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FACULTE DE PHILOSOPHIE ET LETTRES

ANGLAIS PLAN LANGUES - LANG-B-200

ARAB2 CLAS2 COMM2 HAAR2 HIST2 MUSI2 ORIA2 PHIL2 RELA2 ROMA2 SLAV2

INTRODUCTION

1. We are living in a world of increasing mobility –across national borders, within an ever expanding Europe and beyond. This inevitably affects the type and range of linguistic / communicative / cross-cultural skills needed by the current generation of young Europeans for whom studying and working in an international / multi-lingual context has become common practice.

2. Universities across Europe –among which the ULB- have rallied to the Council of Europe's objectives in the field of modern languages. More specifically, your faculty (among others) has adopted the "Plan Langues", the objective of which is to make sure that all students develop a "reasonable command" of a second language (=English) by the end of their third year of university training (BA3).

3. The main focus of your BA2 course will be on receptive/productive skills (listening and reading/oral expression). The idea behind this is to:

    (1) provide you with a lot of relevant language input and show you ways of developing your vocabulary resources, which can then be recycled in language production tasks (speaking activities like discussions, 'reporting of information' activities, etc. and a variety of vocabulary exercises)
    (2) help you improve your listening and reading skills through practice and awareness-raising activities, thus enhancing self-confidence, autonomy, and flexibility and effectiveness in the use of reading/listening strategies.
    (3) Give you the chance to start expressing yourselves confidently and coherently when asked to talk about your subjects and fields of expertise.

One aim of your English course is to offer you a wide sample of reading and listening materials -all relevant to your field of expertise, of course- to confront you with really rich, varied and diversified language input throughout the course.

The course materials have been taken from a range of different sources, mainly from the English-speaking media:

The Course

The course itself will be divided into different chapters and every 2/3 weeks we will be looking at different subjects and themes. These will include:

Learning English	**Media**
Culture	**Politics and Art**
English as a Lingua Franca	

Each chapter will provide you with different source materials – authentic materials – that will aim to stimulate your interest and desire to express yourselves in English. Activities will be structured in such a way that different forms of the reading and listening/oral expression skills can be practiced:

> The course syllabus will be available by the end of the first week of the semester.

SELF-STUDY

Given that the course is very short – 24 hours – 2ECTS 'présenciels' and 2 ECTS 'travaux personnels' you are strongly advised to do as much work and preparation at home as you can. Additional texts and articles will also be included on the LANG-B-200 UV site that are relevant to your studies and the subjects we study together in class.

Assessment – Exams

> **At the end of the course you will have to take 2 exams. The exams will test you on your ability to utilize your oral/listening skills and your vocabulary resources. The exercises will be very similar to those in the syllabus and the subjects will be linked to what we have done in class.**
>
> **The 'Oral Exam', an interview based on the subjects studied in class, will represent 50% of the final mark.**
>
> **The 'Listening Exam', a series of aural exercises, will represent 50% of the final mark.**
>
> **Your teacher will be giving you more information as the course progresses.**

Practical Information.

VOCABULARY

At this stage of your language learning, most of you feel that you have been overwhelmed by the quantity of vocabulary. However, considerable effort is required to keep up with the recording and revising of newly acquired vocabulary if the course is to increase your linguistic competence. Reading on a regular basis is essential if you want to improve your range of vocabulary. The following books may also be helpful in addition to the course material:

- ENGLISH VOCABULARY IN USE, UPPER INTERMEDIATE, WITH ANSWERS – By

  Michael McCarthy, Felicity O'Dell – published by Cambridge University Press

- *COLLINS COBUILD KEYWORDS IN THE MEDIA* – By B. Mascull – published by Harper Collins

- *We also recommend that you bring a good dictionary to class.*

-

GRAMMAR

Some specific grammatical issues will be dealt by means of different exercises aimed at showing you how these grammatical points can help you when expressing your opinion. At this stage in your language studies most of you are only in need of a short reminder and revision of some grammatical structures. Those of you with greater gaps in your knowledge of grammar are advised to work through a self-study grammar with exercises and key. The following grammar book has been found helpful in addition to the course material:

- ENGLISH GRAMMAR IN USE, INTERMEDIATE – By Raymond Murphy – published by Cambridge University Press (copies available on loan from library)

> If you need remedial help, remember you can take free English lessons at the Fondation 9 free English lessons. For more details, consult the F9 document on the Université Virtuelle.

Noticeboards / valves

All messages concerning your English course will be posted both on the **language boards (P1 building, ground floor)** and on your faculty's electronic boards. Make sure you check both regularly.

If you are **unsure about any of the information** posted on the notice boards, please **contact the course coordinator** as soon as possible.

For all information about your classwork….
Please talk to your **teacher** who will do his/her best to assist you.

For all information about the organisation of the course, the project or end-of-course exam?
Please contact the course coordinator via e-mail (for full details, see below).

> *If for some reason you need to change group you <u>must</u> first ask for permission from the course co-ordinator and then go and see Mme Vallario at the 'Sécretariat des Etudiants' – she will be able to assist you.*

Course coordinator: ***James Woodford***

Office: P3 building, 1ˢᵗ floor, P3.3.803

Office hours: Office hours are organised on Mondays 13h-15h. If these times do not suit you, you can also make an appointment via email.

Email: William.James.Woodford@ulb.ac.be

Phone: 02/650 3662

Your teacher's details

Name: _____

Office: _____

Email: _____

Phone: _____

Chapter 1

LEARNING A LANGUAGE

Activity 1

Having realistic expectations from your teacher, your course materials and, perhaps most importantly of all, from yourself all play an important role in successfully reaching your goals. Let's take a look at each of these in more detail.

Beliefs about language learning

How you think about language learning strongly influences your chances of becoming a successful language learner. Let's take a look at what you think the process of language learning involves.

Read each of the following statements about language learning. First, decide whether you agree (A) or

disagree (D). Then, discuss your answers in small groups and try to reach a group consensus.

Put your answer first and the group's consensus second.

	Me	Group
1) Learning a foreign language is different from learning other academic subjects.		
2) Making errors is not always a serious problem.		
3) The teacher should try to correct all of my mistakes.		
4) Watching television and films in English are two of the best ways to learn English.		
5) I have to live in an English-speaking country to improve my English.		
6) Learning the culture will help me learn the language.		

Your expectations

1. **Factors in learning**

   How important do you expect the following factors to be in your English course? Rank them in order of importance (1 = most important, 3 = least important).

   Your teacher ……..

   Your syllabus ………

   Yourself ………

   Discuss your answers and reasons with another student.

2. **How can your teacher help you most?**

   Here are some possible ways your teacher can help you learn. Tick (✔) the five which you consider most important.

   1. by revising all major areas of grammar thoroughly
   2. by explaining all new vocabulary clearly
   3. by giving regular tests

4. by correcting every mistake you make

5. by giving practice in pronunciation

6. by setting regular homework

7. by giving you plenty of practice in reading

8. by giving you plenty of practice in listening

9. by getting you to work in pairs or groups

10. by helping you develop good learning methods

11. …………………………………………………………..

12. …………………………………………………………..

3.   How can you help yourself?

a) Here are 18 language learning habits. Tick (✔) the things which you already do.

1. translate from my own language before I speak or write

2. keep a vocabulary notebook and revise new vocabulary regularly

3. record new vocabulary in a creative and meaningful way (e.g. drawing a picture, using the word/expression in a sentence)

4. write new vocabulary with just a translation in my language

5. use only a bilingual dictionary

6. use only a monolingual dictionary

7. use a grammar reference book (such as Murphy's Grammar in Use)

8. speak only English in class

9. listen to the news in English

10. watch English-language films only with subtitles

11. look up every unknown word in the dictionary as I read

12. guess unknown words as I read

13. revise each lesson before the next

14. set myself new learning targets (e.g. five new phrasal verbs each week)

15. find out which areas of language I am weak in and give myself extra practice in them

16. read a lot in English outside of class, especially for enjoyment

17. keep a language learning diary

18. find opportunities to use English outside of class

b) Some of the above habits will help you to learn a language effectively, while others may, in fact, prove unhelpful in the long run. In pairs, list below which of the habits or strategies mentioned above you may find **helpful** and which you may find **unhelpful**. Refer back to this page from time to time to see which good learning habits you have developed.

Helpful habits I could try	Unhelpful habits I should avoid

Activity 2

Learning Vocabulary (adapted from Cambridge New Progress to Proficiency)

Below you will find six tips on how to learn vocabulary effectively. Some words have been removed. Can you put each word back where it belongs?

Eventually – useful – add – categories – guess – definition – topic – highlight

Learning new vocabulary

1. If you *come across* a potentially _____ new word or phrase in a text, use a dictionary to *look it up*. Pay particular attention to the example sentences given and any information given about collocations.

2. If a word or phrase seems specialized or obscure, you shouldn't necessarily try to remember it – often you can _____ its meaning from the context anyway. Also ask yourself whether these new words and phrases are actually 'useful'.

3. _____ useful new words so that they *stand out* whenever you flip through the book. Flip through the units you cover in class at least once a week – you could do this on the bus on your way to or from class, for example. This will help you to assimilate the words so that _____ you can incorporate them into your own active vocabulary, and use them in your writing and conversation.

4. Writing new words in a notebook will help you to memorise new words. If you put words in _____, rather than making a chronological list, it will be easier to find them again later. New words can be stored under _____ headings: Free time, Sport, Music, Literature, etc. Or you may prefer to *build up* a 'personal dictionary' where each page lists words beginning with A, B, C, and so on.

5. Use a loose-leaf 'personal organiser' as your vocabulary notebook. New pages can be inserted when you *run out* of space in each category. Or use a notebook computer.

6. When writing new words in your notebook, write an example of each word in a sentence, as well as a _____. If it's a difficult word to pronounce, make a note of its pronunciation too. Leave a line space between each entry in case you want to _____ more information at a later date.

What do you notice about the expressions in *italics*?

Activity 3

Read the following text and complete the exercises below.

COOPERATIVE LEARNING

The **cooperative** learning **approach** has become popular among college professors because it helps students reach high academic standards and build positive relationships in the classroom. After many years of **theoretical** and practical **research** on this **issue**, strong **evidence** show that cooperative **methods** can have **major benefits** for student learning through increased leaning, better understanding of the **concepts** being taught, and improved retention of the material. In addition, an **interpretation** of **available data** suggests that cooperative learning encourages positive relationships among **team** members of different racial and **economic** backgrounds.

Cooperative learning takes a variety of forms, but the **structure** of most cooperative learning **involves** small teams, usually composed of four or five **individuals,** working together towards a **similar** goal in which each person **assumes** a **specific role** in the **process** over a **period** of time. Cooperative groups might be **established** for one class session or for several weeks to complete a specific assignment, and make sure that each individual is responsible for doing a fair share of the work.

  Analyses of the cooperative approach have **identified** several **significant factors** and **variables** that **indicate** a **formula** for successful cooperative learning to **occur.** Studies have shown that students on successful teams interact with a higher level of language, ask each other difficult questions, challenge each other's answers, and ask each other for assistance. College classes in all **areas** of study are likely to involve some type of cooperative learning, from peer **editing** of **thesis** statements and review of essays in writing courses to long-term group projects in the sciences. This approach to learning is generally more interesting and more fun for students than traditional classroom teaching, although problems can arise when the team members to not cooperate with each other.

Source: Key Elements of Successful Cooperative Learning: **http://www.cde.ca.gov/iasa/cooplrng2.html.** Adapted from Eugene Garcia, *Student Cultural Diversity: Understanding and Meeting the Challenge,* 3rd ed. (Boston: Houghton Mifflin Company, 2002), 344-45.

i) Choose the best meaning according to the context in which the word is used in the reading.

a. approach (line 1)	situation	method	movement
b. evidence (line 3)	research	proof	crime
c. benefits (line 4)	advantages	insurance	social events
d. concepts (line 5)	ideas	meanings	generalizations
e. interpretation (line 6)	version	translation	explanation
f. structure (line 8)	arrangement	building	schedule
g. involves (line 9)	invites	participates	includes
h. role (line 10)	wheel	movement	part

i. period (line 10)   century   duration   punctuation mark

j. significant (line 16)   obvious   important   similar

k. variables (line 16)   quantities   varieties   variations

ii) Put a check mark (✓) next to each statement that is an effective strategy for successful cooperative learning.

      a.   _____ collaboration among team members

      b.   _____ emphasis on individual achievement

      c.   _____ fair division of responsibility for the assignment

      d.   _____ similar goals among team members

      e.   _____ primary concern for the individual's grade

      f.   _____ clear communication among members

      g.   _____ individual decision making

      h.   _____ discussion of concepts being learned

      i.   _____ support and encouragement among members

      j.   _____ competition among group members

      k.   _____ friendly relationships among group members

      l.   _____ leadership of the group by one person

iii) Apply the information you have read about cooperative learning to infer the answers to the following questions.

1. What benefits do you think students can gain from cooperative learning?

_____

_____

2. Why do you think that students from different backgrounds form better relationships with each other when they work together?

_____

_____

3. What teamwork skills are needed to work in a group?

_____

_____

4. What factors may influence the success of a cooperative group?

_____

_____

5. Describe a possible cooperative learning activity for one of the classes you are taking now.

_____

_____

iv) Complete the chart below with the different forms of each word. An X indicates that there is no word form.

Noun	Verb	Adjective	Adverb
analysis	*analyze*	*analytic, analytical*	*analytically*
concept			
		economic	
	Identify		
individual			
		major	X
	occur	X	X
period	X		
		specific	
	edit		

v) Use the correct word form from the chart in the previous exercise to complete the following sentences. Make sure the word you choose fits meaningfully and grammatically into the sentence.

1. **analysis**   Scientists always <u>*analyze*</u> their data before writing up the results of their research.

2. **concept**   We _____ the idea for the project after discussing it in our group.

3. **economic**   Our ability to find a good job after graduation will depend to some extent on the strength of the

      _____ .

4. **formula**   We are encouraged by our professors to _____ and express our own opinions.

5. **identify**   You need two forms of personal _____ .

6. **individual**   Although the members of our study group have _____ learning styles, we all

      work well together.

7. **major**   Most students change their _____ at least once during their undergraduate

      studies.

8. **occur**   There was a strange _____ in the dorm last night when all the lights suddenly went out.

9. **period**   It is normal for first-year students to experience _____ homesickness during their first semester away from home.

10. **specific**   Our professor _____ said to turn in the assignment on Thursday.

11. **edit**   Students often find it difficult to understand their classmates' _____ comments when they are peer reviewing an essay.

Activity 4

Collocations

The following nouns are commonly found with specific verbs and adjectives.

Verbs	Adjectives	Noun
carry out, do, make, perform, conduct	careful, brief, detailed, theoretical, economic, financial	**Analysis**
find, provide, come up with, discover, use	complicated, simple, correct, mathematical, scientific, successful, traditional	**Formula**
gain, reap, obtain, receive, provide, offer	considerable, enormous, great, major, economic, maximum, substantial	**Benefit**
understand, define, formulate, introduce, develop	general, basic, simple, theoretical, scientific, economic, intellectual	**Concept**
collect, gather, store, record, analyze, study, process, interpret	accurate, statistical, numerical, environmental, financial, economic	**Data**

Complete each sentence with an appropriate verb, adjective, or noun from the previous chart. More than one answer is possible.

1. Students can *gain* considerable benefits from learning to work together.
2. Our assignment was to define the _____ concepts in Chapter 10 of the textbook.
3. Our group project is to study environmental _____ on annual rainfall in our state.
4. I could not find the _____ formula to complete this calculation.
5. When Bill performed a _____ analysis of his project, he realized that he had made a mistake.
6. In our first class, the professor introduced the _____ concepts of the course.

7. In our group project for Archaeology 101, we have to _____ the data of a recent excavation.

8. We should carry out a _____ analysis of the topic before we spend a lot of time on it.

9. I expect to gain _____ benefits from my degree program.

10. Our group found a successful _____ for identifying the chemicals.

Activity 5 ♫

Many people around the world are, like you, trying to find ways of improving their English language skills. Listen to the news story about learning English in Japan and give brief answers to the following questions:

1. How many copies of Barack Obama's speeches have been bought by the Japanese?

_____

2. Students are using the book to make progress in what aspect of English?

_____

3. What is it about the speeches that make them appropriate for teaching?

_____

4. In the opinion of the teacher, what is the appeal of Obama and his speech to the Japanese?

_____

5. According to the journalist, where can you now find the face of the new President?

_____

Activity 6

Presentations (4 pairs of students)

Prepare a short presentation for the rest of class – 5/10 minutes – on the following subjects.

1. What type of help is available online for students like you who have to study English - and study autonomously – at this time in their careers? Try and find a selection of sites that could be helpful to you and present them to the class. These sites could focus on grammar, vocabulary, listening comprehension, reading skills etc that are specifically aimed at foreign learners. Choose 4 or 5 sites, describe them and explain how they could be useful.

2. Do some research about the possibilities in Brussels to practice and perfect your English – especially your spoken English – while studying here at the ULB. Try and find as many realistic opportunities as you can that would help you to speak with other learners and/or native speakers. Think of formal (museums) and informal (pubs) situations that give you the chance to talk about what you do as ULB students in your respective sections. Present your findings to the class.

Chapter 2

CULTURE

Activity 1

Defining 'culture'

Work in small groups. Discuss the questions below. Elect someone in the group to take notes. Be prepared to report back to the teacher.

1. How would you define the term 'culture'?

2. Which aspects of your culture do you appreciate most / least? What in your culture are you most / least proud of? Think about the **values**, *norms*, **institutions** and **artefacts**.

3. Choose 3 of the following expressions and come up with a definition for each.

multiculturalism – leading culture – acculturation – cultural imperialism – sub-culture

pop-culture – high-culture -

How does your previous definition compare with that of a more 'official' one?

UNESCO definition of culture

Culture should be regarded as the *set* of distinctive spiritual, material, intellectual and emotional *features* of society or a social group, and that it *encompasses*, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.

Source: http://www.unesco.org/education/imld_2002/unversal_decla.shtml

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Vocabulary work:

i)   Look carefully at the following words. First, decide what type of words they are, and then, from the context try and give a synonym.

set _____

*feature*_____

*encompass*_____

REMEMBER TO START TO USE DIFFERENT WAYS OF RECORDING NEW VOCABULARY. THINK ABOUT SYNONYMS, CONTEXTS AND EXAMPLE SENTENCES.

And here is a Belgian definition of culture.

'3.2 National definition of culture

The national definition of culture, enshrined under the 1971 third constitutional review, covers the following fields:

- protection and illustration of language;
- encouragement of researcher training;
- fine arts, including theatre and cinema;
- cultural *heritage*, museums and other cultural scientific institutions;
- libraries, record libraries and similar services;
- radio and television broadcasting (except for the transmission of governmental communications and commercial advertising);
- youth *policy*;
- continuing education and cultural animation;
- physical education, sport and outdoor life; and
- leisure and tourism.

Successive governmental reforms have had their effect on culture, especially the transfer of new cultural competence from the state to the communities in the fields of *training* (especially artistic education), radio and television advertising and support for the press.

The following powers have been handed over to the Flemish, Walloon and Brussels district:

- in terms of cultural *heritage*: monuments and sites; and
- tourism, infrastructures relating to physical education, sport and outdoor life.'

Source: http://www.culturalpolicies.net/web/belgium.php?aid=32

Activity 2

Read the following text and answer the questions below

Belgian cultural policies and instruments

As in other European countries, the field of cultural policies in Belgium developed following the Second World War and was mainly focussed on promoting universal, democratic values. A framework for culture policies was completed towards the end of the sixties and was centred on objectives of cultural democracy. Instruments of cultural policy were, in most cases, grants allocated to non-governmental organisations and not-for-profit associations (ASBL).

Cultural policies are governed by the principle of subsidiarity whereby the state does not directly intervene, in principle, in cultural matters other than through general regulation and awarding of grants.

Subsidiarity, a principle enshrined in the international cultural development context, was adopted in Belgium not only out of a reaction against fascist activities running throughout the Second World War, but also to set itself apart from the communist countries (state culture) and from the United States (culture regulated by the market rather than by the state).

Since the 1970s, Belgium has undergone a step by step process towards building a federal state made up of territorial regions and linguistic communities. The history of cultural policies since the 1970s can therefore be

looked at by examining the activities of the three independent linguistic communities (Flemish, French and German speaking communities) and that of the Federal state; each with their own independent institutions, traditions and political influences.

Flemish Community

Up to the 1980s, the policies of the successive ministers of culture, who were of a Christian-Democrat persuasion, were geared towards the "democratisation of culture". During this time, basic provisions like cultural centres and libraries were provided for throughout the territory of Flanders. Political decisions were taken to subsidise initiatives in the field of adult education and youth work.

During the period 1981-1992, there was an economic crisis in Flanders. With regard to culture, this was reflected in an actual reduction of the overall budget. Cultural institutions were the target of such cuts and were required to generate their own income. This new trend was not wholly based on purely liberal principles of the ruling political parties (and ministers of culture) but rather by a management-oriented trend that also continued under subsequent ministers of the Christian-Democrat political persuasion.

Throughout most of the 1990s, Ministers of Culture (Christian-Democrats) focussed their attention both on the traditional arts and on socio-cultural activities. Legislation was passed in the fields of the performing arts, music and museums which outlined the role of the government as well as criteria for their involvement. Policies were developed for block periods which provided the sector with greater legal security and allowed for longer term planning. This approach reflects the culture management trend.

The former government (1999-2004) was a coalition of Liberals, Social Democrats, the Green Party and the Democratic Flemish Nationalists, with a Minister of Culture belonging to the latter. With the new government came a considerable increase in the budget for culture and a new cultural policy strategy which is aimed at establishing an "integrated" policy for Flanders in the fields of the arts, cultural heritage and socio-cultural activities. This approach is aimed at a more streamlined system for creativity, dissemination, preservation and support structures for culture and replaces individual, sector based policies, by a more comprehensive legal framework. In addition, Flanders is pursuing co-operation between different levels of government – the government of Flanders, the provinces and the municipalities based on the principles of complementarity and subsidiarity. The new policy also devotes a great deal of attention to increasing rates of cultural participation.

The current Minister of Culture was also responsible for culture from 1999-2002, which will result in previous decisions being further implemented and developed in the coming years.

French Community

Inspired by the work of the Council of Europe in the 1970s, the French speaking Community of Belgium laid down the foundations for the creation of a permanent democratic cultural and educational policy. Subsequently, the 1970s and 1980s together were to mark the beginning of a new era in the development of a large number of regulations in the following fields: continuing adult education, public libraries, youth, cultural centres, establishment of community television, support for group expression and creativity, funding of action-theatre, more direct communication with the public on their social expectations and complaints.

In parallel, support to large classic cultural and artistic institutions is maintained, and represents a significant share of the cultural budget.

At the end of the eighties and throughout the nineties, there was a trend to promote the autonomous development of specific sectors including heritage, artistic disciplines (music, theatre, dance, and the visual arts), continuing education, youth, audio-visual, literature and the book trade. The result was a strengthening of their respective internal structures, modernised and professional strategies and new relationships on an international level.

It was mainly during the 1990s that the legal foundations for culture and sport were laid down or revised, in particular, supporting organisations active in the field of youth, adult education and libraries. Guidelines for infrastructure policy have recently been completed and the government has elaborated new strategies in the field of media policies and legislation covering public and private radio and television.

Future priorities continue to focus on youth, culture, media and adult education. Authorities have agreed to pay closer attention to creativity or artistic quality and increasing cultural professionalism as well as cultural participation by young people. Other goals include the development of a legal framework for scientific surveying and administrative structures to maintain cultural heritage sites and monuments.

Source: http://www.culturalpolicies.net/web/belgium.php?aid=1

Vocabulary consolidation. Here are some words and expressions from the text which are perhaps unfamiliar to you. Can you match the word on the left with a synonym on the right? Pay attention to the type of word indicated.

A framework vb	*real*
A grant n	*a programme of actions/intentions*
To subsidise vb	*inclination*
A policy n	*completely*
To undergo vb	*a donation*
Expectations n	*structure*
Actual adj	*a level*
A trend n	*to sketch*
Wholly adv	*a lot*
To outline vb	*to experience*
To streamline vb	*to fund*
A great deal of n	*hopes/prospects*
A rate of n	*procedures*
Guidelines n	*to make more efficient*

REMEMBER. YOUR TEACHER IS NOT A WALKING DICTIONARY. IT IS YOUR RESPONSIBLITY TO CHECK NEW WORDS AND EXPRESSIONS IN YOUR OWN TIME AS YOU PREPARE TEXTS FOR CLASS AND DO YOUR OWN READING; THE EXERCISES WE DO IN CLASS ARE TO HELP YOU LEARN TO LEARN.

Discussion questions.

How would you 'increase cultural participation'?

How would you define 'classic cultural institutions'?

What do you understand by the term 'cultural professionalism'?

Pronunciation development

One of the main pronunciation problems for native French speakers is the pronunciation of regular past participle endings and adjectives ending in –*ed*. There are many regular past participles in the text. Working with a partner, see how many you can find. Group the words you find in three columns - /d/, /id/, /t/.

/d/	/id/	/t/

Vocabulary development

Verbs and prepositions. The text contains several verbs and prepositions.

        a. **Working with a partner, see how many you can find.**

        b. **Write sentences using any 5 of these to show their meaning.**

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

Activity 3 ♫

As we have seen language, culture and identity are closely linked. This is a problem here in Belgium. We are now going to listen to a BBC news report about the linguistic question in Flanders. Before we listen, in small groups try to summarise:

How a Flemish Belgian would describe the language situation in Belgium.

How a Walloon Belgian would describe the language situation in Belgium.

Now listen to the journalist and try to give <u>brief note-form</u> answers to the following questions. Make sure you understand the questions before you listen.

1. *How is Zaventum trying to preserve its Flemish identity?*
    _____

2. *How many languages does the journalist use at the Zaventum Town Hall*
    _____

3. *According to the journalist, what was the attitude of Belgium's elites toward the Dutch language?*
    _____

4. *Why, in particular, are the suburbs of Brussels in danger of losing their native character?*
    _____

5. *How are the Dutch and Flemish peoples described by the journalist?*

How justified do you think the authorities in Zaventum are in implementing this language policy?

If you do not agree with the policy, what other solutions to the problem do you suggest?

Activity 4

Culture, Identity and Citizenship.

   a)   What does citizenship mean to you?

   b)   Has citizenship evolved in recent years / decades, for instance because of globalisation?

   c)   Are citizenship classes necessary? Should they be compulsory? (look at the text "Citizenship Classes" below, it might provide you with some more ideas)

What school citizenship involves . Adapted from the BBC.

One in four secondary schools in England is failing to offer pupils adequate lessons in citizenship, the education watchdog Ofsted has warned.

Citizenship as a school subject was born, as Ofsted puts it, out of "the political determination to confront key issues facing society": disengagement from public life and apathy on the part of young people, confusion of identity and a perceived <u>breakdown</u> in moral values. It is <u>optional</u> during the primary school years. But it was made clear to schools that citizenship was to be taken seriously when it was made a <u>statutory</u> subject in not only the early secondary years from 14 to 16, when most students are working towards their GCSEs or other public exams. To put that in context, it was <u>thereby</u> elevated above history and geography, for example, while modern foreign languages and design and technology, which had been statutory, lost that status. Its inclusion was rapid: introduced in the revised National Curriculum in 1999 with schools being given until September 2002 to prepare to teach it.

What youngsters have to study is in three "<u>strands</u>":

   1.   Knowledge and understanding about becoming informed citizens - <u>such as</u> legal and human rights and responsibilities, the work of Parliament and courts and how the economy functions

   2.   Developing <u>skills</u> of enquiry and communication - for example, researching a <u>topical</u> issue and analysing sources of information

   3.   Developing skills of participation and responsible action - which includes using their imaginations to consider other people's experiences

Ofsted notes that the basic knowledge appears similar to the citizenship taught in many schools a century ago. Common <u>subject matter</u> includes learning about the institutions of central and local government and how they work, elections and voting, and law and justice. There are differences, however. In 1900 pupils learned about patriotism, the flag, the armed services and "our <u>duty</u> towards foreign countries". The 1999 version addresses social division through its focus on diversity, respect for human rights, and conflict resolution. "Empire paternalism has given way to relationships with the European Union, Commonwealth and United Nations, and

broader issues of global interdependence and sustainable development." The national curriculum also includes the significance of the media. But the biggest change is the other two "strands" of study: enquiry and communication, and participation and responsible action. These include thinking, writing and talking about topical, political, spiritual, moral, social and cultural issues, problems and events, and taking part in school and community-based activities and reflecting on that participation.

Ofsted = UK Office for Standards in Education

Vocabulary Consolidation. Look at the words below and try to provide synonyms – if you are not sure of the word study the context carefully and guess.

Breakdown n	strands n	subject matter n
Optional adj	such as	duty n
Statutory adj	skills n	broader adj
Thereby conj	topical adj	enquiry n

PAY ATTENTION TO THE TYPE AND FORM OF WORDS WHEN MAKING VOCAB NOTES.

Activity 5

Revision of question forms. Group activity: a citizenship test for Belgium

Imagine that you have been asked to participate in the elaboration of the new Belgian citizenship test. Write 5 questions that you would like see included in the test. It is a multiple choice test so you have to present 3 answers. You can ask questions about anything: history, geography, culture, social life, the languages spoken in Belgium, habits, politics, the economy, etc. *Your questions should focus on issues you consider as "basic knowledge" for anyone applying for Belgian nationality.*

Question 1:

_____

a) _____ b) _____ c) _____

Question 2:

_____

a) _____ b) _____ c) _____

Question 3:

_____

a) _____   b) _____   c) _____

Question 4:

_____

a) _____   b) _____   c) _____

Question 5:

_____

a) _____   b) _____   c) _____

Activity 6

Grammar revision

The question of globalization is often raised when discussing culture today. Read the text below and try to complete the gaps from the options listed below. Only one word/expression is possible.

Communication and globalization

With modern information and communication technologies making the world smaller, many people question **(1)**_____ globalization is more positive or more negative. As nations become more integrated into a single global market, our traditional cultural barriers are being breached and more opportunities for international exchange are being created. But with the fading borders between nations, new questions **(2)** _____. Does **(3)** _____ growth from the global market tend to favor the rich and leave the poor behind? And perhaps most importantly, will globalization **(4)** _____ to homogenization, creating a world in which everything will look, sound, and feel the same? Are nations, as well as individuals, losing their identities as they become more globalized? Some have prophesied that in the not-too-distant future, American tastes, habits, and values will completely dominate the world.

One of the strongest arguments **(5)** _____ globalization is that poorer countries will not **(6)** _____ from the global market. Inequalities will widen, and the poor will be left out as the rich become more prosperous. Developed countries **(7)** _____ have a greater share of resources, and globalization will only reinforce their wealth and power. The richest countries, including the United States, will pool their resources and gain a monopoly over the global market. Some believe that globalization should proceed, if at all, under a set of restrictive new rules on issues **(8)** _____labor, the environment, and human rights.

Will everyone's worldviews soon **(9)** _____ through an American prism? People drink Coke and Pepsi around the world. McDonald's now has more than 25,000 outlets in 119 countries; a new restaurant opens **(10)** _____in the world **(11)** _____seventeen hours. People around the world watch the same American movies and listen to the same American music. In recent decades, we

(12) _____ the growth of American mega-malls all over the world. The internet functions primarily in the English language and is dominated by American content. It **(13)** _____ that 70 percent of Internet Web sites are American. Have people begun to register the fact that much of life is, indeed, American?

But globalization does not necessarily **(14)** _____mean Americanization. Rather, it could be a blending of many different cultures. For example, there is currently an unprecedented mass migration of people from other nations to the United States. Immigrants and refugees import their cultural values in the United States **(15)** _____ they assimilate American culture. Many would-be refugees **(16)** _____to make their way to the United States and import their cultural values as well. In fact, America is not really a melting pot in the sense that immigrants' cultures dissolve into American culture. In fact, they remain distinct. Just as American tastes and values have influenced the world, American tastes and values have been influenced. They have become more eclectic – in food, music, and **(17)** _____religion.

Finally, one thing people **(18)** _____ most about globalization is a loss of individual identity. They think that a sense of shallowness might come from living in 'the global village,' as tastes and cultural attitudes become more homogeneous. Human beings enjoy being different and unique. Perhaps this is why one reaction to our global world seems to be an increased attachment to traditional ethnic customs. In many cities around the world, ethnic enclaves, **(19)** _____ integrated communities, have formed and lasted.

Yet, with globalization comes a form of cosmopolitanism. People's perspective is more worldwide today, less narrow. New relationships have been forged over the Internet. Professionals from all branches of life can share their research questions and answers internationally. It could be said **(20)** _____ people are forming new identities as they interact with a greater number of people worldwide.

1. a) which   b) whether   c) what   d) how

2. a) raise   b) rise   c) arise   d) rose

3. a) economic   b) economical   c) economy   d) economics

4. a) lead   b) cause   c) result   d) end

5. a) for   b) by   c) against   d) to

6. a) benefit   b) advantage   c) win   d) improve

7. a) always   b) again   c) yet   d) already

8. a) such as   b) for example   c) relating   d) concerned

9. a) is seen   b) to see   c) be seen   d) see

10. a) anywhere   b) somewhere   c) in some part   d) everywhere

11. a) every   b) all the   c) each   d) the

12. a) witnessed   b) have witnessed   c) has witnessed   d) are witnessing

13. a) estimated	b) was estimated	c) is estimated	d) have been estimated
14. a) has to	b) must	c) had to	d) have to
15. a) as much as	b) as many as	c) the most	d) the same as
16. a) success	b) manage	c) succeed	d) can
17. a) not	b) too	c) even	d) as well
18. a) fear	b) are afraid	c) feared	d) afraid
19. a) compared to	b) rather than	c) in addition	d) as opposed
20. a) that	b) which	c) who	d) than

Activity 7 ♫

Now let's listen to a recent report that examines how Paris is confronting problems concerning its cultural heritage.

Take some time to understand the questions and then try to give brief note-form answers to the following questions

1. **What type of connections does the journalist mention when she talks about Paris streets?**

   _____

2. **How much will the Paris City council spend on preserving Paris' heritage?**

   _____

3. **What does the city council want more of in Paris?**

   _____

4. **The Latin Quarter's literary roots and bookshops create what for the community?**

   _____

5. **What do some critics want Parisians to do, instead of looking at the past?**

   _____

Activity 8

Presentations (5 pairs of students)

For next week prepare a short presentation for the rest of class – 5/10 minutes – on the following subjects.

1. (3 pairs of students) As we have seen, a community's culture can be defined by its institutions and artefacts. With a partner, choose an example of either an institution or artifact that in your opinion is important for Belgian Culture and introduce it to the class.

   Think about a general description, background history, why it is so significant, how it has evolved and how it could change in the future.

2. Looking back at the question of citizenship and identity, with a partner present to the class a summary of the arguments **for** having detailed citizenship test in a country and particularly in

Belgium. Look back to your notes from previous activities. Try to concentrate on 4 or 5 main points and report them to the class. Give *your* definition of what good citizenship is.

3. Looking back at the question of citizenship and identity, with a partner present to the class a summary of the arguments **against** having detailed citizenship test in a country and particularly in Belgium. Look back to your notes from previous activities. Try to concentrate on 4 or 5 main points and report them to the class. Give *your* definition of what good citizenship is.

FOR EVERY PRESENTATION MADE IN CLASS STUDENTS MUST PROVIDE A GLOSSARY OF KEY TERMS AND EXPRESSIONS USED IN THE TALK. IT IS IMPORTANT TO SHARE ANY NEW LANGUAGE WITH THE REST OF THE CLASS. AND MAKE SURE YOU DO NOT USE WORDS THAT YOU DO NOT UNDERSTAND. YOUR TEACHER WILL BE CHECKING.

Chapter 3

The Media

Activity 1

We are going to discuss the media. Here is a list of modern media resources.

TV	*Radio*	*Newspapers/Magazines (paper versions)*	*Podcasts*	*Blogs*
Twitter	*Social Networking Sites (Facebook)*	*Mobile Phones*		*iPhone apps*
Online Reference Resources	*Online Downloads*	*Online News*		

In small groups, look at the following questions. Choose one person in the group to report back to the class.

How do you use the above media to manage your studies and academic work?

How do you use the above media to manage your personal life?

How do you use the above media to obtain news and keep up to date with current affairs?

Which of the above do you never use and why not?

Activity 2

Let's look at the context of the Belgian written media. This exercise aims to revise some basic grammar structures and introduce us to general vocabulary relating to the press. Choose one word from the 4 options that best suits the gap. Only one word/expression is correct.

The press in Belgium

Belgium's 10 million people _____ (1) by some 30 daily papers, which reflect the country's unique cultural and linguistic mix. The large Dutch- and French-speaking communities are well catered for, while a small German-speaking minority in the east also has its own daily. This sense of regional identity is reinforced by a broad range of local titles, some of which sell _____ (2) copies as their national counterparts.

But Belgium_____ (3) a country of avid newspaper readers, with official figures showing that only 160 copies are sold for every 1,000 inhabitants. This ranks the Belgians alongside the French, but leaves them trailing far _____ (4) their neighbours in Germany, The Netherlands and Luxembourg. Most of the readership is concentrated in Flanders, the Dutch-speaking part of the country, which accounts for almost two-thirds of national _____ (5).

_____ (6) the 1960s, newspaper ownership has undergone a process of consolidation, with family businesses gradually giving way to banks and other financial institutions. As a result, the number of newspapers has dropped, and some local titles feature much of the content available in their national equivalents. The leading newspaper proprietors tend to _____ (7) their interest on titles in their own communities, _____ (8) the Flemish market-leader VUM has broken this trend by acquiring a financial interest in one of the leading French-language dailies.

While circulation _____ (9) over the last five years among national and regional dailies, this has not, however, led to an overall decline in income. Cover prices have crept up and advertising revenue has risen sharply. But publishers still need to be on their guard: the _____ (10) internet use, the falling

number of young people reading newspapers and the popularity of free titles, particularly amongst commuters, all present challenges for the future.

Le Soir has the highest circulation ＿＿＿＿＿＿＿＿ (11) Belgium's French-language dailies. One of the country's oldest titles, the paper tends towards the centre of the ＿＿＿＿＿＿＿ (12), and caters to a broad cross-section of Belgian society. Almost half of its readers live in and ＿＿＿＿＿＿＿ (13) Brussels. Supplements are published on a daily basis, covering topics ranging from sport and culture to property and finance.

Het Laatste Nieuws ("The Latest News") is Belgium's biggest-selling national daily. Based near Brussels and publishing in Dutch, it draws more than 90% of its readers from the Flemish population. Its outlook is liberal, ＿＿＿＿＿＿＿ (14) its approach to news coverage is serious.

Het Nieuwsblad ("The Newspaper") is the ＿＿＿＿＿＿＿ (15) VUM group's largest-selling daily. One of Belgium's most popular titles, it describes itself as "a cheerful, lively newspaper offering the ＿＿＿＿＿＿＿ (16) view of local and international news". Along with its Ghent edition De Gentenaar, the paper fights with Het Laatste Nieuws for a leading share in the Flemish market. In September 2003, Het Nieuwsblad, which claims to be "mad about sport", ＿＿＿＿＿＿＿ (17) the first Flanders daily to start publishing on Sundays.

De Standaard is owned by the VUM group, and is viewed by many as the ＿＿＿＿＿＿＿ (18) daily available to the Flemish population. Promoting itself as "the newspaper for decision-makers and influential people in Flanders", it ＿＿＿＿＿＿＿ (19) a daily 12-page supplement on business and finance. It ＿＿＿＿＿＿＿ (20) to boost its popularity among younger readers in recent years, and broadened its appeal further in March 2004 by launching a compact tabloid alongside its usual broadsheet version.

1. a) are served	b) is served	c) serves	d) serve
2. a) so many	b) as many	c) so much	d) as much
3. a) will not be	b) is not	c) is	d) was
4. a) in advance	b) ahead	c) behind	d) back
5. a) newspaper sales	b) selling newspapers	c) sold newspapers	d) sell newspapers
6. a) since	b) during	c) in	d) until
7. a) highlight	b) focus	c) emphasise	d) stress
8. a) although	b) despite	c) but	d) nevertheless
9. a) fell	b) has fallen	c) felt	d) had fallen
10. a) growth in	b) rise of	c) increase to	d) go up by
11. a) in	b) among	c) from	d) out of
12. a) political spectrum	b) politic spectrum	c) politics spectrum	d) policy spectrum
13. a) on	b) around	c) at	d) from

14. a) when	b) as	c) while	d) even though
15. a) influential	b) influenced	c) influence	d) influencing
16. a) largest	b) broadest	c) longest	d) furthest
17. a) has become	b) become	c) became	d) becomes
18. a) more authoritative	b) more authority	c) most authorized	d) most authoritative
19. a) publishes	b) is publishing	c) published	d) will publish
20. a) managed	b) has managed	c) manages	d) have managed

Thematic vocabulary. Go back to the text and make a note of as many words/expressions as you can relating to the press and newpapers.

The press Daily papers ...

REMEMBER TO TRY AND GROUP NEW VOCAB TOGETHER. USE THE TEXTS YOU READ TO BUILD UP THEMATIC VOCABULARY RELATED TO YOUR FIELD OF STUDY

Discussion points.

- **What papers do you read and how?**
- **What do you think is the future of newspapers here in Belgium?**
- **Which media resources here in Belgian provide the best coverage of issues relating to your particular field of studies?**

Presentations (4 pairs of students)

For next week prepare a short presentation for the rest of class – 5/10 minutes – on the following subjects.

1. Find a current affairs news item <u>related to your studies</u>. Select the article/audio material from a 'serious' source and present the story to the class. Please include

   a. Description of where you found the material and who is responsible for its publication.

b. Background information relating to the story. What are the general characteristics we need to know about the issue.

c. Summary of the article's/report's main points and the questions it raises.

d. Your criticism/interpretation of the article and any comments on the consequences the story could have.

Please give a copy of the material to your teacher.

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Activity 3

The next exercise will focus on a major media institution: the BBC.

Below you will find 4 texts that deal with different aspects of the structure and organisation of the BBC.

Your task, as a member of a group of 4, is to read one of the texts and be ready to summarize it to the rest of the group. You will then listen to the others present their texts. Try as much as possible to use the relevant language in the texts.

Before we start let's look at some of the vocabulary you might not be familiar with.

A Royal Charter	**income**	**flagship**
To run	**to be set by**	**to carry out**
A shake-up	**primarily**	**broadcast/broadcaster**
To enforce	**news gathering**	**to state**

Part 1. *The Corporation*

The BBC is a quasi-autonomous Public Corporation operating as a public service broadcaster incorporated under a Royal Charter reviewed on a 10 yearly basis. The Corporation is currently run by a board of governors appointed by the government for a term of four years, though this is soon to be replaced with a BBC Trust. The BBC is required by its charter to be free from both political and commercial influence and answers only to its viewers and listeners.

The BBC's Royal Charter is currently under review. Although the Charter is widely expected to be renewed in 2006, some proposals have suggested dramatic changes. The BBC itself suggested radical changes in its "Building Public Value" proposals published in June 2004.

The BBC must display at least one of the following characteristics in all content:

high quality, challenging, original, innovative, engaging

Corporate structure.

-        Governance Unit

-        Programming Groups

               News Drama Entertainment & CBBC Factual & Learning Sport

-        Broadcasting Groups

               World Service TV New Media & Technology Radio & Music Nations & Regions

-        Professional Services

               Strategy (formerly Strategy and Distribution and merged with Policy and Legal)

               Marketing, Communications and Audiences

               BBC People (to 2004, Human Resources & Internal Communications)

               BBC Training & Development

               Commercial Groups BBC Resources Ltd

               BBC Worldwide Ltd

Management.

The BBC is a nominally autonomous corporation, independent from direct government intervention. It is run by an appointed Board of Governors. General management of the organisation is in the hands of a Director-General appointed by the governors. […]

The current Director-General is Mark Thompson. On his first day in the role he announced a shake-up of senior management, including the replacement of the Executive Committee, formed by directors of divisions within the BBC, with a streamlined nine-member Executive Board.

Part 2. *Finance*

The BBC has the largest budget of any UK broadcaster with an operating expenditure of £4 billion in 2005 compared to £3.2 billion for British Sky Broadcasting, £1.7 billion for ITV and £79 million (in 2006) for GCap Media (the largest commercial radio broadcaster).

Revenue
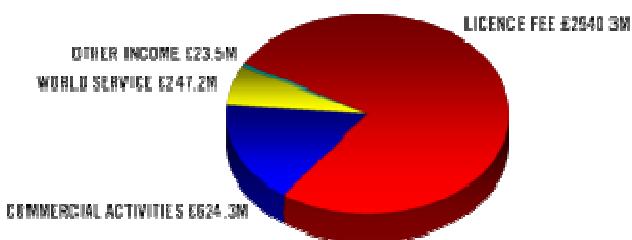
The principal means of funding the BBC is through the television licence, costing around £11 per month. Such a licence is required to operate a <u>broadcast</u> television receiver within the UK. The cost of a television licence is <u>set by</u> the government and <u>enforced</u> by the criminal law, however the revenue is collected privately and does not pass through the state before reaching the BBC. For this reason it is inaccurate to refer to the BBC as a "state" broadcaster.

<u>Income</u> from commercial enterprises and from overseas sales of its catalogue of programmes has substantially increased over recent years with BBC Worldwide contributing some £145million in cash to the BBC's core public service business.

According to the BBC's 2005 Annual Report, its income can be broken down as follows:

-        £2,940.3m in licence fees collected from consumers.

-        £624.3m from BBC Commercial Businesses.

-        £247.2m from the World Service, of which £225.1m is from grants (<u>primarily</u> funded by the Foreign and Commonwealth Office), £16.7m from subscriptions, and £5.4m from other sources.

-        £23.5m from other income, such as providing content to overseas broadcasters and concert ticket sales.

Expenditure

The total broadcasting spend for 2005-2006 is given as:

Department	Total cost (<u>£million</u>)
Television	1443
Radio	218
bbc.co.uk	72
BBC jam	36
Interactive TV (BBCi)	18
Local radio and regional television	370
Programme related spend	338
Overheads and Digital UK	315
Restructuring	107
Transmission and collection costs	320
Total	*3237*

Part 3. *Services*.

News

BBC News claims to be the largest broadcast <u>news gathering</u> operation in the world, providing services to BBC domestic radio as well as television networks such as BBC News 24, BBC Parliament and BBC World, as well as BBCi, Ceefax and BBC News Online. New BBC News services that are also proving popular are mobile services to mobile phones and PDAs. Desktop news alerts, e-mail alerts, and digital TV alerts are also available.

Radio

The BBC has five major national stations, Radio 1 ("the best in new music"), Radio 2 (the UK's most listened to radio station, with 12.9 million weekly listeners), Radio 3 (specialist-interest music such as classical, world, arts, drama and jazz), Radio 4 (current affairs, drama and comedy), and Radio 5 Live (24 hour news, sports and talk).

For a world-wide audience, the BBC produces the Foreign Office funded BBC World Service, which is broadcast worldwide on shortwave radio, and on DAB Digital Radio in the UK. The World Service can be received in 139 capital cities worldwide and is a major source of news and information programming for over 140 million listeners worldwide. The Service currently broadcasts in 43 languages and dialects (including English), though not all languages are broadcast in all areas.

In 2005, the BBC announced that it would substantially reduce its radio broadcasting in Eastern European languages and divert resources instead to a new Arabic language satellite TV broadcasting station (including radio and online content) in the Middle East to be launched in 2007.

Since 1943, the BBC has also provided radio programming to the British Forces Broadcasting Service, which broadcasts in countries where British troops are stationed.

All of the national BBC radio stations, as well as the BBC World Service, are available over the Internet in the RealAudio streaming format. In April 2005 the BBC began trials offering a limited number of radio programmes as podcasts.

Television

BBC One and BBC Two are the BBC's <u>flagship</u> television channels. The BBC is also promoting the new channels BBC Three and BBC Four, which are only available via digital television equipment (now in widespread use in the UK, with analogue transmission expected to be phased out from 2008). The BBC also runs BBC News 24, BBC Parliament, and two children's channels, CBBC and CBeebies, also on digital.

BBC One is a regionalised TV service which provides opt-outs throughout the day for local news and other local programming. In the Republic of Ireland the Northern Ireland regionalised BBC One & BBC Two are available via analogue transmissions deflecting signals from the North and also <u>carried out</u> on Sky Digital, NTL Ireland and Chorus

On June 9, 2006 the BBC began a 6-12 month trial of High-definition television broadcasts under the name BBC HD. The corporation has been producing programmes in the format for many years, and <u>states</u> that it hopes to produce 100% of new programmes in HDTV by 2010.

Part 4. *Other services*.

Internet

The bbc.co.uk website, formerly BBCi and before that BBC Online, includes a comprehensive, advertisement free news website and archive. The BBC claims the site to be "Europe's most popular content-based site" and boasts that 13.2 million people in the UK visit the site's more than 2 million pages. According to Alexa's TrafficRank system, in July 2006 bbc.co.uk was the 13th most popular English Language website in the world, and the 23rd most popular overall.

The website allows the BBC to produce sections which complement the various programmes on television and radio, and it is common for viewers and listeners to be told website addresses for the bbc.co.uk sections relating to that programme. The site also allows users to listen to most Radio output live and for seven days after broadcast using its RealPlayer-based "Radio Player"; some TV content is also distributed in RealVideo format. A new system known as iMP is under development, which uses peer-to-peer and DRM technology to deliver both radio and TV content for offline use for up to 7 days.

Commercial services

BBC Worldwide Limited is the wholly owned commercial subsidiary of the BBC responsible for the commercial exploitation of BBC programmes and other properties, including a number of television stations throughout the world. The cable and satellite stations BBC Prime (in Europe, Africa the Middle East, and Asia), BBC America, BBC Canada (alongside BBC Kids, broadcast popular BBC programmes to people outside the UK, as does UK.TV (co-run with Foxtel and Fremantle Media) in Australasia. Many BBC programmes (especially documentaries) are sold via BBC Worldwide to foreign television stations, and comedy, documentaries and historical drama productions are popular on the international DVD market.

BBC Worldwide also maintains the publishing arm of the BBC and it is the third-largest publisher of consumer magazines in the United Kingdom. BBC Magazines, formerly known as BBC Publications, publishes the *Radio Times* and a number of magazines that support BBC programming such as *BBC Top Gear*, *BBC Good Food*, *BBC Sky at Night*, *BBC History*, *BBC Wildlife* and *BBC Music*. In addition, in 2004 BBC Worldwide acquired the independent magazine publisher Origin Publishing.

Notes for your part of the text:

Activity 4♫

We have just talked about the question of funding. Now listen to a news report from last year that focuses on this question and the BBC. As you listen try and fill in the gaps with missing words. You will hear the extract 3 times.

- If nothing else, Gordon Brown certainly has a great sense of timing. It was revealed that today his

Christmas present to the BBC is a deal (1)_____

_____, but there is little celebration at Britain's public broadcaster as Santa Gordon has been

(2)_____ the media types had been hoping.

Chris Tryhon is here from mediaguardian.co.uk. What's the story Chris?

- The reports are that Gordon Brown is going to set the license fee at considerably lower than the BBC

was hoping. (3)_____ from next year for 3

years and then after that only 2% and then down to between 0-2% in the final year of the deal, which would

mean the license fee (4)_____. The BBC

was hoping for a rise above inflation, inflation's now at 3.9%, so it was hoping for that plus 1.8%. So this is

considerably lower than what they were hoping.

- And crucially, (5)_____ the

license fee and inflation doesn't it?

- It does, that link was set by the Tory government back in the late 1980s, and has obtained ever since.

This is a way, I suppose, of breaking some (6)_____

_____. And the BBC was, had threatened to pull out of planned move to the north of England if

it didn't get the deal it wanted. What are the implications for that?

- Well, (7)_____ Tessa Jowell,

the Culture Secretary, in the House of Commons, and she said that whatever the BBC's license fee settlement,

the move to Manchester would be written into the deal.

(8)_____ the BBC says and so the BBC's

attempt a couple of months ago to say that it wouldn't move to Manchester unless it got a decent deal seems to

have failed. Basically because the government said: 'You've got to move anyway.'

- So it seems the BBC has been (9)_____

_____. Has the BBC said anything about this today at all?

- They are saying that discussions are ongoing. (10)_____

_____ in the New Year. But it would seem that these reports are accurate and the BBC's

accepting that it's not got the deal it was hoping for.

Discussion points.

Which media services are you prepared to pay for and which media services do you expect to be free?

What is your position on illegal downloads? How could this form of pirating be justified?

What are the dangers of broadcasters, and in particular State/public broadcasters, relying on advertising income to fund their activities?

Activity 5

Presentations (4 pairs of students)

Prepare a short presentation for the rest of class – 5/10 minutes – on the following subject.

1. Present a profile of a media organisation. Do some research and try to find information similar to that we looked at when discussing the BBC. Think about the structure, organisation, audiences, products and services the organisation has. And don't forget how it is financed.

   You could choose from any of the following, or any organisation you like:

   RTBF   CNN   France2/3   De Persgroep   Rossel   RTL Group

   VRT   Google Microsoft   News Corporation   Lagardère Group

Feel free to talk about the positive and negative aspects of the organisation you have chosen. Be as critical as possible.

Please give a copy of the material to your teacher.

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Activity 6

The subject of free speech and censorship is as important today as it has ever been. With so many new media now available, governments are concerned about their capacity to control these media. The recent activities of Wikileaks demonstrate this very clearly.

In small groups make a list of the issues/subjects raised when discussing the freedom of speech and censorship, and give details of the problematic for each subject.

e.g.   Hate Speech. What are the 'taboo' subjects? What are the perceived risks to society from such an activity?

State secrets. What should we....

Media consolidation...

Next, we will look at an extract from an academic text that introduces some of the problems relating to our notion of the freedom of speech. For some of you it might be a challenging text. So let's approach it step by step. Read each paragraph carefully and with a partner try to write a sentence that briefly and simply summarises the main ideas of the extract.

Then try to summarise the whole text in 2 or 3 sentences – focus on the main points, arguments and conclusions

Before starting, pay attention to some interesting vocabulary in the text. We will check together that the words and expressions are clear to you.

An issue / a discussion can be <u>contentious</u>, <u>volatile</u>, <u>controversial</u>, <u>sensible</u>, <u>persuasive</u>, <u>chilling</u>, <u>paradoxical</u>, <u>cumbersome...</u>

A <u>threat</u> to freedom. Freedom can be <u>curtailed</u>. A <u>warning</u> to freedom.

That <u>encompasses</u> an issue... that <u>assesses</u> an issue...

David van Mill. Freedom of Speech.

§1   The topic of free speech is one of the most <u>contentious</u> issues in liberal societies. If the liberty to express oneself is not highly valued, as has often been the case, there is no problem: freedom of expression is simply <u>curtailed</u> in favor of other values. Free speech becomes a <u>volatile</u> issue when it is highly valued because only then do the limitations placed upon it become <u>controversial</u>.

Summary of §1. _____

_____

§2   The first thing to note in any <u>sensible</u> discussion of freedom of speech is that it will have to be limited. Every society places some limits on the exercise of speech because speech always takes place within a context of competing values. In this sense, there is no such thing as free speech. Free speech is simply a useful term to focus our attention on a particular form of human interaction and the phrase is not meant to suggest that speech should never be interfered with. As John Stuart Mill argued in **On Liberty**, a struggle always takes place between the competing demands of liberty and authority, and we cannot have the latter without the former.

Summary of §2. _____

_____

§3   The task, therefore, is not to argue for an unlimited domain of free speech; such a concept cannot be defended. Instead, we need to decide how much value we place on speech in relation to the value we place on other important ideals. We will start with the harm principle and then move on to other more <u>encompassing</u> arguments for limiting speech.

Summary of §3. _____

_____

§4   Before we do this, however, the reader might wish to disagree with the above claims and warn of the dangers of the <u>*"slippery slope."*</u> Those who support the slippery slope argument warn that the consequence of limiting speech is the inevitable *slide* into censorship and tyranny. Such arguments assume that we can be on or off the slope. In fact, no such choice exists: we are **necessarily** on the slope whether we like it or not, and the task is always to decide how far up or down we choose to go, not whether we should step off the slope altogether. It is worth noting that the slippery slope argument can be used to make the opposite point; one could argue with equal force that we should never allow any removal of government intervention because once we do we are on the slippery slope to anarchy, the state of nature, and a life that Hobbes described in **Leviathan** as "solitary, poore, nasty, brutish, and short".

Summary of §4. _____

_____

§5   A more <u>persuasive</u> analysis of freedom of speech suggests that the <u>threat</u> of a sanction makes it more difficult and potentially more costly to exercise our freedom. Such sanctions take two major forms. The first, and most serious, is legal punishment by the state, which usually consists of a financial penalty, but can lead occasionally to imprisonment. The second threat of sanction comes from social disapprobation. People will often not make public statements because they fear the ridicule and moral outrage of others.

Summary of §5. _____

_____

§6   For example, one could expect a fair amount of these things if one made racist comments during a public lecture at a university. Usually it is the first type of sanction that catches our attention but, as we will see, John Stuart Mill provides a strong <u>warning</u> about the <u>chilling</u> effect of the latter form of social control.

Summary of §6. _____

_____

§7   We seem to have reached a *paradoxical* position. I started by claiming that there can be no such thing as a pure form of free speech: now I seem to be arguing that we are, in fact, free to say anything we like. The paradox is resolved by thinking of free speech in the following terms. I am, indeed, free to say what I like, but the state and other individuals can sometimes make that freedom more or less costly to exercise.

Summary of §7. _____

_____

§8   This leads to the conclusion that we can attempt to regulate speech, but we cannot prevent it if a person is undeterred by the threat of sanction. The issue, therefore, is to *assessing* how *cumbersome* we wish to make it for people to say certain things. The best way to resolve the problem is to ignore the question of whether or not it is legitimate to attach penalties to some forms of speech. I have already suggested that all societies do (correctly) place some limits on free speech. If the reader doubts this, it might be worth reconsidering what life would be like with no prohibitions on libelous (defamation) statements, child pornography, advertising content, and releasing state secrets. The real problem we face is deciding where to place the limits.

Summary of §8. _____

_____

Summary of text._____

_____

_____

David van Mill teaches at The University of Western Australia. http://plato.stanford.edu/entries/freedom-speech/

Activity 7 ♫

The question of democracy and the media is still greatly debated. Now listen to a part of an interview with Al Gore, and try to give <u>brief note-form</u> answers to the following questions. Make sure you understand the questions before you listen.

1.   **When and where did Al Gore first launch his TV network?**

2.   **What is Al Gore trying to do with his TV channel?**

3.   **How does Al Gore describe the 'one direction' of the old model of television?**

4.   **What proportion of Americans thought Saddam Hussein was responsible for the 9/11 attacks?**

5.   **The quality of what suffered as a result of American decision to go to war with Iraq?**

Activity 8

Presentations (3 pairs of students)

Prepare a short presentation for the rest of class – 5/10 minutes – on the following subject.

1.   Choose a country/culture from any period of history (perhaps China, the US today, or 20th century Nazi Germany, or the Vatican etc) and summarize how censorship is/was used, what are/were the sensitive questions relating to free speech and who suffers/suffered as a consequence. Try and find as many examples as possible, and introduce them to the class. Feel free to choose any period, government or country you like.

2.   Look at the philosophical background to the question of free speech. Try to summarize the arguments that have been put forward to define the problem. What are your own personal opinions concerning this question? How would you explain them to the rest of the class?

To help with your research start perhaps by taking a look at these organisations' sites.

Index on Censorship - www.indexoncensorship.org/ Reporters Without Borders - www.rsf.org/

International Pen - www.internationalpen.org.uk/

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Chapter 4

Politics and Art

Activity 1

Before we start discussing politics, leaders and propaganda complete the vocabulary table. Some of the words will feature in the activities below. Pay attention to the appropriate form:

Verbs	Nouns	Adjectives
	Revolution	
To revolt		
	Ruler /	
		independent
	Liberation /	
	struggle	
	republic	
	reaction	
		political
	Leader	
	Monarchy /	
	empire	
		democratic

Activity 2

Here are some words used to describe some political systems. How could you define them?

E.g. Anarchy is a political system that rejects compulsory government. Oligarchy is rule by...

anarchy   oligarchy   autocracy   socialism   democracy   technocracy

Here are some (perhaps) less familiar types of governments. Any ideas?

gerontocracy   plutocracy   isocracy   meritocracy   ochlocracy   kakistocracy

E.g. Gerontocracy could be; might be; ought to be rule by...

Activity 3

Work in small groups. Read the political views below and try to classify each of them as left-wing, centre or right-wing. If you disagree argue your position or try to reach a consensus.

Political View	Left	Centre	Right
More liberal			
Law and order are important to encourage and protect the rights of individuals			
Support change in order to improve welfare of all citizens			
More conservative			
Law and order are important to protect the rights of all citizens fairly and equally			
Less freedom to individuals and more power to the police			
Government should play a role only if it improves the lives of citizens			
Private business should ensure the needs of citizens are met			
more freedom to individuals and less power to the police			
Emphasis on law and order to protect society and traditions			
Government should play a larger role in people's lives (social services, benefits)			
Government should play a small role			
Tradition is important but change is supported if most people want it			

Let's now read a text which explains the origins of the terms 'left' and 'right' and clarifies their meaning.

§1 Left and right are terms that are used as a simpler method for describing political ideas and beliefs; summarising the ideological positions of politicians, political parties and movements. They are usually understood as the <u>poles</u> of a political spectrum, <u>enabling</u> people to talk about the' centre-left', 'far-right' and so on. The most common application of the left/right distinction is in the form of a linear political spectrum that travels from left-wing to right-wing.

§2 However, the terms left and right do not have exact meanings. In a <u>narrow</u> sense the political spectrum summarises different attitudes towards the economy and the role of the state: left-wing views <u>support</u> intervention and collectivism, right-wing views favour the market and individualism. However, this distinction supposedly reflects deeper, if imperfectly defined, ideological or value differences. Ideas such as freedom, equality, fraternity, rights, progress, reform and internationalism are generally seen to have a left-wing character. In some cases, the 'left, and the 'right' are used to refer to collections of people, groups and parties that are brought together by <u>broadly</u> similar ideological <u>stances</u>.

§3 The origin of the terms left and right dates back to the French Revolution and the seating arrangements adopted by aristocrats and radicals at the first meeting of the Estates General in 1789. The left/right divide was therefore a clear choice between revolution and reaction. The wider use of the terms demonstrates their general value in <u>locating</u> political and ideological positions.

§4 <u>Yet</u> the terms appear simplistic and generalized, and must always be used with caution. Problems with the conventional left/right divide include the fact that it offers no place for anarchism, which may be ultra

left-wing and ultra right-wing; that it <u>ignores</u> the fact that communism and fascism <u>to some extent</u> resemble one another by virtue of a shared tendency towards totalitarianism; and that it attempts to reduce politics to a single dimension – the market/state divide – and <u>thereby</u> ignores other political distinctions such as the libertarian-authoritarian divide and autocratic-democratic divide.

§5 For these reasons various two-dimensional spectrums have been developed to offer a more complete picture of ideological positions. Finally, some argue that the emergence of new political issues such as feminism, ecologism and animal rights and the development of 'third way' politics have rendered the ideas of left and right largely <u>redundant</u>.

Make a list of the adjectives used in the text to describe people's views.

_____

_____

Which of the following synonyms could be matched to the words/expressions underlined in the text.

Obsolete (adj)	However (conj)	limits (n)	placing (vb)	positions (n)
To some degree	making possible (vb)	limited (adj)	maintain (vb)	generally (adv)
in such a way (conj)	doesn't pay attention to (v)			

How would you classify movements such as feminism, animal rights, ecologism or anarchism? What views do these movements hold? Where would you locate their views and beliefs on a left/right spectrum?

*Feminism*_____

*Animal Rights*_____

*Ecologism*_____

*Anarchism*_____

Activity 4 ♫

Let's now listen to Alan Knight, an expert in Latin American History, discuss how the Aztec state developed. As you listen try to complete the gaps.

The _____ in Mesoamerica as a whole, including the valley of Mexico, is a kind of city state, a city with a hinterland, rather like in Ancient Greece. You could therefore say <u>the crucial point</u> which we touched on just now was the foundation of the island city of Tenochtitlan sometime in the 14th century – the date is disputed. And that's when the Aztecs _____ They stopped being a rather _____ and they then begin to create their own centre of production and power. And production is very important because this is a very fertile region where they _____ of the lake, they can use the communications which the lake affords them to begin to _____ in what is a very almost kind of Darwinian environment of conflicting city states; this was a classic model in many parts of Mesoamerica. The interesting thing about the Aztecs is, eventually, around _____, they managed to break out from being a powerful city state to being a kind of empire. In fact, _____ and they then proceed to perform the hub of an empire that now stretches way beyond the valley of Mexico. So they go from city state to alliance and eventually to a very loosely _____.

Find the words in the above extract that correspond to the following words expressions:

progressively increase =	core =
allows =	put down roots =
mentioned =	surrounding area =
free yourself =	extend =
insecurely =	taken together =

Listen to another academic, Elizabeth Graham, describing how the Aztecs managed to control their empire, and fill in the gaps:

That's a really interesting question because the _____ is that the Aztecs control their empire militarily. But one of the things that we're finding _____ is that they key seems to be how elites in the Aztec empire _____, how the Aztecs rulers allowed elites in their city states *to extract tribute*; _____ the Aztecs often talked about being very powerful militarily, there were really interesting things going on that _____ of the provinces to the elites in Central Mexico in which they were allowed to exact tribute. And in a sense, if you look _____, there was more that tied the elites in central Mexico, the Aztecs themselves, to all their empire than those elites shared with people below them. This is something that _____, perhaps in the last two decades or so, there's a very interesting elite structure that developed after _____, with the elites reinforcing each other.

Activity 5

Presentations (4 pairs of students)

For next week prepare a short presentation for the rest of class – 5/10 minutes – on the following subjects.

1. As we have just heard, our history has seen the development of many different systems of government and political regimes. Choose any period you are familiar with or are studying at the moment (e.g. Republican Rome, Tsarist Russia, Colonial Belgium, Revolutionary France) and present it in class. Think about:

   The political organization – belief/Value systems – parties/individuals involved in the political process – events/consequences that exemplify the regime – the fall/disintegration of the regime.

2. We have talked about different political/ideological systems and ideas. Choose a system/ideology (e.g. Communism, Parliamentary Democracy, Fascism, Imperialism, Theocracy) and give a talk outlining what the system represents and what values it holds. Give examples if you can and do not be afraid to express your own opinions.

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Activity 6

Leadership is a fundamental aspect of politics and political activity. In small groups consider what you believe to be the most common qualities associated with leadership. Think about figures involved in any aspect of leadership and list the attributes that they have.

Activity 7

Here are some definitions of different leadership styles. Can you match the type of leader with the definition?

1. The **………………….leader** is very structured and follows the procedures as they have been established. This type of leadership has no space to explore new ways to solve problems and is usually slow paced to ensure adherence to the ladders stated by the company. Leaders ensure that all the steps have been followed prior to sending it to the next level of authority. Universities, hospitals, banks and government usually require this type of leader in their organizations to ensure quality, increase security and decrease corruption.
2. The **………………….leader** leads by infusing energy and eagerness into their team members. This type of leader has to be committed to the organization for the long run. If the success of the division or project is attributed to the leader and not the team, **………………….leader** may become a risk for the company by deciding to resign for advanced opportunities. It takes the organization time and hard work to gain the employees' confidence back with other types of leadership after they have committed themselves to the magnetism of a **………………….leader**.
3. The **……………….leader** is given the power to make decisions alone, having total authority. This leadership style is good for subordinates that need close supervision to perform certain tasks.
4. The **……………….leader.** This style involves the leader including one or more subordinates in the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness, rather it is a sign of strength that your subordinates will respect. This is normally used when you have part of the information, and your subordinates have other parts. Note that a leader is not expected to know everything -- this is why you employ knowledgeable and skillful subordinates. Using this style is of mutual benefit -- it allows them to become part of the team and allows you to make better decisions.
5. The **…………….leader**. In this style, the leader allows the subordinates to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks. This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you fully trust and confidence in the people below you. Do not be afraid to use it, however, use it wisely!
6. The **…………….leader** is the one who, in order to comply with effectiveness and efficiency, supports, trains and develops his personnel, increasing satisfaction and genuine interest to do a good job.
7. The **………….leader** focuses on the job, and concentrates on the specific tasks assigned to each subordinate to reach goal accomplishment. This leadership style suffers the same motivation issues as autocratic leadership, showing no involvement in the teams needs. It requires close supervision and control to achieve expected results. Another name for this is **deal maker** and is linked to a first phase in managing Change, enhance, according to the Organize with Chaos approach.

8. The **……………leader** facilitates goal accomplishment by giving its team members what they need in order to be productive. This leader is an instrument subordinates use to reach the goal rather than a commanding voice that moves to change. This leadership style, in a manner similar to democratic leadership, tends to achieve the results in a slower time frame than other styles, although employee engagement is higher.

9. The **………………leader** is given power to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct and train subordinates when productivity is not up to the desired level and reward effectiveness when expected outcome is reached.

10. The **……………leader** motivates its team to be effective and efficient. Communication is the base for goal achievement focusing the group on the final desired outcome or goal attainment. This leader is highly visible and uses chain of command to get the job done. **……………leaders** focus on the big picture, needing to be surrounded by people who take care of the details. The leader is always looking for ideas that move the organization to reach the desired vision.

BUREAUCRATIC	TRANSFORMATION	TRANSACTION	SERVANT	TASK-ORIENTED
PEOPLE-ORIENTED	LAISSEZ-FAIRE	DEMOCRATIC	AUTOCRATIC	CHARISMATIC

Activity 8

Of these 13 characteristics which 5 would you choose as the most important? How would you justify your choice?

Ambition ... *and Passion*	
Ability to Set an Agenda ... *and Vision*	
Reliability ... *and Trust*	
Ability to Build a Consensus ... *and to Unify*	
Social Skills ... *and Charisma*	
Ability to Communicate ... *and to Act*	
Knowledge ... *and Skill*	
Opportunism ... *and Foresight*	
Ability to Compromise ... *and to Adapt*	
Pragmatic Problem Solving Skills ... *and Prudence*	
Concern ... *and Courage*	
Optimism ... *and Hope*	
Luck ... *and More Luck*	

Activity 9

This article quite accurately describes recent political events in Belgium. Following on from our previous exercises we must now ask the question: What type of leader(s) does Belgium need? First we need to look at the text.

TIME
IN PARTNERSHIP WITH **CNN**

Mission Impossible: Leading Belgium

By Leo Cendrowicz / Brussels

Tuesday morning felt like *Groundhog Day* for many Belgians, who awoke to discover their Prime Minister had resigned. Anywhere else, the collapse of the government would be treated with more alarm. In Belgium, it seems like a default mode. The country regularly plunges into periods of political chaos, with its Dutch- and French-speaking communities perpetually poised to pull it apart.

Politicians vied to blame each other for the latest crisis, but there was a weary familiarity about the situation. After elections in June last year, the country survived for six months without any government at all; many hardly noticed. A new government was formed in December, but it was only an interim administration. It wasn't until March that the winner of the 2007 elections, Flemish center-right leader Yves Leterme, became Prime Minister of a broad coalition government.

Now, after just four months in the job, Leterme has resigned after failing to meet his own deadline for creating a package of institutional reforms aimed at giving more autonomy to Belgium's increasingly estranged constituent provinces, French-speaking Wallonia and Dutch-speaking Flanders. King Albert II has yet to accept Leterme's resignation, so he remains a caretaker prime minister.

Leterme said in a statement that the divide between the country's Dutch and French speakers was too deep for a resolution to be reached. "The federal consensus model has reached its limits," he said. But critics on both sides of the linguistic divide pointed to Leterme's own failure to reconcile the parties in his fractious coalition of Conservatives, Socialists and Liberals.

"It clearly is a serious political crisis," says Dave Sinardet, a political scientist at the University of Antwerp. He said Leterme's four months as Prime Minister failed to achieve anything of note, apart from balancing the budget. But Sinardet said Leterme was wrong to blame the system, as his own Conservative party, the CD&V, had refused to compromise on reforms. "The problem is that there is no alternative: the CD&V are the largest party in Flanders and they are needed in any formula that gets us out of here."

Others have suggested the problem is more profound than a mere party quarrel. Certainly, there are deep divides between the communities that go beyond mere language. Leterme himself once described Belgium as "an accident of history."

A recent poll found that 49.7% of Flemish people are in favor of splitting Belgium in two. And many Flemish have become more openly hostile toward French speakers. On the linguistic border, the Flemish towns of Zaventem and Vilvoorde limit social housing to Dutch speakers, while in nearby Overijse, citizens are encouraged to denounce shopkeepers who advertise in languages other than Dutch.

What happens next is unclear. The King is now consulting political leaders on how to resolve the crisis including, significantly, regional politicians. He could call for new elections, or invite another leader to pull together a coalition. But he is more likely to ask Leterme to return, yet postpone major reforms until next June, when federal elections would be held, on the same date as European Parliament and regional elections.

http://www.time.com/time/world/article/0,8599,1823414,00.html

How could you explain the following words/expressions used in text?

A collapse   to plunge into chaos   to be poised to do something   to vie to do something

Weary familiarity   an interim administration   to resign   a caretaker Prime Minister

A fractious coalition   a party quarrel   to split

Comprehension questions..

- What are the problems in Belgian politics, as described in the text?

- What causes of the crisis are detailed in the text?

In small groups discuss what you feel about the continuing political problems in Belgium. Then try to suggest some possible solutions. What type of leader does Belgium need and what qualities does she/he need to have?

Your notes:

Activity 10

Presentations (4 pairs of students)

For next week prepare a short presentation for the rest of class – 5/10 minutes – on the following subjects.

Prepare a profile of a leader of your choice that you are familiar with. Come to class and give a brief presentation to the rest of the group that will include:

- The background of the individual(s);

- How he/she/they came to power;

- A description of the institution, country or people over which the person had power;

- The style, methods and strategies used by this leader;

- To what degree were they successful in achieving their aims and objectives and myths surrounding their leadership?

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Activity 11

Here are 3 definitions/descriptions of propaganda and its uses. As one student in a group of three, your job is to look carefully at one of the texts and briefly summarise to the other 2 students. Pay particular attention to the words/expressions <u>underlined</u>.

Art and Propaganda

1. THE WORLD is <u>beset</u> today by a confusion of conflicting propagandas, a Babel of voices in many tongues shouting charges, counter-charges, <u>assertions</u>, and contradictions that <u>assail</u> us continually.

   These propagandas are <u>spread</u> and broadcast by spokesmen for political parties, labor unions, business associations, farm organizations, patriotic societies, churches, schools, and other agencies. And they are repeated in conversation by millions of individuals.

   If American citizens are to have a clear understanding of conditions and what to do about them, they must be able to recognize propaganda, to analyze it, and to <u>appraise</u> it. They must be able to discover whether it is propaganda in line with their own interests and the interests of our civilization or whether it is propaganda that may <u>distort</u> our views and <u>threaten</u> to <u>undermine</u> our civilization.

From "The Fine Art Of Propaganda; A Study of Father Coughlin's Speeches" by The Institute for Propaganda Analysis, Edited by Alfred McClung Lee & Elizabeth Briant Lee, 1939 Harcourt, Brace and Company, New York.

2. Propaganda in principle is active and revolutionary. <u>It is aimed at</u> the broad masses. It speaks the language of the people because it wants to be understood by the people. Its task is the highest creative art of putting sometimes complicated events and facts in a way simple enough to be understood by <u>the man on the stre</u>et. Its foundation is that there is nothing the people cannot understand, but rather things must be put in a way that they can understand. It is a question of making it clear to him by using the proper approach, evidence and language.

   Propaganda is a means to an end. Its <u>purpose</u> is to lead the people to an understanding that will allow them to <u>willingly</u> and without internal resistance devote themselves to the tasks and goals of a superior leadership. If propaganda is to succeed, it must know what it wants. It must keep a clear and firm goal in mind, and <u>seek</u> the appropriate means and methods to reach that goal. Propaganda as such is neither good nor evil. Its moral value is determined by the goals it seeks.

From Joseph Goebbels Der Kongress zur Nürnberg 1934 (Munich: Zentralverlag der NSDAP., Frz. Eher Nachf., 1934), pp. 130-141.

3. One conception of democracy has it that a democratic society is one in which the public has the means to participate in some <u>meaningful</u> way in the management of their own affairs and the means of information are open and free. If you look up democracy in the dictionary you'll get a definition something like that.

   An alternative conception of democracy is that the public must <u>be barred from</u> managing of their own affairs and the means of information must be kept <u>narrowly</u> and rigidly controlled. That may sound like an odd conception of democracy, but it's important to understand that it is the <u>prevailing</u> conception. In fact, it has long been, not just in operation, but even in theory. There's a long history that goes back to the earliest modern democratic revolutions in seventeenth century England which largely expresses this point of view.

From Noam Chomsky 'MEDIA CONTROL The Spectacular Achievements Of Propaganda.' Open Magazine Pamphlet Series, February 1992.

As young people studying in Belgium can you think of any forms of propaganda <u>aimed at you</u>? If you can, discuss the forms it took and the objectives it had.

Activity 12

(§1) Propaganda is considered to be a modern political art, but the Romans were masters of 'spin'. How did Rome's leaders communicate their power and their policies to a massive and diverse empire?

Barbarians

(§2) All empire-builders have to justify what they do - to themselves, to their own people, and to those they dominate. The Romans developed a sophisticated world-view which they projected successfully through literature, inscriptions, architecture, art, and elaborate public ceremonial. Some elements of this world-view evolved during the existence of the empire, most notably with the adoption of Christianity in the early fourth century AD. Other themes remained constant. Perhaps the most important of the latter was the idea that Rome represented peace, good government, and the rule of law. The societies with which Rome was in conflict were caricatured as barbaric, lawless and dangerous.

Leadership cult

(§3) The concept of a tough but essentially benevolent imperial power was embodied in the person of the emperor. His presence was felt everywhere. His statues dominated public places. He was worshipped alongside Jupiter and the military standards in frontier forts, and in the sanctuaries of the imperial cult in provincial towns. His image was stamped on every coin, and thus reached the most remote corners of his domain - for there is hardly a Roman site, however rude, where archaeologists do not find coins. How did the spin-doctors of ancient Rome represent the great leader to his people? Sometimes, wearing cuirass and a face of grim determination, he was depicted as a warrior and a general; an intimidating implicit reference to global conquest and military dictatorship.

Commonwealth

(§4) At first, the principal audience for Roman imperial propaganda had been only a minority of the empire's population - mainly soldiers, the inhabitants of Rome and Italy, and Roman citizens living in colonies and provincial towns. At this time, the empire was still expanding, and the role of the emperor as generalissimo was emphasised. But from the time of the emperor Hadrian (117 - 138 AD), aggressive wars all but ceased, and the empire was consolidated on existing frontiers.

(§5) As well as stressing the role of the emperor as civil ruler, Roman propagandists henceforward developed a more rounded and inclusive view of what it meant to be part of the empire. Greek culture was embraced more wholeheartedly than before, and the resultant blending of themes and motifs produced a distinctive Graeco-Roman or 'classical' culture during the second and third centuries AD. Hadrian and his successors actively promoted the idea that the empire, while embracing a diversity of peoples and religions, was united by an overarching set of values and tastes - and therefore by loyalty to the imperial state which safeguarded these. This conception of empire as a commonwealth of the civilised - in contradistinction to both barbarians beyond and subversives within - was monumentalised in stone on the frontiers and in the cities.

Consolidation

(§6) 'He set out for Britain', Hadrian's biographer tells us, 'and there he put right many abuses and was the first to build a wall 80 miles long to separate the barbarians and the Romans.' Hadrian's Wall was not a defensive structure. The Roman army at the time did not fight behind fixed defences. Equally, if it was intended as a line of customs and police posts - a controlled border - it was an extraordinarily elaborate and expensive one. So what was is for? There seems little doubt that the wall, like other great Roman frontier monuments was as much a propaganda statement as a functional facility. It was a symbolic statement of Roman grandeur and technique at the empire's furthest limit, and a marking out of the point in the landscape where civilisation stopped and the barbarian wilderness began.

War on terror

(§7) But beneath the veneer of gentility, there was a chilling note of warning. Myths depicted men destroyed for defying the gods or challenging those who - like the emperors - enjoyed divine protection. Legends from Rome's past told of enemies vanquished, lands annihilated and thousands sold to slavery. And in the amphitheatre, dramas of life-and-death were acted out which symbolised the gulf between friend and enemy, citizen and barbarian, freeborn and slave, loyalist and dissident.

(§8) Gladiators fought to the death dressed to mimic historic enemies like Samnites, Gauls and Britons. Christians were eaten alive by half-starved beasts. Rebels and outlaws were burnt at the stake. The arena offered a pageant of 'the war on terror' Roman-style. Much imperial propaganda consisted of traditional themes endlessly repeated. But one big change was of truly world-shaking importance: the adoption of Christianity by the Roman state.

(§9) Paganism had been the living heart of Roman propaganda for a thousand years. Every significant act demanded sacrifice to appease a god. No new enterprise could be entertained without divine favour. The legions marched into battle carrying the eagle of Jupiter, patron god of Rome, on their standards. Governors, generals and emperors led the holy rites at temples. Rulers were imagined ascending into heaven to take their places among the gods after death.

(§10) Yet, the religion of the empire remained tolerant, inclusive and diverse. The existence of one god, however powerful, did not preclude that of many others. But because of this, because paganism was polytheistic, it was unable to offer the empire a unifying religious ideology.

A) Decide whether the following statements about the text are TRUE or FALSE. If TRUE, indicate in which paragraph (§) you found the relevant information:

	TRUE	FALSE	(§)
1). The Roman Emperor was revered in the same places as Roman gods.			
2). Emperor Hadrian spent much of his reign trying to extend the Roman empire.			
3). Greek influences were a more important element of Roman culture before Hadrian.			
4). Roman amphitheatre was used to stress the differences that existed in society.			
5). The propaganda of the Roman empire was characterized by change and diversity.			

B) Give BRIEF answers to the following questions on the text.

1-   What values of the Roman Empire never changed according to the author?

_____

2-   Which artefact is helpful to us in studying how leaders were depicted?

_____

3-   Propaganda was first directed at which elements of Roman society?

_____

4-   In Hadrian's time what was the role of the imperial state?

_____

5-   What was the ultimate reason for the construction of Hadrian's Wall in Roman Britain?

_____

6-   Why were traditional Roman religious beliefs not able to unite the empire?

_____

Activity 13

Presentations (4 pairs of students)

For next week prepare a short presentation for the rest of class – 5/10 minutes – on the following subjects.

- Describe to the class a 'propaganda' work of art of your choice. This could be a painting, book, film or a piece of music. Think about the context of the art, the artist's objectives, the audience, the choice of medium and the impact that the work of art had. Include a copy of the work you have chosen for your teacher if you can.

- There are some examples of such art at the end of the chapter. Work on one of these is you wish.

FOR EVERY PRESENTATION MADE IN CLASS STUDENTS MUST PROVIDE A GLOSSARY OF KEY TERMS AND EXPRESSIONS USED IN THE TALK. IT IS IMPORTANT TO SHARE ANY NEW LANGUAGE WITH THE REST OF THE CLASS. AND MAKE SURE YOU DO NOT USE WORDS THAT YOU DO NOT UNDERSTAND. YOUR TEACHER WILL BE CHECKING.

Activity 14 ♫

Most of you will probably be familiar with the image reproduced here. What do you know of its origins and impact? Why do you think it might have become so popular and so reproduced?

Listen to this discussion of an exhibition of street art dedicated to Barack Obama. Participating are the British political cartoonist Steve Bell, film-maker Morgan Spurlock and artist Shepard Fairey. Try and answer the questions. Be brief and only note down the essential information.

http://www.guardian.co.uk/world/video/2008/aug/26/manifest.hope.obama

- Why is Obama's iconic status so fascinating for the first speaker?

- Why is 'iconography' so important for the second speaker, Morgan Spurlock?

- What is the 'power of an image' according the artist Shepard Fairey?

- Why is there something 'slightly religious' about the representations of Obama?

- How are young people described as being before they 'had gotten involved' in the election?

Can you think of any other ways employed by Barack Obama's political campaign to promote his image?

How successful were they and what do you think are the dangers of image/personality politics?
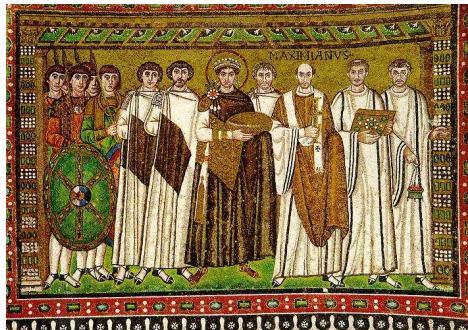
Mosaic of Justinian and Retinue at Entry, San Vitale, Ravenna, c. 546 CE.
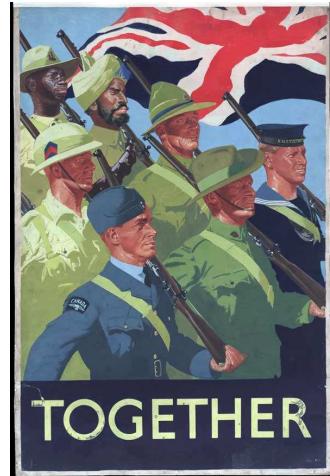
**William Little 'Together' 1941. UK National Apse Archives**

Shepard Fairey 'Hope' 2008. Los Angeles, CA.

Augustus of Primaporta. Early 1st century CE. Musei Vaticani, Rome.

Pablo Picasso 'Guernica' 1937.

Museo Reina Sofia, Madrid.
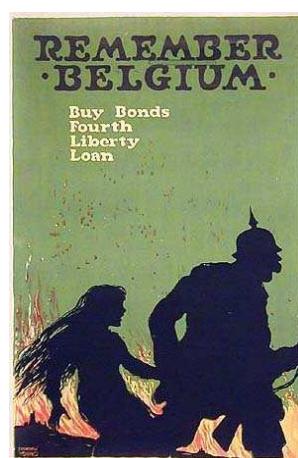
USA WWI Poster

Chapter 4

Global English

Activity 1

As you are well aware, you are studying English not perhaps because you like it, but because it has become a global lingua franca used by millions of people in their work, business and study. Look at the Wikipedia definition of a lingua franca and try to complete the exercise below.

"A lingua franca (from Italian, literally meaning Frankish language) is any language widely **used** beyond the population of its native speakers. Any given language normally becomes a *lingua franca* primarily by **being used** for international commerce, but **can be accepted** in other cultural exchanges, especially diplomacy.

Lingua franca may also refer to the *de facto* language within a more or less specialized field.

A lingua franca **is** a language **spoken** or **written** by people whose mother tongues are different in order to communicate. *Any* language could conceivably serve as a lingua franca between two groups, no matter what sort of language it is. Lingua Franca is thus a purely *functionally-defined* term, i.e., **linguistic structure** of the language involved plays no role.

A synonym for *lingua franca* is "vehicular language." Whereas a *vernacular* language **is employed** as a native language in a single speaker community, a *vehicular* language goes beyond the boundaries of its original community, and **is used** as a second language for communication between communities. For example, English is a vernacular in England, but **is used** as a vehicular language (that is, a *lingua franca*) in the Philippines.

The term lingua franca **is** also **applied** to international auxiliary languages meant specifically for communication between speakers of different native languages. Examples include **Esperanto**, **Ido**, **Interlingua**, **Latino Sine Flexione**, and **Novial**. This is a prescriptive rather than descriptive definition of a lingua franca, and therefore whilst the term lingua franca may be applied to such languages, this does not necessarily mean that the language is commonly used as a lingua franca in the sense of communication between speakers of different native languages."

What do you think the following extracts from the text really mean? How do these statements relate to your situation as ULB students?

- *Lingua franca* may also refer to the *de facto* language within a more or less specialized field...

- Lingua Franca is thus a purely *functionally-defined* term, i.e., **linguistic structure** of the language involved plays no role...

- (The difference between) Vernacular / Vehicular...

Activity 2

With a partner, now choose a couple of the languages listed below, and, using your knowledge of the period or language concerned, be prepared to summarize how, why and when the language has been used as a lingua franca.

Think about; where they were used – which groups of people used the language – why the language had/has this status – what was the political, historical or geographical background. Try to use the language used in the above text:

- It was used/employed by…..

- It was spoken/written by…..

- It was accepted by……

- It was a vehicular language for…..

- It was a vernacular language for…..

العربية   संस्कृतम्   古文

Κοινὴ Ἑλληνική   *lingua Latīna*   Español

Français   *Русский язык*   *Kiswahili*

हिन्दी   **תימרא**   Runa Simi / Quechua

Activity 3 ♫

What about English? Why do you think English has become such an important global language? Try and think of as many historical, cultural and linguistic reasons as possible.

We are going to listen to 2 extracts from a BBC Radio 4 programme entitled "Whose English is it anyway?"

① The first extract looks at the rise of English as a global language. Listen carefully and try to identify how the speakers define:

> *i) The origins of this rise.*

> *ii) The historical background.*

i)_____

_____

_____

_____

_____

ii)_____

_____

_____

_____

_____

② In extract two of the programme, David Crystal focuses on the question of power. Listen to him and another speaker, Braj Kachru, discuss the English language and power. Professor Kachru will talk about colonialism and language. David Crystal will detail four aspects of power. Make notes for each speaker and discuss what you understood with a partner.

Braj Kachru) _____

_____

_____

_____

_____

_____

David Crystal) _____

_____

_____

_____

_____

_____

Which aspects of the 'branches' of English are important to you? If you think about the English that surrounds you, what do you think are the positive and negative aspects of this linguistic hegemony?

+ Positive –

- Negative –

Activity 4

Many people are worried that English has become too important and too powerful. The article below makes some interesting points about linguistic diversity. Prepare the text at home and prepare the discussion questions for the next class.

As Europe's power grows, we need to <u>cling</u> to our separate languages

Language is at the core of our European identity. People don't give that up, whatever the ties between countries

The phrase "<u>plucky</u> Belgium" is not heard much anymore. Contempt, genial or otherwise, is the general tone used when writing or speaking about this wet corner of northern Europe. Upon entering liberated Belgium, a British general is reported to have remarked that the Belgians appeared to have eaten their way through the war. That set the standard for the next 60 years of commentary.

This is curious, because Belgium is a <u>glimpse</u> of what Europe might have been, might become and will never be, depending on your view. Its ethnic divisions between French-speaking Wallonia and Flemish-speaking Flanders, constitutionally entrenched through linguistic separation, have driven the country ever more frequently towards ungovernability.

Last week saw the five-party coalition government fall as outraged Flemish liberals withdrew over the inability of anyone to agree on a sensible compromise over a mixed constituency that allows French-speaking Walloons to vote for Flemish parties, thereby breaking the constitutional separation between Francophone and Flemish political groups.

The government that fell had taken 194 days to construct; such is the depth of the ethno-linguistic division that runs through Belgium. But in those seven months in 2007, when Belgium <u>drifted</u> without government, few people panicked, because the Belgian state had already either pushed powers down towards regional, municipal or communal governments or pushed up to the EU, whose glass and steel offices dominate the capital Brussels. Quite what the Belgian state does any more is a source of some <u>bafflement</u>.

To those suspicious of ever-closer union, Belgium is a scary example of what can go wrong; a state that has become little more than a couple of Euro regions in the densely populated north-west European urban sprawl.

But what is so noticeable about the dysfunction of Belgium is not any descent into Euro-homogeneity. Instead, it is the refusal of French and Flemish-speaking communities to give up their differences, represented most often by their <u>stubborn</u> refusal to <u>yield</u> on the question of language. And this is mirrored in the grey meeting rooms of the EU institutions, where cubicle after cubicle of interpreters struggle to translate bad Greek jokes into Polish and lofty Portuguese pronouncements into passable Gaelic. The EU is often mocked for its Babel-like qualities. Every now and then, a call goes out for the epic effort and expense of translating in and out of 23 different languages to be done away with in favour of a few <u>core working languages.</u>

But this is to misunderstand the nature of Europe. It is, in fact, to fall for that canard put about at various times by both wild-eyed sceptics and crazed federalists – that Europe is the EU and the EU is Europe. Few places are less genuinely European than the EU quarter of Brussels, blighted by office blocks and populated by expatriate bureaucrats, lobbyists and politicians; it has no history, precious little style and, critically, it lacks any of the cultural depth that makes Europe such a dazzling place.

Take a trip from Hungary, through the Czech Republic and then into Poland. The great inter-city trains now rumble though unhindered by customs or border controls. Often, the only sign that national sovereignty has changed is the font on railway station nameplates.

Language matters here too. Travelling up in the lift in the gleaming new Museum of the Warsaw Rising , I turned to a colleague and said, too loudly: "Please let the director speak English, not Polish. I can't bear another interview in Polish." After a brief wait, I was informed, by the now-furious director, that the interview was cancelled. A colleague of his had overheard our conversation. After much <u>grovelling</u>, and some selective reinterpretation of my ill-chosen words, the interview was reinstated.

Polish to the director was more than just a way of communicating. It was a narrative in itself. And so it has been across Europe. Atop the recreated Reichstag, Berlin stretching away, an interview with a politician ground away slowly in German, painstakingly translated by a colleague. At the end, with the microphone safely tucked away, the politician chatted away in English, while I stood mouth open, full of self-righteous and ignorant anger.

"Everyone speaks English now," you are told when you travel to continental Europe. It's not true, not in the slightest. It is too easy to forget how important language is. Language matters because nations matter; both nations and languages contain stories and inspire loyalties. And that means more than folk dances and festivals.

There are those who argue that it was what took place in the aftermath of the two great bloodlettings of the last century that enabled Europeans to live together in some degree of harmony. First, after the Great War, when the Russian, Ottoman and Austro-Hungarian empires dissolved into micro-nations of the Wilsonian settlement. Then, after the Second World War, when millions of "others" – primarily but not exclusively German-speakers – were expelled from ancestral homes.

Only after these two upheavals, runs the argument, did any kind of ethno-linguistic homogeneity come about; and only because of that homogeneity could the post-communist states of Europe be confident enough eventually to pool their sovereignty. The modern nation-state, secured by some kind of ethnic and linguistic purity, is, for good or ill, still the primary focus of popular loyalty. So those who long for a single European language to replace the armies of interpreters and translators in the EU are in for a long, long wait. Language still matters, dividing and unifying Europe at the same time.

And the once plucky Belgium? Much more interesting than it might at first seem. Less, perhaps, a harbinger, more a warning of sorts – about the strength of linguistic and ethnic loyalty, in our border-free, supranational and globalised age.

Jonny Dymond is Europe correspondent for the BBC

Discussion questions:

- *What do you think are the risks and dangers of relying too much on one language in such communication exchanges?*

- *What are the best ways, in your opinion, of guaranteeing the use and recognition of regional languages in European life?*

- *What aspects of the article do you most agree with? Is this an accurate summary of the situation in Belgium?*

Activity 5

Presentations (4 pairs of students)

For next week prepare a short presentation for the rest of class – 5/10 minutes – on the following subjects.

- Go back to our discussion of Lingua Francas and think in more detail about the history and evolution of a language you have studied or are familiar with. Consider the origins of the language and the reasons for it importance, how it was used and by whom. Also, think about the reasons for it ceasing to be a lingua franca or future developments of the language in question. Focus on 4 or 5 different points.

- We know that there are significant problems in Belgium relating to the language question. Make some suggestions to the class as to how to solve this problem. You could talk about:

  Education policy – The role of the media – the attitude of Walloons to foreign languages – the consequences of multilingualism – is language the cause or symptom of the problem?

FOR EVERY PRESENTATION MADE IN CLASS STUDENTS MUST PROVIDE A GLOSSARY OF KEY TERMS AND EXPRESSIONS USED IN THE TALK. IT IS IMPORTANT TO SHARE ANY NEW LANGUAGE WITH THE REST OF THE CLASS. AND MAKE SURE YOU DO NOT USE WORDS THAT YOU DO NOT UNDERSTAND. YOUR TEACHER WILL BE CHECKING.

Activity 6 ♫

Latin, as we have seen, was and perhaps in some ways still is an essential 'lingua franca' for many people for many years. Listen n to the discussion about Roman education and language and give brief, short answers, in note form, to the following questions.

1. **From whom did the Romans inherit their concern for education? (1)**

   _____

2. **What did Roman grammarians argue endlessly about? (3)**

   _____

3. **What type of book did Julius Caesar write? (2)**

   _____

4. **What percentage of Roman children were not educated? (2)**

   _____

5. **Give at least <u>two</u> ways in which many people, without education, learnt to read or write during the time period discussed. (2)**

   _____

6. **Detail <u>three</u> elements of the Roman education curriculum. (3)**

   _____

7. **Rhetoric is defined as a means to do what? (2)**

   _____

8. **Rhetoric prepared Roman citizens for involvement in which public activities? (2)**

   _____

9. **When and where were handbooks on rhetoric first written? (3)**

   _____

Activity 6 ♫

Now listen again and try to fill in the gaps with the appropriate words. .

David Aaronovitch: For even on the edge on Empire, education was important to the Romans; as classics scholar

Peter Jones explains, (1) _____ they picked up from the Greeks.

Peter Jones: The Greeks were fascinated by language; they were fascinated by concepts of purity of language,

which we are too today, of course, of correct and incorrect usage. (2) _____

_____ about whether there was such a thing as correct or incorrect usage.

The Romans take this on board (3) _____, and not just among

their philosophers either, I mean, the impressive thing about Rome is the (4) _____

_____ are up with these debates. Julius Cesar wrote a book on Latin

grammar while he was crossing the Alps into Gaul. This is fun for him, this is his pastime. Now, the Latin

language does not have a participle of the verb 'to be': they can't say 'being' in Latin. Cesar thought this was a

very bad idea, (5) _____, 'ens; entis'. It didn't catch on, but these

are (6) _____ that people you just regard as being brutal soldiers

grappled with, and dealt with all the time.

David Aaronovitch : Not all of them were grappling, of course, says Greg Wolf, Professor of Ancient History at

St Andrews.

Greg Wolf: Most children in the Roman Empire weren't educated at all. (7)

_____ , perhaps more, of the population in some areas. Many of

those who could read or write would have learned it on the job, in the army, while trading, making records as a

slave in somebody's house. And so education in (8) _____ exists

only for that very, very tiny upper area of Roman society.

David Aaronovitch: But an important area. Ruth Webb, Honorary Research Fellow in Classics and Archaeology

at Birkbeck College, (9) _____ the Roman student would have

followed.

Ruth Webb: You started off learning to read and write, and then you went on to grammar, and (10) _____, Homer, things like that - a lot of copying out, a lot of taking dictation, learning things off by heart. And then you moved to the really important part which was rhetoric.

Peter Jones: Rhetoric (11) _____, how to speak persuasively and to win people to your cause. And its purpose was to prepare you for a life in the (12) _____. Handbooks on rhetoric were first written in the 5th century BC Athens, when democracy was invented, because in a democracy, everyone has a voice. Well, if you don't know (13) _____, you can't partake in the process.

Appendices

SIGNALLING : Discourse Markers

There are several types of discourse markers, and each category leads the reader to make certain connections or assumptions about the areas which are connected. Some lead the reader forward and imply the "building" of an idea or thought, while others make the reader compare ideas or draw conclusions from the preceding thoughts.

> *She'd had <u>such</u> a bad night <u>that</u> she could hardly keep her eyes open. <u>Nevertheless</u>, she decided to attend her English class. <u>Although</u> she couldn't help yawning, the teacher didn't seem to notice something was wrong. <u>Despite</u> her efforts to stay awake, she eventually fell asleep on top of her grammar exercises. Afterwards, her classmates assured her that she hadn't missed much, <u>though</u>. <u>However</u>, <u>since</u> she was really a very industrious student, she did some extra grammar revision exercises in the excellent C.I.D.L.V. computer room.*

Result & cause/consequence	
a.	**Linking clauses (within a sentence)**
so	*She was angry, so I had to buy her some flowers again to make up.*
so ... that	*It was so cold that the vodka was frozen.*
such ... that	*His legs were such an awful sight, that she switched off the light.*
because	*She got married to him, because she thought he was rich.*
because of	*She got married to him because of his wealth.*
as	*As the trains were on strike, many students had trouble getting to university.*
since	*Since there were only two students, I cancelled my class*
b.	**Linking sentences**
so	*We got stuck in traffic. So we were too late for the opera.*
consequently	*The roads were very slippery. Consequently, we had to drive very slowly.*
therefore	*She was in an awful mood again. I therefore decided not to tell her the truth yet.*

Purpose	
a.	**Linking clauses (within a sentence)**
(in order) to	*I got up early in order to get to work on time*
in order not to	*I got up at six in order not to be late*

so that		Let's take a map, so that we cannot get lost
in case		Let's take a map, in case we get lost
b.	**Linking sentences**	
then		Buy her a present. Then she'll forgive you.
otherwise		Leave the dog outside. Otherwise I will have to clean the carpet again.

Addition

a.   **Linking clauses**

In addition to	In addition to their state pension, some people draw money from their private pension scheme.
Besides	Besides economics, we study various hard sciences and languages.

b.   **Linking sentences**

In addition	The wealthy widow gave him a new suit and a fur coat. In addition, she gave him a watch.
Besides	It's too late to go to the student dance now. Besides, I don't really feel in the right mood.
Moreover	I'm too busy to join you for lunch. Moreover, I haven't got enough money on me.
Furthermore	The board of executives have decided to lay off 200 employees. Furthermore, all wages will be frozen for at least two years.

Concession & contrast

a.   **Linking clauses (within a sentence)**

but	Local advertising is cheap but national advertising is more effective.
although	Although she didn't study a lot, she passed all the exams.
though	Though most of the audience started yawning halfway through the concert, the pop star seemed very pleased with himself.
even though	Even though we have cut prices, sales are still down.
while	My brother is very sociable and outgoing, while I am rather shy and introverted.
whereas	Human beings have feelings, whereas computers don't.

	much as	*Much as I would like to give you a raise, I'm afraid we haven't got the financial resources.*
	no matter	*No matter how much she eats, she never puts on any weight.*
	despite	*Despite all the hard work, we didn't get any positive appraisal / Despite the fact that we worked very hard, we didn't get any positive appraisal*
	in spite <u>of</u>	*In spite of the new taxes, the budget deficit will stay high. / In spite of the fact that the government has raised new taxes, the budget deficit will stay.*
b.	**Linking sentences**	
	however	*Growth figures look promising. Employment, however, remains a serious problem.*
	nevertheless	*After two bottles of wine they both felt pretty wobbly. Nevertheless, they ordered a third one.*
	though	*He's been on a diet and lost 6 kilos. He's still overweight, though.*
	(and) yet	*My granny is almost 80, and yet she goes swimming every day*
	(and) still	*I've been courting her for years, and still she doesn't want me.*
	On the other hand	*Barbara is single. Graham, on the other hand, is married with three children.*

Nationalities, countries and languages

Work in small groups. Complete the table below. The first one is done for you.

Country	Adjective	People singular (a/an)	People plural (2, 3...) people in general (the...)	Official language(s)
Belgium	Belgian	Belgian	the Belgians	Dutch, French, German
The Netherlands				
Luxembourg				
Germany				
France				
Britain				
Ireland				
Portugal				
Spain				
Italy				
Czech Republic				
Greece				
Russia				
Denmark				
Sweden				
India				
China				
Japan				
Australia				
Canada				
US				

For further exercises go to:

http://eolf.univ-fcomte.fr/index.php?page=nationality-words
http://esl.about.com/library/beginner/bl_country.htm

EXPRESSING AND SUPPORTING OPINIONS

a. Asking for opinions

What are your views on …?

What are your feelings on this?

What do you think about…?

b. Giving opinions

The way I see it …

It looks to me as if …

I feel quite sure that …

As I see it…

I believe that …

It seems to me that …

In my view, …

In my opinion, …

To me, …

c. Agreeing

You are perfectly right

Yes, definitely. I quite agree

I think you're right

That's true

I couldn't agree more

d. Disagreeing

That's not really how I see it

I don't fully agree

I can't really go along with you there

No. I don't really think so

That's absurd / ridiculous*

No way*

e. Balancing points of view

I accept what you say but …

This may be true, but on the other hand …

Interesting but …

Well, I suppose it depends what you mean when you say …

LANGUAGE FOR DISCUSSIONS/DEBATES

Here are some phrases that may be useful in discussions, debates or panel discussions

Inviting somebody to speak :

Carine, would you like to give us your opinion about ... ?

Would you agree with that, Aude ?

How do you feel about that point, Romain ?

Hélène, what are your views on this point ?

Anything to add?

Raising a subject :

I'd like to raise the issue of ...

May I make a point about ... ?

The point is : ....

if I might come in here, ...

Back to the point :

Perhaps we could go back to the main issue

I wonder if we could come back to ...

That's interesting, but I'm afraid we are digressing.

Asking for clarification :

Could you explain what you mean by ... ?

Could you be more specific about ... ?

Does this mean that ... ?

Am I to understand ... ?

I'm afraid I don't follow why ...

I don't quite see why ...

Expressing reservation :

I can see your point, but ...

I agree up to a point, but ...

I see what you mean, but ...

Expressing support :

I absolutely agree

I'm with you all the way

I agree with what Laurent has just said

I am fully in favour of this

I go along with that point of view

Expressing opposition :

I'm afraid I don't fully agree, in my opinion ...

I'm not convinced that's right

Surely it depends on ...

Presenting counter arguments:

Yes, but you must admit that ...

Surely it depends on ...

Being undecided:

I'm in two minds about it because ...

I'd rather not commit myself on that because ...

I can see both sides of the argument.

Restating :

In other words ...

To put it another way ...

The point I'm trying to make is ...

Summing up :

To sum up then, most of you consider that ...

In conclusion, ...

In short, there seems to be general agreement about ...

Giving Presentations – Some useful expressions to help you structure your talks	
Function	**Language**
Introducing the subject	• *I'd like to start by...* • *Let's begin by...* • *First of all, I'll...* • *Starting with...* • *I'll begin by...*
Finishing one subject...	• *Well, I've told you about...* • *That's all I have to say about...* • *We've looked at...* • *So much for...*
...and starting another	• *Now we'll move on to...* • *Let me turn now to...* • *Next...* • *Turning to...* • *I'd like now to discuss...* • *Let's look now at...*
Analysing a point and giving recommendations	• *Where does that lead us?* • *Let's consider this in more detail...* • *What does this mean for ABC?* • *Translated into real terms...*
Giving an example	• *For example,...* • *A good example of this is...* • *As an illustration,...* • *To give you an example,...* • *To illustrate this point...*
Dealing with questions	• *We'll be examining this point in more detail later on...* • *I'd like to deal with this question later, if I may...* • *I'll come back to this question later in my talk...* • *Perhaps you'd like to raise this point at the end...* • *I won't comment on this now...*
Summarising and concluding	• *In conclusion,...* • *Right, let's sum up, shall we?* • *I'd like now to recap...* • *Let's summarise briefly what we've looked at...* • *Finally, let me remind you of some of the issues we've covered...* • *If I can just sum up the main points...*
Ordering	• *Firstly...secondly...thirdly...lastly...* • *First of all...then...next...after that...finally...* • *To start with...later...to finish up...*