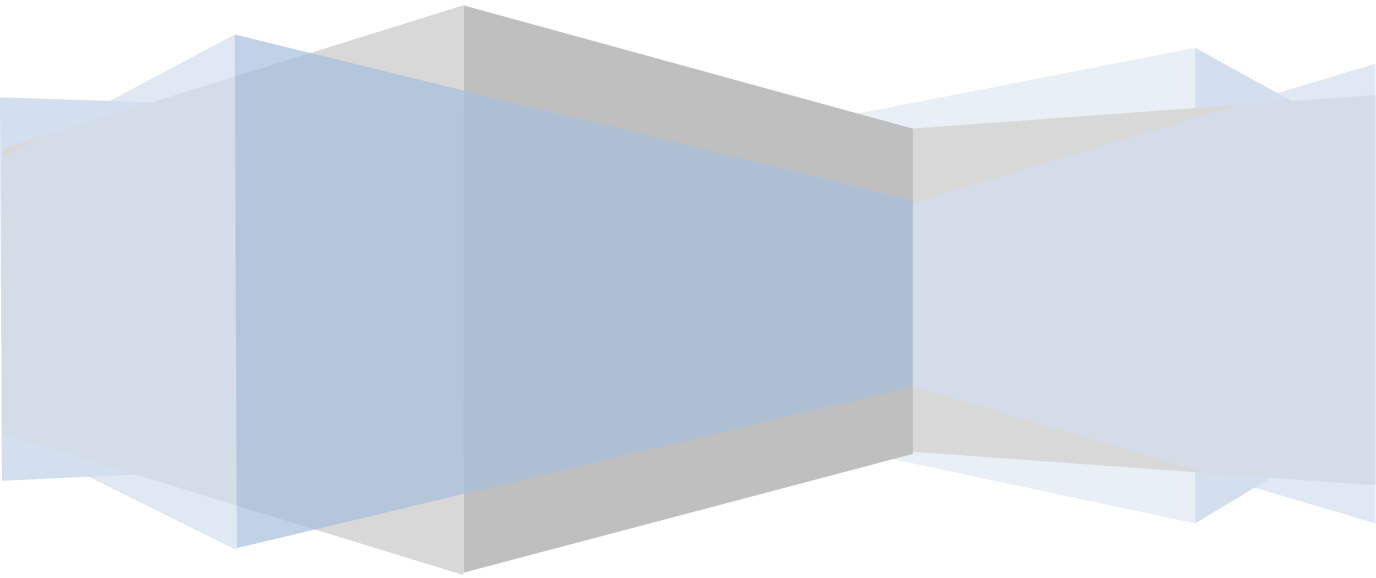
State Pedagogical University “Ion Creangă”

Sociolinguistics

Guide for students

Șchiopu Lucia



Chișinău, 2023

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FOREWORD

Sociolinguistics is the study of the interaction between language and society and how language shapes human social behavior. Sociolinguistics examines the numerous and varied ways that language and society are intertwined in its broadest sense.

The students' guide *Sociolinguistics* reveals the descriptive study of how societal factors, such as cultural norms, expectations, and environment affect language and the manner in which it is used.

The main purpose of the textbook is to guide the students in the process of comprehension of how language changes depending on the social setting and how certain linguistic functions can be used to express social meaning or parts of an individual's identity.

The fundamental thesis of this guide is that language is dynamic, shapes the society and social interactions shape language.

This guide will:

- assist students in comprehending and applying the language they have learnt in a real-world setting
- promote understanding of dialects and variants
- promote understanding of different cultures and promote respect for the viewpoints held by individuals from other cultures
- give pupils a foundation for further study, social integration and career opportunities.

The resource book consists of the theoretical part, in which there are presented the most pivotal theories and concepts on the sociological aspects of the language, and the practical part, where the students will have the chance to get in contact with literary dialects through authentic texts.

1. Sociolinguistics: Theoretical Background

1.1. Defining Sociolinguistics



The term *sociolinguistics* is a derivational word. Two words that form it are sociology and linguistics. Sociology refers to a science of society; and linguistics refers to a science of language. A study of language from the perspective of society may be thought as linguistics plus sociology. Some investigators have found it to introduce a distinction between sociolinguistics and sociology of language. Some others regard sociolinguistics as the sociology of language.

Sociolinguistics is defined as:

- The study that is concerned with the relationship between language and the context in which it is used. In other words, it studies the relationship between language and society.

Social classes are displayed in a stratified society, followed by social position and role. Wealth, a person's circumstances of birth, their career, or unique characteristics to the group they belong to can all be used to identify social class. If wealth is a criterion, it may be measured in terms of money, the number of pigs, sheep, or blankets owned by a person or family, or the amount of land they are claiming. Social class membership is frequently a major determinant of social position. A guy who is married automatically acquires the statuses of husband and father; he may also have the position of director in his place of employment and hold the position of religious leader in his community. As stated by Soerjono Soekanto, social role is a dynamic aspect of status.

Societal norms, values, and etiquette form the foundation of interpersonal relationships. People are governed by ideals (of how to behave in a good manner) that can be carried out by etiquette when it comes to communication, for example.

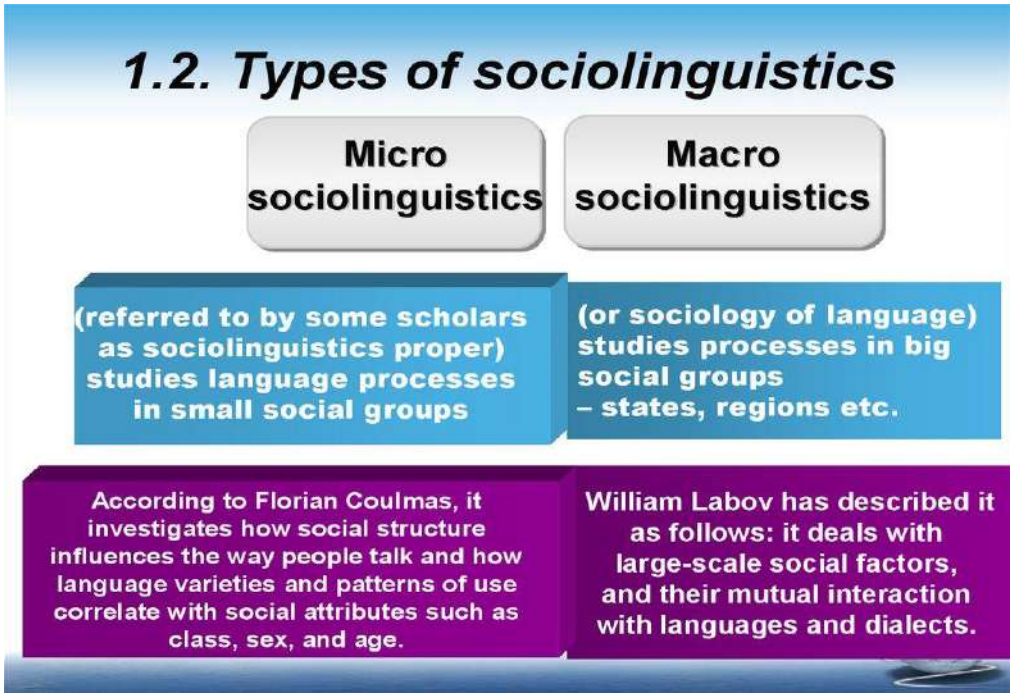


Fig. 1. Types of Sociolinguistics. Source: https://ppt-online.org/433939

1.2. Branches of Sociolinguistics

There are two branches of Sociolinguistics: Variationist and Interactional. Interactional Sociolinguists focus on language in its social context, the language used in interaction by closely observing a "speech event" in a particular community.

According to interactional sociolinguistics, there are seven main elements that each play a specific role in a particular "speech event":

1. Speaker - Writer
2. Hearer - Reader
3. The message that is passed between them
4. The topic expressed by the message form
5. Location of speech event
6. Emotive/ expressive function which is the speaker - writer attitude
7. Referential/ denotative function stressing the topic.

This model is referred to as "ethnography of communication" (Gumperz & Hymes).

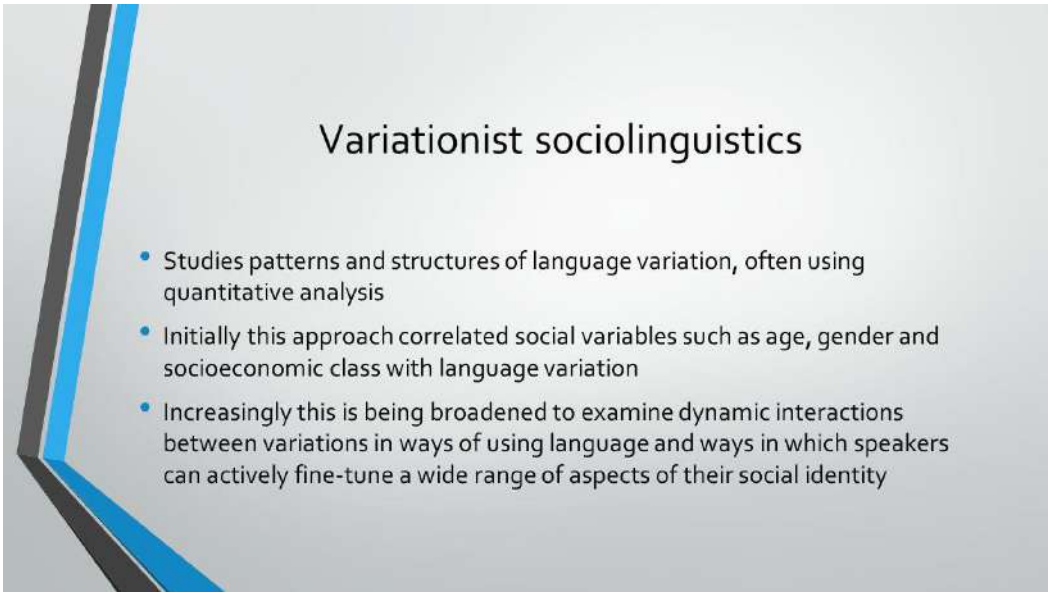


Fig.2. Variationist Sociolinguistics. Source: https://slideplayer.com/slide/4455736/

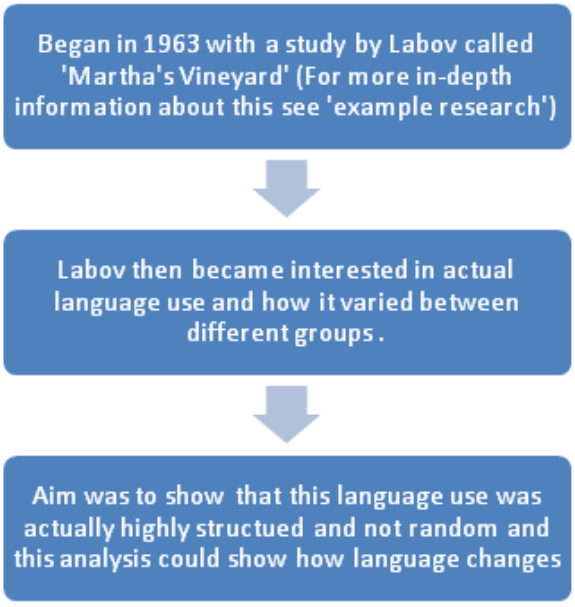


Fig. 3. Labov's Experiment. Source: https://sites.google.com/a/sheffield.ac.uk/aal2013/branches/sociolinguistics/variationist-sociolinguistics

Labov's findings provided a novel insight into the dynamics of linguistic change. William Labov was a Masters student at Columbia University doing research on dialectology — in the early 1960s, travelled to Martha's Vineyard, a

small island three miles off the coast of New England, to interview some of its inhabitants. Labov sought to probe more deeply into the social influences of different dialects — not simply to document the subtle differences in language, but to understand why changes take place. Labov set about identifying a set of *linguistic variables* that he could measure: monophthongs, *diphthongs(*Labov selected the diphthongs /ɑi/ and /ɑu/, because Vineyarders *centralised* these sounds to varying degrees, meaning that the initial /ɑ/ sound was produced with the tongue in a more central position in the mouth*).* Labov observed that the first element of the /ai/ diphthong was raised in the speech of Martha's Vineyarders, particularly fishermen, and he correlated it with social factors like identity (i.e., local heritage) and resistance to summer visitors.

Concepts to be remembered:

Human language capacity: The idea that people are born with a built in capacity for language, and that people already know language but just need to learn the rules of language, and that people recognize what's right and wrong on how to use language.
Social practice: When speakers engage in an activity together in a group
The sociolinguistic interview: Collecting data from people in an interview as naturally as possible
Observers paradox: When participants alter their language because they are aware they are being observed
Un- self conscious speech: when people don't pay attention to their speech through telling a narrative.
Very self conscious speech: When people pay attention to their speech.

Language variations refer to different ways to use the same language by that language speakers. It includes different phonological, lexical and syntactical aspects. The variations appear because of the speakers function, formality and media factor.

After the Attention to Speech approach to language variation, Giles and Powesland developed the Speech Accommodation Theory, or SAT, which assumes that a given speaker may adapt his/her speech to that of the listener in order to obtain a social reward such as acceptance.

The sociolinguistic interview aims at eliciting linguistic data in different speech contexts. It comprises an informal part (consisting of free conversation) for eliciting vernacular or local use.

Sociolinguistic Interview in order to be conducted needs to be set in the following framework:

- What type of variable will you consider (phonetic, lexical, grammatical, etc)?
- How would you construct questions and survey items to elicit accurate results?
- How would you consider respondents who may choose a more "correct-sounding" response rather than their true linguistic choice?
- How can you make your choices inclusive without listing too many extraneous items?
- How will you approach open-ended responses?
- How will you administer the survey?

2. Language as a System

2.1. Language and Speech

According to Wardhaugh (1986), a language is a set of arbitrary verbal symbols utilized for human communication. According to Francis in Ramelan (1984), a language is an arbitrary system of articulated sounds used by a group of individuals to conduct social activities. According to Gumperz and Hymes (1972), a language is a collection of rules that allows speakers to convert information from the outside world into sounds.

Firstly, a language is a system through which people strive to communicate their thoughts and knowledge. A language must be systematic in order to qualify as a system. A sentence, for instance, is not ordered arbitrarily, demonstrating the systematic nature of a language. We cannot state "Goes Ali school to every day" in this context. The English language has its own rules for how to arrange certain words in a phrase. The ordering patterns demonstrate the necessity of a systematic language.

Secondly, a language is considered arbitrary. This indicates that it is initially developed based on social consensus. There is no logical justification in this relationship for why a specific domesticated four-legged animal is called "dog" in English, "asu" in Javanese or "sobaka" in Russian. It is a matter of agreement between members of the society when giving names.

Thirdly, language is a social construct. We are all aware that languages are taught, socially acquired, and subsequently used. If this statement has anything to do with the learning or acquisition of a language, we could use the example of a newborn kid who first develops communicative competence in a speech

community before learning and using the language there. As a result, learning a language is socioculturally acquired rather than genetically passed along.

The last but not the least, is the use of a language. In essence, a language is always used. This remark suggests that regardless of race or ethnicity, everyone in the globe speaks a language. This implies that they constantly have a method of exchanging ideas through sounds that are produced by the organs of speech.

Writing, singing, and speech-derived whistling, drumming, horn calling, and other forms of communication are all considered kinds of speech (Gumperz and Hymes, eds., 1972, p.53). The speech community is a crucial idea in any study of communication. It alludes to a group of individuals who communicate using the same set of speech signals. Another definition of the speech community is any group of people who share a common set of verbal indicators and are distinguished from other groups by pronounced disparities in language use (Pratt, 1977).

A speech situation is a situation in which a speech occurs, a speech event refers to activities or aspects of activities that are directly governed by speech.

Speech act is the minimal term of the speech event. It represents a level distinct from the sentence, and cannot be identified with any single portion of other levels of grammar.

According to Mary Finocchiaro, a language serves the following purposes:

1. **Personal**. The ability to convey one's innermost thoughts, feelings like love, anger, and sadness, needs, wants, or attitudes, as well as to categorize or clarify ideas in one's mind, is known as the personal function of a language.
2. **Interpersonal**. The learner can build and maintain positive relationships with people and groups using his interpersonal skills. He can also praise, commiserate, or be happy for someone else when they succeed, ask about their health, apologize, and extend invitations.
3. **Directive**. The learner can exercise his directing function to influence other people's behavior through ideas, instructions, discussions, requests, warnings, and persuasion. He can discuss the present, the past, and the future by using the referential function to describe things that are in the immediate environment, the culture, or the setting.
4. Metalinguistic. The learner can discuss language using the metalinguistic function by asking, "What does..... mean?"
5. **Imaginative**. The learner may utilize language creatively by rhyming, creating poetry, writing, or speaking thanks to his imaginative function.

2.2. Relationship between Language and Society

Language acquisition is the process by which individuals gain the capacity to perceive and comprehend a specific language, as well as the capacity to engage in communication in that language. The process by which we learn to communicate effectively through speech, writing, or even sign language is known as language acquisition.

Since animals don't use language to communicate, learning a language is considered to be one of the most important aspects of human nature. Psycholinguists and sociolinguists concur that language acquisition is an innate skill. The Language Acquisition Device (LAD) is a claim from language acquisition research proposed by Noam Chomsky in the 1960s that is a purported instinctive mental capacity which enables an infant to acquire and produce language. Animals lack a language acquisition mechanism; only humans do. The LAD is a structure in the brain that infants are born with, allowing them to quickly learn and understand language as they mature. Language acquisition is the process by which individuals gain the capacity to perceive and comprehend a specific language, as well as the capacity to engage in communication in that language. Thus, the process by which we learn to communicate effectively through speech, writing, or even sign language is known as language acquisition.

3. Languages, Dialects and Variants

3.1. Vernacular and Language

The term "vernacular" in linguistics refers to the language a person learns as a child and uses it in regular, everyday social interactions. We should be aware that those who prefer another variation—especially those who choose a variety highly influenced by the written form of the language—may socially disapprove of so-called vernaculars. Therefore, when employed in public discourse, this phrase frequently carries negative connotations. The terms language and dialect are confusing, as Haugen (1966) has shown. Despite the fact that the average person uses these terms very freely, for them, a dialect is likely nothing more than a regionally non-prestigious (and thus helpless) variation of a "real" language.

3.2. Defining Dialects

Typically, a dialect is linked to a certain geographic location. It refers to a region's or a social group's distinctive speech features. From a linguistic perspective, it alludes to disparities that go far beyond the accent-related pronunciation. Consider Hindi, which is spoken in many regions of India.

The word "dialect" in this context has a political meaning because it is typically used to describe low-status languages (regardless of how closely related to the national language they actually are), languages without institutional support, or languages that are considered to be "unsuitable for writing."

Why is dialect used?

To distinguish a character's distinctive speech and to highlight their origin, cultural background, or socioeconomic class, a writer may employ dialect in addition to accent.

A dialect is a type of language that indicates a person's origins. The idea is typically understood socially (social dialects) and geographically (regional dialects), but it also has some relevance to a person's class or line of work (occupational dialect).

Languages can have different dialects based on things like accents, vocabularies, and speech patterns. This may be due to social or geographic factors such as remoteness. People who speak the same dialect are frequently neighbors.

Style and register have different names in linguistic terms. Both have a particular speech situation in mind, but whereas register frequently refers to the language that has been chosen and is expected in connection with that speech situation; style also takes into account grammatical variety. Tone or register refers to the way grammar, words, and expressions are selected for a piece of writing to make it appropriate for its intended context. The five registers are frozen, formal, consultative, casual, and intimate:

- The frozen register is recited speech or text that does not change,
- The formal register is elevated speech used in non-personal contexts,
- The consultative register is a semi-formal type of conversation that necessitates the participation of speakers and listeners,
- The casual register is informal but relatively impersonal speech or text,
- The intimate register is highly personal communication reserved for people who are already well-acquainted.

The tone of a piece conveys the author's attitude. The distinctive features or qualities of a piece of writing are referred to as its style. One of the most obvious indicators of a story's tone is the way it is written.

Did you know that English is spoken in more than 150 different dialects around the world? The UK is a rich landscape of languages, accents and dialects. In reality, there are almost 40 different dialects in the UK that sound totally different from each other, and in many cases use different spellings and word structure. In fact,

there's pretty much one accent per county. The rich variety of dialects in Britain can to a large extent be attributed to the fact that English has been spoken on this island for more than 1500 years. This long time period has allowed for the language to develop into regional varieties of English. The surviving Old English documents are traditionally attributed to four different major dialects: Kentish (in the south-east), West Saxon (in the south-west), Mercian (in the midland territories of Mercia), and Northumbrian (in the north).



Fig. 4. Dialects of UK. Source: https://www.thedockyards.com/brief-overview-english-dialects-british-isles/

In the United States, there are about 30 major English dialects, and with it, countless ways to pronounce words for the same meaning:

1 Standard Canadian English
2 Western American English
3 North-Central American ("Upper Midwest") English
4 Inland Northern American ("Great Lakes") English
5 Midland American English
6 Southern American English
6a Texan English
6b Inland Southern American ("Appalachian") English
7 Western Pennsylvania ("Pittsburgh") English
8 Mid-Atlantic American ("Baltimore" and "Philadelphia") English
9 New York City English
10 Southwestern New England English
11 Southeastern New England ("Rhode Island") English
12 Northwestern New England ("Vermont") English
13 Northeastern New England ("Boston" and "Maine") English

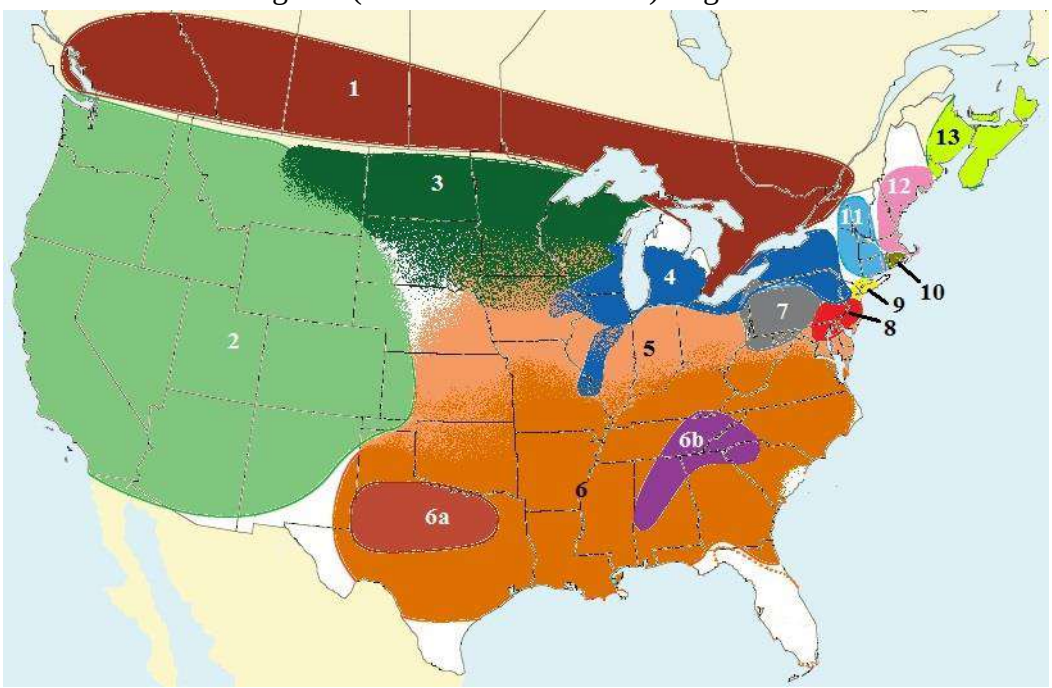


Fig.5. Dialects in US. Source:
https://commons.wikimedia.org/wiki/File:North_American_English_dialect_regions_map.jpg

In popular usage, a language is written in addition to being spoken, while a dialect is just spoken.

The features of a dialect:

- variations in grammar
- variations in vocabulary
- variations in prosody (patterns of rhythm, intonation and stress)
- variations in usage patterns
- likely will not have its own written literature
- likely will not be specific to a state or nation of its own
- likely specific to a region.

3.3. Language Variations

Numerous social factors, such as socioeconomic class, education, ethnicity, region, and age, have an impact on language and its variants. The way that people speak a language is shaped and influenced by these social influences, leading to language variety and varieties.

British English and American English are the two main varieties of standard written English used today, with other varieties falling under one or both of them.

In conclusion, language variations relate to many ways that speakers of the same language use the same language, including various phonological, lexical, and syntactical aspects.

Phonological Variation In Sociolinguistics- variation in how people pronounce words, even within the same language. This variation is often determined by factors such as a person's age, social class, or region.

E.G. *Water* - Most Americans refer to the stuff that comes out of the tap as "wah-ter." But if you were raised in the Philadelphia area, your pronunciation probably sounds more like "wooder" or "wooter."

Been- For the majority of us, the word "been" rhymes with "bin," like the ones pictured above. But people in North Central states near Canada would say "ben," like the name.

Egg- Having breakfast in the Pacific Northwest? You're likely to hear diners around you pronounce "egg" like "ayg."

Coffee- Those in New York City, New Jersey, and the surrounding areas famously pronounce it "caw-fee." (It's even earned a spot in Urban Dictionary.) The rest of the country, however, will most likely order their "kaa-fee" with milk or sugar.

Lexical variation refers to the different words and phrases we use to refer to the same objects/concepts.

Grammatical (or syntactic) variation deals with the ways in which sentences are structured and constructed.

3.4. Received Pronunciation

A. J. Ellis, a linguist, first used the name Received Pronunciation in 1869, but it wasn't until the social elite's accent that it was generally adopted.

BBC English is another name for The Queen's English. The majority of non-native English speakers link people from the UK with Standard English.

All RP speakers use Standard English, hence RP is an accent rather than a dialect. In other words, they stay away from the localized vocabulary and ad hoc grammatical constructs that are typical of regional dialects. Additionally, RP lacks any geographical specificity; that is, it offers no hints as to the speaker's origins.

Despite of the fact that there is such a wide variation, there are three standard accents, namely:

1. Received Pronunciation (RP) as the standard pronunciation of British English,
2. the General American (GA) as the U.S. standard and
3. the accent spoken in Australia, the General Australian.

Broadcast speech has used RP far less since the Second World War. On BBC Radio 3 and Radio 4, as well as on several TV channels, broadcasters and newsreaders still speak with the RP accent the majority of the time, but non-RP accents are now more common.

RP might be categorized as conservative, mainstream, or advanced. Most older and younger RP speakers use conservative and advanced RP respectively.

3.5. A Standard Language

Although the phrase is occasionally used to refer to the totality of a language that contains a standardized form as one of its variations, a standard language is a language variety that has undergone significant codification of grammar and usage.

All dialects are included in a country's official language, but only one dialect—usually the upper-class dialect—is used as the standard language.

When speaking or writing to someone we don't know well, such as doctors or school administrators, standard English is utilized. We act in this way to respect them or to leave a favorable first impression.

Who speaks Standard English?

In the southeast of England, a regional dialect gave rise to Standard English. In literature, the educational system (grammar books and dictionaries), the court, the church, in newspapers, in the media, and for official purposes, this variety—which is seen as official—is utilized.

An informal variety of English is non-standard English. It frequently uses slang and colloquialisms that are inappropriate in formal or professional contexts. Standard English, which is distinguished by the use of good spelling, grammar, and punctuation, is the complete opposite of this punctuation.

3.6. The Most Popular Dialect: Cockney

Cockney is the accent spoken in the East-End of London by working-class and lower middle-class Londoners. It has been stigmatized for centuries but also has covert prestige, that is, it is a badge of identity for its speakers. Cockney is famous for its rhyming slang, much of which is humorous such as trouble and strife = wife.

E.g. How do you say hello in cockney slang?

Starterslang 'Hiya' or 'Hey up' – these informal greetings both mean 'hello' and are especially popular in the north of England.

“I'm going upstairs” becomes I'm going up the apples in Cockney. Apples is part of the phrase apples and pears, which rhymes with stairs; and pears is then dropped.

(1) The GRAMMAR of Cockney is by and large 'general nonstandard', with such usages as double negation (There aint nuffink like it = There is nothing like it) and done and seen for did and saw (I done it yesterday, I just seen er).

(2) the key features of Cockney accent?
Cockney is famous for its rhyming slang, much of which is humorous such as trouble and strife = wife. Cockney also includes back slang, that is, words pronounced backwards. The most famous example is the word yob = boy. Nowadays, yob is a synonym of hooligan.

How to speak cockney:

1. **Drop the letters “t” and “k” from the middle of words.** A glottal stop is the linguistic term for dropping the sound of the letter “t” from the middle of a word. You can do the same with the letter “k” in the middle of a word, as well.
   "Scottish," for instance, would be pronounced "Sco'ish."
   “Blackboard” becomes “bla'board.”
2. **Drop the “h” from the beginning of words.** The Cockney accent doesn't put emphasis on the “h” sound when it is the first letter in a word. So, for example, pronounce “herb” as "erb," "horse" as "orse," and "hopefully" as "opefully.

3. **Don't pronounce the “r” at the end of words.** Like most English accents, a Cockney accent drops the “r” from the end of a word. For example, "mother" becomes "mo-thah," and "car" becomes "cah."
4. **Replace “th” with “f” or “v.”** For words that start with a “th” sound, like “think,” change the “th” to an “f,” as in “fink.” “Thought” becomes “fought,” and “thirsty” becomes “firsty.” For words that have a “th” sound in the middle, like “Northern,” replace it with a “v” sound, such as “Norvern.”
5. **Substitute an “l” for a “w” at the end of words.** When an “l” sound is at the end of a word, you can substitute the “l” for a vowel sound, like “w.” For instance, “pal” would sound like “pow,” and “trouble” becomes “trou-bow.
6. **Drop the “g” from -ing endings.** A Cockney accent is very informal, and often leaves off the “g” in words that end with “ing.” For instance, "starting" becomes "startin'" and "laughing" becomes "laughin'.
7. **Use Cockney substitutions.** To speak with a Cockney accent, occasionally substitute grammatically-incorrect words for grammatically-correct words. For example, say "ain't" instead of "isn't" or "is not," and use "me" instead of "my." You can also use double negatives, like “I didn't see nothin' there!”

4. Language and Brain

4.1. Brain and Language Centers

The human brain is divided into two hemispheres. The left hemisphere is the "logical brain" and is involved in language and analysis and the right hemisphere is the "creative brain," involved in daydreaming and imagination. The left hemisphere controls the right side of the body while the right hemisphere controls the left side.

The visual cortex is the part of the cerebral cortex that is responsible for processing visual information.

The auditory cortex in the cerebral cortex processes auditory information and as part of the sensory system for hearing, performs both basic and higher hearing functions.

Wernicke's area is an area in the cerebral cortex related to speech and is involved in both spoken and written language. This area was named after Carl

Wernicke, a German neurologist who discovered that the area is related to how words and syllables are pronounced.

Broca's area is an area in the frontal lobe of the brain that is related to the production of speech.

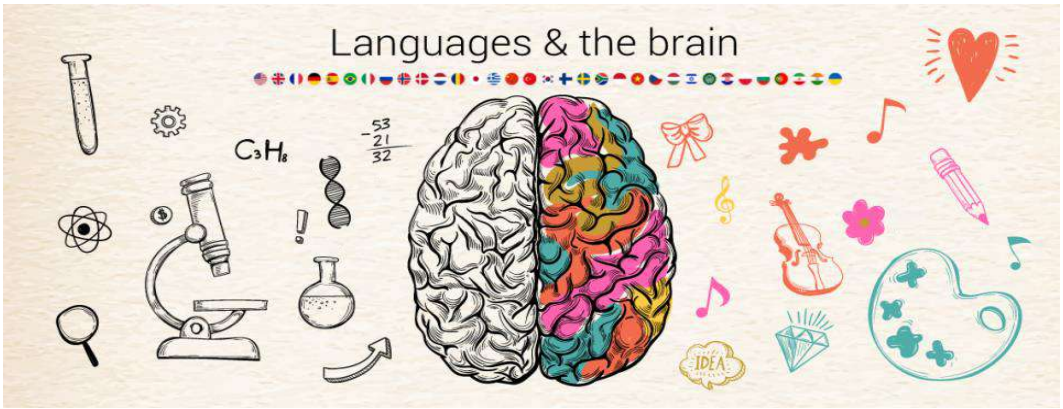


Fig.6. Language and the brain. Source: https://www.mondly.com/blog/surprising-brain-benefits-of-learning-foreign-languages/

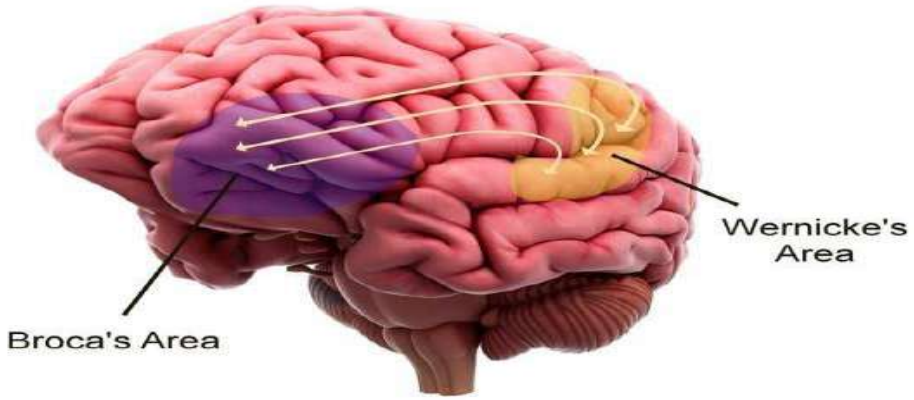


Fig.7. Language processing centers. Source: https://www.researchgate.net/figure/Brocas-Area-Vs-Wernickes-Area-Source_fig1_2560011737

4.2. Language and Learning Disabilities

A child may have a language disorder if he has difficulty getting his meaning across through speech, writing, or even gestures. Some children have a language disorder even though they produce sounds well and have clear speech. Difficulty expressing meaning to other people is called an expressive language disorder.

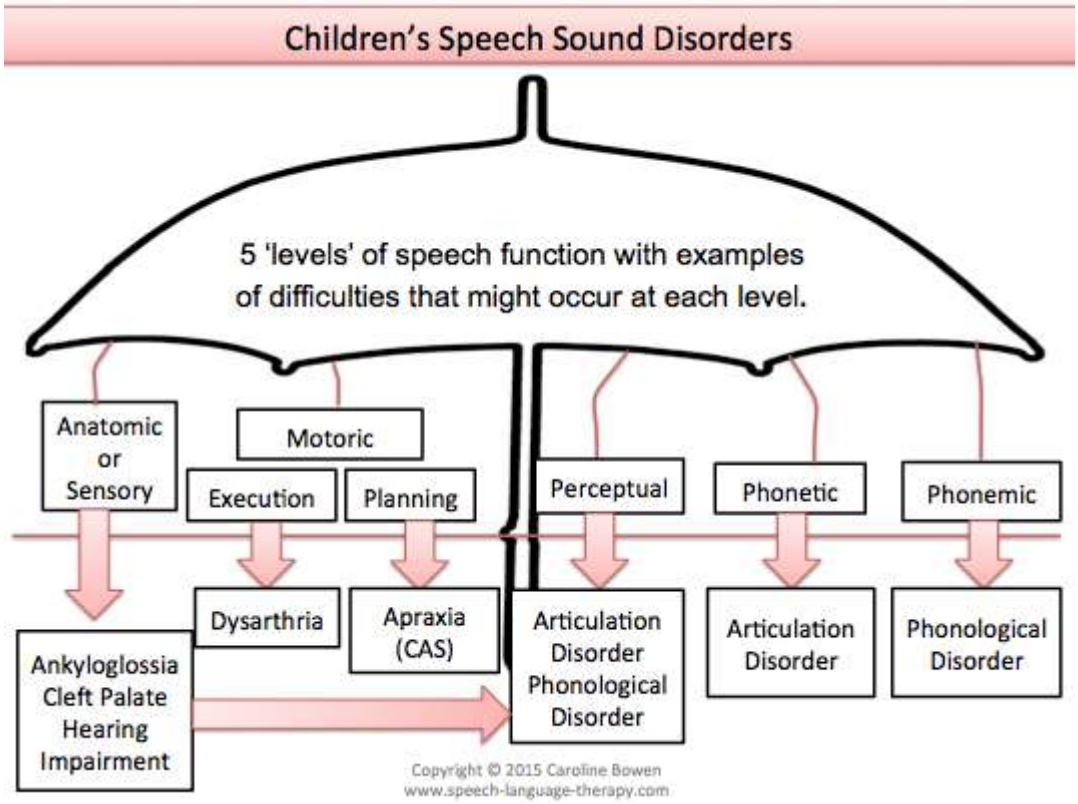


Fig.8. Speech Sound Disorders. Source: https://www.speech-language-therapy.com/index.php?option=com_content&view=article&id=45:classification&catid=11:admin&Itemid=121

There are five basic areas of language impairments: phonological disorders, morphological disorders, semantic disorders, syntactical deficits, and pragmatic difficulties.

Some of the most frequently spread language disorders:

Dyslexia (or wordblindness) as a difficulty in reading.

Dys- graphia, as a difficulty in writing.

Dysleria, immaturity in learning.

Dysarthria, as a trouble in articulatory movements that are due to evident central damages or immaturities.

Aphasia is the medical term for full loss of language, while dysphasia stands for partial loss of language. **Dysphasia**, as language disturbance (in its broadest sense). The word aphasia is now commonly used to describe both conditions.



Fig. 9. Learning disabilities. Source: https://study.com/academy/lesson/learning-disabilities-how-to-identify-children-with-a-learning-disability.html

5. Language and Culture

5.1. Defining Culture

A language is a component of culture, and in some situations, a language represents a culture. There is a strong connection between language and culture. Language is a tool for preserving and transmitting culture and cultural ties.

To humans, language is a unique phenomenon. Language proficiency is passed down culturally by elder generations of people. Of course, this differs from an animal's ability to communicate using its own means.

Kesraoui (2017) makes the following assertion: "Culture is constructed in the patterned ways to think, feel, and react; it is primarily acquired and transmitted through symbols; it constitutes the distinctive achievements of groups of people; it includes their embodiment in artifacts; and also its essential core consists of traditional ideas and their cultural values." Three categories are used to categorize human cultures: **perspectives, practices, and products** are these.

First and foremost, cultural **perspectives** are the notions, meanings, values, and attitudes that guide and affect the cultural activities and outputs of a society. They stand for the global cultural perspective. They also refer to the beliefs, sentiments, and values held by people who belong to a particular culture.

Cultural **practices** also include social interaction and behavior patterns. The use of cultural products will be a part of cultural practices. The knowledge of "what is done, when it is done, and where it is done" and how individuals interact within a particular culture will be represented by cultural practices.

Thirdly, the term "cultural **products**" refers to the artistic endeavors of a certain civilization. They are a reflection of cultural viewpoints.

1. A pair of chopsticks, a book, a picture, and a cathedral are examples of tangible or physical cultural products.
2. Intangible cultural products include dance, oral tradition, holy ceremonial, the legal system, and the educational system. These are the things that are produced, disseminated, and ultimately passed on to the following generation.

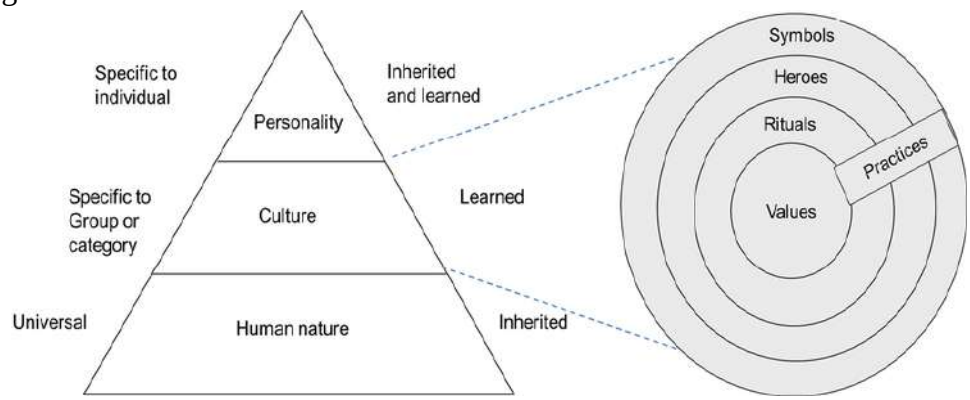


Fig. 10. Structure of Culture Source: https://www.researchgate.net/figure/The-layered-structure-of-culture-9_fig3_304489636

The term "culture" is a general one that refers to social behavior, institutions, and norms present in human societies as well as the people that make up these groups as well as their knowledge, beliefs, and abilities. Culture is frequently said to have originated in or been influenced by a particular area or place.

5.2. Types of Cultures

Culture may be classified into two types:

(1) formal culture, and

(2) deep culture.

Formal culture covers humans' manifestation and contribution, namely: arts, music, literary work, architecture, technology, and politics. Deep culture refers to humans' behavioral patterns or living styles. It covers eating time and food, humans' attitudes and behaviors.

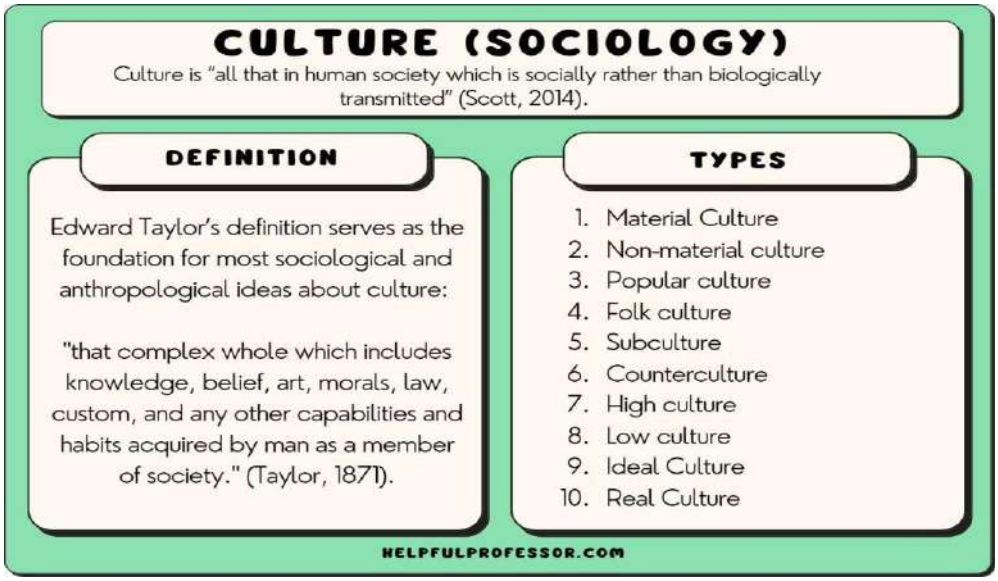


Fig. 11. Types of cultures. Source: https://helpfulprofessor.com/types-of-culture/

A culture that is dominant is one that has made its own norms, values, and preferences the norm for a whole population. Regardless of whether they conflict with what is customary for other group members, preferences and norms are imposed.

A subculture is a group of people within a cultural society that differentiates itself from the conservative and standard values to which it belongs, often maintaining some of its founding principles. Subcultures develop their own norms and values regarding cultural, political, and sexual matters.

The term **low culture** identifies the forms of popular culture that have mass appeal, which is in contrast to the forms of high culture that appeal to a smaller proportion of the population. They are utilized to demonstrate the lack of sophistication and taste of those who do not belong to the privileged classes. The worlds of food, entertainment, athletics, and retail are examples of low culture. Quick food, football culture, low-cost alcoholic beverages, quick clothing, and trashy television are a few examples.

A **counterculture** is a culture whose values and norms of behavior differ substantially from those of mainstream society, is rejecting the norms and rules of dominant culture. Examples of countercultures in the U.S. could include the hippie movement of the 1960s, the green movement, polygamists, and feminist groups.

A cultural **symbol** is a physical manifestation that signifies the ideology of a particular culture or that merely has meaning within a culture. Culture is an accumulation of the beliefs, traditions, language and values of a particular group of people.

There should be viewed the terms of Low/High Context cultures and Mono/Poly Chronic cultures:

	Scale score	*Countries*	*Characteristics*	*Expected influence on adoption of innovations*
Low context	1	Germans, Swiss, Austrians	• Message is made explicit • Interpretation of messages rests on the written or spoken word – focus on content • Seek information from a research base (reports, databases, internet, etc.)	Negative H6
	2	New Zealanders, (white) South Africans		
	3	North Americans (white Anglo-Saxon Protestant) and Canadians		
	4	Scandinavians, Finns		
	5	British, Australians		
	6	Benelux people		
	7	Other American cultures		
	8	Slavs		
	9	Central Europeans	• Interpretation of messages rests on contextual cues • Seek information from personal information networks • Becoming well-informed about the facts before making a decisions	
	10	Koreans, South East Asians		
	11	Indians, and other Indian sub-continent		
	12	Arabs, Africans		
	13	Latin Americans		
	14	Italians, Spanish, Portuguese, French, Other Mediterranean peoples		
High context	15	Chinese		
	16	Japanese		

Based on Morden, 1999; Usunier, 2000; Kotabe and Helsen, 2001.

Monochronic People	Polychronic People
Do one thing at a time, concentrate on the job	Do many things at once, are highly distractible and subject to changes
Take time commitments seriously	Consider time commitments an objective to be achieved if possible
Are committed to the job	Are committed to people and human relationships
adhere religiously to plans	Change plans often and easily
Are accustomed to short-term relationships	Have strong tendencies to build lifelong relationships.

Source: From *Understanding Cultural Differences* by Edward T. Hall, Intercultural Press.

5.3. Social Identity

Since "identity" is a concept that is frequently used, various people may have different meanings for it. A sense of integration of the self, in which various elements come together to form a coherent whole, is frequently referred to as identity.

The concept of "social identity" especially refers to those facets of an individual that are determined by his or her memberships in particular groups. Despite the fact that the majority of people belong to numerous groups, only some of these groups have any bearing on how we describe ourselves. The process through which we describe ourselves in terms and categories that we share with other people is known as SOCIAL IDENTIFICATION. Social identities presume some similarities with others, unlike descriptions of personal identity, which can be very distinctive. The variety of connections people make to other groups and social categories is reflected in the various forms of social identity that exist.

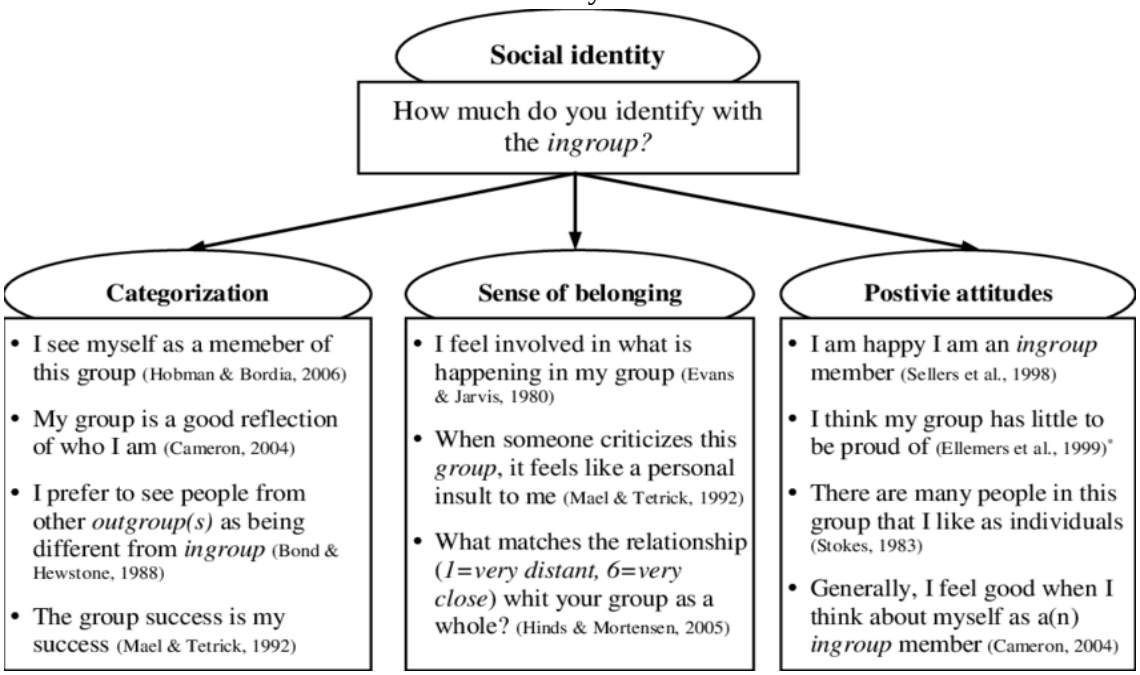


Fig. 12. Social Identity Theory. Source:
https://www.researchgate.net/figure/Social-identity-dimensions-and-sample-items_fig1_271852628

Reflection exercise: Pick the top three dimensions you would use to describe yourself, drawing from the Diversity Wheel below. Then think how others would describe you?



Fig. 13. Diversity Wheel. Source: https://www.thejunipercenter.com/identity-belonging-and-mental-health/

II. Pragmatics: Discovering Dialects

Read and translate the following texts:
Their Eyes were Watching God, Zora Neal Hurston

Their Eyes Were Watching God follows the life of Janie Crawford, a girl of mixed black and white heritage, around the turn of the century...which was not an easy time to be of mixed race. As an adolescent, Janie sees a bee pollinating a flower in her backyard pear tree and becomes obsessed with finding true love.

Chapter 6

Every morning the world flung itself over and exposed the town to the sun. So Janie had another day. And every day had a store in it, except Sundays. The store itself was a pleasant place if only she didn't have to sell things. When the people sat around on the porch and passed around the pictures of their thoughts for the others to look at and see, it was nice. The fact that the thought pictures were always crayon enlargements of life made it even nicer to listen to. Take for instance the case of Matt Bonner's yellow mule. They had him up for conversation every day the Lord sent. Most especial if Matt was there himself to listen. Sam and Lige and Walter were the ringleaders of the mule-talkers. The others threw in whatever they could chance upon, but it seemed as if Sam and Lige and Walter could hear and see more about that mule than the whole county put together. All they needed was to see Matt's long spare shape coming down the street and by the time he got to the porch they were ready for him.

"Hello, Matt." "Evenin', Sam." "Mighty glad you come 'long right now, Matt. Me and some others wuz jus' about tuh come hunt yuh." "Whut fuh, Sam?" "Mighty serious matter, man. Serious!!" "Yeah man," Lige would cut in, dolefully. "It needs yo' strict attention. You ought not tuh lose no time."

"Whut is it then? You oughta hurry up and tell me." "Reckon we better not tell yuh heah at de store. It's too fur off tuh do any good. We better all walk on down by Lake Sabelia." "Whut's wrong, man? Ah ain't after none uh y'alls foolishness now." "Dat mule uh yourn, Matt. You better go see 'bout him. He's bad off." "Where 'bouts? Did he wade in de lake and uh alligator ketch him?" "Worser'n dat. De womenfolks got yo' mule. When Ah come round de lake 'bout noontime mah wife and some others had 'im flat on de ground usin' his sides fuh uh wash board." The great clap of laughter that they have been holding in, bursts out. Sam

never cracks a smile. “Yeah, Matt, dat mule so skinny till de women is usin’ his rib bones fuh uh rub-board, and hangin’ things out on his hock-bones tuh dry.” Matt realizes that they have tricked him again and the laughter makes him mad and when he gets mad he stammers. “You’se uh stinkin’ lie, Sam, and yo’ feet ain’t mates. Y-y-y-you!” “Aw, man, ’tain’t no use in you gittin’ mad. Yuh know yuh don’t feed de mule. How he gointuh git fat?” “Ah-ah-ah d-d-does feed ’im! Ah g-g-gived ’im uh full cup uh cawn every feedin’.

“Lige knows all about dat cup uh cawn. He hid round yo’ barn and watched yuh. ’Tain’t no feed cup you measures dat cawn outa. It’s uh tea cup.” “Ah does feed ’im. He’s jus’ too mean tuh git fat. He stay poor and rawbony jus’ fuh spite. Skeered he’ll hafta work some.” “Yeah, you feeds ’im. Feeds ’im offa ‘come up’ and seasons it wid raw-hide.” “Does feed de ornery varmint! Don’t keer whut Ah do Ah can’t git long wid ’im. He fights every inch in front uh de plow, and even lay back his ears tuh kick and bite when Ah go in de stall tuh feed ’im.” “Git reconciled, Matt,” Lige soothed. “Us all knows he’s mean. Ah seen ’im when he took after one uh dem Roberts chillun in de street and woulda caught ’im and maybe trompled ’im tuh death if de wind hadn’t of changed all of a sudden. Yuh see de youngun wuz tryin’ tuh make it tuh de fence uh Starks’ onion patch and de mule wuz dead in behind ’im and gainin’ on ’im every jump, when all of a sudden de wind changed and blowed de mule way off his course, him bein’ so poor and everything, and before de ornery varmint could tack, de youngun had done got over de fence.” The porch laughed and Matt got mad again. “Maybe de mule takes out after everybody,” Sam said, “ ’cause he thinks everybody he hear comin’ is Matt Bonner comin’ tuh work ’im on uh empty stomach.”

To Kill a Mockingbird, Harper Lee

To Kill a Mockingbird is both a young girl's coming-of-age story and a darker drama about the roots and consequences of racism and prejudice, probing how good and evil can coexist within a single community or individual.

Chapter 7

School started. The second grade was as bad as the first, only worse—they still flashed cards at you and wouldn’t let you read or write. Miss Caroline’s progress next door could be estimated by the frequency of laughter; however, the usual crew had flunked the first grade again, and were helpful in keeping order. The only thing good about the second grade was that this year I had to stay as late as Jem, and we usually walked home together at three o’clock. One afternoon when we were crossing the schoolyard toward home, Jem suddenly said: “There’s something I

didn’t tell you.” As this was his first complete sentence in several days, I encouraged him: “About what?” “About that night.” “You’ve never told me anything about that night,” I said. Jem waved my words away as if fanning gnats. He was silent for a while, then he said, “When I went back for my breeches—they were all in a tangle when I was gettin’ out of ‘em, I couldn’t get ‘em loose. When I went back—” Jem took a deep breath. “When I went back, they were folded across the fence... like they were expectin’ me.” “Across—” “And something else—” Jem’s voice was flat. “Show you when we get home. They’d been sewed up. Not like a lady sewed ‘em, like somethin’ I’d try to do. All crooked. It’s almost like—” “-somebody knew you were comin’ back for ‘em.”

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As I Lay Dying, William Faulkner

The book is narrated by 15 different characters over 59 chapters. It is the story of the death of Addie Bundren and her poor, rural family's quest and motivations—noble or selfish—to honor her wish to be buried in her hometown of Jefferson, Mississippi. In the novel's first chapters, Addie is alive but in ill health.

D A R L A and Vernon are sitting on the back porch. Pa is tilting snuff from the lid of his snuff-box into his lower lip, holding the lip outdrawn between thumb and finger. They look around as I cross the porch and dip the gourd into the water bucket and drink. “Where’s Jewel?” Pa says. When I was a boy I first learned how

much better water tastes when it has set a while in a cedar bucket. Warmish-cool, with a faint taste like the hot July wind in cedar trees smells. It has to set at least six hours, and be drunk from a gourd. Water should never be drunk from metal. And at night it is better still. I used to lie on the pallet in the hall, waiting until I could hear them all asleep, so I could get up and go back to the bucket. It would be black, the shelf black, the still surface of the water a round orifice in nothingness, where before I stirred it awake with the dipper I could see maybe a star or two in the bucket, and maybe in the dipper a star or two before I drank. After that I was bigger, older. Then I would wait until they all went to sleep so I could lie with my shirt-tail up, hearing them asleep, feeling myself without touching myself, feeling the cool silence blowing upon my parts and wondering if Cash was yonder in the darkness doing it too, had been doing it perhaps for the last two years before I could have wanted to or could have. Pa's feet are badly splayed, his toes cramped and bent and warped, with no toenail at all on his little toes, from working so hard in the wet in home-made shoes when he was a boy. Beside his chair his brogans sit. They look as though they had been hacked with a blunt axe out of pig-iron. Vernon has been to town. I have never seen him go to town in overalls. His wife, they say. She taught school too, once. I fling the dipper dregs to the ground and wipe my mouth on my sleeve. It is going to rain before morning. Maybe before dark. "Down to the barn," I say. "Harnessing the team." Down there fooling with that horse. He will go on through the barn, into the pasture. The horse will not be in sight: he is up there among the pine seedlings, in the cool. Jewel whistles, once and shrill. The horse snorts, then Jewel sees him, glinting for a gaudy instant among the blue shadows. Jewel whistles again; the horse comes dropping down the slope, stiff-legged, his ears cocking and flicking, his mis-matched eyes rolling, and fetches up twenty feet away, broadside on, watching Jewel over his shoulder in an attitude kittenish and alert. "Come here, sir," Jewel says. He moves. Moving that quick his coat, bunching, tongues swirling like so many flames. With tossing mane and tail and rolling eye the horse makes another short curveting rush and stops again, feet bunched, watching Jewel. Jewel walks steadily toward him, his hands at his sides. Save for Jewel's legs they are like two figures carved for a tableau savage in the sun.

Sula, Toni Morrison

Sula, novel by Toni Morrison, published in 1973. It is the story of two black women friends and of their community of Medallion, Ohio. The community has been

stunted and turned inward by the racism of the larger society. The rage and disordered lives of the townspeople are seen as a reaction to their stifled hopes.

In that place, where they tore the nightshade and blackberry patches from their roots to make room for the Medallion City Golf Course, there was once a neighborhood. It stood in the hills above the valley town of Medallion and spread all the way to the river. It is called the suburbs now, but when black people lived there it was called the Bottom. One road, shaded by beeches, oaks, maples and chestnuts, connected it to the valley. The beeches are gone now, and so are the pear trees where children sat and yelled down through the blossoms to passersby. Generous funds have been allotted to level the stripped and faded buildings that clutter the road from Medallion up to the golf course. They are going to raze the Time and a Half Pool Hall, where feet in long tan shoes once pointed down from chair rungs. A steel ball will knock to dust Irene's Palace of Cosmetology, where women used to lean their heads back on sink trays and doze while Irene lathered Nu Nile into their hair. Men in khaki work clothes will pry loose the slats of Reba's Grill, where the owner cooked in her hat because she couldn't remember the ingredients without it.

A good white farmer promised freedom and a piece of bottom land to his slave if he would perform some very difficult chores. When the slave completed the work, he asked the farmer to keep his end of the bargain. Freedom was easy—the farmer had no objection to that. But he didn't want to give up any land. So he told the slave that he was very sorry that he had to give him valley land. He had hoped to give him a piece of the Bottom. The slave blinked and said he thought valley land was bottom land. The master said, "Oh, no! See those hills? That's bottom land, rich and fertile." "But it's high up in the hills," said the slave. "High up from us," said the master, "but when God looks down, it's the bottom. That's why we call it so. It's the bottom of heaven—best land there is." So the slave pressed his master to try to get him some. He preferred it to the valley. And it was done. The nigger got the hilly land, where planting was backbreaking, where the soil slid down and washed away the seeds, and where the wind lingered all through the winter. Which accounted for the fact that white people lived on the rich valley floor in that little river town in Ohio, and the blacks populated the hills above it, taking small consolation in the fact that every day they could literally look down on the white folks. Still, it was lovely up in the Bottom.

A Good Man is Hard to Find, Flannery O'Connor

"A Good Man Is Hard to Find" is a Southern gothic short story first published in 1953 by author Flannery O'Connor who, in her own words, described it as "the story of a family of six which, on its way driving to Florida [from Georgia], is slaughtered by an escaped convict who calls himself the Misfit".

THE grandmother didn't want to go to Florida. She wanted to visit some of her connections in east Tennessee and she was seizing at every chance to change Bailey's mind. Bailey was the son she lived with, her only boy. He was sitting on the edge of his chair at the table, bent over the orange sports section of the Journal. "Now look here, Bailey," she said, "see here, read this," and she stood with one hand on her thin hip and the other rattling the newspaper at his bald head. "Here this fellow that calls himself The Misfit is aloose from the Federal Pen and headed toward Florida and you read here what it says he did to these people. Just you read it. I wouldn't take my children in any direction with a criminal like that aloose in it. I couldn't answer to my conscience if I did." Bailey didn't look up from his reading so she wheeled around then and faced the children's mother, a young woman in slacks, whose face was as broad and innocent as a cabbage and was tied around with a green head-kerchief that had two points on the top like rabbit's ears. She was sitting on the sofa, feeding the baby his apricots out of a jar. "The children have been to Florida before," the old lady said. "You all ought to take them somewhere else for a change so they would see different parts of the world and be broad. They never have been to east Tennessee." The children's mother didn't seem to hear her but the eight-year-old boy, John Wesley, a stocky child with glasses, said, "If you don't want to go to Florida, why dontcha stay at home?" He and the little girl, June Star, were reading the funny papers on the floor. "She wouldn't stay at home to be queen for a day," June Star said without raising her yellow head. "Yes and what would you do if this fellow, The Misfit, caught you?" the grandmother asked. "I'd smack his face," John Wesley said. "She wouldn't stay at home for a million bucks," June Star said. "Afraid she'd miss something. She has to go everywhere we go." "All right, Miss," the grandmother said. "Just remember that the next time you want me to curl your hair." June Star said her hair was naturally curly. The next morning the grandmother was the first one in the car, ready to go.

"I wasn't there so I can't say He didn't," The Misfit said. "I wisht I had of been there," he said, hitting the ground with his fist. "It ain't right I wasn't there because if I had of been there I would of known. Listen lady," he said in a high voice, "if I

had of been there I would of known and I wouldn't be like I am now." His voice seemed about to crack and the grandmother's head cleared for an instant. She saw the man's face twisted close to her own as if he were going to cry and she murmured, "Why you're one of my babies. You're one of my own children!" She reached out and touched him on the shoulder. The Misfit sprang back as if a snake had bitten him and shot her three times through the chest. Then he put his gun down on the ground and took off his glasses and began to clean them. Hiram and Bobby Lee returned from the woods and stood over the ditch, looking down at the grandmother who half sat and half lay in a puddle of blood with her legs crossed under her like a child's and her face smiling up at the cloudless sky. Without his glasses, The Misfit's eyes were red-rimmed and pale and defenselesslooking. "Take her off and thow her where you shown the others," he said, picking up the cat that was rubbing itself against his leg. "She was a talker, wasn't she?" Bobby Lee said, sliding down the ditch with a yodel. "She would of been a good woman," The Misfit said, "if it had been somebody there to shoot her every minute of her life." "Some fun!" Bobby Lee said. "Shut up, Bobby Lee" The Misfit said. "It's no real pleasure in life."

The Color Purple, Alice Walker

The Color Purple documents the traumas and gradual triumph of Celie, an African American teenager raised in rural isolation in Georgia, as she comes to resist the paralyzing self-concept forced on her by others. Celie narrates her life through painfully honest letters to God.

DEAR GOD, Mr. _____ finally come right out an ast for Nettie hand in marriage. But He won't let her go. He say she too young, noexperience. Say Mr. _____ got too many children already. Plus What about the scandal his wife cause when somebody killher? And what about all this stuff he hear bout Shug Avery? What bout that? I ast our new mammy bout Shug Avery. What it is? I ast. She don't know but she say she gon fine out. She do more then that. She git a picture. The first one of a real person I ever seen. She say Mr. _____ was taking somethinout his billfold to show Pa an it fell out an slid under the table. Shug Avery was a woman. The most beautiful woman Iever saw. She more pretty then my mama. She bout ten thousand times more prettier then me. I see her there in furs.Her face rouge. Her hair like somethin tail. She grinning with her foot up on somebody motocar. Her eyes serious tho. Sadsome. I ast her to give me the picture. An all

night long I stare at it. An now when I dream, I dream of Shug Avery. She be dress tokill, whirling and laughing.

DEAR GOD, It took him the whole spring, from March to June, to make up his mind to take me. All I thought about was Nettie. Howshe could come to me if I marry him and he be so love struck with her I could figure out a way for us to run away. Us bothbe hitting Nettie's schoolbooks pretty hard, cause us know we got to be smart to git away. I know I'm not as pretty or assmart as Nettie, but she say I ain't dumb. The way you know who discover America, Nettie say, is think bout cucumbers. That what Columbus sound like. I learnedall about Columbus in first grade, but look like he the first thing I forgot. She say Columbus come here in boats call theNeater, the Peter, and the Santomareater. Indians so nice to him he force a bunch of 'em back home with him to wait onthe queen. But it hard to think with gitting married to Mr. _____ hanging over my head. The first time I got big Pa took me out of school. He never care that I love it. Nettie stood there at the gate holding tight tomy hand. I was all dress for first day. You too dumb to keep going to school, Pa say. Nettie the clever one in this bunch. But Pa, Nettie say, crying, Celie smart too. Even Miss Beasley say so. Nettie dote on Miss Beasley. Think nobody like her inthe world. Pa say, Whoever listen to anything Addie Beasley have to say. She run off at the mouth so much no man would have her.That how come she have to teach school. He never look up from cleaning his gun. Pretty soon a bunch of white menscome walking cross the yard. They have guns too. Pa git up and follow 'em. The rest of the week I vomit and dress wild game. But Nettie never give up. Next thing I know Miss Beasley at our house trying to talk to Pa. She say long as she been ateacher she never know nobody want to learn bad as Nettie and me. But when Pa call me out and she see how tight mydress is, she stop talking and go. Nettie still don't understand. I don't neither. All us notice is I'm all the time sick and fat. I feel bad sometime Nettie done pass me in learnin. But look like nothing she say can git in my brain and stay. She try totell me something bout the ground not being flat. I just say, Yeah, like I know it. I never tell her how flat it look to me. Mr.come finally one day looking all drug out. The woman he had helping him done quit. His mammy done said No More. He say, Let me see her again. Pa call me. Celie, he say. Like it wasn't nothing. Mr. _____ want another look at you. I go stand in the door. The sun shine in my eyes. He's still up on his horse. He look me up and down. Pa rattle his newspaper. Move up, he won't bite, he say. I go closer to the steps, but not too close cause I'm a little scared of his horse.

Huckleberry Finn, Mark Twain

We went tiptoeing along a path amongst the trees back towards the end of the widow's garden, stooping down so as the branches wouldn't scrape our heads. When we was passing by the kitchen I fell over a root and made a noise. We scrouched down and laid still. Miss Watson's big nigger, named Jim, was setting in the kitchen door; we could see him pretty clear, because there was a light behind him. He got up and stretched his neck out about a minute, listening. Then he says: "Who dah?" He listened some more; then he come tiptoeing down and stood right between us; we could a touched him, nearly. Well, likely it was minutes and minutes that there warn't a sound, and we all there so close together. There was a place on my ankle that got to itching, but I dasn't scratch it; and then my ear begun to itch; and next my back, right between my shoulders. Seemed like I'd die if I couldn't scratch. Well, I've noticed that thing plenty times since. If you are with the quality, or at a funeral, or trying to go to sleep when you ain't sleepy—if you are anywheres where it won't do for you to scratch, why you will itch all over in upwards of a thousand places. Pretty soon Jim says: "Say, who is you? Whar is you? Dog my cats ef I didn' hear sumf'n. Well, I know what I's gwyne to do: I's gwyne to set down here and listen tell I hears it agin." So he set down on the ground betwixt me and Tom. He leaned his back up against a tree, and stretched his legs out till one of them…

most touched one of mine. My nose begun to itch. It itched till the tears come into my eyes. But I dasn't scratch. Then it begun to itch on the inside. Next I got to itching underneath. I didn't know how I was going to set still. This miserableness went on as much as six or seven minutes; but it seemed a sight longer than that. I was itching in eleven different places now. I reckoned I couldn't stand it more'n a minute longer, but I set my teeth hard and got ready to try. Just then Jim begun to breathe heavy; next he begun to snore—and then I was pretty soon comfortable again. Tom he made a sign to me—kind of a little noise with his mouth—and we went creeping away on our hands and knees. When we was ten foot off Tom whispered to me, and wanted to tie Jim to the tree for fun. But I said no; he might wake and make a disturbance, and then they'd find out I warn't in. Then Tom said he hadn't got candles enough, and he would slip in the kitchen and get some more. I didn't want him to try. I said Jim might wake up and come. But Tom wanted to resk it; so we slid in there and got three candles, and Tom laid five cents on the table for pay. Then we got out, and I was in a sweat to get away; but nothing would do Tom but he must crawl to where Jim was, on his hands and knees, and play

something on him. I waited, and it seemed a good while, everything was so still and lonesome. As soon as Tom was back we cut along the path, around the garden fence, and by and by fetched up on the steep top of the hill the other side of the house. Tom said he slipped Jim's hat off of his head and hung it on a limb right over him, and Jim stirred a little, but he didn't wake. Afterwards Jim said the witches bewitched him and put him in a trance, and rode him all over the State, and then set him under the trees again, and hung his hat on a limb to show who done it. And next time Jim told it he said they rode him down to New Orleans; and, after that, every time he told it he spread it more and more, till by and by he said they rode him all over the world, and tired him most to death, and his back was all over saddle-boils. Jim was monstrous proud about it, and he got so he wouldn't hardly notice the other niggers. Niggers would come miles to hear Jim tell about it, and he was more looked up to than any nigger in that country…

III. Practical Exercises

Carnivores vs herbivores

Some animals feed on plants, while others are meat-eaters; which means they hunt and eat other animals. You're going to watch a video and find out how some animals escape being eaten. But first...

Task 1: Put the animals below into the correct category in the table?

Lion Gazelle Antelope Zebra Buffalo Wolf Cheetah
Koala North-American Pronghorn Baboon

Carnivores	Herbivores

Task 2: Useful terms

A. Match the terms in A to the definitions in B

Carnivore	An animal that kills and eats other animals
Herbivore	a large group of animals that live and eat together
Herd	an animal that eats meat
Predator	two hard pointed growths on the heads of some animals, for example cows or goat
prey	an animal that east only plants
hoof	an animal that is killed for food by another animal
horns	the hard part on the bottom of some animals' feet, for example, horses.

A. Now complete the gaps with the above terms:
A _____(1) is any animal that hunts and eats other animals, which are called the
_____(2). Generally, _____(3) are predators and _____(4) are prey. To be
successful hunters, predators need to be able to see, smell or hear their prey. To avoid being
eaten, the prey have to run fast or defend themselves by using their _____(5) or kicking with
their _____(6). Predators are very important in the balance of nature, usually hunting only
the sick or weak members of a _____(7). This leaves the strong and healthy animals to
reproduce.

Task 3: Never-ending battle on the plains
Read the facts below and decide whether they are true or false.
a) Animals gathering in herds have a lower chance of escaping predators
b) The cheetah is the fastest running animal in the world
c) Zebras can put their heads down to feed and adjust their eyes to watch for carnivores at
the same time
d) Carnivores run on tiptoes (=with just their toes touching the ground and the rest of the foot
in the air)
e) Gazelles have eyes on the sides of their heads and cannot see forward
f) Antelopes' ears can turn in different directions to watch out for predators while they are
feeding
g) Many herbivores use hooves and horns to defend against predators
h) Koalas sometimes sleep for up to 18 hours a day

Task 4: Discussion
Which fact mentioned in the video surprised you most?

In the pre-task you had to classify animals into two groups: carnivores and herbivores. Can
you think of other ways of classifying animals?
Do you think humans are carnivores or herbivores by nature?

Task 5

Verbs starting with ***out-***

In the video you heard "Herbivores manage to **out-manoeuvre** their enemies more often than you can suppose" meaning they were more skilful than their enemies.

Complete the sentences below with other verbs with the prefix ***out*** paying attention to the tense.

outweigh outsmart outnumber outperform

1. In the story, the wolf is stronger, but the fox manages to _____ him.
2. All things considered, the advantages clearly _____ the possible disadvantages.
3. In our class, the girls _____ the boys.
4. Last year Toyota _____ other Japanese cars**.**

Location and climate

Task 1. Read the text

Vancouver is located in the southwest corner of Canada in the province of British Columbia, at
about 49° Latitude and 123° Longitude, next to the Pacific Ocean. Vancouver is surrounded by
water on three sides and overlooked by the Coast Range mountains that rise abruptly to more
than 1,500m. Its climate is one of the mildest in Canada. Temperatures average 3°C in
January and 18°C in July. Vancouver's average annual precipitation is 1,219 mm. Most rainfall
occurs in winter

Population

With a population of about 545,675, Vancouver lies in a region of more than 2 million people.

Vancouver is the largest city in the province of British Columbia and the third largest in

Canada. It covers an area of 114 sq km.

Economy

As the main western terminus of Canada's transcontinental highway and rail network,
Vancouver is the primary city of western Canada, as well as one of the nation's largest
industrial centres. The Port of Vancouver is Canada's largest and most diversified port, trading
more than $43 billion in goods with more than 90 trading partners annually. Port activities
generate 69,200 jobs in total with $4 billion in gross domestic product and $8.9 billion in
economic output. Vancouver's central area has 60% of the region's office space and is home
to headquarters of forest products and mining companies as well as branches of national and
international banks, accounting and law firms. In recent years, Vancouver has expanded as a
centre for software development, biotechnology and the film industry. Two of the Port of
Vancouver's container docks are located in the city. The Fraser River has barge and log traffic
serving forestry and other water related industries. Around 1,800 acres of industrial land
provide an important range of support services, manufacturing and wholesale premises for
businesses throughout the city and region.

Task 2 Language analysis chart

Now read the text and make a note of any vocabulary in the correct categories

Subject specific vocabulary	Academic vocabulary	Other lexis
Precipitation …	Located	south west corner of…

Task 3: Gap-fill

Students complete gap-fill to consolidate new vocabulary items. The gap-fill exercise may be
given with or without the items in the box:

primary expanded range domestic network **output located diversified generate partners**

Economy

As the main western terminus of Canada's transcontinental highway and rail _____,
Vancouver is the _____ city of western Canada, as well as one of the nation's largest
industrial centres. The Port of Vancouver is Canada's largest and most _____ port, trading
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LIVING IN WALES

Task 1 – Welcome to Wales

What do you know about Wales? Make notes on anything you know about the country. Write or draw your ideas here:

Language, Rugby and the Millenium Stadium – Living in Wales

Wales is a land of rugby, singing and beautiful scenery situated on the western side of the UK.

Its population is just under three million which is about 5% of the total UK population. The main cities are Cardiff, the capital city, Swansea and Newport.

Wales was ruled directly from London until 1999 when the first elections to the Welsh National Assembly were held. The Assembly has some powers specific to people in Wales and can make decisions on areas such as education and health. Wales remains part of the UK and Members of Parliament (MPs) from Welsh constituencies continue to have seats in the UK Parliament at Westminster. Laws passed by Parliament in Westminster still apply to Wales.

Language

The Welsh language is probably the most important thing that distinguishes Wales from the rest of the UK. Welsh (or Cymraeg) is one of Europe's oldest languages and is spoken by one in five Welsh people. This number doubles among children and teenagers which shows that the language is very much alive among the young.

Road signs and other signs are in both English and Welsh. The language is at its strongest along the Llyn Peninsula in North-West Wales, where 75 per cent of the population speak Welsh. Towns, villages and cities in Wales often have both a Welsh and an English name and Wales is home to one of the longest place names in the world - Llanfairpwllgwyngyllgogerychwyrndrobwllllantysiliogogogoch which means St Mary's (Church)

by the white aspen over the whirlpool, and St Tysilio's (Church) by the red cave!

Sport and culture

Wales is also known for its ‘Eisteddfodau’ which are festivals celebrating Welsh language, art, culture and heritage and which include an eclectic mix of music, dance, drama, debate and cultural competitions. Most people know of the annual National Eisteddfod which is held alternately in North and South Wales and the International Eisteddfod which is held in Llangollen, but there are Eisteddfodau of varying sizes held in towns and villages throughout the land.

The national sport is very much rugby union and the national team are sometimes known as the Dragons as a red dragon appears on the national flag of Wales. The home ground is the Millennium Stadium at Cardiff Arms Park in Cardiff.

Task 2- Guess the Welsh celebrity

Read the descriptions of four famous Welsh people and try to guess who they are.

A – She was born in South Wales, near Swansea, in 1969. She started acting at an early age and has starred in blockbusters like The Mask of Zorro, Traffic and Chicago. She is married to Hollywood star Michael Douglas and has two children.

B – He was born in South Wales in 1940. He is a singer and his most famous songs are ‘It’s not unusual’, “Delilah’’, or ‘’Sex bomb’’. He is well known for wearing tight trousers and exotic shirts on stage.

C – He was born in 1937 in Port Talbot, South Wales, but now he lives in Hollywood. He’s a very famous actor. He played the character of Hannibal Lecter in ‘The Silence of the Lambs’.

Task 3 – Wales quiz

See how much you know about Wales by doing this quiz. Circle the correct answer.

What's the capital city of Wales?

a) Swansea

b) Cardiff

c) Newport

What's the population of Wales?

a) 2.75 million

b) 3.75 million

c) 4.75 million

What's the national sport of Wales?

a) Football

b) Hockey

c)Rugby

What's the national emblem of Wales?

a) Potatoes

b) Coal

c) Leeks

What is depicted on the Welsh flag?

a) a horse

b) a dragon

c) a monster

What colour shirt do the Welsh rugby team wear?

a) red

b) black

c) blue

What's the name of the Stadium that was built in Cardiff in 1999? It's the 14th largest stadium in Europe.

a) New Arms Park

b) The Millennium Stadium

c) Welsh National Stadium

Task 4 – Living in Wales: Jigsaw reading

Work in groups. Your teacher will give you a short text to read about Wales. Make sure you understand it, as you are going to explain it to your classmates.

Task 6 – Trip to Wales

You have won a trip to Wales. You will go with your English class and will stay for one week. There are lots of things you can do on holiday in Wales. Below are some of the options. Discuss the options with your group. You must choose the three you would prefer to do.

All of you have to agree, so you may have to persuade your classmates to change their minds!

- Watch a rugby match.
- Learn to speak Welsh.
- Go horse riding in the countryside.
- Do a Welsh cookery course.
- Visit Cardiff Castle.
- Learn to surf at the beach.
- Go to a concert in the Millennium Stadium.
- Go shopping in Cardiff city centre.
- Go out for the evening in Swansea. (Famous for its night life)
- Go mountain biking / quad biking in the countryside.

Our top three activities are:

1.
2.
3.

SEASONS

Task 1 – Four seasons

Work in pairs or in teams and see how many words you can think of connected to the four seasons.

Summer	Spring	Autumn	Winter

Task 2 – What's your favourite season?

Choose five classmates that you know well.

- What do you think are their favourite seasons and why?
- Write your guesses in the first column.
- Now ask them which their favourite season is and why and write the answer in the second column.

Name	My Guess	Real answer

Task 3 – Is that an ant in your salad?

Before you read this text, discuss these questions with your group

- Is your way of life very different in the summer and the winter?
- Do you eat different foods depending on the season?
- When is the best seasons for tourists to visit your country? Why?

Is that an ant in your salad?

Salad days

Winter soups and stews are replaced with salads. Vegetables are replaced with more fruit and tea with refreshing cool drinks. Restaurants and cafes not only open their windows and spill out onto the street they also change their menu to reflect the change in mood and seasonal fruits and vegetables. Strawberries and cream are a favourite in summer and are linked to summer sporting events like the Lawn Tennis Championships at Wimbledon.

Family fun

As well as the change in what we eat there is also the change in where we eat. We venture outdoors to have picnics in parks, by the seaside or at amusement parks like Alton Towers during a family day out. Pub gardens are also a family favourite as both adults and children get the chance to enjoy the sun.

Social evenings

We don’t have to travel any further than our back garden if we want to eat outside. Barbeques
(BBQ’s) are becoming increasingly popular and affordable in the UK and are a great way of
socialising with family, friends and work colleagues. You can buy gas and electric BBQ’s or use
the traditional coals, which adds the perfect smoky flavour to food. Do it yourself (DIY)
enthusiasts often build their own BBQ. BBQ’s are popular with both young and old people
because of the endless possibilities of food you can cook. Burgers and sausages for the kids
progressing to steaks, chicken and seafood for adults and the more adventurous. But watch out,
as not only is it easy to burn your tea you have to watch for the change in weather as well.
This text originally appeared on the TrendUK website.
After reading, answer these questions:
Do British people eat differently in the summer to the winter?
According to the text, do they do different activities?
If you were going to visit the UK and could go at any time of the year, when would you choose to go? Why?
Do you think the changes in the seasons affects people’s moods? How?

Task 4 – Summer party

You and your classmates are going to organize a party to celebrate the arrival of summer. You will need to think about the following points and then explain your ideas to the rest of the class.

- Where will you have the party?
- What day and time?
- What music will you have?
- What entertainment will you have?
- What food will you eat?
- What drinks will you have?
- How will you invite the guests?
- Who will serve the food?

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