



FDV

UNIVERSITY OF LJUBLJANA
Faculty of Social Sciences

Introduction to English for Specific Purposes

Course materials for students of Social Sciences



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Lekt. Dr. Nina Bostič Bishop

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Introduction to English for Specific Purposes: Course materials for students of Social Sciences

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Preface

Dear students,

Before you is a collection of materials composed of 5 units designed to gradually develop the academic and professional English language skills of students of Social Sciences at the University of Ljubljana, Faculty of Social Sciences. Since the course is taught in the first year of university studies, this will be the first time most students are exposed to academic English and English for specific purposes. Needless to say, English for Academic Purposes (EAP) and English for Specific Purposes (ESP) differ from General English (GE) mostly taught in secondary schools, so Unit 1 will briefly point out the main differences and bring students' attention to the special features of academic and professional writing, speaking, listening and reading, which are all highly relevant skills in today's globalized transnational world, where the majority of most prominent academic work is published in English and where people work on the global market. As students will need to work with sources throughout their course and practise academic reading and writing, the introductory unit points out the main characteristics of academic English to make it easier for the students to engage in the many tasks of the course materials. The course materials also feature English for Specific Purposes (ESP) as they have been specifically designed for students of social sciences, in general. Since social sciences cover a large part of the course in the first year of students' studies, units focus on more general social sciences topics as an introduction to more specific topics that students cover in subjects of English for Specific Purposes in the 2nd and 3rd year of their students, if they decide to choose English as an elective subject.

Exercises have been designed in such a way that they are integrated in each segment. Each concept is immediately reinforced as soon as it is introduced to keep students on track.

Exercises are designed to facilitate interaction and collaboration. This allows for peer-peer engagement, development of interpersonal skills, and promotion of critical thinking skills.

I wish you every success in your studies.

Lekt. dr. Nina Bostič Bishop

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UNIT 1 Communication

Reading	Reading formal/semi-formal/informal e-mails What is AI? What are the positives and negatives of using AI? Communication styles (skimming & scanning)
Writing	Emails: structure and lexical chunks Elements of effective writing Tone in writing Using AI for writing emails
Listening and Speaking	Discussing communication / Effective presentations Discussing AI – positives and negatives.
Grammar and Vocabulary	Phrasal verbs Prepositional verbs Collocations Idioms Formal and informal vocabulary Academic English: Key nouns

Speaking

- **Discuss the following questions in pairs:**

What is communication?

List some of the differences between animal and human communication?

How has human communication developed from ancient to modern times?

Can you list some forms of communication. How do they differ?

Vocabulary

- Find the meaning of the following phrases in [this online dictionary](#). Then, read the text below and find the answers to the above questions.

to generate
to rephrase
abstraction
gestures
agrarian
oral communication
to mass produce
digital age
literacy

Reading

Communication can be defined as the process of generating meaning by sending and receiving verbal and nonverbal symbols and signs that are influenced by multiple contexts. This definition builds on other definitions of communication that have been rephrased and refined over many years. In fact, since the systematic study of communication began in colleges and universities a little over one hundred years ago, there have been more than 126 published definitions of communication (Dance & Larson, 1976).

While there are rich areas of study in animal communication and interspecies communication, our focus in this book is on human communication. Even though all animals communicate, as human beings we have a special capacity to use symbols to communicate about things outside our immediate temporal and spatial reality (Dance & Larson). For example, we have the capacity to use abstract symbols, like the word education, to discuss a concept that encapsulates many aspects of teaching and learning. We can also reflect on the past and imagine our future. The ability to think outside our immediate reality is what allows us to create elaborate belief systems, art, philosophy, and academic theories. It's true that you can teach a gorilla to sign words like food and baby, but its ability to use symbols doesn't extend to the same level of abstraction as ours. However, humans haven't always had the sophisticated communication systems that we do today.

Some scholars speculate that humans' first words were onomatopoeic. Onomatopoeia refers to words that sound like that to which they refer—words like boing, drip, gurgle, swoosh, and whack. Just think about how a prehistoric human could have communicated a lot using these words and hand gestures. He or she could use gurgle to alert others to the presence of water or swoosh and whack to recount what happened on a hunt. In any case, this primitive ability to communicate provided an evolutionary advantage. Those humans who could talk were able to cooperate, share information, make better tools, impress mates, or warn others of danger, which led them to have more offspring who were also more predisposed to communicate (Poe, 2011). This eventually led to the development of a "Talking Culture" during the "Talking Era." During this 150,000 year period of human existence, ranging from 180,000 BCE to 3500 BCE, talking was the only medium of communication, aside from gestures, that humans had (Poe, 2011).

The beginning of the “Manuscript Era,” around 3500 BCE, marked the turn from oral to written culture. This evolution in communication corresponded with a shift to a more settled, agrarian way of life (Poe, 2011). As hunter-gatherers settled into small villages and began to plan ahead for how to plant, store, protect, and trade or sell their food, they needed accounting systems to keep track of their materials and record transactions. While such transactions were initially tracked with actual objects that symbolized an amount—for example, five pebbles represented five measures of grain—symbols, likely carved into clay, later served as the primary method of record keeping. In this case, five dots might equal five measures of grain.

During this period, villages also developed class systems as more successful farmers turned businessmen prospered and took leadership positions. Religion also became more complex, and a new class of spiritual leaders emerged. Soon, armies were needed to protect the stockpiled resources from others who might want to steal it. The emergence of elite classes and the rise of armies required records and bookkeeping, which furthered the spread of written symbols. As clergy, the ruling elite, and philosophers began to take up writing, the systems became more complex. The turn to writing didn’t threaten the influential place of oral communication, however. During the near 5,000-year period of the “Manuscript Era,” literacy, or the ability to read and write, didn’t spread far beyond the most privileged in society. In fact, it wasn’t until the 1800s that widespread literacy existed in the world.

The end of the “Manuscript Era” marked a shift toward a rapid increase in communication technologies. The “Print Era” extended from 1450 to 1850 and was marked by the invention of the printing press and the ability to mass-produce written texts. This 400-year period gave way to the “Audiovisual Era,” which only lasted 140 years, from 1850 to 1990, and was marked by the invention of radio, telegraph, telephone, and television. Our current period, the “Internet Era,” has only lasted from 1990 until the present. This period has featured the most rapid dispersion of a new method of communication, as the spread of the Internet and the expansion of digital and personal media signaled the beginning of the digital age.

The five main forms of communication are intrapersonal, interpersonal, group, public, and mass communication.

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Grammar

- Put some academic vocabulary from the text above in the table below.

Academic Vocabulary

- List some examples of phrasal verbs and prepositional verbs in the above text. Can you explain the difference between them?

Prepositional verbs	Phrasal verbs

- Find some collocations in the above text. What is typical of collocations and how are they different from idioms? Are there any idioms in the above text?

Collocations	Idioms

These collocations are frequently used in academic writing, research, presentations and discussions. They are essential for conveying ideas and concepts clearly in an academic context:

Present findings	Scholarly journal	Primary source
Write a thesis	Academic journal	Secondary source
Make a contribution	Peer-reviewed journal	Academic writing
Conduct experiments	Academic community	Critical thinking
Gather data	Research proposal	
Collect information	Research question	
Analyse data	Academic paper	
Generate results	Research methodology	
Draw conclusions	Dissertation proposal	
Review literature	Academic integrity	
	Data analysis	
	Literature review	

Cite sources

Develop a hypothesis

Formulate a theory

Test a hypothesis

Support a claim

Compile data

Conduct a study

Submit an application

Give a presentation

Publish a paper

Peer review

Data analysis

Academic achievement

Research methodology

Quantitative analysis

Qualitative research

Research findings

Academic discourse

Empirical evidence

Theoretical framework

Statistical analysis

Methodological
approach

➤ **Fill in the gaps with the appropriate collocations from the list:**

1. In order to _____, you need to gather relevant information and develop a clear research question.
2. The researcher had to _____ in the laboratory to test the hypothesis.
3. After months of hard work, the team was ready to _____ at the international conference.
4. It's crucial to _____ and cite credible sources to avoid plagiarism in your academic paper.
5. The professor encouraged students to engage in _____ and debate during the class discussions.
6. The _____ of the study suggested a strong correlation between the two variables.
7. The student's _____ earned them recognition at the university's awards ceremony.
8. In their _____, the authors provided a comprehensive overview of existing studies on the topic.
9. The research team had to carefully _____ and present their findings to the review committee.
10. Before conducting the survey, the researchers needed to _____ and choose the appropriate data collection methods.
11. The _____ of the study revealed statistically significant differences between the control and experimental groups.
12. The professor provided guidance on how to _____ and structure a strong academic paper.
13. The _____ process ensures the quality and validity of research articles before publication.
14. The student's ability to think critically and analyze data was evident in their _____.
15. The _____ of the study required a mixed-methods approach to capture both quantitative and qualitative data.

These collocations are often used in discussions, literature, and professional contexts related to the field of communications. They help convey various aspects of effective and efficient communication:

Effective communication	Communication technology
Clear communication	Communication network
Open communication	Communication protocol
Direct communication	Communication device
Verbal communication	Communication platform
Non-verbal communication	Effective communication in relationships
Interpersonal communication	Communication gap
Business communication	Ineffective communication
Effective communication skills	Communication breakdown in a team
Communication breakdown	Communication skills development
Digital communication	Communication skills workshop
Online communication	Communication consultant
Visual communication	Communication plan
Written communication	Communication strategy
Face-to-face communication	Communication toolset
Electronic communication	Communication assessment
Cross-cultural communication	Communication coaching
Mass communication	Communication workshop
Effective communication strategies	Communication etiquette
Communication barrier	Communication software
Effective communication in the workplace	Communication theory
Communication channel	Communication model
Communication tool	Communication framework
Communication style	Communication competence
Communication skills training	
Communication process	

➤ **Fill in the gaps with the appropriate collocations from the list above:**

1. _____ is essential in conveying complex ideas clearly.
2. The team participated in a _____ to enhance their presentation skills.
3. _____ can include gestures, body language, and facial expressions.
4. Effective _____ is crucial in building strong professional relationships.
5. A _____ can lead to misunderstandings and conflicts.
6. The company adopted _____ to streamline its internal communications.
7. _____ plays a significant role in cross-cultural negotiations.
8. _____ involves both speaking and listening skills.
9. The organization's _____ focuses on improving team dynamics.
10. Online _____ tools have become indispensable in remote work.
11. The team developed _____ to address project challenges.
12. _____ can help bridge the gap between different departments.

➤ **Read the below text on language as a means of communication and put in the missing prepositions:**

The relationship between language and meaning is not a straightforward one. One reason _____ this complicated relationship is the limitlessness of modern language systems like English. Language is productive in the sense that there are an infinite number of utterances we can make by connecting existing words in new ways. In addition, there is no limit to a language's vocabulary, as new words are coined daily. Of course, words aren't the only things we need to communicate, and although verbal and nonverbal communication are closely related in terms of how we make meaning, nonverbal communication is not productive and limitless. Although we can only make a few hundred physical signs, we have about a million words in the English language. So with all this possibility, how does communication generate meaning?

"Generating meaning" is a central part of the definition of communication given above. We arrive _____ meaning through the interaction between our nervous and sensory systems and some stimulus outside of them. It is here, between the communication models labeled as encoding and decoding, that meaning is generated as sensory information is interpreted. The indirect and sometimes complicated relationship between language and meaning can lead to confusion, frustration, or even humor. We may even experience a little of all three, when we stop to think about how there are some twenty-five definitions available to tell us the meaning of word *meaning*. Since language and symbols are the primary vehicle for our communication, it is important that we not take the components of our verbal communication _____ granted.

Our language system is primarily made _____ symbols. A symbol is something that stands _____ or represents something else. Symbols can be communicated verbally (speaking the word *hello*), in writing (putting the letters *H-E-L-L-O* together), or nonverbally (waving your hand back and forth). In any case, the symbols we use stand in for something else, like a physical object or an idea; they do not actually correspond _____ the thing being referenced in any direct way. Unlike hieroglyphics in ancient Egypt, which often did have a literal relationship between the written symbol and the object being referenced, the symbols used in modern languages look nothing like the object or idea to which they refer.

The symbols we use combine to form language systems or codes. Codes are culturally agreed _____ and ever-changing systems of symbols that help us organize, understand, and generate meaning. There are about 6,000 language codes used in the world, and around 40 percent of those (2,400) are only spoken and do not have a written version. Remember that for most of human history the spoken word and nonverbal communication were the primary means of communication. Even languages with a written component didn't see widespread literacy, or the ability to read and write, until a little over one hundred years ago.

The symbolic nature of our communication is a quality unique to humans. Since the words we use do not have to correspond directly to a "thing" in our "reality," we can communicate in abstractions. This property of language is called displacement and specifically refers to our ability to talk _____ events that are removed in space or time _____ a speaker and situation. Animals do communicate, but in a much simpler way that is only a reaction to stimulus. Further, animal communication is very limited and lacks the productive quality of language that we discussed earlier.

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- **Now read the text again and circle all the collocations and underline all the idioms.**

Reading comprehension

- **Read the text for detail and answer the questions below:**

1. Why is the relationship between language and meaning complicated?
2. Why is non-verbal communication not limitless?
3. How is meaning generated and sensory information interpreted?
4. What is a symbol? How can it be communicated?
5. When did literacy become widespread?
6. What does 'displacement' refer to?
7. How is animal communication different from human?

Writing

PROFESSIONAL WRITING – E-MAILS

FOCUS ON STRUCTURE AND LEXICAL CHUNKS

What characterizes professional writing?

Professional people, whether in the institutional or business fields, need to produce emails, letters, reports, position papers, memos and other styles of writing in an appropriate professional style.

What are the characteristics that make a piece of writing effective?

THE ELEMENTS OF EFFECTIVE WRITING

BEFORE you start writing, you must ensure you are clear about:

Your subject	Have a clear understanding of the subject.
Your reason for writing	Know why you are writing – what does your correspondent want to know and why do they want to know it?
Your reader	Adapt your style and the content of the correspondence to suit the recipient's needs and their present knowledge of the subject.

WHEN writing you must be:

Clear	Make your meaning clear; arrange the subject in logical order; be grammatically correct; not include irrelevant material.
Simple and brief	Use the simplest (most concise) language possible; avoid obscure words and phrases, unnecessary words and long sentences. Avoid technical or legal terms and abbreviations unless you are sure they will be understood by the reader; be as brief as possible and avoid 'padding' (unnecessary and meaningless language).
Accurate and complete	Be as accurate and complete as possible; otherwise further correspondence will follow, resulting in extra work and loss of time.
Polite and human	In your letter and emails to the public be sympathetic if your correspondent is troubled; be particularly polite if they are rude; be lucid and helpful if they are muddled; be patient if they are stubborn; be appreciative if they are helpful. Never be patronising.
Prompt	Answer promptly, sending acknowledgements or interim replies if necessary – delays harm the reputation of the organisation, and are discourteous.

AFTER writing – check your writing – is it:

Clear?	Can the language be easily understood by the recipient? Is it free from slang?
--------	---

	Are the words the simplest that can carry the thought? Is the sentence structure clear?
Simple and brief?	Does it give only the essential facts? Does it include only essential words and phrases?
Accurate?	Is the information correct? Do the statements conform to rules and policy? Is the writing free from errors in grammar, spelling and punctuation?
Complete?	Does it give all the necessary information? Does it answer all the questions?
Human?	Is the writing free from all antagonistic words and phrases? Is it, where appropriate, tactful, helpful, courteous, sympathetic, frank and forceful? Will the tone bring the desired response?

➤ **Match the adjectives in the box with the descriptions below.**

Constructive	Concrete	Correct	Clear	Complete	Concise	Courteous
--------------	----------	---------	-------	----------	---------	-----------

1

Be polite and human. Tune into your reader and try to understand their needs. Don't create a distance between yourself and your correspondent by using old-fashioned or even patronising phrases. Why say "Due to the fact that..." when you can write "because..."? Would you normally say "the aforementioned information"? Why not "the information" or, if you need to refer back to a point, "the previous information"?

2

The reader should be able to understand precisely what you are saying. The language should be adapted to the reader. Use specific examples that the reader can relate to. Don't assume that your reader understands the jargon of your trade. Remember that most letters are read by people other than the recipient. Your letter shouldn't be a collection of random ideas. It should be single-minded in its purpose.

3

You should eliminate any unnecessary words. Why use four words, "in as much as," when you can use one word, "because"? This is not to say that you can't write long letters, but the longer the message, the more ineffective it becomes. It is better to write a short letter with attachments than a long, detailed one.

4

Make sure you have included all the relevant information the reader wants to know. Don't include details that are interesting but not relevant. The biggest problem with leaving out information is that the reader has to make assumptions. Don't say, "When we last spoke about the situation," when you can say "When we spoke on 8 June about the job opening at your company. "Remember that the reader can't read your mind.

5

Use specific terms that cannot be misunderstood. Don't say, "The large order that we requested has not arrived". Say, "The order for 120 chairs that we requested on 3 May 2018, has not arrived as of 20 June. Write about what people can see, hear, touch, taste or smell. In other words, make it tangible.

6

Use words or phrases that set a positive tone. Constructive words are like smiling when you greet someone. They leave a good impression. Words such as "failure", "you forgot" and "error" tend to distance the reader from the writer. Words such as "agreeable", "pleased" and "success" help create a positive, professional tone.

7

The last step in any writing is to proofread. You automatically check your image in a mirror before meeting someone. The letter you send is your image on paper. If it is full of spelling and typographical errors, it will detract from what you are trying to get across.

➤ **Read the following letter:**

To whom it may concern,

My name is Brina Roful. I am government officer working for the Ministry of Health. My team and I work on family birth control project. We have been working on this project for two years. The project involves three main cities which are Adana, Diyarbakir and Hakkari. These are the perfect cities for the project. Those cities populations are growing every year. The people living there are moving from poor little village to these cities. Most of them are uneducated, jobless and homeless, but their problem is increasing every year. We have released all these truths and have decided to do something about it. When we studied all these truths we discovered that there were some main reasons. We thought that the first main reason was their population. In every house there are four and That's why we have decided to start this project. As you know every project have some problems, like budget bureaucracy. We have started two years ago and now we have serious budget problems. We know that British Embassy support these kind of project all over the world and we think our project must be supported.

We want support from your organisation to continue this project. We believe that it is long term investment. We all know that there is a huge moving from these part of Turkey. We are sure that our project will help us about this. If we educate them, supply them good life and help them for finding suitable job. We are sure we will not all these problems in the future.

The project aim is to stop unwanted birth. We are a huge team which involved doctors, teachers and some NGO organisations.

We are looking forward to hearing from you soon.

Brina Roful

Project Co-ordinator

- **What are the problems with this letter? Write your ideas in the box below.**

- **Now read this version. Is it better or worse?**

Dear Sir/Madam,

Re: Funding for Family Planning Project

We at the Ministry of Health have been advised that the British Embassy assists projects that will aid Turkey's accession to Europe. We are therefore writing to request funding for a "Family Birth Control Project" that we are running in the east of Turkey.

The "family Birth Control project" started two years ago, after it was brought to the Ministry of Health's attention that the poverty of the migrant population in Adana, Diyarbakir and Hakkiri was mainly due to the size of families and breadwinner's inability to provide for family members.

This is a long term investment for the benefit of Turkey, its people and economy. We feel positive that you will find this a worthwhile and beneficial cause to promote and support.

If you require any further information, please do not hesitate to contact us.

We look forward to hearing from you in the near future.

Yours faithfully,

Brina Roful

Project Co-ordinator

- **Now compare both letters.**

	Letter 1	Letter 2
Layout		
Phrases used to begin and end the letter		
Purpose of each paragraph		
Vocabulary used		

FOCUS ON TONE IN WRITING CORRESPONDENCE AND WRITING CLEARLY

- **Look at the following emails. Compare each and say how you would feel receiving either.**

Email 1

It has been brought to my attention that in recent weeks an increasing number of plants and flowers are being destroyed.

Generally, this damage appears to take place when personnel are cleaning the premises after hours. It seems that, on each occasion, cleaners may have been walking on the grounds without permission. It is possible that the damage to the plants could be avoided if clearer instructions were given.

Therefore, it is proposed that a responsible member of your company should brief your workers on their first day at the European Delegation premises concerning the rights of access to the grounds. Such action might ensure a reduction of future damage and subsequent expenses to our organisation.

Email 2

I have noticed in recent weeks an unwarranted increase in damage to plants and flowers at the above premises.

The damage has taken place during cleaning when personnel are staying on the premises after hours. On each occasion, your workers have, obviously, been walking in the grounds without permission. The damage to the plants will be avoided if clear instructions are given.

Therefore, a responsible member of your company must brief staff on their first day at the European Delegation premises concerning rights of access to the grounds. Such action will ensure a reduction of future damage and subsequent expense to the organisation.

Please nominate an individual to take responsibility for this by 14 December 2024.

GENERAL RULES OF UPWARD AND DOWNWARD LANGUAGE

Modal verbs change. An upward tone should avoid using strong modal verbs; a downward tone can use them.

Passives are generally used more in an upward tone because it is more indirect. Avoid making absolute statements, responsibility and judgements. In contrast, managers have to accept responsibility and make decisions, and would often use a downwards tone to do this.

Caution is used in an upwards tone. When stating facts or opinions an upwards trend uses qualifiers and is more tentative for example possibly, probably, generally, mostly. A downwards tone should be more decisive and can use stronger qualifiers, such as evidently and obviously.

Formality is generally higher in an upward tone, such as is convenient or I was wondering.

A horizontal tone is direct and frank. And like the upward tone, it should be polite. However, the writer can be more relaxed in their style and friendly in their tone.

However, it is not just about hierarchy. Basically if you are requesting, suggesting, stating or recommending, you would generally use an upward tone.

<i>Upwards tone</i>		<i>Downwards tone</i>	
Function		Function	
Request	Could....? Would...?	Permission	May Can
Suggest	Could	Orders	Must Have to
State	May Might	Regulations	Will Must
Recommend	Could Should	Decisions	Ought to Will

- Read the two emails above again and write down the phrases indicating an upwards and downwards tone.

Letter 1 – Upwards tone	Letter 2 – Downwards tone
-------------------------	---------------------------

In a hectic office environment we often do not have time to carefully read and re-read all the memos, messages, faxes and letters that have been sent to us. This is why it is so important that what we write is clear and well organised for our audience.

Remember that we can't assume that our reader knows what we are talking about.

Example: "I am writing to inform you that the information you sent was incorrect."

Has the writer stated which information? When was it sent? Why was it wrong?

Rewrite the sentence including all the information that is needed?

1 _____

➤ **Rewrite these sentences so that they are clear. You will have to invent the details.**

1 Somebody called Simon phoned you earlier.

2 Contact the visa section. It's about your visa for Sudan.

3 We want to receive your information, how can we get it?

4 Please come to a meeting at my office – bring all your stuff about publication costs.

5 I think we've got all the details mixed up so we need to talk about it.

What were some of the areas outlined in the previous activity?

➤ **Now look at the examples of unclear writing. Rewrite them to make them clearer.**

1 In light of the fact that fees are high, few people choose private universities.

2 Each participant will be reimbursed the amount of 60 euros.

3 High prices harm consumer's interests.

4 All parties at the meeting came to an agreement to the effect that an additional week be provided for applications.

5 The aim of the programme is the improvement of effectiveness of presentations in EU meetings.

6 There will be an introduction of a spending limit on foreign travel.

7 The taking of a decision during the meeting was quite difficult.

8 An article published in yesterday's Times, stated that

9 A meeting was held between the two foreign ministers.

10 Failure to comply with EU restriction on goods will result in fines.

FOCUS ON WRITING EMAILS: BEGINNINGS, ENDS AND GENERAL ADVICE FOR WRITING EMAILS

- **What are some of the lexical chunks used in email writing?**

- **Are the following statements true or false? If you think they are false, write an explanation as to why.**

	True	False	Corrections
1 It is more polite to use Sir or Madam rather than the name of the person you are writing to			
2 It is acceptable to write ASAP when you are requesting information from somebody who is in another organisation,			
3 Mister is more correct than the abbreviated form Mr			
4 It is conventional to use a reference line in all formal letters, even if it is the first letter.			
5 A letter which starts with Dear Sir or Dear Madam will close with yours sincerely.			

6 It is considered old fashioned to 'indent' paragraphs these days.			
7 The words used in formal letters are very different from those used in formal emails.			
8 It is correct to write the following: Dear Mr Mario Brandon.			
9 The following phrase can be used when writing the first paragraph of a letter: The purpose of this letter is to...			
10 The phrase "We look forward to hear from you soon" can be used in most letters and emails.			

- **What do we write in individual parts of a letter / email?**
- **What are some of the characteristics of formal, neutral and informal e-mail writing in English?**
- **Match the informal phrases with the neutral/formal phrases below.**

Informal

- 1 What do you need?
- 2 Thanks for your email of 23 March
- 3 Sorry, I won't be able to make it.
- 4 I'm sorry to tell you this, but
- 5 I promise...
- 6 Could you...?
- 7 You didn't...
- 8 Don' forget...
- 9 I need to...
- 10 Shall I...?
- 11 But.../Also.../So...
- 12 Please could you...
- 14 Re...
- 15 See you next week.

Formal

A With reference to...

B I can assure you that...

C We noticed that you failed to...

D Please let us know your needs.

E I was wondering if you could...

F We would like to remind you that...

G I look forward to meeting you next week.

H Thank you for your email received 23 March.

I I am afraid I will not be able to attend.

J Would you like me to...?

K I would be grateful if you could...

L Please accept our apologies for...

M It is necessary for me to...

N We regret to advise you that...

O However.../In addition.../Therefore...

- **Look at the emails below and mark them as formal, neutral or informal. Then, substitute the phrases in italics with more informal phrases.**

Email A

I am afraid I will not be able to attend the meeting on Monday due to a work obligation I cannot miss. As I will miss the meeting, I was wondering if you could send me a copy of the minutes taken at the meeting? I will write to Bruce as well, to inform him that I will not be coming. Once again, please accept my sincere apologies for this, and I can assure you that I will be present at the next meeting.

Email B

Thank you for your email of 23 March where you requested an additional explanation on how to make an online application for the advertised job position. I would be grateful if you could provide details of which version of Windows you are using.

Email C

With reference to your job application – we received it this morning, but you *have not filled* in the sections on experience and education. *Please let us know the missing information.* The deadline for the applications is today 6 p. m. and *we regret to advise* you that if we do not receive the necessary details by then, your application will not be considered. *However,* we will be advertising for a similar position in the near future. *Would you like us to email* you when the next position is advertised?

- **Fill in more examples of the following parts of emails with your own ideas.**

Salutation	Dear Michael
Opening sentence	I'm writing to....
Conclusion	Hope to hear from you soon.
Close	All the best

- **Take a look at the following statements and decide whether they are true, false or partly true. Provide an explanation for your choice.**

1. The English language has a very rich vocabulary derived from many languages. As a result, there are various ways to express an idea.

2. In academic writing, there is a tendency to use words and expressions that are less formal.

3. Phrasal verbs and expressions containing the verb *get* are usually less formal than single verbs with the same meaning.

4. In one piece of writing formal and informal vocabulary should not be mixed. Uniformity and consistency are needed.

5. A dictionary entry can help us decide whether a word or expression is formal or informal.

6. The level of formality is not a matter of right or wrong, it is rather a matter of appropriate, less appropriate or inappropriate for certain situations.

7. Words of Latin, Greek or French origin are usually more formal than words of Anglo-Saxon origin with the same meaning.

8. Idioms are usually formal.

Task 2

- Decide whether the word is formal or informal and write an appropriate counterpart:

Start (informal) – commence (formal)

Assist

Buy

Ask

Provide

Get

Demonstrate

End

Decrease

Deal with

tell

Task 3

- Choose a verb from the list to reduce the informality of the sentences. Make sure to use the correct form of the verb.

COMMENCE CONCEDE EXAMINE OBTAIN RETURN RESEMBLE

1. The European Parliament has **got** more power than it had before.

2. There is a question of when a new life **begins**.

3. Sociology also **looks into** inequalities in the distribution of power.

4. Some theorists **admitted** that religion has inspired some rebellions against injustice.

5. It is a symbol found on royal monuments **looking like** a sword.

6. He reviewed the article when he **came back** to Wales.

Task 4

- **Reduce the formality of the sentences by adding a suitable preposition. If necessary, consult a dictionary.**

1. The exam might be **postponed** as the professor is ill.

The exam might be **put** _____ as the professor is ill.

2. He **sought** a scientific basis for understanding the uprising.

He **looked** _____ a scientific basis for understanding the uprising.

3. The theory could not **explain** the rise of anti-migrant sentiment.

The theory could not **account** _____ the rise of anti-migrant sentiment.

4. Children who are **raised** in families where both parents work enrol in tertiary studies more often .

Children who are **brought** _____ in families where both parents work enrol in tertiary studies more often.

5. Linguistic barriers are not easily **overcome** .

Linguistic barriers are not easy to get _____ .

6. The course has **exceeded** our expectations.

The course has **gone** _____ expectations.

AI communication tools - Chat GPT

Speaking

- **Discuss the following questions in pairs.**

1 Have you heard of AI communication tools? Do you know any? Have you tried using them? How did you find them?

2 Do you know how they work?

3 List some positives and some negatives of AI chatbots.

4 Do you think you are allowed to use them in your studies at the university? What would be an appropriate way to use them – give some examples.

Reading

- **Read the following statements and mark them as Positive if a statement describes a positive feature of ChatGPT or Negative if it refers to a negative feature:**
1. **Scalability:** It can handle multiple conversations simultaneously, making it suitable for both one-on-one interactions and large-scale deployments.
 2. **Biases:** ChatGPT can reflect biases present in its training data, which may result in biased or inappropriate responses. Efforts to mitigate biases are ongoing, but they are not yet entirely eliminated.
 3. **Availability:** ChatGPT operates 24/7, providing instant responses and support, which is particularly valuable for customer service and online assistance.
 4. **Versatility:** The model can be adapted for various applications, including customer support, content generation, language translation, and more, making it a versatile tool.
 5. **Lack of Critical Thinking:** ChatGPT generates responses based on patterns in its training data, but it lacks genuine understanding and critical thinking abilities. It may provide plausible-sounding but incorrect or misleading information.
 6. **Language Translation:** ChatGPT's language translation capabilities can break down language barriers and promote global communication.
 7. **Privacy Concerns:** The use of ChatGPT in customer service or chat applications can raise concerns about user data privacy, as conversations may be stored or analyzed.
 8. **Educational Potential:** It can be used as an educational tool, offering explanations and guidance in various subjects, potentially enhancing learning experiences.
 9. **Ethical Considerations:** The ethical use of ChatGPT is a concern. Inappropriate or harmful applications can lead to negative consequences, such as the spread of misinformation or the development of malicious chatbots.
 10. **Natural Language Understanding:** ChatGPT's ability to understand and generate natural language responses is a significant positive. It can engage in human-like conversations, making it accessible to a wide range of users.
 11. **Depersonalized Interactions:** While ChatGPT can simulate human-like conversation, it lacks genuine empathy and emotional intelligence, which can be essential in some interactions, such as mental health support.
 12. **Reliability on Internet:** ChatGPT relies on an internet connection and server infrastructure, making it vulnerable to outages or disruptions in service.
 13. **Resource Intensive:** Developing and deploying ChatGPT at scale can be resource-intensive, both in terms of computational power and fine-tuning efforts.

14. **Limited Context Understanding:** While ChatGPT can consider context to some extent, it may still struggle with maintaining coherent conversations over extended dialogues or understanding nuanced context.

Listening

- **Listen to the teacher explaining how you can use ChatGPT to learn a language at this [link](#) then answer the questions below:**

1 What is ChatGPT?

2 What are some of the positive functions of Chat GPT for foreign language learners?

3 What are some of the drawbacks of the tool?

4 What are some of the mistakes that Chat GPT makes? What should users be careful be about?

- **If you do not have a ChatGPT account, create one now. Then, use ChatGPT to direct it to write an email to your lecturer to inform them that you cannot give your presentation on the date scheduled because you have fallen ill. First, read the below ChatGPT generated email and find the positives and negatives, and think about what changes you could implement:**

Task for ChatGPT: Write an email to my lecturer asking them to reschedule my presentation as I have caught the flu.

Subject: Request to Reschedule Presentation Due to Illness

Dear [Lecturer's Name],

I hope this email finds you well. I am writing to request a rescheduling of my upcoming presentation, which is currently scheduled for [Date and Time], in [Course Name].

Unfortunately, I have caught the flu, and my doctor has advised me to take some time to recover. Given my current health condition, I believe it would be in the best interest of both the class and myself to postpone the presentation to a later date when I can deliver it at my best.

I understand the importance of adhering to the course schedule and the significance of this presentation, but I am committed to delivering a well-prepared and quality presentation that reflects my understanding of the material. I believe that rescheduling will allow me to do so.

I am fully aware of the policies and guidelines regarding presentation rescheduling in our course syllabus, and I am prepared to adhere to any additional requirements you may have in this regard.

If possible, I kindly request that we find a suitable alternative date and time for the presentation, taking into consideration the schedules of both the class and yourself. I am more than willing to work closely with you to ensure a smooth transition of the presentation to the new date.

I apologize for any inconvenience this may cause and appreciate your understanding of my situation. Please let me know your availability for a brief meeting or discussion to finalize the rescheduling details.

Thank you for your consideration, and I look forward to your response.

Best regards,

[Your Name] [Your Student ID] [Course Name]

Source: OpenAI ChatGPT, 2023, 29 August

Positives

Negatives

Rewrite the letter:

- **These 2 paraphrases below are AI generated. In pairs, analyze the positives and the negatives.**

Task for ChatGPT: Paraphrase this text :

By addressing balkanism, Hemon, therefore, problematizes the discourse that reinforces stereotypes of the civilized West and the savage East and its ancient hatreds and backward peoples by strategically reinforcing the very same essentialisms that the region has been subjected to since the 19th century.

ChatGPT

By delving into the concept of Balkanism, Hemon challenges the narrative that perpetuates stereotypes depicting the Western world as civilized and the East as savage, with deep-seated animosities and regressive societies. Paradoxically, in doing so, he inadvertently reinforces the same oversimplified beliefs that the Balkans have endured since the 19th century, inadvertently engaging in the very essentialism he seeks to critique.

ChatGPT

Through his exploration of Balkanism, Hemon questions the discourse that perpetuates stereotypes portraying the West as cultured and the East as primitive, marked by ancient conflicts and underdeveloped societies. Paradoxically, in his critique, he unintentionally reinforces the same simplified ideas that have been imposed on the Balkans since the 19th century, inadvertently practicing the very essentialism he aims to address.

Source: OpenAI ChatGPT, 2023, 29 August

Positives

Negatives

Improve the paraphrase generated by ChatGPT

- **ChatGPT can be very useful if the user is competent. How do you understand that? Can it be used for simply giving it a task a to do and copy it?**

Consolidation

- **Practice formal email writing:**

https://learnenglishteens.britishcouncil.org/sites/teens/files/a_more_formal_email_-_exercises.pdf

- **Make the following email more formal.**

Alex, thanks for your plans on reducing the budget of the sales department. I'd be grateful if you could send copies to Mary Bradford of any emails you send to me. With this email, you'll find a Word document with my comments. Please let me know if for any reason you can't open the document that comes with this email. I'm sending your proposals to all department staff.

- **Check if words collocate at:**

<http://www.ozdic.com/collocation-dictionary/communication>

- **Practise your academic vocabulary:**

McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do "Unit 2 Key nouns".

McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do "Reference I: Formal and informal academic words and expressions".

UNIT 2 Culture

Reading	<p>What is culture and what are its components?</p> <p>Types of culture</p> <p>Skimming & Scanning: Kissing in Japan</p>
Writing	<p>Writing a paragraph (topic sentence, supporting sentences, concluding sentence)</p> <p>Achieving coherence and cohesion (linking devices)</p>
Listening and Speaking	<p>Note-taking</p> <p>Discussing culture (expressing opinion, agreement, disagreement)</p> <p>Discussing culture shock</p>
Grammar and Vocabulary	<p>Collocations</p> <p>Academic vocabulary: Key verbs</p>

- **What is the definition of culture? What are some of the key components of culture?**

Culture refers to the shared beliefs, values, customs, behaviors, and artifacts that characterize a group of people. It encompasses the way of life of a particular community or society and includes various aspects such as language, religion, social norms, traditions, art, music, literature, and more. Culture is not static; it evolves over time and is passed down from one generation to the next through socialization.

- **Here are some key components of culture. Put them in appropriate gaps below: cultural identity, art and aesthetics, language, social institutions, symbols, values and beliefs, norms, core values;**
 1. _____: The principles and convictions that a group of people collectively considers important.
 2. _____: Social expectations and rules that guide behavior within a society. Norms can be formal or informal.
 3. _____: Objects, gestures, words, or images that carry a particular meaning within a cultural group. For example, a national flag or a religious symbol.
 4. _____: The system of communication used by a particular group, including spoken, written, and non-verbal forms.
 5. _____: Rituals, ceremonies, and practices that are repeated and passed down through generations, contributing to the identity of a culture.
 6. _____: Creative expressions such as visual arts, music, literature, and performance arts that reflect the values and identity of a culture.
 7. _____: The structures and systems within a society that organize and guide various aspects of life, such as family, education, government, and religion.
 8. _____: The sense of belonging and identification with a particular cultural group.

- **Translate to Slovene.**

Cultures can be distinct and diverse, and they play a crucial role in shaping individual and collective identities, influencing behavior, and fostering a sense of community. Understanding and respecting cultural differences is important for promoting diversity, tolerance, and mutual understanding in a globalized world.

Collocations to remember:

to play a (crucial) role
to influence behavior
to foster a sense of (community)
to promote diversity, tolerance, mutual understanding

- **Culture is a broad concept, and there are various types of culture that can be categorized based on different criteria. There are some types of culture listed in the table below. What are some of the main characteristics of each type?**

popular culture	organizational culture	consumer culture	national culture
academic culture	youth culture	subculture	counterculture
Western culture	Eastern culture	urban culture	digital culture
low culture	high culture	mainstream culture	material culture

Type of culture	Main characteristics
popular culture	e.g. also referred to as "pop culture," is characterized by its widespread appeal, accessibility, and influence on a large audience. It is dynamic and constantly evolving, it is heavily influenced by mass media. It frequently transcends national borders to become part of a global cultural landscape. Influences from different cultures blend together, leading to a shared global popular culture that is accessible to people around the world. Trends and fads within popular culture are often short-lived. What is popular today may not be popular tomorrow, as new ideas, styles, and influencers emerge and capture the public's attention. Popular culture encompasses a wide range of forms of expression, including music, fashion, art, literature, sports, and entertainment. It recognizes and celebrates diverse ways in which people express themselves.
organisational culture	

consumer culture	
national culture	
academic culture	

subculture	
Counter-culture	

urban culture

digital culture

mainstream culture

- Below are some of the most common collocations containing the word 'culture'. Put them in appropriate gaps: high culture, pop culture, cultural diversity, cultural heritage, cultural identity, cultural awareness, corporate culture, cultural sensitivity, cultural exchange, cultural norms, culinary culture, youth culture,

1. _____: The presence of various cultural groups and their different customs, traditions, and values within a society.
2. _____: The mutual sharing and interaction of cultural elements between different groups, often involving the exchange of ideas, practices, or artifacts.
3. _____: The traditions, artifacts, customs, and practices that are passed down from generation to generation within a particular culture.
4. _____: The feeling of belonging to a specific cultural group and the shared values, traditions, and customs that define that group.
5. _____: The accepted and expected behaviors within a particular cultural context.
6. _____: Knowledge and understanding of different cultural practices and perspectives.
7. _____: Short for "popular culture," it refers to the mainstream cultural elements, such as music, fashion, and entertainment, that are prevalent in society.
8. _____: Being aware and respectful of cultural differences and avoiding actions or statements that may offend or disrespect other cultures.
9. _____: The shared values, beliefs, and practices within a workplace or organization.
10. _____: The activities, interests, and styles of young people as a distinct cultural group.
11. _____: The traditional foods, cooking methods, and dining customs of a particular region or community.
12. _____: Refers to the cultural products and activities associated with the elite or intellectual class, such as classical music, literature, and fine arts.

Speaking

- Discuss the below questions in pairs. To express your opinion, agreement, doubt or disagreement, use the phrases in the boxes:

Expressing opinion

I think...

If you ask me...

In my view...

I would argue that...

I would say...

I [strongly] believe that

As far as I'm concerned

I'm [strongly] against

I'm convinced that...

I'm sceptical of the idea that...

I must admit, I think...

Agreeing

I couldn't agree more.

On the whole, I think the speaker's arguments are fair.

I (quite) agree.

I think you're absolutely right.

That's a very good point.

You've got a very good point there.

I fully support what you say.

I totally agree.

Disagreeing

But don't you think that ...?

I see what you mean, but ...

But isn't it really a question of ...

But what about ...?

But surely ...?

I take your point, but ,

But all the evidence suggests that

I'm afraid I can't agree with ... on this matter.

I wouldn't say that.

I don't agree at all.

I can't accept that.

Expressing doubt and reservation

Well... maybe... possibly...

I'm not so sure about that.

You may be right.

I don't think I'd say that.

Yes, but don't you think ...?

I can see your point, but

I think that's debatable.

Perhaps, but don't you think that

I see what you mean but

I agree to some extent, but

It seems to me ...

I tend to think ...

1 Have you ever been misunderstood because of something you did that was the result of a cultural difference when you travelled abroad? Why do you think that was?

2 Cultural differences can manifest in various aspects of daily life, including communication styles, social norms, customs, and values. Discuss some examples of cultural differences. Decide whether you agree or disagree with your partner's answers.

Example:

Direct vs. Indirect Communication: Some cultures value direct and explicit communication, while others prefer indirect and subtle expression. For example, in some Western cultures, people may directly state their opinions, while in certain Eastern cultures, individuals might convey their thoughts more indirectly.

Personal Space

Punctuality

Work-life balance

Greetings

Gift giving

3 What is cultural sensitivity? What are some of the key aspects of cultural sensitivity? Why is it important in today's globalized world? What can lack of cultural sensitivity result in?

4 Describe how culture influences behaviour. What are some of ways in which culture shapes behaviour?

Example:

Through socialization: From a young age, individuals are socialized into their respective cultures through family, education, and societal institutions. This process involves learning the values, norms, and expected behaviors of one's culture.

5 Is culture more of a sociological or biological concept? Why?

Reading

Reading for gist

Skimming is reading at the fastest possible speed. The purpose of skimming is to get the main idea of a text, so that you can increase the amount of usable material you obtain for your research.

How to skim?

- Quickly read the first sentence of each paragraph.
- If the main idea is not found in the first sentence, read the last sentence of the paragraph.
- Sometimes the main idea is located in the middle of the paragraph.
- Identify key words in each paragraph.

- **Skim the passage titled “Kissing in Japan” following the above instructions and underline the key sentences and key words.**

1 _____

Kissing certainly seems a natural, enjoyable act to most of us, but evidence from some societies indicates kissing might not be so natural after all. In traditional societies such as the Balinese and Tinguian of Oceania, the Chewa and Thonga of Africa, and the Siriono of South America, kissing is unknown, as the people there think it is unhealthy and disgusting. When the Thonga first saw Europeans kissing, they retorted, “Look at them—they eat each other’s saliva and dirt” (Ford & Beach, 1972, p. 49). Even in industrial societies, kissing is not always considered desirable. Until fairly recently, the Japanese abhorred kissing and did not even have a word for it until they created *kissu* from the English kiss, and even today older Japanese frown on kissing in public. Reflecting the traditional Japanese view, when Rodin’s famous statue *The Kiss* arrived in Japan in the 1920s as part of a European art show, the Japanese hid it behind a curtain. In other societies, people do kiss, but their type of kissing differs greatly from what we are used to. In one of these, people kiss the mouth and the nose simultaneously, while people in a few other societies kiss only by sucking the lips of their partners (Tanikawa, 1995; Tiefer, 1995).

2 _____

As this evidence on kissing suggests, what seems to us a very natural, even instinctual act turns out not to be so natural and biological after all. Instead, kissing seems best understood as something we learn to enjoy from our culture, or the symbols, language, beliefs, values, and artifacts (material objects) that are part of a society. Because society refers to a group of people who live in a defined territory and who share a culture, it is obvious that culture is a critical component of any society.

If the culture we learn influences our beliefs and behaviours, then culture is a key concept to the sociological perspective. Someone who grows up in Slovenia differs in many ways, some of them obvious and some of them not so obvious, from someone growing up in China, Sweden, South Korea, Peru, or Nigeria. Culture influences not only language but the gestures we use when we interact, how far apart we stand from each other when we talk, and the values we consider most important for our children to learn, to name just a few. Without culture, we could not have a society.

3 _____

The profound impact of culture becomes most evident when we examine behaviours or conditions that, like kissing, are normally considered biological in nature. Consider morning sickness and labour pains, both very familiar to pregnant women before and during childbirth, respectively. These two types of discomfort have known biological causes, and we are not surprised that so many pregnant women experience them. But we *would* be surprised if the husbands of pregnant women woke up sick in the morning or experienced severe abdominal pain while their wives gave birth. These men are neither carrying nor delivering a baby, and there is no logical—that is, biological—reason for them to suffer either type of discomfort.

4 _____

And yet scholars have discovered several traditional societies in which men about to become fathers experience precisely these symptoms. They are nauseous during their wives' pregnancies, and they experience labour pains while their wives give birth. The term *couvade* refers to these symptoms, which do not have any known biological origin. Yet the men feel them nonetheless, because they have learned from their culture that they *should* feel these types of discomfort (Doja, 2005). And because they should feel these symptoms, they actually do so. Perhaps their minds are playing tricks on them, but that is often the point of culture. As sociologists William I. and Dorothy Swaine Thomas (1928) once pointed out, if things are perceived as real, then they are real in their consequences. These men learn how they should feel as budding fathers, and thus they feel this way. Unfortunately for them, the perceptions they learn from their culture are real in their consequences.

5 _____

These examples suggest that human behaviour is more the result of culture than it is of biology. This is not to say that biology is entirely unimportant. As just one example, humans have a biological need to eat, and so they do. But humans are much less under the control of biology than any other animal species, including other primates such as monkeys and chimpanzees. These and other animals are governed largely by biological instincts that control them totally. A dog chases any squirrel it sees because of instinct, and a cat chases a mouse for the same reason. Different breeds of dogs do have different personalities, but even these stem from the biological differences among breeds passed down from one generation to another. Instinct prompts many dogs to turn around before they lie down, and it prompts most dogs to defend their territory. When the doorbell rings and a dog begins barking, it is responding to ancient biological instinct.

6 _____

Because humans have such a large, complex central nervous system, we are less controlled by biology. The critical question then becomes, how much does biology influence our behaviour? Predictably, scholars in different disciplines answer this question in different ways. Most sociologists and anthropologists would probably say that culture affects behaviour much more than biology does. In contrast, many biologists and psychologists would give much more weight to biology. Advocating a view called *sociobiology*, some scholars say that several important human behaviours and emotions, such as competition, aggression, and altruism, stem from our biological makeup. *Sociobiology* has been roundly criticized and just as staunchly defended, and respected scholars continue to debate its premises (Freese, 2008).

7 _____

There are two reasons why sociologists generally favour culture over biology. First, and as we have seen, many behaviours differ dramatically among societies in ways that show the strong impact of culture. Second, biology cannot easily account for why groups and locations differ in their rates of committing certain behaviours. For example, what biological reason could explain why suicide rates in eastern Slovenia are higher than in western? Various aspects of culture and social structure seem much better able than biology to explain these differences.

Many sociologists also warn of certain implications of biological explanations. First, they say, these explanations implicitly support the status quo. Because it is difficult to change biology, any problem with biological causes cannot be easily fixed. A second warning harkens back to a century ago, when perceived biological differences were used to justify forced sterilization and mass violence, including genocide, against certain groups. As just one example, the Nazi Holocaust used the eugenics argument to justify its genocide against Jews, Catholics, gypsies, and gays (Kuhl, 1994). In conclusion, some scholars fear that biological explanations of human behaviour might still be used to support views of biological inferiority (York & Clark, 2007).

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- **Think of a heading that would be most suitable for each paragraph.**

Scanning

Now that you have skimmed the text, the next step is to scan it, which is to read to get detailed information – a specific fact or a piece of information. Answer the questions below, reading the text in detail.

Reading for detail

- **Read the text in detail and answer the following questions.**

1 What is culture?

2 Why is culture a critical component of any society?

3 Which examples in the text suggest that human behaviour is more a result of culture than biology?

4 Why are many sociologists wary of biological explanations of culture?

5 How could biological explanations of human behaviour be used to support views of biological inferiority?

Writing

What is a paragraph?

A paragraph is a basic unit of organisation in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences, but it has to be long enough to develop the main idea clearly.

A paragraph consists of:

A **topic sentence** that states the main idea of the paragraph and limits the topic (controlling idea).

There are two reasons why sociologists generally favour culture over biology.

Controlling idea Topic

Supporting sentences develop the topic sentence by explaining the topic sentence by giving reasons, examples, facts, statistics and quotations.

First, they say, these explanations implicitly support the status quo.

The **concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember.

In conclusion, some scholars fear that biological explanations of human behaviour might still be used to support views of biological inferiority (York & Clark, 2007).

- **In the following paragraph mark:**
 - **the topic sentence, supporting sentences and a concluding sentence, if there is one.**

Popular culture, with its dynamic and ever-changing nature, is a vibrant and accessible reflection of contemporary society. The mass appeal of popular culture is evident in its ability to transcend demographic boundaries, drawing a diverse audience into its orbit. Media dominance plays a pivotal role, as television, movies, social media, and the internet become powerful conduits for disseminating cultural trends and icons. Moreover, the commercial influence on popular culture is undeniable, as trends and celebrities are often intricately woven into marketing strategies to generate profit. Also, the fleeting nature of popular culture is a defining characteristic, where what captivates the public today may be eclipsed by new ideas and influences tomorrow. Furthermore, globalization further amplifies its impact, creating a shared cultural landscape that reaches across borders. In addition, popular culture is inevitably shaped by celebrities, who as influential figures, set trends that fans eagerly emulate, thus contributing to a participatory culture where active engagement is encouraged. This kaleidoscope of diverse forms of expression, from music and fashion to art and literature, makes popular culture a multifaceted and influential force that not only reflects but also shapes the values and identities of the societies it permeates.

Source: OpenAI ChatGPT, 2024, 31 August.

- **Put in the missing words and complete the text describing what a paragraph is.**

A paragraph is a basic unit of organization in _____ in which a group of related sentences develops one main _____. A paragraph can have one sentence or be as long as ten _____. How many sentences there are in a paragraph is of no real importance as long as it is long enough to develop the _____ idea in a clear manner. A paragraph may be a single, independent unit or be one part of a longer writing like an _____.

In terms of structure, a paragraph has three major parts: a topic sentence, supporting _____ and a _____ sentence. The topic sentence gives the _____ idea of the paragraph. In addition to naming the topic of the paragraph, it also limits the topic to one or two areas that can be discussed completely in one paragraph. This specific area is called the _____ idea. Supporting sentences develop the _____ sentence, which means that they explain and justify the topic sentence by giving reasons, examples, facts, statistics or quotations. The concluding sentence signals the end of the _____ and should leave the reader with important points to _____. In addition to the _____ structural parts of a paragraph, a well-developed paragraph also has the elements of unity and coherence. Unity means that you discuss only one main idea in a _____. The main idea is expressed in the topic sentence, and then each next _____ sentence that you are going to discuss. Coherence means that the paragraph flows and is easy to understand because your supporting sentences are in some kind of _____ order and your ideas are connected by the use of appropriate transition signals or linking devices. The easiest way to achieve _____ is to repeat key nouns quite often and use pronouns that refer back to the most important _____. The third way is to use transition _____ or linking devices to show how one idea is related to the text. Another way to obtain good coherence is to arrange your sentences in a _____ order.

Sentences in a paragraph and between paragraphs are linked with linking devices to achieve greater coherence and cohesion.

- **Study the list of linking words below. Then, circle all the linking words in the above the text and state their purpose.**
- **Are there any other linking devices used in the paragraph?**

Linking words, also known as transition words or connectors, play a crucial role in connecting ideas within a text and guiding readers through the logical flow of information. Here is a list of linking words categorized according to their purpose:

Addition:

Additionally
Furthermore
Moreover
In addition
Also
And
Not only... but also

Cause and Effect:

Therefore
Consequently
As a result
Thus
Hence
Because
Since
Due to

Contrast:

However
On the other hand
Nevertheless
Nonetheless
In contrast
Conversely
While
Although
But
Yet

Comparison:

Similarly
Likewise
In the same way
Just as
Compared to
Like
Similarly to

Exemplification:

For example

For instance

Namely

Such as

Including

Time:

Meanwhile

During

Previously

Subsequently

Afterwards

Before

After

While

Since

Meanwhile

Conclusion:

In conclusion

To sum up

In summary

Overall

Consequently

Therefore

Thus

Emphasis:

Indeed

In fact

Certainly

Particularly

Especially

Clarification:

That is to say

In other words

Specifically

To clarify

Result:

Accordingly

Consequently

Hence

Therefore

Thus

Purpose:

In order to

So as to

With the aim of

For the purpose of

Condition:

If

Unless

Provided that

As long as

Sequence/Order:

Firstly, secondly, thirdly, etc.

Next

Then

Finally

In the meantime

Simultaneously

Restatement:

In other words

That is

Namely

These linking words can enhance the coherence and cohesion of your writing, helping you express ideas more clearly. They also help the reader make logical connections between ideas and to understand the text better.

- **Put in the missing linking words below.**

Exercise 1: Linking Words Gap Fill – Addition

1. I love Italian cuisine; _____, I enjoy trying out new recipes from various regions.
2. She is an excellent team player; _____, she possesses strong leadership skills.
3. The company offers competitive salaries. _____, employees receive attractive benefits packages.
4. We need to finish the project on time. _____, we must ensure the quality of our work.
5. My friend is not only a talented musician _____ a skilled painter.



Exercise 2: Linking Words Gap Fill - Contrast

1. She is very ambitious; _____, her brother is more laid-back.
2. The movie was entertaining; _____, the book provided more details about the characters.
3. _____ the challenges, she remained optimistic about the outcome.
4. The weather was cold; _____, the atmosphere at the party was warm and welcoming.
5. He is a skilled writer; _____, he struggles with public speaking.

Exercise 3: Linking Words Gap Fill - Cause and Effect

1. The storm caused extensive damage; _____, many residents had to evacuate their homes.
2. She worked hard on her project; _____, she received a promotion.
3. He missed the train; _____, he arrived late to the meeting.
4. _____ the economic downturn, the company had to lay off several employees.
5. She forgot her umbrella; _____, she got soaked in the rain.

Exercise 4: Linking Words Gap Fill - Comparison

1. _____ to traditional art forms, digital art allows for more experimentation.
2. He enjoys hiking; _____, his sister prefers indoor activities.
3. My brother is an excellent cook; _____, I struggle to boil water.
4. _____ their different approaches, both scientists reached similar conclusions.
5. She speaks French fluently; _____, her brother is fluent in Spanish.

Exercise 5: Linking Words Gap Fill - Exemplification

1. The company offers various wellness programs, _____, yoga classes and fitness workshops.
2. There are many programming languages available, _____ Java, Python, and C++.
3. The museum features a diverse collection of art, _____, paintings, sculptures, and photographs.
4. _____ learning a new language, such as Spanish, can open up new opportunities for travel and communication.
5. The menu includes a variety of dishes, _____, pasta, seafood, and vegetarian options.

Exercise 6: Linking Words Gap Fill - Time

1. We enjoyed our time in Paris; _____, we visited the Louvre and the Eiffel Tower.
2. _____ our vacation, we explored ancient ruins and historical landmarks.
3. She completed her degree; _____, she started her career in marketing.
4. _____ the party, the guests played games and danced to music.
5. He studied hard for the exam; _____, he felt confident about his performance.

Exercise 7: Linking Words Gap Fill - Conclusion

1. _____, the research suggests that regular exercise has numerous health benefits.
2. _____, the team's efforts resulted in a successful product launch.
3. The project faced challenges; _____, the team persevered and achieved its goals.
4. The study investigated various factors; _____, it provided valuable insights into the topic.
5. The experiment yielded interesting results; _____, more research is needed to draw definitive conclusions.

Exercise 8: Linking Words Gap Fill - Emphasis

1. She is an expert in her field; _____, her presentations are always well-received.
2. The museum is known for its contemporary art collection; _____, it hosts regular exhibitions by emerging artists.
3. He is passionate about environmental conservation; _____, he actively participates in community clean-up events.
4. _____ during the busy season, the team continued to meet tight deadlines.
5. The technology company prioritizes innovation; _____, it invests heavily in research and development.

Exercise 9: Linking Words Gap Fill - Clarification

1. The new policy aims to reduce carbon emissions; _____, it encourages the use of renewable energy sources.
2. She loves various genres of music; _____, classical, jazz, and rock.

3. The instructions were unclear; _____, we sought clarification from the supervisor.
4. The project requires specific skills; _____, proficiency in programming languages is essential.
5. The concept is complex; _____, it requires a thorough understanding of quantum mechanics.

Exercise 10: Linking Words Gap Fill - Result

1. The team worked efficiently; _____, they completed the project ahead of schedule.
2. The weather conditions were unfavorable; _____, the event was postponed.
3. The experiment was successful; _____, it provided valuable data for further analysis.
4. The road was closed due to construction; _____, we had to take a detour.
5. He practiced regularly; _____, he improved his skills significantly.

Exercise 11: Linking Words Gap Fill - Purpose

1. The company introduced a recycling program _____ reduce its environmental impact.
2. She enrolled in language classes _____ improve her communication skills.
3. The team implemented new software _____ streamline the project management process.
4. We organized a fundraising event _____ support local charities.
5. The guidelines were established _____ ensure consistency in the application process.

Exercise 12: Linking Words Gap Fill - Condition

1. We will proceed with the plan _____ everyone agrees.
2. The event will take place _____ the weather permits.
3. _____ you complete the training, you will receive a certification.
4. The project will be successful _____ all team members contribute their expertise.
5. You can join the club _____ you meet the eligibility criteria.

Exercise 13: Linking Words Gap Fill - Sequence/Order

1. _____, we need to gather all the necessary materials.
2. _____, we will analyze the data to identify patterns.
3. He started with basic exercises; _____, he progressed to more challenging workouts.
4. _____ completing the research phase, we will move on to the implementation stage.
5. The steps are straightforward. _____, you need to follow them in the correct order.

Exercise 14: Linking Words Gap Fill - Restatement

1. The results were inconclusive; _____, the findings did not provide a clear answer.
2. The project faced several obstacles; _____, it encountered unforeseen challenges.
3. The concept is difficult to grasp; _____, it requires a deep understanding of the underlying principles.
4. The instructions were unclear; _____, we sought additional guidance from the instructor.
5. The proposal lacked detail; _____, it did not address key aspects of the project.

Speaking

Post-reading discussion

- **Discuss the following questions in groups of 4 students. Use the language for expressing opinion, agreeing and disagreeing listed at the beginning of this unit where possible.**

1 Think about a time when you visited another country. Describe one cultural difference you remember in the country you visited.

2 The text you will read focuses on cultural differences and the consequences a person may experience when encountering these. Can you predict what they are?

3 What is culture shock? What do you think the stages of culture shock might be? What are some of the typical symptoms of culture shock? Should and can culture shock ever be cured?

- **Read the text and find the answers:**

Culture shock is the feeling of disorientation and discomfort that individuals may experience when they encounter a new and unfamiliar culture. It often occurs when someone moves to a foreign country or environment with different social norms, language, and customs. At first, people may feel excited and curious about the new surroundings, a phase known as the "honeymoon" period. However, as they start to navigate daily life, they may face challenges such as language barriers, different food, and unfamiliar social behaviors, leading to feelings of frustration or confusion. This stage, called the "negotiation" phase, is where culture shock becomes most intense, and individuals may feel homesick, isolated, or overwhelmed. Over time, people begin to adapt and adjust their expectations, developing strategies to manage the differences and make sense of the new environment. This is known as the "adjustment" phase, where they start to feel more comfortable and integrated. Eventually, individuals may reach the "adaptation" or "acceptance" phase, where they embrace and accept the cultural differences as part of their new normal. Culture shock is a natural process and varies in intensity and duration for each person. Overcoming culture shock can lead to personal growth, increased cultural awareness, and a deeper understanding of the world.

Source: OpenAI Chat GPT, 2024, 30 August

- What are the phases of culture shock mentioned in the text?

Listening and note-taking

Taking effective notes during a lecture is crucial for retaining information and later reviewing key concepts.

Study the information on effective note-taking at this link:

<https://www.student.unsw.edu.au/note-taking-skills>

- **Check the phrases and concepts in the table with a colleague, then listen to the talk and take notes.**

socialization
emotional feedback
cultural glasses
gender equality
to fast-forward
equality of opportunity
equality of results
to enforce diversity
cultural diversity
cultural misunderstanding

[How Culture Drives Behaviour](#)

Notes:

- **Use your notes to answer the questions below:**

- 1 Give some examples of cultural differences between England, Norway and French-speaking part of Canada.
- 2 Explain what the speaker means when he mentions the verbs 'confront', 'complain' and 'conform'.
- 3 Explain 'cultural glasses'.
- 4 How can you benefit from diversity?
- 5 What does the speaker mean by 'equality of results'?
- 6 What project is the speaker involved in?
- 7 How is the concept of friendship different across cultures?
- 8 How is the concept of personal space different in different cultures?
- 9 What is politeness?

- **Write a short paragraph on culture shock. Make sure you write a clear topic sentence, logical supporting sentences and a concluding sentence. Use suitable linking devices.**

- **Practise your academic vocabulary:**

McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do "Unit 3 Key verbs".

UNIT 3 Migrations

Reading	Why Migration Matters?
Writing	Summarising Paraphrasing In-text citations
Listening and Speaking	Why do people migrate? Effects of migration on the country of origin and on the destination country Edward Mortimer: National identity
Grammar and Vocabulary	Academic reporting verbs Contextual synonyms: migrations Key migration vocabulary

Speaking

➤ **Discuss the following questions in groups of 3 students.**

1. What comes to mind when you hear the term "migration"? How would you define it based on your understanding?
2. Can you think of any personal or family experiences related to migration? How did these experiences shape your perspectives on movement and relocation?
3. What factors do you believe influence people's decisions to migrate from one place to another? Consider economic, social, political, and environmental factors.
4. In what ways does migration contribute to the cultural diversity of a region or country? Can you provide examples of how migration has enriched or influenced cultures?
5. How does migration impact the economies of both the origin and destination regions? Are there potential benefits or challenges associated with this?
6. Have you ever considered the distinction between voluntary and involuntary migration? Can you think of examples of each, and how they might differ in their impact on individuals and communities?
7. What role do government policies play in shaping migration patterns? How might changes in immigration policies affect both migrants and the receiving communities?
8. In what ways can migration contribute to global interconnectedness? Are there instances where migration has led to positive collaboration or challenges between countries?
9. How does media portrayal influence public perceptions of migration? Do you think there are common misconceptions, and if so, what are they?

10. Can you identify any current or historical events that have been shaped by migration? How did migrations contribute to the development or transformation of societies?
11. What ethical considerations should be taken into account when discussing migration, particularly in the context of human rights and social justice?
12. How might climate change impact patterns of migration in the future? Are there regions or communities that are particularly vulnerable to environmental migration?

Reading

Why Migration Matters

2014•02•10 [Megha Amrith United Nations University](#)

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While human mobility has been an enduring feature of our global history, it is as pertinent today as it ever was. With 232 million international migrants in the world, according to [recent figures](#) released by the United Nations Department of Economic and Social Affairs (UNDESA), migration is one of the most important and pressing global issues of our time.

According to UNDESA, the definition of an international migrant is a person living outside of their country of birth. Migration is often driven by the search for better livelihoods and new opportunities. Indeed, global and regional social and economic inequalities are expressed most powerfully through the figure of the migrant, as one who crosses borders in search of work, education and new horizons.

Many people who migrate, however, have not necessarily chosen to do so. Forced migration is becoming ever more prevalent as a result of civil, political and religious persecution and conflict. In 2012, the United Nations High Commissioner for Refugees (UNHCR) [estimated](#) that there were 10.4 million refugees in the world. There is, moreover, a growing need to understand the important relationship between [environmental change](#) and [forced migration and displacement](#), and the [experiences of stateless persons](#).

Crossing borders and seas involves grave risks, with many migrants not able to complete safe journeys. We can see this most starkly in the numerous [tragedies involving migrants](#) that have occurred in recent years. As borders become increasingly securitised, the proliferation of recruitment networks that endanger and profit from migrants and the increasing use of private [migration management agencies](#) in border control and security are worrying trends. This ought to make us reflect urgently on how migration is being governed in the world today and on the responsibilities of states in this regard.

Addressing the challenges

As societies become more diverse, there are both opportunities and challenges. Experiences of discrimination on the basis of one's socio-economic, cultural or religious background continue to be commonplace. A priority will be to promote the means for intercultural dialogue and the inclusion of migrants into the economic, social and cultural lives of the societies in which they live. It is also crucial to mention the striking feminization of migration. As women now comprise 48 percent of all international migrants, efforts to promote the inclusion of migrants must also adequately address the particular experiences of female migrants across the world.

There are key ways in which the international community is addressing these challenges. The October 2013 High-Level Dialogue on International Migration and Development recognized migration as a central part of the international development agenda. Under the heading of 'Making Migration Work', discussions revolved around how migration contributes to global development and to poverty alleviation. They also considered how migration could benefit individuals, families, communities and states. Migration will only work for all, however, if greater commitment is shown to eliminating all forms of exploitation and discrimination that migrants experience and to ensuring that their fundamental human rights are upheld.

While the role of migrants in economic development through remittance and knowledge transfers has been acknowledged, recent debates in civil society have emphasized an understanding of migration in human development terms. As the synergies between states, policymakers, researchers and civil society organizations gain momentum, it is imperative to remember the human face of migration and to keep migrants themselves at the centre of discussions.

In order to address these pressing concerns, the United Nations University (UNU) institutes have come together to form a migration research network. The network features migration research experts from different disciplinary backgrounds who examine the complexities of migration at regional and global scales. Current research themes include: the health of migrants, migrants' inclusion and exclusion from social and cultural life, the consequences of migration on those left behind, human security, migration and development, and the experiences of vulnerable groups such as stateless persons and forced migrants.

The aim of this network is to ensure solid collaborations and the sharing of migration-related research across the different institutes of the UNU. The unique vantage point of the UNU means that research findings will also be shared widely with policymakers and civil society organizations. The launch of the UNU Migration Network's website promises to be an important first step in the network's activities to put migration at the heart of research and policy agendas.

- **Find the contextual synonyms for the following vocabulary items in the text above:**

Appropriate para 1

Country of birth (para1).....

Spread adj. (para 2)

Eviction (para 2).....

Stateless person (para 2)

Spread n. (para 3)

Manage (para 3)

Normal (para 4)

Embrace/admittance (para 4)

Approach/treat/acknowledge issues (para 4.).....
responsibility (para4)
recognize
transfer of money by a foreign worker
sustained
guarantee
strength and power.....
sensitive/exposed
programme/plan

Listening

- Watch the [video](#) on the push and pull factors of migration. Take notes, then answer the questions below.

- 1 What are push factors and what are pull factors?
- 2 What are the four main areas of pull factors?
- 3 What does the speaker state about economic push and pull factors? What example does he give?
- 4 What are political push and pull factors?
- 5 What is characteristic of cultural pull factors?
- 6 What are environmental push and pull factors? What examples does the speaker give?

- Watch the [video](#), take notes and answer the questions.

- 1 How many people live outside their countries of birth?
- 2 Why do most people migrate?
- 3 Why is the line between economic migrants and refugees often blurred?
- 4 What is the official definition of a refugee from 1951? What was the result of this definition? Why is this definition not applicable to every refugee?
- 5 Who is an asylum seeker?
- 6 Who are internally displaced people? Why are IDPs such a vulnerable group?

7 What is sovereignty?

8 Why does foreign intervention rarely work in relation to assisting IDPs?

9 How do most countries view migration?

10 What is militarization of borders?

11 What does extensive vetting (*investigation) of migrants in the USA include?

12 What are some of the reasons that policymakers oppose migration in addition to security?

13 What are some of the typical disadvantages of migration as presented in the public discourse? What are some of the advantages of migration mentioned?

14 What is the main international organization that focuses on migrants?

15 What was the deal between Turkey and the EU in 2016 in relation to Syrian migrants?

- **What effects do you think migration might have on migrants' country of origin and on the other hand, on their country of destination?**
- **Listen, take notes and answer the above question.**

[Effects on migrants' country of origin.](#)

[Effects on migrants' host country.](#)

Paraphrasing

Paraphrasing is the process of rephrasing or rewording a piece of text while retaining its original meaning. It's an essential skill for academic writing, research, and avoiding plagiarism.

Steps to paraphrase effectively:

1. Understand the Original Text:
 - Read the original text thoroughly to ensure you fully understand its meaning. Identify key ideas, main points, and the overall message.
2. Use Different Words:
 - Replace words and phrases from the original text with synonyms or alternative expressions. Be mindful of maintaining the original intent and meaning.
3. Change Sentence Structure:
 - Rearrange the sentence structure while preserving the logical flow and coherence. Transforming active voice to passive voice (or vice versa) and altering the order of clauses can help achieve this.
4. Combine Sentences:
 - Merge sentences or break down complex sentences into simpler ones. This can help in creating a paraphrased version that is clearer and more concise.
5. Use Reporting Verbs:
 - Integrate reporting verbs such as "states," "argues," or "claims" to introduce the paraphrased information. This provides context and attribution.
6. Check with the Source:
 - After paraphrasing, compare your version with the original to ensure accuracy and fidelity to the intended meaning. Make necessary adjustments if needed.
7. Cite the Source:
 - Always cite the original source when paraphrasing to give credit to the original author. This is crucial for maintaining academic integrity and avoiding plagiarism.

Example:

Original Text: "The rapid advancement of technology has transformed the way we communicate in the 21st century."

Paraphrase: "The swift progress of technological development has revolutionized the methods of communication in the 21st century."

Remember that effective paraphrasing involves more than just changing a few words; it requires a comprehensive understanding of the original text and the ability to articulate its ideas in a new and authentic way.

Original:

It has long been known that Cairo is the most populous city on earth, but no-one knew exactly how populous it was until last month.

Paraphrase

Although Cairo has been the world's most heavily populated city for many years, the precise population was not known until four weeks ago.

Original: Paul Ekman from the University of California has conducted a long series of experiments on how nonverbal behaviour may reveal real inner states.

Paraphrase: Paul Ekman who works at the University of California has performed a sequence of investigations on the way nonverbal behaviour may disclose real internal conditions.

- a. Research and publications are accumulating in each of the four fields of anthropology at an exponential rate.

- b. It is worth looking at one or two aspects of the way a mother behaves towards her baby.

- c. Besides being a theory about the basis and origin of knowledge and the contents of our minds in general, empiricism is also sometimes a methodology.

- d. As opposed to this, Locke is often supposed to be saying that, in addition to properties, things have a "substratum" which "supports" their properties.

- e. Consequently in a sense one may speak of the Common Law as unwritten law in contrast with Statute Law, which is written law.

Strategies for paraphrasing:

i. change nouns to verbs

- a. This rewriting of history was not so much a matter of a new start.
This rewriting of history was not so much a matter of starting again.
- b. Here he lives with the labourers in one of the barrack rooms, and out of his small earnings makes a start at having a house built.

ii. change verbs to nouns

- a. The Normans invaded in 1066.
The Norman invasion took place in 1066.

- b. The bomb exploded and caused many casualties.

iii. change adverbs to adjectives

- a. He wrote frequently.
He wrote on frequent occasions.

- b. Politically, it was a bad decision.

iv. change active verbs to passive

- a. We can relate a study of this kind to texts in other media too.
A study of this kind can be related to texts in other media too.

- b. In this treatment the teacher can use a variety of techniques to elicit the language learners already know.

v. break up sentences

- a. Given the extent to which deforestation increased markedly in the four southern states during 1987 and 1988, it is heartening news that during the early part of the 1989 dry season the burning seemed to have been curtailed somewhat, due to a combination of policy changes, better controls on burning, and most important of all an exceptionally wet "dry" season. Deforestation increased markedly in the four southern states during 1987 and 1988. On account of this, it is heartening news that during the early part of the 1989 dry season the burning seemed to have been curtailed somewhat. The reason for this is a combination of policy changes, better controls on burning, and most important of all an exceptionally wet "dry" season.
- b. In 1851 the average family size was 4.7, roughly the same as it had been in the seventeenth century, but the 1½ million couples who married during the 1860s, which the historian G. M. Young described as the best decade in English history to have been brought up in, raised the figure to 6.2.

vi. combine sentences

- a. Tropical forests are defined here as evergreen or partly evergreen forests. They grow in areas receiving not less than 100 mm of precipitation in any month for two out of three years. The mean annual temperature is 24-plus degrees Celsius. The area is essentially frost-free.
Tropical forests are defined here as evergreen or partly evergreen forests, in areas receiving not less than 100 mm of precipitation in any month for two out of three years, with mean annual temperature of 24-plus degrees Celsius, and essentially frost-free.
- b. The third National Government followed upon the resignation of the Liberal ministers and of the free trader, Snowden. This happened in September 1932. After this it became little more than a Conservative government. A few ex-Labour and Liberal politicians were added. They all owed their seats to an electoral pact with the Conservatives.

Summarising

Source

The amphibia, which is the animal class to which our frogs and toads belong, were the first animals to crawl from the sea and inhabit the earth.

Summary

The first animals to leave the sea and live on dry land were the amphibia.

a. People whose professional activity lies in the field of politics are not, on the whole, conspicuous for their respect for factual accuracy.
Politicians often lie.

a. Failure to assimilate an adequate quantity of solid food over an extended period of time is absolutely certain to lead, in due course, to a fatal conclusion.

b. It is undeniable that the large majority of non-native learners of English experience a number of problems in attempting to master the phonetic patterns of the language.

c. Tea, whether of the China or Indian variety, is well known to be high on the list of those beverages which are most frequently drunk by the inhabitants of the British Isles.

d. It is not uncommon to encounter sentences which, though they contain a great number of words and are constructed in a highly complex way, none the less turn out on inspection to convey very little meaning of any kind.

e. One of the most noticeable phenomena in any big city, such as London or Paris, is the steadily increasing number of petrol-driven vehicles, some in private ownership, others belonging to the public transport system, which congest the roads and render rapid movement more difficult year by year.

Strategies for summarising:

One possible approach is to go through the following steps:

1. Read through the text from beginning to end.
2. Remember your purpose: to discuss the advantages and disadvantages of progress from the Samoans' point of view.
3. Select the relevant information
4. Mark all the points which should come into your answer. Do this very carefully, and be sure not to miss anything.
5. Change the structure. You should now have a brief list in your own words of all the points you marked in 4.

Vocabulary

Key Migration Terms

➤ **Complete the definitions with the correct term:**

migrant, assimilation, forced migration, internally displaced person (IDP), migration, refugee, assisted voluntary return, resettlement, asylum seeker, border management, smuggling, brain drain, labour migration, brain gain, push and pull factors, remittances, stateless person, xenophobia, trafficking in persons, migration management, country of origin, emigration, naturalization, immigration, irregular migration, receiving country, repatriation;

_____ Adaptation of one ethnic or social group – usually a minority – to another. Assimilation involves the subsuming of language, traditions, values, mores and behaviour or even fundamental vital interests. Although the traditional cultural practices of the group are unlikely to be completely abandoned, on the whole assimilation will lead one group to be socially indistinguishable from other members of the society. Assimilation is the most extreme form of acculturation.

_____ Administrative, logistical, financial and reintegration support to rejected asylum seekers, victims of trafficking in human beings, stranded migrants, qualified nationals and other migrants unable or unwilling to remain in the host country who volunteer to return to their countries of origin.

_____ A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments. In case of a negative decision, the person must leave the country and may be expelled, as may any non-national in an irregular or unlawful situation, unless permission to stay is provided on humanitarian or other related grounds.

_____Facilitation of authorized flows of persons, including business people, tourists, migrants and refugees, across a border and the detection and prevention of irregular entry of non-nationals into a given country. Measures to manage borders include the imposition by States of visa requirements, carrier sanctions against transportation companies bringing irregular migrants to the territory, and interdiction at sea. International standards require a balancing between facilitating the entry of legitimate travellers and preventing that of travellers entering for inappropriate reasons or with invalid documentation.

_____Emigration of trained and talented individuals from the country of origin to another country resulting in a depletion of skills resources in the former.

_____Immigration of trained and talented individuals into the destination country. Also called "reverse brain drain".

_____The country that is a source of migratory flows (regular or irregular).

_____The act of departing or exiting from one State with a view to settling in another.

_____A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).

_____A process by which non-nationals move into a country for the purpose of settlement.

_____Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (Guiding Principles on Internal Displacement, UN Doc E/CN.4/1998/53/Add.2.). See also de facto refugees, displaced person, externally displaced persons, uprooted people.

_____Movement that takes place outside the regulatory norms of the sending, transit and receiving countries. There is no clear or universally accepted definition of irregular migration. From the perspective of destination countries it is entry, stay or work in a country without the necessary authorization or documents required under immigration regulations. From the perspective of the sending country, the irregularity is for example seen in cases in which a person crosses an international boundary without a valid passport or travel document or does not fulfil the administrative requirements for leaving the country. There is, however, a tendency to restrict the use of the term "illegal migration" to cases of smuggling of migrants and trafficking in persons.

_____Movement of persons from one State to another, or within their own country of residence, for the purpose of employment. Labour migration is addressed by most States in their migration laws. In addition, some States take an active role in regulating outward labour migration and seeking opportunities for their nationals abroad.

_____ IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is. IOM concerns itself with migrants and migration-related issues and, in agreement with relevant States, with migrants who are in need of international migration services.

_____ The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.

_____ A term used to encompass numerous governmental functions within a national system for the orderly and humane management for cross-border migration, particularly managing the entry and presence of foreigners within the borders of the State and the protection of refugees and others in need of protection. It refers to a planned approach to the development of policy, legislative and administrative responses to key migration issues.

_____ Granting by a State of its nationality to a non-national through a formal act on the application of the individual concerned. International law does not provide detailed rules for naturalization, but it recognizes the competence of every State to naturalize those who are not its nationals and who apply to become its nationals.

_____ The movement of a person from his or her usual place of residence to a new place of residence, in keeping with the laws and regulations governing exit of the country of origin and travel, transit and entry into the destination or host country.

_____ Migration is often analysed in terms of the "push-pull model", which looks at the push factors, which drive people to leave their country (such as economic, social, or political problems) and the pull factors attracting them to the country of destination.

_____ Country of destination or a third country. In the case of return or repatriation, also the country of origin. Country that has accepted to receive a certain number of refugees and migrants on a yearly basis by presidential, ministerial or parliamentary decision.

_____ A person who, "owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country. (Art. 1(A)(2), Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol). In addition to the refugee definition in the 1951 Refugee Convention, Art. 1(2), 1969 Organization of African Unity (OAU) Convention defines a refugee as any person compelled to leave his or her country "owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality." Similarly, the 1984 Cartagena Declaration states that refugees also include persons who flee their country "because their lives, security or freedom have been threatened by generalised violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order."

_____ Monies earned or acquired by non-nationals that are transferred back to their country of origin.

_____ The personal right of a refugee, prisoner of war or a civil detainee to return to his or her country of nationality under specific conditions laid down in various international instruments (Geneva Conventions, 1949 and Protocols, 1977, the Regulations Respecting the Laws and Customs of War on Land, Annexed to the Fourth Hague Convention, 1907, human rights instruments as well as customary international law). The option of repatriation is bestowed upon the individual personally and not upon the detaining power. In the law of international armed conflict, repatriation also entails the obligation of the detaining power to release eligible persons (soldiers and civilians) and the duty of the country of origin to receive its own nationals at the end of hostilities. Even if treaty law does not contain a general rule on this point, it is today readily accepted that the repatriation of prisoners of war and civil detainees has been consented to implicitly by the interested parties. Repatriation as a term also applies to diplomatic envoys and international officials in time of international crisis as well as expatriates and migrants.

_____ The relocation and integration of people (refugees, internally displaced persons, etc.) into another geographical area and environment, usually in a third country. In the refugee context, the transfer of refugees from the country in which they have sought refuge to another State that has agreed to admit them. The refugees will usually be granted asylum or some other form of long-term resident rights and, in many cases, will have the opportunity to become naturalized.

_____ "The procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident" (Art. 3(a), UN Protocol Against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime, 2000). Smuggling, contrary to trafficking, does not require an element of exploitation, coercion, or violation of human rights.

_____ A person who is not considered as a national by any State under the operation of its law" (Art. 1, UN Convention relating to the Status of Stateless Persons, 1954). As such, a stateless person lacks those rights attributable to national diplomatic protection of a State, no inherent right of sojourn in the State of residence and no right of return in case he or she travels.

_____ "The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation" (Art. 3(a), UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention against Transnational Organized Crime, 2000). Trafficking in persons can take place within the borders of one State or may have a transnational character.

_____ At the international level, no universally accepted definition of xenophobia exists, though it can be described as attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity. There is a close link between racism and xenophobia, two terms that can be hard to differentiate from each other.

Adapted from: <https://www.iom.int/key-migration-terms>

Some commonly used academic reporting verbs for citing sources are state, claim, report, note, argue, contend, propose, conclude,

WHY MIGRATION MATTERS – SUMMARY

- **This is an example of a summary written by a student. What is good and what should be improved?**

Migrations have never been that common as they are now. There are 232 million international migrants in the world right now and migration has become one of the most important global issues of the time that we live in now. Migrant is a person who lives outside of their birth country. There are different reasons for the people to migrate. The most common reason is that people decide by themselves that they are going to search new work or educational opportunities in the foreign countries. But some people don't choose to migrate. They are forced to migrate because of different reasons such as civil, political or religious persecutions and conflicts. Many migrants who choose to cross borders are at high risk of not being able to cross the borders safely. In the last few years migrants had a lot of accidents, some of them even fatal. Borders became really securitized. Societies became more diverse but there still is discrimination. In the last few years women represent 48 percent of all migrants in the world. International Migration and Development considered how migrations could be beneficial to families, communities and states. They state that migration will work for all if better commitment is shown to migrants. In the latest years the acknowledgement of migration roles has encouraged understanding in the terms of human development. The United Nations University have formed a migration research network. They include themes such as health, inclusion and exclusion, consequences of leaving, security and experiences. They even launched UNU Migration Network's website and that is the first step to put migration in the center of the research.

- **Below are summaries of the original paragraphs. Connect them into a coherent text by using linking devices:**

1. Human mobility, with 232 million international migrants globally, remains a crucial and pressing global issue according to the United Nations Department of Economic and Social Affairs (UNDESA).
2. UNDESA defines international migrants as those living outside their country of birth, often driven by the pursuit of better opportunities, revealing global and regional inequalities through migration.
3. Forced migration is increasing due to persecution, conflict, and environmental change, with 10.4 million refugees worldwide in 2012, necessitating an understanding of the experiences of stateless individuals.
4. The risks of migration include unsafe journeys, securitized borders, and the exploitation of migrants by recruitment networks and private migration management agencies, prompting a need for reflection on migration governance.
5. As societies diversify, addressing discrimination based on socio-economic, cultural, or religious backgrounds is crucial, with a focus on intercultural dialogue and the inclusion of migrants in various aspects of society.
6. Migration's feminization, with women comprising 48 percent of international migrants, necessitates specific attention to their experiences.
7. The international community addresses migration challenges through the High-Level Dialogue on International Migration and Development, emphasizing migration's role in global development and poverty alleviation, but commitment is required to eliminate exploitation and discrimination.
8. Recent debates highlight the human development aspect of migration, emphasizing the importance of considering migrants themselves in discussions and keeping their human rights at the forefront.
9. To address migration concerns, the United Nations University (UNU) institutes have formed a migration research network, focusing on themes such as health, inclusion/exclusion, consequences of migration, human security, development, and vulnerable groups.
10. The UNU Migration Network aims to foster collaboration and share migration-related research across its institutes, ensuring findings reach policymakers and civil society organizations, with the launch of its website as a key step in placing migration at the centre of research and policy agendas.

- **Here is a complete summary. Compare it to the original text and analyse the linking devices used.**

In the article titled “Why Migration Matters” published in 2014, the author states that human mobility, identified as a crucial global issue by the United Nations Department of Economic and Social Affairs (UNDESA) due to the presence of 232 million international migrants worldwide, is intricately linked to global and regional inequalities, as defined by UNDESA, wherein international migrants are those residing outside their country of birth and often propelled by the pursuit of improved opportunities.

Furthermore, the author states that this movement is further compounded by forced migration, a growing phenomenon driven by persecution, conflict, and environmental change, resulting in 10.4 million refugees globally in 2012 and a pressing need to comprehend the experiences of stateless individuals. Moreover, the risks associated with migration, such as unsafe journeys, securitized borders, and exploitation by recruitment networks and private migration management agencies, underscore the urgency for reflection on the governance of migration.

As societies become more diverse, the critical issue of addressing discrimination based on socio-economic, cultural, or religious backgrounds comes to the forefront, necessitating a focus on intercultural dialogue and the inclusion of migrants in various facets of society. The feminization of migration, with women constituting 48 percent of international migrants, underscores the imperative of giving specific attention to their unique experiences.

Addressing these challenges, the international community engages in the High-Level Dialogue on International Migration and Development, recognizing migration's pivotal role in global development and poverty alleviation. However, commitment is deemed essential to eliminate exploitation and discrimination. Recent debates further emphasize the human development aspect of migration, urging a focus on migrants themselves in discussions and a steadfast commitment to upholding their human rights.

To tackle migration concerns comprehensively, the United Nations University (UNU) institutes collaborate to form a migration research network, exploring themes such as health, inclusion/exclusion, consequences of migration, human security, development, and the experiences of vulnerable groups. The UNU Migration Network aims to foster collaboration and disseminate migration-related research across its institutes, with the launch of its website serving as a key milestone in positioning migration at the center of research and policy agendas (Amrith, 2014)

Speaking and Listening

- **Before listening to Edward Mortimer speaking about national identity, discuss the below questions in pairs.**

- 1 What is national identity?
- 2 How do you think a sense of national identity is formed?
- 3 In what ways does national identity influence a person's sense of belonging and connection to their country?
- 4 Can you identify any symbols, traditions or cultural elements that are commonly associated with your country's national identity?
- 5 How does diversity within a country contribute to or challenge the concept of national identity?
- 6 To what extent do historical events shape and influence a nation's identity? Can you think of specific examples?
- 7 Do you believe that a shared language is crucial for the development of a strong national identity? Why or why not?
- 8 How does the media play a role in shaping or reinforcing national identity?
- 9 In multicultural societies how do individuals navigate multiple layers of identity, including national, cultural and ethnic identities?

- 10 How has globalization influenced the concept of national identity? Are there challenges or benefits associated with this?
- 11 Do you think national identity is more about shared values and ideals or about a shared history and heritage? Why?
- 12 How might the concept of national identity evolve or change over time, especially in the context of a rapidly changing world?

➤ **The lecturer will dictate a few words that should be inserted into the gaps in the tapescript below. Write down the dictated words, then insert them into the gaps below. The text below is a tapescript of Edward Mortimer's speech on national identity.**

➤ **Now watch and listen to the [video](#) and check the gaps.**

National identity, I think, is a surprisingly concept. I mean, you might think that we all know what our national identity is. But even take my own case. I am a citizen of the United Kingdom. I suppose I was to think of myself as British, but I fairly quickly became aware that, you know, there were other people who were British but prefer to call themselves Scottish or Welsh I was English. And for foreigners the two terms were , but within the United Kingdom they are not.

So, you have concepts of citizenship which are based on where you are born. And you have also in some parts of the world concepts of citizenship which are based on, essentially, who your parents were and what your is and that in itself is a problematic term.

Now, we have changing demography in most advanced industrial societies for a complicated series of reasons but partly to do with longer , lower birth rates, partly to do with globalisation. We have large numbers of people coming in. Maybe they weren't expected to stay, but most of them do. Their children and grandchildren grow up in the country, and yet they are still seen as being somehow to that country. And this is a problem for them, but it is a problem for the country itself.

So, inevitably you think, well, sooner or later these people are going to be citizens. It's not to have a large body of people living in a democracy but not having the right to vote and otherwise in that democracy.

So, then people start to say: "Ok, they can be citizens but then they must be like us". And what does "like us" mean? Because it's not actually as though the national character of a country was Actually, of course, different people in the same country are different and the same people or even people living in the same place at different times in the same country are different. It's It's changing all the time. And one of the ways it evolves and changes is that new people come in and they bring their culture, their ideas with them. And that can be into the national culture and the national identity. So I think one purpose of this seminar is to people of that and say that it's not that you have a complete god-given national identity and that everybody else who wants to live in your country must it.

The real situation is that for a variety of reasons you have allowed or welcomed or these people to come into your country. They are going to be part of it for a future and while, indeed, they are

going to make and have to make considerable to living in a new place, the nature of the society is going to change and you to think also about how your identity can adapt to them. Now, this is a very difficult message for a lot of people to accept. They see it as being as: "Oh, they chose to come here, why should we adjust to them? Why don't they adjust to us?" But I think what we are learning from this kind of exchange is that there has to be a process of adjustment if this is going to work.

Source: Mortimer, E. (2007) National Identity, Salzburg Global Seminar.

- **Summarise the talk.**
- **Compare your summary with the example below:**

The speaker discusses the complex and evolving nature of national identity, using the example of the United Kingdom. Despite the assumption that national identity is clear-cut, the reality is intricate, especially in diverse societies. The concepts of citizenship based on birthplace or ancestry add further complexity. Changing demographics, influenced by factors such as longer life expectancy and globalization, introduce new challenges as people from diverse backgrounds become part of a nation. The speaker emphasizes the need for inclusive citizenship, acknowledging the evolving nature of national identity shaped by the contributions of newcomers. While there may be resistance to adjusting existing identities, the speaker argues that societal harmony requires a mutual process of adaptation for both established and incoming communities.

- **Practise your academic vocabulary:**

McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do "Unit 32 Reporting what others say".

- **APA guidelines for writing and editing professional and scientific works Fdv).**

<https://www.fdv.uni-lj.si/docs/default-source/dodiplomski-studij-1-stopnje/guidelines-for-writing-and-editing-professional-and-scientific-works-at-fdv.pdf?sfvrsn=10>

- **Practise migration vocabulary**

<https://ec.europa.eu/migrant-integration/librarydoc/asylum-and-migration-glossary-30>

UNIT 4 Social Exclusion

Grammar	Adjectives and adverbs Prepositions Comparative structures
Reading and Vocabulary	Reading for gist and detail Skimming and scanning
Writing and Vocabulary	Describing graphs Writing up ppt slides
Speaking, Listening and Vocabulary	Discussing poverty and social exclusion with main terminology Structure of academic oral presentations Language for academic oral presentations Listening to a presentation on poverty by Hans Rosling Note-taking

- **Discuss with your partner. Study the following phrases that might help you with your answers:**

lack of access to education and employment opportunities	inadequate social safety nets	systemic inequalities
discrimination	marginalization	social welfare programmes
food insecurity	housing insecurity	lack of access to affordable housing
social isolation	societal stigmas	advocating for policies that promote inclusivity and equality

1. What are the primary factors contributing to poverty and social exclusion in our society?
2. How does poverty perpetuate social exclusion, and vice versa?
3. What are some of the most effective strategies for addressing poverty and social exclusion?
4. How do systemic inequalities, such as those based on race, gender, or socioeconomic status, intersect with poverty and social exclusion?
5. What role do education and access to quality healthcare play in combating poverty and social exclusion?
6. How can communities and governments better support marginalized populations to prevent social exclusion and reduce poverty?
7. What are some of the hidden forms of poverty and social exclusion that may not be immediately obvious?
8. How do housing policies and homelessness contribute to social exclusion and perpetuate poverty cycles?
9. What can be done to ensure that all individuals have equal access to economic opportunities and resources?
10. How can we challenge societal stigmas and stereotypes surrounding poverty and social exclusion to foster more inclusive communities?

➤ **Match the phrases with their definitions.**

- 1 at risk of poverty or social exclusion
- 2 low work household intensity
- 3 disposable income
- 4 educational attainment
- 5 dependent children

A a situation where the level of effort or labor required to maintain and manage a household is minimal

B the sum of persons who are either at risk of poverty, or severely materially and socially deprived or living in a household with a very low work intensity

C the amount of money that households have available for spending and saving after taxes have been deducted from their gross income. It can be used for various purposes such as purchasing goods and services, paying bills, saving for the future, or investing.

D They are minors who rely on their parents or legal guardians for financial support, care, and supervision.

E It is the highest level of education that an individual has completed or achieved. It typically includes formal educational milestones such as completing primary, secondary, and higher education levels, including degrees or certifications earned from colleges, universities, vocational schools, or other educational institutions.

➤ **Read the text on poverty and social exclusion in the EU and put in the following missing words and phrases.**

for men	lowest risk	material deprivation	equivalent
share of people	dependent children	very low work intensity	more likely
at risk of poverty	deprived	among the population	
educational attainment	age	faced a particularly high risk	
slightly higher	to	inactive persons	considerably

Over one in five people in the EU were at risk of poverty or social exclusion in 2022

In 2022, there were around 95.3 million people in the EU at risk of poverty or social exclusion, which was (1)_____ to 21.6 % of the total population. The number of people at risk of poverty or social exclusion, which may be abbreviated as "AROPE", corresponds to the sum of persons who are at risk of poverty (as indicated by their disposable income); and/or face severe material and social deprivation (as gauged by their ability to afford a set of predefined material items or social activities); and/or live in a household with very low work intensity.

Component indicators which contribute to an analysis of the risk of poverty or social exclusion

Figure 1 provides an analysis for the EU population of the various risks of poverty or social exclusion. Among the 95.3 million inhabitants within the EU that faced the risk of poverty or social exclusion in 2022, some 5.6 million lived in households experiencing simultaneously all three poverty and social exclusion risks. There were 11.3 million people in the EU living both at risk of poverty and in a household with 2._____ (but not severely materially and socially deprived); 8.8 million were 3._____ at risk of poverty and at the same time severely materially and socially 4._____ (but not in a household with very low work intensity); almost 2.2 million lived in households with very low work intensity while experiencing severe

5 _____ material deprivation (but were not at risk of poverty).

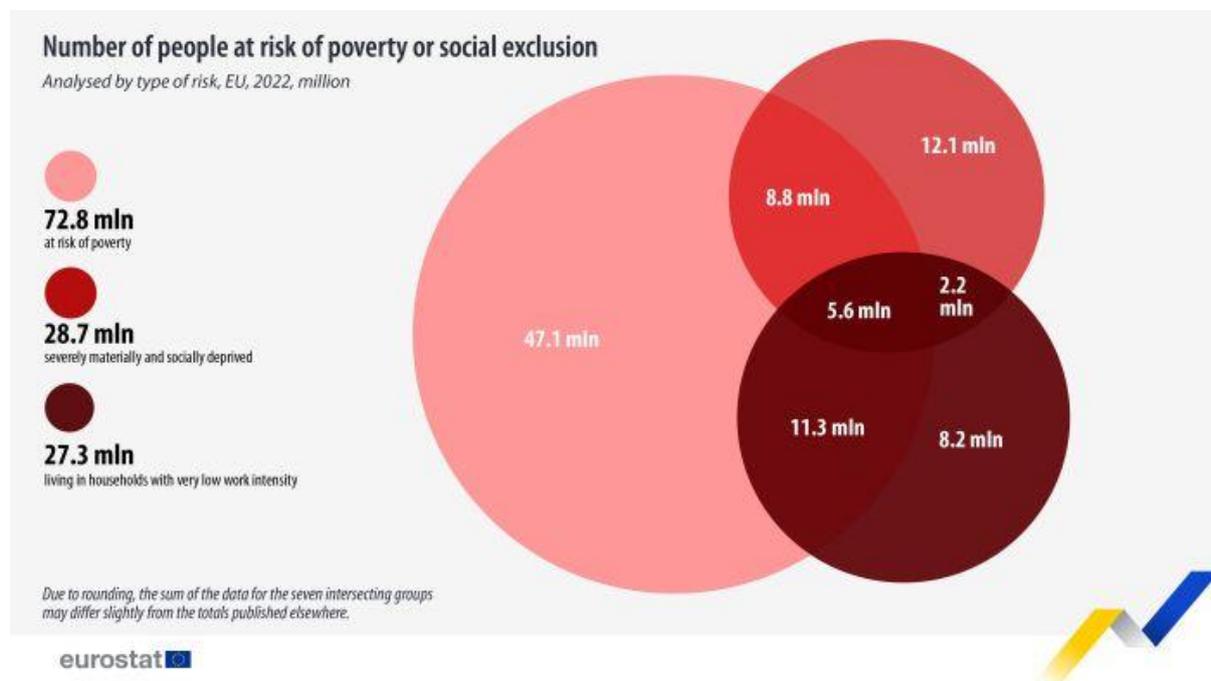


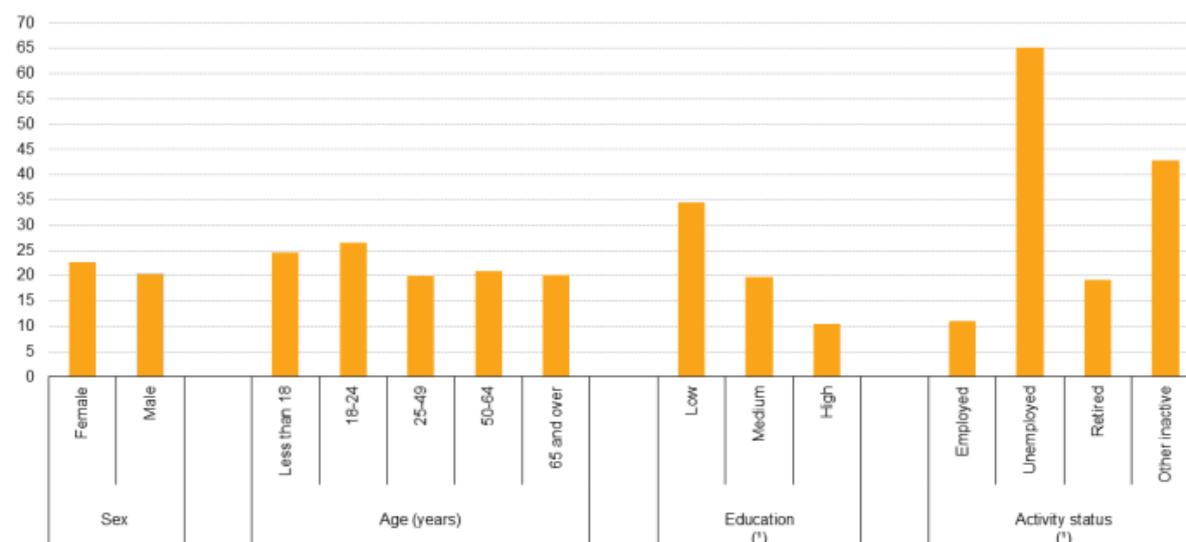
Figure 1: Number of people at risk of poverty or social exclusion, analysed by type of risk, EU, 2022 (million)
Source: Eurostat

The profile of people in the EU at risk of poverty or social exclusion

Women, young adults aged 18-24 years, people with a low level of educational attainment and unemployed persons were, on average, 6 _____ to be at risk of poverty or social exclusion in 2022 than other groups within the EU population (see Figure 2).

Share of people at risk of poverty or social exclusion, analysed by socio-economic characteristic, EU, 2022

(%)



(*) Population aged 18 years and over.

Source: Eurostat (online data codes: ilc_peps01n, ilc_peps02n, ilc_peps04)

eurostat

Figure 2: 7 _____ at risk of poverty or social exclusion, analysed by socio-economic characteristic, EU, 2022 (%)

Source: Eurostat

When analysed by sex, the risk of poverty or social exclusion in the EU was higher for women than it was 8 _____ (22.7 % compared with 20.4 %).

Young adults were more at risk of poverty or social exclusion than other age groups

Concerning 9 _____, the highest risk of poverty or social exclusion in the EU was recorded for young adults aged 18-24 years (26.5 %), while the 10 _____ was recorded for adults aged 25-49 years (19.9 %). Between these two age groups, the risk of poverty or social exclusion was 20.2 % for people aged 65 years and over and 21.0 % 11 _____ aged 50-64 years. The youngest age group, persons aged less than 18 years, also had a relatively high risk (24.7 %).

In addition to age, educational attainment had a considerable impact on the risk of poverty or social exclusion

At EU level, more than one-third (34.5 %) of all persons aged 18 years and over with a low level of 12 _____ (ISCED levels 0-2) were at risk of poverty or social exclusion, compared with 10.5 % of people in the same age group with a tertiary (high) level of educational attainment (ISCED levels 5-8). The corresponding percentage for people with a medium level of educational attainment (ISCED levels 3-4) was 19.8 %.

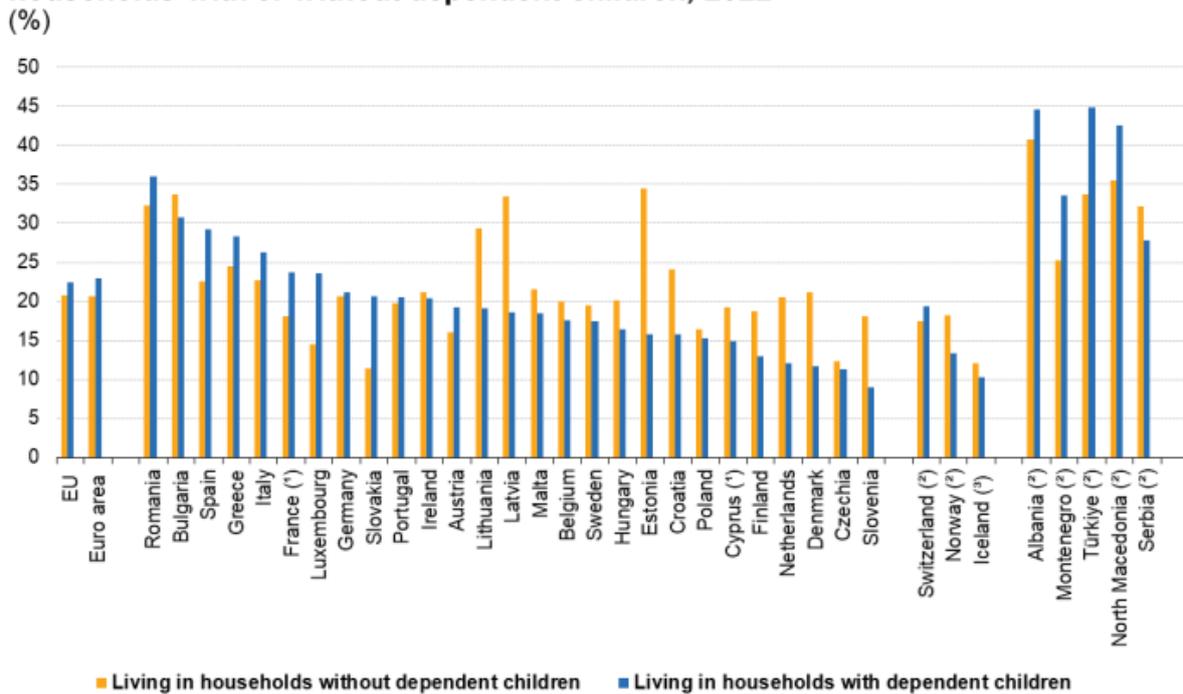
Unemployed people 13 _____ of poverty or social exclusion

In the EU, almost two-thirds (65.2 %) of the unemployed aged 18 years and over were at risk of poverty or social exclusion in 2022. 14 _____ (other than in retirement) faced the second-highest risk on the basis of an analysis by activity status, with 42.9 % at risk. For comparison, the share of people in retirement who were at risk of poverty or social exclusion was 19.1 % and the share of employed persons was 11.1 %.

In the EU as a whole, the risk of poverty or social exclusion for households with dependent children was a little higher than for those without

More than one-fifth (22.4 %) of people living in households with dependent children in the EU were at risk of poverty or social exclusion which was 15 _____ than the respective share among households without dependent children (20.8 %). Nevertheless, these rates varied 16 _____ across the EU Member States. For people living in households with 17 _____, the rate ranged from peaks of 36.0 % in Romania, 30.7 % in Bulgaria and 29.2 % in Spain down to 11.7 % in Denmark, 11.3 % in Czechia and 8.9 % in Slovenia (see Figure 3). For those in households without dependent children, the rates varied from 34.5 % in Estonia, 33.8 % in Bulgaria and 33.4 % in Latvia 18 _____ 14.5 % in Luxembourg, 12.3 % in Czechia and 11.4 % in Slovakia.

Share of people at risk of poverty or social exclusion for households with or without dependent children, 2022



Note: ranked on households with dependent children.

(*) Provisional.

(*) 2020.

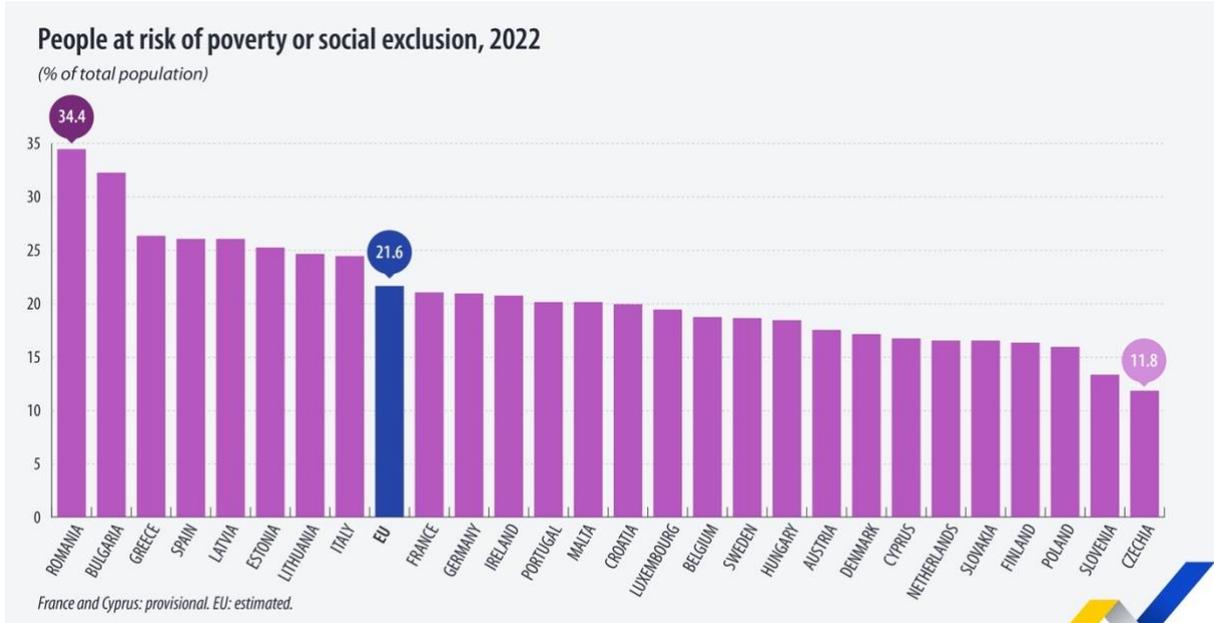
(*) 2018.

Source: Eurostat (online data code: ilc_peps03n)



Figure 3: Share of people at risk of poverty or social exclusion for households with or without dependent children, 2022 (%)

Source: Eurostat



➤ Match the types of graph:

Line graph

Bar chart

Table

Pie chart

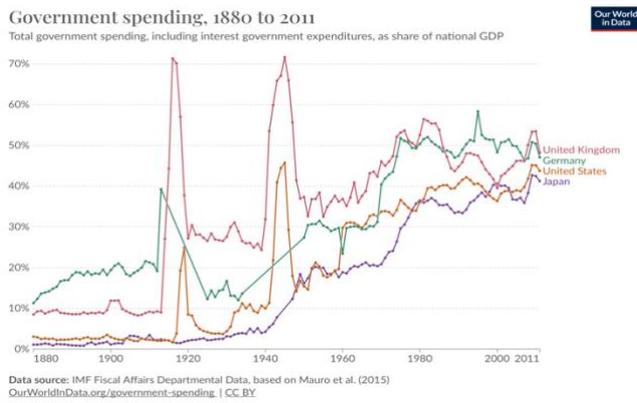
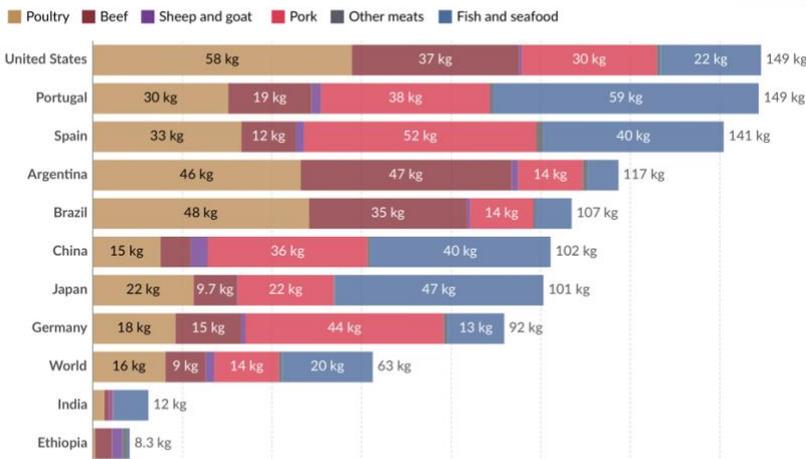


Fig. 1

Per capita meat consumption by type, 2020

Our World in Data

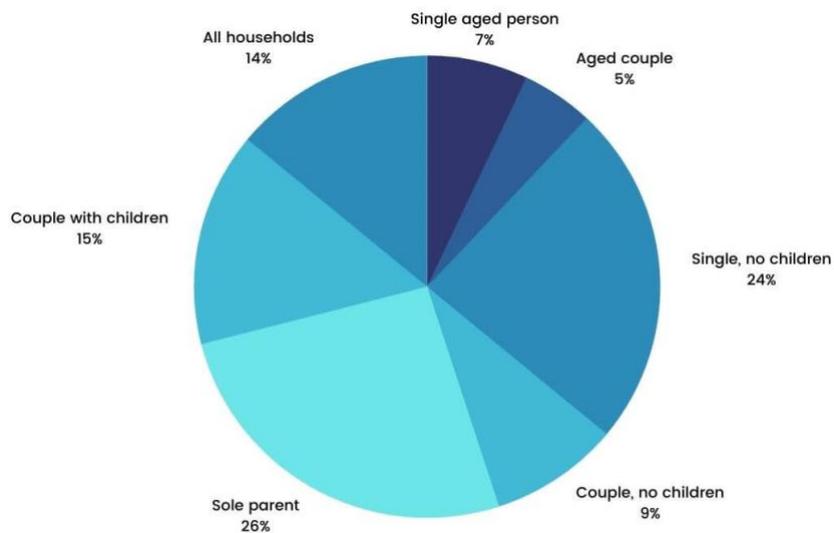


Data source: Food and Agriculture Organization of the United Nations OurWorldInData.org/meat-production | CC BY
 Note: Data refers to meat 'available for consumption'. Actual consumption may be lower after correction for food wastage.

Fig.2

	California	Utah	Florida
Aged under 18	17%	28%	16%
Aged over 60	13%	8%	23%
Average income per person (\$)	23,000	17,000	22,000
Population below poverty line	16%	9%	12%

Fig. 3 Age, average income per person and population below poverty line in three states in the USA.



Proportion of different categories of families living in poverty in UK

Fig. 4

Source: eltsMaterial.com

Language in graphs to describe changes 1:

Verbs and adverbs

➤ Put the verbs in the correct column of the table below.

decline	decrease	double	drop	fall
increase	jump	plummet	plunge	rise
go down	go up	grow	halve	improve
rocket	shoot up	soar	surge	

Increases	Decreases	Big increases	Big decreases

--	--	--	--

➤ Which of the adverbs in the box below mean ...

(A) ... a big change?		(E) ... a slow change?	
(B) ... a small change?		(F) ... a comment by the writer	
(C) ... a medium-size change?		(G) ... a consistent increase or decrease?	
(D) ... a fast change?			

considerably	dramatically	gradually	marginally
negligibly	rapidly	remarkably	sharply
significantly	slightly	steadily	strikingly

➤ The phrases in bold in these sentences all describe changes. Check their meaning in an online dictionary.

- Poverty rates **fluctuated** and then they **levelled off**.
- Poverty rates **reached a peak**.
- The figure **remained stable** in the first year.
- Poverty increased steadily **year on year**.
- Poverty rates **hit a trough**.
- Earnings **worsened** in the last three years.

Language to describe changes 2:

Adjectives and nouns

➤ **Complete the table with the noun forms of the verbs.**

Present simple verb	Noun	Present simple verb	Noun
rise	(1) a rise	fluctuate	(9)
fall	(2)	plunge	(10)
drop	(3)	decrease	(11)
decline	(4)	dip	(12)
soar	(5)	recover	(13)
plummet	(6)	jump	(14)
increase	(7)	surge	(15)
drop	(8)	grow	(16)

➤ **Write the adjective.**

(1) dramatically		(4) negligibly	
(2) steadily		(5) remarkably	
(3) considerably		(6) significantly	

➤ **Rewrite the sentences, changing to verb-adverb or adjective-noun.**

A. Poverty rates in Slovenia rose between 2020 and 2024.

There was in Slovenia between 2020 and 2024.

B. Gender gap related to poverty saw a significant fall.

.....

Gender gap in Slovenia

C. There was a steady growth in economic poverty in Spain between 2022 and 2023.

Economic poverty between 2022 and 2023.

Write some sentences about yourself and get a partner to rewrite them.

Example: The amount of chocolate I ate before the exam rose dramatically.

There was ...

Grammar and vocabulary

Prepositions

Read this paragraph and choose the correct prepositions.

As regards country X, poverty rates started 1 to / at 117 million in 2022 and remained stable 2 at / to this figure 3 during / until 2024. At this point, there was a sharp rise 4 to / at 120 million. Between 2019 and 2021, the figure went up 5 to / by around 300,000 people 6 to / from 120,000,000 people 7 at / to nearly 120,300,000. Finally, poverty rates grew gradually, and peaked 8 at / to 121,000,000 in 2023. If we look at poverty rates in Y country, they fluctuated 9 between / at 30 million and 35 million in the first five years, and then there was a sharp fall 10 to/at 20 million in 2023. Finally, the figure levelled off 11 to / at 19 million, and finished 12 to / at the same figure.

➤ **Work with a partner to complete these rules for using prepositions.**

- 1 With started and finished use AT
Example: Poverty rates started AT 120 million.
- 2 With increases and decreases, use
Example: There was a sharp rise 120 million.
- 3 With remained stable and levelled off, use
- 4 With peaked, use
- 5 To describe how much something increases or decreases, use
Example: The figure went up around 30 million people.
- 6 To describe the range of fluctuation, use
Example: Poverty rates fluctuated30 million and 35 million.

Comparative structures

➤ **Do the phrases below express a big or a small difference?**

- 1 A is/was **nowhere near as** expensive as B. **Big difference**
- 2 C was **not quite as** expensive as D.
- 3 E was **not nearly as** expensive as F.
- 4 G was **almost as** expensive as H.

Percentages

➤ **Match these percentages (a-g) to the fractions (1-7).**

(a) 50%	(b) 25%	(c) 75%	(d) 33.3%	(e) 40%	(f) 10%	(g) 66.6%
---------	---------	---------	-----------	---------	---------	-----------

(1) two-thirds		(5) three-quarters	
(2) half		(6) at/one third	
(3) a/one quarter		(7) a/one tenth	
(4) two-fifths			

➤ **Write a suitable percentage for each of these descriptions.**

- | | | |
|---|---|--------------|
| 1 | Just over three-quarters | <u>75.5%</u> |
| 2 | Nearly a third of the respondents said ... | |
| 3 | Just under a quarter of the women interviewed said... | |
| 4 | Around a third of all the poor people ... | |
| 5 | Almost half of students | |
| 6 | Approximately two-thirds of professors said... | |

Writing – graph descriptions

Parts of a graph description (approx. 150 words):

Introduction: Introducing the topic of the graph and overview of the main ideas in the graph

Body Paragraph(s) : Description of the most important changes and numbers using adverbs, adjectives with verbs and nouns to describe changes

Writing an overview

An overview is a broad summary or outline of the topic and main trend presented in the graph. It provides a general understanding or introduction to the main points presented in the graph without going into exhaustive detail. An overview provides context to the reader before delving into more specific details in the body paragraph.

➤ **Study the graph below and answer the questions:**

- 1 What is the main topic of the graph?
- 2 Paraphrase the title.
- 3 What are the general trends for all the 11 countries over the whole period?
- 4 Which numbers will you choose to include them as details in paragraphs 3 and 4?
- 5 What grammatical structures and vocabulary will you need to use?

➤ **Are these sentences about the graph true (T) or false (F)?**

1 **There was an upward trend** in public social spending of Italy in 1900.

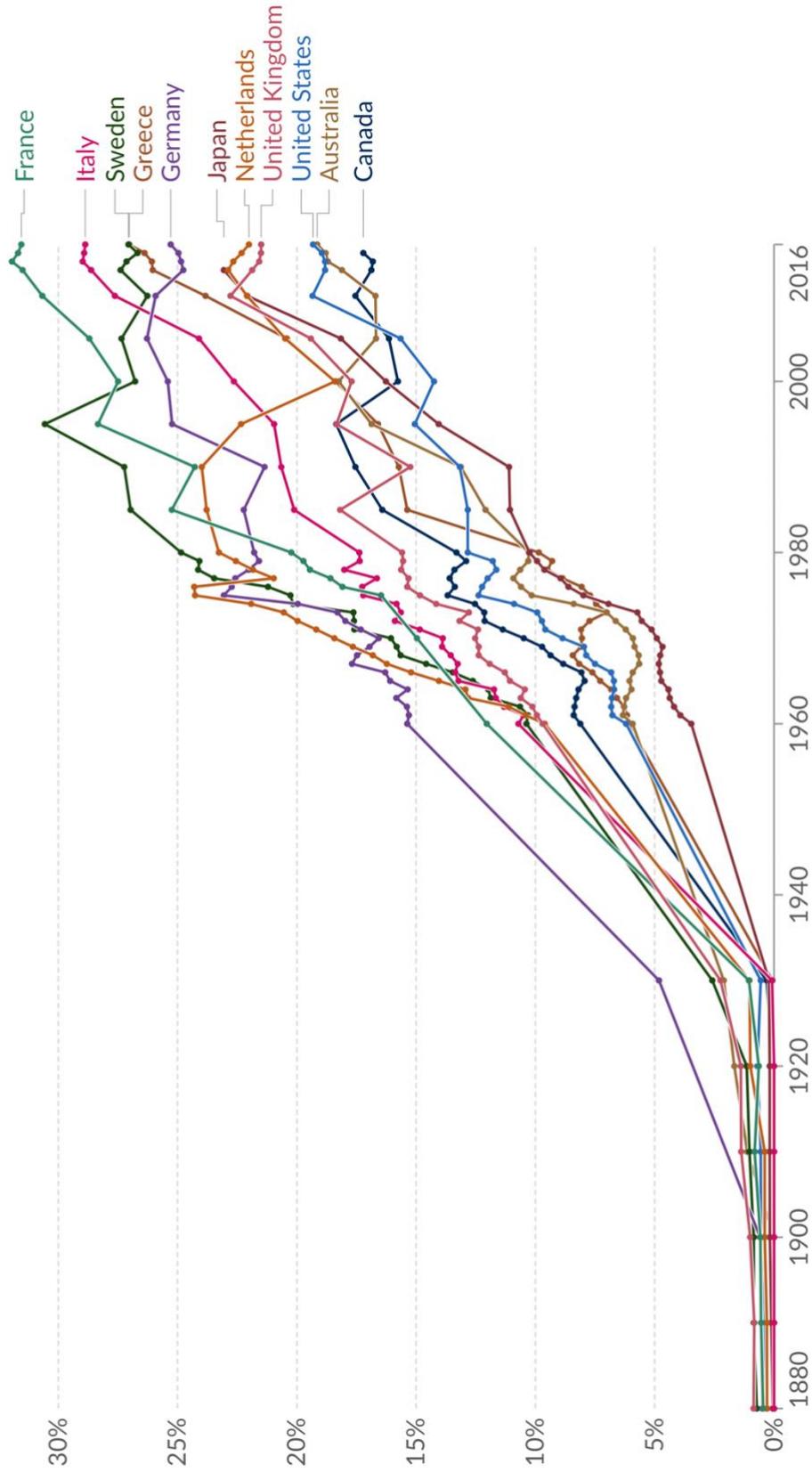
2 The public spending of Australia on health, old age, incapacity-related benefits, family, active labour market programmes, unemployment and housing **fluctuated significantly** between 1960 and 2016.

3 Public social spending of France **saw a considerable increase** over the period in question.

Public social spending as a share of GDP, 1880 to 2016

Our World in Data

Social spending includes, among others, the following areas: health, old age, incapacity-related benefits, family, active labor market programmes, unemployment, and housing.



Data source: Our World in Data based on OECD and Lindert (2004)

OurWorldInData.org/government-spending | CC BY

Writing the introduction

The graph shows information about **what percentage of the GDP was spent on public social spending from 1880 to 2016 in 11 countries. Overall, what stands out from the graph is that all countries increased their social spending during this period.**

Depending on the question, you might also use:

The graph shows information about how many.....

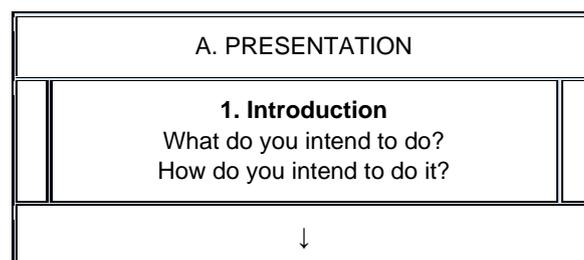
The graph shows information about how much.....

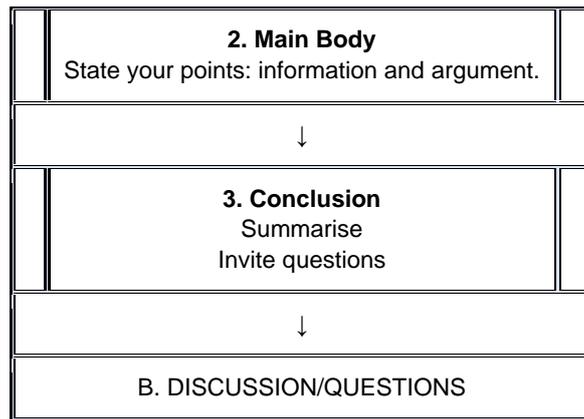
- **Write the introduction for Figures 1,2,3 and 4 above.**

- **Write a whole graph description of one of the graphs.**

Giving short group presentations

Academic seminars and presentations often take the following form:





- Get into groups of 3 students, and each read and take notes of one of the three articles on poverty and social exclusion available at the links below. Using the above structure and below expressions prepare a 2 min presentation for your peers. At the end, engage in a group discussion.

Article 1

[What does toilet paper teach us about poverty](#)

Article 2

[Poverty report 2023 for London](#)

Article 3

[Slovenia is showing Europe how to tackle child poverty](#)

Phrases you can use when giving a presentation.

INTRODUCTION	
To state what you will do	To state how you will do it
What I intend to do is to explain ...	I'm going to deal with three aspects of the subject.
What I'd like to do is to discuss ...	I'm going to divide my presentation into three sections.
In my talk today, ...	I've divided my presentation into three sections.
My topic today is ...	I thought it would be useful to divide my talk into three sections.
Today, I'm going to talk about ...	This subject can be looked at under the following headings:
I'm going to talk to you about ...	I'll take about ... minutes.
INTRODUCTION	
To state what you will do	To state how you will do it
My colleagues and I are going to give a short presentation on ...	The talk should last about ... minutes.
Today I want to consider ...	I'll be happy to answer questions at the end.

In this talk, I would like to concentrate on ...	If you have any questions, I'll try to answer them afterwards.
The subject of this talk is ...	If you have any questions, please feel free to interrupt.
The purpose of this talk is to ...	
This talk is designed to ...	

BODY	
Sequencing/Putting points in order	Giving examples
Firstly	For example, ...
To start with,	For instance, ...
First of all,	And as proof of that, ...
Secondly	Remember ...
Next	You only have to think of ...
Then	
Thirdly	
Lastly	
Finally	
Emphasising	Referring back to what you have said
Furthermore ...	As I said at the beginning, ...
What's more, ...	In the first part of my talk, I said ...
This supports my argument that ...	As I mentioned earlier, ...
It follows, therefore, that ...	I told you a few minutes ago that ...
Putting it in other words	Moving on
In other words, ...	I'd like now to move on to ...
That is to say, ...	Turning now to ...
To put it another way, ...	Moving on now to ...
The point I'm making is ...	Having looked at ..., I'd now like to consider ...

What I'm suggesting is ...	Now, let's turn to ...
Let me put it another way.	I now want to turn to ...
	The next point is ...
Using visuals	Another interesting point is ...
On this graph, ...	The next aspect I'd like to consider is ...
Take a look at this.	I'd now like to turn to ...
Let's have a look at this.	
I'd like you to look at this.	
I'd like to draw your attention to ...	
Here we can see ...	
The ... represents ...	
The graph illustrates ...	
As you can see, ...	
If you look closely, you'll see ...	

CONCLUSION	
Concluding	Inviting questions
So ...	That covers the main points. If you have any comments or questions, I'll be happy to hear them.
We've seen that ...	So that explains my main point. Does anyone have any comments or questions?
First we looked at ... and we saw that ...	I'd be glad to try and answer any questions.
Then we considered ... and I argued ...	Inviting questions
In short ...	
In brief, we have looked at ...	
To sum up ...	
In conclusion, I'd like to emphasise that ...	
I think that covers most of the points.	
That completes my presentation.	
Thank you for your attention.	

- Listen to the [talk by Hans Rosling](#) and take notes. Then, looking at your notes, summarise the talk to your partner in turns.

Designing Power Point presentation slides

GUIDELINES ON WRITING SLIDES IN POWERPOINT

The rule of 4 by 5 = four bullet points of five words each.

The rule of 33 = a **maximum** of **33 words** per slide.

The 10/20/30 rule = you should use about ten slides for a twenty-minute presentation, each slide should utilize thirty-point font. In other words, **each slide** should be about **two minutes** in length.

Some more guidelines on how to write good Power Point slides - checklist

- Keep It Simple: Use clear and concise text, limiting each slide to one main idea or point to avoid clutter and make the content easy to follow.
 - Use Visuals Wisely: Incorporate high-quality images, charts, and graphics to illustrate your points and make the presentation more engaging, but ensure they are relevant and not overwhelming.
 - Consistent Design: Maintain a consistent design throughout the presentation with a uniform color scheme, font style, and layout to create a professional and cohesive look.
 - Limit Text and Bullet Points: Use short sentences or bullet points instead of long paragraphs, and aim for no more than six lines of text per slide to keep the audience's attention.
 - Practice Good Contrast: Ensure there is high contrast between text and background colors to enhance readability, and avoid using distracting backgrounds or overly bright colors.
- **Do the following academic vocabulary tasks:**
- McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do "Unit 7 Key quantifying expressions".
 - McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do "Unit 27 Graphs and diagrams".

UNIT 5 Globalisation

Reading	What is globalisation? Types of abstract
Writing	Writing an essay
Listening and Speaking	What is globalisation? Globalisation is fracturing. So what comes next? The Myth of Globalisation
Grammar and Vocabulary	Key vocabulary to discuss globalisation Academic vocabulary: Key verbs

- **What is globalisation? Brainstorm.**

- [Listen to this definition of globalisation](#) and write down the key words. What is globalisation?
Key words:

Definition:

- **Listen again and put in the missing words and phrases.**

As technology and transportation have _____(1), business has also become increasingly _____(2). Globalisation is defined as the increase in the _____(3), services, capital, people and _____(4) across international boundaries. It's had numerous effects, both positive and negative on business and _____(5). One benefit of globalisation is widespread economic growth due to greater access to labour, jobs and _____(6). Another is increased _____(7). For a globalised economy to exist, _____(8) must be willing to put the differences aside and work together. Because of this, globalisation has been linked to _____(9) international conflict. Globalisation also comes with downsides, one of which is _____(10). The increased transportation of goods causes greenhouse gas emissions and other pollutants, and _____(11) development has led to deforestation and loss of biodiversity worldwide. The good news is that business professionals willing to confront and prepare for globalisation's opportunities and risks have the potential to benefit immensely, making a positive impact in the process.

- **The speaker says: "Because of this, globalisation has been linked to reduced international conflict." Is this still true in today's world? Can you think why the benefits of globalisation might be questioned today?**

- **[Listen](#) and check your answers.**

- **Here are some of the key words used to define globalisation. Check their meaning and put them in the gaps below.**

Interconnectedness

Interdependence

Trade Liberalization

Multinational Corporations (MNCs)

Cultural Exchange

Economic Integration

Free Market

Technological Advancements

Information Technology (IT)

Communication Networks

Global Marketplace

Outsourcing

Labor Migration

Supply Chains

Foreign Direct Investment (FDI)

International Trade Agreements
World Trade Organization (WTO)
Global Financial Markets
Income Inequality
Cultural Homogenization
Cultural Diversity
Global Citizenship
Environmental Sustainability
Global Health
Political Cooperation
International Organizations
Human Rights
Economic Growth
Global Economic Crises
Social Impact
Migration Patterns
Global Governance
Sustainable Development
Tariffs and Barriers
Global Supply and Demand
Regionalism
National Sovereignty
Global Village
Capital Flows
Income Disparities

➤ **Fill the blanks with the appropriate term from the list:**

1. The _____ of economies around the world has increased with the advent of advanced _____ and efficient _____.
2. _____ play a significant role in shaping the global marketplace, influencing trade, investment, and economic development across borders.
3. _____, marked by reduced tariffs and barriers, has been a key driver of the flow of goods and services in the global economy, fostering _____.
4. The rapid pace of _____ has greatly contributed to the _____ of cultures and ideas across different regions.
5. In the context of globalization, the concept of a _____ emphasizes the idea that individuals and nations are interconnected and interdependent in various aspects.
6. The principles of a _____ promote open competition and the unhindered movement of goods and services, fostering economic growth in a globalized environment.
7. The influence of _____ on international trade and business has grown significantly, with these entities often operating across multiple countries.
8. _____ and efficient _____ have facilitated the rapid exchange of information, contributing to the interconnectedness of the global economy.
9. The increased _____ among nations has led to greater collaboration in addressing global challenges and fostering international understanding.
10. _____ and advancements in _____ have played a crucial role in shaping the global landscape and driving economic and social changes.
11. The _____ is characterized by the exchange of goods and services on a worldwide scale, fostering economic interactions among nations.

12. Many companies engage in _____ to reduce production costs by contracting tasks to external entities in different countries.

13. _____ refers to the movement of workers across borders in search of employment opportunities, often driven by economic factors.

14. _____ involve the complex network of activities and processes required to produce and deliver goods and services to consumers.

15. Countries often seek _____ as a means to attract foreign capital and stimulate economic development.

16. _____ such as NAFTA and the European Union promote trade and economic cooperation among participating nations.

17. The _____ is an international organization that aims to regulate and facilitate trade between countries, ensuring fair practices.

18. _____ are interconnected systems that facilitate the exchange of currencies, securities, and financial instruments on a global scale.

19. _____ is a persistent concern in the globalized world, with disparities in income distribution raising social and economic issues.

20. The process of _____ raises concerns about the potential loss of unique cultural elements as global influences become more dominant.

21. _____ emphasizes the coexistence of different cultural traditions and practices within a society or community.

22. As responsible individuals, it's important to promote the concept of _____, recognizing our interconnectedness with the global community.

23. _____ focuses on practices that maintain the health and diversity of the environment for present and future generations.

24. _____ concerns the overall well-being of people around the world and addresses health issues that transcend national boundaries.

25. _____ involves nations working together to achieve common goals and address global challenges through diplomatic means.

26. _____ like the United Nations play a crucial role in fostering international cooperation and addressing global issues.

27. _____ are fundamental rights and freedoms that every person is entitled to, regardless of nationality or background.

28. _____ is the increase in the value of goods and services produced by an economy over time.

29. _____ are periods of severe economic downturn affecting multiple countries and often requiring international cooperation to resolve.

30. The _____ of economic policies can have far-reaching consequences on societies and individuals.

31. _____ refer to the patterns and trends in the movement of people from one region or country to another.

32. _____ involves the coordination of policies and actions on a global scale to address common challenges.

33. _____ aims to meet the needs of the present without compromising the ability of future generations to meet their own needs.

34. _____ are taxes or restrictions on imports and exports, influencing international trade.

35. _____ is the interaction between the global supply of goods and services and the demand for them.

36. _____ involves a focus on cooperation and integration within a specific geographical region.

37. _____ is the principle that nations have the right to govern themselves without external interference.

38. The concept of the _____ reflects the idea that the world has become closely connected, especially through advancements in communication.

39. _____ involve the movement of money between countries for investment, trade, or other financial activities.

40. _____ highlight the disparities in income distribution within and between nations.

➤ **Using some of the terms above, try to write a definition of globalisation in pairs.**

E.g. Globalization is a phenomenon characterized by an increasing **interconnectedness** and **interdependence** of economies, cultures, societies, and political systems worldwide. It is a process that involves a flow of goods, services, information, ideas, and people across national borders, creating a highly integrated and dynamic **global marketplace**.

- **Here is another, more extensive definition of globalisation. Read it and answer the questions below:**

Globalization is integration of the world's economies, politics, and cultures. German-born American economist Theodore Levitt has been credited with having coined the term *globalization* in a 1983 article titled "The Globalization of Markets." The phenomenon is widely considered to have begun in the 19th century following the advent of the Industrial Revolution, but some scholars date it more specifically to about 1870, when exports became a much more significant share of some countries' gross domestic product (GDP). Its continued escalation is largely attributable to the development of new technologies—particularly in the fields of communication and transportation—and to the adoption of liberal trade policies by countries around the world.

Social scientists have identified the central aspects of globalization as interconnection, intensification, time-space distanciation (conditions that allow time and space to be organized in a manner that connects presence and absence), supraterritoriality, time-space compression, action at a distance, and accelerating interdependence. Modern analysts also conceive of globalization as a long-term process of deterritorialization—that is, of social activities (economic, political, and cultural) occurring without regard for geographic location. Thus, globalization can be defined as the stretching of economic, political, and social relationships in space and time. A manufacturer assembling a product for a distant market, a country submitting to international law, and a language adopting a foreign loanword are all examples of globalization.

Of course history is filled with such occurrences: Chinese artisans once wove silk bound for the Roman Empire; kingdoms in western Europe honoured dictates of the Roman Catholic Church; and English adopted many Norman French words in the centuries after the Battle of Hastings. These interactions and others laid the groundwork for globalization and are now recognized by historians and economists as important predecessors of the modern phenomenon. Analysts have labeled the 15th to 18th century as a period of "proto-globalization," when European explorers established maritime trade routes across the Atlantic and Pacific oceans and encountered new lands. Integration prior to this time has been characterized as "archaic globalization."

What distinguishes the process of modern globalization from those forms of global integration that preceded it are its pace and extent. According to some academics, three distinct eras of modern globalization can be identified, each of them marked by points of sudden acceleration in international interaction. Under this scheme, the "first globalization" era refers to the period between approximately 1870 and 1914, during which new transportation and communication technology decreased or eliminated many of the drawbacks to distance. The "second globalization" era is said to have lasted from roughly 1944 to 1971, a period in which an international monetary system based on the value of the U.S. dollar facilitated a new level of trade between capitalist countries. And the "third globalization" era is thought to have begun with the revolutions of 1989–90, which opened the communist Eastern bloc to the flow of capital and coincided with the creation of the World Wide Web. Some scholars argue that a new period of globalization, the "fourth globalization," is underway, but there is little consensus on when this era began or whether it is truly distinct enough to merit its own designation.

New levels of interconnectedness fostered by globalization are credited for numerous benefits to humanity. The spread of industrial technology and the resulting increase in productivity have contributed to a reduction in the percentage of the world's population living in poverty. The sharing of medical knowledge has dramatically decreased the incidence of once-feared diseases and even eliminated smallpox. And economic interdependence among countries discourages war between them.

However, the implementation of globalization has been much criticized, leading to the development of the anti-globalization movement. Opponents of globalization—or at least, globalization in its present form (see neoliberal globalization)—represent a variety of interests on both the political left and right. Labour unions disdain multinational companies' ability to move their operations to countries with cheaper labour; Indigenous peoples rue the difficulty of maintaining their traditions; and leftists object to the neoliberal character of the new world economy, arguing that the capitalist logic on which they contend globalization is based leads to asymmetrical power relations (both internationally and domestically) and transforms every aspect of life into a commodity. Right-wing critics of globalization believe that it threatens both national economies and national identity. They advocate national control of a country's economy and rigidly restricted immigration.

Globalization has also produced effects that are more universally worrisome. Expanded transportation networks facilitate not only increased trade but also the spread of diseases. Undesirable trade, such as human trafficking and poaching, has flourished alongside legitimate commerce. Moreover, the pollution generated by the world's modernization has resulted in global warming and climate change, threatening Earth's very habitability.

Whether globalization will adapt to these problems remains to be seen, but it is already changing again. For example, globalization began in the 19th century with an explosion in exports, but, even before the COVID-19 pandemic that swept through the world in 2020 resulted in global lockdowns, trade as a share of many countries' GDP had fallen. It can be argued that the global supply chains today rely more on knowledge than on labour. And services now constitute a larger share of the global economy than goods. A "fourth globalization" might indeed be here—or at least on the way.

Source: OpenAI ChatGPT, 2024, 29 August.

➤ **Answer the questions below.**

1 Find the following phrases in the text above and explain them:

distanciation

supraterritoriality

time-space compression

action at a distance

acceleration of interdependence

detrterritorialization

2 What is meant by "stretching of economic, political and social relationships in space and time"?

3 List some predecessors of modern globalisation.

4 What is "proto-globalisation"?

5 How does modern globalisation differ from the “first globalisation”?

6 List the eras of globalisation.

7 What are some of the benefits of globalisation?

8 What are some of the negative consequences of globalisation according to its opponents?

Listening

- Listen to the lecture on the myth of globalisation given by Peter Alford, take notes and answer the questions below.

The Myth of Globalisation

- How does the lecturer refer to himself?
- What does he say about New York?
- What is the speaker’s attitude towards the incident with the taxi driver in New York?
- Why did the speaker think that saying yes meant that they agreed to everything he was saying?
- What did the speaker learn throughout the years about ...
 - directness?
 - anger?
 - time?
 - lunches and negotiations?
 - silence?
- What does the speaker believe about the global village?
- What is the speaker’s attitude towards English being considered as the lingua franca of the world?
- What does the speaker mean when he says: “My context, your context, their context.”?

Group Work

- Discuss the following questions in groups. They are designed to encourage you to think critically and analyse the complexities of globalisation.

1. How has globalization impacted your community or region? Are there specific examples of changes in culture, economy, or social dynamics?

2. In what ways does globalization contribute to the interconnectedness of economies around the world? Can you identify both positive and negative consequences of this interdependence?

3. How does globalization influence the job market? Are there industries that have flourished or declined due to increased global connectivity?

4. Discuss the role of technology in globalization. How has the internet, social media, and communication technologies affected the way people and businesses interact globally?

5. What are the environmental consequences of globalization? Are there specific examples of how increased international trade and production have impacted the environment, both positively and negatively?

6. How does globalization affect cultural diversity? Are there concerns about the homogenization of cultures or the loss of traditional practices in the face of global influences?

7. Explore the concept of "global citizenship." How can individuals be responsible global citizens, and what role does globalization play in shaping this idea?

8. Consider the impact of globalization on income inequality. Are there patterns or trends that indicate a widening or narrowing wealth gap on a global scale?

9. Discuss the role of multinational corporations in globalization. How do these entities influence economies, politics, and societies across borders?

10. What are the challenges and opportunities for developing countries in the era of globalization? How can policies and international cooperation address disparities and promote sustainable development?

11. Explore the relationship between globalization and cultural diffusion. How do ideas, values, and cultural practices spread across borders, and what are the implications for societies?

12. Reflect on the current state of global health and the role of globalization in addressing or exacerbating health challenges, especially in light of recent global events.

Academic Articles

What is an Abstract?

An abstract is a brief summary of a research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose. When used, an abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper. Abstracting and indexing services for various academic disciplines are aimed at compiling a body of literature for that particular subject.

Source: [https://en.wikipedia.org/wiki/Abstract_\(summary\)](https://en.wikipedia.org/wiki/Abstract_(summary))

Licensed: [Creative Commons Attribution-ShareAlike License](https://creativecommons.org/licenses/by-sa/4.0/);

Generic Abstract Structures

Below are the three most common types of abstracts:

DESCRIPTIVE (also known as LIMITED or INDICATIVE abstracts)	INFORMATIVE (also known as COMPLETE abstracts)	STRUCTURED (Essentially INFORMATIVE ABSTRACTS divided into a SERIES (e.g., of HEADINGS objective, Method, Results, Conclusion) as illustrated below:
<p>Includes key words</p> <p>lists the topics</p> <p>may include purpose, methods and scope</p> <p>does not include results, conclusion and recommendation.</p>	<p>Includes purpose, methods, scope, but also <u>results, conclusions and recommendations.</u> Research abstracts normally follow the IMRAD structure.</p> <p>I Introduction (Background of the subject/research/study; the importance and purpose of the study - answers the WHY question)</p> <p>M Methods (HOW? Designs/Approaches undertaken to conduct the research such as quantitative, qualitative approach; experimental research, case</p>	<p>Background</p> <p>Aim/Objective/Purpose</p> <p>Method</p> <p>Results</p> <p>Conclusions</p> <p>Recommendations</p>

	studies, questionnaires etc.) R Research (Findings, Evaluation) A and D Discussion (Conclusion, Limitation and Recommendation)	
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Find the following article by *Anderson, Edward; Obeng, Samuel* in DiKul: “Globalisation and government spending: Evidence for the ‘hyper-globalisation’ of the 1990s and 2000s” (*World economy*, 20/May , Year: 44, Number: 5. Then,

- **Read the abstract and say what type it is. Analyse its features.**

- **Read the abstract in the article “The Backlash Against Globalisation” by Stefanie Walter (published in the Annual Review of Political Science, 2021) and decide what type it is. Analyse the features.**

- **Read the whole article and answer the questions.**

- 1 What evidence is given in the text that the backlash against political, economic, and social and cultural globalisation has been rising in recent years?
- 2 How is globalisation backlash defined?
- 3 Why does the article study what a less globalised world would be like?
- 4 What are the sections of the article as outlined in the Introduction?
- 5 How does the author use the term globalisation backlash?
- 6 Why is considering different dimensions of globalisation important? Give an example.
- 7 What is the main point depicted in Figure 1?
- 8 What do Figures 2a and 2b show?
- 9 What is the result of the globalisation sceptics becoming more visible and politically consequential?
- 10 In which countries has an increase in negative statements about globalisation been the biggest?
- 11 What are some of the examples of policy backlash?
- 12 What are some of the causes of the backlash against globalisation as given in the text?
- 13 Which countries, in general, face more successful radical right-wing parties?

14 In the UK, which communities typically voted for Brexit?

15 Explain this sentence on p. 429 “Despite this strong evidence that globalization-related regional developments are associated with backlashes against globalization, it remains contested whether globalization itself remains the main driver of the globalization backlash.”

16 List the names of the authors of some of the studies that document that individuals who are more exposed to objective globalization risks are more supportive of protectionist and anti-immigrant policies?

17 What type of voter is more likely to vote for nationalist and isolationist parties?

18 What are noneconomic factors?

19 What evidence in the text suggests that progressive voters can also oppose globalisation?

20 List some civil society movements with progressive values?

21 What are the two politicians mentioned that oppose nationalist ideas and policies?

22 What are the three arguments mentioned in the conclusion?

23 What are some of the recommendations for future research?

➤ **Do the following academic vocabulary tasks:**

- McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do “Unit 14 Verbs and prepositions”.
- McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do “Unit 15 Nouns and prepositions”.
- McCarthy M., O'Dell, F. *Academic Vocabulary in Use*, Cambridge University Press, 2015. Do “Unit 16 Fixed expressions”.

Writing a Research Essay

➤ **Discuss the following questions in groups.**

- How does academic writing differ from writing such as personal, literary, journalistic or business writing?
- What should the writer consider when they write?
- What do you understand under audience, tone of writing, and purpose of writing?
- How would you go about writing a research essay? How do you think a research essay is different from essays you used to write in high school?

In order to write a good research essay you should follow these steps:

1. 1 Understand the assignment
2. 2 Choose your topic
3. 3 Gather preliminary research
4. 4 Write a thesis statement
5. 5 Determine supporting evidence
6. 6 Write a research paper outline
7. 7 Write the first draft
8. 8 Cite your sources correctly

Expository Essay

It's an essay that explains a writer's ideas by defining, explaining, informing, or elaborating on points to allow the reader to clearly understand the concept.

In an academic setting, students often need to write expository essays because they allow the writer the opportunity to explain their ideas about a topic and to provide clarity for the reader by using:

- Facts
- Explanations
- Details
- Definitions

It may also include the writer outlining steps of a procedure in a way that is straightforward for the reader to follow. It is purely informative and often contains elements of summary.

The structure of an expository essay

Your essay could be divided into sections (with possibly more than one paragraph per section)

Sections of an expository essay

An expository essay, regardless of its purpose, should have at least five sections, which are:

- Introduction
- First body section/paragraph
- Second body section/paragraph
- Third body section/paragraph
- Conclusion

- **Read the text below to find out about the structure of an essay, then write a summary of the most important points.**

The introduction should state the topic of your paper: your thesis statement as well as brief signposts of what information the rest of the paper will include. That is, you only want to mention the content of the body paragraphs; you do not want to go in a lot of detail and repeat what will be said in the rest of the essay.

The first body section or paragraph should focus on one of your main points and provide evidence to support that point. There should be two to three supporting points: reasons, facts, statistics, quotations, examples, or a mix of these. Both the second and third body sections should follow the same pattern. Providing three body sections with one point each that supports the thesis should provide the reader with enough detail to be convinced of your argument or fully understand the concept you are explaining. However, remember that some sections will require more explanation, and you may need to separate this information into multiple paragraphs.

You can order your sections in the most logical way to explain your ideas. For example, if you are describing a process, you may use chronological order to show the definite time order in which the steps need to happen.

The concluding paragraph, or conclusion, can be a little tricky to compose because you need to make sure you give a concise summary of the body paragraphs, but you must be careful not to simply repeat what you have already written. Look back at the main idea of each section/paragraph, and try to summarise the point using words different from those you have already used. Do not include any new points in your concluding paragraph.

Summary:

Stage 1 Pre-writing: Deciding on the topic and the title

Step 1 Choose a broad general topic

Example: Globalisation

Step 2 Narrow the topic down to arrive at a more specific topic

Example: Benefits of globalisation

Step 3 Narrow the topic further

NOTE: Narrowing the focus means breaking up the topic into subtopics, or more specific points. Generating a lot of subtopics helps in selecting the ones that fit the assignment and appeal to the writer and the audience.

Example: Benefits of globalisation for the Western world

Step 4 Narrow the topic further to a very specific topic

Example: Benefits of globalisation for European countries

➤ In a small group, narrow each of the following broad topics to arrive at an essay title.

Culture	War
Migrations	Peace
The Media	Social Class

Stage 2 The Writing Process: Planning (Outlining)

An outline is a formal plan for an essay. In an outline you write down the primary points (main) and secondary (sub-points) in the order in which you plan to write about them in the essay. An outline may help you organise your ideas, write more quickly and improve your grammar. The following is an example of an outline for an essay titled *'The advantages and disadvantages of students living and studying in a foreign country'*.

Paragraph 1: Introduction including why more students study abroad

Paragraph 2: Advantages

- Access to knowledge and facilities
 - (e.g. (1) laboratories, libraries)
 - (2) wider range of courses – one which fits exact requirements

Paragraph 3: Disadvantages

- Personal – (3) have to leave their families and friends
- (4) – studying abroad is generally more expensive
- Professional – study in a foreign language – (5) may limit their performance

Paragraph 4: Conclusion

An outline may also contain the thesis statement.

Thesis statement

A thesis is one sentence long and appears toward the end of your introduction. It is specific and focuses on one to three points of a single idea—points that are able to be demonstrated in the body. It forecasts the content of the essay and suggests how you will organize your information. Remember that a thesis statement does not summarise an issue but rather dissects it.

A strong thesis statement contains the following qualities:

Specificity: A thesis statement must concentrate on a specific area of a general topic. As you may recall, the creation of a thesis statement begins when you choose a broad subject and then narrow down its parts until you pinpoint a specific aspect of that topic. For example, health care is a broad topic, but a proper thesis statement would focus on a specific area of that topic, such as options for individuals without health care coverage.

Precision: A strong thesis statement must be precise enough to allow for a coherent argument and to remain focused on the topic. If the specific topic is options for individuals without health care coverage, then your precise thesis statement must make an exact claim about it, such as that limited options exist for those who are uninsured by their employers. You must further pinpoint what you are going to discuss regarding these limited effects, such as whom they affect and what the cause is.

Arguability: A thesis statement must present a relevant and specific argument. A factual statement often is not considered arguable. Be sure your thesis statement contains a point of view that can be supported with evidence.

Demonstrability: For any claim you make in your thesis, you must be able to provide reasons and examples for your opinion. You can rely on personal observations in order to do this, or you can consult outside sources to demonstrate that what you assert is valid. A worthy argument is backed by examples and details.

Forcefulness/Assertiveness: A thesis statement that is forceful shows readers that you are, in fact, making an argument. The tone is assertive and takes a stance that others might oppose.

Confidence: In addition to using force in your thesis statement, you must also use confidence in your claim. Phrases such as I feel or I believe actually weaken the readers' sense of your confidence because these phrases imply that you are the only person who feels the way you do. In other words, your stance has insufficient backing. Taking an authoritative stance on the matter persuades your readers to have faith in your argument and open their minds to what you have to say.

➤ Read the paragraph on the benefits of globalisation below.

1 How many benefits are given?

2 What linking devices are used to introduce these benefits?

3 Translate the paragraph into Slovene.

Globalization yields numerous benefits that span economic, social, and cultural domains. Firstly, it fosters economic growth by promoting international trade, investment, and specialization, allowing countries to leverage their comparative advantages for increased productivity and efficiency. Secondly, globalization facilitates technological advancements and innovation through the dissemination of knowledge and expertise across borders, driving progress and improving living standards worldwide. Additionally, it encourages cultural exchange and diversity,

enabling individuals to access a plethora of ideas, perspectives, and experiences from around the globe, fostering cross-cultural understanding and appreciation. Furthermore, globalization enhances access to a wide range of goods and services, offering consumers greater choice, affordability, and quality. Lastly, it promotes global cooperation and interdependence, encouraging nations to collaborate on shared challenges such as climate change, poverty alleviation, and public health, thereby fostering peace, stability, and sustainable development on a global scale.

Source: OpenAI Chat GPT, 2024, 30 August.

- **Below is a paragraph on the benefits of globalisation for European countries in Slovene.**

Translate the paragraph into English.

Globalizacija je prinesla številne koristi evropskim državam, prispevala k njihovi gospodarski rasti, inovacijam in kulturni izmenjavi. Prva korist je, da je globalizacija povečala trgovinske in investicijske priložnosti znotraj Evropske unije, kar je povečalo dostopa do trgov in do ekonomske integracije. To je privedlo do višjih ravni produktivnosti, ustvarjanja delovnih mest in konkurenčnosti, kar je okrepilo gospodarsko odpornost in dinamiko regije. Poleg tega je globalizacija spodbudila tehnološki napredek in deljenje znanja preko evropskih meja, spodbujala inovacije in spodbujala razvoj uspešnega ekosistema start-upov. Dodatno je spodbujala kulturno izmenjavo in raznolikost, obogatila evropske družbe s pestro paleto idej, tradicij in perspektiv iz celega sveta. Nadalje so evropske države koristile globalizaciji z izboljšanim dostopom do široke palete blaga in storitev, kar je izboljšalo življenjski standard in izbiro za potrošnike. Nazadnje je globalizacija povečala sodelovanje med evropskimi narodi pri vprašanjih, kot so podnebne spremembe, varnost in javno zdravje, kar poudarja pomen kolektivnega delovanja pri naslavljanju globalnih izzivov in spodbujanju skupnega blagostanja.

- **Read the following essay written by a student, titled “The Consequences of Globalisation in Africa”.**
 - Write an outline for the essay.
 - Underline the thesis statement.
 - Highlight the topic sentence in each paragraph.
 - Circle all the linking devices.
 - Are there any other ways used to make the more text cohesive and coherent?
 - Use the Research essay assessment criteria according to which your essays will be marked and which is found in Instructions how to write an academic research essay in the web classroom and assess the essay in pairs.

Task Achievement (max 2.5 points)

To achieve 3 points the essay:

- addresses all parts of the task although some parts may be more fully covered than others.

To achieve 4+ points the essay:

- sufficiently or fully addresses all parts of the task.

Coherence and Cohesion (max 2.5 points)

To achieve 3 points:

- Information and ideas are arranged coherently and there is a clear overall progression.
- Cohesive devices are used effectively, but cohesion within and/or between sentences may be faulty or mechanical.
- The Introduction contains a clear thesis statement.
- Paragraphs contain a clear topic sentence.

To achieve 4+ points:

- Information and ideas are logically arranged and there is a clear progression throughout.
- A range of cohesive devices are used appropriately.
- Paragraphing is used sufficiently and appropriately.

Lexical Resource (max 2.5 points)

To be awarded 3 points:

- A sufficient range of vocabulary is used to allow flexibility and precision (academic vocabulary).
- The essay has been spell-checked and proofread, so spelling mistakes are minimal.

To achieve 4+ points:

- A wide range of vocabulary is used fluently and flexibly to convey precise meanings.

Grammatical Range and Accuracy (max 2.5 points)

To achieve 3 points:

- A mix of simple and complex sentence forms are used.

To achieve 4+ points:

- A wide range of structures is used and the majority of sentences are error-free.

Academic Research Essay: The Consequences of Globalization in Africa

Globalization, the process of increasing interconnectedness and interdependence of the world's economies, cultures, and populations, has had profound effects across the globe. In Africa, globalization has presented both opportunities and challenges. While it has catalyzed economic growth and facilitated cultural exchange, it has also exacerbated inequality, threatened local industries, and created socio-political instability. This essay explores the multiple consequences of globalization in Africa, arguing that while it has offered significant benefits, the adverse effects have often outweighed the positives, particularly for the continent's most vulnerable populations.

To begin with, one of the most significant consequences of globalization in Africa is the influx of foreign direct investment (FDI). Multinational corporations have increasingly set their sights on Africa, drawn by the continent's vast natural resources and emerging markets. Specifically, countries like Nigeria, Angola, and South Africa have benefited from investments in sectors such as oil, mining, and telecommunications (Ogunlesi, 2016). Consequently, these investments have contributed to economic growth, job creation, and infrastructure development. For

instance, the telecommunications boom in Africa, driven by foreign companies, has connected millions of people, fostering innovation and entrepreneurship (Asongu & Nwachukwu, 2016).

Exploitation of Natural Resources

However, the economic benefits of globalization in Africa have often been accompanied by the exploitation of natural resources. Unfortunately, multinational corporations have been accused of extracting resources with little regard for environmental sustainability or the well-being of local communities. As a result, this exploitation has led to environmental degradation, displacement of local populations, and conflicts over resource control (Obi, 2010). For example, the Niger Delta in Nigeria is a prime case where oil extraction by foreign companies has resulted in severe environmental pollution, affecting the livelihoods of local communities and sparking violent conflicts (Osaghae, 1995).

Impact on Local Industries

In addition to resource exploitation, globalization has posed significant challenges to local industries in Africa. The influx of cheap, imported goods has often undercut local producers, leading to the decline of traditional industries such as agriculture and textiles. For example, the importation of second-hand clothing from Western countries has devastated local textile industries in countries like Kenya and Uganda (Baden & Barber, 2005). Consequently, this has not only led to job losses but has also eroded cultural heritage, as local artisans and producers struggle to compete with mass-produced foreign goods.

Cultural Exchange and Erosion

Moreover, the cultural consequences of globalization in Africa are complex. On one hand, globalization has facilitated the exchange of ideas, languages, and traditions, enriching the continent's cultural tapestry. For instance, African music, art, and fashion have gained global recognition, contributing to a more diverse and interconnected world culture (Nyamnjoh, 2004). On the other hand, the dominance of Western media and cultural products has led to the erosion of local cultures and traditions. Consequently, the pervasive influence of Western lifestyles, values, and consumerism has particularly impacted younger generations, leading to a loss of indigenous languages, customs, and identities (Mazrui, 2002).

Socio-Political Consequences

Finally, globalization has had significant socio-political consequences in Africa. The integration of African economies into the global market has increased the continent's vulnerability to external shocks, such as global financial crises and fluctuating commodity prices (Kaplinsky, 2005). Furthermore, the adoption of neoliberal economic policies, often imposed by international institutions like the International Monetary Fund (IMF) and the World Bank, has led to austerity measures, privatization of public services, and the widening of income inequality. Consequently, these policies have often sparked social unrest, protests, and political instability, as seen in countries like Zimbabwe and Tunisia (Bond, 2006).

Conclusion

In conclusion, the consequences of globalization in Africa are deeply intertwined with the continent's economic, social, and cultural fabric. While globalization has brought economic opportunities and cultural exchange, it has also led to the exploitation of resources, the decline of local industries, and socio-political instability. Therefore, the challenge for Africa moving forward is to harness the benefits of globalization while mitigating its adverse effects. This requires a nuanced approach that prioritizes sustainable development, protects local industries and cultures, and addresses the socio-political challenges that globalization presents. Only then can Africa truly benefit from its integration into the globalized world.

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