it rained, damaging the furniture inside.
6. A former employee deliberately sensitive company information to a rival firm, leading to a legal dispute.

12. Translate into Ukrainian.

1. Despite the government's best efforts to keep the high-level negotiations confidential, details of the secret trade agreement **leaked out** to the international press, sparking widespread speculation and criticism from opposition parties who demanded full transparency.
2. Over the years, the company's competitive edge **leaked away** due to its failure to innovate and adapt to new market trends, eventually leading to a significant decline in both revenue and customer loyalty, which once seemed unshakable.

3. After months of heavy rainfall and poor waste management, hazardous chemicals from an improperly sealed landfill **leaked into** the underground water supply, causing health officials to issue urgent warnings about the dangers of drinking contaminated water.
4. Even though the construction team assured the building's owners that the new roof was completely waterproof, during the first major storm of the season, rainwater **leaked through** the ceiling, seeping into the walls and causing mold to spread rapidly throughout the upper floors.
5. A whistleblower, deeply disturbed by the unethical practices within the corporation, secretly **leaked** internal emails **to** investigative journalists, who then published a shocking exposé that led to public outrage and an immediate government inquiry.
6. Sensitive military intelligence, which was meant to be securely stored within encrypted databases, somehow **leaked away from** the system, prompting cybersecurity experts to launch a full-scale investigation to determine whether it was a case of external hacking or an internal security breach.

13. Translate into English using 3 idioms from Exercise 6.

Попри суворі заходи безпеки, засекречена інформація про оборонну стратегію країни **просочилася** до іноземних розвідувальних агентств, викликавши занепокоєння щодо можливого витoku. Слідчі згодом з'ясували, що дані **витекли** з обмеженої бази через складну кібератаку. Тим часом токсичні відходи з найближчого заводу **просочилися в** місцеву річку, створюючи загрозу для морської фауни та здоров'я населення. Поки влада намагалася стримати наслідки, ЗМІ **розкрили** деталі урядового провалу в забезпеченні екологічних норм, ще більше розпалюючи суспільне обурення.



Reflection and Discussion

14. Answer the questions.

1. What are Stephen Hawking's main concerns about communicating with extraterrestrials?
2. How does Hawking compare a potential alien encounter to historical events on Earth?
3. What does Hawking speculate about the technological capabilities of advanced alien civilizations?
4. Why does Jill Tarter believe we shouldn't be too concerned about alien invasions?
5. How does SETI search for extraterrestrial life, and what has been the result so far?

6. What role do radio and television transmissions play in the search for extraterrestrial life?
7. Why does Jill Tarter believe the question of transmitting messages into space deserves global discussion?
8. What does Ian O'Neill mean when he says humans have "only tapped into our cosmic neighborhood recently"?
9. Why does O'Neill believe that Hawking's viewpoint is too one-sided?
10. What are some possible scenarios in which aliens could be friendly rather than hostile?
11. Why do some scientists remain skeptical about the existence of extraterrestrial life?
12. How does the vastness of the galaxy impact the possibility of receiving an alien response?
13. What ethical considerations should humanity take into account before attempting to communicate with aliens?
14. What arguments support the idea that aliens could have peaceful intentions?
15. If humanity ever makes contact with extraterrestrials, what should be our first course of action?

15. Work in two groups. One group will discuss the RISKS of meeting aliens, and the other group will discuss the BENEFITS. Read the provided points and discuss further ideas. After your discussion, add to the list with any new risks or benefits you come up with. Be prepared to share your group's thoughts with the rest of the class.

RISKS OF MEETING ALIENS



Potential Threat to Human Safety

The most immediate and frightening risk of meeting aliens could be the potential threat they pose to humanity. If extraterrestrial beings possess technology far more advanced than ours, their intentions may not be benign. Their arrival could lead to conflict, destruction, or even an existential threat to the human race. History has shown that encounters between different species, even on Earth, often lead to violence, misunderstanding, and exploitation. If aliens are hostile or indifferent to human life, it could result in catastrophic consequences for our civilization.

Risk of Biological Contamination

The introduction of alien organisms, whether microbial or more complex, could be a significant biological risk. Earth's ecosystems and human bodies have evolved without exposure to extraterrestrial pathogens, so even harmless bacteria from another planet might have devastating effects. If an alien pathogen spreads, it could cause pandemics, kill large portions of the population, or disrupt ecosystems beyond recovery. The

uncontrolled exchange of biological materials could threaten both humanity and Earth's delicate biological balance.

Cultural and Psychological Impact

The discovery of intelligent extraterrestrial life could have profound psychological and cultural consequences. It could challenge religious, philosophical, and existential beliefs, leading to mass confusion and distress. The sudden realization that humans are not the only intelligent beings in the universe could lead to a crisis of identity and purpose, destabilizing societies and cultures that have long been grounded in human-centric worldviews. The psychological effects of such a monumental discovery could take generations to fully comprehend and cope with.

BENEFITS OF MEETING ALIENS



Advancements in Technology and Knowledge

One of the most exciting benefits of meeting extraterrestrials could be the exchange of advanced technologies and knowledge. If aliens are more scientifically advanced than humans, they could share groundbreaking discoveries that would revolutionize medicine, energy, space exploration, and even communication. Such knowledge could lead to a solution for global challenges, such as curing diseases, solving the energy crisis, or overcoming environmental issues. The possibilities for human advancement are limitless if extraterrestrials are willing to share their wisdom.

New Perspectives on Life and the Universe

Meeting aliens could provide humanity with an entirely new perspective on our place in the universe. It would broaden our understanding of life, intelligence, and the potential for other civilizations to exist across galaxies. This encounter could inspire a new sense of unity among humans as we would no longer view ourselves as isolated beings but as part of a larger cosmic community. It could foster peace, cooperation, and collaboration, both among different nations on Earth and with alien civilizations, leading to a collective sense of purpose and progress.

Opportunity for Cultural Exchange

A meeting with aliens could provide a unique opportunity for cultural exchange. Just as human civilizations on Earth have shared art, knowledge, and traditions, so could we potentially learn from the culture, philosophy, and way of life of an extraterrestrial society. The insights into their social structures, values, and technologies could help us improve our own societal systems. Learning how they have solved complex problems or organized their civilizations could provide invaluable lessons for humanity, offering solutions to issues such as inequality, governance, and resource management.

16. There are many films about encounters between humans and aliens. Below are some examples of such films.



surl.li/yegjae

E.T. the Extra-Terrestrial (1982)

Directed by Steven Spielberg, this heartwarming film follows a young boy named Elliott who befriends an alien stranded on Earth. The alien, E.T., is gentle and kind, and the movie focuses on their emotional bond as they try to help E.T. return home. It explores themes of friendship, empathy, and the innocence of childhood.



surl.li/euduoc

Independence Day (1996)

Directed by Roland Emmerich, this action-packed film depicts a large-scale alien invasion of Earth. The aliens, with advanced technology, begin attacking major cities, and humanity must unite to fight back. The movie combines thrilling action with the resilience and courage of humans in the face of an existential threat.



surl.li/khpepu

The Fifth Element (1997)

Directed by Luc Besson, this visually stunning sci-fi film blends action, humor, and adventure. The story centers around a cab driver who becomes involved in the mission to protect Earth from an ancient alien force threatening the planet. The film is known for its vibrant visuals and its unique take on extraterrestrial life and the future of humanity.

Can you recall more films? Discuss them using the following scheme:

Title of the film / Release year / Director

Brief plot summary / Key themes or message

How are the aliens depicted? (Are they hostile, peaceful, misunderstood, etc.?)

How are humans depicted? (Are they friendly, aggressive, understanding, fearful, supportive?)

Your personal opinion or why you recommend it (optional).



Online Course Assignments

16. Do the test in your online course.



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=986105>
(for linguists)



<https://elearning.kubg.edu.ua/mod/quiz/view.php?id=986106>
(for translators)



Decoding the Media: A Linguistic Exploration of Newspaper Discourse

Persuasion and Argumentation Strategies in Editorials and Opinion Pieces

1. Read the following.

Editorials and opinion pieces play a crucial role in shaping public discourse by persuading readers to adopt particular viewpoints. Unlike objective news reporting, these forms of journalism rely on rhetorical strategies, logical reasoning, and emotional appeals to convince their audience. As Van Dijk (2020) states, "Opinion discourse is strategically designed to influence mental models, shaping not only what readers know but also how they feel about a topic" (p. 89). This persuasive function is achieved through a combination of logical argumentation, credibility-building techniques, and emotional engagement.

One of the most common persuasive strategies in opinion writing is the use of **logos**, or logical reasoning. Writers support their claims with data, expert opinions, and cause-effect reasoning to appear rational and authoritative. For example, an editorial arguing for climate action may cite scientific studies, economic projections, and policy analyses to strengthen its position. However, as Toulmin's model of argumentation highlights, "Even well-supported claims require a warrant that links evidence to conclusions" (Toulmin, 2021, p. 57). Effective argumentation, therefore, involves not just presenting facts but also explaining their relevance and addressing counterarguments.

Another key strategy is **ethos**, or the appeal to credibility. Opinion writers often establish authority by referencing their expertise, citing reputable sources, or aligning their views with widely respected institutions. For instance, a columnist discussing public health policies might reinforce their argument by referring to medical research or expert recommendations. As Fairclough (2020) notes, "The persuasive power of an argument depends not only on its logical structure but also on the perceived credibility of the speaker" (p. 112). Thus, a strong editorial balances logic with trustworthiness to gain reader confidence.

In addition to logic and credibility, opinion pieces frequently use **pathos**, or emotional appeal, to engage readers on a personal level. Writers evoke emotions such as fear, anger, hope, or empathy to make their arguments more compelling. For example, an editorial on immigration policy may highlight individual stories of hardship to humanize the issue. As Lakoff and Wehling (2022) explain, "Frames activated by emotional language shape how readers interpret facts and influence their

policy preferences" (p. 76). While emotion can be a powerful tool for persuasion, excessive reliance on it without factual support may lead to manipulation rather than informed debate.

By understanding these persuasive techniques, readers can critically engage with opinion pieces and evaluate their arguments more effectively. Recognizing how writers use logic, credibility, and emotion helps individuals distinguish between well-reasoned arguments and rhetorical manipulation. As media literacy becomes increasingly important, developing critical reading skills allows audiences to navigate complex debates with greater awareness and discernment.

References

1. Fairclough, N. (2020). *Critical Discourse Analysis: The Critical Study of Language*. Routledge.
2. Lakoff, G., & Wehling, E. (2022). *The Political Mind: A Cognitive Scientist's Guide to Your Brain and Its Politics*. Penguin.
3. Toulmin, S. (2021). *The Uses of Argument*. Cambridge University Press.
4. Van Dijk, T. A. (2020). *Discourse and Knowledge: A Sociocognitive Approach*. Cambridge University Press.

2. Reread the article. Identify examples of logos, ethos, and pathos. Discuss in pairs how each strategy contributes to the article's persuasiveness.

3. Work in groups. Choose passages of the article and rewrite them for different audiences (e.g., change it into a blog post or social media post). Discuss how the tone, evidence, and persuasive techniques change.

UNIT 6. THE WARMTH OF OTHER SUNS

by Isabel Wilkerson

Isabel Wilkerson (born on November 19, 1961) is an acclaimed American journalist and author best known for her works on historical and social narratives. As the first African American woman to win the Pulitzer Prize for journalism, she has made a lasting impact on the field of narrative nonfiction. Her writing blends meticulous research with deeply personal storytelling, shedding light on the lived experiences of marginalized communities.



surl.li/ywgszt

Wilkerson's most celebrated work, *The Warmth of Other Suns* (2010), chronicles the Great Migration, a massive movement of African Americans from the rural South to urban centers in the North and West. Through compelling personal accounts, she illustrates the resilience and determination of those who sought better lives in an often unwelcoming world.

Her second book, *Caste: The Origins of Our Discontents* (2020), extends her exploration of systemic inequality, arguing that the United States operates under a deeply entrenched caste system similar to those in India and Nazi Germany. Wilkerson's work has been widely praised for its thorough research, human-centered approach, and elegant prose, positioning her as one of the most important contemporary voices on race and social justice. She continues to influence discussions on history, identity, and structural discrimination, using her work to challenge conventional narratives and encourage a deeper understanding of America's past and present.

1. Read the chapter from the book and do the tasks given below.

*In our homes, in our churches,
wherever two or three are gathered,
there is a discussion of what is best to do.⁵
Must we remain in the South
or go elsewhere? Where can we go
to feel that security which other people feel?
Is it best to go in great numbers or only in several families?
These and many other things are discussed over and over.*

—A COLORED WOMAN IN ALABAMA, 1902

THE GREAT MIGRATION, 1915–1970

THEY FLED as if under a spell or a high fever. “They left as though they were fleeing some curse,” wrote the scholar Emmett J. Scott.⁶ “They were willing to make almost any sacrifice to obtain a railroad ticket, and they left with the intention of staying.”

From the early years of the twentieth century to well past its middle age, nearly every black family in the American South, which meant nearly every black family in America, had a decision to make. There were sharecroppers losing at settlement. Typists wanting to work in an office. Yard boys scared that a single gesture near the planter's wife could leave them hanging from an oak tree. They were all stuck in a caste system as hard and unyielding as the red Georgia clay, and they each had a decision before them. In this, they were not unlike anyone who ever longed to cross the Atlantic or the Rio Grande.

It was during the First World War that a silent pilgrimage took its first steps within the borders of this country. The fever rose without warning or notice or much in the way of understanding by those outside its reach. It would not end until the 1970s and would set into motion changes in the North and South that no one, not even the people doing the leaving, could have imagined at the start of it or dreamed would take nearly a lifetime to play out.

Historians would come to call it the Great Migration. It would become perhaps the biggest underreported story of the twentieth century. It was vast. It was leaderless. It crept along so many thousands of currents over so long a stretch of time as to be difficult for the press truly to capture while it was under way.

Over the course of six decades, some six million black southerners left the land of their forefathers and fanned out across the country for an uncertain existence in nearly every other corner of America.⁷ The Great Migration would become a turning point in history. It would transform urban America and recast the social and political order of every city it touched. It would force the South to search its soul and finally to lay aside a feudal caste system. It grew out of the unmet promises made after the Civil War and, through the sheer weight of it, helped push the country toward the civil rights revolutions of the 1960s.

During this time, a good portion of all black Americans alive picked up and left the tobacco farms of Virginia, the rice plantations of South Carolina, cotton fields in east Texas and Mississippi, and the villages and backwoods of the remaining southern states — Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, North Carolina, Tennessee, and, by some measures, Oklahoma. They set out for cities they had whispered of among themselves or had seen in a mail-order catalogue. Some came straight from the field with their King James Bibles and old twelve-string guitars. Still more were townspeople looking to be their fuller selves, tradesmen following their customers, pastors trailing their flocks.

They would cross into alien lands with fast, new ways of speaking and carrying oneself and with hard-to-figure rules and laws. The New World held out higher wages but staggering rents that the people had to calculate like a foreign currency. The places they went were big, frightening, and already crowded — New York, Detroit, Chicago, Los Angeles, Philadelphia, and smaller, equally foreign cities — Syracuse, Oakland, Milwaukee, Newark, Gary. Each turned into a “receiving station and port of refuge,” wrote the poet Carl Sandburg, then a Chicago newspaper reporter documenting the unfolding migration there.⁸

The people did not cross the turnstiles of customs at Ellis Island. They were already citizens. But where they came from, they were not treated as such. Their every step was controlled by the meticulous laws of Jim Crow, a nineteenth-century minstrel figure that would become shorthand for the violently enforced codes of the southern caste system. The Jim Crow regime persisted from the 1880s to the 1960s, some eighty years, the average life span of a fairly healthy man. It afflicted the lives of at least four generations and would not die without bloodshed, as the people who left the South foresaw.

Over time, this mass relocation would come to dwarf the California Gold Rush of the 1850s with its one hundred thousand participants and the Dust Bowl migration of some three hundred thousand people from Oklahoma and Arkansas to California in the 1930s.⁹ But more remarkably, it was the first mass act of independence by a people who were in bondage in this country for far longer than they have been free.¹⁰

“The story of the Great Migration is among the most dramatic and compelling in all chapters of American history,” the Mississippi historian Neil McMillen wrote toward the end of the twentieth century.¹¹ “So far reaching are its effects even now that we scarcely understand its meaning.”

Its imprint is everywhere in urban life. The configuration of the cities as we know them, the social geography of black and white neighborhoods, the spread of the housing projects as well as the rise of a well-scrubbed black middle class, along with the alternating waves of white flight and suburbanization—all of these grew, directly or indirectly, from the response of everyone touched by the Great Migration.

So, too, rose the language and music of urban America that sprang from the blues that came with the migrants and dominates our airwaves to this day. So, too, came the people who might not have existed, or become who they did, had there been no Great Migration. People as diverse as James Baldwin and Michelle Obama, Miles Davis and Toni Morrison, Spike Lee and Denzel Washington, and anonymous teachers, store clerks, steelworkers, and physicians, were all products of the Great Migration. They were all children whose life chances were altered because a parent or grandparent had made the hard decision to leave.

The Great Migration would not end until the 1970s, when the South began finally to change — the whites-only signs came down, the all-white schools opened up, and everyone could vote. By then nearly half of all black Americans — some forty-seven percent — would be living outside the South, compared to ten percent when the Migration began.

“Oftentimes, just to go away,” wrote John Dollard, a Yale scholar studying the South in the 1930s, “is one of the most aggressive things that another person can do, and if the means of expressing discontent are limited, as in this case, it is one of the few ways in which pressure can be put.”¹³

By the time it was over, no northern or western city would be the same. In Chicago alone, the black population rocketed from 44,103 (just under three percent of the population) at the start of the Migration to more than one million at the end of it.¹⁴ By the turn of the twenty-first century, blacks made up a third of the city’s residents, with more blacks living in Chicago than in the entire state of Mississippi.

It was a “folk movement of incalculable moment,” McMillen said.¹⁵

And more than that, it was the first big step the nation’s servant class ever took without asking.

The passenger train came wheezing through the north Georgia mountains after the colored school let out, and when it passed through the hill town of Rome, Georgia, back during the Depression, a little girl would run down the embankment and wait for it to rush past the locust trees. She would wave to the people in the metal boxes on wheels, the important people, their faces looking away, and dream of going wherever it was they were rushing to.

Years later, she got on a train herself, heading north. The railcar was filled with the expectant faces of people hoping for all the rights and privileges of citizenship. She stepped off at Union Station in the border city of Washington, D.C. It was the start of the North, filled as it was with grand squares and circles named after northern heroes of the Civil War — Ulysses S. Grant, William Tecumseh Sherman, George Henry Thomas, David G. Farragut — names, to this day, reviled in the South.¹⁶ She made her way to the address she had been given and settled onto the fold-out sofa in the front room of a second cousin she barely knew. Soon afterward, she performed a ritual of arrival that just about every migrant did almost without thinking: she got her picture taken in the New World. It would prove that she had arrived. It was the migrant’s version of a passport.

The picture is sepia, two by three inches, from the forties. Two young women sit on the front steps of a row house on R Street in Washington, looking very Bette Davis. Stacked heels and padded shoulders, wool coats brushing their knees. They are new in town. Childhood friends from Georgia meeting up now in the big city. Their faces give no hint of whatever indignities the South had visited upon them. That was over now. Their faces are all smiles and optimism. The one in the pearls used to greet the train when she was little and dream of going with it. She would become a teacher and, years later, my mother.

As a girl, I found the picture in a drawer in the living room, where many of those artifacts of migration likely ended up. I stared into the faces, searched the light in their eyes, the width of their smiles for clues as to how they got there.

Why did they go? What were they looking for? How did they get the courage to leave all they ever knew for a place they had never seen, the will to be more than the South said they had a right to be? Was it a braver thing to stay, or was it a braver thing to go? What would have happened if she had not gone north and met and married the Tuskegee Airman from Virginia, a migrant himself, who would become my father? Would I (and millions of other people born in the North and West) have even existed? What would have happened had all those people raised under Jim Crow not spilled out of the South looking for something better? If they had not gone north, what would New York look like? What would Philadelphia, Detroit, Pittsburgh, Chicago, Los Angeles, Washington, and Oakland look like? What, for that matter, would the South look like? Would it have changed on its own? Or did the black exodus force the South to face itself in ways no one could ever have thought possible?

“What would have happened if I’d stayed?” my mother asked out loud, repeating a question put to her one day. “I don’t even want to think about that.”

She never used the term “Great Migration” or any grand label for what she did nor did she see her decision as having any meaning beyond herself. Yet she and millions of others like her were right in the middle of it. At one point, ten thousand were arriving every month in Chicago alone.¹⁷ It made for a spectacle at the railroad platforms, both north and south.

“I went to the station to see a friend who was leaving,” Emmett J.¹⁸ Scott, an official at Tuskegee Institute in Alabama, wrote shortly after the Migration began. “I could not get in the station. There were so many people turning like bees in a hive.”

Those millions of people, and what they did, would seep into nearly every realm of American culture, into the words of Ralph Ellison and Toni Morrison, the plays of Lorraine Hansberry and August Wilson, the poetry and music of Langston Hughes and B.¹⁹ B. King, and the latter-day generation of Arrested Development and Tupac Shakur. It all but consumed the work of Richard Wright, the bard of the Great Migration. He gave voice to the fears and yearnings of his fellow migrants through his novel *Native Son* and his autobiography, *Black, Boy*. He had been a sharecropper’s son in Natchez, Mississippi. He defected to the receiving station of Chicago, via Memphis, in December 1927, to feel, as he put it, “the warmth of other suns.”

Yet for all of its influence, the Migration was so vast that, throughout history, it has most often been consigned to the landscape, rarely the foreground. Scholars have devoted their attention to the earliest phase of the Migration, the World War I era. “Less has been written about the more massive sequence of migration that began during World War II,” the historian James N.²⁰ Gregory wrote in 2005, “and a comprehensive treatment of the century-long story of black migration does not exist.”

This book addresses that omission. The stories in this book are based on the accounts of people who gave hundreds of hours of their days to share with me what was perhaps the singular turning point in their lives. They were among more than twelve hundred people I interviewed for this book in New York, Chicago, Los Angeles, Milwaukee, and Oakland. All of them journeyed from the South during the Great Migration, and it is their collective stories that inform every aspect of this book.

For the three main characters—Ida Mae Brandon Gladney, George Swanson Starling, and Robert Joseph Pershing Foster—and for others like them, the circumstances of their migrations shaped who they were and defined the course of their fortunes or misfortunes and the lives of their descendants. The events were thus easily recounted when the participants were called upon to do so. Official records corroborated those details that were indeed verifiable. But it is the larger emotional truths, the patient retelling of people’s interior lives and motivations, that are the singular gift of the accounts in this book. With the passing of the earliest and succeeding generations of migrants, it is these stories that have become the least replaceable sources of any understanding of this great movement of people out of the South to the American North and West.

This book covers a span of some one hundred years. As the narrative moves through time, the language changes to retain the authenticity of each era.²¹ The word “colored” is used during the portion of the book in which that term was a primary identifier for black people, that is, during the first two-thirds of the twentieth century, as evidenced by the colored high schools the people attended and the signage that directed them to segregated facilities. As the narrative moves into the 1960s, it shifts to the use of the term “black,” after it gained popularity during the civil rights era, and then to both “black” and “African American” in the current era.

Over time, the story of the Great Migration has suffered distortions that have miscast an entire population. From the moment the emigrants set foot in the North and West, they were blamed for the troubles of the cities they fled to. They were said to have brought family dysfunction with them, to more likely be out-of-work, unwed parents, and on welfare, than the people already there.

In the past twenty years, however, an altogether different picture has emerged from ongoing research by scholars of the Great Migration. Closer analysis of newly available census records has found that, contrary to conventional thought, black migrants were actually more likely to be married and to raise their children in two-parent households, and less likely to bear children out of wedlock. “Compared with northern-born blacks,” writes the sociologist Stewart E.²² Tolnay, a leading expert on the Migration, “southern migrants had higher rates of participation in the labor force, lower levels of unemployment, higher incomes, lower levels of poverty and welfare dependency.” The lives of the people in this book bear out this more complex understanding of the Great Migration and, based on the new data, represent the more common migrant experience than many previous accounts.

Despite the overlapping of time and place in the text, the three main people in this narrative never met or knew one another. Their paths never crossed except through their experiences with me and metaphorically through the interlocking chapters of this book. The narrative portrays the phenomenon through people unknown to one another, in the way that migrants moving along different currents would not have intersected, their anonymity a metaphor for the vast and isolating nature of the Migration itself.

The actions of the people in this book were both universal and distinctly American. Their migration was a response to an economic and social structure not of their making. They did what humans have done for centuries when life became untenable — what the pilgrims did under the tyranny of British rule, what the Scotch-Irish did in Oklahoma when the land turned to dust, what the Irish did when there was nothing to eat, what the European Jews did during the spread of Nazism, what the landless in Russia, Italy, China, and elsewhere did when something better across the ocean called to them. What binds these stories together was the back-against-the-wall, reluctant yet hopeful search for something better, any place but where they were. They did what human beings looking for freedom, throughout history, have often done.

They left.

2. Read the following words and word combinations and explain their meanings.

Make sentences with the given words.

✓ a sharecropper	✓ unmet promises
✓ a caste system	✓ a turnstile
✓ pilgrimage	✓ incalculable
✓ an underreported story	✓ sepia
✓ forefathers	✓ exodus
✓ hard-to-figure	✓ turning point

3. Match the words with their definitions.

1. flee (v) – fled – fled	A. the action of twisting or misrepresenting something, making it unclear or untrue
2. unyielding	B. astonishing or overwhelming in magnitude or amount
3. recast (v)	C. to cause pain, suffering, or trouble to someone or something
4. miscast (v)	D. treatment or circumstances that cause one to feel shame or humiliation
5. staggering	E. to make something seem small by comparison
6. life span	F. to abandon one allegiance or cause in favor of another; to leave a political part (a country, etc.) in order to join an opposing one
7. afflict (v)	G. to run away from danger or an unpleasant situation
8. dwarf (v)	H. receiving financial assistance from the government due to need
9. compelling	I. to assign an unsuitable person for a role
10. revile (v)	J. to criticize or speak about someone with great contempt or hatred
11. indignity	K. signs collectively, especially in public places for navigation or information
12. to defect to something	L. to change or reshape something, often in a different form or role
13. consign (v)	M. not able to be defended or maintained
14. corroborate (v)	N. evoking interest, attention, or admiration in a powerful way
15. verifiable	O. capable of being proven true or confirmed
16. signage	P. not giving way to pressure; inflexible or determined
17. on welfare	Q. to cross or meet at a point
18. intersect (v)	R. to deliver or entrust something to someone, often for a specific purpose
19. distortion	S. the length of time a living being or object lasts
20. untenable	T. to confirm or support a statement, theory, or finding with evidence

4. Fill in the gaps with the words from exercises 3. Change their forms if necessary.

1. The theory became in the face of new evidence.
2. The villagers their homes when the floodwaters rose.
3. The journalist's report contained a of the facts.
4. His determination led him to success despite many obstacles.
5. The two roads near the city center.
6. The director decided to the lead role for the film adaptation.
7. After losing his job, he was forced to live for a few months.
8. The actor was as the romantic hero, making the movie less believable.
9. This modern airport has clear to direct passengers.
10. The company reported losses this quarter.
11. The experiment's results must be for the study to be credible.
12. The of a modern smartphone is typically around three years.
13. The witness's testimony the suspect's alibi.
14. The disease thousands of people every year.
15. The old documents were to storage indefinitely.
16. The skyscraper all the surrounding buildings.
17. He to a rival political party after disagreements with his leader.
18. The documentary presented a argument for climate action.
19. She endured the of being overlooked for promotion.
20. The politician was by the public for his corrupt actions.

5. Find English equivalents for the following phrases.

1. Вони тікали, ніби під чарами або у стані високої гарячки
2. Ніби вони тікали від якогось прокляття
3. Люди не перетинали турнікети митниці острова Елліс
4. Постать менестреля XIX століття
5. Люди, які перебували в рабстві в цій країні набагато довше, ніж були вільними
6. Це домінує в наших радіоефірах і досі
7. Часто лише для того, щоб просто піти геть
8. Народний рух величезного значення
9. Вагон був заповнений обличчями людей, сповненими очікування
10. Зображення виконане в стилі сепія
11. Чорна хвиля переселення
12. На обличчях немає жодного натяку на ті приниження, яких вони зазнали на Півдні
13. Книга звертається до цього упущення
14. Мова змінюється, щоб зберегти автентичність кожної епохи
15. Перекручення, які невірно представили цілу спільноту
16. Менш імовірно народжувати дітей поза шлюбом

6. Translate the given word combinations into Ukrainian. Make sentences with them.

- directly or indirectly
- without bloodshed
- hard-to-figure rules and laws
- the fears and yearnings
- segregated facilities
- every realm of American culture



Phrasal Verbs in Focus

7. Match each phrasal verb with its correct meaning.

1. Bear out	A) To confirm or support a statement or fact
2. Fan out	B) To refuse to give in or surrender
3. Set out	C) To arrange or begin a journey, plan, or task
4. Hold out	D) To spread out over a large area
5. Play out	E) To invite someone on a date
6. Ask out	F) To happen or develop in a certain way
7. Spill out	G) To flow or scatter from a container
8. Let out	H) To release or allow something to escape

8. Fill in the gaps with the following phrasal verbs with OUT. Each verb can be used twice. Change verb forms if necessary. How can you explain the extensive use of phrasal verbs with “out”?

<i>bear out</i>	<i>fan out</i>	<i>set out</i>	<i>hold out</i>
<i>play out</i>	<i>ask out</i>	<i>spill out</i>	<i>let out</i>

1. The teacher out the students early, and they rushed to the playground excitedly.
2. Historical records out the theory, and researchers are now investigating further evidence.
3. They out hope for better weather, but the storm only grew stronger.
4. He out to write a novel, but unexpected life events delayed his progress.
5. Laughter out of the room, and it made everyone in the hallway curious about the joke.
6. The search team out across the forest, but they found no trace of the missing hiker.
7. The evidence out his claims, so the jury found him not guilty.

8. She out a sigh of relief, but her anxiety lingered for a while.
9. The drama out in front of the entire audience, yet no one expected the surprising twist.
10. She him out to dinner, and they spent the evening getting to know each other better.
11. The police officers out across the park, yet the suspect managed to escape unnoticed.
12. The soldiers out for days, yet reinforcements never arrived.
13. Coffee out of the mug, and it stained the white tablecloth.
14. They out on their journey at dawn, and by evening, they had reached the mountain base.
15. He finally gathered the courage to her out, and to his delight, she said yes.
16. The negotiations out over several weeks, but in the end, no agreement was reached.

9. *Translate into Ukrainian.*

1. The results of the long-term study bear out the hypothesis that early childhood education significantly impacts cognitive development, confirming the theories proposed by researchers decades ago.
2. As the search party fanned out across the vast, dense forest, each member methodically scoured the terrain, determined to find any trace of the missing hiker before nightfall.
3. The explorers, having carefully set out their plans for the perilous journey, prepared to cross the rugged mountains, fully aware of the unpredictable challenges that awaited them in the uncharted wilderness.
4. Despite the overwhelming odds, the small group of rebels held out in the besieged fortress, unwavering in their commitment to fight for their homeland's independence, while awaiting reinforcements that might never arrive.
5. The dramatic tension of the courtroom trial began to play out in a way that no one had anticipated, as unexpected revelations from the defense left both the prosecution and the jury in a state of stunned disbelief.
6. With a combination of nervous excitement and uncertainty, he finally gathered the courage to ask out the woman he'd admired for months, hoping his feelings would be reciprocated despite his lingering doubts.
7. As she sat in the quiet café, her emotions, which had been tightly bottled up for years, began to spill out in a torrent of confessions and apologies, each word laden with regret and a longing for reconciliation.
8. At the climax of the intense negotiation, the CEO let out a sigh of relief, recognizing that the agreement reached would not only secure the company's future but also establish a foundation for strategic growth in the coming years.



Reflection and Discussion

10. Answer the questions.

1. What was the Great Migration, and when did it take place?
2. What were the main reasons African Americans left the South during the Great Migration?
3. How did Emmett J. Scott describe the departure of African Americans from the South?
4. What were the economic and social conditions in the South that contributed to the migration?
5. How did World War I impact the beginning of the Great Migration?
6. What role did Jim Crow laws play in the decision to leave the South?
7. How did the migration change the demographic landscape of Northern and Western cities?
8. What challenges did migrants face upon arriving in cities like Chicago, New York, and Los Angeles?
9. How did the Great Migration contribute to the Civil Rights Movement?
10. What were some of the cultural impacts of the migration on music, literature, and art?
11. How did white communities react to the influx of African Americans in Northern and Western cities?
12. Why is the Great Migration considered an underreported historical event?
13. What were some of the economic opportunities available to African Americans in the North?
14. How did housing discrimination affect migrants in their new cities?
15. What was the role of train travel in facilitating the migration?
16. What connections can be made between the Great Migration and other historical migrations, such as the Dust Bowl migration?
17. How did the migration affect the South in terms of labor shortages and social changes?
18. What role did family networks play in supporting migrants?
19. How did the migration influence later generations, including figures like Michelle Obama and Toni Morrison?
20. In what ways did the Great Migration redefine the meaning of citizenship for African Americans?

11. Choose one of the topics. Conduct additional research on the topic you selected. After gathering information, prepare a 2-3 minute speech that summarizes your findings. Be ready to present your speech to the group.

- The Great Migration was deeply rooted in the historical context of Reconstruction and the failure of post-Civil War reforms. After the abolition of slavery, African Americans were promised opportunities for landownership and civil rights through amendments like the Fourteenth and Fifteenth. However, systemic racism, economic exploitation, and the rise of Jim Crow laws effectively maintained racial subjugation

in the South, leaving many African Americans with no choice but to seek opportunities elsewhere.

➤ The migration was influenced by global events such as World War I and World War II. The demand for industrial labor in the North increased significantly as American men were drafted into military service. This labor shortage created an opening for African Americans, who were recruited by Northern factories. Companies like Ford Motor and the Pennsylvania Railroad actively sought black workers, offering higher wages than those available in the agricultural South.

➤ However, the journey to the North was fraught with challenges. Many African Americans traveled under difficult conditions, often facing hostility at train stations and discriminatory treatment from railway personnel. Upon arrival, they encountered new forms of segregation, including restrictive housing covenants and job discrimination. White labor unions sometimes resisted their inclusion, limiting their access to skilled positions and better wages.

➤ The Great Migration also had profound effects on the South. As millions of African Americans left, the region faced labor shortages that significantly altered its economy. Plantation owners and business leaders attempted to curb the migration through intimidation and legal measures, but the promise of higher wages and better living conditions in the North remained a powerful incentive. Over time, the migration forced Southern leaders to reevaluate race relations and economic policies.

➤ The cultural shifts brought by the Great Migration helped redefine American society. The Harlem Renaissance, a movement that celebrated African American cultural achievements, emerged as a direct consequence of the migration. It fostered a new era of black artistic expression, which included literature, music, and visual arts. Figures such as Duke Ellington, Zora Neale Hurston, and Claude McKay became influential voices, shaping the cultural landscape of the twentieth century.

➤ By the time the Great Migration ended in the 1970s, it had transformed American politics and social structures. The migration's impact was evident in the Civil Rights Movement, as activists built upon the foundations laid by earlier generations. The fight for desegregation, voting rights, and economic equality was fueled by the determination of those who had left the South decades earlier. Today, the migration's legacy continues to influence discussions on race, economic mobility, and social justice in the United States.

11. Work in three groups. Choose one of the points for discussion. Share your ideas with the whole group.

The Great Migration was more than a movement of people; it was a quest for dignity, opportunity, and self-determination. African Americans who left the South were not just seeking jobs — they were escaping a system that had long denied them their humanity. Yet, even in the North, they faced new barriers: housing discrimination, economic inequality, and racial hostility. The pursuit of freedom, it seemed, was always met with new forms of restraint.

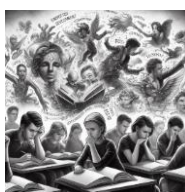
Is true freedom ever fully attainable, or is it always shaped by the limitations imposed by society?

The cultural shifts brought about by the Great Migration reshaped American identity. From the Harlem Renaissance to the rise of jazz and blues, African Americans turned struggle into art, giving voice to their pain, resilience, and aspirations. These creative expressions were not just entertainment—they were acts of defiance, reclaiming a narrative long told by others. But as black culture became mainstream, it was often co-opted, diluted, or commercialized for mass consumption.

Can culture truly belong to those who create it, or is it destined to be shaped by those who consume it?

The political power gained through the Great Migration altered the course of American history. African Americans who had been silenced in the South found a voice in the North, influencing elections and pushing for civil rights. Yet, progress was slow, and systemic racism adapted to new environments. Even today, the fight for justice continues, reminding us that history is not a straight path forward but a cycle of resistance and reform.

Does history repeat itself because of human nature, or because we fail to learn from the past?



Discovering Hidden Meanings in Texts

Cultural and Historical Context: How Time and Place Shape Meaning

1. Read the following.

Understanding the cultural and historical context of a text is essential for grasping its deeper meanings. The time and place in which a text is written or set influence the themes, characters, and messages it conveys. Historical events, prevailing ideologies, and cultural norms shape the way stories are told and interpreted. As historian E.H. Carr argues, "History means interpretation" (Carr, 1961, p. 22), highlighting how historical context influences our understanding of events and literature alike. A novel written during the Great Depression, for example, will likely reflect themes of economic hardship and social inequality, just as a contemporary novel may grapple with issues of technology and globalization.

Recent scholarship continues to emphasize the centrality of context in meaning-making. In their 2018 study, Easthope and McGowan underscore that "texts are never autonomous; they are produced and received within particular social and historical formations that shape their meanings" (Easthope & McGowan, 2018, p. 45). This perspective aligns with the growing focus on contextual and intertextual reading practices in literary and cultural studies.

The importance of cultural context can be seen in literary works that reflect societal values and beliefs. Shakespeare's plays, for instance, must be read with an awareness of

Elizabethan England's hierarchical society and views on gender and power. In *Othello*, the protagonist's downfall is tied to issues of race and outsider status, themes that resonate differently today than they did in Shakespeare's time. As literary critic Stephen Greenblatt notes, "Shakespeare's plays are the product of a particular moment in history, shaped by the political, religious, and social tensions of their time" (Greenblatt, 2005, p. 17). Without considering these factors, modern readers might misinterpret characters' actions or the play's intended message.

Additionally, works like Lynda Shaffer's (2018) on cultural specificity in literary interpretation stress how historical and regional context influences not only the production of texts but also their reception across different cultural spheres. Shaffer argues that "transhistorical readings risk flattening the particularities that give a text its meaning in the first place" (Shaffer, 2018, p. 112).

Similarly, historical events heavily influence journalism and political discourse. The language used in wartime propaganda, for example, is designed to reflect and reinforce national sentiment. During World War II, Allied newspapers often depicted enemy forces as barbaric to strengthen public support for the war effort. As George Orwell observed, "Political language is designed to make lies sound truthful and murder respectable" (Orwell, 1946). Recognizing how historical context shapes media representation helps readers critically assess the reliability of information and the biases inherent in different sources. Contemporary media scholars like Jamieson and Cappella (2018) have examined how this tradition continues in today's political communication, arguing that "rhetorical strategies are deeply embedded in historical patterns of framing and persuasion" (Jamieson & Cappella, 2018, p. 89).

Cultural and historical context also plays a vital role in how texts are received over time. A book that was controversial in one era may be celebrated in another due to changing social attitudes. *Uncle Tom's Cabin* (1852), which condemned slavery, was a groundbreaking text in its time, but today, some critics view its portrayal of Black characters as problematic. This shift illustrates how meaning is not fixed but evolves with cultural and historical changes. As Roland Barthes famously stated, "The birth of the reader must be at the cost of the death of the author" (Barthes, 1967), suggesting that interpretation is shaped by the reader's context rather than the writer's intent. Recent voices in reader-response theory echo this idea, with Runciman (2018) emphasizing that "texts live in the multiplicity of their readerships, which are always changing with the times" (Runciman, 2018, p. 28).

Understanding historical and cultural contexts allows us to navigate these evolving interpretations and appreciate the complexity of texts across different periods.

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2. Reread the text. What historical events or cultural norms influenced the text's creation?

3. Discuss in pairs. How might the meaning of the text have changed over time?

UNIT 7. THE MACHINE STOPS

by E.M. Foster

(1879–1970) a British novelist and essayist known for his keen social criticism and exploration of human relationships. His works often examined class divisions, hypocrisy, and the struggle for personal connection in rigid social structures. Novels like *A Room with a View*, *Howards End*, and *A Passage to India* reflect his belief in the importance of empathy and personal freedom, challenging the conventions of his time.



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His famous phrase “Only connect” from *Howards End* encapsulates his central theme — the necessity of emotional and intellectual connections in an increasingly fragmented world. Forster was also deeply concerned with the effects of colonialism and social inequality, themes that are particularly evident in *A Passage to India*, where he explores the tensions between British colonizers and Indian society. His portrayal of misunderstandings, cultural clashes, and the limitations of human connection reflects his skepticism toward imperial rule and rigid social hierarchies. Beyond fiction, Forster was a strong advocate for individual liberty and opposed censorship, speaking openly about his homosexuality at a time when it was criminalized. His legacy endures as a writer who questioned societal norms and championed human connection over prejudice and conformity.

1. Read the description of the first two chapters.

In the first two chapters of *The Machine Stops*, the story sets the stage for a futuristic society where humans live in isolated rooms, relying entirely on a vast machine to meet their needs. Vashti, a lecturer, represents the mindset of the society, fully trusting the machine and believing it provides everything necessary for life. People no longer engage in face-to-face interactions, communicating only through the machine. Her son, Kuno, contrasts her beliefs, feeling trapped by this existence. He yearns for more — specifically, the ability to experience the world outside and to reconnect with true human interaction. These chapters introduce the main conflict between blind obedience to technology and the desire for personal freedom. In the third chapter, Kuno takes action to challenge this system, and you will follow his journey as the story develops.

2. Read this chapter and do the exercises given below.

3. THE HOMELESS

During the years that followed Kuno’s escapade, two important developments took place in the Machine. On the surface they were revolutionary, but in either case men’s minds had been prepared beforehand, and they did but express tendencies that were latent already.

The first of these was the abolition of respirator.

Advanced thinkers, like Vashti, had always held it foolish to visit the surface of the earth. Air-ships might be necessary, but what was the good of going out for mere curiosity and crawling along for a mile or two in a terrestrial motor? The habit was vulgar and perhaps faintly improper: it was unproductive of ideas, and had no connection with the habits that really mattered. So respirators were abolished, and with them, of course, the terrestrial motors, and except for a few lecturers, who complained that they were debarred access to their subject-matter, the development was accepted quietly. Those who still wanted to know what the earth was like had after all only to listen to some gramophone, or to look into some cinematophote. And even the lecturers acquiesced when they found that a lecture on the sea was none the less stimulating when compiled out of other lectures that had already been delivered on the same subject. "Beware of firsthand ideas!" exclaimed one of the most advanced of them. "First-hand ideas do not really exist. They are but the physical impressions produced by live and fear, and on this gross foundation who could erect a philosophy? Let your ideas be second-hand, and if possible tenth-hand, for then they will be far removed from that disturbing element — direct observation. Do not learn anything about this subject of mine — the French Revolution. Learn instead what I think that Enicharmon thought Urizen thought Gutch thought Ho-Yung thought Chi-BoSing thought LafcadioHearn thought Carlyle thought Mirabeau said about the French Revolution. Through the medium of these ten great minds, the blood that was shed at Paris and the windows that were broken at Versailles will be clarified to an idea which you may employ most profitably in your daily lives. But be sure that the intermediates are many and varied, for in history one authority exists to counteract another. Urizen must counteract the scepticism of Ho-Yung and Enicharmon, I must myself counteract the impetuosity of Gutch. You who listen to me are in a better position to judge about the French Revolution than I am. Your descendants will be even in a better position than you, for they will learn what you think I think, and yet another intermediate will be added to the chain. And in time"— his voice rose — "there will come a generation that had got beyond facts, beyond impressions, a generation absolutely colourless, a generation_seraphically free from taint of personality,_ which will see the French Revolution not as it happened, nor as they would like it to have happened, but as it would have happened, had it taken place in the days of the Machine."

Tremendous applause greeted this lecture, which did but voice a feeling already latent in the minds of men — a feeling that terrestrial facts must be ignored, and that the abolition of respirators was a positive gain. It was even suggested that air-ships should be abolished too. This was not done, because air-ships had somehow worked themselves into the Machine's system. But year by year they were used less, and mentioned less by thoughtful men.

The second great development was the re-establishment of religion.

This, too, had been voiced in the celebrated lecture. No one could mistake the reverent tone in which the peroration had concluded, and it awakened a responsive echo in the heart of each. Those who had long worshipped silently, now began to talk. They described the strange feeling of peace that came over them when they handled the Book of the Machine, the pleasure that it was to repeat certain numerals out of it, however

little meaning those numerals conveyed to the outward ear, the ecstasy of touching a button, however unimportant, or of ringing an electric bell, however superfluously. "The Machine," they exclaimed, "feeds us and clothes us and houses us; through it we speak to one another, through it we see one another, in it we have our being. The Machine is the friend of ideas and the enemy of superstition: the Machine is omnipotent, eternal; blessed is the Machine." And before long this allocution was printed on the first page of the Book, and in subsequent editions the ritual swelled into a complicated system of praise and prayer. The word "religion" was sedulously avoided, and in theory the Machine was still the creation and the implement of man, but in practice all, save a few retrogrades, worshipped it as divine. Nor was it worshipped in unity. One believer would be chiefly impressed by the blue optic plates, through which he saw other believers; another by the mending apparatus, which sinful Kuno had compared to worms; another by the lifts, another by the Book. And each would pray to this or to that, and ask it to intercede for him with the Machine as a whole. Persecution — that also was present. It did not break out, for reasons that will be set forward shortly. But it was latent, and all who did not accept the minimum known as "undenominational Mechanism" lived in danger of Homelessness, which means death, as we know.

To attribute these two great developments to the Central Committee, is to take a very narrow view of civilization. The Central Committee announced the developments, it is true, but they were no more the cause of them than were the kings of the imperialistic period the cause of war. Rather did they yield to some invincible pressure, which came no one knew whither, and which, when gratified, was succeeded by some new pressure equally invincible. To such a state of affairs it is convenient to give the name of progress. No one confessed the Machine was out of hand. Year by year it was served with increased efficiency and decreased intelligence. The better a man knew his own duties upon it, the less he understood the duties of his neighbour, and in all the world there was not one who understood the monster as a whole. Those master brains had perished. They had left full directions, it is true, and their successors had each of them mastered a portion of those directions. But Humanity, in its desire for comfort, had over-reached itself. It had exploited the riches of nature too far. Quietly and complacently, it was sinking into decadence, and progress had come to mean the progress of the Machine.

As for Vashti, her life went peacefully forward until the final disaster. She made her room dark and slept; she awoke and made the room light. She lectured and attended lectures. She exchanged ideas with her innumerable friends and believed she was growing more spiritual. At times a friend was granted Euthanasia, and left his or her room for the homelessness that is beyond all human conception. Vashti did not much mind. After an unsuccessful lecture, she would sometimes ask for Euthanasia herself. But the death-rate was not permitted to exceed the birth-rate, and the Machine had hitherto refused it to her.

The troubles began quietly, long before she was conscious of them

One day she was astonished at receiving a message from her son. They never communicated, having nothing in common, and she had only heard indirectly that he

was still alive, and had been transferred from the northern hemisphere, where he had behaved so mischievously, to the southern — indeed, to a room not far from her own. “Does he want me to visit him?” she thought. “Never again, never. And I have not the time.”

No, it was madness of another kind. He refused to visualize his face upon the blue plate, and speaking out of the darkness with solemnity said:

“The Machine stops.”

“What do you say?”

“The Machine is stopping, I know it, I know the signs.”

She burst into a peal of laughter. He heard her and was angry, and they spoke no more.

“Can you imagine anything more absurd?” she cried to a friend. “A man who was my son believes that the Machine is stopping. It would be impious if it was not mad.”

“The Machine is stopping?” her friend replied. “What does that mean? The phrase conveys nothing to me.”

“Nor to me.”

“He does not refer, I suppose, to the trouble there has been lately with the music?”

“Oh no, of course not. Let us talk about music.”

“Have you complained to the authorities?”

“Yes, and they say it wants mending, and referred me to the Committee of the Mending Apparatus. I complained of those curious gasping sighs that disfigure the symphonies of the Brisbane school. They sound like some one in pain. The Committee of the Mending Apparatus say that it shall be remedied shortly.”

Obscurely worried, she resumed her life. For one thing, the defect in the music irritated her. For another thing, she could not forget Kuno’s speech. If he had known that the music was out of repair—he could not know it, for he detested music—if he had known that it was wrong, “the Machine stops” was exactly the venomous sort of remark he would have made. Of course he had made it at a venture, but the coincidence annoyed her, and she spoke with some petulance to the Committee of the Mending Apparatus. They replied, as before, that the defect would be set right shortly.

“Shortly! At once!” she retorted. “Why should I be worried by imperfect music? Things are always put right at once. If you do not mend it at once, I shall complain to the Central Committee.”

“No personal complaints are received by the Central Committee,” the Committee of the Mending Apparatus replied.

“Through whom am I to make my complaint, then?”

“Through us.”

“I complain then.”

“Your complaint shall be forwarded in its turn.”

“Have others complained?”

This question was unmechanical, and the Committee of the Mending Apparatus refused to answer it.

“It is too bad!” she exclaimed to another of her friends.

“There never was such an unfortunate woman as myself. I can never be sure of my music now. It gets worse and worse each time I summon it.”

“What is it?”

“I do not know whether it is inside my head, or inside the wall.”

“Complain, in either case.”

“I have complained, and my complaint will be forwarded in its turn to the Central Committee.”

Time passed, and they resented the defects no longer. The defects had not been remedied, but the human tissues in that latter day had become so subservient, that they readily adapted themselves to every caprice of the Machine. The sigh at the crises of the Brisbane symphony no longer irritated Vashti; she accepted it as part of the melody. The jarring noise, whether in the head or in the wall, was no longer resented by her friend. And so with the mouldy artificial fruit, so with the bath water that began to stink, so with the defective rhymes that the poetry machine had taken to emit, all were bitterly complained of at first, and then acquiesced in and forgotten. Things went from bad to worse unchallenged.

It was otherwise with the failure of the sleeping apparatus. That was a more serious stoppage. There came a day when over the whole world — in Sumatra, in Wessex, in the innumerable cities of Courland and Brazil — the beds, when summoned by their tired owners, failed to appear. It may seem a ludicrous matter, but from it we may date the collapse of humanity. The Committee responsible for the failure was assailed by complainants, whom it referred, as usual, to the Committee of the Mending Apparatus, who in its turn assured them that their complaints would be forwarded to the Central Committee. But the discontent grew, for mankind was not yet sufficiently adaptable to do without sleeping.

“Some one of meddling with the Machine —” they began.

“Some one is trying to make himself king, to reintroduce the personal element.”

“Punish that man with Homelessness.”

“To the rescue! Avenge the Machine! Avenge the Machine!”

“War! Kill the man!”

But the Committee of the Mending Apparatus now came forward, and allayed the panic with well-chosen words. It confessed that the Mending Apparatus was itself in need of repair.

The effect of this frank confession was admirable.

“Of course,” said a famous lecturer — he of the French Revolution, who gilded each new decay with splendour — “of course we shall not press our complaints now. The Mending Apparatus has treated us so well in the past that we all sympathize with it, and will wait patiently for its recovery. In its own good time it will resume its duties. Meanwhile let us do without our beds, our tabloids, our other little wants. Such, I feel sure, would be the wish of the Machine.”

Thousands of miles away his audience applauded. The Machine still linked them. Under the seas, beneath the roots of the mountains, ran the wires through which they saw and heard, the enormous eyes and ears that were their heritage, and the hum of many workings clothed their thoughts in one garment of subserviency. Only the old and the sick remained ungrateful, for it was rumoured that Euthanasia, too, was out of order, and that pain had reappeared among men.

It became difficult to read. A blight entered the atmosphere and dulled its luminosity. At times Vashti could scarcely see across her room. The air, too, was foul. Loud were the complaints, impotent the remedies, heroic the tone of the lecturer as he cried: "Courage! courage! What matter so long as the Machine goes on? To it the darkness and the light are one." And though things improved again after a time, the old brilliancy was never recaptured, and humanity never recovered from its entrance into twilight. There was an hysterical talk of "measures," of "provisional dictatorship," and the inhabitants of Sumatra were asked to familiarize themselves with the workings of the central power station, the said power station being situated in France. But for the most part panic reigned, and men spent their strength praying to their Books, tangible proofs of the Machine's omnipotence. There were gradations of terror — at times came rumours of hope — the Mending Apparatus was almost mended — the enemies of the Machine had been got under — new "nerve-centres" were evolving which would do the work even more magnificently than before. But there came a day when, without the slightest warning, without any previous hint of feebleness, the entire communication-system broke down, all over the world, and the world, as they understood it, ended. Vashti was lecturing at the time and her earlier remarks had been punctuated with applause. As she proceeded the audience became silent, and at the conclusion there was no sound. Somewhat displeased, she called to a friend who was a specialist in sympathy. No sound: doubtless the friend was sleeping. And so with the next friend whom she tried to summon, and so with the next, until she remembered Kuno's cryptic remark, "The Machine stops".

The phrase still conveyed nothing. If Eternity was stopping it would of course be set going shortly.

For example, there was still a little light and air—the atmosphere had improved a few hours previously. There was still the Book, and while there was the Book there was security.

Then she broke down, for with the cessation of activity came an unexpected terror — silence.

She had never known silence, and the coming of it nearly killed her — it did kill many thousands of people outright. Ever since her birth she had been surrounded by the steady hum. It was to the ear what artificial air was to the lungs, and agonizing pains shot across her head. And scarcely knowing what she did, she stumbled forward and pressed the unfamiliar button, the one that opened the door of her cell.

Now the door of the cell worked on a simple hinge of its own. It was not connected with the central power station, dying far away in France. It opened, rousing immoderate hopes in Vashti, for she thought that the Machine had been mended. It opened, and she saw the dim tunnel that curved far away towards freedom. One look, and then she shrank back. For the tunnel was full of people — she was almost the last in that city to have taken alarm.

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No—it was worse than solitude. She closed the door again and sat down to wait for the end. The disintegration went on, accompanied by horrible cracks and rumbling. The valves that restrained the Medical Apparatus must have weakened, for it ruptured and hung hideously from the ceiling. The floor heaved and fell and flung her from the chair. A tube oozed towards her serpent fashion. And at last the final horror approached — light began to ebb, and she knew that civilization's long day was closing.

She whirled around, praying to be saved from this, at any rate, kissing the Book, pressing button after button. The uproar outside was increasing, and even penetrated the wall. Slowly the brilliancy of her cell was dimmed, the reflections faded from the metal switches. Now she could not see the reading-stand, now not the Book, though she held it in her hand. Light followed the flight of sound, air was following light, and the original void returned to the cavern from which it has so long been excluded. Vashti continued to whirl, like the devotees of an earlier religion, screaming, praying, striking at the buttons with bleeding hands.

It was thus that she opened her prison and escaped — escaped in the spirit: at least so it seems to me, ere my meditation closes. That she escapes in the body — I cannot perceive that. She struck, by chance, the switch that released the door, and the rush of foul air on her skin, the loud throbbing whispers in her ears, told her that she was facing the tunnel again, and that tremendous platform on which she had seen men fighting. They were not fighting now. Only the whispers remained, and the little whimpering groans. They were dying by hundreds out in the dark.

She burst into tears.

Tears answered her.

They wept for humanity, those two, not for themselves. They could not bear that this should be the end. Ere silence was completed, their hearts were opened, and they knew what had been important on the earth. Man, the flower of all flesh, the noblest of all creatures visible, man who had once made god in his image, and had mirrored his strength on the constellations, beautiful naked man was dying, strangled in the garments that he had woven. Century after century had he toiled, and here was his reward. Truly the garment had seemed heavenly at first, shot with colours of culture, sewn with the threads of self-denial. And heavenly it had been so long as man could shed it at will and live by the essence that is his soul, and the essence, equally divine, that is his body. The sin against the body — it was for that they wept in chief; the centuries of wrong against the muscles and the nerves, and those five portals by which we can alone apprehend — glozing it over with talk of evolution, until the body was white pap, the home of ideas as colourless, last sloshy stirrings of a spirit that had grasped the stars.

“Where are you?” she sobbed.

His voice in the darkness said, “Here.”

Is there any hope, Kuno?”

“None for us.”

“Where are you?”

She crawled over the bodies of the dead. His blood spurted over her hands.

“Quicker,” he gasped, “I am dying — but we touch, we talk, not through the Machine.”

He kissed her.

“We have come back to our own. We die, but we have recaptured life, as it was in Wessex, when Ifrid overthrew the Danes. We know what they know outside, they who dwelt in the cloud that is the colour of a pearl.”

“But Kuno, is it true ? Are there still men on the surface of the earth ? Is this— tunnel, this poisoned darkness — really not the end?”

He replied:

“I have seen them, spoken to them, loved them. They are hiding in the midst and the ferns until our civilization stops. Today they are the Homeless — tomorrow —”

“Oh, tomorrow — some fool will start the Machine again, tomorrow.”

“Never,” said Kuno, “never. Humanity has learnt its lesson.”

As he spoke, the whole city was broken like a honeycomb. An air-ship had sailed in through the vomitory into a ruined wharf. It crashed downwards, exploding as it went, rending gallery after gallery with its wings of steel. For a moment they saw the nations of the dead, and, before they joined them, scraps of the untainted sky.



Vocabulary in Focus

2. The text mentions several specific parts of the Machine, indicating its complexity and the extent to which it controls human life. Give contextual meaning of the them.

1. Communication & Information Devices

- Speaking-tubes — _____
- Pneumatic post — _____
- Telephone — _____
- Cinematophote — _____

2. Life-Support & Environmental Control

- Air-ships — _____
- Respirators — _____.
- Blue optic plates — _____.
- Mending apparatus — _____.
- Isolation knobs — _____.

3. Religious / Symbolic Elements

- The Book of the Machine – _____.
- The Machine is omnipotent and eternal – _____

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

1. _____ - кров, що була пролита
2. _____ - ваші нащадки будуть у ще кращому становищі
3. _____ - покоління, серафічно вільне від забруднення особистості
4. _____ - величезні аплодисменти зустріли цю лекцію
5. _____ - ніхто не міг помилитися у благоговійній тональності
6. _____ - друг ідеї та ворог забобонів
7. _____ - у наступних виданнях
8. _____ - скоріше вони піддалися деякому непереборному тиску
9. _____ - вона подавалася з підвищеною ефективністю та зниженою інтелектуальністю
10. _____ - в прагненні до комфорту
11. _____ - позаяк це за межами всякого людського уявлення
12. _____ - вибухнули гучним сміхом
13. _____ - вони більше не обурювались дефектами
14. _____ - без найменшого попередження
15. _____ - без будь-яких попередніх ознак слабкості
16. _____ - повільно яскравість її камери потьмяніла
17. _____ - поки мовчання не було завершене
18. _____ - століття кривд проти м'язів і нервів
19. _____ - через прохід на зруйнований причал

4. Translate from English into Ukrainian.

1. Slowly the brilliancy of her cell was dimmed, and without the slightest warning, she found herself overwhelmed by the centuries of wrong against the muscles and the nerves, feeling as though the very essence of life had been drained beyond all human conception.

2. The blood that was shed in pursuit of progress seemed forgotten, and they resented the defects no longer, as if society had simply learned to exist without any previous hint of feebleness, yielding to some invincible pressure that dictated their every move.
3. Tremendous applause greeted this lecture, a moment of celebration in which the friend of ideas and the enemy of superstition stood victorious, while the audience, entranced, burst into a peal of laughter, embracing a world where intelligence was served with increased efficiency and decreased intelligence.
4. Your descendants will be even in a better position, for in its desire for comfort, society had constructed a world where individuality was sacrificed, and a generation seraphically free from taint of personality now thrived in the shadow of the Machine, blindly worshipping its power.
5. Through the vomitory into a ruined wharf, she stumbled, barely comprehending that she was witnessing the collapse of a civilization that, ere silence was completed, had prided itself on efficiency yet ignored the warnings hidden in subsequent editions of history's lessons.

5. 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.

express a preference for	висловлювати перевагу щодо
express a tendency to	виражати схильність до
express doubt about	висловлювати сумнів щодо
express concern over	висловлювати занепокоєння щодо
express enthusiasm for	виражати ентузіазм щодо
express dissatisfaction with	виражати незадоволення чимось
express reluctance to	висловлювати небажання робити щось
express appreciation for	висловлювати вдячність за
express frustration with	виражати розчарування через
express agreement on	висловлювати згоду щодо
express skepticism about	виражати скептицизм щодо
express a shift in	виражати зміну в
express admiration for	висловлювати захоплення чимось
express a strong belief in	висловлювати глибоке переконання в
express disappointment over	виражати розчарування через

6. Fill in the gaps with some phrases from Exercise 5.

1. Many experts _____ the long-term effects of artificial intelligence on employment.
2. The manager _____ hiring candidates with strong teamwork skills rather than individual achievements.

3. Scientists _____ the effectiveness of the new vaccine, calling for further studies.
4. Environmental activists continue to _____ the lack of government action on climate change.
5. She couldn't hide her smile as she _____ the opportunity to work on an international project.
6. Many customers _____ the poor customer service in their online reviews.
7. The new policy received mixed reactions, with some employees _____ how it would affect their workload.
8. The company CEO _____ the team's dedication and hard work during the challenging quarter.
9. Young learners often _____ following their own creative approaches rather than strict rules.
10. After multiple failed attempts, he began to _____ the reliability of the new software.

7. *Translate into English.*

1. Батьки нерідко висловлюють серйозне занепокоєння стосовно належного рівня безпеки своїх дітей у цифровому просторі, зокрема в контексті їхньої взаємодії із соціальними мережами та незнайомцями в інтернеті.

2. Дослідники все частіше ставлять під сумнів достовірність отриманих результатів цього опитування, наголошуючи на можливих методологічних похибках та недостатньо репрезентативній вибірці.

3. Спортсмен відкрито продемонстрував свою непідробну зацікавленість і ентузіазм щодо участі в Олімпійських іграх, розглядаючи цей досвід як кульмінацію своєї спортивної кар'єри.

4. Ми прагнемо висловити глибоку вдячність за вашу неоціненну підтримку та внесок у реалізацію цього важливого проєкту, що сприятиме його успішному завершенню.

5. Клієнти висловили своє серйозне невдоволення у зв'язку з численними затримками доставки, що суттєво вплинули на їхній досвід користування послугами компанії.

6. Дехто висловлює глибокий скептицизм щодо потенційної ефективності нового законодавчого акта, посиляючись на відсутність чітких механізмів його реалізації.

7. Співробітники колективно висловили свою згоду на прийняття запропонованих змін у трудових умовах, визнаючи їхню необхідність для покращення робочого процесу.

8. Діти, як правило, демонструють природну схильність до засвоєння нових знань через гру, що підтверджується численними дослідженнями у сфері дитячої психології.

9. Він неохоче висловив свою небажаність брати участь у подальшому обговоренні цього питання, посиляючись на його складність та потенційні суперечки.



Reflection and Discussion

Answer the questions.

1. What were the two major developments that took place in the Machine following Kuno's escapade?
2. Why was the abolition of respirators considered a logical step by advanced thinkers?
3. What argument did the lecturer make against firsthand ideas?
4. How did people respond to the abolition of respirators?
5. What role did air-ships play in the Machine's system?
6. How was religion re-established within the society of the Machine?
7. What actions demonstrated people's growing devotion to the Machine?
8. Why was the term "religion" avoided when referring to worship of the Machine?
9. What was the consequence of not adhering to "undenominational Mechanism"?
10. How did the Central Committee respond to societal developments?
11. Why did humanity increasingly lack understanding of the Machine's workings?
12. How did Vashti perceive her life before the final disaster?
13. Why did Vashti initially dismiss Kuno's warning about the Machine stopping?
14. What was Vashti's reaction when she experienced complete silence?
15. How did people adapt to the deteriorating conditions within the Machine?
16. What was the first major functional failure of the Machine that signified its collapse?
17. How did society react to the failure of the sleeping apparatus?
18. Why did Vashti ultimately leave her cell, and what did she witness outside?
19. What realization did Vashti and Kuno have at the end of the story?
20. How does the story reflect on the dangers of technological dependence?

Read the given statements. Decide whether they are TRUE or WRONG.

1. The abolition of respirators was met with public outrage and large-scale protests.
2. The concept of firsthand knowledge was systematically dismissed as unreliable and unnecessary.
3. The re-establishment of religion was based on the spiritual transcendence of the human soul.
4. The Machine's followers exhibited a fragmented sense of devotion, with different individuals venerating distinct aspects of it.
5. The Central Committee actively orchestrated and imposed every major societal shift.
6. Humanity's progressive detachment from direct observation was considered a sign of intellectual refinement.

7. Vashti's existence was punctuated by moments of deep introspection and dissatisfaction with her way of life.
8. Complaints regarding mechanical failures were met with swift and effective resolutions.
9. The failure of the sleeping apparatus was dismissed as an insignificant inconvenience by the general populace.
10. The cessation of the Machine's functions led to an immediate and widespread acknowledgment of its fragility.
11. Vashti initially mistook the malfunctioning systems as temporary inconveniences rather than harbingers of collapse.
12. The silence that followed the Machine's failure was more distressing to Vashti than the mechanical breakdown itself.
13. The final destruction of the Machine was preceded by growing signs of decay, which society largely ignored.
14. Kuno's final words implied that the cycle of technological dependence and collapse would inevitably repeat.

Comment how the cases of Intertextually contribute to the plot development.

- Reference to historical figures and writers: *Carlyle, Mirabeau, Lafcadio Hearn*
- The lecture excerpt references literary figures: *Urizen, Enicharmon, Ho-Yung, Gutch* (these names have connotations from literature and philosophy)
- The phrase "the blood that was shed at Paris and the windows that were broken at Versailles" references the *French Revolution*
- The religious transformation around *The Machine* echoes dystopian themes from earlier literature, particularly H.G. Wells or Aldous Huxley.
- The theme of intermediation in knowledge (mentioning second-hand and tenth-hand ideas) reflects Platonic philosophy.

UNIT 8. STORY OF YOUR LIFE

by Ted Chiang

Ted Chiang, born in 1967 in Port Jefferson, New York, is a renowned American science fiction writer celebrated for his profound and meticulously crafted narratives. A graduate of Brown University with a Bachelor of Science in Computer Science, Chiang has seamlessly integrated his technical background into his storytelling, resulting in works that are both intellectually stimulating and emotionally resonant.



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His debut story, "Tower of Babylon," published in 1990, garnered the Nebula Award, marking the beginning of a distinguished literary career. Over the years, Chiang has received multiple prestigious awards, including four Nebula Awards, four Hugo Awards, and six Locus Awards, underscoring his significant impact on the science fiction genre.

Chiang's storytelling is characterized by its exploration of complex philosophical themes, often delving into the nature of consciousness, free will, and the human experience. His acclaimed collection, "Stories of Your Life and Others," features the novella "Story of Your Life," which was adapted into the 2016 film "Arrival," bringing his thought-provoking narratives to a broader audience. In 2019, he released "Exhalation: Stories," further cementing his reputation for crafting stories that challenge readers to ponder profound existential questions. Beyond fiction, Chiang contributes insightful essays on topics such as artificial intelligence and the philosophy of mind, reflecting his deep engagement with contemporary technological and ethical issues.

1. Read the first part of the story and do the exercises given below.

Your father is about to ask me the question. This is the most important moment in our lives, and I want to pay attention, note every detail. Your dad and I have just come back from an evening out, dinner and a show; it's after midnight. We came out onto the patio to look at the full moon; then I told your dad I wanted to dance, so he humors me and now we're slow-dancing, a pair of thirtysomethings swaying back and forth in the moon-light like kids. I don't feel the night chill at all. And then your dad says, "Do you want to make a baby?"

Right now your dad and I have been married for about two years, living on Ellis Avenue; when we move out you'll still be too young to remember the house, but we'll show you pictures of it, tell you stories about it. I'd love to tell you the story of this

evening, the night you're conceived, but the right time to do that would be when you're ready to have children of your own, and we'll never get that chance.

Telling it to you any earlier wouldn't do any good; for most of your life you won't sit still to hear such a romantic — you'd say sappy — story. I remember the scenario of your origin you'll suggest when you're twelve.

"The only reason you had me was so you could get a maid you wouldn't have to pay," you'll say bitterly, dragging the vacuum cleaner out of the closet.

"That's right," I'll say. "Thirteen years ago I knew the carpets would need vacuuming around now, and having a baby seemed to be the cheapest and easiest way to get the job done. Now kindly get on with it."

"If you weren't my mother, this would be illegal," you'll say, seething as you unwind the power cord and plug it into the wall outlet.

That will be in the house on Belmont Street. I'll live to see strangers occupy both houses: the one you're conceived in and the one you grow up in. Your dad and I will sell the first a couple years after your arrival. I'll sell the second shortly after your departure. By then Nelson and I will have moved into our farmhouse, and your dad will be living with what's-her-name.

I know how this story ends; I think about it a lot. I also think a lot about how it began, just a few years ago, when ships appeared in orbit and artifacts appeared in meadows. The government said next to nothing about them, while the tabloids said every possible thing.

And then I got a phone call, a request for a meeting.

I spotted them waiting in the hallway, outside my office. They made an odd couple; one wore a military uniform and a crew cut, and carried an aluminum briefcase. He seemed to be assessing his surroundings with a critical eye. The other one was easily identifiable as an academic: full beard and mustache, wearing corduroy. He was browsing through the overlapping sheets stapled to a bulletin board nearby.

"Colonel Weber, I presume?" I shook hands with the soldier. "Louise Banks."

"Dr. Banks. Thank you for taking the time to speak with us," he said.

"Not at all; any excuse to avoid the faculty meeting." Colonel Weber indicated his companion. "This is Dr. Gary Donnelly, the physicist I mentioned when we spoke on the phone."

"Call me Gary," he said as we shook hands. "I'm anxious to hear what you have to say."

We entered my office. I moved a couple of stacks of books off the second guest chair, and we all sat down. "You said you wanted me to listen to a recording. I presume this has something to do with the aliens?"

"All I can offer is the recording," said Colonel Weber.

"Okay, let's hear it." Colonel Weber took a tape machine out of his briefcase and pressed PLAY. The recording sounded vaguely like that of a wet dog shaking the water out of its fur.

"What do you make of that?" he asked.

I withheld my comparison to a wet dog. "What was the context in which this recording was made?"

“I’m not at liberty to say.”

“It would help me interpret those sounds. Could you see the alien while it was speaking? Was it doing anything at the time?”

“The recording is all I can offer.”

“You won’t be giving anything away if you tell me that you’ve seen the aliens; the public’s assumed you have.”

Colonel Weber wasn’t budging. “Do you have any opinion about its linguistic properties?” he asked.

“Well, it’s clear that their vocal tract is substantially different from a human vocal tract. I assume that these aliens don’t look like humans?”

The colonel was about to say something noncommittal when Gary Donnelly asked, “Can you make any guesses based on the tape?”

“Not really. It doesn’t sound like they’re using a larynx to make those sounds, but that doesn’t tell me what they look like.”

“Anything — is there anything else you can tell us?” asked Colonel Weber. I could see he wasn’t accustomed to consulting a civilian. “Only that establishing communications is going to be really difficult because of the difference in anatomy. They’re almost certainly using sounds that the human vocal tract can’t reproduce, and maybe sounds that the human ear can’t distinguish.”

“You mean infra- or ultrasonic frequencies?” asked Gary Donnelly.

“Not specifically. I just mean that the human auditory system isn’t an absolute acoustic instrument; It’s optimized to recognize the sounds that a human larynx makes. With an alien vocal system, all bets are off.” I shrugged. “Maybe we’ll be able to hear the difference between alien phonemes, given enough practice, but it’s possible our ears simply can’t recognize the distinctions they consider meaningful. In that case we’d need a sound spectrograph to know what an alien is saying.”

Colonel Weber asked, “Suppose I gave you an hour’s worth of recordings; how long would it take you to determine if we need this sound spectrograph or not?”

“I couldn’t determine that with just a recording no matter how much time I had. I’d need to talk with the aliens directly.”

The colonel shook his head. “Not possible.”

I tried to break it to him gently. “That’s your call, of course. But the only way to learn an unknown language is to interact with a native speaker, and by that I mean asking questions, holding a conversation, that sort of thing. Without that, it’s simply not possible. So if you want to learn the aliens’ language, someone with training in field linguistics — whether it’s me or someone else — will have to talk with an alien. Recordings alone aren’t sufficient.”

Colonel Weber frowned. “You seem to be implying that no alien could have learned human languages by monitoring our broadcasts.”

“I doubt it. They’d need instructional material specifically designed to teach human languages to non-humans. Either that, or interaction with a human. If they had either of those, they could learn a lot from TV, but otherwise, they wouldn’t have a starting point.”

The colonel clearly found this interesting; evidently his philosophy was, the less the aliens knew, the better. Gary Donnelly read the colonel's expression too and rolled his eyes. I suppressed a smile.

Then Colonel Weber asked, "Suppose you were learning a new language by talking to its speakers; could you do it without teaching them English?"

"That would depend on how cooperative the native speakers were. They'd almost certainly pick up bits and pieces while I'm learning their language, but it wouldn't have to be much if they're willing to teach. On the other hand, if they'd rather learn English than teach us their language, that would make things far more difficult."

The colonel nodded. "I'll get back to you on this matter."

The request for that meeting was perhaps the second most momentous phone call in my life. The first, of course, will be the one from Mountain Rescue. At that point your dad and I will be speaking to each other maybe once a year, tops. After I get that phone call, though, the first thing I'll do will be to call your father.

He and I will drive out together to perform the identification, a long silent car ride. I remember the morgue, all tile and stainless steel, the hum of refrigeration and smell of antiseptic. An orderly will pull the sheet back to reveal your face. Your face will look wrong somehow, but I'll know it's you.

"Yes, that's her," I'll say. "She's mine."

You'll be twenty-five then.

The MP checked my badge, made a notation on his clipboard, and opened the gate; I drove the off-road vehicle into the encampment, a small village of tents pitched by the Army in a farmer's sun-scorched pasture. At the center of the encampment was one of the alien devices, nicknamed "looking glasses."

According to the briefings I'd attended, there were nine of these in the United States, one hundred and twelve in the world. The looking glasses acted as twoway communication devices, presumably with the ships in orbit. No one knew why the aliens wouldn't talk to us in person; fear of cooties, maybe. A team of scientists, including a physicist and a linguist, was assigned to each looking glass; Gary Donnelly and I were on this one.

Gary was waiting for me in the parking area. We navigated a circular maze of concrete barricades until we reached the large tent that covered the looking glass itself. In front of the tent was an equipment cart loaded with goodies borrowed from the school's phonology lab; I had sent it ahead for inspection by the Army.

Also outside the tent were three tripod-mounted video cameras whose lenses peered, through windows in the fabric wall, into the main room. Everything Gary and I did would be reviewed by countless others, including military intelligence. In addition we would each send daily reports, of which mine had to include estimates on how much English I thought the aliens could understand.

Gary held open the tent flap and gestured for me to enter. "Step right up," he said, circus-barker-style. "Marvel at creatures the likes of which have never been seen on God's green earth."

“And all for one slim dime,” I murmured, walking through the door. At the moment the looking glass was inactive, resembling a semicircular mirror over ten feet high and twenty feet across. On the brown grass in front of the looking glass, an arc of white spray paint outlined the activation area. Currently the area contained only a table, two folding chairs, and a power strip with a cord leading to a generator outside. The buzz of fluorescent lamps, hung from poles along the edge of the room, commingled with the buzz of flies in the sweltering heat.

Gary and I looked at each other, and then began pushing the cart of equipment up to the table. As we crossed the paint line, the looking glass appeared to grow transparent; it was as if someone was slowly raising the illumination behind tinted glass. The illusion of depth was uncanny; I felt I could walk right into it. Once the looking glass was fully lit it resembled a life-sized diorama of a semicircular room. The room contained a few large objects that might have been furniture, but no aliens. There was a door in the curved rear wall.

We busied ourselves connecting everything together: microphone, sound spectrograph, portable computer, and speaker. As we worked, I frequently glanced at the looking glass, anticipating the aliens’ arrival. Even so I jumped when one of them entered.

It looked like a barrel suspended at the intersection of seven limbs. It was radially symmetric, and any of its limbs could serve as an arm or a leg. The one in front of me was walking around on four legs, three non-adjacent arms curled up at its sides. Gary called them “heptapods.”

I’d been shown videotapes, but I still gawked. Its limbs had no distinct joints; anatomists guessed they might be supported by vertebral columns. Whatever their underlying structure, the heptapod’s limbs conspired to move it in a disconcertingly fluid manner. Its “torso” rode atop the rippling limbs as smoothly as a hovercraft.

Seven lidless eyes ringed the top of the heptapod’s body. It walked back to the doorway from which it entered, made a brief sputtering sound, and returned to the center of the room followed by another heptapod; at no point did it ever turn around. Eerie, but logical; with eyes on all sides, any direction might as well be “forward.”

Gary had been watching my reaction. “Ready?” he asked.

I took a deep breath. “Ready enough.” I’d done plenty of fieldwork before, in the Amazon, but it had always been a bilingual procedure: either my informants knew some Portuguese, which I could use, or I’d previously gotten an introduction to their language from the local missionaries. This would be my first attempt at conducting a true monolingual discovery procedure. It was straightforward enough in theory, though.

I walked up to the looking glass and a heptapod on the other side did the same. The image was so real that my skin crawled. I could see the texture of its gray skin, like corduroy ridges arranged in whorls and loops. There was no smell at all from the looking glass, which somehow made the situation stranger.

I pointed to myself and said slowly, “Human.” Then I pointed to Gary. “Human.” Then I pointed at each heptapod and said, “What are you?”

No reaction. I tried again, and then again.

One of the heptapods pointed to itself with one limb, the four terminal digits pressed together. That was lucky. In some cultures a person pointed with his chin; if the heptapod hadn't used one of its limbs, I wouldn't have known what gesture to look for. I heard a brief fluttering sound, and saw a puckered orifice at the top of its body vibrate; it was talking. Then it pointed to its companion and fluttered again.

I went back to my computer; on its screen were two virtually identical spectrographs representing the fluttering sounds. I marked a sample for playback. I pointed to myself and said "Human" again, and did the same with Gary. Then I pointed to the heptapod, and played back the flutter on the speaker. The heptapod fluttered some more. The second half of the spectrograph for this utterance looked like a repetition: call the previous utterances [flutter1], then this one was [flutter2flutter1].

I pointed at something that might have been a heptapod chair. "What is that?"

The heptapod paused, and then pointed at the "chair" and talked some more. The spectrograph for this differed distinctly from that of the earlier sounds: [flutter3]. Once again, I pointed to the "chair" while playing back [flutter3].

The heptapod replied; judging by the spectrograph, it looked like [flutter3flutter2]. Optimistic interpretation: the heptapod was confirming my utterances as correct, which implied compatibility between heptapod and human patterns of discourse. Pessimistic interpretation: it had a nagging cough.

At my computer I delimited certain sections of the spectrograph and typed in a tentative gloss for each: "heptapod" for [flutter1], "yes" for [flutter2], and "chair" for [flutter3]. Then I typed "Language: Heptapod A" as a heading for all the utterances.

Gary watched what I was typing. "What's the 'A' for?"

"It just distinguishes this language from any other ones the heptapods might use," I said. He nodded. "Now let's try something, just for laughs." I pointed at each heptapod and tried to mimic the sound of [flutter1], "heptapod." After a long pause, the first heptapod said something and then the second one said something else, neither of whose spectrographs resembled anything said before. I couldn't tell if they were speaking to each other or to me since they had no faces to turn. I tried pronouncing [flutter1] again, but there was no reaction.

"Not even close," I grumbled.

"I'm impressed you can make sounds like that at all," said Gary.

"You should hear my moose call. Sends them running."

I tried again a few more times, but neither heptapod responded with anything I could recognize. Only when I replayed the recording of the heptapod's pronunciation did I get a confirmation; the heptapod replied with [flutter2], "yes."

"So we're stuck with using recordings?" asked Gary.

I nodded. "At least temporarily."

"So now what?"

"Now we make sure it hasn't actually been saying 'aren't they cute' or 'look what they're doing now.' Then we see if we can identify any of these words when that other heptapod pronounces them." I gestured for him to have a seat. "Get comfortable; this'll take a while."

In 1770, Captain Cook's ship Endeavour ran aground on the coast of Queensland, Australia. While some of his men made repairs, Cook led an exploration party and met the aboriginal people. One of the sailors pointed to the animals that hopped around with their young riding in pouches, and asked an aborigine what they were called. The aborigine replied, "Kanguru." From then on Cook and his sailors referred to the animals by this word. It wasn't until later that they learned it meant "What did you say?"

I tell that story in my introductory course every year. It's almost certainly untrue, and I explain that afterwards, but it's a classic anecdote. Of course, the anecdotes my undergraduates will really want to hear are ones featuring the heptapods; for the rest of my teaching career, that'll be the reason many of them sign up for my courses. So I'll show them the old videotapes of my sessions at the looking glass, and the sessions that the other linguists conducted; the tapes are instructive, and they'll be useful if we're ever visited by aliens again, but they don't generate many good anecdotes.

When it comes to language-learning anecdotes, my favorite source is child language acquisition. I remember one afternoon when you are five years old, after you have come home from kindergarten. You'll be coloring with your crayons while I grade papers.

"Mom," you'll say, using the carefully casual tone reserved for requesting a favor, "can I ask you something?"

"Sure, sweetie. Go ahead."

"Can I be, um, honored?"

I'll look up from the paper I'm grading. "What do you mean?"

"At school Sharon said she got to be honored."

"Really? Did she tell you what for?"

"It was when her big sister got married. She said only one person could be, um, honored, and she was it."

"Ah, I see. You mean Sharon was maid of honor?"

"Yeah, that's it. Can I be made of honor?"

Gary and I entered the prefab building containing the center of operations for the looking glass site. Inside it looked like they were planning an invasion, or perhaps an evacuation: crew-cut soldiers worked around a large map of the area, or sat in front of burly electronic gear while speaking into headsets. We were shown into Colonel Weber's office, a room in the back that was cool from air conditioning.

We briefed the colonel on our first day's results. "Doesn't sound like you got very far," he said.

"I have an idea as to how we can make faster progress," I said. "But you'll have to approve the use of more equipment."

"What more do you need?"

"A digital camera, and a big video screen." I showed him a drawing of the setup I imagined. "I want to try conducting the discovery procedure using writing; I'd display words on the screen, and use the camera to record the words they write. I'm hoping the heptapods will do the same."

Weber looked at the drawing dubiously. "What would be the advantage of that?"

“So far I’ve been proceeding the way I would with speakers of an unwritten language. Then it occurred to me that the heptapods must have writing, too.”

“So?”

“If the heptapods have a mechanical way of producing writing, then their writing ought to be very regular, very consistent. That would make it easier for us to identify graphemes instead of phonemes. It’s like picking out the letters in a printed sentence instead of trying to hear them when the sentence is spoken aloud.”

“I take your point,” he admitted. “And how would you respond to them? Show them the words they displayed to you?”

“Basically. And if they put spaces between words, any sentences we write would be a lot more intelligible than any spoken sentence we might splice together from recordings.”

He leaned back in his chair. “You know we want to show as little of our technology as possible.”

“I understand, but we’re using machines as intermediaries already. If we can get them to use writing, I believe progress will go much faster than if we’re restricted to the sound spectrographs.”

The colonel turned to Gary. “Your opinion?”

“It sounds like a good idea to me. I’m curious whether the heptapods might have difficulty reading our monitors. Their looking glasses are based on a completely different technology than our video screens. As far as we can tell, they don’t use pixels or scan lines, and they don’t refresh on a frame-by-frame basis.”

“You think the scan lines on our video screens might render them unreadable to the heptapods?”

“It’s possible,” said Gary. “We’ll just have to try it and see.”

Weber considered it. For me it wasn’t even a question, but from his point of view it was a difficult one; like a soldier, though, he made it quickly. “Request granted. Talk to the sergeant outside about bringing in what you need. Have it ready for tomorrow.”

I remember one day during the summer when you’re sixteen. For once, the person waiting for her date to arrive is me. Of course, you’ll be waiting around too, curious to see what he looks like. You’ll have a friend of yours, a blond girl with the unlikely name of Roxie, hanging out with you, giggling.

“You may feel the urge to make comments about him,” I’ll say, checking myself in the hallway mirror. “Just restrain yourselves until we leave.”

“Don’t worry, Mom,” you’ll say. “We’ll do it so that he won’t know. Roxie, you ask me what I think the weather will be like tonight. Then I’ll say what I think of Mom’s date.”

“Right,” Roxie will say.

“No, you most definitely will not,” I’ll say.

“Relax, Mom. He’ll never know; we do this all the time.”

“What a comfort that is.”

A little later on, Nelson will arrive to pick me up. I’ll do the introductions, and we’ll all engage in a little small talk on the front porch. Nelson is ruggedly handsome, to

your evident approval. Just as we're about to leave, Roxie will say to you casually, "So what do you think the weather will be like tonight?"

"I think it's going to be really hot," you'll answer.

Roxie will nod in agreement. Nelson will say, "Really? I thought they said it was going to be cool."

"I have a sixth sense about these things," you'll say. Your face will give nothing away.

"I get the feeling it's going to be a scorcher. Good thing you're dressed for it, Mom."

I'll glare at you, and say good night. As I lead Nelson toward his car, he'll ask me, amused, "I'm missing something here, aren't I?"

"A private joke," I'll mutter. "Don't ask me to explain it."

At our next session at the looking glass, we repeated the procedure we had performed before, this time displaying a printed word on our computer screen at the same time we spoke: showing HUMAN while saying "Human," and so forth. Eventually, the heptapods understood what we wanted, and set up a flat circular screen mounted on a small pedestal. One heptapod spoke, and then inserted a limb into a large socket in the pedestal; a doodle of script, vaguely cursive, popped onto the screen.

We soon settled into a routine, and I compiled two parallel corpora: one of spoken utterances, one of writing samples. Based on first impressions, their writing appeared to be logographic, which was disappointing; I'd been hoping for an alphabetic script to help us learn their speech. Their logograms might include some phonetic information, but finding it would be a lot harder than with an alphabetic script.

By getting up close to the looking glass, I was able to point to various heptapod body parts, such as limbs, digits, and eyes, and elicit terms for each. It turned out that they had an orifice on the underside of their body, lined with articulated bony ridges: probably used for eating, while the one at the top was for respiration and speech. There were no other conspicuous orifices; perhaps their mouth was their anus too. Those sorts of questions would have to wait. I also tried asking our two informants for terms for addressing each individually; personal names, if they had such things. Their answers were of course unpronounceable, so for Gary's and my purposes, I dubbed them Flapper and Raspberry. I hoped I'd be able to tell them apart.

The next day I conferred with Gary before we entered the looking-glass tent. "I'll need your help with this session," I told him.

"Sure. What do you want me to do?"

"We need to elicit some verbs, and it's easiest with third-person forms. Would you act out a few verbs while I type the written form on the computer? If we're lucky, the heptapods will figure out what we're doing and do the same. I've brought a bunch of props for you to use."

"No problem," said Gary, cracking his knuckles. "Ready when you are."

We began with some simple intransitive verbs: walking, jumping, speaking, writing. Gary demonstrated each one with a charming lack of self-consciousness; the presence of the video cameras didn't inhibit him at all. For the first few actions he performed, I asked the heptapods, "What do you call that?" Before long, the heptapods caught on to what we were trying to do; Raspberry began mimicking Gary, or at least performing

the equivalent heptapod action, while Flapper worked their computer, displaying a written description and pronouncing it aloud.

In the spectrographs of their spoken utterances, I could recognize their word I had glossed as “heptapod.” The rest of each utterance was presumably the verb phrase; it looked like they had analogs of nouns and verbs, thank goodness.

In their writing, however, things weren’t as clearcut. For each action, they had displayed a single logogram instead of two separate ones. At first I thought they had written something like “walks,” with the subject implied. But why would Flapper say “the heptapod walks” while writing “walks,” instead of maintaining parallelism? Then I noticed that some of the logograms looked like the logogram for “heptapod” with some extra strokes added to one side or another. Perhaps their verbs could be written as affixes to a noun. If so, why was Flapper writing the noun in some instances but not in others?

I decided to try a transitive verb; substituting object words might clarify things. Among the props I’d brought were an apple and a slice of bread. “Okay,” I said to Gary, “show them the food, and then eat some. First the apple, then the bread.”

Gary pointed at the Golden Delicious and then he took a bite out of it, while I displayed the “what do you call that?” expression. Then we repeated it with the slice of whole wheat.

Raspberry left the room and returned with some kind of giant nut or gourd and a gelatinous ellipsoid. Raspberry pointed at the gourd while Flapper said a word and displayed a logogram. Then Raspberry brought the gourd down between its legs, a crunching sound resulted, and the gourd reemerged minus a bite; there were cornlike kernels beneath the shell. Flapper talked and displayed a large logogram on their screen. The sound spectrograph for “gourd” changed when it was used in the sentence; possibly a case marker. The logogram was odd: after some study, I could identify graphic elements that resembled the individual logograms for “heptapod” and “gourd.” They looked as if they had been melted together, with several extra strokes in the mix that presumably meant “eat.” Was it a multiword ligature?

Next we got spoken and written names for the gelatin egg, and descriptions of the act of eating it. The sound spectrograph for “heptapod eats gelatin egg” was analyzable; “gelatin egg” bore a case marker, as expected, though the sentence’s word order differed from last time. The written form, another large logogram, was another matter. This time it took much longer for me to recognize anything in it; not only were the individual logograms melted together again, it looked as if the one for “heptapod” was laid on its back, while on top of it the logogram for “gelatin egg” was standing on its head.

“Uh-oh.” I took another look at the writing for the simple noun-verb examples, the ones that had seemed inconsistent before. Now I realized all of them actually did contain the logogram for “heptapod” some were rotated and distorted by being combined with the various verbs, so I hadn’t recognized them at first. “You guys have got to be kidding,” I muttered.

“What’s wrong?” asked Gary.

“Their script isn’t word-divided; a sentence is written by joining the logograms for the constituent words. They join the logograms by rotating and modifying them. Take a look.” I showed him how the logograms were rotated.

“So they can read a word with equal ease no matter how it’s rotated,” Gary said. He turned to look at the heptapods, impressed. “I wonder if it’s a consequence of their bodies’ radial symmetry: their bodies’ radial symmetry: their bodies have no ‘forward’ direction, so maybe their writing doesn’t either. Highly neat.”

I couldn’t believe it; I was working with someone who modified the word “neat” with “highly.” “It certainly is interesting,” I said, “but it also means there’s no easy way for us to write our own sentences in their language. We can’t simply cut their sentences into individual words and recombine them; we’ll have to learn the rules of their script before we can write anything legible. It’s the same continuity problem we’d have had splicing together speech fragments, except applied to writing.”

I looked at Flapper and Raspberry in the looking glass, who were waiting for us to continue, and sighed. “You aren’t going to make this easy for us, are you?”

To be fair, the heptapods were completely cooperative. In the days that followed, they readily taught us their language without requiring us to teach them any more English. Colonel Weber and his cohorts pondered the implications of that, while I and the linguists at the other looking glasses met via video conferencing to share what we had learned about the heptapod language. The videoconferencing made for an incongruous working environment: our video screens were primitive compared to the heptapods’ looking glasses, so that my colleagues seemed more remote than the aliens. The familiar was far away, while the bizarre was close at hand.

It would be a while before we’d be ready to ask the heptapods why they had come, or to discuss physics well enough to ask them about their technology. For the time being, we worked on the basics: phonemics/graphemics, vocabulary, syntax. The heptapods at every looking glass were using the same language, so we were able to pool our data and coordinate our efforts.

Our biggest source of confusion was the heptapods’ “writing.” It didn’t appear to be writing at all; it looked more like a bunch of intricate graphic designs. The logograms weren’t arranged in rows, or a spiral, or any linear fashion. Instead, Flapper or Raspberry would write a sentence by sticking together as many logograms as needed into a giant conglomeration.

This form of writing was reminiscent of primitive sign systems, which required a reader to know a message’s context in order to understand it. Such systems were considered too limited for systematic recording of information. Yet it was unlikely that the heptapods developed their level of technology with only an oral tradition. That implied one of three possibilities: the first was that the heptapods had a true writing system, but they didn’t want to use it in front of us; Colonel Weber would identify with that one. The second was that the heptapods hadn’t originated the technology they were using; they were illiterates using someone else’s technology. The third, and most interesting to me, was that the heptapods were using a nonlinear system of orthography that qualified as true writing.

I remember a conversation we'll have when you're in your junior year of high school. It'll be Sunday morning, and I'll be scrambling some eggs while you set the table for brunch. You'll laugh as you tell me about the party you went to last night.

"Oh man," you'll say, "they're not kidding when they say that body weight makes a difference. I didn't drink any more than the guys did, but I got so much drunker."

I'll try to maintain a neutral, pleasant expression. I'll really try. Then you'll say, "Oh, come on, Mom."

"What?"

"You know you did the exact same things when you were my age."

I did nothing of the sort, but I know that if I were to admit that, you'd lose respect for me completely. "You know never to drive, or get into a car if—"

"God, of course I know that. Do you think I'm an idiot?"

"No, of course not."

What I'll think is that you are clearly, maddeningly not me. It will remind me, again, that you won't be a clone of me; you can be wonderful, a daily delight, but you won't be someone I could have created by myself.

The military had set up a trailer containing our offices at the looking glass site. I saw Gary walking toward the trailer, and ran to catch up with him. "It's a semasiographic writing system," I said when I reached him.

"Excuse me?" said Gary.

"Here, let me show you." I directed Gary into my office. Once we were inside, I went to the chalkboard and drew a circle with a diagonal line bisecting it. "What does this mean?"

"'Not allowed'?"

"Right." Next I printed the words NOT ALLOWED on the chalkboard. "And so does this. But only one is a representation of speech."

Gary nodded. "Okay."

"Linguists describe writing like this —" I indicated the printed words "—as 'glottographic,' because it represents speech. Every human written language is in this category. However, this symbol—" I indicated the circle and diagonal line "—is 'semasiographic' writing, because it conveys meaning without reference to speech. There's no correspondence between its components and any particular sounds."

"And you think all of heptapod writing is like this?"

"From what I've seen so far, yes. It's not picture writing, it's far more complex. It has its own system of rules for constructing sentences, like a visual syntax that's unrelated to the syntax for their spoken language."

"A visual syntax? Can you show me an example?"

"Coming right up." I sat down at my desk and, using the computer, pulled up a frame from the recording of yesterday's conversation with Raspberry. I turned the monitor so he could see it. "In their spoken language, a noun has a case marker 14 indicating whether it's a subject or object. In their written language, however, a noun is identified as subject or object based on the orientation of its logogram relative to that of the verb. Here, take a look." I pointed at one of the figures. "For instance, when 'heptapod' is

integrated with ‘hears’ this way, with these strokes parallel, it means that the heptapod is doing the hearing.” I showed him a different one. “When they’re combined this way, with the strokes perpendicular, it means that the heptapod is being heard. This morphology applies to several verbs.

“Another example is the inflection system.” I called up another frame from the recording. “In their written language, this logogram means roughly ‘hear easily’ or ‘hear clearly.’ See the elements it has in common with the logogram for ‘hear’? You can still combine it with ‘heptapod’ in the same ways as before, to indicate that the heptapod can hear something clearly or that the heptapod is clearly heard. But what’s really interesting is that the modulation of ‘hear’ into ‘hear clearly’ isn’t a special case; you see the transformation they applied?”

Gary nodded, pointing. “It’s like they express the idea of ‘clearly’ by changing the curve of those strokes in the middle.”

“Right. That modulation is applicable to lots of verbs. The logogram for ‘see’ can be modulated in the same way to form ‘see clearly,’ and so can the logogram for ‘read’ and others. And changing the curve of those strokes has no parallel in their speech; with the spoken version of these verbs, they add a prefix to the verb to express ease of manner, and the prefixes for ‘see’ and ‘hear’ are different.

“There are other examples, but you get the idea. It’s essentially a grammar in two dimensions.”

He began pacing thoughtfully. “Is there anything like this in human writing systems?”

“Mathematical equations, notations for music and dance. But those are all very specialized; we couldn’t record this conversation using them. But I suspect, if we knew it well enough, we could record this conversation in the heptapod writing system. I think it’s a full-fledged, general-purpose graphical language.”

Gary frowned. “So their writing constitutes a completely separate language from their speech, right?”

“Right. In fact, it’d be more accurate to refer to the writing system as ‘Heptapod B,’ and use ‘Heptapod A’ strictly for referring to the spoken language.”

“Hold on a second. Why use two languages when one would suffice? That seems unnecessarily hard to learn.”

“Like English spelling?” I said. “Ease of learning isn’t the primary force in language evolution. For the heptapods, writing and speech may play such different cultural or cognitive roles that using separate languages makes more sense than using different forms of the same one.”

He considered it. “I see what you mean. Maybe they think our form of writing is redundant, like we’re wasting a second communications channel.”

“That’s entirely possible. Finding out why they use a second language for writing will tell us a lot about them.”

“So I take it this means we won’t be able to use their writing to help us learn their spoken language.”

I sighed. “Yeah, that’s the most immediate implication. But I don’t think we should ignore either Heptapod A or B; we need a two-pronged approach.” I pointed at the

screen. "I'll bet you that learning their two-dimensional grammar will help you when it comes time to learn their mathematical notation."

"You've got a point there. So are we ready to start asking about their mathematics?"

"Not yet. We need a better grasp on this writing system before we begin anything else," I said, and then smiled when he mimed frustration. "Patience, good sir. Patience is a virtue."

You'll be six when your father has a conference to attend in Hawaii, and we'll accompany him. You'll be so excited that you'll make preparations for weeks beforehand. You'll ask me about coconuts and volcanoes and surfing, and practice hula dancing in the mirror. You'll pack a suitcase with the clothes and toys you want to bring, and you'll drag it around the house to see how long you can carry it. You'll ask me if I can carry your Etch-a-Sketch in my bag, since there won't be any more room for it in yours and you simply can't leave without it.

"You won't need all of these," I'll say. "There'll be so many fun things to do there, you won't have time to play with so many toys."

You'll consider that; dimples will appear above your eyebrows when you think hard. Eventually you'll agree to pack fewer toys, but your expectations will, if anything, increase.

"I wanna be in Hawaii now," you'll whine.

"Sometimes it's good to wait," I'll say. "The anticipation makes it more fun when you get there."

You'll just pout.

In the next report I submitted, I suggested that the term "logogram" was a misnomer because it implied that each graph represented a spoken word, when in fact the graphs didn't correspond to our notion of spoken words at all. I didn't want to use the term "ideogram" either because of how it had been used in the past; I suggested the term "semagram" instead.

It appeared that a semagram corresponded roughly to a written word in human languages: it was meaningful on its own, and in combination with other semagrams could form endless statements. We couldn't define it precisely, but then no one had ever satisfactorily defined "word" for human languages either. When it came to sentences in Heptapod B, though, things became much more confusing. The language had no written punctuation: Its syntax was indicated in the way the semagrams were combined, and there was no need to indicate the cadence of speech. There was certainly no way to slice out subject-predicate pairings neatly to make sentences. A "sentence" seemed to be whatever number of semagrams a heptapod wanted to join together; the only difference between a sentence and a paragraph, or a page, was size.

When a Heptapod B sentence grew fairly sizable, its visual impact was remarkable. If I wasn't trying to decipher it, the writing looked like fanciful praying mantids drawn in a cursive style, all clinging to each other to form an Escheresque lattice, each slightly different in its stance. And the biggest sentences had an effect similar to that of psychedelic posters: sometimes eye-watering, sometimes hypnotic.

I remember a picture of you taken at your college graduation. In the photo you're striking a pose for the camera, mortarboard stylishly tilted on your head, one hand touching your sunglasses, the other hand on your hip, holding open your gown to reveal the tank top and shorts you're wearing underneath.

I remember your graduation. There will be the distraction of having Nelson and your father and what's-her-name there all at the same time, but that will be minor. That entire weekend, while you're introducing me to your classmates and hugging everyone incessantly, I'll be all but mute with amazement. I can't believe that you, a grown woman taller than me and beautiful enough to make my heart ache, will be the same girl I used to lift off the ground so you could reach the drinking fountain, the same girl who used to trundle out of my bedroom draped in a dress and hat and four scarves from my closet.

And after graduation, you'll be heading for a job as a financial analyst. I won't even understand what you do there, I won't even understand your fascination with money, the preeminence you gave to salary when negotiating job offers. I would prefer it if you'd pursue something without regard for its monetary rewards, but I'll have no complaints. My own mother could never understand why I couldn't just be a high school English teacher. You'll do what makes you happy, and that'll be all I ask for.



Vocabulary in Focus

2. Read the following words and word combinations and explain their meanings.

Make sentences with the given words.

✓ debut	✓ psychedelic
✓ meadow	✓ cadence of speech
✓ colonel	✓ gelatinous
✓ sergeant	✓ corduroy
✓ an Escheresque lattice	✓ preeminence

3. Match the words and word combinations with their definitions.

1.to humour someone	A. to mix or blend together
2.sappy	B. very important or significant, often referring to an event or decision that has a lasting impact
3.seethe (v)	C. a playful term (mostly used by children) to describe imaginary germs or something "gross" from another person; lice
4.withhold (v)	D. to discuss something with someone, especially to seek advice or make a decision together

5.budge (v)	E. overly sentimental or emotional, often in a way that seems excessive or silly
6.suppress (v)	F. to establish or set boundaries for something
7.momentous	G. to temporarily stop or delay something; to prevent someone from continuing a role or activity
8.tops (adv)	H. to stare at someone or something in a rude, dumbfounded, or awkward way
9.cooties	I. to deliberately keep something back and not give it to someone
10.military intelligence	J. to join two things, especially ropes, wires, or film strips, by weaving or attaching them together
11.to commingle with	K. at the most; no more than
12.uncanny	L. unnecessary, repetitive, or not needed
13.suspend (v)	M. to go along with what someone says or does, often to avoid conflict or make them feel satisfied, even if you don't fully agree
14.gawk (v)	N. to be enough or adequate
15.disconcertingly	O. information gathered and analyzed by a country's military to help with strategic decision-making
16.delimit (v)	P. to be very angry but not openly show it; to be filled with intense but hidden emotion
17.run aground	Q. in a way that causes confusion, discomfort, or unease
18.splice (together)	R. to move slightly or to change one's opinion or decision
19. confer with	S. continuously, without stopping
20.suffice (v)	T. to hold back, stop, or prevent something from being expressed or revealed
21. redundant	U. when a ship or boat gets stuck on land or shallow water; metaphorically, to face difficulties or fail
22. incessantly	V. strange, mysterious, or unsettling, often in a way that seems almost supernatural

4. Fill in the gaps with the words from exercises 2 and 3. Change their forms if necessary.

1. The baby cried throughout the night.
2. She her grandfather by listening to his stories for the hundredth time.
3. Despite fierce competition from younger scholars, Dr. Whitmore maintained his in the field of astrophysics, his groundbreaking theories continuing to shape the way humanity understood the cosmos.
4. His speech was because he kept repeating the same points.
5. The movie was so that I couldn't stop rolling my eyes.
6. A quick apology will to make things right.

7. As the sun dipped below the horizon, casting a golden glow over the vast, the scent of wildflowers mixed with the crisp evening air, creating an almost surreal moment of tranquility.
8. He was with rage after being unfairly accused.
9. She with her lawyer before signing the contract.
10. The company important information from its employees.
11. Under the pulsating neon lights of the underground club, the artwork adorning the walls seemed to shift and swirl, mirroring the hypnotic rhythm of the electronic music that filled the air.
12. The technician the wires together to fix the connection.
13. The battle-hardened, whose strategic brilliance had led his troops through countless victories, now faced his greatest challenge—navigating the treacherous waters of military politics in the capital.
14. He refused to on his stance, no matter how much we argued.
15. His business due to poor management.
16. She struggled to a laugh during the serious meeting.
17. The futuristic skyscraper, with its of interwoven staircases and glass walkways that appeared to defy the laws of physics, became a symbol of architectural ingenuity in the heart of the metropolis.
18. The treaty the borders between the two countries.
19. The moon landing was a event in history.
20. He smiled, making everyone feel awkward.
21. The abandoned laboratory reeked of decay, and on the rusted metal table lay a substance, its translucent surface pulsing as though it were alive with some unearthly energy.
22. The whole trip will take two hours, ...
23. Tourists at the celebrity walking down the street.
24. McAllister, a man known for his unwavering discipline and razor-sharp instincts, barked orders at the exhausted recruits, ensuring that no one under his command would ever be unprepared for the brutal realities of combat.
25. The school him for three days after the fight.
26. The young actress, despite her initial nervousness, made an unforgettable in the critically acclaimed Broadway play, earning a standing ovation from an audience that included several industry veterans.
27. She had an ability to predict the weather.
28. The kids wouldn't sit near him because they thought he had
29. Dressed in a worn jacket that bore the marks of years of use, the aging professor shuffled through the dimly lit library, searching for the long-forgotten manuscript that could change the course of history.
30. The different cultures beautifully at the festival.
31. The general relied on to plan the attack.
32. His, deliberate and rhythmic, carried an almost hypnotic quality, captivating the audience as he wove his intricate tale of adventure and loss.

5. Match the words with their antonyms.

1. gawk (v)	a) briefly
2. disconcertingly	b) separate
3. delimit (v)	c) smoothly sail
4. run aground	d) lack
5. splice (together)	e) include without boundaries
6. confer with	f) ignore
7. suffice (v)	g) reassuringly
8. redundant	h) essential
9. incessantly	i) glance casually

6. Translate into Ukrainian.

1. Although he rarely cared about others' feelings, he found himself **humouring someone** whose sappy, overly sentimental stories made him seethe with frustration, forcing him to suppress both his impatience and his urge to withhold his honest opinion.
2. Despite the **momentous** nature of the meeting, during which highly classified **military intelligence** was to be discussed, the general found himself distracted by the **uncanny** sensation that he had somehow **commingled with** these individuals in another life, a thought so bizarre that he nearly failed to **budge** when asked to present his report.
3. While the children giggled and whispered about **cooties**, the teacher, struggling to maintain order, attempted to **suppress** her growing irritation, realizing that no amount of discipline could make them understand the gravity of the **momentous** lesson on ethics and respect that she was trying to impart.
4. She had always found his inability to **budge** on trivial matters infuriating, but when he refused to **withhold** his sarcastic comments at the wedding, causing his mother to **seethe** with anger, she finally understood the depth of his stubbornness.
5. At the gala, where aristocrats and politicians **commingled with** artists and philosophers, she felt an **uncanny** sense of déjà vu, as if she had been in a similar setting before, watching people pretend to admire one another while secretly gathering **military intelligence**.
6. His insistence on **humouring someone** whose ideas were nothing more than **sappy** nonsense caused his colleagues to **seethe** with disbelief, as they expected him to **suppress** his politeness and offer a more realistic critique of the situation.
7. Knowing that he had **tops** three days to make a decision about the confidential file, he struggled to **withhold** his doubts, ultimately choosing to **budge** only after receiving classified **military intelligence** that changed his entire perspective.
8. While he usually considered himself immune to childish fears, the **uncanny** feeling of invisible **cooties** crawling on his skin after shaking hands with a particularly

unhygienic stranger made him **seethe** with discomfort, a reaction he tried to **suppress** to avoid appearing rude.

7. Find English equivalents for the following phrases.

1. Тепер, будь ласка, продовжуйте
2. Уряд майже нічого про них не сказав
3. Я не маю права це говорити
4. Я намагався повідомити йому це обережно
5. Я стримав усмішку
6. Як рубчасті гребені, розташовані у завитках і петлях
7. Вона була дружкою нареченої
8. Повноцінна, універсальна графічна мова
9. Вказувати на ритм мовлення
10. Введіть попереднє пояснення

8. Translate the given paragraph into English using the given words and word combinations.

incongruous	ruggedly	orifice
immediate	pick up	
nagging	sun-scorched	in pouches
cooties	thirty-somethings	
implication	puckered	mute with
bits and pieces		pasture
		two-pronged

Коли міцний і мужній ранчер стояв на вигорілому від сонця пасовищі, спостерігаючи за своєю худобою, він мимоволі підслухав, як пара тридцятирічних міських жителів обговорювали свій останній технологічний стартап. Їхнє недоречне робоче середовище — імпровізований офіс у старому сараї—здавалося абсурдним на тлі пасущихся коней. Один із них мучився від настирливого кашлю, тоді як інший, ніби зацікавлений у подиву, розглядав старе, потріскане сидло, наче це був древній артефакт. Тим часом маленьке дитинча кенгуру спокійно сиділо в сумці неподалік, зовсім не зважаючи на їхній культурний шок.

— Усі ставки знято, — нарешті пробурмотів один, похитуючи головою. — Це мало бути простою виїзною зустріччю, але тепер нам потрібен двосторонній підхід, щоб врятувати угоду.

Найочевидніший висновок був зрозумілий: вони серйозно недооцінили життя на ранчо. Невпевнено намагаючись схопити уривки ковбойського сленгу, один із них здригнувся, вочевидь борючись зі страхом перед мікробами, після того як погладив бездомного собаку. Поблизу ранчер тихо засміявся сам до себе й повернувся у бік загону, де ніздрі коня здуло, мов зморщений отвір, під поривами сухого вітру.



Reflection and Discussion

8. Answer the questions.

1. What is the significance of the moment when the narrator's husband asks, “Do you want to make a baby?”
2. Why does the narrator believe she won't have the chance to tell her child the story of their conception?
3. How does the narrator describe her relationship with her child when they are twelve years old?
4. What is the role of Colonel Weber in the story?
5. Why does the narrator initially struggle to interpret the alien recording?
6. What challenge does the narrator mention when it comes to learning an alien language?
7. How does the narrator describe the appearance and movement of the heptapods?
8. What methods does the narrator use to try to communicate with the heptapods?
9. How does the narrator react when she first sees a heptapod up close?
10. What difficulties arise when trying to learn Heptapod B, the aliens' written language?
11. Why does the narrator compare the heptapods' writing system to an Escheresque lattice?
12. How does the concept of time in the story affect the way the narrator views her life and her child's future?
13. What is the significance of the anecdote about Captain Cook and the word “kangaroo” in relation to the narrator's work with the heptapods?
14. How does the story explore the differences between spoken and written language?
15. In what ways does the story challenge the idea of free will and determinism?

9. Work in groups. Read the given paragraphs and comment on the main issues which are raised in the story.

The Nature of Time and Free Will

One of the most profound philosophical questions raised in *Story of Your Life* is the nature of time and its implications for free will. The story suggests a deterministic universe, where the past, present, and future exist simultaneously, much like a written sentence whose meaning is understood all at once rather than revealed sequentially. If time is not linear but rather something we experience as linear due to our perception, then what does that mean for free will? The narrator, Louise, knows the future events of her life — including the loss of her daughter — yet she embraces them, living as if choice still matters. This raises a paradox: if she knows what will happen and cannot

change it, is she truly free? Or does true freedom lie in acceptance, in choosing to live fully despite knowing the inevitable outcome? In this way, the story challenges our deeply held beliefs about agency, causality, and the human experience of time.

Language as a Lens for Reality

Another key theme in the story is the relationship between language and perception. The heptapods' written language, Heptapod B, is not just a means of communication but a completely different way of thinking — one that allows the user to perceive time non-linearly. This reflects the linguistic relativity hypothesis, which suggests that the structure of a language can shape thought and perception. If human languages structure reality in a sequential, cause-and-effect manner, could learning a new linguistic framework alter the way we experience existence itself? Louise's gradual immersion in the heptapod language changes her cognition, allowing her to "remember" future events as if they were past experiences. This challenges the assumption that language is merely a tool for describing reality; instead, it suggests that language actively constructs the reality we perceive. If this is true, then expanding the ways in which we communicate and think might fundamentally reshape our understanding of the world and ourselves.

The Meaning of Life in the Face of Suffering

The inevitability of suffering and loss is another central theme of the story, but rather than portraying this as a tragedy, it offers a different perspective: that life is meaningful because of, rather than in spite of, its impermanence. Louise knows that her daughter will die young, yet she still chooses to have and love her, experiencing every joyful moment alongside the sorrow that will come. This echoes existentialist and Stoic philosophies, which suggest that embracing life's impermanence gives it depth and significance. If one were to avoid love or joy simply to prevent future pain, would life still be worth living? The story suggests that the beauty of human experience lies in its fleeting nature, and that true acceptance of life means embracing both its triumphs and its inevitable tragedies. In doing so, it challenges the reader to reconsider how they define a "good" life — not by its length or lack of suffering, but by the richness of the moments lived within it.

UNIT 9. STORY OF YOUR LIFE

by Ted Chiang

In addition to his fictional works, Ted Chiang has offered critical perspectives on the intersection of artificial intelligence and creativity. In a 2024 essay for The New Yorker, Chiang argued that AI-generated content lacks the intentionality and conscious decision-making inherent in human artistry, suggesting that while AI can produce aesthetically pleasing outputs, it does not engage in the creative process in a meaningful way. This viewpoint has sparked discussions about the nature of creativity and the role of AI in artistic endeavors.

theatlantic.com



surl.li/qrvazl

Chiang's reflections on AI extend beyond creativity, encompassing broader societal and ethical considerations. He has expressed concerns about how AI technologies might influence human cognition and the value placed on human labor. His nuanced perspectives encourage a critical examination of technological advancements, urging society to consider the implications of integrating AI into various aspects of life. Through both his fiction and essays, Chiang continues to provoke thoughtful discourse on the evolving relationship between humanity and technology.

https://en.wikipedia.org/wiki/Ted_Chiang?utm_source=chatgpt.com

1. Read the second part of the story and do the exercises given below.

PART 2

As time went on, the teams at each looking glass began working in earnest on learning heptapod terminology for elementary mathematics and physics. We worked together on presentations, with the linguists focusing on procedure and the physicists focusing on subject matter. The physicists showed us previously devised systems for communicating with aliens, based on mathematics, but those were intended for use over a radio telescope. We reworked them for face-to-face communication.

Our teams were successful with basic arithmetic, but we hit a road block with geometry and algebra. We tried using a spherical coordinate system instead of a rectangular one, thinking it might be more natural to the heptapods given their anatomy, but that approach wasn't any more fruitful. The heptapods didn't seem to understand what we were getting at.

Likewise, the physics discussions went poorly. Only with the most concrete terms, like the names of the elements, did we have any success; after several attempts at representing the periodic table, the heptapods got the idea. For anything remotely abstract, we might as well have been gibbering. We tried to demonstrate basic physical attributes like mass and acceleration so we could elicit their terms for them, but the

heptapods simply responded with requests for clarification. To avoid perceptual problems that might be associated with any particular medium, we tried physical demonstrations as well as line drawings, photos, and animations; none were effective. Days with no progress became weeks, and the physicists were becoming disillusioned. By contrast, the linguists were having much more success. We made steady progress decoding the grammar of the spoken language, Heptapod A. It didn't follow the pattern of human languages, as expected, but it was comprehensible so far: free word order, even to the extent that there was no preferred order for the clauses in a conditional statement, in defiance of a human language "universal." It also appeared that the heptapods had no objection to many levels of center-embedding of clauses, something that quickly defeated humans. Peculiar, but not impenetrable.

Much more interesting were the newly discovered morphological and grammatical processes in Heptapod B that were uniquely two-dimensional. Depending on a semagram's declension, inflections could be indicated by varying a certain stroke's curvature, or its thickness, or its manner of undulation; or by varying the relative sizes of two radicals, or their relative distance to another radical, or their orientations; or various other means. These were non-segmental graphemes; they couldn't be isolated from the rest of a semagram. And despite how such traits behaved in human writing, these had nothing to do with calligraphic style; their meanings were defined according to a consistent and unambiguous grammar.

We regularly asked the heptapods why they had come. Each time, they answered "to see," or "to observe." Indeed, sometimes they preferred to watch us silently rather than answer our questions. Perhaps they were scientists, perhaps they were tourists. The State Department instructed us to reveal as little as possible about humanity, in case that information could be used as a bargaining chip in subsequent negotiations. We obliged, though it didn't require much effort: the heptapods never asked questions about anything. Whether scientists or tourists, they were an awfully incurious bunch.

I remember once when we'll be driving to the mall to buy some new clothes for you. You'll be thirteen. One moment you'll be sprawled in your seat, completely unself-conscious, all child; the next, you'll toss your hair with a practiced casualness, like a fashion model in training.

You'll give me some instructions as I'm parking the car. "Okay, Mom, give me one of the credit cards, and we can meet back at the entrance here in two hours."

I'll laugh. "Not a chance. All the credit cards stay with me."

"You're kidding." You'll become the embodiment of exasperation. We'll get out of the car and I will start walking to the mall entrance. After seeing that I won't budge on the matter, you'll quickly reformulate your plans.

"Okay Mom, okay. You can come with me, just walk a little ways behind me, so it doesn't look like we're together. If I see any friends of mine, I'm gonna stop and talk to them, but you just keep walking, okay? I'll come find you later."

I'll stop in my tracks. "Excuse me? I am not the hired help, nor am I some mutant relative for you to be ashamed of."

"But Mom, I can't let anyone see you with me."

“What are you talking about? I’ve already met your friends; they’ve been to the house.”

“That was different,” you’ll say, incredulous that you have to explain it. “This is shopping.”

“Too bad.”

Then the explosion: “You won’t do the least thing to make me happy! You don’t care about me at all!”

It won’t have been that long since you enjoyed going shopping with me; it will forever astonish me; it will forever astonish me how quickly you grow out of one phase and enter another. Living with you will be like aiming for a moving target; you’ll always be further along than I expect.

I looked at the sentence in Heptapod B that I had just written, using simple pen and paper. Like all the sentences I generated myself, this one looked misshapen, like a heptapod-written sentence that had been smashed with a hammer and then inexpertly taped back together. I had sheets of such inelegant semagrams covering my desk, fluttering occasionally when the oscillating fan swung past.

It was strange trying to learn a language that had no spoken form. Instead of practicing my pronunciation, I had taken to squeezing my eyes shut and trying to paint semagrams on the insides of my eyelids.

There was a knock at the door and before I could answer Gary came in looking jubilant.

“Illinois got a repetition in physics.”

“Really? That’s great; when did it happen?”

“It happened a few hours ago; we just had the videoconference. Let me show you what it is.” He started erasing my blackboard.

“Don’t worry, I didn’t need any of that.”

“Good.” He picked up a nub of chalk and drew a diagram: “Okay, here’s the path a ray of light takes when crossing from air to water. The light ray travels in a straight line until it hits the water; the water has a different index of refraction, so the light changes direction. You’ve heard of this before, right?”

I nodded. “Sure.”

“Now here’s an interesting property about the path the light takes. The path is the fastest possible route between these two points.”

“Come again?”

“Imagine, just for grins, that the ray of light traveled along this path.” He added a dotted line to his diagram: “This hypothetical path is shorter than the path the light actually takes. But light travels more slowly in water than it does in air, and a greater percentage of this path is underwater. So it would take longer for light to travel along this path than it does along the real path.”

“Okay, I get it.”

“Now imagine if light were to travel along this other path.” He drew a second dotted path: “This path reduces the percentage that’s underwater, but the total length is larger. It would also take longer for light to travel along this path than along the actual one.”

Gary put down the chalk and gestured at the diagram on the chalkboard with white-tipped fingers. “Any hypothetical path would require more time to traverse than the

one actually taken. In other words, the route that the light ray takes is always the fastest possible one. That's Fermat's Principle of Least Time"

"Humm, interesting. And this is what the heptapods responded to?"

"Exactly. Moorehead gave an animated presentation of Fermat's Principle at the Illinois looking glass, and the heptapods repeated it back. Now he's trying to get a symbolic description." He grinned. "Now is that highly neat, or what?"

"It's neat all right, but how come I haven't heard of Fermat's Principle before?" I picked up a binder and waved it at him; it was a primer on the physics topics suggested for use in communication with the heptapods. "This thing goes on forever about Planck masses and the spin-flip of atomic hydrogen, and not a word about the refraction of light."

"We guessed wrong about what'd be most useful for you to know," Gary said without embarrassment. "In fact, it's curious that Fermat's Principle was the first breakthrough; even though it's easy to explain, you need calculus to describe it mathematically. And not ordinary calculus; you need the calculus of variations. We thought that some simple theorem of geometry or algebra would be the breakthrough."

"Curious indeed. You think the heptapods' idea of what's simple doesn't match ours?"

"Exactly, which is why I'm dying to see what their mathematical description of Fermat's Principle looks like." He paced as he talked. "If their version of the calculus of variations is simpler to them than their equivalent of algebra, that might explain why we've had so much trouble talking about physics; their entire system of mathematics may be topsyturvy compared to ours." He pointed to the physics primer. "You can be sure that we're going to revise that."

"So can you build from Fermat's Principle to other areas of physics?"

"Probably. There are lots of physical principles just like Fermat's."

"What, like Louise's principle of least closet space? When did physics become so minimalist?"

"Well, the word 'least' is misleading. You see, Fermat's Principle of Least time is incomplete; in certain situations light follows a path that takes more time than any of the other possibilities. It's more accurate to say that light always follows an extreme path, either one that minimizes the time taken or one that maximizes it. A minimum and a maximum share certain mathematical properties, so both situations can be described with one equation. So to be precise, Fermat's Principle isn't a minimal principle; instead it's what's known as a 'variational' principle."

"And there are more of these variational principles?"

He nodded. "In all branches of physics. Almost every physical law can be restated as a variational principle. The only difference between these principles is in which attribute is minimized or maximized." He gestured as if the different branches of physics were arrayed before him on a table. "In optics, where Fermat's Principle applies, time is the attribute that has to be an extreme. In mechanics, it's a different attribute. In electromagnetism, it's something else again. But all these principles are similar mathematically."

"So once you get their mathematical description of Fermat's Principle, you should be able to decode the other ones."

“God, I hope so. I think this is the wedge that we’ve been looking for, the one that cracks open their formulation of physics. This calls for a celebration.” He stopped his pacing and turned to me. “Hey Louise, want to go out for dinner? My treat.” I was mildly surprised. “Sure,” I said.

It’ll be when you first learn to walk that I get daily demonstrations of the asymmetry in our relationship. You’ll be incessantly running off somewhere, and each time you walk into a door frame or scrape your knee, the pain feels like it’s my own. It’ll be like growing an errant limb, an extension of myself whose sensory nerves report pain just fine, but whose motor nerves don’t convey my commands at all. It’s so unfair: I’m going to give birth to an animated voodoo doll of myself. I didn’t see this in the contract when I signed up. Was this part of the deal?

And then there will be the times when I see you laughing. Like the time you’ll be playing with the neighbor’s puppy, poking your hands through the chain-link fence separating our back yards, and you’ll be laughing so hard you’ll start hiccuping. The puppy will run inside the neighbor’s house, and your laughter will gradually subside, letting you catch your breath. Then the puppy will come back to the fence to lick your fingers again, and you’ll shriek and start laughing again. It will be the most wonderful sound I could ever imagine, a sound that makes me feel like a fountain, or a wellspring. Now if only I can remember that sound the next time your blithe disregard for self-preservation gives me a heart attack.

After the breakthrough with Fermat’s Principle, discussions of scientific concepts became more fruitful. It wasn’t as if all of heptapod physics was suddenly rendered transparent, but progress was suddenly steady. According to Gary, the heptapods’ formulation of physics was indeed topsy-turvy relative to ours. Physical attributes that humans defined using integral calculus were seen as fundamental by the heptapods. As an example, Gary described an attribute that, in physics jargon, bore the deceptively simple name “action,” which represented “the difference between kinetic and potential energy, integrated over time,” whatever that meant. Calculus for us; elementary to them.

Conversely, to define attributes that humans thought of as fundamental, like velocity, the heptapods employed mathematics that were, Gary assured me, “highly weird.” The physicists were ultimately able to prove the equivalence of heptapod mathematics and human mathematics; even though their approaches were almost the reverse of one another, both were systems of describing the same physical universe.

I tried following some of the equations that the physicists were coming up with, but it was no use. I couldn’t really grasp the significance of physical attributes like “action;” I couldn’t, with any confidence, ponder the significance of treating such an attribute as fundamental. Still, I tried to ponder questions formulated in terms more familiar to me: what kind of worldview did the heptapods have, that they would consider Fermat’s Principle the simplest explanation of light refraction? What kind of perception made a minimum or maximum readily apparent to them?

Your eyes will be blue like your dad's, not mud brown like mine. Boys will stare into those eyes the way I did, and do, into your dad's, surprised and enchanted, as I was and am, to find them in combination with black hair. You will have many suitors.

I remember when you are fifteen, coming home after a weekend at your dad's, incredulous over the interrogation he'll have put you through regarding the boy you're currently dating. You'll sprawl on the sofa, recounting your dad's latest breach of common sense: "You know what he said? He said, 'I know what teenage boys are like.'" Roll of the eyes. "Like I don't?"

"Don't hold it against him," I'll say. "He's a father; he can't help it." Having seen you interact with your friends, I won't worry much about a boy taking advantage of you; if anything, the opposite will be more likely. I'll worry about that.

"He wishes I were still a kid. He hasn't known how to act toward me since I grew breasts."

"Well, that development was a shock for him. Give him time to recover."

"It's been years, Mom. How long is it gonna take?"

"I'll let you know when my father has come to terms with mine."

During one of the videoconferences for the linguists, Cisneros from the Massachusetts looking glass had raised an interesting question: Was there a particular order in which semagrams were written in a Heptapod B sentence? It was clear that word order meant next to nothing when speaking in Heptapod A; when asked to repeat what it had just said, a heptapod would likely as not use a different word order unless we specifically asked them not to. Was word order similarly unimportant when writing in Heptapod B?

Previously, we had only focused our attention on how a sentence in Heptapod B looked once it was complete. As far as anyone could tell, there was no preferred order when reading the semagrams in a sentence; you could start almost anywhere in the nest, then follow the branching clauses until you'd read the whole thing. But that was reading; was the same true about writing?

During my most recent session with Flapper and Raspberry I had asked them if, instead of displaying a semagram only after it was completed, they could show it to us while it was being written. They had agreed. I inserted the videotape of the session into the VCR, and on my computer I consulted the session transcript.

I picked one of the longer utterances from the conversation. What Flapper had said was that the heptapods' planet had two moons, one significantly larger than the other; the three primary constituents of the planet's atmosphere were nitrogen, argon, and oxygen; and fifteen twenty-eighths of the planet's surface was covered by water. The first words of the spoken utterance translated literally as "inequality-of-size rockyorbiter rocky-orbiters related-as-primary-to-secondary."

Then I rewound the videotape until the time signature matched the one in the transcription. I started playing the tape, and watched the web of semagrams being spun out of inky spider's silk. I rewound it and played it several times. Finally I froze the video right after the first stroke was completed and before the second one was begun; all that was visible onscreen was a single sinuous line.

Comparing that initial stroke with the completed sentence, I realized that the stroke participated in several different clauses of the message. It began in the semagram for 'oxygen,' as the determinant that distinguished it from certain other elements; then it slid down to become the morpheme of comparison in the description of the two moons' sizes; and lastly it flared out as the arched backbone of the semagram for 'ocean.' Yet this stroke was a single continuous line, and it was the first one that Flapper wrote. That meant the heptapod had to know how the entire sentence would be laid out before it could write the very first stroke.

The other strokes in the sentence also traversed several clauses, making them so interconnected that none could be removed without redesigning the entire sentence. The heptapods didn't write a sentence one semagram at a time; they built it out of strokes irrespective of individual semagrams. I had seen a similarly high degree of integration before in calligraphic designs, particularly those employing the Arabic alphabet. But those designs had required careful planning by expert calligraphers. No one could lay out such an intricate design at the speed needed for holding a conversation. At least, no human could.

There's a Joke that I once heard a comedienne tell. It goes like this: "I'm not sure if I'm ready to have children. I asked a friend of mine who has children, 'Suppose I do have kids. What if when they grow up, they blame me for everything that's wrong with their lives?' She laughed and said, 'What do you mean, if?'"

That's my favorite joke.

Gary and I were at a little Chinese restaurant, one of the local places we had taken to patronizing to get away from the encampment. We sat eating the appetizers: potstickers, redolent of pork and sesame oil. My favorite.

I dipped one in soy sauce and vinegar. "So how are you doing with your Heptapod B practice?" I asked.

Gary looked obliquely at the ceiling. I tried to meet his gaze, but he kept shifting it.

"You've given up, haven't you?" I said. "You're not even trying any more."

He did a wonderful hangdog expression. "I'm just no good at languages," he confessed.

"I thought learning Heptapod B might be more like learning mathematics than trying to speak another language, but it's not. It's too foreign for me."

"It would help you discuss physics with them."

"Probably, but since we had our breakthrough, I can get by with just a few phrases."

I sighed. "I suppose that's fair; I have to admit, I've given up on trying to learn the mathematics."

"So we're even?"

"We're even." I sipped my tea. "Though I did want to ask you about Fermat's Principle. Something about it feels odd to me, but I can't put my finger on it. It just doesn't sound like a law of physics."

A twinkle appeared in Gary's eyes. "I'll bet I know what you're talking about." He snipped a potsticker in half with his chopsticks. "You're used to thinking of reaction in terms of cause and effect: reaching the water's surface is the cause, and the change

in direction is the effect. But Fermat's Principle sounds weird because it describes light's behavior in goal-oriented terms. It sounds like a commandment to a light beam: "Thou shalt minimize or maximize the time taken to reach thy destination."

I considered it. "Go on."

"It's an old question in the philosophy of physics. People have been talking about it since Fermat first formulated it in the 1600s; Planck wrote volumes about it. The thing is, while the common formulation of physical laws is causal, a variational principle like Fermat's is purposive, almost teleological."

"Hmm, that's an interesting way to put it. Let me think about that for a minute." I pulled out a felt-tip pen and, on my paper napkin, drew a copy of the diagram that Gary had drawn on my blackboard. "Okay," I said, thinking aloud, "So let's say the goal of a ray of light is to take the fastest path. How does the light go about doing that?"

"Well, if I can speak anthropomorphic-projectionally, the light has to examine the possible paths and compute how long each one would take." He plucked the last potsticker from the serving dish.

"And to do that," I continued, "the ray of light has to know just where its destination is. If the destination were somewhere else, the fastest path would be different."

Gary nodded again. "That's right; the notion of a 'fastest path' is meaningless unless there's a destination specified. And computing how long a given path takes also requires information about what lies along that path, like where the water's surface is." I kept staring at the diagram on the napkin. "And the light ray has to know all that ahead of time, before it starts moving, right?"

"So to speak," said Gary. "The light can't start traveling in any old direction and make course corrections later on, because the path resulting from such behavior wouldn't be the fastest possible one. The light has to do all its computations at the very beginning." I thought to myself, The ray of light has to know where it will ultimately end up before it can choose the direction to begin moving in. I knew what that reminded me of. I looked up at Gary. "That's what was bugging me."

I remember when you're fourteen. You'll come out of your bedroom, a graffiti-covered notebook computer in hand, working on a report for school.

"Mom, what do you call it when both sides can win?" I'll look up from my computer and the paper I'll be writing. "What, you mean a win-win situation?"

"There's some technical name for it, some math word. Remember that time Dad was here, and he was talking about the stock market? He used it then."

"Hmm, that sounds familiar, but I can't remember what he called it."

"I need to know. I want to use that phrase in my social studies report. I can't even search for information on it unless I know what it's called."

"I'm sorry, I don't know it either. Why don't you call your dad?"

Judging from your expression, that will be more effort than you want to make. At this point, you and your father won't be getting along well. "Can you call Dad and ask him? But don't tell him it's for me."

"I think you can call him yourself."

You'll fume, "Jesus, Mom, I can never get help with my homework since you and Dad split up."

It's amazing the diverse situations in which you can bring up the divorce. "I've helped you with your homework."

"Like a million years ago, Mom."

I'll let that pass. "I'd help you with this if I could, but I don't remember what it's called."

You'll head back to your bedroom in a huff.

I practiced Heptapod B at every opportunity, both with the other linguists and by myself. The novelty of reading a semasiographic language made it compelling in a way that Heptapod A wasn't, and my improvement in writing it excited me. Over time, the sentences I wrote grew shapelier, more cohesive. I had reached the point where it worked better when I didn't think about it too much. Instead of carefully trying to design a sentence before writing, I could simply begin putting down strokes immediately; my initial strokes almost always turned out to be compatible with an elegant rendition of what I was trying to say. I was developing a faculty like that of the heptapods.

More interesting was the fact that Heptapod B was changing the way I thought. For me, thinking typically meant speaking in an internal voice' as we say in the trade, my thoughts were phonologically coded. My internal voice normally spoke in English, but that wasn't a requirement. The summer after my senior year in high school, I attended a total immersion program for learning Russian; by the end of the Summer, I was thinking and even dreaming in Russian. But it was always spoken Russian. Different language, same mode: a voice speaking silently aloud.

The idea of thinking in a linguistic yet non-phonological mode always intrigued me. I had a friend born of deaf parents; he grew up using American Sign Language, and he told me that he often thought in ASL instead of English. I used to wonder what it was like to have one's thoughts be manually coded, to reason using an inner pair of hands instead of an inner voice. With Heptapod B, I was experiencing something just as foreign: my thoughts were becoming graphically coded. There were trance-like moments during the day when my thoughts weren't expressed with my internal voice; instead, I saw semagrams with my mind's eye, sprouting like frost on a windowpane. As I grew more fluent, semagraphic designs would appear fully-formed, articulating even complex ideas all at once. My thought processes weren't moving any faster as a result, though. Instead of racing forward, my mind hung balanced on the symmetry underlying the semagrams. The semagrams seemed to be something more than language; they were almost like mandalas. I found myself in a meditative state, contemplating the way in which premises and conclusions were interchangeable. There was no direction inherent in the way propositions were connected, no "train of thought" moving along a particular route; all the components in an act of reasoning were equally powerful, all having identical precedence.

A representative from the State Department named Hossner had the job of briefing the U.S scientists on our agenda with the heptapods. We sat in the videoconference room, listening to him lecture. Our microphone was turned off, so Gary and I could exchange comments without interrupting Hossner. As we listened, I worried that Gary might harm his vision, rolling his eyes so often.

“They must have had some reason for coming all this way,” said the diplomat, his voice tinny through the speakers. “It does not look like their reason was conquest, thank God. But if that’s not the reason, what is? Are they prospectors? Anthropologists? Missionaries? Whatever their motives, there must be something we can offer them. Maybe it’s mineral rights to our solar system. Maybe it’s information about ourselves. Maybe it’s the right to deliver sermons to our populations. But we can be sure that there’s something.

“My point is this: their motive might not be to trade, but that doesn’t mean that we cannot conduct trade. We simply need to know why they’re here, and what we have that they want. Once we have that information, we can begin trade negotiations.

“I should emphasize that our relationship with the heptapods need not be adversarial. This is not a situation where every gain on their part is a loss on ours, or vice versa. If we handle ourselves correctly, both we and the heptapods can come out winners.”

“You mean it’s a non-zero-sum game?” Gary said in mock incredulity. “Oh my gosh.”

“A non-zero-sum game.”

“What?” You’ll reverse course, heading back from your bedroom.

“When both sides can win: I just remembered, it’s called a non-zero-sum game.”

“That’s it!” you’ll say, writing it down on your notebook. “Thanks, Mom!” “I guess I knew it after all,” I’ll say. “All those years with your father, some of it must have rubbed off.” “I knew you’d know it,” you’ll say. You’ll give me a sudden, brief hug, and your hair will smell of apples. “You’re the best.”

“Louise?”

“Hmm? Sorry, I was distracted. What did you say?”

“I said, what do you think about our Mr. Hossner here?”

“I prefer not to.”

“I’ve tried that myself: ignoring the government, seeing if it would go away. It hasn’t.” As evidence of Gary’s assertion, Hossner kept blathering: “Your immediate task is to think back on what you’ve learned. Look for anything that might help us. Has there been any indication of what the heptapods want? Of what they value?”

“Gee, it never occurred to us to look for things like that,” I said. “We’ll get right on it, sir.”

“The sad thing is, that’s just what we’ll have to do,” said Gary.

“Are there any questions?” asked Hossner.

Burghart, the linguist at the Fort Worth looking glass, spoke up. “We’ve been through this with the heptapods many times. They maintain that they’re here to observe, and they maintain that information is not tradable.”

“So they would have us believe,” said Hossner. “But consider: how could that be true? I know that the heptapods have occasionally stopped talking to us for brief periods.

That may be a tactical maneuver on their part. If we were to stop talking to them tomorrow—”

“Wake me up if he says something interesting,” said Gary.

“I was just going to ask you to do the same for me.”

That day when Gary first explained Fermat’s Principle to me, he had mentioned that almost every physical law could be stated as a variational principle. Yet when humans thought about physical laws, they preferred to work with them in their causal formulation. I could understand that: the physical attributes that humans found intuitive, like kinetic energy or acceleration, were all properties of an object at a given moment in time. And these were conducive to a chronological, causal interpretation of events: one moment growing out of another, causes and effects created a chain reaction that grew from past to future.

In contrast, the physical attributes that the heptapods found intuitive, like “action” or those other things defined by integrals, were meaningful only over a period of time. And these were conducive to a teleological interpretation of events: by viewing events over a period of time, one recognized that there was a requirement that had to be satisfied, a goal of minimizing or maximizing. And one had to know the initial and final states to meet that goal; one needed knowledge of the effects before the causes could be initiated.

I was growing to understand that, too.

“Why?” you’ll ask again. You’ll be three.

“Because it’s your bedtime,” I’ll say again. We’ll have gotten as far as getting you bathed and into your jammies, but no further than that.

“But I’m not sleepy,” you’ll whine. You’ll be standing at the bookshelf, pulling down a video to watch: your latest diversionary tactic to keep away from your bedroom.

“It doesn’t matter: you still have to go to bed.”

“But why?”

“Because I’m the mom and I said so.”

I’m actually going to say that, aren’t I? God, somebody please shoot me.

I’ll pick you up and carry you under my arm to your bed, you wailing piteously all the while, but my sole concern will be my own distress. All those vows made in childhood that I would give reasonable answers when I became a parent, that I would treat my own child as an intelligent, thinking individual, all for naught: I’m going to turn into my mother. I can fight it as much as I want, but there’ll be no stopping my slide down that long, dreadful slope.

Was it actually possible to know the future? Not simply to guess at it; was it possible to know what was going to happen, with absolute certainty and in specific detail? Gary once told me that the fundamental laws of physics were time-symmetric, that there was no physical difference between past and future. Given that, some might say, “yes, theoretically.” But speaking more concretely, most would answer “no,” because of free will.

I liked to imagine the objection as a Borgesian fabulation: consider a person standing before the Book of Ages, the chronicle that records every event, past and future. Even though the text has been photoreduced from the full-sized edition, the volume is enormous. With magnifier in hand, she flips through the tissue-thin leaves until she locates the story of her life. She finds the passage that describes her flipping through the Book of Ages, and she skips to the next column, where it details what she'll be doing later in the day: acting on information she's read in the Book, she'll bet one hundred dollars on the racehorse Devil May Care and win twenty times that much. The thought of doing just that had crossed her mind, but being a contrary sort, she now resolves to refrain from betting on the ponies altogether.

There's the rub. The Book of Ages cannot be wrong; this scenario is based on the premise that a person is given knowledge of the actual future, not of some possible future. If this were Greek myth, circumstances would conspire to make her enact her fate despite her best efforts, but prophecies in myth are notoriously vague; the Book of Ages, is quite specific, and there's no way she can be forced to bet on a racehorse in the manner specified. The result is a contradiction: the Book of Ages must be right, by definition; yet no matter what the Book says she'll do, she can choose to do otherwise. How can these two facts be reconciled?

They can't be, was the common answer. A volume like the Book of Ages is a logical impossibility, for the precise reason that its existence would result in the above contradiction. Or, to be generous, some might say that the Book of Ages could exist, as long as it wasn't accessible to readers: that volume is housed in a special collection, and no one has viewing privileges.

The existence of free will meant that we couldn't know the future. And we knew free will existed because we had direct experience of it. Volition was an intrinsic part of consciousness.

Or was it? What if the experience of knowing the future changed a person? What if it evoked a sense of urgency, a sense of obligation to act precisely as she knew she would?

I stopped by Gary's office before leaving for the day. "I'm calling it quits. Did you want to grab something to eat?"

"Sure, just wait a second," he said. He shut down his computer and gathered some papers together. Then he looked up at me. "Hey, want to come to my place for dinner tonight? I'll cook."

I looked at him dubiously. "You can cook?"

"Just one dish," he admitted. "But it's a good one."

"Sure," I said. "I'm game."

"Great. We just need to go shopping for the ingredients."

"Don't go to any trouble —"

"There's a market on the way to my house. It won't take a minute."

We took separate cars, me following him. I almost lost him when he abruptly turned in to a parking lot. It was a gourmet market, not large, but fancy; tall glass jars stuffed with imported foods sat next to specialty utensils on the store's stainless-steel shelves.

I accompanied Gary as he collected fresh basil, tomatoes, garlic, linguini. “There’s a fish market next door; we can get fresh clams there,” he said.

“Sounds good.” We walked past the section of kitchen utensils. My gaze wandered over the shelves — peppermills, garlic presses, salad tongs — and stopped on a wooden salad bowl.

When you are three, you’ll pull a dishtowel off the kitchen counter and bring that salad bowl down on top of you. I’ll make a grab for it, but I’ll miss. The edge of the bowl will leave you with a cut, on the upper edge of your forehead, that will require a single stitch. Your father and I will hold you, sobbing and stained with Caesar Salad dressing, as we wait in the emergency room for hours.

I reached out and took the bowl from the shelf. The motion didn’t feel like something I was forced to do. Instead it seemed just as urgent as my rushing to catch the bowl when it falls on you: an instinct that I felt right in following.

“I could use a salad bowl like this.”

Gary looked at the bowl and nodded approvingly. “See, wasn’t it a good thing that I had to stop at the market?”

“Yes it was.” We got in line to pay for our purchases.

Consider the sentence “The rabbit is ready to eat.” Interpret “rabbit” to be the object of “eat,” and the sentence was an announcement that dinner would be served shortly. Interpret “rabbit” to be the subject of “eat,” and it was a hint, such as a young girl might give her mother so she’ll open a bag of Purina Bunny Chow. Two very different utterances; in fact, they were probably mutually exclusive within a single household. Yet either was a valid interpretation; only context could determine what the sentence meant.

Consider the phenomenon of light hitting water at one angle, and traveling through it at a different angle. Explain it by saying that a difference in the index of refraction caused the light to change direction, and one saw the world as humans saw it. Explain it by saying that light minimized the time needed to travel to its destination, and one saw the world as the heptapods saw it. Two very different interpretations.

The physical universe was a language with a perfectly ambiguous grammar. Every physical event was an utterance that could be parsed in two entirely different ways, one casual and the other teleological, both valid, neither one disqualifiable no matter how much context was available.

When the ancestors of humans and heptapods first acquired the spark of consciousness, they both perceived the same physical world, but they parsed their perceptions differently; the world-views that ultimately across were the end result of that divergence. Humans had developed a sequential mode of awareness, while heptapods had developed a simultaneous mode of awareness. We experienced events in an order, and perceived their relationship as cause and effect. They experienced all events at once, and perceived a purpose underlying them all. A minimizing, maximizing purpose.

I have a recurring dream about your death. In the dream, I'm the one who's rock climbing — me, can you imagine it? — and you're three years old, riding in some kind of backpack I'm wearing. We're just a few feet below a ledge where we can rest, and you won't wait until I've climbed up to it. You start pulling yourself out of the pack; I order you to stop, but of course you ignore me. I feel your weight alternating from one side of the pack to the other as you climb out; then I feel your left foot on my shoulder, and then your right. I'm screaming at you, but I can't get a hand free to grab you. I can see the wavy design on the soles of your sneakers as you climb, and then I see a flake of stone give way beneath one of them. You slide right past me, and I can't move a muscle. I look down and see you shrink into the distance below me.

Then, all of a sudden, I'm at the morgue. An orderly lifts the sheet from your face, and I see that you're twenty-five.

"You okay?"

I was sitting upright in bed; I'd woken Gary with my movements. "I'm fine. I was just startled; I didn't recognize where I was for a moment."

Sleepily, he said, "We can stay at your place next time."

I kissed him. "Don't worry; your place is fine." We curled up, my back against his chest, and went back to sleep.

When you're three and we're climbing a steep, spiral flight of stairs, I'll hold your hand extra tightly. You'll pull your hand away from me. "I can do it by myself," you'll insist, and then move away from me to prove it, and I'll remember that dream. We'll repeat that scene countless times during your childhood. I can almost believe that, given your contrary nature, my attempts to protect you will be what create your love of climbing: first the jungle gym at the playground, then trees out in the green belt around our neighborhood, the rock walls at the climbing club, and ultimately cliff faces in national parks.

I finished the last radical in the sentence, put down the chalk, and sat down in my desk chair. I leaned back and surveyed the giant Heptapod B sentence I'd written that covered the entire blackboard in my office. It included several complex clauses, and I had managed to integrate all of them rather nicely.

Looking at a sentence like this one, I understood why the heptapods had evolved a semasiographic writing system like Heptapod B; it was better suited for a species with a simultaneous mode of consciousness. For them, speech was a bottleneck because it required that one word follow another sequentially. With writing, on the other hand, every mark on a page was visible simultaneously. Why constrain writing with a glottographic straitjacket, demanding that it be just as sequential as speech? It would never occur to them. Semasiographic writing naturally took advantage of the page's two-dimensionality; instead of doling out morphemes one at a time, it offered an entire page full of them all at once.

And now that Heptapod B had introduced me to a simultaneous mode of consciousness, I understood the rationale behind Heptapod A's grammar: what my sequential mind

had perceived as unnecessarily convoluted, I now recognized as an attempt to provide flexibility within the confines of sequential speech. I could use Heptapod A more easily as a result, though it was still a poor substitute for Heptapod B.

There was a knock at the door and then Gary poked his head in. "Colonel Weber'll be here any minute."

I grimaced. "Right." Weber was coming to participate in a session with Flapper and Raspberry; I was to act as translator, a job I wasn't trained for and that I detested.

Gary stepped inside and closed the door. He pulled me out of my chair and kissed me. I smiled. "You trying to cheer me up before he gets here?"

"No, I'm trying to cheer me up."

"You weren't interested in talking to the heptapods at all, were you? You worked on this project just to get me into bed."

"Ah, you see right through me."

I looked into his eyes. "You better believe it," I said.

I remember when you'll be a month old, and I'll stumble out of bed to give you your 2:00 A.M. feeding. Your nursery will have that "baby smell" of diaper rash cream and talcum powder, with a faint ammoniac whiff coming from the diaper pail in the corner. I'll lean over your crib, lift your squalling form out, and sit in the rocking chair to nurse you.

The word "infant" is derived from the Latin word for "unable to speak," but you'll be perfectly capable of saying one thing: "I suffer," and you'll do it tirelessly and without hesitation. I have to admire your utter commitment to that statement; when you cry, you'll become outrage incarnate, every fiber of your body employed in expressing that emotion. It's funny: when you're tranquil, you will seem to radiate light, and if someone were to paint a portrait of you like that, I'd insist that they include the halo. But when you're unhappy, you will become a klaxon, built for radiating sound; a portrait of you then could simply be a fire alarm bell.

At that stage of your life, there'll be no past or future for you; until I give you my breast, you'll have no memory of contentment in the past nor expectation of relief in the future. Once you begin nursing, everything will reverse, and all will be right with the world. NOW is the only moment you'll perceive; you'll live in the present tense. In many ways, it's an enviable state.

The heptapods are neither free nor bound as we understand those concepts; they don't act according to their will, nor are they helpless automatons. What distinguishes the heptapods' mode of awareness is not just that their actions coincide with history's events; it is also that their motives coincide with history's purposes. They act to create the future, to enact chronology.

Freedom isn't an illusion; it's perfectly real in the context of sequential consciousness. Within the context of simultaneous consciousness, freedom is not meaningful, but neither is coercion; it's simply a different context, no more or less valid than the other. It's like that famous optical illusion, the drawing of either an elegant young woman, face turned away from the viewer, or a wart-nosed crone, chin tucked down on her

chest. There's no "correct" interpretation; both are equally valid. But you can't see both at the same time.

Similarly, knowledge of the future was incompatible with free will. What made it possible for me to exercise freedom of choice also made it impossible for me to know the future. Conversely, now that I know the future, I would never act contrary to that future, including telling others what I know: those who know the future don't talk about it. Those who've read the Book of Ages never admit to it.

I turned on the VCR and slotted a cassette of a session from the Fort Worth looking glass. A diplomatic negotiator was having a discussion with the heptapods there, with Burghart acting as translator.

The negotiator was describing humans' moral beliefs, trying to lay some groundwork for the concept of altruism. I knew the heptapods were familiar with the conversation's eventual outcome, but they still participated enthusiastically.

If I could have described this to someone who didn't already know, she might ask, if the heptapods already knew everything that they would ever say or hear, what was the point of their using language at all? A reasonable question. But language wasn't only for communication: it was also a form of action. According to speech act theory, statements like "You're under arrest," "I christen this vessel," or "I promise" were all performative: a speaker could perform the action only by uttering the words. For such acts, knowing what would be said didn't change anything. Everyone at a wedding anticipated the words "I now pronounce you husband and wife," but until the minister actually said them, the ceremony didn't count. With performative language, saying equaled doing.

For the heptapods, all language was performative. Instead of using language to inform, they used language to actualize. Sure, heptapods already knew what would be said in any conversation; but in order for their knowledge to be true, the conversation would have to take place.

"First Goldilocks tried the papa bear's bowl of porridge, but it was full of brussels sprouts, which she hated."

You'll laugh. "No, that's wrong!" We'll be sitting side by side on the sofa, the skinny, overpriced hardcover spread open on our laps.

I'll keep reading. "Then Goldilocks tried the mama bear's bowl of porridge, but it was full of spinach, which she also hated."

You'll put your hand on the page of the book to stop me. "You have to read it the right way!"

"I'm reading just what it says here," I'll say, all innocence.

"No you're not. That's not how the story goes."

"Well if you already know how the story goes, why do you need me to read it to you?"

"Cause I wanna hear it!"

The air conditioning in Weber's office almost compensated for having to talk to the man.

“They’re willing to engage in a type of exchange,” I explained, “but it’s not trade. We simply give them something, and they give us something in return. Neither party tells the other what they’re giving beforehand.”

Colonel Weber’s brow furrowed just slightly. “You mean they’re willing to exchange gifts?”

I knew what I had to say. “We shouldn’t think of it as ‘gift-giving.’ We don’t know if this transaction has the same associations for the heptapods that gift-giving has for us.”

“Can we —” he searched for the right wording “— drop hints about the kind of gift we want?”

“They don’t do that themselves for this type of transaction. I asked them if we could make a request, and they said we could, but it won’t make them tell us what they’re giving.” I suddenly remembered that a morphological relative of “performative” was “performance,” which could describe the sensation of conversing when you knew what would be said: it was like performing in a play.

“But would it make them more likely to give us what we asked for?” Colonel Weber asked. He was perfectly oblivious of the script, yet his responses matched his assigned lines exactly.

“No way of knowing,” I said. “I doubt it, given that it’s not a custom they engage in.”

“If we give our gift first, will the value of our gift influence the value of theirs?” He was improvising, while I had carefully rehearsed for this one and only show.

“No,” I said. “As far as we can tell, the value of the exchanged items is irrelevant.”

“If only my relatives felt that way,” murmured Gary wryly.

I watched Colonel Weber turn to Gary. “Have you discovered anything new in the physics discussions?” he asked right on cue.

“If you mean, any information new to mankind, no,” said Gary. “The heptapods haven’t varied from the routine. If we demonstrate something to them, they’ll show us their formulation of it, but they won’t volunteer anything and they won’t answer our questions about what they know.”

An utterance that was spontaneous and communicative in the context of human discourse became a ritual recitation when viewed by the light of Heptapod B.

Weber scowled. “All right then, we’ll see how the State Department feels about this. Maybe we can arrange some kind of gift-giving ceremony.”

Like physical events, with their causal and teleological interpretations, every linguistic event had two possible interpretations: as a transmission of information and as the realization of a plan.

“I think that’s a good idea, Colonel,” I said.

It was an ambiguity invisible to most. A private joke; don’t ask me to explain it.

Even though I’m proficient with Heptapod B, I know I don’t experience reality the way a heptapod does. My mind was cast in the mold of human, sequential languages, and no amount of immersion in an alien language can completely reshape it. My worldview is an amalgam of human and heptapod.

Before I learned how to think in Heptapod B, my memories grew like a column of cigarette ash, laid down by the infinitesimal sliver of combustion that was my

consciousness, marking the sequential present. After I learned Heptapod B, new memories fell into place like gigantic blocks, each one measuring years in duration, and though they didn't arrive in order or land contiguously, they soon composed a period of five decades. It is the period during which I know Heptapod B well enough to think in it, starting during my interviews with Flapper and Raspberry and ending with my death.

Usually, Heptapod B affects just my memory: my consciousness crawls along as it did before, a glowing sliver crawling forward in time, the difference being that the ash of memory lies ahead as well as behind: there is no real combustion. But occasionally I have glimpses when Heptapod B truly reigns, and I experience past and future all at once; my consciousness becomes a half century-long ember burning outside time. I perceive — during those glimpses — that entire epoch as a simultaneity. It's a period encompassing the rest of my life, and the entirety of yours.

I wrote out the semagrams for “process create-endpoint inclusive-we,” meaning “let's start.” Raspberry replied in the affirmative, and the slide shows began. The second display screen that the heptapods had provided began presenting a series of images, composed of semagrams and equations, while one of our video screens did the same. This was the second “gift exchange” I had been present for, the eighth one overall, and I knew it would be the last. The looking glass tent was crowded with people; Burghart from Fort Worth was here, as were Gary and a nuclear physicist, assorted biologists, anthropologists, military brass, and diplomats. Thankfully they had set up an air conditioner to cool the place off. We would review the tapes of the images later to figure out just what the heptapods' “gift” was. Our own “gift” was a presentation on the Lascaux cave paintings.

We all crowded around the heptapods' second screen, trying to glean some idea of the images' content as they went by. “Preliminary assessments?” asked Colonel Weber.

“It's not a return,” said Burghart. In a previous exchange, the heptapods had given us informations about ourselves that we had previously told them. This had infuriated the State Department, but we had no reason to think of it as an insult: it probably indicated that trade value really didn't play a role in these exchanges. It didn't exclude the possibility that the heptapods might yet offer us a space drive, or cold fusion, or some other wish-fulfilling miracle.

“That looks like inorganic chemistry,” said the nuclear physicist, pointing at an equation before the image was replaced.

Gary nodded. “It could be materials technology,” he said. “Maybe we're finally getting somewhere,” said Colonel Weber.

“I wanna see more animal pictures,” I whispered, quietly so that only Gary could hear me, and pouted like a child. He smiled and poked me. Truthfully, I wished the heptapods had given another xenobiology lecture, as they had on two previous exchanges; judging from those, humans were more similar to the heptapods than any other species they'd ever encountered. Or another lecture on heptapod history; those had been filled with apparent non-sequiturs, but were interesting nonetheless. I didn't

want the heptapods to give us new technology, because I didn't want to see what our governments might do with it.

I watched Raspberry while the information was being exchanged, looking for any anomalous behavior. It stood barely moving as usual; I saw no indications of what would happen shortly.

After a minute, the heptapod's screen went blank, and a minute after that, ours did too. Gary and most of the other scientists clustered around a tiny video screen that was replaying the heptapods' presentation. I could hear them talk about the need to call in a solid-state physicist.

Colonel Weber turned. "You two," he said, pointing to me and then to Burghart, "schedule the time and location for the next exchange." Then he followed the others to the playback screen.

"Coming right up," I said. To Burghart, I asked, "Would you care to do the honors, or shall I?"

I knew Burghart had gained a proficiency in Heptapod B similar to mine. "It's your looking glass," he said. "You drive."

I sat down again at the transmitting computer. "Bet you never figured you'd wind up working as an Army translator back when you were a grad student."

"That's for goddamn sure," he said. "Even now I can hardly believe it." Everything we said to each other felt like the carefully bland exchanges of spies who meet in public, but never break cover.

I wrote out the semagrams for "locus exchange-transaction converse inclusive-we" with the projective aspect modulation.

Raspberry wrote its reply. That was my cue to frown, and for Burghart to ask, "What does it mean by that?" His delivery was perfect.

I wrote a request for clarification; Raspberry's reply was the same as before. Then I watched it glide out of the room.

The curtain was about to fall on this act of our performance.

Colonel Weber stepped forward. "What's going on? Where did it go?"

"It said that the heptapods are leaving now," I said. "Not just itself; all of them."

"Call it back here now. Ask it what it means."

"Um, I don't think Raspberry's wearing a pager," I said.

The image of the room in the looking glass disappeared so abruptly that it took a moment for my eyes to register what I was seeing instead: it was the other side of the looking-glass tent. The looking glass had become completely transparent. The conversation around the playback screen fell silent.

"What the hell is going on here?" said Colonel Weber.

Gary walked up to the looking glass, and then around it to the other side. He touched the rear surface with one hand; I could see the pale ovals where his fingertips made contact with the looking glass. "I think," he said, "we just saw a demonstration of transmutation at a distance."

I heard the sounds of heavy footfalls on dry grass. A soldier came in through the tent door, short of breath from sprinting, holding an oversize walkie-talkie. "Colonel, message from —"

Weber grabbed the walkie-talkie from him.

I remember what it'll be like watching you when you are a day old. Your father will have gone for a quick visit to the hospital cafeteria, and you'll be lying in your bassinet, and I'll be leaning over you.

So soon after the delivery, I will still be feeling like a wrung-out towel. You will seem incongruously tiny, given how enormous I felt during the pregnancy; I could swear there was room for someone much larger and more robust than you in there. Your hands and feet will be long and thin, not chubby yet. Your face will still be all red and pinched, puffy eyelids squeezed shut, the gnome-like phase that precedes the cherubic. I'll run a finger over your belly, marveling at the uncanny softness of your skin, wondering if silk would abrade your body like burlap. Then you'll writhe, twisting your body while poking out your legs one at a time, and I'll recognize the gesture as one I had felt you do inside me, many times. So that's what it looks like.

I'll feel elated at this evidence of a unique motherchild bond, this certitude that you're the one I carried. Even if I had never laid eyes on you before, I'd be able to pick you out from a sea of babies: Not that one. No, not her either. Wait, that one over there.

Yes, that's her. She's mine.

That final "gift exchange" was the last we ever saw of the heptapods. All at once, all over the world, their looking glasses became transparent and their ships left orbit. Subsequent analysis of the looking glasses revealed them to be nothing more than sheets of fused silica, completely inert. The information from the final exchange session described a new class of superconducting materials, but it later proved to duplicate the results of research just completed in Japan: nothing that humans didn't already know.

We never did learn why the heptapods left, any more than we learned what brought them here, or why they acted the way they did. My own new awareness didn't provide that type of knowledge; the heptapods' behavior was presumably explicable from a sequential point of view, but we never found that explanation.

I would have liked to experience more of the heptapods' world-view, to feel the way they feel. Then, perhaps I could immerse myself fully in the necessity of events, as they must, instead of merely wading in its surf for the rest of my life. But that will never come to pass. I will continue to practice the heptapod languages, as will the other linguists on the looking glass teams, but none of us will ever progress any further than we did when the heptapods were here.

Working with the heptapods changed my life. I met your father and learned Heptapod B, both of which make it possible for me to know you now, here on the patio in the moonlight. Eventually, many years from now, I'll be without your father, and without you. All I will have left from this moment is the heptapod language. So I pay close attention, and note every detail.

From the beginning I knew my destination, and I chose my route accordingly. But am I working toward an extreme of joy, or of pain? Will I achieve a minimum, or a maximum?

These questions are in my mind when your father asks me, “Do you want to make a baby?” And I smile and answer, “Yes,” and I unwrap his arms from around me, and we hold hands as we walk inside to make love, to make you.



Vocabulary in Focus

2. Read the following words and word combinations and explain their meanings. Make sentences with the given words.

✓ physicist	✓ anthropologists
✓ arithmetic	✓ variational
✓ oscillating	✓ simultaneity
✓ inequality	✓ superconducting
✓ semagrams	✓ reciprocation

3. Match the words with their definitions.

1. reworked	A. unwilling or unable to believe something; expressing doubt or skepticism
2. a roadblock	B. the smallest units of a writing system, such as letters or symbols, that represent sounds or meanings
3. disillusioned	C. relating to perception, or how something is seen, understood, or interpreted by the mind
4. morphological	D. a wavelike movement or pattern, often used in the context of fluid motion or sound waves
5. graphemes	E. to draw out or bring forth a response, reaction, or information from someone
6. declension	F. revised or modified to improve something or make it suitable for a different purpose
7. undulation	G. feeling or expressing great joy, triumph, or happiness
8. incongruously	H. a variation in the form of a noun, pronoun, or adjective to express different grammatical categories, such as case, number, or gender
9. perceptual	I. relating to the explanation of phenomena by their purposes or goals rather than their causes (e.g., saying light "chooses" the fastest path instead of explaining it through refraction physics)
10. impenetrable	J. disappointed because something did not meet expectations or turned out differently than believed

11. elicit (v)	K. indirectly or not in a straightforward way; at an angle rather than directly
12. incredulous	L. related to the structure or form of something, especially in linguistics (word formation) or biology (organisms' shape and structure)
13. obliquely	M. in a way that does not fit or match a situation, appearing strange or out of place
14. jubilant	N. impossible to understand, enter, or pass through; difficult to grasp conceptually
15. teleological	O. a difficulty or obstacle that prevents progress in a process or discussion

4. Fill in the gaps with the words from exercises 3. Change their forms if necessary.

1. The team was after their unexpected victory, celebrating as though they had just won the championship.
2. Children learning to read must first recognize individual before understanding how they form phonetic patterns within words.
3. His groundbreaking research in neuroscience explored how cultural background influences differences in color recognition.
4. His argument took on a perspective, suggesting that every event in history unfolded with a predetermined purpose in mind.
5. Dressed in a vibrant red gown at a somber funeral, she stood among the grieving guests, oblivious to the stares of disapproval.
6. Latin's complex system, with its multiple noun cases, poses a significant challenge to beginners attempting to master the language.
7. The journalist's carefully framed questions were designed to an emotional response from the normally reserved politician.
8. The research paper was extensively to incorporate the latest findings, transforming it into a groundbreaking study on cognitive linguistics.
9. Despite months of meticulous planning, the negotiations hit when neither party was willing to compromise on intellectual property rights.
10. The philosopher's argument was so dense and filled with jargon that it remained to all but the most erudite scholars.
11. The rhythmic of the ocean waves against the shore created a hypnotic effect, lulling the exhausted traveler into a peaceful sleep.
12. Once an idealistic young scientist, she became with academia after witnessing the fierce competition for funding over genuine discovery.
13. The study of patterns in ancient languages reveals how civilizations evolved their communication systems over time.
14. She gave him an look when he claimed to have finished the thousand-page novel in a single night.
15. Rather than confronting the issue directly, he referred to it , leaving his audience to read between the lines.

5. Match the word combinations and phrasal verbs with their definitions.

1. hit a roadblock	A. to be made clear, either literally (as in glass) or metaphorically (as in understanding a complex concept)
2. bring forth	B. to change direction or strategy, often suddenly
3. come to terms with	C. to appear or be perceived in a certain way; to be understood or interpreted
4. be rendered transparent	D. to produce or elicit a response, idea, or action
5. lay out (a plan/idea)	E. to enter or engage in something difficult or challenging
6. reverse course	F. to become clear, logical, or correctly arranged
7. wade into	G. to accept and adjust to an unpleasant or challenging situation
8. fall into place	H. to reveal or make something accessible, often after difficulty
9. come across	I. to arrange or explain something in a structured way
10. crack open	J. to encounter an obstacle or difficulty that prevents progress

6. Translate the following sentences into English using the word combinations and phrasal verbs above.

- Після завершального раунду допитів його оманливі тактики були розкриті, не залишивши жодних сумнівів щодо його справжніх намірів.
- Після років боротьби її кар'єра, особисте життя та амбіції нарешті стали на свої місця, подарувавши їй відчуття довгоочікуваного задоволення.
- Відкриття прихованого щоденника в старому особняку могло б розкрити столітню таємницю засновників міста.
- Наукове дослідження зіштовхнулося з перешкодою, коли команда усвідомила, що їхня початкова гіпотеза була фундаментально хибною.
- Попри відсутність досвіду в політиці, він сміливо вступив у дебати, сповнений рішучості кинути виклик застарілим законам.
- Авіакомпанія була змушена змінити свою нову політику щодо багажу після жорсткої критики з боку постійних мандрівників.
- Досліджуючи стародавні руїни, археологи натрапили на написи, що вказували на раніше невідому цивілізацію.
- Її промова викликала хвилю емоцій, надихнувши аудиторію як на захоплення, так і на глибокі роздуми.
- Архітектор представив революційний проєкт екологічного міста, що включає використання відновлюваної енергії.
- Після років заперечення він нарешті змирився з тим, що деякі мрії потрібно не залишати, а адаптувати.



Reflection and Discussion

7. Answer the questions.

1. How does Louise's understanding of Heptapod B begin to change her perception of time?
2. What challenges do the scientists face in deciphering the heptapods' written language?
3. Why does the concept of **semagrams** play such a crucial role in communication with the heptapods?
4. How does the nonlinear nature of Heptapod B contrast with human languages?
5. What **scientific and linguistic methods** does Louise use to analyze the heptapod language?
6. Why does learning Heptapod B **affect Louise's thought process** and memories?
7. How does the story explore the **Sapir-Whorf hypothesis** through Heptapod B?
8. What role does Colonel Weber play in the research effort, and how does his perspective differ from Louise's?
9. What **philosophical implications** arise from the heptapods' perception of time?
10. How do **morphological patterns** in Heptapod B change the way sentences are structured?
11. Why does Louise **struggle to describe** her experience of understanding time differently?
12. How does the story challenge the **traditional concept of free will**?
13. What is the significance of Louise's **flash-forwards** throughout the narrative?
14. How does the **process of translation and interpretation** impact the relationship between humans and the heptapods?
15. In what ways does the story suggest that **language shapes reality** rather than simply describing it?

8. Work in groups. Read the given paragraphs and comment on the main issues which are raised in the story.

1. The Relationship Between Language and Thought

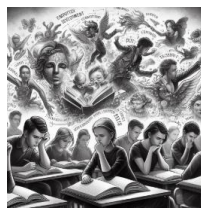
One of the central themes in *Story of Your Life* is the idea that language shapes perception. As Louise learns Heptapod B, she begins to experience time non-linearly, suggesting that the structure of language can alter cognition. This concept aligns with the **Sapir-Whorf hypothesis**, which proposes that the way people think is influenced by the language they speak. Unlike human languages, which are sequential and cause-and-effect based, Heptapod B allows its users to perceive events as a whole rather than in a linear sequence. This raises profound questions about whether reality itself is fixed or fluid depending on how one conceptualizes it.

2. Free Will vs. Determinism

The story also challenges traditional notions of **free will and determinism**. If Louise can see the future as clearly as the past, does she truly have the ability to change it? Despite knowing the tragic fate of her daughter, she still chooses to embrace the life that will lead to that outcome. This suggests a **predetermined yet accepted** existence, where knowledge of the future does not equate to the ability to alter it. The idea that time is immutable forces the reader to question whether free will is an illusion and whether embracing one's destiny can still be a meaningful and fulfilling choice.

3. The Complexity of Human Communication

Throughout the story, the difficulty of understanding an alien language highlights the **limitations and intricacies of human communication**. The heptapods' method of conveying meaning through semagrams, where entire thoughts are expressed simultaneously, contrasts with the way humans construct meaning through linear sequences of words. This linguistic barrier underscores how much **context, interpretation, and cultural background** influence comprehension. The struggle to bridge the gap between two vastly different ways of thinking reflects the broader challenge of understanding one another—even among members of the same species.



Discovering Hidden Meanings in Texts

Perspective and Unreliable Narrators: Whose Story Are We Really Hearing?

1. Read the following.

Narrative perspective is crucial in shaping a reader's understanding of a story, but what happens when the narrator cannot be fully trusted? Unreliable narrators —characters whose credibility is compromised — challenge readers to question what they are being told and consider alternative interpretations. According to Wayne C. Booth, "An unreliable narrator is one whose perception, interpretation, and evaluation of the matters he narrates do not coincide with the norms implied by the author" (Booth, 1961, p. 158). This narrative device adds depth to storytelling by forcing audiences to critically engage with the text, piecing together the "truth" from potentially distorted or biased accounts.

One of the most famous examples of an unreliable narrator is Holden Caulfield in J.D. Salinger's *The Catcher in the Rye* (1951). Holden's pessimistic and often contradictory storytelling leaves readers questioning whether they can take his words at face value. He frequently dismisses others as "phonies" while showing similar hypocritical tendencies himself. This creates a layered narrative where readers must interpret events through Holden's subjective and emotionally charged lens. As Salinger's novel demonstrates, unreliable narrators not only provide insight into a character's psyche but also shape how we engage with their world.

Unreliable narration also plays a significant role in psychological thrillers and mystery novels. In *Gone Girl* (2012), Gillian Flynn employs dual unreliable narrators — Nick and Amy Dunne — whose conflicting accounts manipulate both each other and the reader. Amy states, "The truth is malleable; you just need to pick the right words" (Flynn, 2012, p. 145), underscoring how language and perspective can be used to distort reality. This forces readers to actively deconstruct the narrative, questioning who, if anyone, is telling the truth. Such narratives highlight the power of perspective in storytelling and expose the fragility of perceived reality.

Recent scholarship has expanded our understanding of unreliable narration by connecting it to post-truth discourse and reader agency. Lanser (2019) argues that contemporary literature increasingly blurs the lines between fact and fiction, mirroring a cultural climate in which public figures often present conflicting versions of reality. She suggests that "unreliability in narrative parallels unreliability in public life, making literature a training ground for critical literacy" (Lanser, 2019, p. 77). This resonates with the concept of "cognitive estrangement," as discussed by Aldred (2020), who highlights how readers are increasingly prompted to question their own interpretive assumptions in the face of deliberate narrative distortion.

Moreover, unreliable narrators are not limited to fiction; they exist in journalism, politics, and history. Memoirs, political speeches, and news articles can all be framed in ways that obscure facts or manipulate audience perception. As George Orwell famously warned, "The very concept of objective truth is fading out of the world" (Orwell, 1949, p. 217). This observation is particularly relevant today in an era of misinformation and media bias, where readers must critically evaluate sources to discern truth from manipulation. Ekström and Shehata (2022) argue that narrative credibility is central to the way audiences assess political discourse in a digital media environment saturated with contradictory voices. Their findings emphasize that "narrative strategies in public discourse influence not only beliefs but the very standards by which people judge credibility" (Ekström & Shehata, 2022, p. 103).

Understanding the role of unreliable narrators in literature and beyond equips readers with the analytical skills necessary to navigate an increasingly complex media landscape — where every narrative, fictional or factual, invites scrutiny and interpretation.

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2. What makes the narrator unreliable? Provide specific examples from the text.

3. How does the unreliable narration affect your perception of the story's events and characters?

UNIT 10. THE TRANSLATOR:

A TRIBESMAN'S MEMOIR OF DARFUR

By Hari Daoud, a Sudanese-born author and journalist, best known for his memoir *The Translator: A Tribesman's Memoir of Darfur*. Born into the Fur tribe in Darfur, Daoud's life and work are deeply shaped by the ongoing conflict in the region. His writing offers a firsthand account of the complexities and devastations of the Darfur crisis, a conflict that has drawn international attention due to its humanitarian implications. Through his memoir, Daoud provides readers with a unique perspective on the war, highlighting the personal and cultural ramifications of the violence that displaced millions in Sudan.



surl.li/yyawqe

Before becoming an author, Daoud worked as a translator and an interpreter, a role that gave him a deep understanding of the intersections between language, culture, and politics. This experience is reflected in his memoir, where he navigates the delicate dynamics of communication in a conflict zone. His work also addresses themes of identity, displacement, and survival, shedding light on the struggles of ordinary people caught in extraordinary circumstances. Daoud's voice in literature continues to contribute to global conversations on conflict, migration, and the resilience of individuals in the face of extreme adversity.

A Call from the Road

I am sure you know how important it can be to get a good phone signal. We were speeding through the hot African desert in a scratched and muddy Land Cruiser that had been much whiter a week earlier. Our driver, a Darfur tribesman like me, was swerving through thorny acacia bushes, working the gears expertly in the deep sands of another and always another ravine, which we call a wadi², and sailing over the bumps in the land — there are no roads to speak of. In the backseat, a young news filmmaker from Britain, Philip Cox, was holding on as we bounced and as our supplies thumped and clanked and sloshed around.

A veteran of these deserts, he was in good humor—even after a long week of dusty travel and so many emotionally difficult interviews. Survivors told us of villages surrounded at night by men with torches and machine guns, the killing of men, women, and children, the burning of people alive in the grass huts of Darfur. They told us of the rape and mutilation of young girls, of execution by machete of young men—sometimes eighty at a time in long lines.

You cannot be a human being and remain unmoved, yet if it is your job to get these stories out to the world, you keep going. So we did that.

I was Philip's translator and guide, and it was my job to keep us alive. Several times each hour I was calling military commanders from rebel groups or from the Chad National Army to ask if we should go this way or that way to avoid battles or other trouble. My great collection of phone numbers was the reason many reporters trusted me to take them into Darfur. I don't know how Philip got my cell number in the first place—maybe from the U.S. Embassy, or the U.S. State Department³, or the British Embassy, or from the U.N. High Commissioner for Refugees⁴, or from one of the aid organizations or a resistance group. It seemed that everyone had my cell phone number now. He certainly did not get my number from the government of Sudan, whose soldiers would kill me if they caught me bringing in a reporter.

These satellite phone calls—and often just cell phone calls—frequently were to commanders who said, No, you will die if you come here, because we are fighting so-and-so today. We would then find another way.

If one rebel group hears that you have been calling another group, they might think you are a spy, even though you are only doing this for the journalist and for the story—you give the rebels nothing in return. I had to be careful about such things if I wanted to get my reporters out of Darfur alive, and so more stories could go out to the world. Since the attack on my own village, that had become my reason, and really my only reason, for living. I was feeling mostly dead inside and wanted only to make my remaining days count for something. You have perhaps felt this way at some time. Most of the young men I had grown up with were now dead or fighting in the resistance; I, too, had chosen to risk myself, but was using my English instead of a gun.

We needed to arrive at our destination before sundown or risk attack by the Sudanese Army, or by Darfur rebels aligned with government, or by other rebels who didn't know who we were and who might kill us just to be safe. So we didn't like what happened next.

Our Land Cruiser was suddenly blocked by six trucks that emerged from a maze of desert bushes. These were Land Cruisers, too, but with their roofs cut off completely so men could pile in and out instantly, as when they have to escape a losing battle or get out before a rocket-propelled grenade (RPG) reaches them. Dusty men with Kalashnikov rifles piled out. On the order of their commander, they pointed their guns at us. When so many guns are pulled ready at the same time, the crunching sound is memorable. We moved slowly out of our vehicle with our hands raised.

These men were clearly rebel troops: their uniforms were but dirty jeans; ammunition belts hung across their chests; their loosely wrapped turbans, or shals—head scarves, really—were caked with the dust of many days' fighting. No doctors travel with these troops, who fight almost every day and leave their friends in shallow graves. Emotionally, they are walking dead men who count their future in hours. This makes them often ruthless, as if they think everyone might as well go to the next life with them. Many of them have seen their families murdered and their villages burned. You can imagine how you would feel if your hometown were wiped away and all your family killed by an enemy whom you now roam the land to find and kill so you can die in peace.

Among the rebels are the Sudan Liberation Movement, the Sudan Liberation Army, the Justice and Equality Movement⁵, and several others. There are other groups

in Chad, and they travel across the borders as they please. Where they get their guns and money is often a mystery, but Darfur has been filled with automatic weapons from the time when Libya attacked Chad⁶ and used Darfur as a staging area. Also, it must be understood that Sudan is aligned with radical Islamic groups and is, as a separate matter, letting China get most of its oil. So some Western interests and some surrounding countries are thought to be involved in supporting the rebel groups. It is sad how ordinary people suffer when these chess games are played.

Nearly half of Africa is covered by the pastoral lands of herding villages, and much of this land has great wealth below and poor people above. They are among the three hundred million Africans who earn less than a dollar a day, and who are often pushed out of the way or killed for such things as oil, water, metal ore, and diamonds. This makes the rise of rebel groups very easy. The men who stopped us probably needed no persuasion to join this group.

The men's weary-looking young commander walked to me and said in the Zaghawa language⁷, "Daoud Ibarahaem Hari, we know all about you. You are a spy. I know you are Zaghawa like us, not Arab, but unfortunately we have some orders, and we have to kill you now."

It was easy for him to know I was a Zaghawa from the small scars that look like quotation marks and were cut into my temples by my grandmother when I was an infant. I told him yes, I am Zaghawa, but I am no spy.

The commander breathed in a sad way and then put the muzzle of his M-14 rifle to one of these scars on my head. He asked me to hold still and told Philip to stand away. He paused to tell Philip in broken English not to worry, that they would send him back to Chad after they killed me.

"Yes, fine, but just a sec," Philip replied, holding his hand up to stop the necessary business for a moment while he consulted me.

"What is going on?"

"They think I am a spy, and they are going to shoot the gun and it will make my head explode, so you should stand away."

"Who are they?" he asked.

I told him the name of the group, nodding carefully in the direction of a vehicle that had their initials handpainted on the side.

He looked at the vehicle and lowered his hands to his hips. He looked the way the British look when they are upset by some unnecessary inconvenience. Philip wore a well-wrapped turban; his skin was tanned and a little cracked from his many adventures in these deserts. He was not going to stand by and lose a perfectly good translator.

"Wait just a moment!" he said to the rebel commander. "Do . . . not . . . shoot . . . this . . . man. This man is not a spy. This man is my translator and his name is Suleyman Abakar Moussa of Chad. He has his papers." Philip thought that was my name. I had been using that name to avoid being deported from Chad to a certain death in Sudan, where I was wanted, and to avoid being otherwise forced to stay in a Chad refugee camp, where I could be of little service.

"I hired this man to come here; he is not a spy. We are doing a film for British television. Do you understand this? It's absolutely essential that you understand this." He asked me to translate, just to be sure, which, under my circumstance, I was happy to do.

More than his words, Philip's manner made the commander hesitate. I watched the commander's finger pet the trigger. The gun muzzle was hot against my temple. Had he fired it recently, or was it just hot from the sun? I decided that if these were about to be my last thoughts, I should try some better ones instead. So I thought about my family and how I loved them and how I might see my brothers soon.

"I am going to make a telephone call," Philip explained, slowly withdrawing his satellite phone from his khaki pants pocket. "You will not shoot this man, because your commander will talk to you on this telephone momentarily— you understand?" He looked up a number from his pocket notebook. It was the personal number of the rebel group's top commander. He had interviewed him the previous year.

"Your top man," he said to all the gunmen standing like a firing squad around us as he waited for the call to go through. "Top man. Calling his personal number now. It's ringing. Ringing and ringing."

God is good. The satellite phone had a strong signal. The number still worked. The distant commander answered his own phone. He remembered Philip warmly. Miracle after miracle.

Philip talked on the phone in a rapid English that I quietly translated for the man holding the gun.

Philip held one finger up as he spoke, begging with that finger and with his eyes for one more moment, one more moment. He laughed to show that he and the man on the phone were old friends.

"They are old friends," I translated.

Philip then held out the satellite phone to the commander, who pressed the muzzle even harder against my head.

"Please talk to him now. Please. He says it's an order for you to talk to him."

The commander hesitated as if it were some trick, but finally reached over and took the phone. The two commanders talked at length. I watched his trigger finger rise and fall like a cobra and then finally slither away. We were told to leave the country immediately.

To not get killed is a very good thing. It makes you smile again and again, foolishly, helplessly, for several hours. Amazing. I was not shot—humdallah⁸. My brothers, you will have to wait for me a little longer.

Our driver had been wide-eyed through all this, since drivers often do not fare well in this kind of situation. There was joy and some laughter in the Land Cruiser as we sped back toward the village of Tine—which you say "Tina"—on the Chad-Sudan border.

"That was amazing what you did," I said to Philip. We drove a few trees farther before he replied.

"Amazing, yes. Actually, I've been trying to get through to him for weeks," he said. "Lucky thing, really."

The driver, who spoke almost no English, asked me what Philip had said. I told him that he had said God is good, which, indeed, is what I believe he was saying.

Commentary

1. Darfur, a region in Sudan, has faced a humanitarian crisis since 2003, when the Sudan Liberation Movement/Army (SLM/A) and the Justice and Equality Movement (JEM) rebelled against the Sudanese government, alleging discrimination against non-Arab Sudanese in favor of Arab communities. The conflict pits the Sudanese military, police, and the Janjaweed militia—primarily recruited from Arab tribes—against rebel groups like the SLM/A and JEM, composed mainly of non-Arab ethnic groups. While the government denies backing the Janjaweed, it has provided financial support and weaponry, coordinating attacks on civilians. Sudan's oil wealth has enabled the government to sustain its military operations, including funding aircraft and arms. The conflict has affected over five million people, leading to mass displacement, food insecurity, and widespread human rights violations, including reports of ethnic cleansing, sexual violence, and indiscriminate killings. International organizations, including the United Nations and the African Union, have condemned the atrocities, imposing sanctions and deploying peacekeeping forces in an attempt to mitigate the violence. Despite these efforts, the humanitarian crisis persists, with many refugees seeking shelter in neighboring Chad and ongoing instability hindering sustainable peace efforts in the region.
2. **wadi** – an Arabic term traditionally referring to a valley. In some cases, it may refer to a dry (ephemeral) riverbed that contains water only during times of heavy rain.
3. **U.S. State Department** – The United States Department of State (often referred to as the State Department), the United States federal executive department responsible for international relations of the United States, equivalent to the foreign ministries of other countries.
4. **U.N. High Commissioner for Refugees** – the Office of the United Nations High Commissioner for Refugees (UNHCR), also known as the UN Refugee Agency is a United Nations agency mandated to protect and support refugees at the request of a government or the UN itself and assists in their voluntary repatriation, local integration or resettlement to a third country. Its headquarters are in Geneva, Switzerland.
5. **the Sudan Liberation Movement, the Sudan Liberation Army, the Justice and Equality Movement** – see Note 1.
6. The Chadian-Libyan conflict was a state of sporadic warfare events in Chad between 1978 and 1987.
7. **Zaghawa language** – a Saharan language spoken by the Zaghawa people of eastern central Chad and northwestern Sudan (Darfur)
8. **humdallah** (Arabic) – praise be to God (Allah)!



Vocabulary in Focus

2. Read the following words and word combinations and explain their meanings. Make sentences with the given words.

✓ swerving	✓ persuasion
✓ ravine	✓ weary
✓ mutilation	✓ turban
✓ execution	✓ muzzle

3. Match the words with their definitions.

1. swerving	A. areas used for grazing livestock, typically in rural or undeveloped regions
2. ravine	B. an organized movement that fights against an occupying force or oppressive government
3. veteran (of these deserts)	C. to support or be in agreement with a particular group, idea, or cause

4. mutilation	D. a person with extensive experience in a particular activity or place
5. resistance group	E. a metaphor comparing strategic military or political conflicts to a game of chess
6. be aligned with	F. changing direction suddenly to avoid something or navigate rough terrain
7. pile in and out	G. to move aside or step back, often in a dangerous situation
8. chess games (metaphor for war/politics)	H. the act of causing severe damage to a person's body, often by cutting or removing a part
9. pastoral lands	I. to get into or out of a vehicle or place quickly and in large numbers
10. stand away	J. a deep, narrow valley, usually formed by running water

4. Fill in the gaps with the words from exercises 2 and 3. Change their forms if necessary.

1. The soldier pressed the of his rifle against the prisoner's forehead, his grip steady despite the tension in the air.
2. The car sped through the rain-slicked streets, ... wildly to avoid the fallen tree blocking the road.
3. The investigator motioned for the bystanders to as the forensic team arrived to examine the scene.
4. The ancient statue bore signs of deliberate, its once-proud face now a featureless slab of eroded stone.
5. The sun dipped below the horizon, casting a golden glow over the, where sheep grazed lazily in the evening breeze.
6. After hours of trekking through dense forest, they finally reached the edge of a deep, its rocky walls plunging into darkness below.
7. The public of the rebel leader sent a chilling message to those who dared to challenge the regime.
8. International diplomacy is nothing more than a high-stakes, where alliances shift, sacrifices are made, and power is the ultimate prize.
9. Despite his initial reluctance, her quiet but relentless eventually convinced him to reconsider his stance.
10. The senator's recent statements suggest that he is beginning to more radical factions within his party.
11. His eyes, shadowed by years of conflict, betrayed a soul that had long since grown tired of war.
12. The children of the school bus, their laughter echoing through the crisp autumn air.
13. The elder adjusted his with quiet dignity, his weathered hands steady despite the weight of the years upon them.

5. Find words-synonyms from the article for the following.

1. veering, turning, zigzagging, curving – _____.
2. jolted, shook, jumped, hopped – _____.
3. merciless, brutal, cruel, unforgiving – _____.
4. exhausted, fatigued, drained, worn-out – _____.
5. pause, waver, falter, delay – _____.
6. barrel, tip, end, mouth (of a gun) – _____.
7. wonder, marvel, phenomenon, blessing – _____.
8. astonishing, incredible, unbelievable, extraordinary – _____.

6. Find antonyms for the following words.

1. veering, turning, zigzagging, curving – _____.
2. jolted, shook, jumped, hopped – _____.
3. merciless, brutal, cruel, unforgiving – _____.
4. exhausted, fatigued, drained, worn-out – _____.
5. pause, waver, falter, delay – _____.
6. barrel, tip, end, mouth (of a gun) – _____.
7. wonder, marvel, phenomenon, blessing – _____.
8. astonishing, incredible, unbelievable, extraordinary – _____.

7. Explain the meanings of the given word combinations. Make sentences with them.

- ✓ loosely wrapped turbans
- ✓ emotionally walking dead men
- ✓ weary-looking commander
- ✓ small scars like quotation marks
- ✓ pet the trigger
- ✓ god is good

8. Find English equivalents for the following phrases.

1. Цей хрусткий звук неможливо забути
2. Неможливо залишатися байдужим, будучи людиною
3. Емоційно вони – живі мерці
4. Не бути вбитим – це дуже добре
5. Здавалося, що тепер мій номер телефона був у всіх
6. Водій спостерігав за всім із широко розплющеними очима
7. Нам потрібно було дістатися до місця призначення до заходу сонця, інакше був ризик нападу
8. Дуло пістолета гаряче впиралося мені в скроню
9. Сумно, як страждають звичайні люди, коли ведуться ці шахові ігри
10. Нам наказали негайно покинути країну



Reflection and Discussion

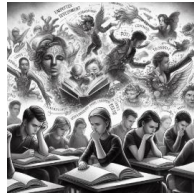
9. *Answer the questions.*

1. Why was the narrator making frequent phone calls to military commanders?
2. How did Philip Cox react when the rebels accused the narrator of being a spy?
3. What role did the narrator play in Philip Cox's journey through Darfur?
4. Why did the rebels assume the narrator was a spy?
5. How did Philip manage to convince the rebel commander not to execute the narrator?
6. What dangers did the group face while traveling through Darfur?
7. How does the story illustrate the risks journalists and translators take in conflict zones?
8. What does the narrator's experience reveal about the political situation in Darfur?
9. How does the author build suspense in the scene where the rebels confront them?
10. What do you think motivated the narrator to continue helping journalists despite the dangers?
11. Why did the narrator describe himself as feeling "mostly dead inside"? What does this suggest about his past experiences?
12. What role does fate or luck seem to play in the narrator's survival?

10. *Find the paragraph which conveys the main idea / issues raised in the story.*

1. Traveling through the vast deserts of Africa can be an exhilarating experience, full of adventure and unexpected encounters. The narrator and Philip Cox's journey seems to be one of exploration, where they navigate rugged terrain and immerse themselves in the beauty of the wilderness. The dusty Land Cruiser, the scorching sun, and the endless acacia bushes paint a picture of a road trip filled with thrilling challenges and the excitement of discovering new places. Despite some obstacles along the way, their ability to adapt and communicate with the locals showcases the richness of cultural exchange and the unpredictable nature of life on the road.
2. The story highlights the extreme dangers faced by journalists and their local guides in war-torn regions, particularly in Darfur. It explores themes of survival, courage, and the sacrifices made to bring the truth to the world. The narrator, a translator and guide, risks his life navigating through conflict zones, constantly negotiating with armed groups to ensure safe passage. The story also sheds light on the brutality of war, the psychological toll on those who live through it, and the fine line between life and death in such environments. Ultimately, it underscores the importance of journalism in exposing atrocities, as well as the resilience of those who dedicate themselves to this mission despite overwhelming risks.
3. At its core, the story emphasizes the importance of reliable technology in remote areas. The satellite phone emerges as a crucial tool that allows for real-time decision-

making, highlighting the role of modern communication in extreme environments. Without strong phone signals and a well-maintained contact list, the protagonists would struggle to navigate the desert's complexities. Their reliance on mobile connections demonstrates how advancements in technology have transformed travel and survival, making even the most dangerous journeys manageable with the right resources.



Discovering Hidden Meanings in Texts

The Role of Dialogue: What Conversations Reveal Beyond Words

1. Read the following.

Dialogue in literature, film, and real life serves as a powerful tool for revealing character, developing themes, and conveying subtext. Conversations often communicate more than their literal meaning, exposing emotions, intentions, and relationships that offer deeper insights into the individuals involved. As Ernest Hemingway once said, "The dignity of movement of an iceberg is due to only one-eighth of it being above water" (Hemingway, 1932). This analogy aptly applies to dialogue, where surface words often conceal a wealth of unspoken meaning underneath.

The way individuals speak—their choice of words, tone, and rhythm—reflects their personality, background, and emotional state. In Arthur Miller's *Death of a Salesman*, Willy Loman's fragmented, contradictory speech mirrors his declining mental state and delusions of grandeur. When he tells his wife, "I am not a dime a dozen! I am Willy Loman, and you are Biff Loman!" (Miller, 1949), his desperation for recognition and self-worth becomes painfully clear. Even as he asserts himself, the audience recognizes the tragic gap between his perception and reality.

Recent studies have further explored how dialogue contributes to character development. For instance, a 2017 study published in *Frontiers in Psychology* discusses how film dialogue not only conveys information but also establishes narrative causality and reveals character traits through verbal behavior. The study emphasizes that "a character is a construct from the very many different signs deployed in a film, among them the behavior in dialogs" (Kozloff, 2000, as cited in the study). This highlights the importance of dialogue in shaping audience perceptions of characters.

Beyond character revelation, dialogue is instrumental in shaping themes and building dramatic tension. In Shakespeare's *Othello*, Iago's manipulative words create a web of deceit that leads to Othello's downfall. His seemingly casual statement, "O, beware, my lord, of jealousy! It is the green-eyed monster which doth mock the meat it feeds on" (Shakespeare, 1603), plants a seed of doubt in Othello's mind while pretending to be a warning. Here, Iago's dialogue operates on multiple levels: it appears

as advice but is actually a calculated act of manipulation, demonstrating how words can be used to deceive and destroy.

In contemporary cinema, the strategic use of dialogue to avoid melodramatic clichés has been analyzed. A 2024 article in the *Bulletin of the National Academy of Management of Culture and Arts* examines how subtext in climactic film dialogues serves as a directorial method to reduce excessive sentimentality. The study concludes that employing subtext allows directors to avoid melodramatic clichés, thereby enhancing the authenticity of the narrative (Khimich, 2024).

Another essential element of dialogue is subtext — the underlying meaning not explicitly stated but understood through tone, pauses, or context. In *The Godfather*, Michael Corleone’s calm yet chilling line, "I’m gonna make him an offer he can’t refuse" (Puzo, 1969), is more than just a business proposition; it is a veiled threat. The words themselves seem polite, but their true meaning is understood through the character’s delivery and the surrounding circumstances. This demonstrates how dialogue can communicate more through implication than direct statement, adding depth to storytelling.

Screenwriting guides emphasize the importance of subtext in crafting compelling dialogue. An article from 2024 advises that "subtext adds a layer of meaning, giving readers a sense of the characters’ true thoughts and feelings without them having to spell it out" (Greenlight Coverage, 2024). This approach encourages writers to create conversations where the true message lies beneath the surface, engaging the audience more deeply.

Effective dialogue, whether in literature, film, or everyday interactions, transcends mere information exchange. It reveals character, exposes hidden motives, and develops themes that resonate beyond the spoken words. By paying close attention to how people speak, we can uncover layers of meaning that might otherwise remain unnoticed. As playwright David Mamet once noted, “The audience will teach you how to write dialogue if you pay attention to it long enough” (Mamet, 1992). Dialogue is not just about talking — it is about listening, interpreting, and understanding what is truly being said beneath the surface.

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2. Discuss in pairs. Analyze how the words spoken by the characters communicate more than their literal meaning. Consider elements such as tone, pauses, and underlying motivations.

PROJECT



1. Work in Pairs or Groups of 3. Choose one of the following topics related to extraterrestrial life, UFO phenomena, and the search for alien civilizations.

2. Find Relevant Articles. Use the sources and platforms listed below to find 5 articles related to your topic.

3. Analyze the articles

- A. Concentrate on **discursive techniques** used to present scientific material.
- B. Pay attention to the **scientific writing style** and how the authors represent their findings.
- C. Write out **topical scientific glossary** (key terms and definitions related to the subject).

4. Prepare Your Presentations.

Once you have completed your research, summarize your findings, focusing on the discursive techniques used to represent scientific material. Include the scientific glossary you've created based on the terminology found in the articles.

SOURCES FOR YOUR RESEARCH

1. Journals with Free Access

- **arXiv.org:** A repository with free academic papers on astrobiology, extraterrestrial life, UFOs, and the physics of space exploration. Search using terms like "extraterrestrial life," "UFOs," or "SETI" (Search for Extraterrestrial Intelligence) [arXiv.org](https://arxiv.org)
- **NASA Astrobiology Institute:** Offers access to research on conditions for life in the universe and potential alien life forms. [NASA Astrobiology Institute](https://astrobiology.nasa.gov)
- **PLOS ONE:** An open-access journal with a broad range of research on astronomy and astrobiology. Search for topics on extraterrestrial life. [PLOS ONE](https://plosone.org)

2. Search for Extraterrestrial Intelligence (SETI)

- **SETI Institute:** Provides research papers, articles, and studies related to the search for alien civilizations. [SETI Institute](https://seti.org)

- **SETI@home:** A platform where you can explore historical data analysis related to extraterrestrial civilizations. [SETI@home](#)

3. Free Access Journals & Databases

- **Directory of Open Access Journals (DOAJ):** A vast collection of open-access journals, including research on space science and alien life. [DOAJ](#)
- **Google Scholar:** A tool for finding academic papers. Many authors upload PDFs or preprints of their work. [Google Scholar](#)

4. Websites with Free Access to Research

- **NASA's Exoplanet Exploration:** Offers insights into the study of exoplanets that may harbor life. [NASA's Exoplanet Exploration](#)
- **The Planetary Society:** Provides resources related to space exploration and the search for extraterrestrial life. [The Planetary Society](#)
- **The International Academy of Astronautics (IAA):** Publishes research on space exploration and extraterrestrial life. [IAA](#)

5. Reports and Documents on UFOs

- **U.S. Department of Defense UAP Report:** Explore declassified documents and reports related to Unidentified Aerial Phenomena (UAP) and UFO sightings. [U.S. Department of Defense UAP Report](#)
- **The Black Vault:** A collection of declassified government documents on UFOs and extraterrestrial phenomena. [The Black Vault](#)

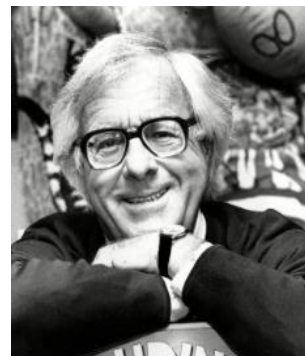
6. Books and Open-Access Resources

- **Open Library:** A digital library offering free access to books on extraterrestrial life and UFO phenomena. [Open Library](#)
- **NASA Astrobiology Research Center:** Offers research papers on life beyond Earth and astrobiology. [NASA Astrobiology Research Center](#)

THE FOX AND THE FORREST

by Ray Bradbury

(1920–2012) an American author best known for his imaginative and poetic storytelling, which blended elements of science fiction, fantasy, and social commentary. His most famous work, *Fahrenheit 451* (1953), is a dystopian novel that explores themes of censorship, mass media influence, and the suppression of critical thought. Set in a future where books are outlawed and "firemen" burn them, the novel remains a powerful critique of authoritarianism and intellectual repression.



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Bradbury's lyrical prose and deep concern for humanity set him apart from many of his contemporaries in science fiction, making his works resonate beyond the genre.

Beyond *Fahrenheit 451*, Bradbury's short stories, particularly those collected in *The Martian Chronicles* (1950) and *The Illustrated Man* (1951), showcase his ability to blend nostalgia, wonder, and existential reflection. *The Martian Chronicles* paints a haunting picture of humanity's colonization of Mars, reflecting on themes of exploration, destruction, and cultural clash, while *The Illustrated Man* presents a series of interconnected tales that explore human nature through speculative scenarios. His writing often avoided hard science in favor of emotional depth and allegory, making his works timeless and universally relevant.

Bradbury's influence extends beyond literature, as his ideas shaped film, television, and even space exploration. He wrote screenplays, worked with Disney on Epcot projects, and inspired generations of writers, including Stephen King and Neil Gaiman. Despite his association with science fiction, Bradbury often resisted the label, viewing himself more as a writer of fantasy and human stories. His works continue to be celebrated for their insight into human nature, their poetic language, and their ability to inspire both wonder and introspection.



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(for linguists)



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(for translators)

FIRST CONTACT

by Murray Leinster

(1896–1975) a prolific American science fiction writer, often referred to as the "Dean of Science Fiction" for his extensive contributions to the genre. Born William Fitzgerald Jenkins, he wrote under the pen name Murray Leinster and produced over 1,500 short stories, novels, and articles. His career spanned several decades, from the early pulp era to the more sophisticated science fiction of the mid-20th century. Leinster was known for his imaginative yet scientifically grounded storytelling, often exploring themes of parallel universes, time travel, and advanced technology.



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One of his most influential works, *A Logic Named Joe* (1946), is widely recognized as a remarkably prescient story predicting the internet, artificial intelligence, and personal computers. The tale envisions a future where interconnected computers provide users with instant access to information—foreseeing both the benefits and dangers of such a system. Beyond his visionary technological insights, Leinster also made significant contributions to alternate history fiction with his *Sidewise in Time* (1934), a groundbreaking story that introduced the concept of shifting realities and parallel worlds.

Leinster's legacy in science fiction extends beyond his writing, as he helped shape the genre's evolution through his innovative ideas and narrative techniques. His work influenced later generations of sci-fi authors, and his ability to blend adventure, speculation, and human ingenuity remains a hallmark of classic science fiction. In recognition of his contributions, he received the Hugo Award and a Retro Hugo for his work. Today, his stories continue to be studied for their forward-thinking concepts and their impact on science fiction as a whole.



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(for linguists)



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(for translators)

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