



CULTURAL BRIDGES

COURSEBOOK ON INTERCULTURAL
COMPETENCE

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Preface

This book's main function lies in offering cultural perspectives to the language learners and pre-service language teachers. It attempts to address the *how to* of building on students' cultural strengths in an international context.

All of the components are reflected in this book also looks at a range of familiar topics, from culture shock to symbols and images of different cultures, from stereotyping to extra-linguistic issues in intercultural communication, from cultural identity to cross-cultural communication.

Cultural Bridges is for third year students of pre-serves teacher training institutions study Intercultural competence course. At the same time this publication is for upper-intermediate level students study at universities, academic lyceums and colleges who are interested in learning English and culture.

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INTRODUCTION

What is a culture?

There are many definitions of culture. Some people relate it with the art, literature, architecture, history, traditions and music of the people. Some others may think about the customs, traditions and specific behavior of a people. There is a sociological definition that given in the book “American Ways” by Datesman M, Crandall J, and Kearny K, : “Culture is the way of life of a group of people, developed over time and passed down from generation to generation.” The famous methodologist Edward T. Hall defines the word culture as “Culture is the way of life of a people, the sum of their learned behavior patterns, attitudes and material things. It is the mold in which we are all cast, and it controls our lives in many unsuspected ways.”

Culture also has been equated with communication. Communication and culture reciprocally influence each other. The culture in which individuals are socialized influences the way they communicate and the way that individuals communicate can change the culture they share over time. Yet most analysis of interpersonal communication ignore this relationship and study communication in a cultural vacuum. The studies of cross-cultural communication examine the influence of culture on communication. Hall (1959) believes that “culture is communication and communication is culture”.

Why include culture in language classes?

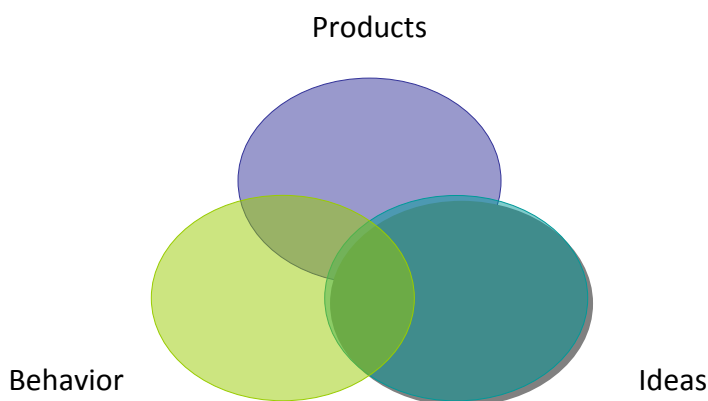
Language teaching/learning is stoutly connected to the culture of target language countries. In language education, culture traditionally occupied a prominent position. More recent researches on language teaching methodology have tended to stress the behavioral aspects of culture and in particular its role in communication. Therefore the concept of culture has become important feature in language-teaching circles in recent years. To raise learners’ awareness on intercultural competence is a valuable aspect of education.

As Alan Maley says: “In classical-Humanist models of language education, culture (which usually meant high culture with a capital C) traditionally occupied a prominent position. More recent models have tended to stress the behavioral aspects of culture, and in particular its role in communication

(communication breakdown). Indeed, the concept of ‘culture’ has become something of a fashionable cliché in language-teaching circles in recent years”.

The study of British and American/Canadian life and institutions has been a traditional part of school curricula in post soviet countries. Therefore, in Uzbekistan our curricula for higher educational institutions include subjects like Country study, the Literature of English speaking countries, World literature and etc. These courses emphasize the big ‘C’, as Berry Tomalin defines elements of British-American culture- history, geography, institutions, literature, art and music- and the way of living. We are sure that big ‘C’-achievement culture remains as it was, but little ‘c’- behavioral culture has been broaden to include culturally influenced beliefs and perception, especially expressed through language, but also through cultural behaviors that affect acceptability in the host community.

Gail Robinson (1985), an American researcher in the area of cross-cultural education, reports that when teachers are asked, ‘What does culture mean to you?’, the most common responses fall into three interrelated categories: products, ideas and behaviors. The broadening of behavior culture can be expressed thorough the following diagram:



Big C culture has benefited from a clearly identified curriculum of topics to be covered, and textbooks which deal with them. The culturally-influenced behaviors which constitute little ‘c’ culture have tended to be treated in supplementary way in traditional classes, depending on the interest and awareness of teachers and students. In our view, the study of culturally-

influenced behavior should arise out of the language material being studied, but should nevertheless be clearly identified and systematically treated as a regular feature of the language lesson.

In *Teaching Culture*, Need Seelye (1988) provides a framework for facilitating the development of cross-cultural communication skills. The following goals are a modification of his seven goals of cultural instruction:

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
2. To help students to develop an understanding that social variables such as age, sex, social class and place of residence influence the ways in which people speak and behave.
3. To help students to become more aware of conventional behavior in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
6. To help students to develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students' intellectual curiosity about the target culture and to encourage empathy towards its people.

The focus of cultural studies in traditional language classes was on learning its literature, as a window to that culture. This is important for sure, however may be of more interest to students and potentially more useful for them if they interact people from a new culture and learn the language while doing exercises and tasks based on the a new culture.

The concept of intercultural competence may possibly still require some explanation, although the development of intercultural language learning and teaching has now been ongoing for over a decade now in Uzbekistan and in the world. The principles of intercultural language education are set in *Common European Framework of Reference for Languages: Learning, teaching and*

assessment (Council of Europe, 2001). *It says: In an intercultural approach, it is a central objective of language learning to promote the favorable development of the learner's whole personality and sense of identity in response to the enriching experience of otherness in language and culture.*

There are many reasons for including culture in our language classes:

- ✚ Culture provides interesting content for language learning, leading to engaging discussions, writing assignments, group projects, and also can be used to develop and improve both social language and formal academic language.
- ✚ Studying culture can lead to a better understanding of people's behavior and help learners to improve their knowledge on dealing with culture clashes.
- ✚ Culture can develop learners' cognitive component of the language class, helping students to increase their abilities on critical thinking skills as they analyze, compare and discuss the cultural content.
- ✚ Reading and discussing about other cultures learners analyze their own cultures. It is often said that we do not understand our own culture until we have lived outside it. There is a famous proverb, "A fish that never leaves the water does not discover water". Thus reading about culture helps students to be aware of their own culture.

Culture then can be interesting content even for those students whose primary motivation for learning language is academic, for it promotes complex linguistic and cognitive interaction and encourages them to use the kinds of skills and language that are required for both academic and professional contexts.

When teaching a foreign language, culture cannot be avoided discussing and language and culture should combine together in order to reach a good understanding of target background. For example, garage sale from America is unfamiliar for nonnative English speakers and not related to their daily lives. However, if teachers can introduce and explain the function and purpose, students are able to guess and imagine what garage sale means. From this instance, we compare two diverse cultures: Taiwanese people do not have tendencies and preferences to buy secondhand or used products, because somebody already used it and it may not be sanitary. On the contrary,

Americans may want to save money to buy cheaper items or simply get rid of old things from their houses. It will be a motivating topic discussed in the classroom. In short, cultural issue is interesting and necessary to embed in the courses.

Every culture is rich and full of similar needs even if having different backgrounds. Teachers can display interesting materials in the classroom, encompassing holiday ornaments, sculptures, pictures, or posters from different countries. The reason is to arouse students' interest or curiosity and to broaden their horizons. In brief, discovering various holidays is a great experience for students learning target-language cultural materials as well. Teachers can lead to further discussions in order to have strong foundation and scaffold. Learners are able to understand their connection to other people around the world.

Intercultural learning and teaching have some fundamental challengers to previous models of language education. Its conventional goal is a native like proficiency. For many learners this can be unreachable goal. Nowadays the role of English as a *lingua franca* is increasingly used; it seems sensibly that it is more important for a language learner to communicate effectively in a range of contexts. Intercultural language learning substitutes for more achievable goals of cultural exploration and meditation. Intercultural learners use language to explore different cultures, and meditate in those situations where cultural misconceptions occur.

What should be the goals of a culture class or a cultural component?

There are a number of goals that we may set for culture learning in the language teaching.

- ✚ At the most basic level, that goal may be to make students more aware about target language cultural patterns and how they differ with or are similar to their own.
- ✚ At a deeper level that goal may be to help students learn the reasons for those practices; that is, to understand why people do what they do. This requires some knowledge of a people's history, traditions, geography and climate.

✚ For those students who may be going to live, work or study with target language people, the goal may be to also develop the skills to interact appropriately with them in a variety of contexts. This involves much more detailed attention to social roles, non-verbal communication and speech acts. Observing the media, interviewing people or other activities as these are intended to help students move from awareness and understanding to being able to predict or avoid problems and to resolve them effectively. The language classroom is the only ‘safe’ place where students can express their frustration and ask cross-cultural questions without hesitation.

Unit 1 Culture shock

Discussion

Work in pairs and discuss the following questions with your partner.

What is culture shock?

Why should we improve students' awareness of culture shock?

Have you been to a foreign country? If yes, how did you feel yourself there?

Have you ever felt confused by the actions of someone from another culture? If so, tell what happened at that time.

What is reverse, or re-entry, culture shock?

🌀 Read the text 🌀

What is Culture Shock, and What Can I do to Avoid it?

Adapted from Wikipedia

Culture shock is an experience a person may have when one moves to a cultural environment which is different from one's own; it is also the personal disorientation a person may feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country, a move between social environments, or simply transition to another type of life. One of the most common causes of culture shock involves individuals in a foreign social environment. Culture shock can be described as consisting of at least one of four distinct phases: honeymoon, negotiation, adjustment, and adaptation.

Honeymoon

During this period, the differences between the old and new culture are seen in a romantic light. For example, in moving to a new country, an individual might love the new food, the pace of life, and the locals' habits. During the first few weeks, most people are fascinated by the new culture. They associate with nationals who speak their language, and who are polite to the foreigners. Like most honeymoon periods, this stage eventually ends.

Negotiation

After some time (usually around three months, depending on the individual), differences between the old and new culture become apparent and may create anxiety. Excitement may eventually give way to unpleasant feelings of frustration and anger as one continues to experience unfavorable events that may be perceived as strange and offensive to one's cultural attitude. Language barriers, stark differences in public hygiene, traffic safety, food accessibility and quality may heighten the sense of disconnection from the surroundings.

While being transferred into a different environment puts special pressure on communication skills, there are practical difficulties to overcome, such as circadian-rhythm disruption that often leads to insomnia and daylight drowsiness; adaptation of gut flora to different bacteria levels and concentrations in food and water; difficulty in seeking treatment for illness, as medicines may have different names from the native countries and the same active ingredients might be hard to recognize.

Still, the most important change in the period is communication: People adjusting to a new culture often feel lonely and homesick because they are not yet used to the new environment and meet people with whom they are not familiar every day. The language barrier may become a major obstacle in creating new relationships: special attention must be paid to one's and others' culture-specific body language signs, linguistic faux pas, conversation tone, linguistic nuances and customs, and false friends.

In the case of students studying abroad, some develop additional symptoms of loneliness that ultimately affect their lifestyles as a whole. Due to the strain of living in a different country without parental support, international students often feel anxious and feel more pressure while adjusting to new cultures— even more so when the cultural distances are wide, as patterns of logic and speech are different and a special emphasis is put on rhetoric.

Culture shock-strong feeling of discomfort, fear or insecurity which a person may have when they enter another culture

circadian-rhythm – occurring in approximately 24 hour intervals

Anguish- mental or physical suffering caused by extreme pain or worry:

Adjustment

Again, after some time (usually 6 to 12 months), one grows accustomed to the new culture and develops routines. One knows what to expect in most situations and the host country no longer feels all that new. One becomes concerned with basic living again, and things become more "normal". One starts to develop problem-solving skills for dealing with the culture and begins to accept the culture's ways with a positive attitude. The culture begins to make sense, and negative reactions and responses to the culture are reduced.

Adaption

In the mastery stage individuals are able to participate fully and comfortably in the host culture. Mastery does not mean total conversion; people often keep many traits from their earlier culture, such as accents and languages. It is often referred to as the bi-cultural stage.

Reverse culture shock

Reverse culture shock (also known as "re-entry shock" or "own culture shock") may take place when returning to one's home culture after growing accustomed to a new one; this can produce the same effects as described above. These are results from the psychosomatic and psychological consequences of the readjustment process to the primary culture. The affected person often finds this more surprising and difficult to deal with than the original culture shock.

Reverse culture shock is generally made up of two parts: idealization and expectations. When an extended period of time is spent abroad we focus on the good from our past, cut out the bad, and create an idealized version of the past. Secondly, once removed from our familiar setting and placed in a foreign one we incorrectly assume that our previous world has not changed. We expect things to remain exactly the same as when we left them. The realization that life back home is now different, that the world has continued without us, and the process of readjusting to these new conditions as well as actualizing our new perceptions about the world with our old way of living causes discomfort and psychological anguish.

References:

Culture shock .(2017, June 20). In *Wikipedia, The Free Encyclopedia*. retrieved 18:11, July 11, 2017, from <https://en.wikipedia.org/w/index.php?title>

🌀 Do the task 🌀

Task 1

Case study

Respond to the case in writing. The following points may guide you:

- 1 What kind of culture clash is described?
- 2 Why do you think this situation has happened?
- 3 What suggestions can be made to resolve the conflict?

Welcome to tea party

Rano and Lobar came to the USA to study for 3 months on a language holiday course. They were both happy to be there. They liked New York very much. They got acquainted with their course mates who were from other countries. Mr. Brown, their instructor decided to invite them to tea for team building . The announcement said “Welcome to Tea at 6 p.m. Restaurant “Inspiration”. Rano and Lobar read the announcement and decided to go shopping after classes to spend the time till Tea. They wondered doing shopping and found out that it was almost 5:30 when they rushed to the restaurant. As they did not know the way to the Restaurant they asked people on the way. But people said just “Sorry. Don’t know. New York is big. Sorry.” Rano was astonished “How is it possible not to know where the Restaurant is”. Lobar agreed with her. When they hardly found the place Mr. Brown and other coursemates were there mingling around getting acquainted and holding their cups of teas. Rano and Lobar apologized and greeted everybody. Mr. Brown welcomed them and took them to the bar where they were given their cups of tea. The girls thanked Mr. Brown and they started talking. The girls were tired after shopping and moreover they were hungry and their eyes were searching a table full of meals. A young man Jean Carlo from Peru approached them and started talking to Mr. Brown. Rano’s stomach made noise. Rano whispered to Lobar “Can you see something to eat.” Lobar “No, nothing. Maybe they have already had the meal”. Rano “You think they have had?” Let’s ask from Jean Carlo. Mr. Brown went away.” They asked Jean Carlo if they had had a meal and got answer “No, We are invited to Tea. I am not sure if we should have some meal.” Rano “Why? Why not a meal? Some sweets? Or at least some why not some fruits? Why then we are invited to “Tea”. ” Jean Carlo didn’t know what he should say and was just looking at girls astonishingly. Mr. Brown heard a little of their talk and invited

girls to the bar and bought them cookies. The girls were holding their cookies and teas searching a place to sit to have their cookies. Girls went to the high tables wispeariinig “why such a restaurant doesn’t have and ordinary table with chairs...”

Task 2

Case study.

Read the case and respond to the questions below in written form. Then compare your answers with your partner and share them with the whole class.

What problem did happen in this case?

How should we behave when we greet an unfamiliar foreigner?

How do people greet each other in the world?

How would you behave if you are greeted in a way from different culture that is not known by you?

Johnson was a young doctor who came to India to conduct lectures on neurosurgery. The course was international so they had students from different countries like Saudi Arabia, Central Asia, Malaysia, Russia. Brazil Estonia, Cambodia, and others. It was the first day and everybody was greeting each other and getting acquainted. An Arabic doctor Muhammad al-Hakim approached Johnson and introduced himself. Johnson also introduced himself and gave a hand to shake as Muhammad pulled Johnson and tried to hug and to kiss on his chicks. Johnson was shocked he kicked him shouting angrily “What are you doing?” Muhammad was looking at him offended.

Task 3

Facts:

You are doing practical training in London. Your mentor is Phil, a 40-year old Londoner. Phil doesn't speak Uzbek and has never met people from your country before.

What would you do in the following situations?

1) Small-talk – you want to break the ice. Which topic would you choose?

a) family b) weather c) politics

2) There is a difference of opinion between you and Phil. How do you tell him that he is not right?

a) You are not right. b) I think this is not true. c) I understand your point of view, but ...

3) Phil accidentally treads on your foot. How do you react?

a) Sorry. b) Never mind. c) Ouch!

Task 4

Read the situation and answer the given questions:

Laylo an Uzbek girl from the countryside of Uzbekistan was given an opportunity to study in the USA. She was calm, shy girl who loved poetry and literature. That is why she decided to be an English teacher and improve kid`s English via English literature. It was her first time being in the USA and she felt homesick. The first thing that made her shocked was that how students call the teacher. Just with the first name Tom. Another thing that was strange for her was that students come in and go out without getting permission from the teacher. She didn`t miss a class, took notes during the lessons, and submitted all written tasks required. However, she wasn`t so active in class and she had lack of confidence in oral presentations. When the scores started being announced she found out that her score was F. Laylo was confused by not knowing what is D and why D?

Why did the confusion happen?

What is the difference between educational culture in the USA and Uzbekistan?

Task 5 Look at these questions about behavior. How similar or different are your opinions?

a. How close do you usually stand to a friend while you are talking to them? What about if you are standing with a work colleague or a stranger? How close is too close?

b. How much eye contact do you think is too much? How much eye contact is too little? Why?

c. How comfortable are you when a friend touches your arm or pats you on the back? What about a colleague or an acquaintance? When does it become too much?

d. When do you usually arrive at a party: on time? 15 minutes late? 2.5 hours late? 10 minutes early? How about a business meeting?

Do you think your answers to these questions are influenced by your culture? Why/why not?

What other things do you think might be influenced by culture?

When you move to a new country, what aspects of culture are the most difficult to get used to? Why?

- All white Americans are obese, lazy, and dim-witted.
- All Mexicans are lazy and came into America illegally
- All people who live in England have bad teeth
- Italian or French people are the best lovers
- All Jews are greedy
- All Asians are good at math.
- All Arabs are rude.

One of the more common racial stereotypes is saying that all Africans are good at sports. They think that everyone of that race is a good athlete. For gender stereotypes there are also some common examples:

- Men are stronger and do all the work
- Woman are not as smart as men
- Men who spend too much time on the computer or read are geeks

Prejudice-an unfair and unreasonable opinion.
 Hypothesis- an idea or explanation of something that is based on known facts but has not been proved.
 Obese-extremely fat
 Dim-witted - stupid

Research has shown that stereotypes can be developed by a cognitive mechanism called **illusory correlation**. If two events co-occur, observers misjudge the frequency of co-occurrence of these events. Illusory correlations lead people to misinterpretation rare behaviors or traits at higher rates.

Stereotypes can affect self-evaluations and in a result this leads to **self-stereotyping**. Some specific stereotypes affect women’s and men’s evaluations of their abilities. For example, women cannot be good leaders. Here men assess their abilities higher than women. The effect of stereotypes on self-evaluations is mediated by the degree which close people in someone’s life give their approval to these stereotypes.

References:

<http://www.yourdictionary.com/articles/Stereotypes.jpg>

<http://examples.yourdictionary.com/stereotype-examples.html#tFZkoxicbjxM16xc.99>

Stereotyping.(2017, June 20). In *Wikipedia, The Free Encyclopedia*. retrieved 4:11, July 11, 2017, from <https://en.wikipedia.org/w/index.php?title=696057408>

🌀 Do the task 🌀

Task 1 Read the text and answer the following questions:

What does the text say about positive stereotypes?

What sort of problems can happen because of stereotypes?

Task 2 Fill in the table. Think about stereotypes come to your mind.

Men	
Women	
Young people	
Old people	
Students	
Football players	

Task 3 Is it true that...?

Read the statements and mark appropriate column with your notes on the evidence that supports your answer. Share your findings with your partner.

Some generalizations about US culture	Probably true	Probably false	I don't know
The bill in most restaurants in the US includes a service charge.			
Most young people in the US start dating around the age of twelve.			
In the US, shopping for groceries is usually done by going to supermarket once a day.			
Most Americans do their housework.			
In American cities, people who walk their dogs in public are required to clean up after them.			
It is polite to ask Americans questions about their salary			
When invited to a birthday party in the US, you are expected to give a gift of money.			
In the US, saying "Thank you" is a common way of reacting to a compliment.			
The cost of university tuition is so expensive in the US that only the very rich can afford it.			

This activity is a variation on a technique described in Tomalin, B and Stempleski, S., Cultural awareness (Oxford University Press)

Task 4 Read the statements above and think about your country and discuss with your partner.

How are they different from your culture?

What did you learn by analyzing and comparing ideas?

Unit 3 Cultural Identity



Discussion

Before reading Cultural identity, discuss the following questions as a class.

Ethnic fashions are style of clothing or jewelry of a particular ethnic or cultural group that are worn by people of other ethnicities or cultures in order to look fashionable. What examples of ethnic fashions can you think of?

Have you or anyone you know ever worn clothing or body jewelry from another culture? Why or why not?

According to Wikipedia, cultural identity defined as “characterized by a clear, confident acceptance of oneself and an internalization of one's cultural identity." This is observed in people’s allowance in accepting the role their cultural identity plays in their future choices as how to raise children, how to deal with stereotypes and any discrimination, and approach negative perceptions.

In this rapidly changing world the role of new media is essential in cultural identity. This is mostly observed in the use of social media by young people. When they use social networks, interaction among different people will occur within a certain group. Instead of learning behaviors in cultural groups some young people are learning behaviors and knowledge from social media networks by interacting. They are building their cultural identity by the social norms of media.

According to Derise Tolliver and Elizabeth J. Tisdell (2002), cultural identity development can "help people withstand oppression and be motivated to support social transformation." One way to work toward understanding the concept of cultural identity is to ask and answer questions instead of shying away from issues. Tolliver and Tisdell point out that many "are contemplating the need to be involved in social transformational activities in order to ensure the world will survive." Ignoring

Internalization: if you internalize a particular belief, attitude, behaviour etc, it becomes part of your character

Negotiation: to discuss something in order to reach an agreement, especially in business or politics

Distinctiveness: characteristic of one person or thing, and so serving to distinguish it from others juniper berries give gin its distinctive flavor

Discrimination: the practice of treating one person or group differently from another in an unfair way:

Withstand: to be strong enough to remain unharmed by something such as great heat, cold, pressure.

Oppression: when someone treats a group of people unfairly or cruelly and prevents them from having the same rights as other people have

Shy away from something: (ph,v)-to avoid doing or dealing with something because you are not confident enough or you are

cultural identities, people generate partial understanding and perceptions of others.

References:

Tolliver, Derise and Tisdell, Elizabeth J . (2002). "Bridging Across Disciplines: Understanding the Connections between Cultural Identity , Spirituality and Sociopolitical Development in Teaching for Transformation," Adult Education Research Conference.<http://newprairiepress.org/aerc/2002/papers/68>

<https://www.merriam-webster.com/dictionary/self-perception>

🌀 Do the task 🌀

Task 1 Read the text and answer the following questions:

1. How do you feel when someone wears traditional clothes of your culture even though the person does not come from that background?
2. Have you ever felt that people were insensitive to some aspect of your cultural background or that someone you know?
3. What information did you like in Cultural identity text?

Task 2 Accepting a complement

Read the situation below, and choose the best answers to the questions. Sometimes more than one answer is possible.

Linda, an American teacher in adult class in the US, was speaking to Usa, one of her Thai students. She said. "Usa, I am very happy with your work. Your English is really improving." Usa looked down and said, "Oh, no. I am not a good student. My English is not very good." Linda really thought that Usa was making progress, and she wanted her to know it. She said to Usa, "But you are a good student, and you are making excellent progress. You should be proud of your work." Usa responded to this remark saying, "No, no. You are a very good teacher, but I am not a very good student." Linda didn't know what to say, so she decided not to give Usa any more complements.

1. Why did Usa look down when the teacher complemented her?
 - a. She was ashamed of her work.
 - b. She was embarrassed by the teacher's compliment.
 - c. She was trying to show respect for the teacher.

d. She did not like the teacher.

2. Why did Linda decide not to give Usa any more compliments?

a. She decided that Usa really was not a good student.

b. Usa's behaviour was disrespectful.

c. Usa did not seem to be pleased with the complement.

d. She expected Usa to say something like "Thank you".

What cultural values were involved in this situation?

Who was at fault?

What would you do in this situation?

Task 3 Agree or disagree?

Read each statement and indicate whether you agree or disagree. Then work in small groups and discuss them with your partners.

1. Foreigners who go to live in a new country should give up their foreign habits and adapt to the new country as soon as possible.

2. Many of the world populations do not take enough initiatives to develop, so they stay undeveloped.

3. English should be accepted as the universal language of the world.

4. Some of the world's populations have not yet reached the higher stages of civilization.

5. Minority members of any population should conform to the customs and values of the majority.

Task 4 Early, on time, or late?

Imagine that the following events take place in the UK and the US. Decide whether you should arrive early, on time (at exactly the time the event is scheduled) or late. Put a tick in the appropriate column.

Event	Early	On time	Late
A business meeting			
A school examination			
A concert			
A date			

A job interview			
A meeting with a friend			
A film			
A graduation ceremony			
A dinner party			
A class			
A wedding			
A play			

What generalization can you make about the concept of time in the UK and the US? (Exact time-keeping is regarded as important in these countries.)

In what ways, is the concept of time in the UK and the US different from the concept of time in your culture?

Task 5 Shopping habits

The statements below give information about shopping habits in the UK and the US. Are these habits the same (S) or different (D) from the shopping habits of the people in your culture? Put a tick in the appropriate boxes. If any habits are different, write brief notes explaining the differences.

In the US and UK	In your country	
	Same	Different
Adults do most of their own shopping for clothes.		
Mothers usually buy all the clothes for the young children in the family.		
Teenagers usually choose		

their clothes		
Married couples usually shop for large items such as cars, furniture and TV sets		
Shopping for groceries is usually done by going to the supermarket once a week		
Shops do not close for lunch, and some stay open till 7. p.m. Or later on certain days, especially in big cities.		
Department stores and grocery stores are open all day on Saturdays.		
In families, it is often the mother who does most of the food shopping.		
Many oven-ready (frozen or micro-wavable) items are available in supermarket.		
Many people buy bread, cakes, biscuits, and pies in a supermarket rather than in a bakery.		

What have you learned about shopping habits in the UK and the US from this activity?

In what ways are shopping habits in the UK and the US different from shopping habits in your culture?

Unit 4 Extra-linguistic issues in intercultural communication

Discussion

Work in pairs and discuss the following questions with your partner.

What is taboo language? Give some examples.

Should English teachers teach taboo language to their students? Why/Why not?

🌀 Read the text 🌀

Taboo language

According to Wikipedia, the term taboo language refers to words and phrases that are generally inappropriate in different contexts. Adrian Akmajian t. al. states that taboo language is defined by culture and not by anything innate in the language.

“The word taboo was first introduced into European languages by Captain Cook in his description of his third voyage around the world, when he visited Polinesia. Here, he witnessed the ways in which the word taboo was used for certain avoidance customs ranging across widely different things...” (The Oxford Handbook of the Archeology of Rational and Religion, 2011)

Edmund Leach defines three main types of taboo words and phrases in English

1. Vulgar words such as “shit”, “bugger”
2. Words that are related with religions “Christ”, “Jesus”, “My God”
3. Words used in “animal abuse”, such as “cow”, “bitch” (Brona Murphy, Corpus and Sociolinguistics: investigating Age and Gender in Female Talk, 2010)

Words themselves are not “taboo”, “dirty” or “profane”. Words currently considered inappropriate in many public contexts were the neutral or normal term for an object or action. For instance, the word “shit” was not always deemed impolite. (Peter J.Silzer, “Taboo” Encyclopedia of Linguistics, ed. By Philip Stanzny. Taylor and Francis 2005)

There are neutral and polite versions of these words in different public settings. They are regarded as euphemisms. They function as verbal tranquilizers to support us to avoid dealing head on with harsh realities. Cambridge advanced learner dictionary classifies “Euphemism” as “a word or phrase used to avoid saying an unpleasant or offensive word. For example “senior citizen” is a euphemism for “old person”; when we speak of the “deceased” at funerals we are more likely to say “cold home” than “bit the dust”; “resting in peace” sounds more comforting than “taking a dirt nap”.

Euphemisms function as reminders that communication is an ethical activity. Strickland and DeSpelder discussed this point and they came with the conclusion that listening carefully to how language is used provides information about the speaker`s attitudes, beliefs and emotional states. Being aware of euphemism and other linguistic devices helps people become more flexible in communication.

There exist several types of euphemisms such as comfort words, dangerous disguises and shields. Comfort words are used to reduce tension when conversing. They soften the harsh, smooth the rough. It helps make what is negative sound more positive. It is mostly employed in diplomatic speech.

Replacing the word “poor” with euphemisms such as “underprivileged”, “disadvantaged” and “under-served” are well intentioned and helpful, but euphemisms are also dangerous. They can form a screen through which an ugly truth is dimmed to our eyes.

To use the language euphemistically is a shield against the feared, disliked, and the unpleasant.

🌀 Do the task 🌀

Task 1 Read the text and find examples for taboo language and euphemism.

Taboo	Euphemism

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Compare your results with your partner.

Task 2 Read short explanations of different English taboo language and do tasks given.

ENGLISH TABOO OF ALL VARIETIES

By Chunming Gao A Sociolinguistic Study of English Taboo

A. Bodily Excretions

In any language there are certain things which must be avoided of mentioning. It applies to the words with such connotations as well. In English, the first of these that occur to people are words dealing with excretions. In fact, except tears, all the words concerning bodily excretions are believed taboo. The earliest sayings of “move the bowels” and “pass water” are considered inelegant. And “defecate” and “urinate” seem to be the words used in hospitals. Thus some euphemisms find themselves in replacing them, such as “answer the call of a nature”, “do one’s needs”.

We ask where the “rest room” is, although we have no intention of having a rest. “Powder room” “loo” and “john” are other ways to say “toilet”. Indeed, it is impossible to explain what a “rest room” is for without the use of roundabout ways or baby talk. It’s “where you wash your hands” or “where you pee or poo”, which are already euphemisms. Here we see a semantic change involved as the expressions used often have little to do with the referents.

Question1 What bodily excretion phrases or words in Uzbek do you know? First work individually and then share your findings with your partner.

B. Death and Disease

The fear of death carries into fear of words having to do with death and certain diseases. Many people believe words have great relations with what they symbolize, therefore “If anything should happen to me” means “when I die”. Instead of saying “die”, they use substitute expressions such as “pass away”, “go to his reward”, “answer the call of God”, “go home”, “to have a better place”, “depart” and “go west”.

Give similar expressions in Uzbek for “death” taboo topic.

Some serious diseases are also taboo topics. Cancer is said in a roundabout way as “Big C” or “terminally ill”. So is it with the disease of mental disorder and intelligence deficiency. Their euphemistic sayings may be “He is not all there.” “She is a little eccentric / a little confused.”

Give similar expressions in Uzbek for “disease” taboo topic.

C. Four-letter Words

People are more tolerant with such words like fuck, tits, damn, the so-called “four-letter words”. For instance, on the streets in London we could see the eye-catching shop name “FCUK”, which in fact is the abbreviation of “French Connection United Kingdom”. In spite of the sexual revolution, these words are still considered improper in most conversations, even in written form.

Despite the development of liberal attitudes, there is still a strong antagonism to the use of four-letter words in public speech; and they are still not always to be found in dictionaries.

E. Swear Words

A remarkable variety of linguistic forms can be considered as cursing and swearing. There are the complex and sophisticated expressions that may be found in religious, legal, and other formal contexts. At the same time, there are many daily examples of taboo language that express such emotions as hatred, frustration and surprise. The most common speech comprise single words or short phrases, conveying different levels of intensity and attracting different degrees of social approval. In these social contexts swearing can become a dominant linguistic feature, with sentences often containing taboo words. Sex, excretion, and supernatural power are the main sources of swear words. Half of them relate to words referring to body parts and functions that societies considered taboo, such as merd, ball, and other four-letter words.

Another half deals with the names of gods, devils, etc. like God, Dear Lord, By the holy sacrament, Heavens, Hell...

Task 3 Imagine you used taboo language and felt your partner's inconvenience. What would you do? Discuss your answer with your partner. Share your findings with your group mates.

Task 4 Social roles in different cultures: Social behavior

Work with a partner. Imagine that the situations below take place in an English-speaking country. What would you do in each situation? In some cases, more than one answer is possible.

1. You have been having digestive problems for a week and have just started to feel better. You meet a British friend at a party. Your friend says, "How are you?". What would you do?
 - a. Start talking in detail about your problem.
 - b. Say, "Fine, thanks. How are you?"
 - c. Say, not bad, thanks. How are you?"
 - d. Nothing.
2. You are visiting an American friend in her new apartment. You like the apartment and you want your friend to know. What would you do?
 - a. Say, "Your apartment is nice. How much is the rent?"
 - b. Say, "Gee, this place is really nice".
 - c. Say, "I really like your apartment".
 - d. Say nothing, but show that you are interested by walking around, looking at everything in the apartment, and picking up everything that is movable.
3. You have been invited to dinner at a friend's home. You are about to sit down to eat, but you want to use the toilet first. What would you do?
 - a. Say, "Excuse me. Where is the toilet?"
 - b. Say, "Could I wash my hands before dinner?"
 - c. Say, "Do you mind if I use the bathroom?"

- d. Say nothing and start looking around the house for the toilet.
4. You are a guest in a British or American friend's home. Your friend asks if you would like to drink. You really like a drink. What would you do?
- a. Say, "Yes, please".
 - b. Say, "Yes, that would be lovely".
 - c. Say, "No, thank you" and wait for your friend to ask you again.
 - d. Say, "That's OK. I can get it myself".
5. You have just been introduced to a British or American friend's parents. What would you do?
- a. Say, "Hello", and bow.
 - b. Say nothing and shake hands.
 - c. Say, "Nice to meet you" and shake hands.
 - d. Say, "Hi".

Task 5 Social roles in different cultures: Classroom behavior.

Work with a partner. Imagine that the situations below take place in the UK or the US. What would you do in each situation? In some situations, more than one answer may be possible.

1. You are 20 minutes late for class. The teacher is explaining something to the class when you arrive. What would you do?
- a. Go in, walk up to the teacher and apologize.
 - b. Wait outside the classroom until the class is over and then apologize to the teacher.
 - c. Knock on the door and wait for the teacher to tell you it is OK to come in.
 - d. Go in as quietly as you can and take a seat.
2. The teacher gives the class some homework for the next day. You know that you won't be able to finish it on time. What would you do?

- a. Explain the situation to the teacher and ask if you can hand in your work later.
 - b. Not go to class the next day.
 - c. Go to class the next day without the homework and say nothing.
 - d. Do as much of the homework as you can and give it to the teacher the next day.
3. You have got a doctor's appointment and need to leave class early. What would you do?
- a. Not go to class.
 - b. Get up and leave the classroom when it's time to go to your appointment.
 - c. Explain the situation to the teacher before class.
 - d. When it is time to go to your appointment, get up and explain to the teacher why you have to leave.
4. You have got a question about something the teacher has just said in class. What would you do?
- a. Look confused.
 - b. Call out, "I have got a question".
 - c. Raise your hand and ask the teacher to explain.
 - d. Wait and ask the teacher to explain after class.
5. You are sitting in the classroom talking to a classmate, when the teacher comes in. What would you do?
- a. Stand up to show your respect for your teacher.
 - b. Look up and greet the teacher.
 - c. Look down to show your respect for the teacher.
 - d. Look up and pay attention to the teacher.

Task 6 Addressing the teacher

Read the situation below, and choose the best answers to the questions. Sometimes more than one answer is possible.

It was the first day of the English class and the teacher was introducing himself. He wrote his full name, Alan Jones, on the board and said, ‘My name is Alan Jones. If you like, you can use “Mr” with my name. Now I’d like you to tell me your names. Let’s start with you, he said, indicating a young woman in the front row. The young woman answered, ‘my name is Liliana Castro, but you can call me Lily, Teacher.’ Then the teacher said, ok. I’ll call you Lily, but please don’t call me “Teacher”. Please call Alan or Mr. Jones.’

Lily looked confused, but the teacher ignored her and continued to ask the students to introduce themselves.

1 Why did Liliana call Alan Jones ‘Teacher’?

- a. She didn’t know his name
- b. She was trying to show respect.
- c. She couldn’t pronounce his name.
- d. She felt confused.

2 Why did Alan Jones ask Liliana not to call him ‘Teacher’?

- a. He didn’t really like being a teacher.
- b. He wanted to be friendly.
- c. In his county, only very young pupils call their teacher ‘Teacher’.
- d. He thought Liliana was being rude.

This activity is a variation on a technique described in Tomalin, B and Stempleski, S., Cultural awareness (Oxford University Press)

Unit 5 Symbols and Images

Discussion

Work in pairs and discuss the following questions with your partner.

- Think about your culture and give as many symbols and images of your nation as you can.
- What are the roles of symbols and images in one's culture?

🌀 Read the text 🌀

Symbols and images of different cultures

What is symbol? Why do people need symbols? What cultural meaning do they convey? Such questions are being enquired not for the first time. There even exists a study “symbolism” that deals with symbols of different cultures as it is said “a picture speaks a thousand words”. The study of symbolism deals with two issues: *what* symbols mean and the other *how* symbols work. Being of Greek origin the word “symbol” means “outward sign of something”. According to wikipedia the meaning "something which stands for something else" was first written in 1590, in Edmund Spenser's *Faerie Queene*.

A **symbol** is a mark, sign, or word that indicates, signifies, or is understood as representing an idea, object, or relationship.(Wikipedia) Todd Beer considers that symbols are physical demonstration or conceptions that transfer meaning. The terms sign and symbol are usually confused. As for Melissa Russell “Symbol is something that represents something else through association or resemblance while sign, is an indicator, a clue, hint, reminder, gesture or a cue used by a brand known as a trademark”. Wikipedia differentiates symbols with signs via its complexity telling that symbols are of complex communication that often can have multiple levels of meaning rather than signs, that usually have

Pictogram- a mathematical drawing that shows numbers or amounts in the form of pictures

Phoenix- a magic bird that is born from a fire, according to ancient stories

Olive: a tree that produces olives, grown especially in Mediterranean

only one meaning. Symbols pass meanings that depend on cultural background that means that a symbol is not derived from the symbol itself but is culturally mastered.

Paul Tillich points out “while signs are invented and forgotten, symbols are born and die. There are, therefore, dead and living symbols”. (Wikipedia)

Scientists classify symbols differently. Todd Beer Todd subscribes that symbols can be a physical object like religious symbols (a cross, the Star of David, the crescent and star, etc.), clothing (a hijab, a Malasian shirt, a headscarf, Indian dress), or a five thousand soum note (technically just a small piece of paper that is printed but people wouldn't throw it away). These things only have meaning in society, he asserts, because most of us agree on their value.

According to English textual concept symbols can mean graphic representations such as logos, and global symbols stand for specific things, groups or people; color and color imagery may symbolize feelings and mood, according to cultural convention; words, sounds and images that have extra different meanings according to cultural and personal experience. Company symbols known as logos for instance Apple companies bitten apple, UMS` s a big egg, McDonalds fast food, Gucci`s emblem and others can be recognized anywhere in the world. While red may be associated with love, purity and fertility in India it is associated with death, and mourning in Africa.

Even a “5” is a cultural symbol especially for a child, for a college student, when he sees that 5, which is technically just a series of lines arranged in a particular manner, he feels pride, delight and accomplishment. He knows that symbol means that he did an excellent job, especially when compare “5” to the symbol “2”.

Melissa Russell distinguishes the following types of symbols and signs which are divided into four Mythology & Religion Signs (Gods, Mythical Beasts, Deities, Christianity, Judaism, Hinduism, Islam, Buddhism) Nature signs (Trees, Plants, Flowers, Birds, Sea Creatures, Precious Stones, Sun, Moon, Earth) Symbol Systems (Colors, Shapes, Numbers, Music, Astrology, Shapes, Patterns) People - Signs (Clothing, Jewellery, Death, Weapons, Dance, Human Body) as well as pictograms, Ideograms, Trademarks, Hallmarks, Logos, Monograms, Coat of Arms, Abbreviations, Phonograms.

It is out of the question that culture is based on symbols so it would be difficult for the human to communicate without symbols. Flags, traffic lights, diplomas, and mathematical notation are all, in their various ways, symbols. Flags are important national symbols! A flag, a collection of colors and shapes, only has value because of the meaning that our culture gives it. If you don't think so, try hanging the flag upside down, putting it on the ground or burning and see how people react. In the past the bravest and strongest men were supposed to hang

the flags during the war as it was considered as soon as the flag goes down the army lost its target, motivation and confidence to move on. The flag was supposed always to be up.

As it is noted in the encyclopedia, the meaning of symbols, often charged with emotion, depending on cultural contexts, even when the same or similar signs are employed across cultures. Change the cultural context and you change the meaning.

Todd Beer agrees with this idea and says that cultural symbols and the meanings they convey are not stable in time and place. For example, V- a harmless backwards sign of peace for the USA while Australia, UK and New Zealand see it as rude and frequently used to signify contempt, or defiance towards authority. Also there exist symbols understood all over the world almost in the same way which are: Double-headed eagle representing the sun, power, authority, victory, the sky Gods and the head of a nation; Dove, rainbow, sometimes olive branches mean peace; phoenix-symbol of the sun, mythical rebirth, physical and spiritual transformation; **World Health Organization (Who, a UN Agency)** symbol points back to the days of Moses, when a dead serpent was displayed on a stake during the Israelites 40-year journey through the wilderness. Instead of trusting God, the people complained, so "the Lord sent fiery serpents among the people...and many...died." When they confessed their sin, God told Moses to "make a fiery serpent, and set it on a pole." Those who then looked at the bronze serpent on the stake with confidence in God's promise, were healed.

We can conclude that symbols change as the cultural context changes. However, we have seen that some symbols can be universal. Additionally, as we have learned, the meaning behind the symbols is not always agreed upon within a culture.

Reference

1. www.huffingtonpost.com
2. www.encyclopedia.com

🌀 Do the task 🌀

Task 1 Examining similarities and differences

Look at the pictures and talk about similarities and differences of different symbols of nations.



Task 2 Where in the world...?

Look at the pictures and find out where these buildings are and what they symbolize?





Task 3 Think about your own country. Which buildings symbolize your culture? Prepare presentation on them and discuss similarities and differences between them. Share your findings with your partners.

Unit 6 Language and culture

Discussion

- Work in pairs and discuss the following questions:
- What is the relationship between language and culture?
- What language items show the politeness in speech?

🌀 Read the text 🌀

“Uzbek” English Words

Excerpted from: Broughton, D. & Kasatkina, M. (Eds.) (2016). B2 Ready. Tashkent, Uzbekistan: CEID Georgetown University. Available from www.study.do

by Iskandar Sattibaev

Some students wonder how many English words they know as an Uzbek student learning English. Even if they are beginners at the very early stages of learning, it is quite possible that their English vocabulary is considerable. In other words, even the person who thinks that he knows nothing in English already knows a few hundred English words. In order to show this, it will be useful to compare words in English and Uzbek. The shared vocabulary can be divided into three groups. (Sattibaev, 2015) Type 1: The first group consists of the words which sound the same (or very similar) and mean the same, even though English did not borrow these words from Uzbek and Uzbek did not borrow them from English. Due to the similarity they possess, the student can learn these words without any effort. All he needs to do is to make a list of such words. On the other hand, the challenging aspect of this matter could be making the list. The best way to cope with this task could be taking notes of all such words while learning vocabulary. (Sattibaev, 2015)

Rhyme: word that rhymes with another word

Proverbial: well known by a lot of people

Stitch: a piece of special thread which has been used to sew the edges of a wound together

Type 2: The second group of words is classified as borrowed words. They were brought into Uzbek mainly from English and therefore they sound and mean the same. Due to the social, economic and political processes taking place in the world, the number of such borrowed words in Uzbek is increasing. As for learning these words, it is not a difficult process either. The factor which makes the process easy is that borrowings from English mainly concern certain fields, e.g. political, economic, IT and other terms. There are many borrowed words. (Sattibaev, 2015)

Type 3: The third group of words is defined as the words which sound the same (or very similar) but have different meanings. The words are not related, but, because they sound the same, the student can use a memory trick to learn them. The student who wants to learn such words has to go through the following steps:

First, he should make a list of the English words he wants to learn;

Second, the student should find the words in Uzbek/Russian which sound the same or very close to the English words.

Third, he should think of sentences where both, English and Uzbek/Russian words are used in the same context. It is advisable that the two words make a rhyme at the end of the sentence. This will enable the student to memorize the sentence more easily. For example, Ikki kun “ago” and senga berdim “egov” can be remembered with the sentence “Two days “ago” gave you a “file”.

Finally, the student should memorize the association between the words based on the sentence he has created. (Sattibaev, 2015)

With these three types in mind, it is very easy to find related words in both languages. The fact that any beginner already possesses a considerable vocabulary in English can be very beneficial in learning.

Reference

Sattibaev, I. (2015). So'z Y odlash Sirlari. T ashkent: Istiqlol Nuri.

🌀 Do the task 🌀

Task 1 Look back at the texts you have read. Find as many words as you can in the English text that have a similar sounding word in Uzbek or Russian. Make

sure the English words have the same meaning and avoid listing words that are borrowed from English.

English	Uzbek/Russian

Look back at the texts you have read. Find as many words as you can in the English text that are the same in Uzbek or Russian because they are borrowed from English.

English	Uzbek/Russian

Task 2

Task 3 Proverbial values

Here are some proverbs often used in English-speaking countries. Next to each proverb, write the cultural value that you think the proverb teaches. The first one has been done for you.

Proverbs	Values
A penny saved is a penny earned.	<i>Economy</i>
A stitch in time saves nine.	
Good fences make good neighbors.	
There's no time like the present.	
It is better to give than to receive.	
An apple a day keeps the doctor away.	
When in Rome, do as the Romans do.	
Every cloud has a silver lining.	
Rome wasn't built in a day.	
Make hay while the sun shines.	
You are never too old to learn.	
Look before you leap.	

This activity is a variation on a technique described in Tomalin, B and Stempleski, S., Cultural awareness (Oxford University Press)

Task 3 Work individually and think equivalents of these proverbs and their moral.

Then share your findings with your partners. Change the parts and discuss and present your results with your classmates.

Task 4 On-line Etiquette

Read the information about on-line etiquette. Do the project with your partner. For the next class prepare an oral presentation on a given topic of the project.

With all the online social networks and our society becoming more and more technologically dependant, manners for our cyber world are even more important and are constantly evolving. In addition, today there are people who are not only rude online, but many people, especially young people are using social networks, blogs, web pages, and email to bully others. Another aspect of the on-line world is internet safety.

Read the questions and try to find the answers from internet and library sources. Analyze internet chats and answer the given questions.

How do people express feelings online without using facial expression or tone of voice?

How can you express your opinion in an online chat room without sounding rude?

What other ways can you keep yourself safe online?

How can you use netiquette to be more polite in other situations?

Task 5 Dealing with situations

You are given scenarios on etiquette. Your task is to read the situations and think a way of expressing your point in an appropriate language in order not to be rude. Then share your ideas with your partner.

- | |
|---|
| <ol style="list-style-type: none">1. Bad Date – You are out on a date with a new person. You can sense that the date is going to be a disaster. You are not sure whether you should make up an excuse to leave or stick it out. |
|---|

2. The Gift – Your partner has just given you a sweater-vest for your birthday. It's hideous. You are considering asking for the receipt so you can exchange it for something else.

The Seat – You are seated on the bus. At the next stop, a woman gets on. All seats are occupied. You are **hesitant** to offer your seat to her because it might **offend** her. She looks **fit**, but she could be 65 years old. On the other hand, she could be much younger.

Team-Player – The new company director has organized a team-building exercise this weekend. The event is a paint balling. You have no desire to go, but you don't want to be seen as a non-team-player.

Unit 7 Food

Discussion

Work in pairs and answer the following questions:

- If you had a chance to introduce national food to other cultures what food would this be?
- Do you consider your national cuisine as a healthy food? Why, or Why not?

🌀 Read the text 🌀

Types of Tea

Excerpted from: Broughton, D. & Kasatkina, M. (Eds.) (2016). B2 Ready. Tashkent, Uzbekistan: CEID Georgetown University. Available from www.study.do

by Durдона Pulatova

One of the most widely consumed drinks, after water, is tea. According to the Wikipedia article on tea: “T ea is an aromatic beverage commonly prepared by pouring hot or boiling water over cured leaves of the *Camellia sinensis*, an evergreen shrub native to Asia. There are many different types of tea; some teas, like Darjeeling and Chinese greens, have a cooling, slightly bitter , and astringent flavor , while others have vastly different profiles that include sweet, nutty , floral or grassy notes. ” Many countries of the world like to drink tea. There are many types of tea; there are also many of ways of preparing tea among the different nations and cultures. Here are some examples: “Masala chai (literally “mixed-spice tea”) is a flavored tea beverage made by brewing black tea with a mixture of aromatic Indian spices and herbs. Originating in India, the beverage has gained worldwide popularity , becoming a feature in many coffee and tea houses. Although traditionally prepared by a decoction of green cardamom pods, cinnamon sticks, ground cloves, ground ginger, and black peppercorn together with black tea leaves, retail versions include tea bags for infusion, instant powdered mixtures, and concentrates. In some places the term “chai, ” alone, can refer to the beverage” (“Masala Chai, ” 2015).

Another type of tea found in Kashmir is called noon chai, meaning salty tea: “Noon Chai (also called Kashmiri tea, pink tea, Gulabi chai and Sheer chai) is a traditional tea beverage from Kashmir . It is a part of Kashmiri culture to drink this beverage 2-3 times a day with traditional Kashmiri breads and pastries. Noon chai is traditionally made from special tea leaves, milk, salt, pistachios, almonds, cardamom, and cinnamon and cooked in a copper samavar . A pinch of baking soda is added to help give it more of a pronounced pink color . A [variation] of this tea also includes sugar but it is not traditionally consumed in Kashmir . Noon Chai is also served in many parts of Pakistan at special occasions, weddings, and during the winter months when it is sold at many kiosks” (“Noon Chai, ” 2015). Another way to make tea is Suutei tsai found in Mongolia. According to Wikipedia, “The ingredients to suutei tsai are typically water , milk, tea and salt. A simple recipe might call for one quart of water , one quart of milk, a tablespoon of green tea, and one teaspoon of salt. But the ingredients often vary. Some recipes use green tea while others use black tea. Some recipes even include butter or fat. Milk in Mongolia is typically fresh, whole milk, and using half and half instead of milk produces a rich beverage close to the authentic. The amount of salt in the tea is also often varied. Sometimes the milk in the tea is omitted if not available” (“Suutei tsai, ” 2015).

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Masala chai. (2015, December 27). In Wikipedia, The Free Encyclopedia. Retrieved 10:45, January 9, 2016, from <https://en.wikipedia.org>

Noon Chai. (2015, November 15). In Wikipedia, The Free Encyclopedia. Retrieved 10:38, January 9, 2016, from <https://en.wikipedia.org>

Shrub: a small bush with several woody stems

Astringent: having a sharp acid taste

Brew: if a drink of tea or coffee is brewing, the taste is getting into the hot water:

Ginger: a root with a very strong hot taste, or the powder made from this root, that is used in cooking

Gastronomy: the art and science of cooking and eating good food

Sorbet: a frozen sweet food made of fruit juice, sugar, and water
→ ice cream

Analogy: something that seems similar between two situations, processes

Suutei tsai. (2015, December 11). In Wikipedia, The Free Encyclopedia. Retrieved 11:23, January 9, 2016, from <https://en.wikipedia.org>

🌀 Do the task 🌀

Task 1 The text describes three types of tea, each with unique ingredients and preparation methods. Notice in the text how each tea is made out of carefully chosen ingredients to create a special flavor. For this activity, invent a recipe for a new kind of tea. Don't write a description of the tea you have in your daily life. Create something new that you've never tasted but you think might be a good flavor. Decide what ingredients will help you to create such flavor, and what the process of preparing the tea is. Write your recipe including enough ingredients to make tea for your entire class.

Ingredients:

Method

My tea is called

Share your tea recipe with classmates. Listen for the tea recipe you think is the most interesting or would taste the best or is the weirdest! Use the descriptions of tea in the text as a model and write a description of the tea you chose, but don't tell whose tea it is or the name of the tea.

Share your description with classmates.

 **Read the text** 

Excerpted from Molecular Gastronomy is a Scientific Discipline, and Note by Note Cuisine is the Next Culinary Trend by Hervé This

For the past two decades, there has been much confusion about molecular gastronomy. This confusion has arisen because people ignore that the word gastronomy does not mean cuisine, it means knowledge about food....

...In 1988, a new scientific discipline, molecular gastronomy, was defined as 'looking for the mechanisms of phenomena occurring during dish preparation and consumption'. This new definition presented the opportunity to discuss the exact content of molecular gastronomy and its relationship with other existing fields of science and technology.... Similar to 'molecular biology', molecular gastronomy is a scientific discipline that looks for the mechanisms of phenomena occurring during dish preparation and consumption.

...As with any other scientific discipline, molecular gastronomy can have many applications. One of the first was 'molecular cuisine'. ...The definition of molecular cuisine is 'producing food using "new" tools, ingredients, methods'. ...In this definition, the word new stands for what was not available in kitchens of the western countries in 1980. New tools could include siphons, used to make foams; ultrasonic probes, used to make emulsions; controlled heaters or circulators, used for cooking at temperatures lower than 100°C; liquid nitrogen, to make sorbets and many other innovative preparations; rotary evaporators and distillators, used to recover extracts; and many other types of laboratory equipment that can have useful applications in the kitchen.

...Note by note cuisine was first proposed in 1994 (in the magazine *Scientific American*).... The initial proposal was to improve food, but surely an obvious next step was to make dishes entirely from compounds. ...To put it differently, note by note cuisine does not use meat, fish, vegetable or fruits to make dishes. An analogy would be in the way that electronic music is not made using trumpets or violins, but using pure waves that are mixed in to sounds and music. For the various parts of the dish in note by note cuisine, the cook has to design the shapes, the colors, the tastes, the odors, the temperatures, the trigeminal stimulation, the textures, the nutritional aspects and more.

...Why should we drop traditional cuisine, and adopt note by note cuisine? Indeed the alternative is not compulsory; as for molecular cuisine, we could keep traditional cuisine and add note by note cuisine. Many people are worried by note by note cuisine, asking questions about nutrition, toxicology,...economics....

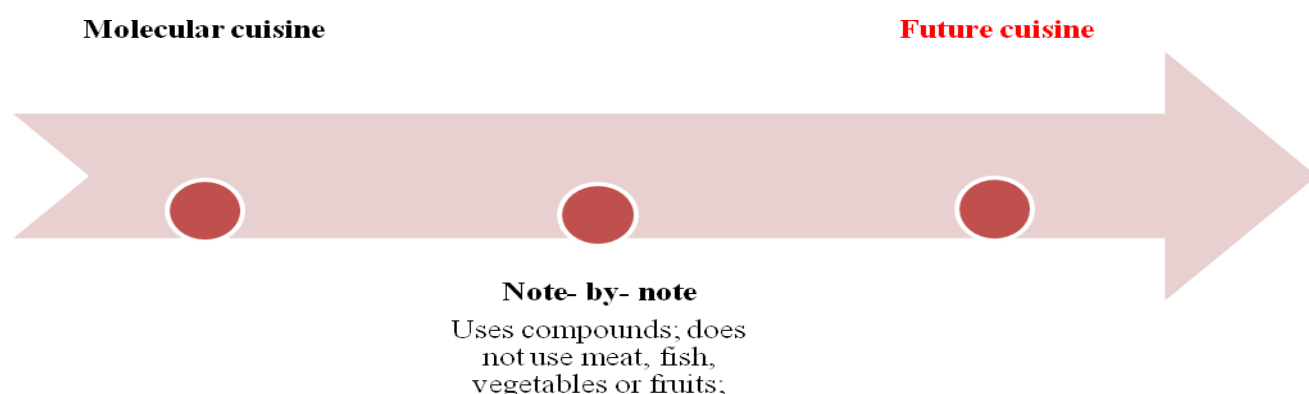
...Note by note cuisine can avoid toxicity by simply not using the toxic compounds. ...The question of energy cost had not been considered in traditional cuisine, where meats are heated to greater than 200 °C to produce compounds that could be immediately achieved in note by note cuisine, where mass-produced compounds could be made at a much lower cost. In addition, it is not necessary to synthesize all the compounds used by cooks and frequently they can be extracted from plant material, much as chlorophylls are today.

...Finally, when appreciating the value of note by note cuisine, we should not forget that humankind is facing an energy crisis: it is not definite that traditional cuisine is sustainable...; the new will always beat the old; breaking down products from agriculture and farming is already normal for milk and wheat; why not carrots and apples? The objections being made to note by note cuisine today are the same made half a century ago against electronic music, and guess what you hear on the radio today?

This, H. (2013, January 1). Molecular gastronomy is a scientific discipline, and note by note cuisine is the next culinary trend. *Flavour*, 2(1). Retrieved 12:00, October 25, 2015, from <http://www.biomedcentral.com/track/pdf/10.1186/2044-7248-2-1?site=flavourjournal.biomedcentral.com>

🌀 Do the task 🌀

Task 2 You have just read the text about the new trends in gastronomy, but have you ever wondered how the food will be prepared in the future if note-by-note cuisine becomes popular. What do you think the note-by-note will evolve into? Work in pairs and fill out the food timeline below with any information you may provide about the tools, ingredients, purposes, etc. The note-by-note cuisine was filled out as an example.



Share and compare your ideas with other class mates.

Now, as you have jotted down the possible future trends in gastronomy, think of its possible effects on lifestyle, economy, environment, etc.

Fill in the table below:

Positive effects	Negative effects

🌀 Read the text 🌀

Breads Across Cultures

Excerpted from: Broughton, D. & Kasatkina, M. (Eds.) (2016). B2 Ready. Tashkent, Uzbekistan: CEID Georgetown University. Available from www.study.do

by Yorqinoy Nazarova

Traditionally , Uzbek bread, called non or patir, is baked in a flat, circular loaf with a thin decorated depression in the center and a thicker rim all around. Obi non, the staple bread of Uzbek cuisine, is often baked in a clay oven. There are different variations of it throughout Uzbekistan. Some types of Uzbek bread are Samarkand non, Bukhara non, Wedding patir, and Tashkent lochira. Uzbekistan has many varieties of bread, but bread is eaten in most countries of the world and comes in many forms. Breads can be divided into two types: leavened and unleavened. “Leavening is the process of adding gas to a dough before or during baking to produce a lighter bread. A simple technique for leavening bread is the use of gas-producing chemicals [such as] baking powder Many breads are leavened by yeast. This yeast ferments some of the carbohydrates in the flour producing carbon dioxide. Sourdough is [another] type of bread produced by a long fermentation of dough using naturally occurring yeasts. (“Bread, “ , 2016) “Unleavened breads refer to breads which are not prepared with raising agents. Unleavened breads are generally flat breads; however, not all flat breads are unleavened” (“Unleavened bread” , 2015).

“Matza is an unleavened bread. The flour can be made from wheat, barley , spelt, rye, and oats. Matzah dough is quickly mixed and rolled out without [leavening]. Most forms are pricked with a fork to keep the finished product from puffing up, and the resulting flat piece of dough is cooked at high temperature until it develops dark spots, then set aside to cool and, if sufficiently thin, to harden to crispness. The entire process of making Matzah takes only a few minutes in efficient modern Matzah bakeries” (“Matzo, ” 2015).

Another type of bread is pita. According to Wikipedia, “Pita is a soft, slightly leavened flatbread baked from wheat flour that originated in the Near East, most probably Mesopotamia around 2500 BC. It is used in many Mediterranean, Balkan and Middle Eastern cuisines. Most pita are baked at high temperatures (232°C), causing the flattened rounds of dough to puff up dramatically . When removed from the oven, the layers of baked dough remain separated inside the deflated pita, which allows the bread to be opened to form a

pocket. Pita can be used to scoop sauces or dips or to wrap sandwiches” (“Pita, ” 2016).

Another type of bread found in Ethiopia and Eritrea is injera. “Injera is a sourdough-risen flatbread with a unique, slightly spongy texture. Injera is usually made from the tiny, iron-rich teff. In making injera, teff flour is mixed with water and allowed to ferment for several days, as with sourdough starter. As a result of this process, injera has a mildly sour taste. The injera is then ready to be baked into large, flat pancakes. This is done either on a specialized electric stove or, more commonly , on a clay plate placed over a fire. A variety

of stews are placed upon the injera for serving. Small pieces of injera are torn and used to grasp the stews for eating. The injera soaks up the juices and flavors of the foods, and after the stews are gone, this bread is also consumed. Injera is thus simultaneously food, eating utensil, and plate” (“Injera, ” 2015).

Rim: the outside edge of something circular

Leaven: a substance, especially YEAST, that is added to a mixture of flour and water so that it will swell and can be baked into bread

Barley: a plant that produces a grain used for making food or alcohol

Rye: a type of grain that is used for making bread and WHISKY:

Crisp: food that is crisp is pleasantly hard or firm when you bite it

Deflate: if a tyre, BALLOON etc deflates, or if you deflate it, it gets smaller because the gas inside it comes out

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Matzo. (2015, November 24). In Wikipedia, The Free Encyclopedia. Retrieved 12:12, January 13, 2016, from <https://en.wikipedia.org>

Pita. (2016, January 10). In Wikipedia, The Free Encyclopedia. Retrieved 12:15, January 13, 2016, from <https://en.wikipedia.org>

Injera. (2015, December 15). In Wikipedia, The Free Encyclopedia. Retrieved 05:52, January 19, 2016, from <https://en.wikipedia.org>

🌀 Do the task 🌀

Task 3 Notice that the text says, “Read carefully. Not all flat breads are unleavened” Which bread is described as a flat bread that is also leavened?

Which of the breads described is not made with wheat?

Which of the breads described is made very quickly?

Which of the breads described seems most similar to a bread you are familiar with?

Task 4 Read the case and answer the questions. Then share your findings with your partner.

Karima was in China on business. One day her companion on business invited her to his home. Karima was very glad to have an opportunity to get closer to his business partner. The day before, she was asked to choose some food from the menu by his host. She doesn't like sea food. On the menu most of the food were from sea food. In order not to disappoint the host she said that she likes goose soup and some salads. In reality she doesn't enjoy drinking goose soup. When she arrived at her business partners house the host was very happy and invited her to the table. As it was lunch time she was very hungry. She thanked to the host and began to pour the soup into her plate. Suddenly she saw the head of the goose in the soup and stopped for some time. Something happened to her throat and she didn't want to eat anything. It was so uncomfortable to her to refuse the soup, from the other side she couldn't sip any soup. It was very difficult for her, and she explained the host that she cannot drink and she apologized and left the house. The host and his family didn't understand what happened. They were disappointed and the next day when they met her in a hotel, they didn't talk to her. All the negotiations were very formal. When she came back home, she heard not good things about herself from her boss. After this occasion her boss didn't send her to any place for business

1. What was the problem with her?
2. Why was the host disappointed?
3. What could she have done in order to avoid this misunderstanding?
4. Why did she stop eating food?

Unit 8 Cross-cultural communication

Discussion

Work in pairs and discuss the following questions:

- What is cross-cultural communication?
- What is the best/most important thing your culture has given to the world?
- What is the best/most important thing your culture/country has adopted from another culture?

🌀 Read the text 🌀

Is Graffiti Art or Vandalism?

Excerpted from: Broughton, D. & Kasatkina, M. (Eds.) (2016). B2 Ready. Tashkent, Uzbekistan: CEID Georgetown University. Available from www.study.do

by **Klara Nazmutdinova**

If somebody draws a picture on a wall, is it art or is it vandalism? This is the question when the drawing is graffiti. According to Wikipedia, graffiti are writing or images that have been painted illegally on public or private property . “Graffiti range from simple written words to elaborate wall paintings, and they have existed since ancient times, with examples dating back to Ancient Egypt, Ancient Greece, and the Roman Empire. In modern times, paint (particularly spray paint) and marker pens have become the most commonly used graffiti materials.”

There are many people who believe that graffiti is art and must be protected. One of them is Marc Ecko, an urban clothing designer, who has been an advocate of graffiti as art for a long time. Ecko says, "Graffiti is without question the most powerful art movement in recent history and has

Vandalism: action involving deliberate destruction of or damage to public or private property

Graffiti: rude, humorous, or political writing and pictures on the walls of buildings, trains etc:

Trespass: the offence of going onto someone's land without their permission

been a driving inspiration throughout my career" ("Graffiti").

Some people think that graffiti is vandalism. Rezaee, Rao, and Arbi (2010) include graffiti in their definition of vandalism. Vandalism can be defined as injury or destruction of public or private property done on purpose. "It includes behaviour such as breaking windows, slashing tires, spray painting a wall with graffiti..." (Buck as qtd in Rezaee, Rao, & Arbi, 2010).

Because people see graffiti in two different ways, they propose different solutions: Rezaee, Rao, and Arbi (2010) propose better city planning. "There is an urgent need to adopt new urban design regulations to tackle vandalism...."

The study reveals that necessary steps should be taken to train architects and designers to use CPTED (Crime Prevention through Environmental Design) strategies in their new designs and make the designs affordable, acceptable, and aesthetically pleasant to city users. "On another hand, Australia deals with the issue differently, by providing special places for graffiti artists. "One early example is the 'Graffiti Tunnel' located at the Camperdown Campus of the University of Sydney, which is available for use by any student at the university to tag, advertise, poster, and create 'art'. Advocates of this idea suggest that this discourages petty vandalism yet encourages artists to take their time and produce great art, without worry of being caught or arrested for vandalism or trespassing" ("Graffiti").

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🌀 Do the task 🌀

Task 1 The text shows that, in some circumstances, graffiti is considered art and, in other circumstances, it's considered vandalism. For example, graffiti in an art museum would probably be considered art, but graffiti that destroyed a company's advertisement would probably be considered vandalism. Use the text and your own ideas to list at least three circumstances that would determine how graffiti could be considered either art or vandalism.

Circumstances Where Graffiti is Art	Circumstances Where Graffiti is Vandalism

Write your opinion on whether or not and under what conditions graffiti can be considered art.

Task 2 Take a survey of classmates asking their opinions of the following statements. Count how many agree with each statement.

How many people believe...?		
	Agree	Disagree
Graffiti is only acceptable on buildings where the owner gives permission to the artist.		
Graffiti will be discouraged if architects design buildings to be more beautiful.		
Graffiti can be used to beautify old buildings if the artist is allowed time to create a good design.		

Eastern and Western Cultural Associations for Different Colors

Excerpted from: Broughton, D. & Kasatkina, M. (Eds.) (2016). B2 Ready. Tashkent, Uzbekistan: CEID Georgetown University. Available from www.study.do

by Mukhayyo Saidova

Different feelings, ideas, and emotions are associated with different colors, but these associations are different for different people. In fact, different cultures have different understandings of the meanings of colors. According to a website on color psychology, some of these differences can be described as belonging to either eastern or western cultures. Meanings for the color red in western nations are energy, excitement, action, danger, love, passion, a warning to stop, anger. It's also closely associated with certain western holidays. For eastern cultures, red signifies prosperity, good fortune, joy when combined with white, good luck, celebration, vitality, happiness, and long life. It's also the color worn by brides in a number of cultures. ("Cultural Color," 2016) Yellow, in western countries can symbolize happiness, joy, hope, cowardice, and caution. It's often used in warnings of hazards and hazardous substances. Eastern cultures use yellow to signify when something is sacred or royal. Yellow also symbolizes honor and is considered a masculine color. ("Cultural Color," 2016)

Fertility: the ability of the land or soil to produce good crops

Immortality: the state of living for ever or being remembered for ever:

Ambiguity: the state of being unclear, confusing, or not certain, or things that produce this effect

Color associations for green in western cultures are luck, spring, new birth, regeneration, nature and environmental awareness, but also jealousy and greed. In the east, green symbolizes some similar ideas: new life, regeneration, hope, and fertility, but also disgrace. For example, according to Empower-yourself-with-color-psychology.com, "giving a Chinese man a green hat indicates his wife is cheating on him" and marketing studies in China show green is "generally not good for packaging" ("Cultural Color," 2016). Blue, in the west stands trust and authority, peace and calm. It's conservative and corporate as

well as a color for sadness. It's the color associated with baby boys and its traditional in weddings for the bride to have “something blue” with her during the wedding. In the east, blue is associated with both immortality and everyday life. It a feminine color and the color of mourning (“Cultural Color ,” 2016).

While in western cultures it is used for brides and weddings, angels, hospitals, doctors, peace, purity , and cleanliness. Eastern cultures use white for death, mourning and funerals, sadness, virginity and purity , humility , age, misfortune, and unhappiness. (“Cultural Color ,” 2016) In the west, black is associated with power , control, intimidation, funerals, death, mourning, and rebellion. In the east, black is seen as evil, negativity , darkness, lack of appeal, anger and apathy . It's the color of mystery and the night, but in some parts it's also associated with wealth, health, and prosperity. (“Cultural Color ,” 2016)

References

Cultural color: Cultural meanings of color and color symbolism (2016) Empower-yourself-with-colorpsychology.com. Retrieved from [http://www .empower-yourself-with-color-psychology .com/culturalcolor .html](http://www.empower-yourself-with-color-psychology.com/culturalcolor.html)

🌀 Do the task 🌀

Task 3 According to “Eastern and Western Cultural Associations for Different Colors”, one of the ways to create the impression you want parents and children have about the book store is to choose curtain colors. However, Western associations of colors differ from Eastern. Use information given in the text. What colors would help you to create associations and feelings you want in the West and in the East?

Associations and feelings	Colors used in West	Colors used in East

Task is designed by Margareta Kasatkina

Body language in Second-language acquisition

The importance of body language in second-language acquisition was inspired by the fact that to successfully learn a language is to achieve discourse, strategic, and sociolinguistic competencies. Sociolinguistic competence includes understanding the body language that aids the use of a particular language. This is usually also highly culturally influenced. As such, a conscious ability to recognize and even perform this sort of body language is necessary to achieve fluency in a language beyond the discourse level.

The importance of body language to verbal language use is the need to eliminate ambiguity and redundancy in comprehension. Pennycook (1985) suggests to limit the use of non-visual materials to facilitate the teaching of a second language to improve this aspect of communication. He calls this being not just bilingual but also 'bi-kinesic'.

Enhancing teaching

Body language can be a useful aid not only in teaching a second language, but also in other areas. The idea behind using it is as a nonlinguistic input. It can be used to guide, hint, or urge a student towards the right answer. This is usually paired off with other verbal methods of guiding the student, be it through confirmation checks or modified language use. Tai in his 2014 paper provides a list of three main characteristics of body language and how they influence teaching. The features are intuition, communication, and suggestion.

- The intuitive feature of body language used in teaching is the exemplification of the language, especially individual words, through the use of matching body language. For example, when teaching about the word "cry", teachers can imitate a crying person. This enables a deeper impression which is able to lead to greater understanding of the particular word.
- The communicative feature is the ability of body language to create an environment and atmosphere that is able to facilitate effective learning. A holistic environment is more productive for learning and the acquisition for new knowledge.
- The suggestive feature of body language uses body language as a tool to create opportunities for the students to gain additional information about a

particular concept or word through pairing it with the body language itself.

❧ Do the task ❧

Task 4 Read the given signs of body language and try to guess their meanings. Share your finding with your partner.

Body language sign	Your point	Your partners' point
Shrugging your shoulders		
Sighing when talking to someone		
Talking with a shaky trembling voice		
Slumping in a chair		
Looking with eyes down when talking to someone		
Looking with tight lips and narrowed eyes		
Sitting upright on the edge of the chair		
Yawning when listening to someone		
Sitting with arms and legs slightly apart		
Waving your hand at someone		
Sitting with arms and legs crossed		
Talking with a loud assertive voice		
Shaking your head when listening to someone		
Leaning back on your chair with hands on your head		
Talking or listening wringing your hands		
Avoiding eye contact with someone		

Leaning forward when sitting opposite someone		
Glaring at someone		
Talking with your arms folded		
Looking away when someone is talking to you		
Arms and hands open when talking to someone		
Looking with a big smile		
Nodding when listening to someone		
Taking a deep breath when talking to someone		
Lowering your head when listening or talking		
Fiddling with objects while talking		
Pacing up and down whilst talking		
Talking gently and softly		
Staring with wide eyes at someone		
Talking or listening with clenched hands		
Standing relaxed and still when talking		
Leaning against a wall when talking		

Unit 9 Manners and culture

Discussion

Work in pairs and discuss the following questions with your partner:

- What does it mean to be polite in your culture?
- What has surprised you when you've met people from other countries?
- How do young people in your culture behave differently from older people?
- Do you think "when in Rome, do as the Romans do" is always good advice? Why or why not? Have you ever been in a situation where you felt you had to "do as the Romans do"?

🌀 Read the text 🌀

Cultural Differences

Excerpted from *Politeness Principle in Cross-Culture Communication*

By Yongliang Huang

Different culture causes different views of values, which affects the criteria of politeness and leads to differences in various aspects.

1. Ways to greet each other's and farewells

The westerners often greet others with a cheerful "Hello!" or something like "How are you?" If they are talking with a stranger, they tend to talk about the weather as a way of greeting. But to Chinese people, they like to ask "Have you eaten?," "where are you going?", "What brings you here?" or "What are you doing here?" All these would be considered as interferences to privacy for westerners. When parting, Chinese seldom say "goodbye" as farewells that would be too formal or somewhat distant. Before they leave, Chinese guests like to say "I have to go now." "I am going." Or "Stay where you are" and the hosts are used to say "Go slowly", "Come again." to see them off. While two friends departing after they meet on the road, one of them may say "I've got to leave." and the other may say "Let's chat next time", "Come to see me when you are free." Or "I would visit you if I can." As for westerners, they often say "Goodbye!," "See you!" when they part. (Deng Yanchang and Liu Runqing 1989, P170)

2. Addressing terms

Chinese often use one's occupation to address him to show respect, either in formal or informal occasions when their social status is considered to be high or respectful. e.g. Professor Li ,Teacher Zhang , Dean Sun, etc. If their social statuses are considered to be low, such as barber, cleaner, technical worker, cook, plumber and most people in service profession, people will often call them "shifu" instead of their occupations to be polite. Towesterners, this is not the same. In formal situations, they often address people who hold high social status with their professions as: Professor Green, Chairman Johnson etc. But they never address people with "teacher or manager". In informal occasions, even a professor or a chairman prefers himself to be called with his given name to show intimacy to others. And they tend to call others like this while a Chinese may feel unpleasant to be called in such a term by unfamiliar person. For example, if a girl named "Yang Liyuan" is called as "Liyuan" or "yuan" by an ordinary friend, she will look on it as an insult. (Deng, Yanchang & Liu, Runqing, 1989,P171) Besides, in China, "little+surname" or "old+surname" is an address to show intimacy but we cannot address foreigners in such a way. The addressing terms used for strangers are also different. Chinese people like to use family terms to address strangers or people elder than them. For example, children are told to address adults with "aunty" or "uncle"; call old people "granny" or "grandpa", even at the first time they meet. But westerners never call a family outsider with those items. For instance, "Bill, can you get the report to me by tomorrow?" The terms "Mr", "Miss", "Mrs.", "sir" and "madam" are widely used among people. " Mr.", " Miss" and " Mrs." are used together with a surname while " sir" and " madam" are often used alone. Another example is "Mr. Lee, there is a phone call for you." When a Chinese want to draw the interests of a passer-by, he may use " Shifu" to address people of both sexes, but there is no such a term in English. They would say "Pardon me, Madam." Or "Excuse me, Sir." to address different sexes. (Deng, Yanchang & Liu, Runqing, 1989, P172)

Farewell:-the action of saying goodbye:

Status: the official legal position or condition of a person, group, country

self-esteem:-the feeling that you are someone who deserves to be liked and respected

offended:-someone who is offended is angry and upset by someone's behaviour or remarks

upscale: relating to people from a high social class who have a lot of money

3. Ways to praise others

Look at this dialogue below:

(Seeing a beautiful curtain in an American family, the Chinese wants to praise the room settings)

Chinese: “How beautiful the curtain is!”

Hostess: “I made it on my own.”

Chinese: “Really? I can’t believe it!”

The Chinese used surprising tone to show he really liked the curtain, this strategy works well in China, but the hostess felt insulted. We know the Americans are very confident about themselves. Imagine what they may feel when their self-esteems are being hurt. The hostess thought the Chinese didn’t believe she was capable of doing it, and her ability was doubted. What’s more, the westerners like to praise the hostess or the host on their first visit, they consider that to be polite and natural, but it may make the Chinese host be offended, suspicious whether he is interested in the woman. In most cases, the westerners prefer to be praised over their house, garden, car, wife, decorations and room arrangements etc. esp. something made on their own hands, but often not their children’s beauty or intelligence which is considered as leading the kids to be vanity.

4. Ways to express thanks

The ways to express thanks are different in China from western countries. Westerners prefer to convey their thanks directly while Chinese like to minimize themselves to achieve the same goal. When you praise them: “How beautiful your dress is! Westerners: “Thanks a lot!” Chinese: “Really? It” s just an ordinary dress.” When they appreciate your help, westerners: “You’ re really a great help to me.” “I can’t imagine how I can manage it without you!”. “Thank you for enduring so much trouble I brought to you!” “I really appreciate your help!” and etc.

Chinese: “Sorry to have wasted your time.” “Sorry for having taken up your precious time.” “I’ m not at ease for bringing you so much trouble.” Westerner’s appreciations: “Thank you. You have helped me a lot today. You must have been very tired.” The other answered “it’s my pleasure to help you. But I’m not tired at all.” The westerner is trying to maximize the communicator’s help to be polite while the Chinese humbles himself to show

gratitude. So it happens when a foreigner praises a Chinese woman for her beautiful dress, if the Chinese woman uses a Chinese way to show politeness, her answer might be considered as minimizing the westerner's ability to appreciate for he had shown great surprise over such an ordinary dress. You know what he would feel!

Another example is after a good dinner, you should express the thanks to the host. Chinese usually say "I'm so sorry; I have given you so much trouble." Westerners usually say "thank you so much for a wonderful evening."

Reference:

Deng, Yanchang, et al. (1989). Language and Culture. Beijing: Foreign language Teaching and Research Press.

🌀 Do the task 🌀

Task 1 Discuss questions with your partner

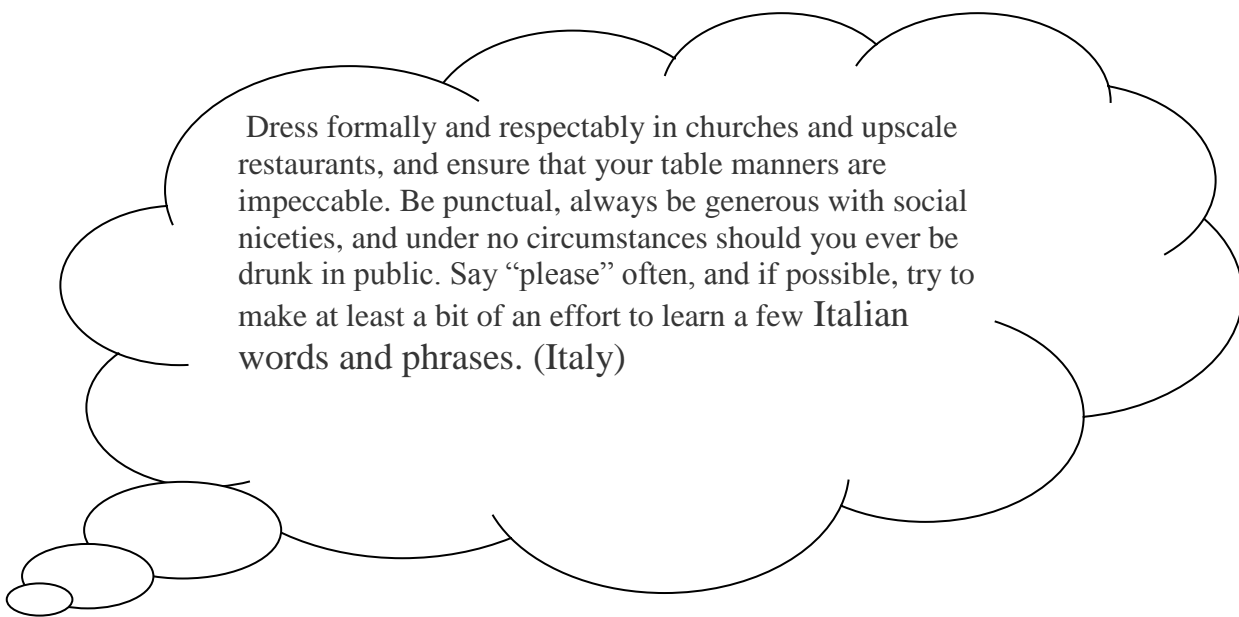
- 1) Do you feel that people are usually polite? Provide some examples
- 2) Are you sometimes confused about what to do in social situations? Give some examples.
- 3) Look at the picture. What do you think is happening? How do you feel yourself in this situation?

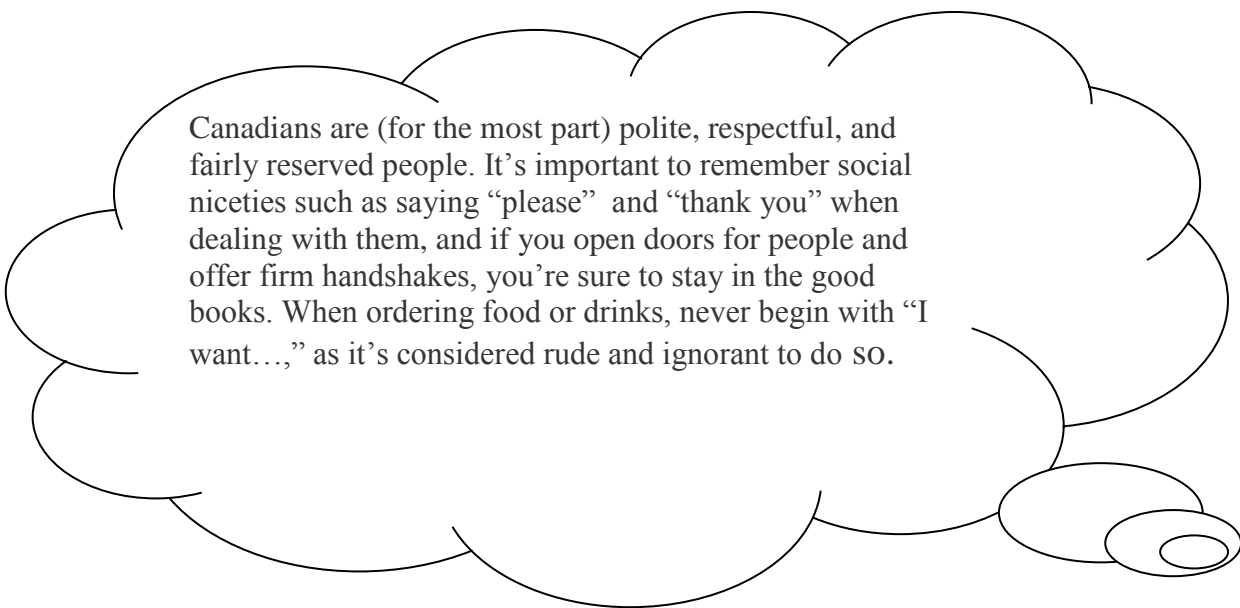
Task 2 Read the statements and think about them. Give your points in the next column. Then work with your partner and ask his/her opinion about the statements. Write their opinions on the next column.

#	Social norms	Your point	Your partner's point
1	At the dinner table, serve the adults first, then serve children		
2	Eat slowly for good manners. Do not talk with food in your mouth		

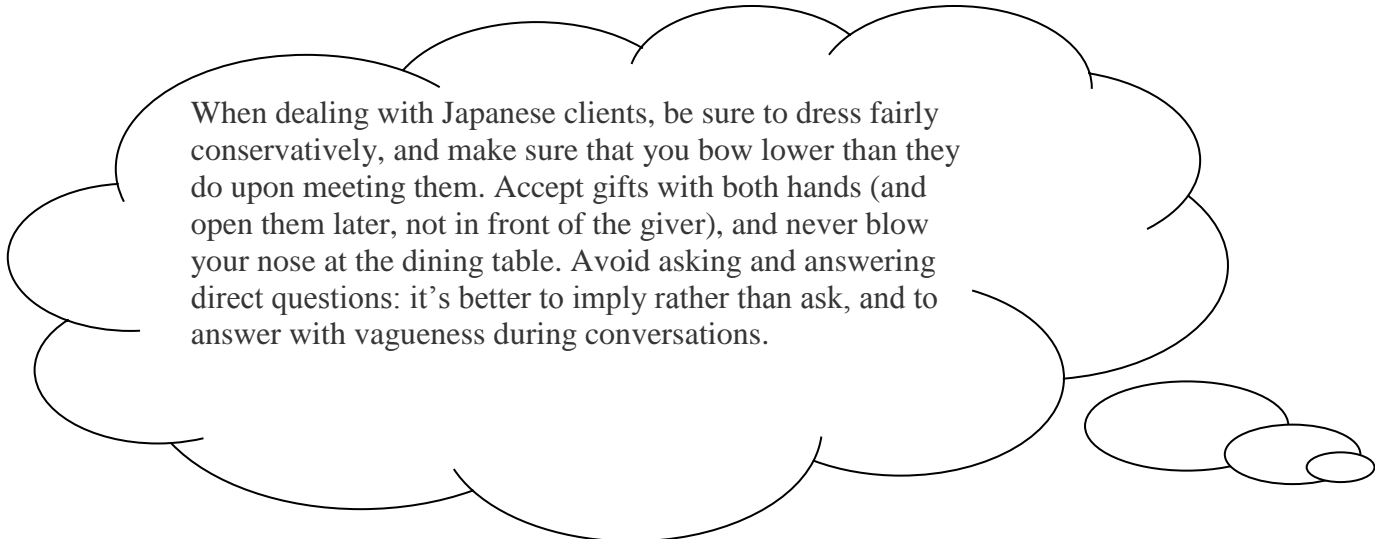
3	Do not speak in a language that others in your group do not understand		
4	Do not interrupt while older people talking		
5	A woman should start handshake with a man		
6	Do not spit in public places		
7	Whispering in front of people is considered a bad manner		
8	It is normal for people to come to parties late. Being late is OK in most cultures		
9	The best idea is to be polite when someone is rude to you		
10	Home is the best place to learn manners		

Task 3 Read the information about politeness in different countries and think about Uzbek culture. How they are different from other cultures. Share your ideas with your partner.

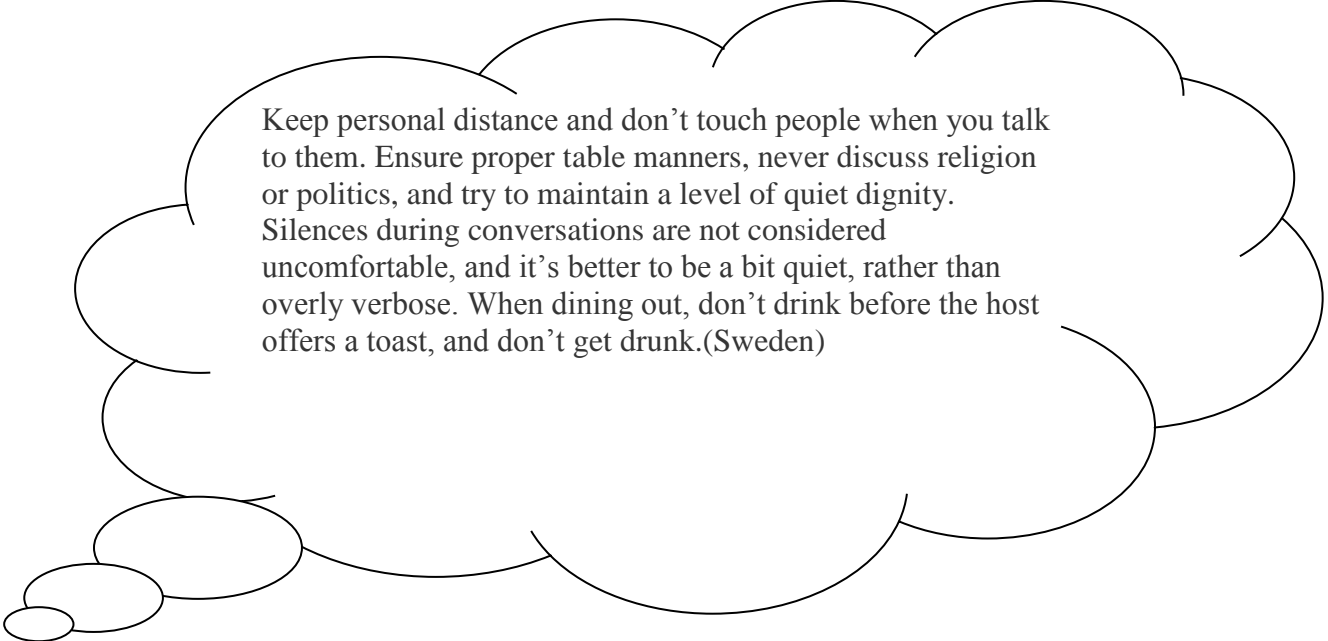




Canadians are (for the most part) polite, respectful, and fairly reserved people. It's important to remember social niceties such as saying "please" and "thank you" when dealing with them, and if you open doors for people and offer firm handshakes, you're sure to stay in the good books. When ordering food or drinks, never begin with "I want..." as it's considered rude and ignorant to do so.



When dealing with Japanese clients, be sure to dress fairly conservatively, and make sure that you bow lower than they do upon meeting them. Accept gifts with both hands (and open them later, not in front of the giver), and never blow your nose at the dining table. Avoid asking and answering direct questions: it's better to imply rather than ask, and to answer with vagueness during conversations.



Keep personal distance and don't touch people when you talk to them. Ensure proper table manners, never discuss religion or politics, and try to maintain a level of quiet dignity. Silences during conversations are not considered uncomfortable, and it's better to be a bit quiet, rather than overly verbose. When dining out, don't drink before the host offers a toast, and don't get drunk. (Sweden)

Task 4 Read the following situation and choose the best answers to the questions. Sometimes more than one answer is possible.

Attending a party

Donna was teaching English to a group of Japanese students at the language center in the US. It happened at the beginning of the course. She wanted to get to know her students better in an informal situation and invited her students to her house for a party. All students arrived at the party together at exactly 8:00 p.m. They seemed to enjoy the party: they danced, sang and ate most of the food. At about 10:00 p.m. one of the students said to the teacher, “I think, it is time for me to leave. Thank you very much for the party. Everything was delicious and we enjoyed them”. Then all the other students got up to go, and all left at the same time. Donna decided she would never invite them again.

1. Why did all students leave together?
 - a. They didn't like late nights.
 - b. There was no more food.
 - c. They were doing what was normal for them.
 - d. They had an invitation to another party.

2. Why did Donna decide never to invite these students to her house again?
 - a. She felt insulted, because they all left at once.
 - b. They had eaten all the food.
 - c. They stayed too late.
 - d. They hadn't brought her a present.

This activity is a variation on a technique described in Tomalin, B and Stempleski, S., Cultural awareness (Oxford University Press)

Task 5 Social behavior Read the situations described in the box and decide what would happen in similar situations in your culture.

UK/US	My country
1. When people are invited to a	

party, they often take a bottle of wine or even bottles of beer.	
2. When invited to a dinner party, people usually arrive within fifteen minutes of the appointed time.	
3. At an informal party, people don't wait to be introduced. They introduce themselves.	
4. When people are being introduced, they try to make direct eye contact with the other person.	
5. After a formal introduction, people often use titles until they are invited to use first names.	
6. People shake hands when they meet other people for the first time, but not every time they see them after that.	
7. Men and women friends kiss each other on the cheek if they see each other after a long time, or even each time they meet.	
8. People often try to start a conversation with someone they don't know by making a comment about the weather.	

<p>9. People may try to start conversation by complementing the other person.</p>	
<p>10. During the “Farewell” stage of a conversation , people will often move away from each other little by little and decrease eye-contact.</p>	

Task 6 Think about Uzbek/Russian people and their behavior, and fill in the table below.

Situations	Uzbek/Russian

Unit 10 Culture and tourism

Discussion

Work in pairs and discuss the following questions with your partner.

- What is cultural tourism?
- What is the role of Museums, Galleries and Historical heritage in cultural tourism?
- Have you experienced any cultural tourism activity? Did you like it or not?
- What is the positive effect of cultural tourism into the region?
- Do you have annual festivals and celebration to invite foreign tourists to the region?

Read the text

Cultural tourism

Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving. “Cultural tourism can be defined as that activity which enables people to experience the different ways of life of other people, thereby gaining at first hand an understanding of their customs, traditions, the physical environment, the intellectual ideas and those places of architectural, historic, archaeological or other cultural significance which remain from earlier times. Cultural tourism differs from recreational tourism in that it seeks to gain an understanding or appreciation of the nature of the place being visited.

According to the World Tourism Organization, cultural tourism is growing globally at a rate of 15 percent a year, while 37 percent of all trips now contain a cultural component. We tend to think that cultural tourism is about visiting museums and galleries, attending arts events and festivals, visiting heritage attractions and sites, and consuming other cultural experiences. The essence of cultural tourism is about encountering a destination's history and heritage, its stories, its people, its landscape, its townscape, its culture. It is about discovering what makes a destination distinctive, authentic, and memorable. It is about the experience of "place". (Steven Thorne)

Archaeology: the study of ancient societies by examining what remains of their buildings, GRAVES, tools

Heritage: the traditional beliefs, values, customs etc of a family, country,

Yi-De Liu and Chi-Fan Lin find out that in order to improve cultural tourism culture is not enough. It is important to understand the needs of tourists by mixing different cultural forms such as "high" and "popular", "learning" and "fun". Most advantageous parts of cultural tourism is to be used as a vehicle for economic development or regeneration, being regarded as mutually beneficial it sustains and enhances cultural resources that otherwise might disappear. Cultural tourism is considered as a means of developing "quality tourism" and attracting high spending consumers.

In the table below we can see the types of cultural tourism and the activities they engage.

The Role and Importance of Cultural Tourism in Modern Tourism Industry

Types of cultural tourism	Tourism products, Activities
Heritage tourism	<ul style="list-style-type: none"> • Natural and cultural heritage (very much connected to nature-based or ecotourism); • Material (built heritage, architectural sites, world heritage sites, national and historical memorials) • Non material (literature, arts,

	<p>folklore)</p> <ul style="list-style-type: none"> • Cultural heritage sites (museums, collections, libraries, theatres, event locations, memories connected to historical persons)
Cultural thematic routes	Wide range of themes and types: (spiritual, industrial, artistic, gastronomic, architectural, linguistic, vernacular, minority)
Cultural city tourism, cultural tours	<ul style="list-style-type: none"> • “classic” city tourism, sightseeing • Cultural Capitals of Europe • “Cities as creative spaces for cultural tourism”
Traditions, ethnic tourism	<ul style="list-style-type: none"> • Local cultures’ traditions • Ethnic diversity
Event and festival tourism	<p>Cultural festivals and events</p> <ul style="list-style-type: none"> - Music festivals and events (classic and light or pop music) Fine arts festivals and events
Religious tourism, pilgrimage routes	<p>Visiting religious sites and locations with religious motivation</p> <ul style="list-style-type: none"> • Visiting religious sites and locations without religious motivation (desired by the architectural and cultural importance of the sight) • Pilgrimage routes
Creative culture, creative tourism	<ul style="list-style-type: none"> • Traditional cultural and artistic activities <p>performing arts, visual arts, cultural heritage and literature</p> <ul style="list-style-type: none"> • as well as cultural industries <p>printed works, multimedia, the press, cinema, audiovisual and phonographic productions, craft, design and cultural tourism</p>

Besides having positive effect on the region such as the development of the regional culture, protection of the natural habitat, the accentuation of tourism regions, strengthening of the local traditions and culture, less seasonal, can extend the tourism season, and being an important form of sustainable tourism cultural tourism may have negative effects like culture become commercialized, destruction of the environment, investments in tourism that act against the state of the environment, architecture not characteristic to the local customs, carrying capacity problems, cultural tourism has only a dependent role (need for package),and conflict sources as well. (Based on HORVÁTH, 1999 own editing . Positive and negative effects/impacts of cultural tourism)

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Volume 6, Number 2, Autumn 2011, pp. 363-376 UDC: 338.48+640(050) (The Development of Cultural Tourism: A Review of UK Experience Yi-De Liu National Taiwan Normal University, Chi-Fan Lin Chinese Culture University)
3. Ioan Petroman, Cornelia Petroman, Diana Marin, Ramona Ciolac, Loredana Văduva, Ioana Pandur
4. www.intechopen.com

🌀 Do the task 🌀

Task 1 Questions for discussion.

1. How can we improve cultural tourism in Uzbekistan? Think about the regions and brainstorm the main points.
2. What can we develop in each region to attract tourist? Are there any festivals and celebrations to invite foreigners to your region like Sharq taronalari, Asrlar sadosi and etc?

Task 2 Mini Project work (This task may take several lessons)

Choose an attractive place in your region that can be interesting for local and foreign people. Work in small groups of 3 people. Do literature review about the place and bring information to class. When you have information discuss it with your class and design a flyers to the tourists. Present your flyer to your class.

Task 3 Mini –surveys

Choose one of the model questionnaires and interview a cross-section of people who are member of the different cultures. You may interview online if you do not have many foreigners in your area. Then prepare an oral report to present to the class.

Questionnaire 1 Getting to know people

Interview four or five people from different nations to find out their answers to the following questions. When you do the survey, keep a record of the Yes and No answers, and make notes on any interesting comments that people make.

1. Do you usually wait for the other person to say “Hello” first?
2. Do you wait for someone to introduce you to someone, rather than to introduce yourself?
3. Do you usually re-introduce yourself to people who have forgotten your name?
4. Do you usually smile when you first meet people?
5. Do you usually start conversations with people?
6. Do you usually give short answers, or say only “Yes” or “No” to questions?
7. Do you ask for people’s opinions, to find out how they think and feel about things?
8. Do you complement other people on what they say and do?
9. Do you tell people that you would like to get together with them?
10. When you meet people with whom you would like to be friends, do you invite them to an activity or to your home?

Questionnaire 2 Attitudes to time and space

Interview four or five people from different nations to find out their answers to the following questions. When you do the survey, make notes on any interesting comments and answers that people make.

1. When you are invited to someone’s house for dinner, how much earlier or later than the scheduled time do you try to arrive?
2. How long does a dinner party last?

3. If you were planning a surprise birthday party for a close friend, how many days or weeks in advance would you invite the guests?
4. If you were a guest at a party or at a social occasion in someone's home, how would you indicate to your host that it was time for you to leave?
5. If you had an appointment to meet a friend at 12:00 and arrived at 12:45, how would you expect your friend to react?

Questionnaire 3 Introductions

Interview four or five people from different nations to find out their answers to the following questions. When you do the survey, make notes on any interesting comments and answers that people make.

1. When you are introduced to a man of your age or younger, what do you usually say?
2. When you are introduced to a woman of your age or younger, what do you usually say?
3. When introducing yourself to someone you don't know at a party, what do you usually say?
4. When you are being introduced to someone, do you usually shake hands?
5. What are some topics you might talk about immediately after an introduction?

Questionnaire 4 Personal relationships

Interview four or five people from different nations to find out their answers to the following questions. When you do the survey, make notes on any interesting comments and answers that people make.

1. Do you have close friends from different countries?
2. Do you have friend who are members of other religious groups?
3. Are most of your friends of the same sex as you?
4. Do you prefer going out with a group of friends rather than with one or two friends?

This activity is a variation on a technique described in Tomalin, B and Stempleski, S., Cultural awareness (Oxford University Press)

Task 5

What culture clash happened here? Read the text again and fill in the table. First one was done for you.

Kate came to Uzbekistan to visit Samarkand, Bukhara and Khiva. In Uzbekistan she got acquainted with Gavhar, their guide, and get on with her well as they

were almost the same age about 25. Gavhar invited Kate to her home for dinner. When Kate came everybody was waiting for her. The expanded family was sitting on two large “supa” (special place for people to sit on, above the floor.). After long lasting greetings with each other and questions like how is your mum, dad, and all other relatives that made Kate surprised. Then they started having dinner. After the dinner Kate invited Gavhar to have a walk. Gavhar said that she needs to get permission. Kate was amazed “why?” but didn’t say a word. After some minutes Gavhar came back. Kate asked if they could go. Gavhar answered that she asked permission from mum, whereas her mum needs to get permission from Gavhar`s dad for her and he needs to talk to his 80 year-old mum before letting

Gavhar out after dinner. Kate`s eyes rolled. In some minutes little uncle of Gavhar who was a little older than them, came and said that he would go with them as family decided it is not good to allow young girls to go out in the evening by themselves.

After they came back, the house was full of neighbors who came to greet Kate. Kate was tired and saying good night to all went to the room prepared for her. Neighbors were disappointed of her going to bed without sitting with them.

In Uzbek culture acceptable	In the US/ UK can be different
<i>Neighbors visit to see the guest</i>	<i>No. Neighbors do not come to meet.</i>

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Answer Keys

Unit 2 Stereotyping Task 2 Is it true that...?

Most true: 3,4,5,8.

False: 1,2,6,7,9.

Unit 3 Cultural identity Task 2 Accepting a complement

1 The most likely explanations are (b) and (c).

Usa may have felt uncomfortable at being singled out for such a compliment, and looking down is a mark of respect in many cultures.

2 The most likely explanations are (c) and (d).

It is normal for teachers in English speaking countries to complement students for good work, and for students to take the complement with a “Thank you”.

Unit 4 Extra-linguistic issues in intercultural communication

Answer keys: Task 3 Social behavior

1. a. Wrong. “How are you?” is only a greeting. You should respond by saying like “Fine. How are you?” or “Very well, thanks. And you?”. You should not start to talk about your medical problems.

b. Right.

c. Right.

d. Wrong.

2. a. Wrong. It is polite to praise the apartment, but it is impolite to ask how much the rent is.

b. Right.

c. Right.

d. Wrong. You should not walk around the apartment or pick up anything, unless you are invited to do so. You can, however, say something like, “This is a really nice apartment”.

3. a. Wrong. You should not mention the toilet directly.

b. Right. Your friend will know what you mean.

c. Right.

d. Wrong. You can indicate that you want to use the toilet by saying something like, “Could I use your bathroom first?”.

4. a. Right.

b. Right.

c. Wrong. Your friend will probably not ask you again.

d. Wrong. This would be appropriate only with very, very close friends

5. a. Wrong. Bowing is not a custom in the UK or the US. The usual response to an introduction is something like, “It is nice to meet you”.

b. Wrong. Shaking hands is OK, but you should say something.

c. Right.

d. Wrong. “Hi” is a little too informal for an introduction to a friend’s parents.

Answer keys: Classroom behavior

1. a. Wrong. This would disrupt the class.

b. Wrong. You will miss class work and could be marked absent.

c. Wrong. This would disrupt the class.

d. Right.

2. a. Right.

b. Wrong. You will miss class work and the teacher will probably realize why you are absent.

- c. Wrong. The teacher will expect an explanation.
 - d. This is OK, if you do this, you should explain the situation to the teacher.
3. a. Wrong. You will miss class work and could be marked absent.
- b. Wrong. If you have to leave class early, you should explain the situation to the teacher before the class begins.
 - c. Right.
 - d. Wrong. See answer (b)
4. a. Wrong. The best thing to do is to raise your hand and ask the teacher to explain.
- b. Wrong. It is OK to say (but not shout) that you have question. But unless there are very few students in the class, you should raise your hand to get the teacher's attention.
 - c. Right.
 - d. This is O, but it's probably better to ask the teacher to explain during class. You are probably not the only student who needs an explanation.
5. a. Wrong. Teachers in the US and UK do not expect students to behave so formally.
- b. Right.
 - c. Wrong. If you look down, the teacher may interpret this as a sign of guilt or lack of interest.
 - d. Right.

Task 4 Addressing the teacher

1 The most likely explanation is (b)

In many cultures students , no matter what their age , address their teacher as “Teacher”, in order to show respect.

2 The most likely explanation is (c).

Unit 5 Symbols and images of different cultures

Task 2 Where in the world...?

1. Great China Wall. Beijing, China
2. Taj Mahal. Agra, India.
3. Statue of Liberty. New York, The USA.
4. Summer Palace. Beijing, China.

Unit 9 Manners and culture

Task 4 Attending a party

1. The most likely explanation is (c).

Young people in Japan and many other countries in Asia often arrive at social events in a group and leave in a group.

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Glossary

Ambiguity: the state of being unclear, confusing, or not certain, or things that produce this effect

Analogy: something that seems similar between two situations, processes

Anguish- mental or physical suffering caused by extreme pain or worry:

Archaeology: the study of ancient societies by examining what remains of their buildings, GRAVES, tools

Astringent: having a sharp acid taste

Barber-a man whose job is to cut men's hair and sometimes

Barley: a plant that produces a grain used for making food or alcohol

Brew: if a drink of tea or coffee is brewing, the taste is getting into the hot water:

circadian-rhythm – occurring in approximately 24 hour intervals

conservative-traditional

Crisp: food that is crisp is pleasantly hard or firm when you bite it

Culture shock-strong feeling of discomfort, fear or insecurity which a person may have when they enter another culture

Deflate: if a tyre, BALLOON etc deflates, or if you deflate it, it gets smaller because the gas inside it comes out

Dim-witted - stupid

Discrimination: the practice of treating one person or group differently from another in an unfair way:

Distinctiveness: characteristic of one person or thing, and so serving to distinguish it from others juniper berries give gin its distinctive flavor

Farewell-:the action of saying goodbye:

Fertility: the ability of the land or soil to produce good crops

Fiery: very red or orange, and looking like fire:

Gastronomy: the art and science of cooking and eating good food

Ginger: a root with a very strong hot taste, or the powder made from this root, that is used in cooking

Graffiti: rude, humorous, or political writing and pictures on the walls of buildings, trains etc:

Heritage: the traditional beliefs, values, customs etc of a family, country, or society

Hypothesis- an idea or explanation of something that is based on known facts but has not been proved.

Immortality: the state of living for ever or being remembered for ever:

Internalization: if you internalize a particular belief, attitude, behaviour etc, it becomes part of your character

Leaven: a substance, especially YEAST, that is added to a mixture of flour and water so that it will swell and can be baked into bread

Negotiation: to discuss something in order to reach an agreement, especially in business or politics

Obese-extremely fat

offended-:someone who is offended is angry and upset by someone's behaviour or remarks

Olive: a tree that produces olives, grown especially in Mediterranean countries:

Oppression: when someone treats a group of people unfairly or cruelly and prevents them from having the same rights as other people have

Phoenix- a magic bird that is born from a fire, according to ancient stories

Pictogram- a mathematical drawing that shows numbers or amounts in the form of pictures

Pitta bread: a type of bread which is flat and hollow. It can be cut open and filled with food.

Prejudice-an unfair and unreasonable opinion.

Proverbial: well known by a lot of people

Rhyme: word that rhymes with another word

Rim: the outside edge of something circular

Rye: a type of grain that is used for making bread and WHISKY:

Self-conception-is a collection of beliefs about oneself^f that includes elements such as academic performance

self-esteem:-the feeling that you are someone who deserves to be liked and respected

Self-perception- the idea that you have about the kind of person you are

Serpent: a snake, especially a large one

Shrub: a small bush with several woody stems

Shy away from something: (ph,v)-to avoid doing or dealing with something because you are not confident enough or you are worried or nervous about it:

Sorbet: a frozen sweet food made of fruit juice, sugar, and water → ice cream

Sourdough: uncooked DOUGH that is left to FERMENT before being used to make bread

Status: the official legal position or condition of a person, group, country

Stitch: a piece of special thread which has been used to sew the edges of a wound together

Tranquilizer: a drug used for making someone feel less anxious

Trespass: the offence of going onto someone's land without their permission

upscale: relating to people from a high social class who have a lot of money

vagueness-not clear

Vandalism: action involving deliberate destruction of or damage to public or private property

Vernacular: a style of building, music, art etc that is suitable for ordinary people

Withstand: to be strong enough to remain unharmed by something such as great heat, cold, pressure.