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# English for Intercultural Communication

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## Introduction

Intercultural communication is exchanging meaningful and unambiguous information across cultural boundaries, becoming more aware of and better understanding not only other cultures around the world, but your own culture and being able to present it in different cross-cultural encounters – on the job, in academic surroundings and in informal encounters with people from other countries.

What do we understand by the word ‘culture’?

- ▶ A way of life.
- ▶ A set of social practices.
- ▶ A system of beliefs.
- ▶ A shared history or set of experiences.
- ▶ A culture may be synonymous with a country, or a region, or a nationality or it may cross several countries or regions.
- ▶ A culture may be synonymous with a religion, though the followers of Christianity or Judaism or Islam may also come from different cultures. It is highly possible to belong to or identify oneself with more than one culture.

(Chris Rose, British Council, Italy)

Culture is an “integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations”

(Goode, Sockalingam, Brown, & Jones, 2000)

“If ... language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency ... Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing”

(Claire Kramsch, 1993)

*English for Intercultural Communication* is based on the premise that learning another language is becoming aware of another culture, and foreign language competence is a means not only to acquire knowledge about and skills of efficient cross-cultural communication but also a means of presenting our own culture to the world.

However, it often happens that intermediate-advanced learners of English have no difficulty in describing the places of interest in London, history of England, geography of Great Britain or traditions and habits of the target culture, but when it comes to presenting their own national language, way of life and realia they take pride in, it appears that they lack appropriate language and the facts or even motivation to speak about themselves. A number of reasons can be suggested that can account for this situation: it is more interesting to learn about something that is unknown yet; besides, we have used to read and study about other cultures (not our own) in the colorful textbooks written by professionals and published by the

world-famous publishers; there is a belief that linguistic aspects are more important than the cultural ones, therefore, we have to study the language and acquire language competence, whereas cultural aspects will take care of themselves, and etc.

The material presented in this book has been collected for teaching English as a foreign language at the advanced level 5b (as we call this C1 level at Vytautas Magnus University). We have discussed with my students that the foreign language we have learnt should be used as a channel to present our national identity, our values, our culture to the world. While using the language for communication with others (the ultimate goal of learning a language) and learning about others we have to enrich other people's cultural competence by telling about ourselves. This is our right, privilege and duty.

The book is divided into 9 units, each having a separate theme and including various activities for intercultural communication development.

The book is intended for different audiences –

- ▶ students learning to acquire efficient communication skills that will allow them to communicate in different countries and be able to present their culture as well as understand other cultures better;
- ▶ working people who want to develop a cross-cultural understanding and be more efficient in business encounters with foreigners; and, finally,
- ▶ the students of level C1 at Vytautas Magnus University who will be the first readers of this book, exploring the secrets of effective communication and discovering nuances of successful interaction as well as experiencing the joy efficient communication brings to both interlocutors in intercultural encounters.

## List of Symbols



*Communicative activity*



*Discussion*



*Enjoy!*



*Independent work*



*Group work*



*Quiz or questionnaire*



*Pair work*



*Reading task*



*Study skills*



*Vocabulary development*



*Writing task*

# UNIT 1

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## Getting Acquainted

“Begin at the Beginning”, the King said, very gravely,  
“and go on till you come to the end: then stop”.

*Lewis Carroll, English Logician, Mathematician,  
the author of Alice's Adventures in Wonderland, 1832-1998*

Coming together is a beginning. Keeping together is  
progress. Working together is success.

*Henry Ford, American industrialist,  
pioneer of the assembly-line production method, 1863-1947*

Before we begin our journey, let us get acquainted. The first question: how motivated are you to study the language on the basis of cultural comparisons-integrated context?



## How Motivated are You?

*Fill in the following questionnaire by underlining the variable that best answers your needs or expresses your opinion. If no options suit you, fill in the variable 'Other' or add your opinion in the margin. There are some open questions that ask you to give your suggestions.*

1. What is your specific reason for choosing this course?
  - a. Intention to finish 6 levels of English at this university
  - b. Wish to gain more courage and start speaking English more freely (defeat the fear of speaking and shyness)
  - c. Practise English speaking skills being already quite good at speaking in English
  - d. Prepare for summer jobs in an English-speaking environment
  - e. Prepare to meet foreign guests in Lithuania and tell them something about Lithuania
  - f. Other \_\_\_\_\_
  
2. Would you like to gain more practice in
 

(a) British English,	(b) American English or	(c) both?
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3. Should the course concentrate more on
  - (a) Conversational English (everyday English)
  - (b) Academic English (language used in lectures, specific terminology)
  - (c) English used on the job
  - (d) Other
  
4. Do you know enough (a) words, (b) expressions and (c) information to tell a foreigner about the Lithuanian history, language, traditions and customs and talk on similar topics presenting our culture and identity?
 

(a) Yes/No	(b) Yes/No	(c) Yes/No
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5. Do you think we should study some grammar in this course? Yes/No
6. Do you think we should include culture in studying the English language? Yes/No
7. Should we include topics about the Lithuanian culture and traditions? Yes/No
8. What interesting topics could you suggest for more thorough study, (i.e. for reading about the subject, learning context related vocabulary, finding more information, discussing)?
  - (1)
  - (2)
  - (3)

9. How would you evaluate your knowledge in Speaking and in Listening (choose one variable)

Speaking – excellent/very good/good/ so-so/ poor/very poor

Listening – excellent/very good/good/ so-so/ poor/very poor

10. How rich is your vocabulary (choose one word):

very rich/ rich/ average/ poor

11. Have you had a possibility to speak to foreigners?

Yes/No

If yes –

with native English speakers/ with non-native speakers

being abroad/ in Lithuania

once/many times

for a long time/ for a short time

12. Did you speak about Lithuania, its traditions, customs, history, sports, music? Yes/No

13. Your suggestions about how to make the course more interesting and worth attending:

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## A Class Survey

*Your teacher will suggest you a list of questions. Choose one and gather answers to this particular question by asking all students in the group, including yourself. Make a research analysis and present your results to the class.*

**After surveys have been administered, you need to summarize, analyze, and interpret the results. This requires sorting and consolidating individual responses to survey items so that they can be more easily displayed and understood. Some common methods of summarizing data are as follows:**

- ▶ **Frequency distributions – a very simple method of displaying the variation in responses to survey items. These distributions can be developed by counting and recording answers according to the response scales used in the survey; they are typically presented as tables or bar graphs for ease of interpretation.**
- ▶ **One of the simplest ways to summarize survey information is in percentage that can also be displayed using tables, bar graphs, or pie charts.**

## Phrases used to summarise and interpret survey findings

- ▶ 56 percent of the group believe that ....
- ▶ 90 percent of the male (female) students strongly agreed with the item-statement ...
- ▶ 50 percent of the respondents answered 'no difference' to that question ...
- ▶ On average, a very small number of students are responsible for ....
- ▶ My data indicate that ...
- ▶ The majority of the group think ...
- ▶ Only 10 percent of the students consider ...

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## Starting a Conversation: Small Talk

Material adapted from:

Jones, L. & von Baeyer, C. *Functions of American English, 2001 and EnglishClub.com. Small Talk: Who, What, When, Where, Why?* [http://www.englishclub.com/speaking/small-talk\\_wh.htm](http://www.englishclub.com/speaking/small-talk_wh.htm)

Small talk is a casual form of conversation that “breaks the ice” or fills an awkward silence between people. In an English-speaking environment it is often better to make a few mistakes than to say nothing at all. When and why do people use small talk?

- ▶ To break an uncomfortable silence, for instance, at a party or any other social event among guests who do not know each other very well. You may not feel like chatting with anyone at a party, but it is rude to just sit in a corner by yourself;
- ▶ To fill time the first time you see or meet someone on a given day. For example, if you see a co-worker in the lounge you might say hello and discuss the sports or weather. However, the next time you see each other you might just smile and say nothing;
- ▶ During a break in a meeting or presentation when people mingle (walk around in a social setting and talk to a variety of people);
- ▶ Some people make small talk in order to be polite. After someone introduces you to another person, you do not know anything about them, so in order to show a polite interest in getting to know them better, you have to start with some small talk;
- ▶ It is so common to make small talk when you are waiting for something, for instance, in a doctor or dentist’s waiting room, or in queues at the grocery store. At the office, people make small talk in elevators or lunchrooms and even in restrooms, especially if there is a line-up.

The hardest part about making small talk is knowing how to start a conversation unless you know a few opening gambits, of course!

Here are some useful ways of starting a conversation with a stranger:



## Opening gambits

Nice day, isn't it?  
Horrible weather we're having.  
It looks like it's going to snow.  
Did you order this sunshine?  
Nice day to be outside, isn't it?  
Excuse me, is anybody sitting here?  
So, how do you know Justin?  
Have you tried the cabbage rolls that Sandy made?  
Pretty nice place, huh?  
Did you catch the news today?  
Did you hear about that fire on Fourth St?  
What do you think about this transit strike?  
I read in the paper today that the Sears Mall is closing.  
I heard on the radio today that they are finally going to start building the new bridge.  
Say, don't I know you from somewhere?  
Sorry, I couldn't help overhearing – did you mention something about...  
Excuse me, have you got a light?  
Didn't think it would be so busy today.



## Preparing for a discussion

- ▶ Think of some situations where you would use each of these opening gambits.
- ▶ Decide with your teacher when they would be appropriate and what you might say next.
- ▶ Do Lithuanians start conversations with strangers in line-ups, in shops, in buses?
- ▶ Does it depend on the age of people? What does it depend on?
- ▶ What are the most frequent Lithuanian conversation opening gambits?



### At a Cocktail Party

Imagine you are at a cocktail party with the rest of the class. At a cocktail party everyone stands up with a drink, chats for a few minutes to one guest, and then is expected to circulate and move on to another guest. If you have talked to at least 7 people, your party was quite enriching!	Task description
Now stand up and have a party. It is called “mingling” when people walk around in a social setting and talk to a variety of people. Talk to as many people as possible. Use discussion gambits to start a conversation.	Have a party
Try different ways of beginning the conversations. This will build up your confidence for the real goal – starting conversations <i>outside</i> the classroom.	Start
You can end the conversation by saying: <i>Well, it’s been nice talking to you, but I really have to go now.</i> Then go to another person and have another short conversation. Continue going from person to person until your teacher tells you to stop.	End
Another way for ending a conversation may be by saying: <i>Well, I’ve really enjoyed talking to you, but I’d better get going.</i>	Start End



### Discuss the activity

- ▶ Which opening gambit was most suitable for you to start a conversation?
- ▶ Which was used least of all? Why?
- ▶ What are the usual discussion gambits for Lithuanians to start a conversation?
- ▶ When two strangers meet and start speaking, the conversation usually turns around something that is *here and now*. This is like teaching a child to speak - you neither speak about the past nor about the future. What did you talk about?
- ▶ What are free topics for Lithuanians that we talk with strangers to?



### Safe Topics

+/-

*While reading the text “Safe topics”, highlight or underline the acceptable and unacceptable topics for a small talk. In the right-hand margin, write a plus (+) for what is right to talk about and a minus (-) for what is not advisable to talk about.*

There are certain “safe” topics that people usually make small talk about. The weather is probably the number one thing that people who do not know each other well discuss. Sometimes even friends and family members discuss the weather when they meet or start a conversation.

Another topic that is generally safe is current events. As long as you are not discussing a controversial issue, such as a recent law concerning equal rights, it is usually safe to discuss the news. Sports news is a very common topic, especially if a local team or player is in a tournament or play-off or doing extremely well or badly. Entertainment news, such as a celebrity who is in town, is another good topic. If there is something that you and the other speaker have in common, that may also be acceptable to talk about. For example, if the bus is extremely full and there are no seats available you might talk about reasons why. Similarly, people in an office might casually discuss the new paint or furniture.

There are also some subjects that are not considered acceptable when making small talk. Discussing personal information such as salaries or a recent divorce is not done between people who do not know each other well. Compliments on clothing or hair are acceptable; however, you should never say something (good or bad) about a person's body. Negative comments about another person not involved in the conversation are also not acceptable. You do not talk about private issues either, because you do not know if you can trust the other person with your secrets or personal information. Also, it is not safe to discuss subjects that the society deems controversial such as religion or politics. Lastly, it is not wise to continue talking about an issue that the other person does not seem comfortable with or interested in.



## What Makes a Good Language Learner?

*Do this quiz and test your aptitude for language learning. Write your answers on a piece of paper, then add up your scores to find out how good at language learning you are.*

### 1. Learn the following Samoan words: (Samoa is in the South Pacific)

toalua	husband
tamaloa	man
tamaitiiti	child
taulealea	youth
loomatua	old woman

#### Did you find this task

- easy and fascinating
- very difficult
- not easy; the words look the same
- so boring you didn't even try?

### 2. Exhausted after swimming in the river, Fred decided to get some sleep, but the *boolles* made it impossible, and even the smoke from his camp fire didn't keep them away. What is a *boolle*?

- a wild animal
- a giant mosquito
- a kind of noise
- don't know

fascinating

exhausted  
keep away

mosquito

**3. Someone asks you the way in very bad English. When he/she doesn't understand your reply, do you**

- a) say it again but louder?
- b) get irritated and give up?
- c) draw him/her a map?
- d) find out if he/she speaks another language you know?

get irritated

**4. Here is a new language:**

- ek kum chuchu – the train is coming
- ek namas chuchu – the train is very big
- nek kum niva chuchu – the train isn't coming
- ek chuchu – it's a train

**How would you say 'It's not a train'?**

- a) nek chuchu niva
- b) ek niva chuchu
- c) nek niva chuchu
- d) don't know

**5. How many foreign languages can you greet someone in?**

**6. Your boss tells you that you have been chosen to go on a six-month course to learn a completely new language. Do you**

- a) look for another job?
- b) say they've chosen the wrong person?
- c) worry a bit but reckon you'll cope?
- d) long to get started?

reckon

**7. You go to an evening class to learn a language. The class lasts two hours a week. List the sorts of practice you might do on your own at home.**

**8. How good are you at expressing yourself in your own language, both in speaking and writing?**

- a) I can always put into words exactly what I want to say.
- b) I don't know.
- c) It depends on the situation.
- d) People sometimes say I am not clear.

**9. When did you last read a book for pleasure (in any language)?**

- a) yesterday
- b) I can't remember
- c) last week
- d) last month

**10. Have you got**

- a) a bilingual dictionary (English into your language)?
- b) a monolingual dictionary (English-English)?
- c) both a bilingual and a monolingual dictionary?
- d) no dictionary at all?

**11. Read through this list of words, then write down as many of them as you can without looking.**

- pin church identify luxury accelerate carefully miscalculate occasional anxious knot daffodil impertinent

pin  
knot  
daffodil  
impertinent

**12. In one minute write a list of things you could do with a cabbage (apart from cooking or eating it).**

**13. In one minute write down as many reasons as you can why it might be useful to learn Eskimo.**

**14. Fill in the blank with one of the words below.**

Shakucomespiteare isos wonone ovofef tehe wororolid's grematerest's wririterners.  
Hehe wasis ..... onin Staratarafoorrd-inon-Aravont.

- a) borotone
- b) born
- c) shororit
- d) don't know

**15. What is your attitude to learning about British culture (arts, institutions, way of life)?**

- a) I'm not interested in the slightest, I just need to learn the language.
- b) I'm interested a little bit, but only out of curiosity.
- c) I'm very interested to find out about the people behind the language.

**16. What do the following words in Samoan mean?**

loomatua tamaitiiti tamaloa taulealea toalua

**17. Are you male or female?**

out of curiosity

## Answers

1. a: score 10 points. b: 4 c: 8 d: 0

Good language learners find words fairly easy, and aren't put off by the way they look.

2. a: 5 b: 10 c: 0 d: 0

Good language learners are able to make imaginative guesses about the meaning of words.

3. a: 0 b: 0 c: 10 d: 8

Good language learners make the most of their skills, and manage to communicate in all sorts of unlikely situations.

4. a: 2 b: 2 c: 10 d: 0

Good language learners are quick at seeing patterns in a foreign language. (Negative sentences in this language begin with 'nek'. The last word is always 'chuchu'.)

5. Two pints for each language (maximum 10 points). This question shows how interested you are in languages and communication.

6. a: 0 b: 3 c: 7 d: 10

Being scared stiff is obviously a bad sign.

7. Good language learners practice a lot on their own. Give yourself two points for each different activity you listed (e.g. listening to cassettes while driving, watching foreign language films on TV). Maximum 10 points.

8. a: 4 b: 0 c: 10 d: 7

Good language learners think a lot how they use language.

9. a: 10 b: 0 c: 5 d: 2

Good language learners seem to read a lot. (It's a good way of increasing your vocabulary.)

10. a: 5 b: 8 c: 10 d: 0

Good language learners have reference books and consult them regularly.

11. Less than 5, score 0. 6-8, score 5. More than 8, score 10. This test measures your short-term memory. Most people can remember 5 or 6 words out of the list.

12. A point for each idea (maximum 10). People who are very rigid in the way they see things tend not to be very good at learning languages. This is probably because they don't like being in situations they can't control.

fairly easy  
put off  
imaginative  
guesses  
make the most  
of unlikely  
situations  
quick at seeing  
patterns

scared stiff

reference books  
score  
measure  
rigid

13. Two points for each idea (maximum 10). An important factor in learning a language is motivation.

14. a: 10 b: 2 c: 7 d: 0

This question assesses how willing you are to take risks in a language you don't know well.

15. a: 0 b: 5 c: 10

It is impossible to separate a language from its culture. Good language learners are open to other cultures and individuals, and this creates more opportunities for progress.

16. Two points for each word you got right. This question tests your memory again.

17. Females score ten. On the whole, women are better at languages.

assess  
to take risks

### Interpret your score

0-30 You think you are useless at languages, and can't see point in trying. Don't give up! Keep at it!

30-70 Learning a language is hard work for you, but you get there in the end. You probably had a bad experience at school. Just remember that most people in the world speak at least two languages, and lots speak four or five, so it can't be all that difficult, can it?

70-100 You're an average sort of learner, not brilliant, but you manage. You're always willing to have a go. Surprisingly, it usually works, too! Add some systematic study to this, and a bit of practice, and you'll be able to cope in most situations.

100-140 You can probably get by in one or two languages already, and learning a new language holds no terror for you. Don't give up when you feel you're not making progress. A bit more confidence, and some concentrated practice, and you could easily start feeling really at home in your foreign language.

140-170 You are an outstanding language learner. You enjoy using word, and language is a constant source of delight for you. You don't learn a language to go on holiday – you enjoy going abroad because it gives you an excuse to learn another language!

point in  
keep at

brilliant  
have a go  
cope in

get by  
hold terror  
feel at home

outstanding  
source of delight



### Discuss the test and your results

1. Do you agree with the interpretation?

Is it a good description of *you* as a language learner? Is the text valid (does it check what it is supposed to check)?

2. The tone of the quiz is quite light-hearted, but the content is serious. Read through the Answers section of the quiz again. Do you agree that the things it suggests are what a 'good learner' does? For example, is it important to be able to guess the meaning of words? Why / why not?

Is it important to be able to see patterns in a language?

Is it important to have a good memory?

3. The answer to question 3 says that good language learners make the most of their skills, and manage to communicate in all sorts of unlikely situations. Think of ways in which communication can take place *other than* with words.

4. The quiz contains some surprising ideas. For example, the answer to question 12 suggests that good language learners don't mind being in situations that they can't control, and the answer to question 14 that they are prepared to take risks.

To what extent is this true in your own experience?

5. Research does suggest that women are generally better language learners than men.

Can you think of reasons why this might be so?

6. Researchers also feel that the personality of the learner must affect the way he or she learns, but no-one quite knows how!

Can you think of any qualities that might help or hinder language learning? The following adjectives might help you: *confident, shy, outgoing, extrovert, sociable, tolerant, patient, inquisitive*.

(Adapted from *The Sunday Times Magazine* and later published in *Headway Advanced* by L. Soars, 2003)



Study the following words from the quiz:

**an aptitude** – talent or ability – (polinkis, gabumai)

**exhausted** – very tired – (išsekęs, iškankintas)

**a pin** – a pointed piece of metal used to hold paper – (segtukas, smeigtukas)

**to identify** – to recognize (atpažinti, nustatyti tapatybę)

**luxury** – great comfort and wealth (prabanga); luxurious adj.

**to accelerate** – to increase speed (padidinti greitį)

**to miscalculate** – to calculate or estimate wrongly (blogai suskaičiuoti)

**occasional** – happening from time to time (atsitiktinis)

**anxious** – worried about what may happen or have happened (susirūpinęs); anxiety n.

**a knot** – a lump or joint made in rope (mazgas)

**a daffodil** – a yellow spring flower (geltonasis narcizas)

**impertinent** – very rude (įžūlus)

**to be put off by** – to be interrupted by s.o., be distracted (būti sutrukdytam)

**a pattern** – a model (modelis, šablonas)

**to be scared stiff** – very frightened, feeling fear (suakmenėti iš baimės)

**to measure** – to find out size, length, width, etc., to see the value (išmatuoti, įvertinti)

**rigid** – completely stiff, not flexible (kietas, griežtas, nelankstus)

**to cope with** – to know how to deal with problems (susidoroti su sunkumais)

**outstanding** – excellent, very good, famous (puikus, iškylus, įžymus)

**unlikely situations** – not probable situations (netikėtos situacijos)

**to help or hinder** – to do something that cannot be done alone or to make something difficult (padėti ar trukdyti)

**inquisitive** – asking too many questions and trying to find out too many details about s.o. or sth. – (smalsus) syn. curious – wanting to know, see, hear about sth



Read the scientists' point of view about an aptitude for language learning and say if aptitude is really the most reliable factor in language learning. Why? Why not?

## Aptitude

(adapted from Brown, H. Douglas, 2000)

Do certain people have a “knack” for learning foreign languages? Anecdotal evidence would suggest that, for a variety of causal factors, some people are indeed able to learn languages faster and more efficiently than others. One perspective of looking at such aptitude is the identification of a number of characteristics of successful language learners. Risk-taking behavior, memory efficiency, intelligent guessing, and ambiguity tolerance are but a few of the many variables that have been cited.

A more traditional way of examining what we mean by aptitude is through a historical progression of research that began around the middle of the twentieth century with John Carroll's (Carroll & Sapon 1958) construction of the Modern Language Aptitude Test (MLAT). The MLAT required prospective language learners (before they began to learn a foreign language) to perform such tasks as learning numbers, listening, detecting spelling clues and grammatical patterns, and memorizing, all either in the native language, English, or utilizing words and morphemes from a constructed, hypothetical language. The MLAT was considered to be independent of a specific foreign language, and therefore predictive of success in the learning of any language. This test, along with another similar one, the Pimsleur Language Aptitude Battery (PLAB) (Pimsleur 1966), was used for some time in such contexts as Peace Corps volunteer training programs to help predict successful language learners.

In the decade or so following their publication, these two aptitude tests were quite well received by foreign language teachers and administrators. Since then, their popularity has steadily waned, with few attempts to experiment with alternative measures of language aptitude (Skehan 1998; Parry & Child 1990). Two factors account for this decline. First, even though the MLAT and the PLAB claimed to measure language aptitude, it soon became apparent that they simply reflected the general intelligence or academic ability of a student (see Skehan 1989a). At best, they measured ability to perform focused, analytical, *context-reduced* activities that occupy a student in a traditional language classroom. They hardly even began to tap into the kinds of learning strategies and styles that recent research (Cohen 1998; Reid 1995; Ehrman 1990; Oxford 1990b, 1996, for example) has shown to be crucial in the acquisition of communicative competence in *context-embedded* situations. Learners can be successful for a multitude of reasons, many of which are much more related to motivation and determination than to so-called „native“ abilities (Lett & O'Mara 1990).

Second, how is one to interpret a language aptitude test? Rarely does an institution have the luxury or capability to test people before they take a foreign language in order to counsel certain people out of their decision to do so. And in cases where an aptitude test might be administered, such a test clearly biases both student and teacher. Both are led to believe that they will be successful or unsuccessful, depending on the aptitude test score, and a self-fulfilling prophecy is likely to occur. It is better for teachers to be optimistic for students, and in the early stages of a student's process of language learning, to monitor styles and strategies carefully, leading the student toward strategies that will aid in the process of learning and away from those blocking factors that will hinder the process.

So today the search for verifiable factors that make up aptitude, or „knack,“ is headed in the direction of a broader spectrum of learner characteristics.

knack  
causal factors  
risk-taking  
memory efficiency  
intelligent guessing  
ambiguity tolerance  
variables

MLAT  
prospective  
detect spelling clues  
utilize  
hypothetical language  
predictive of success

Peace Corps volunteers

wane steadily  
account for  
decline  
claim to measure  
apparent  
at best  
context-reduced  
tap into  
crucial  
context-embedded  
multitude

self-fulfilling prophecy  
monitor  
aid  
hinder

verifiable



1. Why did MLAT eventually lose credibility?
2. What could the meaning of two opposite concepts be – *context-reduced* and *context embedded*?
3. Summarise the author’s ideas about traditional teaching and modern teaching in two columns:

Traditional classroom activities	Modern classroom activities



## Communication Skills – Making Oral Presentations

*Read the text on Making Oral Presentations and analyse the advice provided. Make an outline of the important points for you – something you have to remember and use.*

Making an oral presentation is an indispensable activity in the academic setting or on the job. The ability to speak effectively is as crucial as the ability to write effectively. Oral presentations, like written presentations, can enhance your reputation within an organization or a group. Therefore, consider every speaking opportunity a chance to present not only your ideas but also show your competence, your value to the organization.

How you sound when you speak is essential to the success of your presentation. You may have effective content, excellent ideas, and accurate supporting statistics. However, if the style you use in speaking is inappropriate to the occasion, to the audience (as individuals and as members of an organization), or to the purpose you are trying to achieve, your content will more than likely be ineffective.

The way you organize your presentation depends on a number of aspects:

- ▶ Its purpose – Why are you giving a presentation? What do you want to achieve? To explain, to convince, to entertain, to justify? The purpose of your presentation will determine how you structure it, what information you will include, what format you will adopt, the type and form of your visual aids, etc.
- ▶ Its audience. In the academic setting your audience will most likely include fellow classmates and your lecturers. You have to consider what they know of your subject? What do they want to know; what is a worthwhile investment in their time? What background information do you need to provide? What technical terms or complex matters will you need to explain and what can you assume they already know? How can you keep them interested? What questions might they ask? Will your presentation be marked? If so, what are the marking criteria?

## Podium panic

Everyone experiences stage fright, speech anxiety, or talking terror. Surveys show that fear of speaking in front of a group is one of the greatest fears people have. Some surveys find people actually claiming that the thought of giving a speech is more frightening than falling off a cliff, financial difficulties, It even ranks above the fear of death (but not as great as the fear of snakes).

So if you feel nervous, it is perfectly natural and understandable. Your audience understands your nervousness; they know what you are feeling and will forgive it; similarly they will forgive honest mistakes.

If you have prepared and rehearsed well, you will have done a great deal already to reduce nervousness.

The following lists some techniques people use for coping with this fright:

- ▶ If you think your hands might shake, use cards instead of paper for your notes. A4 sheets held between two shaking hands will draw your own and everyone else's attention to the fact that you are nervous and will distract from the content of your talk;
- ▶ Nervousness is usually invisible; most will not notice the small changes in your voice or occasional mistakes; most speakers who describe themselves as nervous appear confident and calm to the audience;
- ▶ Be yourself; let the real you come through; relax, practice some deep breathing techniques;
- ▶ Know the room and know the equipment. Something unexpected could cause you to fluster;
- ▶ Concentrate on the message;
- ▶ Begin with a slow, well-prepared introduction; have a confident and clear conclusion;
- ▶ Take some deep breaths, in through the nose and out through the mouth, half a dozen times before you start;
- ▶ On the day, arrive early and greet people as they walk in and have a chat. This breaks the ice and creates a nice relaxed atmosphere;
- ▶ Nerves can cause us to 'babble' and our ideas to race. Don't be afraid to take a pause ... slow down ... take a breath. If you become confused and momentarily lose your thread, don't panic. Calmly check your cue cards and continue.

## How to make an effective presentation?

The key to a good presentation lies in the:

1. Planning and preparing
2. Practising
3. Delivering

### 1. Preparation

Prepare the structure of the talk carefully and logically, just as you would for a written report. Mind the following issues:

- ▶ What are the objectives of the talk?
- ▶ What are the main points you want to make?
- ▶ What are the most effective ways to organize your speech in order to adapt it to the purpose, people, place, etc.?

Make a list of these two things as your starting point.

The material of your presentation should be

- ▶ concise,
- ▶ to the point and
- ▶ tell an interesting story.

Write out the presentation in rough, just like a first draft of a written report. Review the draft. You will find things that are irrelevant or superfluous – delete them. Check if the story is consistent and flows smoothly. If there are things you cannot express easily, possibly because of doubt about your understanding, it is better to leave them unsaid.

If you are using on-line material, remember that most of it is written to be read silently. Choose the main ideas, paraphrase, add your own opinion, explain, make it sound as a speech. Always give credit: tell the sources that you base your presentation upon, otherwise it is plagiarism.

**Never** read from a script. It is also unwise to have the talk written out in detail as a prompt sheet – the chances are you will not locate the thing you want to say amongst all the other text. You should know most of what you want to say – if you don't then you should not be giving the talk!

### **Preparing Powerpoint slides:**

Write only key words and phrases *on bullet points*. Never write full text on the slides, except for definitions or citations.

- ▶ Slides should contain the **minimum information** necessary. To do otherwise risks making the slide unreadable; it will divert your audience's attention so that they spend time reading the slide rather than listening to you.
- ▶ Try to limit words per slide to a maximum of 10.
- ▶ Typically use a minimum 18pt Times Roman on multimedia, and preferably larger.
- ▶ If you need to use a slide twice, duplicate it.
- ▶ The slides can also serve as visual aids including illustrations, data, photos, pictures, etc.

## **2. Practising**

Rehearse your presentation – to yourself at first and then in front of some colleagues. The initial rehearsal should consider how the words and the sequence of visual aids go together. As with most personal skills, **oral communication cannot be taught**. Teachers can only point the way. So as always, **practice is essential**, both to improve your skills generally and also to make the best of each individual presentation you make.

Tip: Practise, Practise, Practise.

## **3. Delivering**

Good presentations then follow this formula:

- ▶ tell the audience what you are going to tell them,
- ▶ then tell them,
- ▶ at the end tell them what you have told them.

**Keep to the time allowed.** If you can, keep it short. It's better to under-run than over-run.

**Stick to the plan** for the presentation, don't be tempted to digress – you will eat up time and could end up in a dead-end with no escape!

<p><b>Introduction</b> Greet the audience and tell them who you are. Use an effective introduction. Introduce your talk with a brief overview of the points you will cover, locating the topic in its wider context and clearly stating your argument or thesis. Describe what the presentation is about and how it will develop.</p>	<p><b>Useful Phrases:</b>          'Good morning, ladies and gentlemen'          'I'm going to talk about ...'          'This morning I want to explain ...'          'The points I will focus on are first of all.....          Then..... This will lead to..... And finally...'</p>
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**Tips:**

- ▶ Display the outline of your talk in key points on a Powerpoint slide.
- ▶ Try to begin with an attention grabber to capture your audience's interest. Some ideas are as follows:
  - ▶ a startling fact
  - ▶ a cartoon
  - ▶ a pertinent question
  - ▶ an interesting statistic
  - ▶ a dramatic visual aid
- ▶ Avoid weak introductions such as apologies, jokes, rhetorical questions.

<p><b>Body</b> Decide the main ideas you want to get across and group them into logical and coherent 'chunks' of information. Keep focused on what's important. Ensure key ideas stand out. Keep relevant and to the point. Omit trivial details and waffle. Provide the necessary evidence to support your conclusions. Use clear examples to illustrate your points.</p>	<p>Use 'connective devices' to move from point to point, to help your audience follow your thread of ideas:          'The next point I want to make is ...'          'From this we can see that ...'          'As a consequence ...'          'In spite of this, the results showed that ...'          'An example of this was when ...'          'On the other hand, it is also true that ...'</p>
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**Tips:**

- ▶ Avoid telling a joke unless you know it is going to work. If it falls flat, so will your confidence.
- ▶ Speak clearly. Don't shout or whisper – judge the acoustics of the room.
- ▶ Don't rush, or talk deliberately slowly. Be natural – although not conversational.
- ▶ Deliberately pause at key points – this has the effect of emphasising the importance of a particular point you are making.
- ▶ Keep eye contact with the audience as much as possible, but don't fix on an individual – it can be intimidating. Pitch your presentation towards the back of the audience, especially in larger rooms.
- ▶ Keep an eye on the audience's body language. Know when to stop and also when to cut out a piece of the presentation.

<p><b>Conclusion</b></p> <p>Conclude by briefly summing up everything that you covered and restate your thesis and your findings. You might also like to indicate areas for further research or follow-up but don't introduce any new material. Thank the audience for their attention and ask if there are any comments or questions.</p>	<p><b>Useful Phrases:</b></p> <p>'To sum up ...'</p> <p>'From this we can see ...'</p> <p>'To recap the main points ...'</p> <p>'My intention was to show that .... and the results confirmed that ....'</p>
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## Finally ...,

enjoy yourself. The audience will be on your side and want to hear what you have to say!

### Tips:

- ▶ Unless explicitly told not to, **leave time for discussion** – 5 minutes is sufficient to allow clarification of points.
- ▶ At the end of your presentation ask if there are any questions – avoid being tense when you do this as the audience may find it intimidating. They say a speech, lecture or any other presentation is good if the audience asks questions, i.e. if it triggers a discussion.
- ▶ If questions are slow in coming, you can start things off by asking a question of the audience – so have one prepared.
- ▶ Be prepared for questions but if you cannot answer, don't be thrown. Think of some strategies to handle any tricky ones.
- ▶ Ways to encourage a discussion after your presentation:
  - ▶ Include different points of view into your presentation
  - ▶ Include provocative statements to arouse a discussion
  - ▶ Prepare questions

## Guideline for answering questions

- ▶ **Anticipate Questions:** think of the ten most likely questions and plan out your answer
- ▶ **Understand the Question:** paraphrase it if necessary; repeat it if needed
- ▶ **Plan the Answer:** particularly if you anticipated the question
- ▶ **Do Not Digress**
- ▶ **Be Honest:** if you can't answer the question, say so
- ▶ **Use the Last Question to Summarize**

In addition to the obvious things like **content** and **visual aids**, the following are just as important as the audience will be subconsciously taking them in:

- ▶ **Your voice** – *how* you say it is as important as *what* you say
- ▶ **Body language** – in essence, your body movements express what your attitudes and thoughts *really* are.
- ▶ **Appearance** – first impressions influence the audience's attitudes to you. Dress appropriately for the occasion.

*If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now.*

(Woodrow Wilson, the 28th President of the USA)



## Presenting Overseas

An American woman making a presentation to a group of German male colleagues began in a casual, lighthearted style. Several of the men snorted, stood up and headed for the door, declaring her presentation a waste of time. She spoke loudly and sharply, telling them to sit down and be quiet. They did, and she switched to an assertive, formal tone without any of her “fun” techniques. The Germans paid attention. .... International Herald Tribune, May 20, 1997 (cited in *Making Effective Oral Presentations*).

This anecdote illustrates that doing business internally requires concise, to the point yet diplomatic communication due to the lack of time to build relationships and sell ideas. International executives have to discipline themselves to listen completely and ask questions; this is particularly important when not everyone in the room has the same native language. A particular problem for many is the “niceness” problem; these occur when nice people are shocked to see how aggressive top-level communications and team communications can be in some places, and when they can’t cope with aggressive peers.

Another problem is conciseness. Many of us are trained to give an introduction, body, and conclusion and the more you say the better. In some places there is no patience for this slow, gradual building. In this case, you need to make the point first, prove it concisely and make recommendations.

Material of Unit I prepared according to:

*Making Effective Oral Presentations* at <http://web.cba.neu.edu/~ewertheim/skills/oral.htm>

University of Ottago. Making Oral Presentations.

<http://hedc.otago.ac.nz/hedc/sld/Study-Guides-and-Resources/Making-Oral-Presentations.html>

Ming Tham (1999)

# UNIT 2

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## Learning to Survive in a New Culture

Anyone who has never made a mistake has never tried anything new.

*Albert Einstein*

## Culture Shock



### Read the introduction to Culture Shock

The term culture shock was introduced for the first time in 1958 to describe the anxiety one sometimes feels when going to a new culture, to a completely new environment and having to adjust to different ways of perceiving and acting.

culture shock  
anxiety  
adjust to

This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate.

in/appropriate

The *Random House Webster's Dictionary* defines the word "shock" as "a sudden and violent blow or impact" or "a sudden and violent disturbance of the mind and emotions".

violent blow or impact

Anthropologist L. Robert Kohls claims that culture shock comes from

be cut off

- ▶ being cut off from the cultural clues and known patterns of behaviour;
- ▶ living and/or working in a situation that is ambiguous;
- ▶ having your own values (which you had considered as absolutes) brought into question;
- ▶ being constantly put into situations in which you are expected to function at your best but where the rules have not been adequately explained.

cultural clues  
patterns of behaviour  
ambiguous  
have your own  
values brought  
into question

L. R. Kohls says that people usually undergo several distinct stages or states of personal adjustment when they start living abroad.

undergo  
distinct

Each stage can be ongoing or appear only at certain times and each person has their own way of reacting in the stages of culture shock. As a consequence, some stages will be longer and more difficult than others. Many factors contribute to the duration and effects of culture shock.

ongoing  
as a consequence  
contribute

For example, the individual's state of mental health, type of personality, previous experiences, socio-economic conditions, familiarity with the language, family and/or social support systems, and level of education.

familiarity

(Material about Culture Shock adapted from *Communicating in Context* by Kathy J. Irving.)



## Jigsaw Reading

Step 1: in Groups 1, 2, 3, 4, 5 read about one stage (Group 1 – stage 1, etc.) of personal adjustment to a new culture (Appendix 1, p. 118), clarify all unknown words and phrases, analyse and discuss the ideas with your peers. End the discussion being able to tell others about this stage of cultural adjustment.

Step 2: your teacher will form new groups and you will have to tell the new group about the stage you've read. Each person in the group will be 'an expert' about other stages except yours. Therefore, while reading and discussing, try to understand and remember your topic as other group members might ask you to explain or clarify what is not clear to them.



## Symptoms of Culture Shock

*Read about the symptoms of culture shock and be able to explain (define or describe) the underlined words. Check their meaning in the glossary.*

The following symptoms of cultural shock can appear at different times:

- ▶ Sadness, loneliness, melancholy
- ▶ Preoccupation with health
- ▶ Aches, pains, and allergies
- ▶ Insomnia, desire to sleep too much or too little
- ▶ Changes in temperament, depression, feeling vulnerable, feeling powerless
- ▶ Anger, irritability, resentment, unwillingness to interact with others
- ▶ Identifying with the old culture or idealizing the old country
- ▶ Loss of identity
- ▶ Trying too hard to absorb everything in the new culture or country
- ▶ Unable to solve simple problems
- ▶ Lack of confidence
- ▶ Feelings of inadequacy or insecurity
- ▶ Developing stereotypes about the new culture
- ▶ Developing obsessions such as over-cleanliness
- ▶ Longing for family
- ▶ Feelings of being lost, overlooked, exploited or abused

(Dr. Carmen Guanipa, 1998)

Although one can experience real pain from culture shock, it is also an opportunity for **redefining one's life objectives**. It is a great opportunity for learning and acquiring new perspectives. Culture shock can make one develop a better understanding of oneself and stimulate personal creativity.



## A Blessing in Disguise

Read the text and explain what a blessing in disguise means.

The term “culture shock” carries a **negative** connotation. But, in fact, the culture shock experience need not to be a bad one; people who live and travel in other cultures also report feeling reawakened, refreshed, renewed, revived and even rejuvenated as a result of their cross-cultural encounters. Culture shock has a **positive** side that must not be overlooked, and it is this brighter side that anyone living in a different culture should dwell on.

Psychologist Peter Adler, who has written about culture shock and its effects, says that “culture shock is a profound learning experience which leads to a high degree of self-awareness and personal growth. The greatest shock in culture shock may not be in the encounter with another culture, but with the confrontation of one’s own culture and ways in which the individual is culture-bound”.

The culture shock can be **a blessing in disguise**. Although there may be difficult adjustments and many frustrations, living in a new culture can help you better understand yourself, which leads to a better understanding of others. In this way, we can learn to enjoy and to appreciate the diversity of peoples.

connotation  
reawakened  
refreshed  
renewed  
revived  
rejuvenated  
cross-cultural  
encounters

profound learning  
experience  
self-awareness  
personal growth  
culture-bound

a blessing in disguise  
to appreciate diversity



Have you found yourself in a situation which can be called “a blessing in disguise”? What other idioms of the English language do you remember?

In pairs, discuss the ways how to fight culture shock. Choose five that you think are most important and explain your choice. Do both of you agree? Use *agree/disagree* phrases while you discuss (p. 59). Then read the text to check if your ways to fight culture shock have been mentioned. What new ideas does the text suggest and are they relevant/irrelevant, in your opinion?

## How to Fight Culture Shock

<p>The majority of individuals and families that immigrate from other countries have the ability to positively confront the obstacles of a new environment. Some ways to combat stress produced by culture shock are:</p>	<p>confront obstacles combat stress</p>
<p>Develop a hobby. Don't forget the good things you already have! Remember, there are always resources that you can use. Be patient, the act of immigrating is a process of adaptation to new situations. It is going to take time.</p>	<p>resources</p>
<p>Learn to be constructive. If you encounter an unfavourable environment, don't put yourself in that position again. Be easy on yourself. Don't try too hard.</p>	<p>constructive encounter</p>
<p>Learn to include a regular form of physical activity in your routine. This will help combat the sadness and loneliness in a constructive manner. Exercise, swim, take an aerobics class, etc.</p>	
<p>Relaxation and meditation are proven to be very positive for people who are passing through periods of stress.</p>	
<p>Maintain contact with your ethnic group. This will give you a feeling of belonging and you will reduce your feelings of loneliness and alienation.</p>	<p>maintain contact belonging</p>
<p>Maintain contact with the new culture. Learn the language. Volunteer in community activities that allow you to practice the language that you are learning. This will help you feel less stress about the language and will be useful at the same time.</p>	<p>alienation volunteer community</p>
<p>Allow yourself to feel sad about the things that you have left behind: your family, your friends, etc.</p>	<p>sorrow</p>
<p>Recognize the sorrow of leaving your old country. Accept the new country. Focus your power on getting through the transition.</p>	<p>get through transition</p>
<p>Pay attention to relationships with your family and at work. They will serve as support for you in difficult times.</p>	
<p>Establish simple goals and evaluate your progress.</p>	<p>establish goals</p>
<p>Find ways to live with the things that don't satisfy you 100%.</p>	
<p>Maintain confidence in yourself. Follow your ambitions and continue your plans for the future.</p>	<p>maintain confidence in oneself follow ambitions</p>
<p>If you feel stressed, look for help. There is always someone or some service available to help you.</p>	<p>available</p>

(Adapted from Dr. Carmen Guanipa)



*In groups discuss your experience of culture shock. Have you had any culture shock, while staying in another country? Did you have any difficulties in adapting to new situations when you entered the university? What was most difficult? Who and what helped you to combat the culture shock?*



## Glossary of Culture Shock Terms

(In the order of culture shock stages)

1. **a stage** – a period or state that sth/sb passes through while developing or making progress (stadija, periodas)
2. **ongoing** – constant, continuous, in the process
3. **to undergo several distinct stages** – to pass through, to experience several clear phases (patirti, pergyventi kelis atskirus etapus)
4. **“a honeymoon” stage/ incubation stage/ initial euphoria** – a short period, a very good, rejoicing state of mind in the beginning – pradinė euforija („medaus mėnesio“ stadija)
5. **great expectations** – great hopes and waiting (didžiuliai lūkesčiai)
6. **a positive mind-set** – positive attitude, view (teigiama nuostata)
7. **similarities stand out** – similar things appear, emerge (išryškėja panašumai)
8. **a clue** – a fact or piece of evidence that helps to solve a problem or reveal the truth in an investigation (raktas, būdas, priemonė problemai spręsti)
9. **a cue** – a hint, an action or event that is a signal for somebody to do something (užuomina)
10. **ambiguous** – that can be interpreted or understood in more than one way (dviprasmiškas, neaiškus, neapibrėžtas)
11. **a pattern of behaviour** – a model of acting (elgesio šablonas)
12. **anxiety** – an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future (nerimastingumas)
13. **a culture shock** – a sudden and violent disturbance of the mind and emotions that sb may feel when moving to another country (kultūrinis šokas)
14. **bewilderment** – confusion, mixture of feelings, embarrassment (jausmų sąmyšis)
15. **cross-cultural** – involving or containing ideas from two or more different countries or cultures
16. **to encounter** – to experience, especially something new, unusual or unexpected (netikėtai susitikti, susidurti)
17. **to have your own values brought into question** – to start having doubts about what is good, right and what is bad, wrong (pradėti abejoti savo vertybėmis)
18. **to be cut off** – to be separated from others; isolated (būti atkirstam, atskirtam)
19. **host country** – the country that you’re visiting (svečia šalis)
20. **hostility** – conflict, opposition, or resistance in thought or principle (priešiškumas)
21. **irritation** – a feeling of anger and annoyance (sisierzinimas, pyktis)
22. **distress** – great sorrow, trouble or pain (sielvartas, susikrimitimas)
23. **gradual** – step by step
24. **personal adjustment** – becoming or making sb/ sth suited to new conditions; adapting (asmeninis prisitaikymas)

25. **adaptation** – making sb/sth suitable for a new use, situation, etc. (prisitaikymas, adaptacija)
26. **acculturation** – cultural modification of an individual, group, or people by adapting to or borrowing traits from another culture (sukultūrėjimas, kitos kultūros priėmimas kaip savo)
27. **recovery** – a return to a normal state of health, mind, strength, etc. (atsigavimas, pasveikimas, atsipeikėjimas)
28. **particular** – relating to one person or thing rather than others; individual and special (ypatingas, individualus); particularly<sub>adv</sub>
29. **to adjust exceptionally well** – to adapt very well, adapt extremely well; to change so as to make or be better suited (labai gerai prisitaikyti)
30. **reverse culture shock** – culture shock an individual experiences upon return to the home country
31. **to cause greater distress** – to make someone feel very despaired or disappointed (sukelti dar didesnį nusivylimą, nepasitenkinimą)
32. **appropriate** – suitable, acceptable or right for a particular person, situation or occasion (tinkamas, atitinkamas, būdingas); opp. *inappropriate* (netinkamas, nederamas)
33. **connotation** – a feeling, meaning or idea that is suggested by or associated with a particular word in addition to its main meaning (papildomas reikšmės atspalvis, priereikšmis)
34. **self-awareness** – good knowledge, understanding and judgment about yourself, your own character (savimonė)
35. **personal growth** – the development of one's character, intelligence or emotions (asmenybės augimas, vystymasis)
36. **a blessing in disguise** – something that seems unfortunate, but is later seen to be fortunate (paslėpta palaima); if you say that something is *a blessing in disguise*, you mean that it causes problems and difficulties at first but later you realize that it was the best thing that could have happened
37. **to reawaken** – to make you feel a particular emotion again (vėl pabudinti, vėl pabusti, iš naujo sužadinti)
38. **to refresh** – to make sb feel less tired or less hot (atgaivinti, atšviežinti)
39. **to renew** – to begin sth again after a pause or an interruption (atnaujinti, atsinaujinti)
40. **to revive** – to become or to make sb/sth become, conscious or healthy and strong again (atgimti, atsigausti)
41. **to rejuvenate** – to make sb/sth look or feel younger or more lively (atjauninti, atjaunėti)
42. **to appreciate** – to recognize the good qualities of sb/sth (įvertinti)
43. **diversity** – a range of many people or things that are very different from each other (įvairovė)
44. **to acquire** – to gain or obtain possession of by one's own abilities or exertions; to come into possession of (į(si)gyti; iš(si)ugdyti, išmokti)
45. **consequence** – a result or effect; interference; importance (padarinys, rezultatas, svarba); **as a consequence**
46. **to contribute to** – to give for a common purpose; to pay one's share; to give a part; to have a share in any act or effect (aukoti, padėti, teikti pagalbą, bendradarbiauti)
47. **origin** – the place or point from which anything first comes (kilmė)
48. **vulnerable** – unprotected against attack, can be hurt, harmed or attacked easily (pažeidžiamas, jautrus)
49. **resentment** – feeling annoyed about sth because one thinks it is unfair insulting (pasipiktinimas, apmaudas)
50. **profound** – showing strong, serious feelings (gilus, visiškas), used to emphasize that something is very great or intense (gilus, įžvalgus)

51. **culture-bound** – depended on culture (priklausomas nuo kultūros)
52. **to maintain** – to continue to have (išlaikyti); **to maintain confidence in oneself; to maintain contacts**
53. **distinct** – separate or different (atskiras, skirtingas)
54. **particularly** – to a great degree; especially (ypač, ypatingai, labai)
55. **exceptionally** – unusually, extraordinarily (nepaprastai, išimtinai)
56. **a symptom** – sth that a person suffers from that indicates a particular disease; (požymis, simptomas)
57. **preoccupation** (with sth) – a state of constantly thinking or worrying about sth (susirūpinimas)
58. **insomnia** – habitual sleeplessness, inability to sleep (nemiga)
59. **irritability** – state of being especially fussy, whiny, and fretful (irzlumas, piktumas, dirglumas)
60. **loss** – the act or fact of losing (praradimas, netekimas)
61. **identity** – distinct personality of an individual regarded as a persisting entity, individual characteristics by which a thing or person is recognized or known
62. **a feeling of insecurity** – a feeling of being not confident or assured, uncertain, not safe or protected (nesaugumas, nepatikimumas)
63. **obsession** – a fixed idea that fills the mind (nenumaldomas potraukis, įkyri mintis)
64. **over-cleanliness** – a habit of being too clean and neat (pernelyg didele švara)
65. **longing (for sb/sth)** – a strong desire or nostalgia (didelis noras, ilgesys)
66. **to be lost** – to be very confused or insecure or in great difficulties (būti pasimetusiam)
67. **to be abused** – to be treated with cruelty or violence in such a way as to cause damage or harm (kai su tavimi netinkamai elgiasi, tavimi piktnaudžiauja)
68. **to be overlooked** – to be not taken notice of (būti nepastebėtam)
69. **exploited** – used unfairly for one's own advantage (išnaudojamas)
70. **to redefine one's life objectives** – to define one's life goals again or differently (iš naujo apibrėžti gyvenimo tikslus)
71. **sadness** – a feeling caused by sorrow or regret (liūdnumas, liūdesys)
72. **sorrow** – a feeling of great sadness (liūdesys, sielvartas)
73. **loneliness** – the state when someone is sad because he has no friends or company (vienatvė)
74. **melancholy** – a deep, pensive and long-lasting sadness, depression (prislėgta nuotaika, liūdesys)
75. **ache** – a continuous or prolonged dull pain in a part of one's body (skausmas)
76. **unwillingness to interact** – being not ready, eager or prepared to act in such a way as to have an effect on each other (nenoras bendrauti)
77. **to absorb** – to take in and assimilate (sugerti)
78. **lack of confidence** – the state of being without or not having enough of confidence (pasitikejimo stoka, stygius)
79. **inadequacy** – lacking the quality or quantity required, insufficient for a purpose (nepakankamumas)
80. **to confront the obstacles** – to face problems or something that blocks you so that actions are made more difficult (susidurti su kliūtimis)
81. **to combat** – to fight with; to oppose by force; to try to stop something unpleasant or harmful from happening (kovoti, stengtis įveikti)
82. **alienation** – the feeling of being separated from other people, the feeling that you have no connection with the people around you (atitolimas, susvetimėjimas)

83. **available** – pasiekiamas, prieinamas
84. **to volunteer** – to offer to do something that you do not have to do, without expecting payment; to enter into or offer for any service of one's own free will, without solicitation or compulsion (pasisiūlyti)
85. **transition** – the act of passing from one stage, form or type to the next (perėjimas, pereinamasis laikotarpis)
86. **to establish goals** – to set goals
87. **to follow ambitions** – to seek to attain/ a desire to achieve a particular aim, a strong desire for personal advancement (siekti užsibrėžtų tikslų)



## Consolidating Vocabulary

*Practice culture shock words by doing exercises  
created by level 5B students*

**Practice  
makes perfect**

**A. Match the word with the synonym or definition and translation, by writing corresponding letters in the answer-sheet (e. g., I. B. e)**

- |    |                        |   |                                           |    |                            |
|----|------------------------|---|-------------------------------------------|----|----------------------------|
| 1  | Consequence            | A | To continue to have                       | a) | didžiuliai lūkesčiai       |
| 2  | Obsession              | B | A result or effect                        | b) | išnaudojamas               |
| 3  | To be cut off          | C | Strong desire, nostalgia                  | c) | elgesio modelis            |
| 4  | Exploited              | D | Model of acting                           | d) | būti atskirtam             |
| 5  | Longing                | E | Great sorrow, trouble                     | e) | padarinys, rezultatas      |
| 6  | Ambiguous              | F | A fixed idea                              | f) | sielvartas, susikrimitimas |
| 7  | A pattern of behaviour | G | Used unfairly, for one's advantage        | g) | ilgesys                    |
| 8  | To combat              | H | Great hopes                               | h) | atgaivinti                 |
| 9  | To maintain            | I | Anger and annoyance                       | i) | stengtis įveikti           |
| 10 | Distress               | J | Can be interpreted in more than one way   | j) | sugerti                    |
| 11 | Irritability           | K | Make sb feel less tired                   | k) | dviprasmiškas              |
| 12 | To absorb              | L | Try to stop sth unpleasant from happening | l) | sumišimas                  |
| 13 | Bewilderment           | M | To be separated, isolated                 | m) | irzlumas                   |
| 14 | Great expectations     | N | Take in and assimilate                    | n) | įkyri mintis, manija       |
| 15 | To refresh             | O | Confusion and embarrassment               | o) | pa laikyti, išlaikyti      |

(Created by Giedrė Kazlauskaitė)



## C. Guess the word

1. To gain or obtain possession of by one's abilities or exertions; to come into possession of  
A \_\_\_\_\_ (verb)
2. Feeling annoyed about sth because one thinks it is unfair and insulting  
R \_\_\_\_\_ (noun)
3. Unusually, extraordinarily  
E \_\_\_\_\_ (adverb)
4. To recognize the good qualities of sb/sth  
A \_\_\_\_\_ (verb)
5. To make sb/sth look or feel younger or more lively  
R \_\_\_\_\_ (verb)
6. To give for a common purpose; to give a part; to have a share in any act  
C \_\_\_\_\_ (verb)
7. In the process, constant, continuous  
O \_\_\_\_\_ (adj)
8. A habit of being too clean and neat  
O \_\_\_\_\_ (noun)
9. Something that blocks you so that actions are made more difficult  
O \_\_\_\_\_ (noun)
10. Lacking the quality or quantity required, insufficient for a purpose  
I \_\_\_\_\_ (adj)
11. Unprotected against attack, can be hurt or harmed easily  
V \_\_\_\_\_ (adj)
12. The development of one's character, intelligence and emotions  
P \_\_\_\_\_ g \_\_\_\_\_ (noun)
13. A state of constant thinking or worrying about something  
P \_\_\_\_\_ (noun)
14. To change so as to make or be better suited  
A \_\_\_\_\_ (verb)
15. To continue to have  
M \_\_\_\_\_ (verb)
16. Showing strong serious feelings  
P \_\_\_\_\_ (adj)
17. A deep, pensive, long-lasting sadness, depression  
M \_\_\_\_\_ (noun)

### D. Solve culture shock puzzle

Find the following 40 words in the puzzle. Four directions are possible: ↔ ↕ ↗ ↘

ABSORB, ABUSED, ACCULTURATION, ACHE, ACQUIRE, AMBIGUOUS, ADAPTATION, ALIENATION, ANXIETY, BLESS, CLUE, CUE, COMBAT, CONFRONT, CULTURE, CUT, DIVERSITY, HONEYMOON, HOST, GOAL, INADEQUACY, INSECURITY, IRRITATION, LACK, LOSS, REAWAKEN, REFRESH, REVIVE, OBSESSION, OBSTACLE, OFF, ORIGIN, SADNESS, SHOCK, SORROW, STAGE, SYMPTOM, TRANSITION, VULNERABLE, UNWILLINGNESS

A	D	A	P	T	A	T	I	O	N	T	S	O	R	R	O	W	D
M	N	H	L	A	V	U	L	N	E	R	A	B	L	E	☺	S	I
B	C	X	O	I	B	S	R	H	☺	A	B	S	O	R	B	A	V
I	O	☺	I	N	E	U	Y	E	O	N	L	T	F	☺	T	D	E
G	M	L	S	E	E	N	S	M	V	S	A	A	F	U	☺	N	R
U	B	O	O	T	T	Y	A	E	P	I	T	C	C	☺	☺	E	S
O	A	B	☺	S	A	Y	M	T	D	T	V	L	Q	K	E	S	I
U	T	S	☺	☺	S	G	☺	O	I	I	O	E	☺	U	E	S	T
S	R	E	A	W	A	K	E	N	O	O	☺	M	L	L	I	☺	Y
O	I	R	R	I	T	A	T	I	O	N	N	C	B	G	O	A	L
A	C	S	C	O	N	F	R	O	N	T	C	U	L	T	U	R	E
C	U	I	A	C	C	U	L	T	U	R	A	T	I	O	N	☺	☺
H	E	O	R	I	G	I	N	I	N	A	D	E	Q	U	A	C	Y
E	I	N	S	E	C	U	R	I	T	Y	R	E	F	R	E	S	H
S	H	O	C	K	U	N	W	I	L	L	I	N	G	N	E	S	S

### E. Word test

Fill in the empty spaces by using the words from the box.

to adjust, culture shock (2), irritating, a blessing in disguise, preoccupied, insomnia, obsession, stage, inadequacy, absorbs, adaptation, depressing, anxiety

- The Marsians are coming! We are all going to die!!!
- Stop this 1 \_\_\_\_\_ and 2 \_\_\_\_\_ yelling! Your 3 \_\_\_\_\_ makes me angry! I know that we are new here and our home is far away. You are just experiencing the second 4 \_\_\_\_\_ of 5 \_\_\_\_\_. Remember we studied about that in our English level 5B or did you miss the class as usual?

- No, but I miss home so much. I'm also suffering from 6 \_\_\_\_\_. I haven't slept for three days. I ...
- It's an 7 \_\_\_\_\_ already. You are too much 8 \_\_\_\_\_ with your feelings! You can't think about it all the time.
- O.K. I hope I'll soon be able 9 \_\_\_\_\_ and start my period of 10 \_\_\_\_\_, but what if this new culture totally 11 \_\_\_\_\_ us and we'll forget our home, our families, our country?!!!
- I always knew you have brain 12 \_\_\_\_\_. Get it into your head that every 13 \_\_\_\_\_ is a 14 \_\_\_\_\_!

(Created by Tomas Aleliūnas)



## Living with and Avoiding Culture Shock

Culture shock is not something that people generally get on a holiday but as soon as your boss calls you into the office and says "Hi John, we value you so much we want you to head our Hong Kong operations!" you really need to start thinking about the implications and how you are going to avoid this condition. It is not so much as a life threatening disease, but it can lead to some very serious problems if you do not take a few precautions.

Culture shock is definitely a serious condition that needs to be watched, and checked upon. I personally have suffered from it on numerous occasions and yes sleep deprivation, mood swings, and depression are all in there.

Travelling to a new destination with unusual habits and traditions can be a very traumatic experience, a little research before you leave will help tremendously but the most important thing is to actually leave with an open mind. A lot of people fly off without any research and expect things to be done in exactly the same way and at the same speed as they were at home, well this just isn't going to happen, and it is very important to try to understand the culture, religion and people of the country that you are travelling to.

The culture shock selection of books are a very good starting place, but one that you will not really understand fully until you are actually in the country mingling with the locals. One interesting point of this can be found in the book 'Culture Shock Thailand'. Thai people are among the nicest people in the world but it is a very different world from let's say the UK. The book explains a good deal about Thai culture and traditions and it explains how Thais smile their way out of an embarrassing situation and look down on those that don't. The book then puts this into a couple of different examples, to try to ensure that the reader understands. One such example is that if you are walking down the street and someone throws dirty water over you from a doorway, you should smile at the person that did this, showing your forgiveness, this should help clear the air and the person will most likely go out to help you clean up; imagine this happening in London! Thais shy away from confrontation, and this is one of the many aspects that make them such a happy and kind nation.

If as an expatriate you are moving to a country with severe Culture Shock such as perhaps Cambodia, or Vietnam, then even more research would be needed. Nowadays you can do a lot more research than was ever possible with the growth of the internet. You can see pictures of pretty much every destination in the world and even read restaurant, hotel and bar reviews without having even left your office. It is also advisable to stay away from a lot of the other expats especially before you leave and for a while after you arrive in the destination, a lot of expats can be very negative about a country, even though they continue to stay there and this is not something that you need when you have just travelled half way around the world. Instead leave with an open mind and make your own judgements about the place after you have started to understand it a little.

One of the biggest causes though of Culture Shock is language. It will make an enormous amount of difference to you if you learn a little or as much as possible of the local language before you leave. Take up classes and practice it as much as you can; if you are studying Thai, eat out at Thai restaurants and try to practice your Thai. This small step will make your life a lot simpler and will also give you immediate respect when you arrive in the foreign country, not to mention open many new doors. If you show an interest in the other persons' language and culture they will show an interest in you.

If you are being relocated by your company, try to find out a little about the living conditions in that country and the package that the company offers you. Will they supply you with hotel accommodation or will you be straight into an apartment or house? Are you given a housing allowance and allowed to choose the accommodation yourself? Will the company pay the deposits that the landlord requires, etc.? Will you have maids? What about a car? How many return trips will you have a year to your home country? Will they be in economy or business class? What about your family rights – the wife – the husband – the children? How long is the posting for? Will the company pay for repatriation due to illness, or unemployment? Do they have limits to the amount of furniture that you can send over but most importantly bring back? Will they cover these charges? Do they have any restrictions as to how you send these things? Do they offer you insurance that is suitable for the country that you are travelling to?

So now that you have read up on the country, searched millions of web pages, have learnt a little of the language, and are happy with the package that the company is offering you, you are ready to leave.

When you arrive it is important to fit in, get a feel for the place, the smells, the sounds. I would suggest just walking for a day or two experiencing the mystique of the new land you have just discovered. After a while when you are feeling a little more at home join a club, and make friends socially outside of your regular work patterns, and try to meet and befriend as many locals as you can, so that you will really get a deeper understanding of where you, and most probably appreciate the differences in culture a lot more.

Culture Shock basically comes from a lack of understanding and built up anxiety, and can be caused by the most minute things, building up. One time in Hong Kong a colleague seemed to be literally screaming at the waitress in Cantonese, I was very anxious and asked what was wrong, my colleague looked very confused as to why I was asking the question and she simply replied that she was ordering some water!

All in all every expat has had his or her bad days, and there are times you just want to get on a plane and fly back, however these days are minimal compared to the fun, and amazing discoveries that you will make. Once you are bitten by the spirit and feeling of adventure you are about to embark on, you will have more difficulty believe it or not, returning "home" than you imagined especially the longer you stay away.

(<http://www.asiatraveltips.com/AvoidingCultureShock.shtml>)

## Culture Shock: Visiting Your Child's Apartment for the First Time

***Kristin Lanning***

When it comes to apartments, college students tend to have only one rule: They are society, and no one is going to tell them where to put the peanut butter and stack of saltines, even if those foodstuffs have taken up permanent residence on the coffee table.

What is a parent to do? Maria M. Mancusi, Ph.D, a clinical psychologist in Alexandria, VA., advises parents not to walk around their child's apartment picking up food with a disgusted look in their eyes.

"I think you have to act like you are both adults now," Dr. Mancusi says. "One thing that would really be helpful is for parents is to say, 'I know you want to make your own decisions, how would you like me to offer help?' "

Letting your child know that you will be there to support him or her unconditionally can help alleviate anxiety on their part, Dr. Mancusi says.

“I do think it’s very exciting and heady to be out on your own, you want to do everything for yourself, you want to nest and make it your own,” Dr. Mancusi says. “I would imagine there’s also a sense of panic young adults feel when they graduate from college and leaving that safe environment, like now I have to go into the real world.”

What happens when the parent is helping a child pay for an apartment? Dr. Robert Billingham, professor of human development and family studies at Indiana University, says parents could use that fact as a psychological weapon.

“[Some parents say], if you don’t major in what I want you to major in, we won’t pay for college, or we’ll loan you money for a car, but it has to be a car we pick,” Dr. Billingham says.

Glen Jennings, professor of family therapy at Texas Woman’s University, says parents could send a mixed message by nagging their children about their lifestyle in their apartment.

“If parents are telling them how much air to breathe and when to breathe it, that creates a paradox,” Dr. Jennings says. “Because five minutes ago, they were telling them that they were bright, then they are telling them where to hang the picture in the apartment.”

Dr. Billingham says if parents are helping to pay for an apartment, the issue of independence becomes murkier. “If the parent is paying for the apartment, the child says, ‘I can do anything I want’ but it’s not really their apartment,” Dr. Billingham says. “I [the child] want to make my own decisions, but please keep giving me money. I want all the rights of being an adult, but I don’t want the obligations.”

What happens when a parent pays a visit to their child to find a live-in partner in the apartment or another lifestyle choice that upsets the parents’ values? Dr. Jennings advises parents not to give a lecture in family values.

“Keep your mouth shut,” Dr. Jennings says. “Say, ‘I don’t agree with this, but this is your life and you will have to live with this.’”

Part of that parental anxiety, Dr. Jennings added, is a desire to protect that child. “Will my child get burned in this relationship, will they be exploited and manipulated?” he says.

Dr. Jennings’ advice for parents is to take an anthropologist’s view when visiting a child in their apartment. “I think it would be wise to think of it as, ‘I’m going to visit someone from a different culture,’” Dr. Jennings says. “Everyone from a different generation grows up in a different culture.”



## Discussion

In what ways might your parents experience culture shock faced with your style of life?

What piece of advice would you give your parents to avoid culture shock?

# UNIT 3

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## Good Manners

“Etiquette or behaving in an appropriate or good manner is a key for social success. In the world of business, particularly in this global age, a desirable business manner is vitally important in getting ahead and staying ahead.

Now more than ever it is extremely important to have at least a basic grasp of cultural relativism to succeed in business internationally. Remember – what is perfectly normal and acceptable behavior in your country may be considered to be in poor taste – or outright rude – in another culture”.

*Clayton DeGeorgio*

Good manners or acts of courtesy or standards of conduct are marks of good breeding. If we practice good manners, we are showing people around us that we are considerate of their feelings and respect them. We are also setting standards for the behaviour of others and encouraging them to treat us with similar respect. “Treat others the way you want them to treat you”. Though good manners may be different in different places, the principle is always the same everywhere – it is consideration for the feelings of others.



*In groups, read about conventional British standards of conduct and think about the instances of behaviour in Lithuania. Can the same rules be applied to us? Do we expect other people to behave with us in the same way, as described in this text?*

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## Some British (Middle Class) Conversational and Cultural Dos and Don'ts

1. Do not ask: how much someone earns; how much something they bought costs; about a stranger's political stance (or reveal your own directly); personal questions, such as how old someone is or whether they are married; do not mention toilet and sex too openly; do not respond to “How are you?” by starting to talk about your headache or digestion problems.
2. In conversation there is very little simultaneous talk or overlap between two speakers; some interruption is allowed, especially to ask for repetition and explanation, but too much is considered impolite.
3. Silence is to be avoided; a question should be followed by answer without any delay; talking very little, not initiating topics, or giving very brief answers may imply unfriendliness or a lack of interest.
4. Apart from between close friends or family, avoid direct criticism, bluntness and heated emotions.
5. Politely performed negative answers, polite disagreement and conveyance of bad news are accepted (unlike in some oriental cultures).
6. Going off the point is not encouraged; try to be concise, direct and to-the-point; objectivity and truth are expected in most circumstances; avoid boasting; the natural reaction is to be modest.
7. Compliment people, e.g., on a new dress, hairstyle, ect., and respond to others' compliments by thanking them or being modest.
8. Do not say “Good appetite” before starting to eat (the French “Bon appetite” is used but not commonly); after a meal say “thank you” and compliment the host or hostess on the food.
9. Say “Excuse me” after sneezing (other people might say “Bless you”); blowing one's nose in public is accepted, but belching and spitting are not.
10. Indicate that you are listening with frequent but not constant reactions, e.g., nodding, encouraging noises and phrases; make sure there is a regular eye contact with your communication partner.
11. Smile a lot; it is considered polite behaviour.
12. Avoid physical contact, except for shaking hands; there is hardly any kissing as a greeting except between family and friends; do not get too close and leave enough personal space; say “Excuse me” if you brush past somebody even if you do not actually touch the person.

13. No loud shouting, snapping fingers or clapping hands to call the waiter in a restaurant.
14. Be on time and not early or late.

(‘Input 30 Some British (middle class) conversational and cultural dos and don’ts’ from *Conversation and Dialogues in Action*, by Dörnyei and Thurrell, 1992)



## Lithuanian Dos and Don’ts

**A.** In groups, prepare 10 Lithuanian (middle class ☺) conversational and cultural dos and 10 don’ts. Imagine that you have to prepare a list of common Lithuanian behaviour patterns to new Erasmus mobility programme students coming to your university in Lithuania. Discuss what a usual Lithuanian mode of conduct is, i.e. what foreign guests can expect to find in Lithuania. You may refer to the above list, but I’m certain you will find other behaviour patterns not included in this list but typical to Lithuanians.

### Lithuanian Dos

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### Lithuanian Don’ts

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**B.** Compare your list of Lithuanian conversational dos and don’ts with similar lists created by other groups’ students of the previous years (see Appendix 2, p. 120). Can you see any similarities? Differences? Can you notice any changes in opinion over the years (from ... to)?



## Social Etiquette

Read the extracts from the articles about social etiquette descriptions or “dos and don’ts” of global business etiquette, based on the real life experiences of people working in all the corners of the Earth. Discuss in pairs. If this behaviour pattern is also common in Lithuania, write a +, if not – write what is common here.

### Greetings

In China	In Lithuania
<p>The Chinese prefer a gentler handshake to a firm grip expected in Western cultures. Physical contact other than a handshake is highly discouraged unless you know someone quite well.</p> <p>A slight bow should often accompany the handshake, but do not bow from the waist in the style of the Japanese.</p>	

### Small talk

In China	In Lithuania
<p>When meeting someone for the first time for a China sourcing business meeting, you should engage in general conversation before turning to business. Casual conversation topics in China differ from that of English speakers. It is not impolite to ask about:</p> <ul style="list-style-type: none"> <li>* A person’s job</li> <li>* Annual salary</li> <li>* Marital/dating status</li> <li>* Age</li> </ul> <p>Your answers do not have to be extremely specific, but avoiding direct questions will be viewed with wariness and suspicion.</p> <p>Willingness to answer questions is the important take-away from the conversation. Questions about family tend to be deflected or avoided which is nearly the direct opposite of Western culture.</p>	
In the USA	In Lithuania
<p>There are several questions you should not ask while talking to a person for the first time in the USA – the world’s largest market. Off limits are questions about age, nationality, or the reasons of one’s handicap. Any private question could be perceived as discrimination of race, gender, and so on.</p>	

### Gifts

In Hong Kong	In Lithuania
<p>In Hong Kong, “monetary gifts” are a must when going to any congratulatory party. The sum should increase if family members or friends accompany you.</p>	

<p><b>In China</b></p> <p>Official policy currently forbids gift-giving since such gestures may be considered as bribes. For this reason, approach gift-giving with discretion. The policy is softening, but sometimes a gift will be declined under all circumstances. Be gracious if this circumstance is to occur, and politely withdraw the gift. Smaller, less expensive items usually avoid this scrutiny.</p> <p>The Chinese will politely refuse a gift several times to reflect modesty and humility. Accepting a gift quickly is believed to make them seem greedy or aggressive. Opening a present in front of the giver is also judged the same.</p>	<p><b>In Lithuania</b></p>
<p><b>In Finland</b></p> <p>Any gift that the foreigner brings is appreciated, but it shouldn't be very valuable as this is embarrassing.</p> <p>Company gifts like umbrellas, pens or scarves and bags with the company logo on them are common. When visiting a home, a bottle of wine or a bouquet of flowers is appreciated.</p>	<p><b>In Lithuania</b></p>
<p><b>In France</b></p> <p>Do NOT bring wine to dinner at the home of a French person; such an act is thought to evidence a lack of confidence in the host's wine choice. Flowers are more appreciated.</p>	<p><b>In Lithuania</b></p>

**Negotiating, bargaining**

<p><b>In the USA</b></p> <p>In the United States, skillful negotiations are more important than in any other part of the world. You can either talk down sharply or jack up highly the prices in renting or buying an apartment or a car, depending upon whom you talk to or how skillful your art of negotiation is. Thorough market research is a requirement in renting or purchasing offices and housing.</p>	<p><b>In Lithuania</b></p>
<p><b>In India</b></p> <p>Indians are similar to diplomats in that they rarely say “no” to people. Verbal agreements are seldom kept in business deals so make sure that one should get the signature of the business partner. One also should check if the guest is a vegetarian before inviting the person to a meal. Most Hindi people avoid meats, fish, and eggs.</p>	<p><b>In Lithuania</b></p>

**Socializing after the job**

<p><b>In the Netherlands</b></p> <p>In the Netherlands, where same-sex marriage is legal, drinking with fellow workers after office hours is kind of a rarity. Normally, they go straight home and spend the evening with their loved ones.</p>	<p><b>In Lithuania</b></p>
<p><b>In South Korea</b></p> <p>In South Korea, although the trend is changing slightly for the positive, a lot of company workers go visit nearby drinking places for the “second round” of their work. Many South Koreans talk business while drinking, considering that drinking is an extension of their work.</p>	<p><b>In Lithuania</b></p>

## Eye-contact

### In China

The Chinese will often avoid eye contact during conversations, especially when talking to the opposite sex or to strangers. Traditionally, it was considered impolite and aggressive to look directly into another's eyes while talking, and as a sign of respect, the Chinese sometimes lower their eyes slightly when they meet others. The Chinese typically have a "blank" facial expression during introductions. This is not a sign of unhappiness, dissatisfaction, or unfriendliness, but reflects the belief that there is virtue in concealing emotions. Chinese communication is ambiguous, indirect and highly contextual. In conversation, the real meaning, especially if it's negative, is often implied rather than stated. What is not said is often more important than what is said.

### In Lithuania

(Adapted from DeGeorgio, C. (2007). "Dos and Don'ts of Global Biz Etiquette. Good Manner Key to Business Success"; Hopkins, H. (2007). "Top 10 Chinese Business and Culture Dos and Don'ts")



*In groups discuss your lists of Lithuanian Dos and Don'ts. Present your findings to the class. Have you agreed about everything? What were the points of disagreement?*

## Giving Feedback

People exchange verbal and nonverbal feedback all the time. When we are talking to a person, we can see how s/he reacts – if a person is attentive, listening to us, if s/he agrees with us or not. How can we understand that? Person's non-verbal reaction shows his/her feelings and emotions. We can read from the person's eyes or face, gestures or mimics in general. Living in a more or less homogeneous society we learn this non-verbal language very early. Mother's frown on the face or strict look can be easily understood by a small child or even a baby as a sign of disapproval, i.e. telling him/her to stop doing something. We can understand each other without words. Of course, there are situations when people try to hide their feelings for some reasons or learn not to show their emotions or sometimes we can misinterpret non-verbal behaviour. Still, these are special cases.

However, living in a multicultural society it is not so simple to read non-verbal language as gestures or facial expressions may be interpreted differently by people from different cultures. Therefore, people trust only verbal behaviour.

*Giving and receiving personal feedback are skills that can be intentionally developed over time. Americans and other multicultural societies use verbal feedback often; such cultures are considered "verbal". If e.g., Americans do not receive a lot of verbal feedback, they may feel that the other person is not listening, is bored or angry, or that he or she disagrees.*



The following two samples of cross-cultural interaction show how important it is to interact verbally. Read the first conversation in pairs and discuss the answers to the questions below.

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## Cross-cultural Interaction I

Bill: Hey, Tak, can you do something to me?

Tak: (He turns and looks at Bill, but says nothing.)

Bill: John Malcom from CNG company just called. There's a problem. The company ordered two new dishwashers last week, but they haven't received them yet.

Tak: (He says nothing.)

Bill: So, anyway, can you find out what the problem is A.S.A.P.?

Tak: (Nods his head.) Yes.

Bill: Get hold of Pierre in Shipping and ask him about it, okay?

Tak: (Tak says nothing.)

Bill: You got that, Tak?

Tak: Yes.

Bill: O.K., thanks. (Bill turns and walks away. He thinks to himself, "I wonder if Tak really understood me?")



Questions for discussion:

1. Why was Bill not sure if Tak really understood him?
2. What do you think, why Tak was so silent? Why didn't Tak say anything else?
3. What is a typical reaction of Lithuanians, when a boss or supervisor is giving us orders?

## Cross-cultural Interaction 2



Read a revised version of the dialogue and the explanation in the “What is happening” column in pairs.

Dialogue		What is happening
Bill:	Hey, Tak, can you do something to me?	
Tak:	(He turns and looks at Bill) Oh, Hi, Bill. Can I do what? What was your question?	Asks to <b>repeat</b> the question.
Bill:	Uh, can you do something for me?	
Tak:	Oh. Sure.	Gives <b>feedback</b> that means “I understand. I will do it”.
Bill:	John Malcom from CNG company just called and they’ve got a problem. They ...	
Tak:	I’m sorry, what company?	<b>Interrupts</b> to ask Bill to repeat the name of the hospital.
Bill:	Uh, CNG. Anyway, the company ordered two new dishwashers last week ...	Gives <b>feedback</b> that means “I’m listening”.
Tak:	(He nods his head). Uh huh.	
Bill:	... but they haven’t received them yet.	
Tak:	So you mean we sent the dishwashers but the company never received them?	<b>Checks</b> what Bill said.
Bill:	Well, that’s what we don’t know. Maybe we didn’t send them.	
Tak:	Oh, I see.	Gives <b>feedback</b> that means “I understand.”
Bill:	So, can you get hold of Pierre over in Shipping and find out?	
Tak:	Uh, ... hold up?	<b>Asks for the meaning</b> of ‘get hold of’ by trying to repeat what he heard.
Bill:	Huh? Oh, get hold of Pierre ... uh ... call him, or go see him.	<b>Repeats</b> the phrase and <b>paraphrases</b> it.
Tak:	Oh, I see. So ... I’ll call Pierre right away and ask him if he sent the dishwashers.	Gives Bill <b>feedback</b> that means “I understand” and <b>summarises</b> Bill’s request.
Bill:	Great. Thanks for doing this, Tak.	
Tak:	Sure. No problem.	



Study the phrases how to ask for feedback and give feedback

### Asking for feedback

*You got that?*  
*Am I making myself clear?*  
*Do you know what I mean?*  
*Do you see what I mean?*  
*Do you understand?*

### Giving feedback

*Oh. Sure.*  
*Oh, I see.*  
*Uh huh (or Uhm hmm ... Uh ...).*  
*Well ...*  
*All right*  
*I understand/ I don’t understand.*



### Discussion questions:

How often do you give feedback when you are listening?

Are you completely quiet when you listen?

Do you give nonverbal feedback (nod your head, smile, look confused if you don't understand, etc.)?

Have you noticed that when you speak it is important that people give feedback (verbal or nonverbal)?  
Why is it important?

Does giving feedback depend on a person's character? Situation? Culture?



### Reacting

*In the revised version of the conversation there were cases when the interlocutors interrupted each other politely, checked if they understood correctly, asked for meaning, repeated what has been said and summarised the request. In pairs, study the list of phrases and write them in the boxes under the right headings:*

*Do you mean ...?*

*Excuse me, but I didn't quite understand ...*

*Could you say the last part again, please?*

*So you mean ...*

*How do you spell that?*

*Could you tell me what 'interlocutor' means?*

*Could I ask a question?*

*Sorry to interrupt, but I didn't quite understand.*

*In other words ...*

*Cauliflower... ? Did you say cauliflower?*

*Just a quick interruption, it that's okay.*

*So you want me to ...*

*You call this ...?*

*Could I interrupt for a quick second?*

*Can you repeat what you said after ...?*

*Excuse me. What does ... mean?*

*Asking ... what?*



*Interrupting politely:*

*Asking for focused repetition:*

*Asking for meaning:*

*Checking bits of information:*



## Reading your Textbooks

Did you ever find yourself reading a chapter in a textbook and not being able to remember what you read? There is a sure way to remedy this. It's called label in the margin.

- You should begin by **surveying** what you are about to read. Look at the major heading, the charts and pictures, read the summary, study the review questions. In addition, search your memory for anything you already know about your assigned reading. The more you know about what you're reading, the easier it will be to process it into your long-term memory.
- **Read only one paragraph at a time**, and before you begin to read that paragraph look for a reason to read the paragraph. Use clues such as the heading or topic sentence. **Do not mark as you read.**
- When you finish the paragraph, put yourself in the position of your professor. What test question will you ask from that paragraph? Actually **write that question in the margin of your textbook.**
- **Now mark the answer to the question** by underlining, numbering, boxing, circling, etc.
- Want to make sure you always do well on pop quizzes and cut down on study time for major tests? Put this information in your long-term memory now by **covering the text and asking yourself the question written in the margin.**
- **Recite the answer in your own words.**
- You are now ready to read the next paragraph.

It may take you longer to read a chapter this way, but there are definite advantages:

- You can read it a bit at a time--a page here and a page there--taking advantage of short periods of time you usually waste or didn't have time for the whole chapter.
- You never have to re-read the chapter.
- You know the test questions in advance.
- You have a systematic way to study you textbook.

(From *Practicing College Learning Strategies* by Carolyn Hopper, 2003)

# UNIT 4

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## Cultural Similarities and Differences

Differences challenge assumptions.

*Anne Wilson Schaef, author of Women's Reality and Co-Dependence*

Human diversity makes tolerance more than a virtue; it  
makes it a requirement for survival.

*René Dubos in Celebrations of Life, 1981*

In her book *Communicating in Context* Kathy J. Irving presented a survey where visitors from different countries listed things that were the characteristics of life in their own countries, and features characteristic of life in the United States.



## Characteristics of Different Countries

*In groups, read and discuss the characteristics of different countries and make a list of 10 features characteristic to Lithuanians. Do not rely only on the information provided in the survey; think of features typical to people of our country that can be called Lithuanian national characteristics.*

	Characteristics of my own country	Characteristics of the United States
<b>China</b>	<p>There is no privacy. There is not much divorce. Parent/child relations are good. Very homogeneous culture. There is too little competition. Cadres can do everything. Bicycles are the most common means of transportation.</p>	<p>There is too much privacy. There is too much divorce. Parent/child relations are not good. “Variety is the spice of life” culture. There is too much competition. Money can do everything. Cars are the most common means of transportation.</p>
<b>France</b>	<p>Pride in history and culture. Politics is important in everything.</p> <p>People value cooking and good food. French people can make small things well.</p>	<p>Pride in the melting pot ideal. Wealth is important and freedom is proportional to wealth. People value work and keeping busy. American people feel they can change their lives if they are not satisfied.</p>
<b>Guatemala</b>	<p>Warm personal relationships. People are slow and lead calm lives.</p> <p>People are communicative. People are caring and emotional. Fresh, natural foods are eaten.</p>	<p>Cold personal relationships. People are always in a hurry and lead hectic lives. People are non-communicative. People are non-caring and practical. Frozen, canned foods are eaten.</p>
<b>Pakistan</b>	<p>People are religious. Time is not important. It is not a materialistic culture. People are not hard working.</p>	<p>People are not religious. Time is very important. It is a very materialistic culture. People are hard working.</p>



*Present your discussion results to the class. Discuss and choose the most relevant features from all the groups for a profile of a stereotyped Lithuanian.*

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## A Profile of Lithuanian People

1. People are ...
2. There is too much ...
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Summary of the discussion:

1. Characteristic traits of Lithuanians mentioned often:

\_\_\_\_\_

2. Characteristic traits of Lithuanians that sparked the discussion most:

\_\_\_\_\_

3. Unique characteristic traits of Lithuanians (mentioned by only some people, but agreed by all):

\_\_\_\_\_



In Appendix 2 (p. 121) you will find a list of characteristic features of Lithuanians made by the students of this course some years ago. Compare the differences and similarities.



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## Exploding the Myth of Cultural Stereotypes

(By Zeeya Merali)

*Read the text and write the main idea in one sentence.*

Americans are pushy and the English are reserved, right? Wrong, says a new study, which reveals there is no truth in this sort of national stereotyping.

An international group led by Antonio Terracciano and Robert McCrae at the US National Institutes of Health (NIH) surveyed more than 40,000 adults from 49 cultures. Participants were questioned about how neurotic, extraverted, open, agreeable, and conscientious typical members of their own culture are. This data was then compared with participants' assessments of their own personalities and those of other specific people they had observed.

The researchers found that there was no correlation between perceived cultural characteristics and the actual traits rated for real people. In contrast, previous studies that have shown that some gender stereotypes, such as the idea that women are warmer and men are more assertive, do reflect real trends.

In many cases, cultures had overly harsh views of themselves. "The Swiss believe that they are closed-off to new experiences," says Antonio Terracciano. "But in fact they are the most open culture to new ideas in art and music."

Brits rank themselves as introverted, while Argentineans proclaim to be uniformly disagreeable, neither of which is held up by the data. Czechs think they are antagonistic, but they actually score higher in modesty and altruism than other people.

Richard Robins, a psychologist at the University of California at Davis, US, says that the study pulls the plug on claims that perceived differences in national character reflect genetic differences between ethnic groups. "Stereotypes about national character seem to be largely cultural constructions, transmitted through the media, education, history, hearsay, and jokes," he explains.

Terracciano hopes that the results will make people address their own misconceptions. "People should trust less in their own beliefs about national character," he says. "These can be dangerous and the basis for discrimination."



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## Finding the Unique Flavor of a Place

*Read the text and think what aspects contribute to the unique flavour of a certain place. What is a cultural landscape?*

Over time every inhabited region of the world evolves particular characteristics that give it a personality, a distinct atmosphere. The shape this unique personality takes depends on:

- ▶ the culture's construction patterns — the ways it builds on and alters the natural landscape of its region;
- ▶ the culture's traits — its specific, individual values, beliefs and ways of living.

People of all cultures make changes in their natural environment. They till fields and plant particular crops. They dig into the ground for fuels, ores and minerals. They clear the land and build structures on it, often with an architecture distinct to their culture. They layout towns and cities. They construct lines of transportation that range from a narrow mountain footpath to an eight-lane automobile expressway.

When people alter their natural landscape, geographers call it a cultural landscape. It no longer reflects nature, but the culture that transformed it.

### Multiple cultural influences

The cultural landscape reflects the influences of successive generations of people who have lived in a particular region. You can often still see the imprint of earlier generations, making the cultural landscape a composite of varied influences. These generations may share the same culture. But cultures are not static. They evolve and each generation tends to modify its culture. So the imprint each leaves will be different. Sometimes two or more cultures will leave their imprint. Rather than the subtle modifications made by shared-culture generations, changes to the cultural landscape brought about by different cultures can be quite striking.

One example is the Moorish architecture so prevalent in Spain's Andalusia region. The Moors occupied the area from 711 to 1492, and their buildings still clearly contribute to the flavor of today's Andalusia.

### Cultural traits add to the flavor

A cultural landscape consists of more than the obvious changes people make to their environment. Looking just at these modifications only gives you a taste of the place, not its full flavor. To zero in on the sense of place, you also need to explore the present culture's traits. They, too, contribute to the unique atmosphere.

Some of these traits are obvious — the type of clothing people wear, the foodstuffs available in the markets, the way people interact. Others tend to be more elusive – the noises, the smells, the pace of life. Still others are intangible – the culture's values and beliefs as reflected in their customs. But all contribute to that distinct atmosphere.

The average visitor may have difficulty defining what makes a city or a region distinctive. But it provides the inquisitive traveler a great opportunity to explore, observing and sorting out those cultural traits and modifications to the natural landscape that contribute to the unique flavor of a place.

(Adapted from Bob Martin. (2007). *Culture Briefings*. Current, in-depth guides to the culture and customs of people in other lands. <http://www.culturebriefings.com/articles/unqeflav.html>)



*Reflect for some minutes (you may even close your eyes) and try to remember a place you visited, stayed or lived in that really had a 'favour', as it was different to some extent from the usual places you saw and was special ... What aspects contributed to the unique atmosphere of this place?*



In pairs, share your memoirs about this special place that has a 'flavour'. Then discuss about Kaunas – what is its flavour? Have you ever heard any comments from foreigners about what they find special in here? If not, what could be those traits that contribute to the unique flavour of the place?



- A. Find the following words in the text and write their Lithuanian equivalent in pencil. Check with a bilingual dictionary. Look the words up in a monolingual dictionary and give a definition.
- B. Underline the word in the text and analyse its 'neighbours', i.e. the words that go together. Highlight the whole expression.

<ol style="list-style-type: none"> <li>1. flavour of a place</li> <li>2. evolve</li> <li>3. give smth a personality</li> <li>4. to build/alter</li> <li>5. traits</li> <li>6. to till</li> <li>7. crops</li> <li>8. fuels</li> <li>9. ores</li> <li>10. to layout</li> <li>11. lane</li> <li>12. expressway</li> <li>13. successive</li> <li>14. imprint</li> <li>15. striking</li> <li>16. prevalent</li> <li>17. to zero in on</li> <li>18. elusive</li> <li>19. the pace of life</li> <li>20. intangible</li> <li>21. inquisitive</li> <li>22. to sort out</li> </ol>		
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Write a paragraph on the topic *Unique Flavor of a Place*.



## Phrases to Express Agreeing/Disagreeing/Avoiding Opinion Expression

<p><b>Agreeing/supporting other people's opinion phrases</b></p>	<p><i>Yes, that's right.</i>  <i>I couldn't agree more. I fully agree with you.</i>  <i>Exactly. /Definitely.</i>  <i>That's what I feel, too. / That's exactly what I feel (about it).</i>  <i>I'm with you here.</i>  <i>I see exactly what you mean. I'm of the same opinion.</i>  <i>X put it very well.</i>  <i>X raised some good points.</i>  <i>What X said are the most important..., I feel.</i></p>
<p><b>Disagreeing partly</b></p>	<p><i>I see what you mean, but...</i>  <i>That's all very well, but...</i>  <i>That's true, but we mustn't forget...</i>  <i>That's fine for... , but what about...</i>  <i>Yes, but you can't get away from the fact that...</i>  <i>Yes, but surely you are forgetting...</i></p>
<p><b>Disagreeing/contradicting other people's opinion</b></p>	<p><i>I'm sorry, I'm afraid I don't agree there ...</i>  <i>I see what you mean, but I'm afraid I can't agree.</i>  <i>Oh, I'm afraid I couldn't go along with that...</i>  <i>I'm sorry, I'm afraid, I think you are mistaken.</i>  <i>I'm afraid that just isn't the case / that's not the point/question.</i></p>
<p><b>Avoiding expressing opinion</b></p>	<p><i>I'm afraid I don't really know much about it</i>  <i>It's difficult to say.</i>  <i>I'd like to think about that for a while</i>  <i>Mmm... I suppose, it depends on your point of view, doesn't it?</i>  <i>That might be a good idea. It's difficult to say.</i></p>



Agree or disagree with the following statements. Present your opinion using one of the phrases of agreeing, disagreeing or avoiding opinion expression.

- Students should be allowed to study as many years as they wish in their chosen field.
- All men are liars.
- Vytautas Magnus University is the most modern and prestigious university in Lithuania.
- It does not matter what kind of job you have, what matters is what kind of person you are.
- Euro should be introduced in Lithuania as soon as possible.
- All people should become vegetarians.
- Life begins at thirty.
- Women are as good drivers as men.
- English should be the only official language in the European Union.
- Health, wealth and happiness go together.
- Hunting in Lithuania should be forbidden.



When you are taking part in a discussion

it is useful to have techniques up your sleeve for getting people to listen to you and to give yourself some *thinking time* while you arrange your ideas. Here are some useful opening expressions:

*If you ask me ...*

*You know what I think? I think that ...*

*The point is ...*

*Wouldn't you say that...?*

*Don't you agree that ...?*

*As I see it ...*

*Perhaps I could begin by ...*



## Gaining Time to Think

Work in pairs. Find out each other's opinions on some of these topics. Begin your answer with the phrases to gain some thinking time:

Birthday celebrating  
 Eurovision Song Contest  
 Politeness  
 Air travel  
 Teaching and learning foreign languages  
 Gender stereotypes  
 Lotteries  
 New Lithuanian Seimas and government  
 TV Commercials  
 Lithuanian National Character Features  
 Lithuanian Women's Surnames  
 Economic crisis  
 Health system in Lithuania and other countries  
 Early language learning  
 Career planning  
 Studies abroad  
 "Head" of the family

**Practice  
makes perfect**



## Second to None

*This article appeared in The Guardian, Wednesday 21 September 2005. Read the author's ideas about Kaunas and say if you agree with the author's point of view.*

Kaunas, who? Lithuania's second city is now just a cheap flight away, and has never quite forgotten its brief spell as the nation's capital, discovers Jim Whyte.

The smile melted from Viktoras's face at the mention of Vilnius. The inhabitants of Kaunas, Lithuania's second city, are rather sensitive about comparisons with the nation's capital. After all, Kaunas used to be the capital and as far as the towering Viktoras was concerned it remained superior in several fields. He simply scowled, shrugging his massive shoulders and refused to comment on the rival 70 miles to the east. I nervously steered the conversation back to Kaunas's dominance in basketball, the only field that Viktoras

thought mattered, and his smile instantly returned. I thought it best not to mention Vilnius again. Similarly Ryanair have wisely avoided the mistake of describing their new destination as Kaunas/Vilnius.

A strange air of expectation hung over the city but it had nothing to do with the imminent start of the all-important basketball season or the arrival of the budget airlines. Kaunas was suddenly thrust into the role of 'temporary capital' in the 1920s and 30s when the Lithuanians found themselves in the rather awkward position of finally achieving independence at the same time as Vilnius was occupied by the Poles. Vilnius may be the capital at present but in this most unstable corner of Europe, Kaunas fidgets on the substitutes' bench waiting impatiently for its next unexpected chance. The city clearly doesn't want to be caught unprepared.

Kaunas is used to invasions and its very name means 'fighting'. Its geographical location, halfway between Berlin and Moscow is the military equivalent of standing in the middle of a busy motorway. In the summer of 1812, Napoleon launched his invasion of Russia from the hill overlooking the Old Town; six months later what was left of his army marched back the other way. In response, the Russians turned Kaunas into the linchpin of their western defences and constructed massive fortifications on the outskirts. That the city has survived in such dangerous circumstances is remarkable and due in no small part to the regularity with which the Russians were taken by surprise by an invading army and retreated without firing a shot.

As I walked into town I passed the gleaming white Christ's Resurrection Church that soars above the city. The vast basilica, the largest in the Baltic States, is testament to the aspirations of Kaunas and the adversity the city has faced. Work on the building started in 1933 at the height of Kaunas's golden age, when a number of striking Art Deco buildings were rapidly constructed to create a suitable modern capital. As a monument to Lithuanian independence it was a little premature. The invading Nazis turned the unfinished structure into a paper warehouse, while the victorious Soviets celebrated by turning it into a radio factory. Finally completed in 2004, having missed its allotted moment in history by a mere 65 years, it stands impatiently like the rest of the city, waiting for history to put it in the spotlight again.

Down in the city I watched the locals strolling along Laisves Boulevard, the grand 'catwalk' that stretches the entire length of the city centre, from the Russian Orthodox-style Church of St. Michael the Archangel all the way to the Old Town. At the speed people were sauntering it looked like it would take them all day to walk from end to end but then that seemed to be the whole point. The tree-lined avenue has always been the sophisticated heart of Kaunas. During the Soviet occupation, film crews came here to use the Merkuijus department store as a film set because of its very un-Soviet habit of actually having stock on the shelves. Ironically Merkuijus now seems rather a drab and grey building compared to the bright new shops and cafes that line the boulevard.

Kaunas has definitely shaken off its Soviet past and regards itself as more 'Lithuanian' than cosmopolitan Vilnius. It has always been a stronghold of Lithuanian culture, resistance and national identity and it was here that Lithuanian independence was first declared. The list of world-famous Lithuanians may be short but that hasn't stopped the locals filling the parks with statues of national heroes. I didn't recognise any but couldn't help but be impressed by their determined stares and impressive moustaches. Pride of place on Laisves Boulevard went to Vytautas the Great, whose victory over the Teutonic Knights at Zalgiris in 1410 gave its name to both the all-conquering Kaunas basketball team and a particularly lethal (and undrinkable) local spirit. His statue stands rather undiplomatically over a defeated Russian with a striking resemblance to Lenin.

Even during the Soviet era Russians received a frosty reception in Kaunas. The locals amused themselves by giving the wrong directions and refusing to speak anything but Lithuanian, a language related only to Latvian and Sanskrit. When I foolishly stopped a pensioner strolling along the boulevard and asked directions in broken Russian, he stared at me and slowly raised an eyebrow. It may simply have been that he didn't understand what I was talking about; after all, I'd had a similar reaction in Russia. Unable to apologise in Lithuanian, or Sanskrit for that matter, I mumbled my apologies in English. "Tourist?" he asked with a smile and pointed me towards the Tomb of the Unknown Soldier and the Freedom Monument, a replica of the 1928 original carted off by the Soviets.

I arrived at the Military Museum as intended, so the pensioner had thankfully chosen not to have a laugh at my expense. I'd come to see the exhibition of Lithuania's two most unlikely heroes. While the budget airlines might take it in their stride, flying to Kaunas was once regarded as heroic. Steponas Darius and Stasys Girenas attempted to fly non-stop from New York in 1932; the fact that their attempt came to an abrupt and tragic end in a field in northern Germany didn't stop the Lithuanians naming countless streets, the Kaunas football stadium and, rather alarmingly, the old Kaunas airport after these unsuccessful aviators.

The mangled wreckage of their bright orange plane, the Lituanica, is displayed in the museum along with memorabilia of the failed birdmen. Their socks make unlikely national treasures. I suppose that if you're a bit short on national heroes you have to work with what you've got.

As I carried on down Laisves Boulevard, the wide avenue blended seamlessly into the quiet cobbled confines of Vilniaus Street and the Old Town. Crammed into the headland between the Neris and Nemunas rivers, next to the crumbling walls of the castle, the city grew rich on river trade. Today, colourful 15th-century gothic merchant's houses mingle with fine renaissance and baroque churches. It's considerably smaller and quieter than the Old Town in Vilnius but I thought better of mentioning this to the residents. At its heart lies the Town Hall Square dominated by the 'White Swan', a beautiful baroque building that has enjoyed a varied past as a town hall, hotel for the tsar, fire-fighter's club and an ammunition store. In 1970 it became the city's Wedding Palace and the carpet of rose petals at the entrance suggested business was still brisk.

A late afternoon rain shower chased the casual strollers from the streets and I dived into one of the lively restaurants in an old merchant's house. The heavy food on a Lithuanian menu quickly reminds you that summers in this part of the world are short and winters are long and cold. According to Kaunas's quirky Devil Museum, the tradition is to dress up as the devil and chase the winter spirits away each spring. The modern-day approach, however, appears to be solariums in which many of the Kaunas women had irradiated themselves to a shade of orange not dissimilar to the Lituanica. I eyed my bright pink beetroot soup with equal concern but the smiling orange waitress seemed to think it was a good choice. It was delicious so I ordered a vast plate of pork and horseradish that the waitress heaved in front of me, the table groaning under the weight of the dish. Fabulous as it was it left me slumped in my chair accepting defeat.

A live band struck up and the Lithuanians were out of their chairs before the end of the first note. I looked on in wonder as they laughed and leapt about, linking hands and dancing in circles. I was almost unable to move. How the Kaunas basketball team gets airborne on a diet like this is anyone's guess. If Darius and Girenas had taken a Lithuanian picnic with them it's no wonder the Lituanica fell out of the sky. After some considerable time I set off down Laisves Boulevard, now moving at the same snails' pace as the other walkers.

The next day the bus station was bustling with activity. With Kaunas located in the very centre of Lithuania it's the country's main transport hub so it's easy to reach Vilnius to the east or the spectacular coastline around Klaipeda to the west. I went to buy a ticket to the capital with a degree of trepidation and the woman in the station office handed one over with a faint air of disapproval. As the bus climbed the hill out of the city centre I could only imagine that the residents of Vilnius must eye their rival with a certain amount of nervousness. Vilnius's status as capital seems secure for the time being but Kaunas waits expectantly, just in case.

Jim Whyte

<http://www.guardian.co.uk/travel/2005/sep/21/lithuania?page=all>



## Some Ethnic Jokes

A Scots boy comes home from school and tells his mother he's been given a part in the school play.

"Wonderful!" his mother says. "What part?"

The boy tells her, "I play the part of the Scottish husband."

His mother says angrily: "Go tell your teacher you want a speaking part!"

(Spotlight, November 2008)

All Norwegian children learn to swim when they are very young because if you can't swim it is difficult to find a place to bathe.

(Roald Dahl, one of the world's greatest children's authors)

Three Estonian peasants – father and two sons – are on the sledge.

Some animal crosses the road. One hour passes.

One of the sons says:

"I think it was a fox".

One more hour passes, the second son says:

"No, I think it was a wolf".

Some more hours pass, the father says:

"Enough of quarrels, hot Estonian boys!"

(Presented by Kimmo Karttunen to JIP project, 2008)

## A Lithuanian Ethnic Joke

### Differences in character traits of four people representing four regions of Lithuania – Suvalkija, Dzūkija, the Highlands and Lowlands (Samogitia)

Four men from four regions of Lithuania were put into a sack for some reasons. After some time when the sack was untied, the person from Suvalkija jumped out, stepped aside and stood waiting for the sack to take home when everybody leaves it. The person from Dzūkija jumped out, stepped aside and started waiting for his friends – other people from the sack. The Highlander stepped out and went away in a dignified manner without even looking backwards, feeling important and insulted. The Lowlander kept sitting in the sack without any intention to go out: "Who put me in here, he will take me out of here!"



Drawing by Vitalija Lanza. 2007.

It is said that ethnic jokes are funny to all except the ones being laughed at. The four main regions in Lithuania differ in their language dialects, customs and traditions; because of these differences fun has been made of them since time immemorial. Further we will present sample stereotypes popular in Lithuania about the four regions.

People from Suvalkija are considered to be stingy and greedy. It is these features that are most laughed at. We often say, “Don’t be like Suvalkietis!” It is common that Suvalkietis tries to get benefit for himself in any situation; thus it is not surprising that in the joke above he is waiting for the sack he will use for his farm work. Another joke about Suvalkietis: “Suvalkietis is writing to the editor of a newspaper: If you continue publishing jokes about us, I am going to quit borrowing your newspaper” (i.e., he neither subscribes nor buys the newspaper but borrows from his neighbours). In fact, greediness and stinginess are not the characteristic features of people living in this region; actually, they are sincere, considerate and hospitable people.

Dzukai or inhabitants of the South-East of Lithuania are cheerful, friendly and hospitable. The forests of Dzukija attract thousands of Lithuanians every summer and autumn, who come here to pick up different berries and mushrooms or just walk in mossy woods. For many years forest harvest has been the main source of food or means of support for a number of country people. After harvest has been taken Dzukai used to give a treat to their guests, as they are communicative and like being hospitable. There is a famous song about dzukai: “We are dzukai, the kings of the woods, whereas the queen of the woods is Lithuania!..) Therefore, Dzukas is waiting for his friends in the joke above.

The Highlands (North East and Middle of Lithuania) is the country of beermakers which is also famous for its specific cuisine. This region is rich in various dialects and accents, traditional customs and life style; people love nature and beauty and are stereotypically characterised by being dignified and high-toned, knowing what they want.

The Lowlanders (Samogitians) are characterised as being stubborn. If a Samogitian said something, he will not change his mind. Therefore, in real life situations people are often compared to Samogitians if they are stubborn and obstinate. This feature is ridiculed in the joke above.



*In groups tell each other any ethnic jokes about Lithuanians.*

# UNIT 5

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## Avoiding Cultural Stereotypes

Interaction between individuals belonging to different groups will reduce ethnic prejudice and inter-group tension.

*Stephen Ryan, Peace-Building and Conflict Transformations*

## Stereotypes

Stereotypes are considered to be simplified or generalised concepts, held by one social group about another. They are often used in a negative sense and are frequently used to justify certain discriminatory behaviours. However, stereotypes may express sometimes-accurate folk wisdom about social reality.



*Think about the answers to the following questions. You may jot down some ideas next to the questions. After reading and discussing this unit, you will come back to them to see if your assumptions about stereotyping were correct.*

- ▶ Where do the stereotypes come from?
- ▶ Why do people stereotype?
- ▶ What kind of stereotypes do you know? For instance, racial stereotypes , ..

Kathy J. Irving provides the following explanation of the appearance of stereotypes:

One way human beings cope with a lot of information is to categorize. How else can one handle all the bits of available information but to sort them into like categories and deal with groups that share something in common? The danger is that the expediency of this process often leads to grouping people and cultures on the basis of false or negative criteria. Hastily classifying people according to their ethnicity, culture, profession, sex, or age is damaging or misleading. We must avoid making stereotypes based on what is usually third-hand and biased information. Unfortunately, cross-cultural interaction is the type of encounter that most often calls stereotypes into play, because it is when one is dealing with a lot of unknowns that the temptation to stereotype is the greatest.

Ethnic jokes – that is, jokes that poke fun at a particular ethnic group – usually depend on stereotypes for their “humour”. Ethnic jokes are often funny to everybody except the ethnic group being laughed at.



*Read the text and do the activities write a paragraph about your encounter with stereotypes.*

Our assumptions about other people can lead to stereotypes and unfair judgments about individuals and groups. Usually stereotypes are ungrounded generalized assumptions that emerge due to minimal or limited knowledge or wrong first impression about the group being stereotyped. In other times stereotypes may be the labels to describe other people just because of a natural human inclination to categorize things. These labels can be based on such characteristics as clothing, looks, the way a person talks, etc. In many cases people make assumptions about others they do not even know. Everything familiar to us is usually perceived positively, and what is beyond – negatively. It is not because what is beyond is worse, but rather because it is strange and unfamiliar.

When assumptions and stereotypes influence our attitudes, we may find that making a fair judgement about someone or something is difficult. This influence on judgement is called a “bias.”

There are several factors that cause stereotyping: *historical memory that is formed in the course of socialization; generalization; first impressions; simplification; exaggeration; different forms of discrimination.*

Persons may be grouped on the basis of their *race and ethnicity, religion, sexual orientation*, or any number of other categories.



A. Think about a situation when someone made a biased judgement about you or acted unfairly towards you because of your age, skin colour, clothes you were wearing, gender, the way you speak, where you live or study, how much money your family has, or some other reason. Consider the following questions while writing a paragraph on your experience of being stereotyped:

- ▶ How did you know that you were being unfairly judged?
- ▶ What records or actions were directed at you because of assumptions or stereotypes?
- ▶ Why do you think those assumptions were made about you?
- ▶ How did the experience make you feel?
- ▶ How do you think you should have been treated in that situation?

B. Identify stereotypes in the Media – in television shows, commercials, movies. It might be not so easy. Many of us are so accustomed to seeing certain stereotypes that we don’t even notice them. Look for patterns in the images you watch or read. Make a list of them and present your findings to the class.

(Adapted from Tara Brown-L’Bahy, anti-bias educator, Harvard Graduate School of Education, Cambridge, Massachusetts, 2000)

## A Perfect European



You must have seen the picture of a Perfect European, showing the cartoons drawn by J. N. Hughes-Wilson (2002): “The Perfect European should be ... as/like ...”.

If not, find them at the address:

[http://www.erolithan.com/press\\_info/2002-10-28\\_the\\_perfect\\_european\\_en.html](http://www.erolithan.com/press_info/2002-10-28_the_perfect_european_en.html)

A. Discuss the Perfect European cartoons. You may hold the same stereotypes about some of the nations. Have you met any people from these countries? Do you agree with these views of them? Does this

“Perfect European” exist? Would you like to meet him/her? Do you know any ethnic jokes about these countries that criticise the ‘same’ traits?

Task 1. Here you can test which stereotypes you are already familiar with. The ppt-presentations The Perfect European from Austria and Slovenia as well as the explanations in this exercise will help you.

There are even genuinely positive stereotypes about groups.

Task 2. Read some positive stereotypes created by students in Austria:

[http://www.vbs-content.net/CONTENT/Unterlagen/HAK3/LehrerH3/spratsch/Europa/Spring\\_Day\\_2005/Perfect\\_European\\_Austria.ppt#2](http://www.vbs-content.net/CONTENT/Unterlagen/HAK3/LehrerH3/spratsch/Europa/Spring_Day_2005/Perfect_European_Austria.ppt#2)

Task 3. Read some positive stereotypes created by students in Slovenia:

[http://www.vbs-content.net/CONTENT/Unterlagen/HAK3/LehrerH3/spratsch/Europa/Spring\\_Day\\_2005/Perfect\\_European\\_Slovenia.ppt#33](http://www.vbs-content.net/CONTENT/Unterlagen/HAK3/LehrerH3/spratsch/Europa/Spring_Day_2005/Perfect_European_Slovenia.ppt#33)



B. Draw your caricature (a picture, application, glue a photo) by giving the best or ‘the best’ quality of the Lithuanian under the heading: “The Perfect European should be ... as/like a Lithuanian”. Present it to the class show.



Work in groups of 3-4 students and create some positive stereotypes about the EU countries. Place them in this rounded rectangular:

- ▶ A perfect European should be nature loving as a Lithuanian.
- ▶ ...



Study the following words: find their definitions in a dictionary and provide an example (a sentence or phrase) where we use these terms.

Assumption –  
 Bias –  
 Ethnicity –  
 Race –  
 Stereotypes –  
 Ungrounded –  
 Inclination –  
 Perceive –  
 Judgement –  
 Socialization –  
 Exaggeration –  
 Unfair –  
 A sting –  
 Prejudice –



## Active Reading

*Read the text and ask yourself what test question could be formulated from this paragraph? Actually write that question in the right hand margin. Now mark the answer to the question by underlining, numbering, boxing, circling, etc. Practice your study skills on reading your textbooks (p. 51).*

**Practice  
 makes perfect**



## Science Gets the Last Laugh on Ethnic Jokes

**The study shows that real personalities don't match national stereotypes**

By Kathleen Wren, Science, Oct. 6, 2005

WASHINGTON – “Heaven is where the police are English, the cooks are French, the mechanics are German, the lovers are Italian and everything is organized by the Swiss. Hell is where the police are German, the cooks are English, the mechanics are French, the lovers are Swiss, and everything is organized by the “Italians”.

Obviously the national stereotypes in this old joke are generalizations, but such stereotypes are often said to “exist for a reason.” Is there actually a sliver of truth in them? Not likely, an international research team now says.

The study, which compares “typical” personalities in many cultures with the personalities of real individuals from those cultures, appears in the journal *Science*, published by AAAS, the nonprofit science society.

Generalizations about cultures or nationalities can be a source of identity, pride ... and bad jokes. But they can also cause a great deal of harm. Both history and current events are full of examples in which unfavorable stereotypes contribute to prejudice, discrimination, persecution or even genocide.

“National and culture stereotypes do play an important role in how people perceive themselves and others, and being aware that these are not trustworthy is a useful thing,” said the study author Robert McCrae of the National Institute on Aging.

The new findings also call into question other stereotypes, such as age stereotypes, according to McCrae.

The researchers tested the possibility that cultural stereotypes might be based, at least partly, on real experiences that people have interacting with each other. If this were true, then such stereotypes would reflect the average personality of real members of that culture.

But, McCrae and his colleagues studied real and perceived personalities in roughly 50 countries and found that this wasn’t the case.

“These are in fact unfounded stereotypes. They don’t come from looking around you and doing your own averaging of people’s personality traits,” McCrae said.

### **How stereotypes are born**

If national stereotypes aren’t rooted in real experiences, then where do they come from?

One possibility is that they reflect national values, which may emerge from historical events. For example, many historians have argued that the spirit of American individualism has its origins in the experiences of the pioneers in the Old West.

Social scientists such as psychologist Richard Robins have proposed several other possible explanations for stereotypes and why they may be inaccurate. In a commentary that accompanies the *Science* study, Robins notes that some stereotypes may have been accurate at one point in history and then persisted while the culture groups.

Yet another possibility is that some very specific components of a stereotype may be accurate – for example, Italians may gesture with their hands a lot – but that they don’t necessarily tell us anything more generally about personality.

We may be “hard-wired,” to some extent, to maintain inaccurate stereotypes, since we are less likely to notice and remember information that violates our stereotypes. Generally, according to Robins, when we encounter people who contradict prevailing generalizations, we perceive them as unique individuals rather than representatives of their national or cultural groups.

## Dealing with Stereotypes

In a hotel bar in New York City a few years ago, a Mr. Wong from Taiwan found himself seated next to a Mr. Goldberg from New York. Mr. Goldberg introduced himself to Mr. Wong and they chatted for a few minutes until Mr. Goldberg was joined by a business partner, and two Americans began their own conversation.

Mr. Wong was very surprised when suddenly Mr. Goldberg turned around and pushed him off his barstool onto the floor.

“Hey, what did you do that for?” queried Mr. Wong.

“That’s for Pearl Harbour”, said Mr. Goldberg.

“But that was Japanese!” replied Mr. Wong. “I’m Chinese.”

“Japanese, Chinese, they’re all the same,” said Mr. Goldberg and returned to his conversation with his friend, leaving a stunned Mr. Wong sprawled on the floor.

A few minutes later Mr. Goldberg was startled when Mr. Wong turned around and pushed him off the barstool onto the floor.

“Hey, what did you do that for?” yelled Mr. Goldberg.

“That’s for the sinking of the Titanic,” replied Mr. Wong.

“What, are you crazy or something?” shouted Mr. Goldberg. “The Titanic hit an iceberg.”

“I know,” said Mr. Wong. “Iceberg, Goldberg, they’re all the same”.

(Kathy J. Irving, 1986)

## False Friends



**False friends** (or *faux amis*) are pairs of words in two languages or dialects (or letters in two alphabets) that look and/or sound similar, but differ in meaning.

1. Actual – in English it means ‘taking place in reality; not pretended or imitated,’ in Lithuanian it means ‘urgent,’ relevant – “aktualus”.
2. Sympathetic – in English it is someone who shares another person’s feeling, in Lithuanian – it describes someone who is nice or pleasant, attractive – “simpatiškas”.
3. Gymnasium – in English it is ‘a gym, place, hall, building for gymnastics, a place where athletic exercises are practiced,’ in Lithuanian (in German, Danish, etc.) it is used to describe a school for students intermediate between basic school and university; usually grades 9 to 12 – “gimnazija”.
4. Intelligent – in English it means ‘smart, understanding,’ in Lithuanian it is sometimes translated as “inteligentas” – educated, having certain manner.
5. Data – in English it is information, facts, in Lithuanian it is ‘date’ – “data”.
6. Grim – in English it is ‘fierce; ferocious; furious; horrible’; by Lithuanians it’s sometimes confused with ‘make-up’ (“grimas”).
7. Conductor – in English it is ‘a leader, director.’ In Lithuanian only “konduktorius”.

Do you know any “false friends” that are or can be transferred from other languages into Lithuanian or English?



## Pause for Thought

Newton Norman Minnow, an influential figure both in the media industry and in policy circles, a former Chairman of the US Federal Communications Commission (in 1961-1963), in a speech to the Association of American Law Schools expressed his view on European Law:

- ▶ After 35 years, I have finished a comprehensive study of European comparative law.
- ▶ In Germany, under the law, everything is prohibited, except that which is permitted.
- ▶ In France, under the law, everything is permitted, except that which is prohibited.
- ▶ In the Soviet Union, under the law, everything is prohibited, including that which is permitted.
- ▶ And in Italy, under the law, everything is permitted, especially that which is prohibited.

(Adapted from *International Business* by Ball and McCulloch, 1993, p. 368)



Discuss Minnow's views on the laws in the countries above.

1. Discuss the reasons why we develop national stereotypes and how much truth, if any, they usually contain.
2. Present your opinion about the laws in Lithuania, following to the same pattern: In Lithuania, under the law ...
3. Discuss your statements with the class. Have you reached a consensus (agreement in the judgment or opinion reached by a group as a whole; the lack of consensus reflects differences in theoretical positions)?
4. Compare your ideas with those expressed by students in 2000-2006. Do you agree with them? Has the students' opinion changed over the period of almost a decade?

### ***Students' points of view on the Lithuanian laws***

#### **In 2000:**

- ▶ In Lithuania, under the law, something is prohibited, but you can do it secretly.
- ▶ ... everything is prohibited, but everyone tries to make it permitted.
- ▶ ... everything is permitted for those who are prohibiting.
- ▶ ... everything is prohibited if you don't have money, and everything is permitted if you do.
- ▶ Laws don't exist for Lithuanians.
- ▶ We cannot understand what is prohibited or permitted because the laws are changing every day.

#### **In 2001:**

- ▶ ... everything is permitted which is prohibited if you have money, power and important friends.
- ▶ ... everything that is prohibited by law is permitted to people who should defend laws (bribery, etc.)
- ▶ ... many things are prohibited but people are trying to make them permitted. Especially after the Independence they imagine that they are free and everything is allowed.

#### **In 2003:**

- ▶ ... everything is permitted except what is prohibited. Your hands are free to do everything that is not prohibited.
- ▶ ... everything is prohibited but it is a national habit to bypass all prohibitions.
- ▶ Law serves those who have a possibility to make their own interpretations of it.

#### **In 2004:**

- ▶ ... a lot is prohibited except that which is permitted as most of our laws are ambiguous and can be interpreted according to our wishes and situation.
- ▶ Laws are good in Lithuania, the problem is that there is too little control and too lenient punishment. That's why there are a lot of criminals.

#### **In 2005:**

- ▶ ... it is permitted to do what is prohibited if you are a member of Parliament. Or rich. Or a rich friend of a member of Parliament.
- ▶ ... everything is permitted, but for some it is permitted more and for some less.
- ▶ ... everything is permitted except that which is prohibited.
- ▶ ... everything is permitted until you are caught doing prohibited things.

#### **In 2006:**

- ▶ ... the justice is addicted to money.
- ▶ ... everything is prohibited, but it is up to you to find a gap in the law and get a permission.
- ▶ ... a lot of things are permitted and a lot of things are prohibited, but sometimes it looks like obeying the law is optional. So it's more or less like in Italy.
- ▶ ... everything can be bought and everyone knows this secret.

# UNIT 6

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## Education in Lithuania

I am still learning.

*Michelangelo*

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

*Alvin Toffler,*

*an American writer and futurist*

## Structure of the Lithuanian Education System



Fill in the empty boxes in the table by writing the information about the system of education in Lithuania.

### Structure of Compulsory Education System

<b>Primary School</b>	
	Length of programme in years Age level from ... to Forms
<b>Basic School</b>	
	Length of programme in years Age level from ... to Certificate/diploma awarded Forms
<b>Secondary School, Gymnasium</b>	
	Length of programme in years Age level from ... to Forms Certificate/diploma awarded
<b>Duration of compulsory education</b>	
	Age of entry Age of exit
<p>If in doubt, check with some sources. You may look for information in these or other websites:</p>	<ul style="list-style-type: none"> <li>▶ Ministry of Education and Science of the Republic of Lithuania. <a href="http://www.smm.lt/">http://www.smm.lt/</a></li> <li>▶ EuroEducation. Net. The European Education Directory. <a href="http://www.euroeducation.net/prof/lithuaco.htm">http://www.euroeducation.net/prof/lithuaco.htm</a></li> <li>▶ ENIC-NARIC.net. Gateway to recognition of academic and professional qualifications. Lithuania <a href="http://www.euroeducation.net/prof/lithuaco.htm">http://www.euroeducation.net/prof/lithuaco.htm</a></li> </ul>



## General Education Schools

Insert the following words in the gaps in the text about different types of general education schools in Lithuania:

acquire, Art and Music, establishment, gymnasiums, Humanities, length, Maturity Certificate, Maturity examinations, Practical Arts, sanatoriums, Secondary School Graduation Certificate, specialities, trouble, triple, welfare, 8, 9-12

General secondary education is provided at 1 \_\_\_\_\_ level, twelve-year general education schools. One or more levels can form an independent 2 \_\_\_\_\_.

The Ministry of Education and Science regulates the 3 \_\_\_\_\_ of the academic year. Other types of general education schools include 4 \_\_\_\_\_ and international baccalaureate schools. Gymnasiums provide an in-depth specialized general education and set higher requirements for pupils. They usually have forms 1-4 consisting of pupils in their 5 \_\_\_\_\_ school years. Lithuanian gymnasiums specialize in the 6 \_\_\_\_\_ (Classical and/or Contemporary Languages and Social Sciences), 7 \_\_\_\_\_ (Natural Sciences, Technology and Economics) and Fine Arts ( 8 \_\_\_\_\_ ). Gymnasiums offering these 9 \_\_\_\_\_ have a four-year curriculum. Pupils must have completed 10 \_\_\_\_\_ forms in a general education school. Fine arts gymnasiums offer a 6- to 9-year curriculum. Graduates of secondary education, after passing the 11 \_\_\_\_\_, are awarded the 12 \_\_\_\_\_ that gives access to higher education.

Those who complete secondary education but do not take the Maturity examinations are awarded the 13 \_\_\_\_\_. General secondary education is also offered in appropriate vocational schools. Adults can 14 \_\_\_\_\_ general education at adult general education schools (training centres) and adult departments (classes) at general education schools. Pupils undergoing treatment in 15 \_\_\_\_\_ can acquire a general education at the sanatorium's own general education school.

Special schools are opened to children with special needs. Child 16 \_\_\_\_\_ establishments for educating learning-impaired children are also attached to these schools. Youth schools provide initial work skills and a general education for those having 17 \_\_\_\_\_ adapting to society or not wishing to study at other schools.

[http:// www.stvc.lt/dd/wwwenicnaric/es, html](http://www.stvc.lt/dd/wwwenicnaric/es.html)



*Compare your results in the group.*



Get acquainted with the system of vocational schools in Lithuania. What were the goals of vocational school reform?

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## Vocational Schools

The *purpose* of vocational education is to assist a person in the acquisition, change or upgrading of their qualification and to prepare for participation in the changing labour market.

Vocational education is pursued by four-stage programmes, which differ in their contents and duration and are designated for youth of different age and education:

- ▶ Stage 1 Vocational education programmes are designed for young people without basic education (ISCED 2, pupils not younger than 14). The programme lasts for 2-3 years and leads to a qualification certificate and basic school leaving certificate.
- ▶ Stage 2 Vocational education on programmes are designed for pupils with basic education. The programmes last for 2 years and graduates receive a qualified workers diploma (ISCED 3).
- ▶ Stage 3 Vocational education programmes are designed for pupils with basic education. Stage 3 vocational education lasts for 3 years and provides the maturity certificate together with a qualified worker's diploma (ISCED 3) and gives access to higher education.
- ▶ Stage 4 offers vocational training for pupils with secondary education. The programmes last for 1 to 2 years and lead to a qualified workers diploma (ISCED 4). Vocational schools may offer programmes of one or more or all stages.

Restructuring of the network of vocational schools was started in 2000. Optimising the network of vocational schools, some of them have been amalgamated, thus, the number of vocational schools has decreased statistically. In the course of implementing the reform of the network it was sought to take into account regional training needs of the population, retain the diversity of curricula of vocational schools, reduce the costs of administration, support staff, the expenses for one pupil, as well as to use the premises allocated for vocational training in a more balanced way.



Find the answers to the following questions in *Education in Lithuania. Facts and Figures 2006* at this address: [http://www.smm.lt/en/stofedu/docs/Education\\_in\\_Lithuania\\_Facts\\_and\\_Figures\\_2006.pdf](http://www.smm.lt/en/stofedu/docs/Education_in_Lithuania_Facts_and_Figures_2006.pdf)

- ▶ HOW MANY PUPILS ARE THERE IN THE VOCATIONAL EDUCATION SYSTEM?
- ▶ HOW IS THE NUMBER OF PUPILS IN VOCATIONAL SCHOOLS CHANGING?
- ▶ WHAT IS THE AGE OF THE POPULATION STUDYING IN VOCATIONAL SCHOOLS?
- ▶ WHAT FIELDS OF STUDY ARE CHOSEN BY VOCATIONAL SCHOOL PUPILS?
- ▶ HOW MANY VOCATIONAL SCHOOLS ARE THERE IN LITHUANIA?

## International Standard Classification of Education 1997

Tarptautinė standartizuota švietimo klasifikacija (ISCED 1997)



Analyse the International Standard Classification of Education and write (in Lithuanian) the name of the education level according to the Lithuanian system of education. Add the school type. The first one is done for you.

### List of Educational Levels

ISCED 1997	Švietimo lygmenys
<p>ISCED 0 Pre-primary level of education</p> <p>Initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment.</p>	<p>Iki pradinis mokymas (vaikų darželis-lopšelis)</p>
<p>ISCED 1 Primary level of education</p> <p>Programmes normally designed to give students a sound basic education in reading, writing and mathematics.</p>	
<p>ISCED 2 Lower secondary level of education</p> <p>The lower secondary level of education generally continues the basic programmes of the primary level, although teaching is typically more subject-focused, often employing more specialised teachers who conduct classes in their field of specialisation.</p>	
<p>ISCED 3 Upper secondary level of education</p> <p>The final stage of secondary education in most countries. Instruction is often more organised along subject-matter lines than at ISCED level 2 and teachers typically need to have a higher level, or more subject-specific, qualification than at ISCED 2. There are substantial differences in the typical duration of ISCED 3 programmes both across and between countries, typically ranging from 2 to 5 years of schooling.</p>	
<p>ISCED 4 Post-secondary, non-tertiary education</p> <p>These programmes straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. These programmes are often not significantly more advanced than programmes at ISCED 3, but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are typically older than those in ISCED 3 programmes. They typically have a full-time equivalent duration of between 6 months and 2 years.</p>	
<p>ISCED 5 First stage of tertiary education (5A, 5B)</p> <p>Programmes with an educational content, more advanced than those offered at levels 3 and 4.</p>	

## ISCED 1997

Švietimo  
lygmenys

ISCED 5A Programmes that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements. Duration categories: Medium: 3 to less than 5 years; Long: 5 to 6 years; Very long: More than 6 years.

ISCED 5B Programmes that are generally more practical/technical/occupationally specific than ISCED 5A programmes. Duration categories: Short: 2 to less than 3 years; 3 to less than 5 years; Long: 5 to 6 Years; Very long: More than 6 years.

ISCED 6 Second stage of tertiary education (leading to an advanced research qualification)

This level is reserved for tertiary programmes that lead to the award of an advanced research qualification. The programmes are devoted to advanced study and original research.

Adapted from [http://epp.eurostat.ec.europa.eu/cache/ITY\\_SDDS/Annexes/tsiir050\\_smI\\_anI.htm](http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/Annexes/tsiir050_smI_anI.htm)

**Nine tenths of education is encouragement.  
Anatole France, a French poet, journalist, and novelist.**



Share your independent work results with your partner and check the levels of education in Europass in Lithuanian at <http://www.europass.lt/isced>. Search this website and tell what important information you can find there.



## Higher Education System

*Read about the system of higher education and write out the educational terms in the margin. Omit if the term has already been used once.*

In Lithuania, higher education qualifications can only be acquired at higher education institutions that provide study programmes of varying length and levels. The study system consists of consecutive university and non-university studies in higher education establishments.

Colleges offer non-university-level studies in one-cycle undergraduate studies. The studies last for 3 to 4 years (at least 120 credits). To be admitted, students should hold a Maturity Certificate or comparable qualifications. After completion of studies, a Higher Education Diploma is conferred.

University-level studies are organized in three cycles: first cycle (undergraduate or Bachelor); second cycle (graduate or Master's); and third cycle (post-graduate or Doctoral).

Integrated studies lead directly to a Master's Degree and/or a professional qualification, by combining the first and second cycles of university-level studies. Professional specialization studies are organized at the second cycle after university-level studies (Bachelor or equivalent in the field of the specialization) to acquire a professional qualification in a certain field. The third cycle trains researchers; art teachers, artists and medical practitioners. Studies follow the programmes registered by the Ministry of Education and Science.

University level first stage – Basic studies/Underground studies – lead to a Bachelor's Degree or a professional qualification and generally last for four (160) and four-and-a-half years (180). They include general theory, speciality theory and practical subject modules. The programme may lead to a professional qualification (Diploma) such as teacher, engineer, artist, etc.

The quality of the programmes as well as the educational and scientific activities of higher education institutions are periodically assessed by the Centre for Quality Assessment in Higher Education.

Higher education establishments may be both State and non-State institutions. There are three modes of study: daytime, evening and extra-mural.

Admission to higher education institutions:

To apply to undergraduate programmes, the student must hold a secondary or equivalent education certificate. To apply to graduate programmes, the student must hold a Bachelor or equivalent degree. To apply to post-graduate studies, the student must hold a Master or equivalent degree in the selected field. Admission to all cycles takes place on a competitive basis according to the admission rules set up by the higher education institution and validated by the Ministry of Education and Science.

Studies are measured in credits. One study credit is equal to forty conditional student work (academic, laboratory, independent, etc.) hours, i.e., one week of his work. Comparable with ECTS credits, one national credit corresponds to 1.5 ECTS credits.

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## Non-Traditional Studies

### Distance higher education

Course programmes are conducted by transmitting to the student specially prepared learning materials through the postal services. Various virtual environments are introduced and developed by universities.

### Lifelong higher education

The Ministry of Education and Science has licensed 90 institutions to offer non-formal studies. Around 700 institutions are listed in the Register of the Ministry of Economy for adults and others. These include 63 state-owned companies, 288 joint-stock companies, 271 individual companies and 46 foreign investment companies. In addition, special departments for adult training have been set up in the universities. The courses offered include training and retraining, particularly in the fields of pedagogy, psychology, special or additional education, etc.

### Main grading system used by higher education institutions

Full Description: 1-10;

10: excellent;

9: very good;

8: good;

7: sufficient;

6: satisfactory;

5: weak;  
 4-1: bad  
 Pass/fail level: 5 (higher education) and 4 (secondary education)  
 Lowest on scale: 1

### Other main grading systems

Apart from the 10 point scale 'įskaityta/neįskaityta (pass/fail)' may be used.

Read more at: <http://www.euroeducation.net/prof/lithuaco.htm>



## Educational Terms

Check if all the words from the text right-hand margin are included in this list. If not, add them and you will have a complete list of terms used to speak about the system of education. Make sure that you know the Lithuanian equivalents.

1. Pre-school, primary school, secondary, vocational, higher education
2. Compulsory or obligatory subjects
3. Electives or optional subjects
4. Examination period/session
5. School leaving exams; State exams; Entrance exams
6. To take an exam/pass an exam/fail in History/at an exam (to blow an exam)
7. A diploma – a document conferring a qualification, recording success in examinations or successful completion of a course of study
8. A degree – an academic award conferred by a university or college on successful completion of a course
9. Bachelor of Arts (BA), B. of Science (BS), B. of Education (BE), etc. = a degree conferred after completion of undergraduate (Bachelor) studies
10. Master of Arts (MA), M. of Science (MS), M. of Education (ME), etc. = a degree conferred after completion of graduate (Master) studies
11. Doctor (Ph.D.) = a degree conferred after completion of postgraduate (doctoral) studies
12. Assessment = the evaluation of a student's achievement on a course
13. Extracurricular activities
14. Attendance
15. To be admitted/enrolled in a course/programme/school
16. To graduate from a higher school
17. A student grant/studentship/scholarship – the sum of money provided by the government or public fund to finance educational studies
18. Exact Science(s), Natural Science(s); Physical Sciences
19. The Humanities – the study of literature, philosophy, and the arts
20. Accessibility to education



## Press Conference

A press conference is a voluntary presentation of information to the media. It is an opportunity to get your story on TV, radio or in the paper.

1. In groups, discuss the structure and problems in
  - A. pre-school and primary education
  - B. secondary education
  - C. vocational education
  - D. higher education
2. When you finish the discussion, choose the most knowledgeable person to participate as a representative of the Ministry in the area level of education you've discussed. S/he'll have to respond to the reporters' questions.
3. The rest of you will be reporters. Upon return to your home country the reporters will have to write an article on the grounds of the information collected in the conference, so be active.
4. Choose a moderator (facilitator) for the press conference – a person to control the process and keep reporters on the subject.

### **Reporters**

- ▶ Choose any country in the world and the newspaper or journal you represent
- ▶ Choose your new name as a reporter
- ▶ You'll have to present your name and affiliation before asking each question
- ▶ Prepare questions to the representatives of the Ministry about the current situation in the Lithuanian system of education.

### **Ministry representatives**

- ▶ Remember that statements shouldn't be longer than 2-5 (in a real press conference – 10-15) minutes.
- ▶ Make your answers simple, brief, and pointed. A little bit of humor will enliven the press conference, too.
- ▶ Good visual aids make your story more interesting, so be creative.
- ▶ Don't say anything you can't back up with facts. If something is not a proven fact, but you are sure it is true, preface the statement by saying such things as, "in my opinion" or "we believe. . .".
- ▶ Don't bring up anything you are not prepared to discuss. If you are asked questions that you don't want to talk about, say "We're not ready to discuss that matter at this time," or "Our group has not taken a position on that."

**Moderator**

- ▶ The moderator welcomes everyone and briefly introduces the speaker(s).
- ▶ After the speakers are finished, ask for questions.
- ▶ The moderator controls the process and keeps reporters on the subject. If someone goes off subject, the moderator can return the focus by saying such things as: "That's an interesting point, but we are here today to discuss..."
- ▶ The moderator should end the press conference before things drag out too long. Thank everyone for coming and offer additional information they can get in your office. Thank them for keeping readers, viewers, and listeners informed about this important community problem.
- ▶ Use simple, powerful, quotable lines when speaking.

**Animal School**

Once upon a time, the animals decided they must do something heroic to meet the problems of "a new world," so they organised a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and to make it easier to administer, all animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor and made passing grades in flying, but he was very poor in running. Since he was so slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming. The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground-up instead of from the tree-top-down. He also developed charlie-horses from overexertion and then got a C in climbing and a D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

(Dr. G. H. Reavis, Assistant Superintendent of Schools, Cincinnati, Ohio. First appeared in Clearing House, 1937)

# UNIT 7

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## What Makes our Lithuanian Language Special and Unique

Every language is a temple, in which the soul of those who  
speak it is enshrined.

*Oliver Wendell Holmes*

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## Languages of the World: Lithuanian

In the introduction to the website *Languages of the World* by The National Virtual Translation Center (NVTc) the authors assert:

“Language plays a unique role in capturing the breadth of human diversity. We are constantly amazed by the variety of human thought, culture, society, and literature expressed in many thousands of languages around the world. We can find out what people think only through their language. We can find out what they thought in the past only if we read their written records. We can tell future generations about ourselves only if we speak or write to them. If we want other civilizations in space to learn about us we send them messages in dozens of our planet’s six thousand languages”.

**Access the website *Languages of the World* and carry out the following activities:**

1. Have a critical overview of the text about the Lithuanian language at the following address: <http://www.nvtc.gov/lotw/months/december/Lithuanian.html>
  - a) Do you agree with the information provided?
  - b) Is it correct? Up-to-date?
  - c) What could you add to update it?
2. Read the text “Language Learning Difficulty for English Speakers” in *Languages of the World* and find out if Lithuanian is difficult to learn for English speaking people:  
<http://www.nvtc.gov/lotw/months/november/learningExpectations.html>
  - a) Characterise the students and the method of learning.
  - b) Compare these figures to the average number of class hours per year in the US and in Lithuania (at Vytautas Magnus University).
3. Discuss the findings of your individual work with your group. Share your critical comments and defend your point of view.

## General Information about the Lithuanian Language

Lithuanian is the state language of Lithuania and the official language of the European Union. It is a Baltic language related to Latvian and Old Prussian with about 4 million native speakers in Lithuania and abroad. It is spoken also by native ethnic Lithuanians living in today's Belarus, Latvia, Poland, Russia and by emigrant communities in the United Kingdom, Ireland, Norway, Spain, Australia, the USA, Brazil, Argentina, Canada, Estonia, Sweden, Uruguay and in some other countries.

Lithuanian is considered one of the oldest surviving and more conservative modern Indo-European languages. Like many of the Indo-European languages, Lithuanian employs a modified Roman script. It is comprised of 32 letters. The collation order presents one surprise: "Y" is moved to occur between I (I) and J. Lithuanian has 12 written vowels and 20 consonant characters.

There are two grammatical genders in Lithuanian – feminine and masculine. There is no neutral gender per se, however there are some forms which are derived from the historical neutral gender, notably attributive adjectives. It has a free, mobile stress and is also characterized by pitch accent. It has five noun and three adjective declensions and three verbal conjugations.

Lithuanian is thought to have retained some features of Prototypical Indo-European language such as the original peculiarities of phonetics (pitch-accent) and nominal morphology (number, gender, case, compounding, pronouns, numerals, adjectives). Lithuanian has retained a complex inflexional case system. Therefore, it has been studied by Indo-European linguists all over the world.



*Discuss the timeline of the Lithuanian language development and write a full text adding the suggested phrases, prepositions and auxiliary verbs:*

## Timeline of the Lithuanian Language Development

1547	Lithuanian first appeared in print in the form of a catechism
the 17 <sup>th</sup> century	The first Lithuanian dictionary printed
1864-1904	The printing and teaching of Lithuanian banned
1904	A resurgence of Lithuanian literature
1918-1940	Over 7,000 books in Lithuanian published
1940-1990	Literature in Lithuania tended to follow the socialist realist model
Since 1990	A large number of publications in Lithuanian appeared

- ▶ When Lithuania once more gained its independence,
- ▶ Russian, Polish, Belorussian or Latin had to be used instead
- ▶ Lithuania was independent
- ▶ while Lithuanian ex-patriots wrote mainly about the culture and traditions of Lithuania
- ▶ including newspapers, magazines and scientific and technical works.
- ▶ During the soviet period
- ▶ After this ban was lifted
- ▶ During, between, in, from ... to,



Continue reading about **the history of the Lithuanian language** and make your own timeline using the information below. Remember that the language is modified when information is presented in a formulated way.

Although the Lithuanian language possesses a lot of archaic features, the exact manner how the Baltic languages have developed from the Proto-Indo-European language is not clear. The Eastern Baltic languages split from the Western Baltic ones (or, perhaps, from the hypothetic proto-Baltic language) between 400 and 600. The differentiation between Lithuanian and Latvian started after 800, after a long period of being one language but different dialects. At a minimum, transitional dialects existed until the 14th century or 15th century, and perhaps as late as the 17th century.

The earliest-known written Lithuanian text is a hymnal translation from 1545. The first book in the Lithuanian language was printed in 1547 in Königsberg (it was a protestant Catechism by Martynas Mažvydas). The first vocabulary with Lithuanian words was published (Polish – Latin – Lithuanian dictionary) by Jesuit priest *Konstantinas Širvydas*, approximately in 1620, and it became a significant fact of Lithuanian cultural life. The dictionary had a big influence upon the development of the Lithuanian language, especially upon its standardization and modernization.

In 1864, following the January Uprising, Mikhail Nikolayevich Muravyov, Governor General of Lithuania, instituted a complete ban on the use of the Latin alphabet and education and printed matter in Lithuanian. However, books written using the Latin alphabet continued to be printed across the border in East Prussia and in the United States. Smuggled into the country despite stiff prison sentences, they helped fuel growing nationalist sentiment that finally led to the lifting of the ban in 1904.

Lithuanian has been the official language of Lithuania since 1918. During the Soviet occupation, it was used in official affairs alongside Russian which, as the official language of the USSR, took precedence over Lithuanian.



## Plurilingual Competence Development: Lexical Borrowings in the Language

A. Lithuanian is considered one of the more conservative modern Indo-European languages, and certain Lithuanian words are very similar to their Sanskrit counterparts – exactly the same or slightly different.

Lithuanian	Sanskrit	English
sūnus	sūnus	son
avis	avis	sheep
dūmas	dhumas	smoke
antras	antaras	second
vilkas	vrkas	wolf

However, Lithuanian verbal morphology shows many innovations.

B. Purists strongly believe that foreign influence on their native language is of negative character, and while the basic vocabulary of the Lithuanian language does not possess many loan words, there are some that are called *senieji skoliniai* (old loans) which were borrowed from close neighbours a long time ago.

Lithuanian	English	Origin
<i>stiklas</i>	glass	Slavic origin; cf. Russian "steklo"
<i>muilas</i>	soap	Slavic origin; cf. Russian "mylo"),
<i>gatvė</i>	street	Slavic; "paved road", esp. in wetlands
<i>spinta</i>	wardrobe	"der Spind", German; a generic term for storage furniture, such as cupboard, wardrobe, bookcase, etc.

These words are not likely to be changed because of their antiquity. However, there exist a number of Baltic (particularly Lithuanian) words, notably those that are similar to Sanskrit or Latin, which lack counterparts in Slavic languages. For the development of plurilingual competence it is useful to know the origin of the words we use.

Do you know any other words of a similar origin?

C. Lithuanian has some vocabulary items descended from the proto-language which are also found in Latin. Examples include the following words:

Lithuanian	Latin	English
ratas	<i>rota</i>	wheel
senis	<i>senex</i>	an old man
vyras	<i>vir</i>	a man
angis	<i>anguis</i>	a snake in Latin, a species of snakes in Lithuanian
linas	<i>linum</i>	flax, compare with English 'linen'
ariu	<i>aro</i>	I plow
jungiu	<i>iung</i>	I join
du	<i>duo</i>	Two
trys	<i>tres</i>	three
septyni	<i>septem</i>	seven
gentys	<i>gentes</i>	tribes
mėnesis	<i>mensis</i>	month
dantys	<i>dentes</i>	teeth
naktys	<i>noctes</i>	nights
sėdime	<i>sedemus</i>	we sit

But, despite frequent similarities in vocabulary, Lithuanian has many differences from Latin and, consequently, from the Romance languages as well. Notably, structural differences almost exclude the possibility of any hypothesis that one of the languages is a descendant of the other.

D. Other borrowed words are international words that can be found in many languages like *telefonas*, *ciklas*, *schema*, etc. These words come from Latin or Ancient Greek and are not “dangerous” from the point of view of language purists (since those languages do not exist anymore).

Make a list of 20 international scientific words in the area of your studies that originated in Latin, e.g. the list in Art studies could start like this:

Study area	Lithuanian	Latin
Art	spektaklis stilius	spectaculum stilus

E. However, there are many words of the foreign origin that have Lithuanian counterparts, and thus should not be used. Such words previously came from Russian, but since regained independence in 1991, English has had increasingly stronger influence over Lithuanian and many words have recently flooded the language.

Make a list of English words used in Lithuania and try to find proper Lithuanian equivalents.

English	Lithuanian
flyer file	reklaminis lapelis, skrajutė segtuvas, aplankas

The influence of loan words is being discussed at present, but finding appropriate Lithuanian counterparts for these words is often a difficult job.

F. Study the terms used to express the Lithuanian language in English.

1	inflections/inflexions		galūnės (-aitė, -ietė)
2	sonority; sonorous	having a full deep sound	skambumas, skambus
3	loose/stable word order		laisva, nepastovi/pastovi žodžių tvarka sakinyje
4	declension, to decline		daiktavardžių linksniuotė
5	cases		linksniai
6	conjugation of verbs, conjugate		veiksmažodžių asmenuotė, asmenuoti
7	accentuation, accentuate		kirčiuotė, kirčiuoti
8	tenses		laikai
9	numbers	singular, plural, dual	skaičius – vienaskaita, daugiskaita, dviskaita
10	genders	feminine, masculine, neuter	moteriškoji, vyriškoji, neutralioji
11	diminutives	words with an affix meaning small, unimportant or expressing affection, as e.g., the suffix -let in English (a booklet, a riverlet)	mažybiniai žodžiai
12	vowels	a, i, e, o, u	balsiai, balsės

13	consonants	b, c, d, f, g, h, ...	priebalsiai, priebalsės
14	diphthongs	a combination of two vowel sounds or vowel letters, for example the sounds /ai/ in pipe /paip/ or the letters /au/ in doubt	dvibalsiai
15	diacritic/al mark	a sign placed above or below a character or letter to indicate that it has a different phonetic value, or for some other reason	diakritinis ženklas e.g. -ą, ū, ū, ę, è, į



### Self-check

*Insert the active words about the Lithuanian language.*

The Lithuanian language is the most archaic European Language. It belongs to the Baltic branch of the Indo-European Family. Our language has lots of \_\_\_\_, such as *-is, -ys, -as, -a...*, 11 parts of speech, 3 \_\_\_\_: masculine, \_\_\_\_ and \_\_\_\_, 7 \_\_\_\_, 5 \_\_\_\_ of nouns and 3 groups of \_\_\_\_ of verbs. There are some letters with \_\_\_\_, such as Š, Ž, Ą, Į... A unique feature is Lithuanian \_\_\_\_ that are formed with suffixes – *ytis, -ulis, -ukas*, etc. There are many \_\_\_\_ or composite vowels, such as *au, ui, oi, ai*, etc. that make our language \_\_\_\_ (resonant, sounding).



*Read the text and study the peculiarities of the Lithuanian Language.*

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## Peculiarities of the Lithuanian Language

The Lithuanian language is a highly inflected language in which the relationships between parts of speech and their roles in a sentence are expressed by numerous flexions.

to inflect  
flexions  
inflexions  
inflections

There are two grammatical genders in Lithuanian – feminine and masculine. There is no neuter gender per se, but there are some forms which are derived from the historical neuter gender, notably attributive adjectives.

genders  
feminine  
masculine

Lithuanian has a free, mobile stress, and is also characterized by pitch accent.

neuter  
per se  
pitch accent

It has five noun and three adjective declensions and three verbal conjugations. All verbs have present, past, past iterative and future tenses of the indicative mood, subjunctive (or conditional) and imperative moods (both without distinction of tenses) and infinitive. These forms, except for the infinitive, are conjugative, having two singular, two plural persons and the third person form common both for plural and singular.

declensions  
conjugations  
iterative  
indicative mood  
subjunctive  
imperative  
conjugative

Lithuanian has the richest participle system of all Indo-European languages, having participles derived from all tenses with distinct active and passive forms, and several gerund forms. Nouns and other declinable words are declined in seven cases: nominative, genitive, dative, accusative, instrumental, locative, and vocative.

participle  
derive  
declinable  
decline  
cases

In practical terms, these declensions render word order less important than in more isolating languages such as English. A Lithuanian speaker may word the English phrase “a car is coming” as either “atvažiuoja automobilis” or “automobilis atvažiuoja”.

render



## Lithuanian Names

Lithuanian male names, as well as other words in masculine gender, have preserved the Indo-European masculine endings (-as; -is as in *Jonas, Vytis*) that make them look similar to Greek names. Lithuanian male and female names are different grammatically. Almost all Lithuanian female names end in the vowels -a (*Morta*) or -ė (*Jonė*), while male names always end in -s, and rarely in a vowel -a. When the male name ending in -a has its female counterpart, the latter ends in -ė, such as *Jogaila* and *Jogailė*. Female double-stemmed Lithuanian names always end in -ė. Lithuanian surnames, like those in most of Europe, are hereditary and generally patrilineal, i.e., passed from (l. g. *Justė, Indrė*) the father on to his children.

A married woman usually adopts her husband’s name. However, other combinations are legally possible. The wife may keep her maiden name (*mergautinė pavardė*) or add her husband’s surname to hers, thus creating a double-barrelled name. It is also possible, though rare, for the husband to adopt his wife’s surname or to add his wife’s surname to his family name. Recently Lithuanian laws have allowed women to use a short form without disclosing marital status (usually ending in -ė, like in *Budrė, Astrauskė*). These names are used, although traditional forms are still predominant.

Lithuanian surnames, unlike in the most of Europe, have specific masculine and feminine forms. While a masculine surname usually ends in -as, -ys or -is, its feminine equivalent ends in -ienė or rarely -uvienė for married women and -aitė, -utė, -iūtė or -ytė for unmarried ones. Examples:

Father / husband	Married woman or widow	Unmarried woman
Sakalauskas	Sakalauskienė	Sakalauskaitė
Kairys	Kairienė	Kairytė
Adamkus	Adamkienė	Adamkutė
Geležinis	Geležinienė	Geležinytė

Material adapted from the following resources:

*Omni lot*: <http://www.omniglot.com/writing/lithuanian.htm>

*Global Oneness*: <http://www.experiencefestival.com>

*NationMaster*: <http://www.nationmaster.com/encyclopedia/Lithuanian-language>

## Idioms Connected with Using Language



Enrich your vocabulary by studying some idioms

1.	<b>talking at cross-purposes</b>	if two people are at cross-purposes, they do not understand each other because they are talking about different things but fail to realize this
2.	<b>get a word in edgeways</b>	get a chance to say something (usually with 'hardly' or in a negative sentence)
3.	<b>get the wrong end of the stick</b>	<i>British English informal</i> to understand a situation in completely the wrong way
4.	<b>can't make head or tail of smth.</b>	<i>informal</i> to be completely unable to understand something
5.	<b>talk down to smb.</b>	talk to someone as if they were stupid, although they are not – <i>synonym</i> patronize
6.	<b>talk behind smb. back</b>	if you do something behind someone's back, you do it without them knowing
7.	<b>small talk</b>	<i>[uncountable]</i> polite friendly conversation about unimportant subjects
8.	<b>talk shop</b>	<i>[uncountable]</i> <i>American English informal</i> conversation about your work, which other people may think is boring
9.	<b>bore me rigid</b>	bored stiff/to tears/to death/out of your mind (=extremely bored)
10.	<b>talking-point</b>	<i>[countable]</i> <i>British English</i> a subject that a lot of people want to talk about
11.	<b>it's gone too far</b>	do more than it's acceptable
12.	<b>give smb. a talking-to</b>	also give somebody a telling-off <i>British [verb phrase]</i> to tell someone off, especially a child, to make it clear that you disapprove of something they have done
13.	<b>put it in a nutshell</b>	used when you are stating the main facts about something in a short, clear way, summarizing a situation or idea in a few words
14.	<b>get to the point</b>	talk about the most important thing
15.	<b>speak your mind</b>	tell people exactly what you think, even if it offends them
16.	<b>start the ball rolling</b>	start something happening
17.	<b>long-winded</b>	continuing to talk for too long or using too many words in a way that is boring
18.	<b>talk sense/ rubbish/ nonsense/ etc.</b>	<i>especially British English spoken</i> used to say that you think someone is saying something sensible, something stupid, etc.
19.	<b>wrap something up</b>	<i>informal</i> to finish a job, meeting, etc.
20.	<b>get down to something</b>	<i>phrasal verb</i> to start doing something that is difficult or needs a lot of time or energy



## Enjoy!

### Quotations about language

- ▶ England and America are two countries divided by a common language. (G. B. Shaw)
- ▶ If you tell the truth you don't have to remember anything. (Mark Twain)
- ▶ Let's not complicate our relationship by trying to communicate with each other (Ashleigh Brilliant)

In the 11<sup>th</sup> century people in Europe started using family names. Most surnames had their origin in place names, nicknames, job names, etc. The last category – the job names – was a rich source for family names. The name 'Smith' is not only one of the most common names in America and Britain but also in most other European countries. The German 'Schmidt', the French 'Ferrier', the Spanish 'Herrero', the Italian 'Ferraro', the Hungarian 'Kovacs', the Russian 'Kusnetsov' and the Lithuanian 'Kalvis', 'Kalvaitis' or 'Kalvelis' – they are all 'Smiths'!

A Lithuanian American once complained after the marriage ceremony that her will was ignored during the official marriage ceremony. Having been asked whose surname she was choosing as her surname, she replied 'My husband's'; however, the registrar conferred her with the mother-in-law's surname ...

# UNIT 8

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## National Dishes

Tell me what you eat, and I will tell you what you are.

*Jean Brillat-Savarin, the author of *The Physiology of Taste**



## Lithuanian Eating Habits

*Discuss the questions in groups of 3-4 people and think about two target groups: (1) your family and (2) Lithuanians in general.*

Did your opinions differ in the group while discussing family eating habits? Summarise the points of disagreement or different opinions and present to the class.

1. What staple foods make up the daily diet?
2. What is the schedule for eating? (How often? What time?)
3. Who usually prepares the food?
4. Who does the food shopping? How often?
5. Who cleans the dishes after eating? If there are leftovers, what is done with them (if you eat at home/ in a restaurant)?
6. Do the people produce any of their own food?
7. Is the food ordinarily eaten fresh, frozen, canned, or preserved?
8. How often do the people eat out in restaurants? In cafeterias provided by their employers? In cafes?
9. Do the people supplement their diets with vitamin pills?
10. How and where is the food stored?
11. What special foods are eaten on special occasions?
12. Do people eat to live or live to eat?
13. What proverbs or popular sayings are there about food?

(Adapted from Kathy J. Irving "Communicating in Context")

All other tasks of the unit are assigned for individual study, pair and group work. The discussions should lead to formulating the main ideas about what visitors to Lithuania should know about the Lithuanian eating habits, national dishes and favourite foodstuffs.



*Read the text and choose the typical terms necessary to speak about Lithuanian food traditions. Write them in the right-hand margin.*

## Menu for Tasting Lithuanian Dishes

The Lithuanian national kitchen has been forming for several hundred years. Old recipes have been gradually changing and improving. Long hours of work in the open air required much energy from village people; therefore, Lithuanian dishes were substantial. The popular dishes were the smoked pork, various vegetables, dairy products, pork and, of course, many potato dishes.

Potato has always been the undoubted queen of the Lithuanian kitchen.

- ▶ Lithuanians love fresh boiled potatoes sprinkled with dill, fried potatoes with clabber or village kefir and make a multitude of potato dishes.
- ▶ One of the most typical national dishes is grated potato dumplings with minced meat or curd filling, called *cepelinai*.
- ▶ *Grated potatoes in pig guts – vėdarai* – is a sausage of grated potatoes baked in the oven.
- ▶ Similar dishes are *grated potato pancakes* fried on a frying pan and *grated potato pudding* – also baked in the oven or on a griddle. All these dishes may be eaten with sour cream, mushroom or cracknel sauce.

A purely Lithuanian dish which has been made in Lithuania since the 14th and 15th centuries is *cabbage leaf dumplings* with minced meat (called *balandėliai* which means “pigeons”).

#### Game dishes

Lithuanian cooks were considered the most famous specialists in the field of cooking *game dishes* in the whole Europe in the old days, and their recipes of game dishes may now be found at almost all best restaurants in Lithuania.

#### Soups

Lithuanian kitchen with traditions of several thousand years has always been famous for soups. Sauerkraut, beet and sorrel, with smoked meat as the base, vegetable, milk, mushroom and other soups have always been popular. Still, Lithuania is the most famous for cold soups. The typical Lithuanian cold soup is cold beetroot soup, usually served with hot potatoes or bread. This is a delicious dish on hot summer days. Most soups are served with bread or potatoes.

One of the oldest and most fundamental Lithuanian food products has been brown *rye bread*, eaten every day for breakfast, lunch and dinner. Bread has played an important role in family holiday rituals and agrarian ceremonies. Lithuanians link many beliefs and magic with bread. Foreigners love Lithuanian bread for its natural taste.

(Original source: Tasting of Lithuanian Dishes and Drinks for Tourists)



## Making Cepelinai

*Work in pairs. Read about Cepelinai. Study the ingredients and add what else is necessary according to your/ your mother's/ family's recipe.*

**Cepelinai or Didžkukuliai** is a Lithuanian national dish. It is made from grated potatoes, usually containing ground meat, although sometimes dry cottage cheese (curd) is used instead. The potato dish resembles a Zeppelin in its shape, and is about 10-20 cm long. The size depends on where it was made – in the western Lithuanian counties *cepelinai* are made bigger than in the east.

### Recipe

#### Ingredients:

#### Preparation

#### Dough

1 kg of raw peeled potatoes  
6 peeled, boiled and mashed potatoes  
salt to taste

some salt, seasonings

...

#### Filling

ground beef or pork  
2 onions, chopped  
one egg, beaten

...



Put the paragraphs in the correct order to make the recipe of *Cepelinai*:

1. This dish is very filling, and was traditionally served only for guests or during heavy work seasons.
2. Squeeze as much juice from the grated potatoes as possible. Let starch settle to the bottom of the liquid, then pour the liquid off and add the starch back to the grated potato dough.
3. Take the ground beef and prepare the filling mixture by adding the egg, chopped onions, some salt and seasonings.
4. Take a handful of the potato dough. Shape first into a ball about the size of a large meatball, then flatten the ball into a patty form.
5. *Cepelinai* are served with sour cream sauce or bits of bacon (cracklings).
6. Place the dumplings in lightly salted boiling water and cook for approximately 30 minutes. Carefully stir the pot so that *cepelinai* do not stick to the bottom. Remove from water with a slotted spoon and drain well.
7. Peel and grate raw potatoes with the fine side of the grater. Squeeze grated potatoes in cheesecloth folded over at least twice.
8. Take some of the filling and place it in the center of the patty. Then enclose the patty around the filling, squeezing and smoothing it with your hands so that the mixture encases the filling, sealing it well. You will end up with a filled potato dumpling about the size of a lemon.
9. Peel and mash the boiled potatoes, then add them to the grated ones. Add a dash of salt and knead the mass well.



## Popular Lithuanian Foodstuffs

The following foodstuffs have been used in Lithuania since the old times. Analyse the table and fill in the missing parts.

grain	rye, wheat, barley, oats, buckwheat, peas	hemp, poppies, flax
meat	oil crops pork beef poultry or domestic fowl	fresh, brined and smoked  chicken, geese, ducks, turkey
game		
diary or milk products	milk, cream, sour cream, clabber, curd, cheese, butter	cottage cheese
vegetables		dried, fermented, pickled or frozen
fruits		fresh, dried, salted or marinated
mushrooms		
berries		
soft drinks		
strong drinks		



Complete the lists describing popular Lithuanian dishes in brief:

- A. Some popular Lithuanian **appetizers** include:
- (1) Hard boiled eggs, cut in half, stuffed and garnished.
  - (2) ...
  - (3) ...
- B. Some popular Lithuanian **salads** include:
- (1) ...
  - (2) ...
  - (3) ...
- C. Some popular Lithuanian **soups** include:
- (1) ...
  - (2) ...
  - (3) ...
- D. Some popular Lithuanian **deserts** include:
- (1) ...
  - (2) ...
  - (3) ...
- E. Some popular Lithuanian **non-alcoholic beverages** include:
- (1) ...
  - (2) ...
  - (3) ...
- F. Some popular Lithuanian **drinks** include;
- (1) ...
  - (2) ...
  - (3) ...



A wide variety of restaurants in Lithuania offer local and international cuisine. Give advice to foreigners. In your opinion, everybody visiting Lithuania should try the following national dishes. Then write your friend's opinion.

Your opinion

Your friend's opinion



Discus with your partner what cafe's/restaurants/bars in Kaunas are worth visiting. What are their special foods? Make a list of at least 5 of them by writing the name of the place/food/ it is famous for.



## Puzzle Corner

What is the dish? Choose from the following list of words. There are more words than necessary:

Menu	omelette	tomato soup	kūčiukai
special today	starter	ice cream	chicken pie
carrot	pizza	dessert	Šakotis
cold red beet soup	balandėliai	herring	salad

1.	It's red, hot and can be a starter.	1.
2.	It's made from eggs and fried, and you can put cheese or other things in it.	2.
3.	It's an English dish, and it can be filled with fruit, or with meat and other things.	3.
4.	It's an Italian dish. It's usually round, and you can put vegetables, tomatoes, cheese and other things on it.	4.
5.	You can buy it in the streets in summer, or in a restaurant as a cold dessert.	5.
6.	It's a Lithuanian dish made of cabbage leaves stuffed with meat, then braised.	6.
7.	It's a traditional summer Lithuanian soup of bright pink colour, made of cooked or pickled red beets, and chopped vegetables (cucumbers, dill, radish, lettuce). Often served with chopped hard-boiled eggs, sour cream and hot boiled potatoes.	7.
8.	The baroque tree cake, a must for every special occasion, which originally came from Germany at the beginning of the 20th century.	8.
9.	It can be a starter; it is from northern Atlantic or Pacific; usually eaten salted or pickled.	9.
10.	It is an indispensable Christmas Eve dish in Lithuania, eaten with poppy-seed milk.	10.



Compare your results with the group. Formulate your final decision regarding informing visitors about the Lithuanian eating habits, national dishes and favourite foodstuffs.



## Expressing Opinion

*Study some more phrases used to express and find out intellectual and emotional attitude:*

**Practice  
makes perfect**

### Expressing one's opinion

- I think ...
- I feel that ...
- As far as I'm concerned

### Asking for someone's opinion

- Do you think that ...
- What do you feel/ think about ...
- Are you sure that ...

### Giving reasons

- I think ... is right because
- ... That's why I feel that
- ... and so I think that ...

### Asking for reasons

- Why?
- Why do you think that ...
- What makes you feel that ...

### Defending one's opinion

- Yes, but what I really mean is ...
- What I'm trying to say is ...
- On the contrary, I ...
- What you said is really an argument for my point of view. I feel ...

Use the expressions above to discuss the following Bits & Pieces:

1. What, in your opinion, is the most significant invention in the history of the world?
2. What, in your opinion, is the most important discovery in the world?
3. What, in your opinion, is the most serious problem in the world today? What can people do about it?
4. What is the most beautiful sight that you have ever seen?
5. What is something that you are particularly proud of?
6. What is the secret of happiness?
7. Name a superstition that you or someone in the family believes in.

8. What is the funniest experience in your life?
9. How many different types of transportation have you used in your life?
10. How many different types of communication have you used in your life?
11. What is the worst characteristic of the young generation? the old generation?
12. What is the best characteristic of the young generation? the old generation?
13. Name the greatest political leader that you know of.
14. Name the greatest military leader that you know of.

(Byrd, D. R. H. & Clemente-Cabetas, I. "React Interact")



## Some More False Friends

**Rope** – in English it is ‘a string, in Lithuanian’ “ropė” – a turnip.

**Ignorance** – in English it is ‘not knowing’, in Lithuanian – ‘not paying attention’ – “ignoravimas”.

**Link** – in English it is reference, connection, in Lithuanian it means ‘towards’ – “link”.

**Major** – in English it means ‘a military rank’, but is also used as ‘a program of study that leads to a degree’; the subject area in which a student pursuing a degree develops the greatest depth of knowledge; in Lithuanian – “majoras”.

**Ant** – in English it is ‘a little insect’, in Lithuanian it means ‘on’ – “ant”.

**List** – in English it is ‘a collection of items’, by Lithuanians it is sometimes translated as ‘lapas popieriaus’ (under the influence of Russian) – a sheet of paper

In certain cases, false friends evolved separately in different languages. Words usually change by small shifts in pronunciation accumulated over long periods and sometimes converge by chance on the same pronunciation or look, despite having come from different roots.

For example, German *Rat* (pronounced with a long a) (= *council*) is cognate with English *read* and German *Rede* (= *speech*), while English *rat* for the rodent has its German cognate *Ratte*. In another example, the word *bra* in the Swedish language means *good*, as in the following sentence: “this is a good song.” In English, *bra* is short for the French *brassière*, which is an undergarment that supports the breasts. The full English spelling, *brassiere*, is now a false friend in and of itself (the modern French term for brassiere is “soutien-gorge”).

Read more about it in AllExperts Encyclopedia  
[http:// en.allexperts.com/e/ff/false\\_friend.htm](http://en.allexperts.com/e/ff/false_friend.htm)

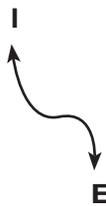


## Speaking in Discussions and Meetings

*Practice  
makes perfect*

A. Find the match – the phrase and example. Write the number and the letter at both ends of the connecting line.

1. Start the discussion
2. Say exactly what I think
3. Say it in few words
4. Say things in a long, indirect way
5. Finish the discussion
6. Say stupid things
7. Come to the important part of the matter
8. Say intelligent, reasonable things



- A. I hope we wrap up the discussion by 12:00
- B. She wants to speak her mind today.
- C. To put it in a nutshell, this is a waste of time.
- D. I hope they get to the point soon.
- E. Who's going to start the ball rolling?
- F. Tim's so long-winded.
- G. Have I ever talked rubbish?
- H. No, of course not. You always talk sense.

B. Match the phrase and the function it serves for by writing the letter of the function in the column.

1. May I have a word?
2. I don't see what you mean. Could we have some more details, please?
3. I'm afraid I don't quite understand what you are getting at.
4. Do you mean that ...?
5. The way I see things ...
6. Good point!
7. If I may, I think ...
8. If you ask me, ...
9. I tend to think that ...
10. Do you (really) think that ...
11. Could you explain to me how that is going to work?
12. I see what you mean.
13. How do you feel about ...?
14. I never thought about it that way before.
15. I get your point.

- A. Interrupting
- B. Giving opinion
- C. Asking for Opinions
- D. Commenting on Other Opinions
- E. Asking for Clarification
- F. Asking for Verification

- C. Read the phrases used to keep the meeting on time and group them according to the following conclusions:
1. The speaker(s) went off the point: \_\_\_\_\_
  2. They are short of time: \_\_\_\_\_

**Keeping the Meeting on Time**

- A. Well, that seems to be all the time we have today.
- B. Please be brief.
- C. I'm afraid that's outside the scope of this meeting.
- D. Let's get back on track, why don't we?
- E. That's not really why we're here today.
- F. Why don't we return to the main focus of today's meeting.
- G. We'll have to leave that to another time.
- H. We're beginning to lose sight of the main point.
- I. Keep to the point, please.
- J. I think we'd better leave that for another meeting.
- K. I'm afraid we've run out of time.
- L. Are we ready to make a decision?
- M. I'm afraid we've run out of time.

- D. Check your answers with a partner and discuss with the group.



# UNIT 9

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## What are we Famous for?

History is a guide to navigation in perilous times.  
History is who we are and why we are the way we are.

*David C. McCullough, a master of the art of narrative history*

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## History

The name of Lithuania was first mentioned in the chronicles of Quedlinburg (a town located north of the Harz mountains, Germany) in 1009 AD. It was the year when a prominent spreader of Christianity, the son of a Count of Saxony, a missionary bishop Bruno of Querfurt, who had christened the chief of one of the Lithuanian tribes Netimeras, was killed and later on canonized. This event drew Lithuania from the unknown: St. Bruno's (Boniface's) missions and stories about his death produced the first representation of Lithuania.

During the period 1236-63, Duke Mindaugas united the Lithuanian ethnic lands and established the state of Lithuania. Lithuania was able to offer resistance against the eastward expansion of the Teutonic Knights. In 1253, Mindaugas embraced Christianity for political reasons, and accepted the crown from the Pope of Rome. Thus, he became the first and only king in Lithuanian history. Lithuanian lands were united under Mindaugas in 1236.

Grand Duke Vytautas, who ruled from 1392 to 1430, brought the greatest military and political prosperity to the country. Through alliances and conquest, Lithuania extended its territory to include most of present-day Belarus and Ukraine, from the Baltic Sea to the Black Sea. By the end of the 14th century Lithuania was the largest state in Europe. During the reign of Vytautas, the push eastward by the German Order was stopped. In 1410 Vytautas together with his cousin Jogaila won the Battle of Grünwald, against the might of the Order.

In 1569, Lithuania and Poland formally united into a single dual state, the Polish-Lithuanian Commonwealth. This entity survived until 1795, when its remnants were partitioned by surrounding countries.

In 1864-1904 the Czar forbade writings using the Latin alphabet, for this reason Lithuanian books and newspapers were published in foreign lands, mostly in Prussia, and were illegally distributed (smuggled) throughout Lithuania, even though there was great danger of severe punishments; there were also secret Lithuanian schools.

With the revolution of 1905 Lithuania recovered some freedoms and the freedom of the press.

Lithuania regained its independence following World War I. 16 February 1918 was the date Lithuania declared its independence from Soviet Russia and established its statehood:

- ▶ Lithuanian leaders declared independent Lithuanian state.
- ▶ Lithuanian language became the official language of Lithuania.
- ▶ Leaders of Lithuanian Poles did not agree with the new conception of Lithuania. Cultural and political contradictions suddenly became very sharp and all it led to the Polish – Lithuanian conflict.

The year 1920 witnessed the first democratic elections in Lithuania.

Lithuania was annexed by the USSR in 1940 – an action never recognized by the US and many other countries.

Lithuania was the first occupied Soviet republic to break free from the Soviet Union and restore its sovereignty via the declaration of independence on 11 March 1990, but Moscow did not recognize this proclamation until September of 1991 (following the abortive coup in Moscow). The last Russian troops withdrew in 1993. Lithuania subsequently restructured its economy for integration into Western European institutions.

Lithuania joined both NATO and the EU in the spring of 2004.

(Adapted from Central Intelligence Agency. The World Factbook. 2008.)



Use the following words in a sentence to reconstruct some events or moments from the history of Lithuania.

1. Alliances \_\_\_\_\_
2. Conquest \_\_\_\_\_
3. Establish \_\_\_\_\_
4. Offer resistance \_\_\_\_\_
5. Capture \_\_\_\_\_
6. Strengthen \_\_\_\_\_
7. Fortification \_\_\_\_\_
8. Reject \_\_\_\_\_
9. Reign to compel \_\_\_\_\_
10. Internal war \_\_\_\_\_
11. Treaty \_\_\_\_\_
12. Duke \_\_\_\_\_
13. The Grand Duchy of Lithuania \_\_\_\_\_
14. Sovereign \_\_\_\_\_
15. Consolidation \_\_\_\_\_
16. Medieval history \_\_\_\_\_
17. Extend \_\_\_\_\_
18. Unite \_\_\_\_\_
19. Bring prosperity \_\_\_\_\_
20. Unification \_\_\_\_\_



## Lithuania in Figures

A. In pairs, construct the text about Lithuania by choosing one variant of the suggested three.

1. Lithuania is located
  - a. in the Eastern Europe, bordering the Baltic Sea, between Latvia and Russia
  - b. between Poland and Bielorrussia
  - C. in the West of Europe
2. The area of Lithuania is
 

A. 63,600 sq km	B. 65,300 sq km	C. 66,350 sq km
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3. It is slightly larger than
  - A. Austria
  - B. West Virginia
  - C. Italy
4. Lithuania joined the European Union
  - A. on May 1, 2004.
  - B. on May 1, 1991.
  - C. on September 1, 2004
5. The Litas, the national currency, has been pegged to the Euro since
  - A. February 2, 2002
  - B. February 2, 2004
  - C. May 1 2004
6. at the rate of
  - A. EUR 1.00=LTL 3.4528.
  - B. EUR 1.00=LTL 5.45.
  - C. EUR 1.00=LTL 2.4528
7. Litas became Lithuania's currency once more on
  - A. 1 September 2000
  - B. 11 March 1991
  - C. 25 June 1993
8. when it replaced the temporary *talonas* currency at a rate of 1 litas to
  - A. 1 talonas
  - B. 1000 talonas
  - C. 100 talonas
9. The climate of Lithuania is
  - A. Continental Mediterranean, low temperatures and heavy snowfalls in winter.
  - B. Subtropical. Warm winters and summers. Varied rainfall figures.
  - C. Transitional, between maritime and continental; wet, moderate winters and summers.
10. Lithuanian terrain is
  - A. lowland, many scattered small lakes, fertile soil
  - B. large, flat to dissected plateau surrounded by rugged hills
  - C. mostly plateau interspersed with mountain peaks, icefields; coast deeply indented by bays and fiords
11. Natural resources in Lithuania are the following:
  - A. coal, lignite, iron ore, copper, lead, uranium, mercury, etc., arable land
  - B. fish, hydropower, geothermal power, diatomite
  - C. peat, arable land, amber
12. Daylight saving time: +1 hr, begins
  - A. last Sunday in March; ends last Sunday in October
  - B. last Sunday in April; ends last Sunday in September
13. Lithuanian agriculture is famous for its
  - A. grain, potatoes, sugar beets, flax, vegetables; beef, milk, eggs; fish
  - B. hay and silage, potatoes, turnips and carrots, tomatoes, sheep rearing, cattle farming
  - C. citrus fruits, vegetables, cereal grains, olive oil, and wine
14. Forests cover:
  - A. 44% of the country
  - B. 28% of the country
  - C. 10% of the country
15. The highest point in Lithuania is
  - A. Gediminas Hill
  - B. Medvėgalis Hill
  - C. Juozapinės Hill
16. The height of the highest hill of Lithuania is
  - A. 193.6 metres
  - B. 293.6 metres
  - C. 493 metres
17. The largest lake of Lithuania covers 4479 hectares and is called
  - A. Asveja
  - B. Tauragnas
  - C. Drūkšiai
18. The depth of the deepest lake of Lithuania is
  - A. 22,8 m
  - B. 60,5 m
  - C. 150,3 m
19. The length of the longest lake in Lithuania is more than
  - A. 22,8 km
  - B. 60,5 m
  - C. 150,3 m





Read the essay written by Ignas in 2006. Has the situation changed? Is emigration still a problem in Lithuania? What are your ideas regarding the consequences of emigration?

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## Will Emigration Solve our Problems?

by Ignas Kalpokas, level 5

There is an ongoing discussion on emigration and its consequences. However, everybody agrees that it is a very controversial subject and a one-way statement is rarely correct. This is why it is impossible to state strongly whether emigration could solve our problems.

To begin with, nobody argues that the unemployment rate in Lithuania has been lowest in a long period of time mainly because of emigration. This is good due to a lot of reasons. The first is that those who are unemployed go to work abroad and the government does not need to provide them with social benefits. Moreover, they usually send money they earn to their relatives who are left in Lithuania. This contributes to an increased usage of goods, resulting in the growth of market for local manufacturers. What is more, emigration is good because due to a shortage of workforce, salaries are increasing in nearly all sectors (especially construction).

On the other hand, shortage of workforce produces a plethora of negative effects as well. However, a few of them are most evident and closely connected with other subjects discussed in this essay. One of them is that increasing salaries and limited choice of available employees may decrease the growth of industry and GDP. So far there are no signs that this could cause stagnation or even recession in a short-term period but as economical development is vital for Lithuania in order to reach the levels of so-called “old members” of EU (which is one of the most efficient ways to stop emigration) this is an important aspect to consider. What is more, it can significantly decrease the positive effects of the factors mentioned above.

Thirdly, emigration plays a very important part in our constantly worsening demographical situation, a phenomenon appearing in most of the developed countries but especially important for Lithuania taking into account its relatively small number of inhabitants and the fact that the total population (or at least the number of citizens living in their country) is decreasing quite rapidly. Not only because the number of those leaving their home must be calculated together with the gap between the death and birth rates but also due to the fact that most of the emigrants are young people who, by giving birth to their children, could contribute to closing this gap; therefore, this one-directional usage of the European right of free movement is extremely dangerous for Lithuania. As a result, this should be taken as another negative aspect of emigration.

Finally, it must be said that emigration is more of a consequence itself. Contrary to a popular belief, its causes are far from being only economical. The most interesting of them but, unfortunately, also the least discussed is the loss of national identity. Discussing this subject in detail would take another essay but briefly this could be described as losing connection with history, culture, etc. together with (or maybe even resulting) a lack of interest in the present situation. The fact that an average Lithuanian most often is used to waiting for someone (for example, the government) to do everything for him and is likely to underestimate both his life and the situation of his country has a share as well (as one reviewer has said “There are too many positive things in the past and now that a Lithuanian can endure”). Due to these reasons many Lithuanians have lost the recognition of their homeland as a value. And it is not only one of the key reasons for emigration. The most important thing is that most of the problems, for which we are trying to find a salvation, are caused by it as well.

Taking everything into an account, it must be said that emigration has both positive and negative effects that are equally important. However, recognizing it as a consequence, having the same reason as most of other problems, currently evident in Lithuania, it would be simply illogical to talk about it as a salvation, as self-solving problems are difficult to imagine.

## Geography

Lithuania is the southernmost of the three Baltic states – and the largest and most populous of them. Lithuania has 722 rivers, more than 2 800 lakes and 99 km of the Baltic Sea coastline, of which only about 38 km face the open Baltic Sea.

Lithuanian landscape is glacially flat, except for morainic hills in the western uplands and eastern highlands that are no higher than 300 m, with the highest point being found at Juozapinė at 293.6 m.

The terrain features numerous lakes, Lake Vištytis, for example, swamps, and a mixed forest zone covers 30% of the country.

The climate lies between maritime and continental, with wet, moderate winters and summers. According to some geographers, Lithuania's capital, Vilnius, lies a few kilometres south of the geographical centre of Europe.

84% of the population are ethnic Lithuanians. The two largest minorities are Poles with some 7% and Russians with about 6%.

The Lithuanian capital Vilnius is a picturesque city on the banks of the rivers Neris and Vilnia, and it has one of the most impressive and biggest old towns in Eastern Europe. Vilnius University, founded in 1579, is a Renaissance-style complex with countless inner courtyards, forming a city within a city.

The Lithuanian President is elected directly for a five-year term and has the greatest powers in the field of foreign and security policies. The unicameral Lithuanian Parliament, the Seimas, has 141 members.

Europa. The EU at a Glance. European Countries. Member states of the EU. Lithuania.  
[http://europa.eu/abc/european\\_countries/eu\\_members/lithuania/index\\_en.htm](http://europa.eu/abc/european_countries/eu_members/lithuania/index_en.htm)

Lithuania has around 99 km of sandy coastline, Lithuania's major warm-water port of Klaipėda lies at the narrow mouth of *Kuršių marios* (Curonian Lagoon), a shallow lagoon extending south to Kaliningrad.

The main river, the Nemunas, and some of its tributaries carry international shipping vessels.

Lithuania consists of the following historical and cultural regions:

Aukštaitija – literally, the “Highlands”

Samogitia – also known as *Žemaitija*, or literally, the “Lowlands”

Dzūkija (*Dzūkija* or *Dainava*).

Suduvia (*Sūduva* or *Suvalkija*).

Also: *Mažoji Lietuva* – Lithuania Minor, also known as “Prussian Lithuania” (*Prūsų Lietuva*). Now most of it is under control by Russia (Kaliningrad Oblast).

(Adapted from “Lithuanian Culture, Map, Flag, Tourist Places” at <http://www.shereinfo.com>)

## Folk Arts

Read about Lithuanian traditional folk arts. Are you good at any of them? Have you ever tried any of them?

- ▶ **Cross-crafting** – kryždirbystė – making wooden crosses and shrines for various spiritual purposes in the community.

This tradition has a long, 400 hundred year old history in Lithuania. Lithuania is sometimes called the land of crosses. In Lithuania, wooden crosses often have a roof and are decorated with geometric and floral ornaments which have symbolic meanings. The ornaments cover the pole and the upper part of the cross where the main semantic and plastic element of the structure is placed, namely a statuette of the Crucified Christ, some saint, or a group of saints.

Some forms of the folk cross, e.g., the *stogastulpis* are not reminiscent of the traditional cross at all. The *stogastulpis* is actually a pillar-type cross. Sometimes small wooden shrines would be placed on the ground or hung on trees. One of the most popular forms of the cross is the so called *koplytstulpis*, a pillared shrine, a structure consisting of a wooden pole and a small shrine with a statuette of a saint.

(Adapted from Folk Art. Small Architecture. Cross-crafting. Anthology of Lithuanian Ethnoculture. Folk Art (1999) Elena Počiulpaitė. <http://ausis.gf.vu.lt/eka/art/cross1.html>)

- ▶ **Weaving traditional sashes** – tradicinių juostų audimas

Weaving is a traditional and ancient branch of Lithuanian folk art. It includes weaving of woollen fabrics, linen cloths and towels, curtains, bedspreads, sashes and tablecloths. The folk artists use diverse techniques: vertical and horizontal looms, knitting, weaving, knotting. This branch of folk art is descended from Lithuanian dukes when weaving was one of the main occupations of Lithuanian girls.

(The Folk Art of Prienai region. Weaving. National Sashes. [http://discovery.ot.lt/cfair2000/audimas/a\\_audima.htm](http://discovery.ot.lt/cfair2000/audimas/a_audima.htm))

- ▶ Making **straw ornaments** from paper drinking straws, from natural and delicate wheat or rye straws were used as house decorations by Lithuanian farmers during weddings and other festive occasions, such as Christmas decorations.
- ▶ **Decorating eggs** in Lithuania had already been known by the 13th century: archeological digs at the base of Gediminas Hill in Vilnius uncovered decorated artificial eggs made of stone, clay, and bone. In 1549, Martynas Mažvydas, the author of the first Lithuanian book – a Catechism, mentions the tradition of giving decorated eggs as gifts, and it is believed that by this time the tradition of decorating eggs during Lent was widely-spread in all parts of Lithuania.

In Lithuania, two methods for decorating eggs were commonly used. One was based on producing designs on dyed eggs by scratching or carving the surface of the shell. This is a very simple method, requiring very simple tools – any sharp pointy tool can be employed. Short, straight, and white scratch lines are the basic elements of design for this method.

Creating patterns with wax is the second method commonly used by Lithuanians to decorate eggs. Hot wax is applied with a pin, a small nail, a fishbone or a wooden splinter. The basic elements for creating decorative patterns with this method are dots and “tailed” dots. A dot is produced by dipping the tip of your tool into hot wax and setting it momentarily on the egg’s surface. A “tailed” dot results when the tool is moved on the egg’s surface.

After patterning the egg with wax, the egg is dyed in a solution that is cooler than the melting temperature of the wax. After dyeing, the wax is removed by heating the egg in an oven, rolling it on

a hot towel, or any number of other ways. The removed wax reveals a white pattern. Multi-colored patterns can be obtained by repeated cycles of wax application and dyeing.

(Lithuanian Easter Eggs. Internet home of Arizona Chapter of Lithuanian-American Community, Inc. <http://www.lithaz.org/arts/eggs/lit/methods.html>)

- ▶ **Wood carving** is one of the oldest fine arts in Lithuania, and its traditions are the pride of Lithuanian culture

Applied wood carvings (spindles, towel holders, wooden instruments for beating linen). It is due to the geographical position of Lithuania that wood as a material for creating folk art flourished. Since early times wooden household articles dominated in Lithuania. Working tools, household articles, sledges, carts with harness, furniture, architectural details were being carved. In the course of time carving principles characteristic of the Lithuanians were formed, i.e., precision of performance, moderation, the completeness of composition, the usage of meaningful symbols. With the change in living conditions many of these objects acquired other applications. Their function became only decorative – as souvenirs. That way they have been preserved from disappearance.

(Fretwork. Sculpture. (2000). Prienai. [http://discovery.ot.lt/Cfair2000/drozimas/a\\_drozyb.htm](http://discovery.ot.lt/Cfair2000/drozimas/a_drozyb.htm))



*Read the questions and think of your own answers. Discuss them with other peers in the group.*

- ▶ Is the loss of traditional art forms and crafts a necessary outcome of modernization processes? How can such crafts and art forms be preserved?
- ▶ Have all traditional classic folk art divisions and categories remained until now?
- ▶ Have you ever heard of Handcrafts' days? They were assigned to weaving, smithery, wood carving, ceramics and basket weaving and were attended by craftsmen of all these crafts.
- ▶ Provide additional information about smithery, ceramics and basket weaving.
- ▶ What other folk art examples can be mentioned?

## Sports

A. Tell the story about Lithuanian sports by filling in the gaps:

\_\_\_\_\_ disciplines of sports are practiced. The most popular sports are b\_\_\_\_\_, soccer, b\_\_\_\_-b\_\_\_\_\_, track and field athletics, s\_\_\_\_-d\_\_\_\_\_ and tennis.

Immediately after the re-establishment of independence, Lithuanian sportsmen participated in the W\_\_\_\_O\_\_\_\_G\_\_\_\_ in Albertville and Lillehammer and the Summer Olympic Games in B\_\_\_\_\_ and A\_\_\_\_\_. The d\_\_\_\_-th\_\_\_\_\_ Romas Ubartas won a gold medal in B\_\_\_\_\_, and the national M\_\_\_\_\_ B\_\_\_\_\_ Team won bronze medals in Barcelona and Atlanta. Representatives in other sports such as b\_\_\_\_\_, kick-boxing, c\_\_\_\_\_, b\_\_\_\_\_, body-building, track and field athletics, sports dances, m\_\_\_\_\_ p\_\_\_\_\_, triathlon, m\_\_\_\_\_ and aviation have won prizes in the E\_\_\_\_\_ and W\_\_\_\_\_ Championships. Numerous disabled sportsmen have earned the title of Champion and won prizes in the P\_\_\_\_\_ Games. In 1993, the Lithuanian m\_\_\_\_\_ Vladas Vitkauskas reached the summit of M\_\_\_\_\_ E\_\_\_\_\_. Later, he climbed the highest mountains on all the continents.

B. Match the city and the specialized sports bases:

- an ice-skating hall
- a cycle track
- a tennis centre
- a tennis centre
- a rowing centre
- a rowing centre
- a winter sports centre
- the Sarunas Marciulionis Basketball Complex
- the Arvydas Sabonis Basketball Centre
- a yacht club
- a yacht club

- Birštonas
- Ignalina
- Kaunas
- Kaunas
- Kaunas
- Kaunas
- Klaipėda
- Klaipėda
- Vilnius
- Vilnius
- Vilnius
- Šiauliai

C. What are the famous Lithuanian sportsmen? Fill in the chart:

No	Name	Branch of sports	Achievements
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

## Names

### *Lithuanian common nouns or hydronyms used as a name*

	Lithuanian name	For
There are popular names constructed from the words for celestial bodies	Saulė Aušrinė	the Sun for Venus
events of nature	Audra Aušra Rasa Vėjas Aidas	for the storm for the dawn for the dew for the wind for the
plants	Linai/Lina Liepa Eglė	for flax for a lime tree for a fir tree
river names	Ūla, Vilija	for the River Neris

### *Invented names from literature*

	Lithuanian name	Author
Some names were created by the authors of literal works and spread in public use through them. Such names were invented following the rules of the Lithuanian language, therefore it is sometimes difficult to tell, whether the name is fictitious and had never existed before.	Gražina, Živilė	Adam Mickiewicz
	Daiva	Vydūnas
	Šarūnas	Vincas Krėvė

### *Names of Lithuanian pagan deities and mythological figures*

	Lithuanian name	Pagan deities and mythological figures
There are some popular names of gods and goddesses from Lithuanian mythology that are used as personal names	Laima Žemyna Gabija Žilvinas	goddess of luck goddess of earth goddess of fire a serpent prince from the fairy tale <i>Eglė the Queen of Serpents</i>
	Jūratė Kastytis	goddess of the sea from the legend about <i>Jūratė and Kastytis</i>

**Famous Lithuanians**

Recognise who is being described and write the name in the left-hand column. Create your own descriptions.

\_\_\_\_\_

A Lithuanian painter and composer and perhaps the most famous Lithuanian artist of all times. He composed about 250 pieces of music and created about 300 paintings.

\_\_\_\_\_

He is a 2.21 m (7 ft 3 in) centre, named the European Player of the Year four times while playing in Europe. He played in Žalgiris, Forum Valladolid, Real Madrid, Portland Trail Blazers.

\_\_\_\_\_

She started her career as a mezzo-soprano but has transitioned successfully into soprano roles. She enjoys an international career singing in opera houses around the world. She has sung in La Scala, at Vienna State Opera. She also performs in concerts and recitals with a varied repertoire from Bach to Berlioz to Alban Berg.

\_\_\_\_\_

He is a professor, politician, art and music critic, publicist, wrote books about M. K. Čiurlionis; leader of Sąjūdis, Chair of Lithuanian Parliament on 11 March 1990, a member of European Parliament.

\_\_\_\_\_

He is a poet, who had never come from front, wrote about the experience of an ordinary soldier in World War II, about Lithuanian countryside, birch trees and romantic.



A multinational delegation was visiting a zoo. They stopped in front of the elephant cage.

The German representative wondered in his mind: "How much does that animal weigh?"

The American pondered: "How much could I get for those tusks?"

The Italian thought: "What does it eat?"

The Frenchman's interest was: "How does it make love?"

But the Finn's biggest concern was: "What does it think of me?"

(Presented by Kimmo Karttunen to JIP, 2008)

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# Appendix I

## Jigsaw reading

## CULTURE SHOCK

## Group 1

*Read the about stage 1 of personal adjustment and clarify unknown words and phrases, discuss the ideas with the peers. You will have to form new groups and tell about the stage you've read to other people who are going to be the experts about other stages except yours. Try to understand and remember your topic as other group members might ask you to explain or clarify what is not clear to them.*

### Stage 1 – Initial Euphoria

Most people come to a new country or new environment with great expectations and a positive mind-set. Sometimes they come with expectations which are too high and attitudes that are too positive toward the host country and their own prospective experience in it. At this point, anything new is exciting and intriguing. But, for the most part, it is similarities which stand out. The recent arrivee is usually impressed by how people everywhere are really very much alike; he or she may feel euphoric and be pleased by all of the new things encountered. Therefore, the first stage is also called the incubation stage or the "honeymoon" stage, as everything encountered is new and exciting....

expectations  
positive mind-set  
host country  
prospective  
to stand out  
euphoric  
to encounter  
honeymoon stage

## Jigsaw reading

## CULTURE SHOCK

## Group 2

*Read the about stage 2 of personal adjustment and clarify unknown words and phrases, discuss the ideas with the peers. You will have to form new groups and tell about the stage you've read to other people who are going to be experts about other stages except yours. Try to understand and remember your topic as other group members might ask you to explain or clarify what is not clear to them.*

### Stage 2 – Irritation and Hostility

Little by little, living in a new country your focus turns from the similarities to the differences. You may encounter some difficult times and crises in daily life. For example, communication difficulties may occur such as not being understood. Often, the way that we lived before is not accepted as or considered as normal in the new place. Everything is different, for example, not speaking the language, not knowing how to use banking machines, not knowing how to use the telephone and so forth. These differences seem to be everywhere and they are troubling you. Of course, you blow up little, seemingly insignificant difficulties into major catastrophes. Transition between the old methods and those of the new country is a difficult process and takes time to complete. During the transition, there can be strong feelings of dissatisfaction, discontent, impatience, anger, sadness, and feeling incompetence. This is the stage generally identified as "culture shock."  
This happens when a person is trying to adapt to a new culture that is very different from the culture of origin. The feeling of culture shock generally sets in after the first few weeks of coming to a new place. We can describe culture shock as the physical and emotional discomfort one suffers when coming to live in another country or a place different from the place of origin.  
The *Random House Webster's Dictionary* defines "culture shock" as "a state of bewilderment and distress experienced by an individual who is suddenly exposed to a new, strange, or foreign social and cultural environment".

irritation  
hostility  
to encounter  
  
so forth  
to blow up  
  
insignificant  
transition  
  
bewilderment  
distress  
to be exposed to

## Jigsaw reading

## CULTURE SHOCK

## Group 3

Read the about stage 3 of personal adjustment and clarify unknown words and phrases, discuss the ideas with the peers. You will have to form new groups and tell about the stage you've read to other people who are going to be experts about other stages except yours. Try to understand and remember your topic as other group members might ask you to explain or clarify what is not clear to them.

### Stage 3 – Gradual Adjustment

The **third stage** is characterized by gaining some understanding of the new culture. The crisis is over and you are on your own way to recovery. This happens so gradually that, at first, you will be unaware it's even happening. Once you begin to orient yourself and to be able to interpret some of the subtle cultural clues and cues which passed by unnoticed earlier, the culture seems now familiar. You become more comfortable in it and feel less isolated in it. Gradually, too, your sense of humour returns and you realize the situation is not hopeless after all. A new feeling of pleasure may be experienced. You may not feel as lost and start to have a feeling of direction, a certain psychological balance.

You are more familiar with the environment and want to belong. This initiates an evaluation of the old ways versus those of the new.

recovery  
gradually  
subtle cultural clues  
and cues

versus

## Jigsaw reading

## CULTURE SHOCK

## Group 4

Read the about stage 4 of personal adjustment and clarify unknown words and phrases, discuss the ideas with the peers. You will have to form new groups and tell about the stage you've read to other people who are going to be experts about other stages except yours. Try to understand and remember your topic as other group members might ask you to explain or clarify what is not clear to them.

### Stage 4 – Adaptation

Full recovery will result in ability to function in two cultures with confidence. You will even find there are a great many customs, ways of doing and saying things and personal attitudes which you enjoy – indeed, to which you have in some degree acculturated, and you'll miss them when you pack up and return home.

In the fourth stage, the person realizes that the new culture has good and bad things to offer. This stage can be one of double integration or triple integration depending on the number of cultures that the person has to process. This integration is accompanied by a more solid feeling of belonging. The person starts to define him/herself and establish goals for living.

acculturate

belonging  
to establish goals

## Jigsaw reading

## CULTURE SHOCK

## Group 5

Read the about stage 5 of personal adjustment and clarify unknown words and phrases, discuss the ideas with the peers. You will have to form new groups and tell about the stage you've read to other people who are going to be experts about other stages except yours. Try to understand and remember your topic as other group members might ask you to explain or clarify what is not clear to them.

### Stage 5 – Reverse culture shock

... You can also expect to experience “reverse culture shock” or “re-entry shock” upon your return to your home country. You may find that things are no longer the same. Everything has been in development in your country of origin as well; changes happen rapidly and everywhere. Your friends may have new friends, new experiences, no one will listen to your stories with so much surprise as you had expected. You are also a new person, with a new life style, with newly acquired habits and customs, some of which are not in use in the old culture. You miss your friends and life you lived there and this loss may be even more painful than longing for your country. In some cases, particularly where a person has adjusted exceptionally well to the host country, reverse culture shock may cause greater distress than the original culture shock.

reverse culture shock

to adjust  
exceptionally well  
to cause distress

# Appendix 2

## Answer Key

### Unit 2. Learning to Survive in a New Culture

#### A. (p. 35)

1. B e)
2. F n)
3. M d)
4. G b)
5. C g)
6. J k)
7. D c)
8. L i)
8. A o)
10. E f)
11. I m)
12. N j)
13. O l)
14. H a)
15. K h)

#### B. (p. 36)

1. particular
2. clue
3. alienation
4. connotation
5. profound
6. appropriate
7. obsession
8. distress
9. refresh
10. origin
11. consequence
12. lack

#### C. (p. 37)

1. acquire
2. resentment
3. exception
4. appreciate
5. rejuvenate
6. contribute
7. ongoing
8. over-cleanliness
9. obstacle
10. inadequacy
11. vulnerable
12. personal growth
13. preoccupation
14. adjust
15. maintain
16. profound
17. melancholy

#### E. (p. 38)

1. irritating
2. depressing
3. anxiety
4. stage
5. culture shock
6. insomnia
7. obsession
8. preoccupied
9. to adjust
10. adaptation
11. absorbs
12. inadequacy
13. culture shock
14. a blessing in disguise

### Unit 3. Lithuanian Dos and Don'ts

#### S'05

##### Lithuanian DOS

1. They like talking with strangers about their problems and about the bad side of their life.
2. Say "Good appetite" before eating.
3. When you are visiting a persona, you have to bring something.
4. Lithuanians not always say "excuse me" or "sorry".
5. You have to cat when you are a guest or you will insult the hostess.
6. Lithuanians are very quick at judging other people.
7. You should offer a seat for elderly people in buses
8. Elderly people like to talk about politics.
9. You have to give presents without price tag.
10. When you are bringing flowers to funeral, it has to be even number of flowers.

##### Lithuanian DON'TS

- Don't pay many compliments, this will embarrass people.  
 Don't smile a lot, especially for strangers in streets.  
 Don't like to say many times "excuse me" or "sorry".

- Don't like to share their country with foreign people.
- Don't unpack presents just when they get them.
- Don't expect to get much feedback from Lithuanians.
- Don't like to talk about their intimate life.
- Don't leave food in your plate.
- Don't ask women about their age.
- Don't let a women pay if you invite her for a date.

## S'07

1. Lithuanians say "Good appetite" before eating or passing by someone eating, e.g. in a cafe. The answer is "pra om" (please, join us).
2. Lithuanians use the same expression to wish a person good health while sneezing (Eng. Bless you) and after a toast (Eng. Cheers) – Į sveikatą!
3. Lithuanians take off their shoes upon entering their house/flat or visiting others.
4. It is a custom to give odd number of flowers (even numbers of flowers are brought to funerals).
5. It is polite to speak about politics, politicians, other people, etc, especially among older generation.
6. Don't tell that you don't watch basketball or don't know famous Lithuanian basketball players when you talk to Lithuanians. Basketball is our second religion.
7. Lithuanian men usually shake hands while meeting each other every day. Women smile, nod their head while greeting and usually don't shake hands with each other. They shake hands with men in formal occasions.
8. It is polite to bring flowers or chocolate and something to the kids.
9. Don't expect Lithuanians to unwrap your gift, they'd rather say "You didn't need to bring anything" and put it to unwrap after the guests have left.
10. You must try the food and praise the hostess. (5B S'07)

## Unit 4. Characteristic features of Lithuanians, p. 54

### 5B F'04

1. Lithuanians are a homogeneous nation.
2. Parent/child relations are far better than in other countries.
3. There is too much divorce in Lithuania.
4. Lithuanians are proud in their history and culture.
5. Wealth is important and freedom is proportional to wealth.
6. Natural food is eaten in Lithuania.
7. It is a hard-working culture.
8. The number of educated people in Lithuania is high.
9. The Lithuanians are hospitable.
10. Basketball is Lithuanians' second religion.

### 5B F'05

- o People are hardworking, diligent and thorough.
- o Neighbour's pain is your joy.
- o People value basketball and are very proud of it.
- o Introverted: don't like discussing their problems with others.
- o Think that government is guilty for all their trouble.
- o Lithuanian girls are most beautiful all over the world.
- o Are best at making beer.
- o People are not proud of their country.
- o Practical and thrifty.
- o Everyone knows at least one foreign language.

## Unit 6. General Education Schools, p.77

1. triple
2. establishment
3. length
4. gymnasiums
5. 9-12
6. Humanities
7. Practical Arts
8. Fine Arts
9. specialities
10. 8
11. Maturity examinations
12. Maturity Certificate
13. Secondary School Graduation Certificate
14. acquire
15. sanatoriums
16. welfare
17. trouble

## Unit 7. Self-check, p.91

inflections, genders, feminine, neuter, cases, declensions, conjugations, diacritic signs, diminutives, diphthongs, sonorous

## Unit 8. Making cepelinai

Read the preparation of Cepelinai and put the paragraphs in the correct order:

1. Peel and grate raw potatoes with the fine side of the grater. Squeeze grated potatoes in cheesecloth folded over at least twice. Squeeze as much juice from the grated potatoes as possible. Let starch settle to the bottom of the liquid, then pour the liquid off and add the starch back to the grated potato dough.
2. Peel and mash the boiled potatoes, then add them to the grated ones. Add a dash of salt and knead the mass well.
3. Prepare the filling mixture by adding the egg, chopped onions, some salt and seasonings.
4. Take a handful of the potato dough. Shape first into a ball about the size of a large meatball, then flatten the ball into a patty form.
5. Take some of the filling and place it in the center of the patty. Then enclose the patty around the filling, squeezing and smoothing it with your hands so that the mixture encases the filling, sealing it well. You will end up with a filled potato dumpling about the size of a lemon.
6. Place the dumplings in lightly salted boiling water and cook for approximately 30 minutes. Carefully stir the pot so that *cepelinai* do not stick to the bottom. Remove from water with a slotted spoon and drain well.
7. *Cepelinai* are served with sour cream sauce or bits of bacon (cracklings).
8. This dish is very filling, and was traditionally only served for guests or during heavy work seasons.

## Unit 9. Lithuania in Figures

A. 1A, 2B, 3B, 4A, 5B, 6A, 7,C 8C, 9C, 10A, 11C, 12B, 13A, 14C, 15C, 16B, 17C, 18B, 19C, 20C, 21C, 22C.

<b>B.</b>	<b>Population:</b>	3,565,205 (July 2008 est.)
	<b>Age structure:</b>	0-14 years: 14.5% (male 264,668/female 250,997) 15-64 years: 69.5% (male 1,214,236/female 1,263,198) 65 years and over: 16% (male 197,498/female 374,608) (2008 est.)
	<b>Life expectancy at birth:</b>	total population: 74.67 years male: 69.72 years female: 79.89 years (2008 est.)
	<b>Ethnic groups:</b>	Lithuanian 83.4%, Polish 6.7%, Russian 6.3%, other or unspecified 3.6% (2001 census)
	<b>Government type:</b>	parliamentary democracy
	<b>Suffrage:</b>	18 years of age; universal

*chief of state:* President Valdas ADAMKUS (since 12 July 2004) *head of government:* Prime Minister Gediminas KIRKILAS (since 4 July 2006)

*cabinet:* Council of Ministers appointed by the president on the nomination of the prime minister

*elections:* president elected by popular vote for a five-year term (eligible for a second term); election last held 13 and 27 June 2004 (next to be held in June 2009); prime minister appointed by the president on the approval of the Parliament unicameral Parliament or Seimas (141 seats; serve four-year terms)

**Judicial branch:** Constitutional Court; Supreme Court; Court of Appeal; judges for all courts appointed by the president

**Flag description** three equal horizontal bands of yellow (top), green, and red

(Central Intelligence Agency. (2008). last updated on 7 August 2008)

## Unit 9. Sports

- ▶ The largest cities in Lithuania all have specialized sports bases: an ice-skating hall in Kaunas, a cycle track in Klaipeda, tennis centres in Vilnius and Siauliai, rowing centres in Birstonas and Vilnius, a winter sports centre in Ignalina, the Sarunas Marciulionis Basketball Complex in Vilnius, the Arvydas Sabonis Basketball Centre in Kaunas and yacht clubs in Kaunas and Klaipeda.
- ▶ 96 disciplines of sports are practiced
- ▶ The most popular sports are basketball, soccer, body-building, track and field athletics, sport dances and tennis.
- ▶ Immediately after the re-establishment of independence, Lithuanian sportsmen participated in the Winter Olympic Games in Albertville and Lillehammer and the Summer Olympic Games in Barcelona and Atlanta. The discus-thrower, Romas Ubartas won a gold medal in Barcelona, and the national Men's Basketball Team won bronze medals in Barcelona and Atlanta. Representatives in other sports such as boxing, kick-boxing, cycling, basketball, body-building, track and field athletics, sports dances, modern pentathlon, triathlon, motorcycling and aviation have won prizes in the European and World Championships. Numerous disabled sportsmen have earned the title of Champion and won prizes in the Paraolympic Games. In 1993, the Lithuanian mountaineer Vladas Vitkauskas reached the summit of Mount Everest. Later, he climbed the highest mountains on all the continents.

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