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From texts to handouts and textbooks: Developing teaching materials for LSP



ReFLAME

- Seminar proceedings -

(A collection of original LSP teaching and learning materials)



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Compiled and edited by:

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Podgorica, 2020

Disclaimer

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Preface

These seminar proceedings represent a collection of original teaching and learning materials developed for various Language for Specific Purposes fields within the seminar entitled "From texts to handouts and textbooks: Developing teaching materials for LSP". This was a three-week seminar organized in June and July 2020, as part of the Reflame Project, which is implemented under the framework of the Erasmus+ Capacity Building in Higher Education scheme and is coordinated by the University of Montenegro. It was successfully completed in cooperation with two European partners – the Institute of Applied Linguistics of the University of Warsaw and the University for Foreigners in Perugia, as well as two Montenegrin partners – the University of Donja Gorica and the Mediterranean University.

The training session was led by Borbala Samu (University for Foreigners in Perugia), Elżbieta Gajek (the University of Warsaw), and Agnieszka Leńko Szymańska (the University of Warsaw), the professors and lecturers with extensive experience in LSP teacher training, as well as LSP teaching. The course aimed to instruct the LSP teachers at the three Montenegrin universities how to follow the most important steps in creating LSP teaching materials and writing LSP textbooks. The topics covered in the seminar include the following: the use of corpus linguistics tools in the analysis of authentic texts to produce LSP teaching materials and textbooks; copyright issues when using authentic texts in creating textbooks and teaching materials; assessment of teaching tools and syllabi; selection of authentic texts to meet the needs and match the level of students' competence; methods of creating exercises and activities based on authentic texts, as well as preparing teaching materials for a specific professional field.

The teacher training session was organized online, through the Moodle platform run by the Faculty of Philology of the University of Montenegro, as well as Zoom and Microsoft Teams online meeting applications (run by the Italian partner), which ensured its continuity in real-time, as well as interactivity and crucially important exchange of experience amongst the colleagues. It was successfully completed by 31 Montenegrin LSP university teachers, who together created the teaching and learning materials that stand before you now, under the guidance and mentorship of the instructors.

The teaching materials collected here were produced as the seminar's final assignments. Creating them meant applying the knowledge and skills acquired in the training session in the process of producing a well-structured module/unit in different languages for various specific purposes: science, arts, business, law, tourism, dentistry. They can be used as ready-made resources or as a pattern for creating own LSP teaching materials and writing LSP textbooks. We offer them for use under the Creative Commons license and we hope that practitioners and students alike will find them useful in their LSP teaching or learning efforts.

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Instructors

Dr hab. Elżbieta Gajek is an associate professor at the Institute of Applied Linguistics University of Warsaw, Poland. She is Head of the Department of Language Acquisition Studies and Head of New Media in Applied Linguistics Lab. As she graduated from Warsaw University of Technology, Department of Electronics, and then completed her Ph.D. at the University of Warsaw, Department of Modern Languages her main research areas cover Computer Assisted Language Learning, Methodology of Computer-Enhanced Teaching Languages, Corpus Linguistics, Distance Learning, and Mobile-Assisted Language Learning. She has worked as an English teacher and teacher trainer for many years. She participated in many European research projects. She also coordinated academic telecollaborative projects with American and Chinese universities. As a Polish national expert, she has been involved in the eTwinning program since 2004. She is an author and co-author of over 100 books, book chapters, and journal articles on CALL and MALL, on teacher training for media, and ICT-based instruction published worldwide.

Dr. Agnieszka Leńko-Szymańska holds a Ph.D. in applied linguistics from the University of Łódź. She has worked as an assistant professor at the Institute of Applied Linguistics, the University of Warsaw since 2004. Her research interests are primarily in second language acquisition, teaching English as a foreign language, and corpus linguistics, especially in the issues related to lexis and phraseology in these fields. She has recently completed her post-doctoral research resulting in a monograph entitled “Assessing lexical proficiency”, which is currently under review. She teaches courses in the BA and MA-level programs at the Institute of Applied Linguistics, which cover foreign language pedagogy, second language acquisition, and the applications of corpora in language education. She has supervised over fifty MA theses related to various aspects of foreign language teaching and learning, including teaching English for Special Purposes. One of her courses, “Corpora in Language and Teaching and Learning” contains a section devoted to corpus-based and corpus-driven instruction of specialized languages, and in 2013, this course received the European Language Label, the European Commission’s award promoting new initiatives in the field of teaching and learning languages. She also has experience in teaching English as a foreign language and English for Special Purposes to adults. Together with Professor Elżbieta Gajek, she acts as Chair for the English Examination Board for the University of Warsaw language certification exams. She collaborated with Pearson Education in Poland on the development of a resource book for Polish secondary students preparing for the revised Polish national school-leaving exam. She also reviewed teaching materials for Cambridge University Press.

Borbala Samu is a researcher in the field of Teaching of modern languages at the University for Foreigners of Perugia. She has a long experience in teaching the Italian language and culture in Italy and abroad. She teaches undergraduate and graduate courses on second language education (with particular attention to Technology-Enhanced Language Learning) and collaborates in Italian language teacher training courses.

LSP Teaching and Learning Materials

I English for Law

II English for Science

III English for Arts & Humanities

IV English for Digital Marketers

V English for Students of Stomatology

VI Italian for Tourism and Travel

I

English for the Legal Profession

Author

Petar Božović

Legal profession is innately involved in the business of communication. Language is to lawyers what a paintbrush is to a painter: the tool of the trade. It is considered to be a foreign or additional language both for L1 and L2 learners sometimes being incomprehensible even to well-educated language users. Unlike many professional languages that have developed recently, legal language has a long historical development preserving some of the linguistic features which have disappeared from ordinary language. What makes it different from other languages for specific purposes are its specific (and frequently criticized) ambiguity, obscurity, tautology and circularity, susceptibility to distortion, arbitrariness, formality, but also the power to command respect and to resolve conflicts while always aiming for clarity, precision and simplicity - virtues often lacking in legal language. Due to its regulatory scope, it can absorb terms from any other professional language. Contemporary interest in legal language began in the second half of the 20th century and has increased significantly attracting the attention of legal scholars, linguists, legal practitioners, educators, translators, and interpreters who attempted to describe and solve language problems. Having in mind the process of EU integrations and the global trends in society, it is no wonder that there is an increased need for adequate training in legal English offered both at higher education institutions and elsewhere.

Zooming in to *English* legal language, students face challenges at different linguistic levels. Some of its distinguishing features include the use of Latinisms, terms of French or Norman origin, formal register and archaic diction, archaic adverbs and prepositional phrases, redundancies (doublets and triplets), frequent use of performative verbs, euphemism and contemporary colloquialisms. Probably the greatest single difficulty encountered by law students is unfamiliarity with the vocabulary typical of this type of discourse. Lexical items are generally grouped into purely technical terms (those found exclusively in the legal sphere and having no application outside it), semi-technical or mixed terms (polysemic terms that have acquired additional meanings in the specialist context and usually more difficult to recognize and assimilate than purely technical terms), and everyday vocabulary regularly found in legal texts. At the morphological and syntactic level, the second major source of difficulty in legal English are some leading features of its grammar. These include unusually long sentences, the abundance of restrictive connectors, the use of the passive voice, conditionals and hypothetical formulations, etc. Special attention needs to be paid to linguistic precision. Furthermore, legal English students need to focus on the skills necessary for the trade.

The legal English textbooks continue to evolve to cater for the growing needs of the law school education and legal practice. From the initial focus on writing to a more recent shift toward multi-skills instructions, contemporary textbooks attempt to cover a comprehensive set of communication, research, and pedagogical skills. Still, insufficient resources are targeted at L2 learners. Some of the most well-known textbooks used in the field provide a commendable amount of lexical input but are primarily based on Anglo-Saxon legal traditions. In EFL, such specific legal content often poses pedagogical hurdles in foreign jurisdictions (such as Montenegro) leading to a gap that needs to be filled in by the instructors and frequently not leaving enough time for language practice and consolidation. We hope that the future textbook of *English for the Legal Profession* will fill in at least a small part of that gap to meet the practical needs of students in Montenegro and the region and contribute to creating the syllabi and curricula that integrate the interdiscursivity of academic and professional genres.

UNDERSTANDING THE LAW

In this unit you will:

- Learn how to describe the basic structure of legal acts in English
- Learn typical verb collocations with the law-related terms
- Learn some typical verb structures used in legal drafting
- Learn some vocabulary related to various branches of law
- Discuss the concept of the rule of law in English

Lead-in:

1. Law is order, and good law is good order. (ARISTOTLE, *Politics*)
2. Change is the law of life. And those who look only to the past or present are certain to miss the future. (JOHN F. KENNEDY)
3. People are more afraid of the laws of Man than of God, because their punishment seems to be nearest. (WILLIAM PENN, *Some Fruits of Solitude*)

Discuss the following questions:

1. How would you define *law*?
2. Think of what you have done today. Has anything been governed by certain laws?
3. Describe a law you would introduce to make your city a better place.
4. What is the relationship between laws and freedom?
5. What new laws will there be fifty years from now?
6. Is there a law that should be applied to your *Legal English* class?

PART A:

THE LAW – what does it do?

what do we (not) do with it?

Vocabulary: law collocations, everyday law expressions
Grammar: reduced participial clauses in legal drafting

Before we start...

Study the dictionary entry given below and notice the possible different meanings of the headword *law*. Think of possible translations into your first language.

Definition of 'law'

law

(lə:)

Word forms: plural laws

1. SINGULAR NOUN

The **law** is a system of rules that a society or government develops in order to deal with crime, business agreements, and social relationships. You can also use the **law** to refer to the people who work in this system.

Obscene and threatening phone calls are against the law.

He had broken the law on election funding and illegally received money from abroad. [+on]

Synonyms: constitution, code, legislation, charter [More Synonyms of law](#)

2. UNCOUNTABLE NOUN [usually adjective NOUN]

- **Law** is used to refer to a particular branch of the law, such as **criminal law** or **company law**.

He was a professor of criminal law at Harvard University law school.

Under international law, diplomats living in foreign countries are exempt from criminal prosecution.

Important questions of constitutional law were involved.

- **Law** is the study of systems of law and how laws work.

He came to Oxford and studied law.

He holds a law degree from Bristol University.

3. COUNTABLE NOUN [oft noun NOUN]

- A **law** is one of the rules in a system of law which deals with a particular type of agreement, relationship, or crime.

...the country's liberal political asylum law.

The law was passed on a second vote.

Synonyms: statute, act, bill, rule

Adapted from: <https://www.collinsdictionary.com/dictionary/english/law>

Task 1. Read the following sentences taken from Montenegrin legislation and complete the table below with the verbs that are used with law-related nouns.

- This Law governs the requirements, manner and procedure for realization of the right to compensation to victims of intentional crimes of violence.
(*Law on Compensation of Victims of Violent Crimes*)
- This Law regulates the organization of the Constitutional Court of Montenegro (hereinafter referred to as the Constitutional Court).
(*Law on the Constitutional Court of Montenegro*)
- The Municipality shall enact the statute and other general regulations.
(*Law on Local Self-Government*)
- Ministries shall pass bylaws, orders and instructions for the enforcement of laws and other regulations.
(*Law on State Administration*)
- With majority vote of all its Members, the Parliament shall adopt laws regulating the following: manner of exercising liberties and rights of citizens, Montenegrin citizenship, referendum (...).
(*Constitution of Montenegro*)
- The law can stipulate a mandatory seizure of items. The law can also stipulate the conditions for seizure of certain items in specific cases.
(*Law on Criminal Liability of Legal Entities*)

| THE LAW | |
|------------------|------------------------------|
| What does it do? | What do we (not) do with it? |
| | |
| | |
| | |

Here are some additional verbs which are commonly used with the noun “law”.

| | | | | | |
|------------|--------------------------|-------|----------|------------------|-------|
| THE LAW | <i>prescribes</i> | _____ | SUBJECTS | <i>apply</i> | _____ |
| | <i>provides that/for</i> | _____ | | <i>enforce</i> | _____ |
| | <i>enters into force</i> | _____ | | <i>interpret</i> | _____ |
| | <i>comes into effect</i> | _____ | | <i>break</i> | _____ |
| | <i>expires</i> | _____ | | <i>amend</i> | _____ |
| | <i>determines</i> | _____ | | <i>violate</i> | _____ |
| | <i>sets down/out</i> | _____ | | <i>breach</i> | _____ |
| | <i>lays down</i> | _____ | | <i>draft</i> | _____ |
| | <i>states</i> | _____ | | <i>repeal</i> | _____ |
| | <i>specifies</i> | _____ | | | _____ |

Task 2. Write translation equivalents next to each of the verbs in Task 1.

Task 3. Use the website provided by your professor and write down what the following laws regulate. Try using different verbs.

1. Law on the Protector of Human Rights and Freedoms

2. Law on Local Self-Government

3. Law on Mutual Legal Assistance in Criminal Matters

4. Law on Waste Management

Task 4. Read these sentences from Montenegrin laws, paying particular attention to the words in bold. Can you spot any regularities?

- a) The law **regulating** road traffic safety may stipulate penalty points as a legal consequence for offenders convicted by a final and legally binding decision of a gross traffic violation. (*Law on Misdemeanors*)
- b) The provisions of this Law **regulating** exemption shall apply accordingly to members of collegiate bodies. (*Law on General Administrative Procedure*)
- c) The law **governing** contractual and non-contractual obligations shall apply to the extent that it contains rules which raise presumptions of law or determine the burden of proof. (*International Private Law Act*)
- d) The law **governing** the assigned claim shall determine its assignability, the relationship between the new creditor and debtor, the conditions under which the assignment can be invoked against the debtor and the conditions under and the manner in which the debtor can discharge his obligations. (*International Private Law Act*)

Task 5. Translate the given sentences into English using the models and conclusions from the previous task.

Style in legal writing



One of the key elements of good style in legal writing is clarity – being as easy to understand as possible. There are many ways in which to achieve this. One of them is to keep your sentences short where possible. This means using words economically and removing all unnecessary ones. This can frequently be achieved with reducing relative clauses. To reduce a clause, remove the relative pronoun (typically *which*) and the auxiliary verb (sometimes even the main verb). In these cases, verbs are typically in a continuous form or in the passive voice. These reductions are frequently found in legal drafting. For example:

The law **which is regulating this area** is new.

The law **regulating** this area is new.

These are the situations **which are governed** by agreements **which are made between different entities**.

These are the situations **governed** by agreements between different entities.

1. Plan pomoći žrtvi sadrži i mjere za zaštitu djeteta u skladu sa zakonom kojim se uređuju porodični odnosi.

2. Zakonima kojima se propisuju prekršaji mogu se odrediti i druge zaštitne mjere, uslovi i rokovi za njihovo izricanje.

3. Zaštita svjedoka i drugih lica iz stava 1 ovog člana može se obezbijediti i van krivičnog postupka, u skladu sa zakonom kojim se uređuje zaštita svjedoka.

Task 6. a) What do you think these everyday law-expressions mean? Match the given phrases to their definitions. Think of possible translation equivalents?

take the law into one's own hands

be a law unto oneself

the letter of the law

the law of the jungle

'Necessity knows no law.'

the law of averages

- the idea that something is sure to happen at some time, because of the number of times it generally happens or is expected to happen.
- a person who acts in a way that shows he or she does not care what kind of behavior other people think is acceptable
- a code that dictates survival by any means possible and that is presumed to be in effect among animals in their natural state or people unrestrained by any established law or civilized personal or civic control
- to try to punish someone for breaking a law even though one does not have the right to do that
- exactly what the law says (used especially when you disapprove of this)

b) Think of a statement given by a defendant in a court of law responding to some accusations and trying to explain a certain course of action. Work in pairs and write a short dialogue illustrating the meaning of one of these law-expressions (without explicitly mentioning it). Be as creative as you wish. Now roleplay the dialogue. Can your classmates guess the expression?



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For example:

A: Mrs. Jackson, you are accused of rushing into the hospital violently in the middle of the night, ignoring the warning of the employees at the reception desk and disobeying to follow the standard reception procedures.

B: They blindly followed each bureaucratic rule and regulation without understanding the emergency of the situation and without realizing that my son's life was at stake. Time was ticking away and I absolutely had to take him to his pediatrician as soon as possible.

THE ANSWER: the letter of the law

Task 7. What does the word "law" refer to in the following sentences?

1. The first *law* of thermodynamics says that energy is conserved in any process involving a thermodynamic system and its surroundings.
2. She's going to study *law* at university.
3. He got in trouble with *the law* as a young man.
4. This is a divine *law* and *a law* of nature.

PART B: THE STRUCTURE OF LEGAL ACTS

Reading: The structure of legal acts
Vocabulary: systematization and structural elements of legal acts

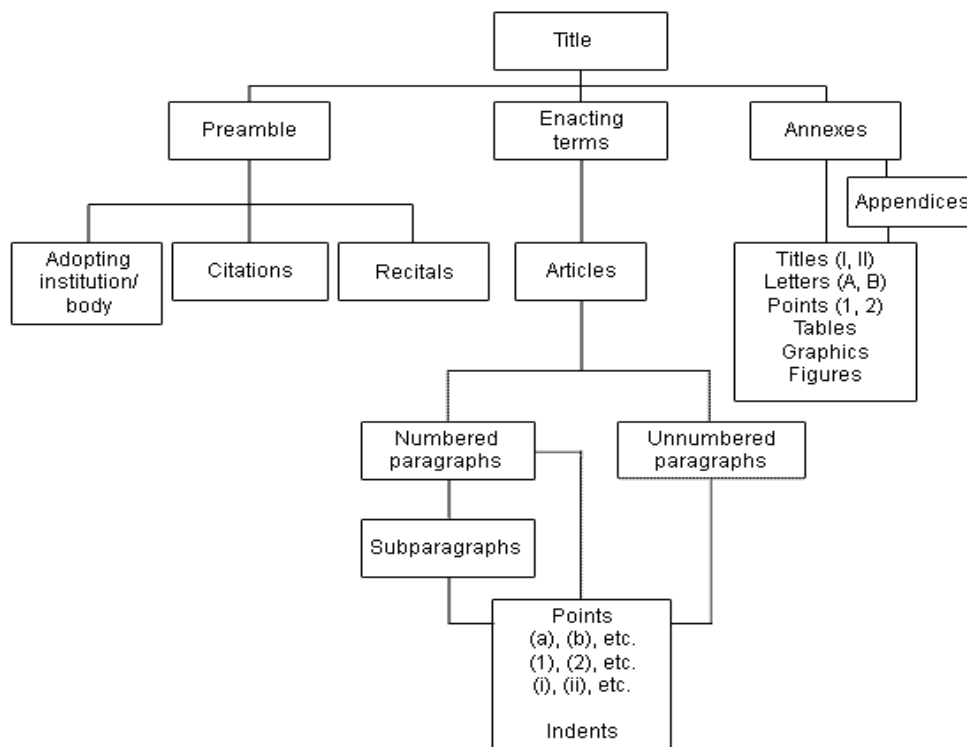
Task 1. Tick the words you know. Check new words in the Glossary (p. XX).

| | | | | |
|-------------|------------|--------------|-------------|-----------|
| entity | competence | Constitution | legislation | provision |
| misdemeanor | cessation | | | |

Task 2. Read the following text and do the task below.

THE STRUCTURE OF LEGAL ACTS

A law must contain and clearly define the rights and obligations of citizens and other entities, including the conditions under which these are exercised. It must also clearly state the conditions for the performance of certain activities and tasks, the competences of the authorities and the procedures before them, as well as other issues which, according to the Constitution, can only be regulated by a law. The diagram below shows the basic elements of a legal act, especially in EU legislation. Depending on the complexity of the text, elements such as parts, titles, chapters or sections may be used in the preamble, enacting terms and annexes.



Preamble usually refers to everything between the title and the enacting terms of the act. It consists of citations and recitals. **Citations** indicate, in the following order: 1. the legal basis for the act, 2. the preparatory acts (e.g. proposals, initiatives, requests, recommendations, approvals or opinions provided for in the Treaties), 3. in legislative acts: (a) the transmission of the draft legislative act to national parliaments, (b) the procedure followed. Citations start with a capital letter and end with a comma. **Recitals** set out the reasons for the contents of the enacting terms (i.e. the articles) of an act. Recitals are introduced by the word 'Whereas:'. They are numbered and each sentence in each recital

starts with a capital letter and ends with a full stop, except the last sentence of the concluding recital, which ends with a comma.

The enacting terms, which constitute the normative part of the act, are divided into articles. Where the enacting terms are simple, they may be set out in a 'Sole Article'. Where an act contains more than one article, the articles are numbered consecutively throughout (Article 1, Article 2, Article 3, etc.). The numbering must be continuous from the beginning to the end of the enacting terms. Articles may be grouped in 'parts', 'titles', 'chapters' and 'sections'. Articles may be subdivided into paragraphs, subparagraphs, points or items, indents and sentences. Paragraphs may be unnumbered or numbered with Arabic numerals and may contain points or indents, which may be preceded by a dash. A common feature of EU laws not typically found in the Montenegrin legal system is the practice of dividing paragraphs of an article into subparagraphs.

The content of Montenegrin laws is classified by systematizing the provisions according to their similarity in the following order:

- a) General provisions
- b) Central provisions
- c) Penal provisions
- d) Transitional provisions and
- e) Final provisions.

Systematization of the provisions of a law should be differentiated from the formal structure of the law (grouping its subject matter into chapters and sub-chapters, etc.).

General provisions should: a) determine the general content of a law and, if required, the principles on which relationships are based in the area regulated by the law, b) regulate the relationship between the law and other laws, i.e. regulations within the framework of the single legal system and c) give explanations about certain expressions to be used in the law, if at all required. The explanation of expressions (concepts, terms etc.) is necessary if there are dilemmas about the meaning of certain expression or if it is necessary to explain specialized or ambiguous expressions (having more than one meaning, having special meaning or being used in a narrower sense than it is usual).

Central provisions represent the central (principal) part of a law and they, in the narrow sense of the word, regulate the relationships which are the subject matter of legislation. In this part of the law most of the matter is regulated and distributed in appropriate sections according to the subject matter, i.e. according to the nature and the character of the issues being regulated.

Penal provisions (misdemeanor) should be contained within every law which contains commanding and prohibiting norms among central provisions. In order for penal provisions to be precise, it is necessary for central provisions to have precisely established subjects of rights and obligations and their specific rights and obligations.

Laws, depending on the relationships being regulated, can but need not contain **transitional provisions**. Transitional provisions should establish, if at all necessary, the relationship between the law which ceases to be valid and the new law with regards to their effect on the cases, situations and relationships that have originated at the time of the validity of the former law.

Final provisions provide for: a) the cessation of validity of the former law or several laws, or individual provision/s which used to regulate the subject matter of the law being passed; b) the cessation of validity of the bylaws, provided they are to be made ineffective by means of a law; c) the coming into effect, or the beginning of the implementation of a law.

In Montenegrin legislation, an article and a paragraph can be further divided in points or indents, and a point in sub-points or indents. Points are designated in Arabic numerals, at the beginning, followed by a bracket. Sub-points are designated in letters, followed by brackets. Indents are marked by hyphens.

After reading the text, write what type of provisions the given examples illustrate.

- a) *On the day of the coming into effect of this law, the Law on Public Procurement ceases to be valid ("OG RMNE", no. 40/01). _____*
- b) *A legal entity and an entrepreneur shall be fined from two-hundred up to three-hundred times the amount of the lowest wage in Montenegro, if:*
 - 1) *they circulate, undertake the circulation of a medical device which does not meet general and special requirements specified by the technical regulation [...] _____*
- c) *This law regulates the use, management and disposal of objects and other goods belonging to Montenegro or local self-government. (Law on state property) – _____*
- d) *The procedures instituted up to the day of the coming into force of the new law, in which no first instance decision has been passed, will be terminated according to the law which had been in force at the time the procedure was instituted. (Law on Spatial Planning and Construction of Structures)*

Task 3. *Read Article 6 of the European Convention on Human Rights (ECHR) and then answer these questions:*

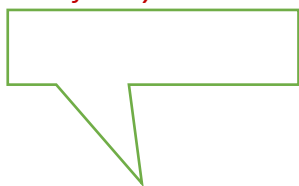
- a) *What rights does it outline and where?*
- b) *What is the presumption of innocence and where is it covered?*
- c) *Where does it provide that everyone charged has the right to have an interpreter?*

ARTICLE 6

Right to a fair trial

1. *In the determination of his civil rights and obligations or of any criminal charge against him, everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law. Judgment shall be pronounced publicly but the press and public may be excluded from all or part of the trial in the interests of morals, public order or national security in a democratic society, where the interests of juveniles or the protection of the private life of the parties so require, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice.*
2. *Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law.*
3. *Everyone charged with a criminal offence has the following minimum rights:*
 - a. *to be informed promptly, in a language which he understands and in detail, of the nature and cause of the accusation against him;*
 - b. *to have adequate time and facilities for the preparation of his defence;*
 - c. *to defend himself in person or through legal assistance of his own choosing or, if he has not sufficient means to pay for legal assistance, to be given it free when the interests of justice so require;*
 - d. *to examine or have examined witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;*
 - e. *to have the free assistance of an interpreter if he cannot understand or speak the language used in court.*

Task 4. Read this extract from the Montenegrin Law on Courts. Write down the words for the elements of its systematization and structure.



Pursuant to Article 82, paragraph 1, item 2 of the Constitution of Montenegro and Amendment IV, paragraph 1 of the Constitution of Montenegro, the Parliament of Montenegro of the 25th Convocation, at the Sitting of the First Extraordinary Session in 2015, of 26 February 2015, adopted the:

LAW ON COURTS



I. GENERAL PROVISIONS

Subject matter of the Law

Article 1

This Law shall regulate the establishment, organization and jurisdiction of the courts, the organization of the work in courts and judicial administration and other issues relevant to orderly and timely functioning of the courts.



Judicial power

Article 2

The judicial power shall be exercised by courts established by this law. The court shall be obliged to decide legally, objectively and timely on the legal thing that falls under its jurisdiction.

[...]

Jurisdiction

Article 20

Appellate Court:

- 1) decide on appeals against first-instance decisions of high courts, as well as appeals against decisions of commercial courts;
- 2) resolve conflict of jurisdiction between:
 - basic courts from the territories of different high courts;
 - between basic and high courts;
 - between high courts;
- 3) perform other duties laid down by law.

[...]

VII. TRANSITIONAL AND FINAL PROVISIONS

Article 77

General criteria referred to in Article 29 of this Law shall be adopted within 15 days from the day of entry into force of this Law.

[...]

Article 99

This Law shall enter into force on the eighth day following that of its publication in the Official Gazette of the Republic of Montenegro.

Number: 23-1/14-18/17
EPA 696 XXV
Podgorica, 26 February 2015

**PARLIAMENT OF MONTENEGRO
OF THE 25TH CONVOCATION
President:**

PART C: The branches of law and the rule of law

Listening: a university lecture and a video
Academic writing skills: note-taking
Speaking and research: Describing Montenegrin and EU laws
Extended reading and speaking: Types of EU law

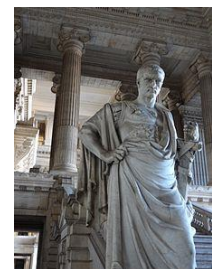
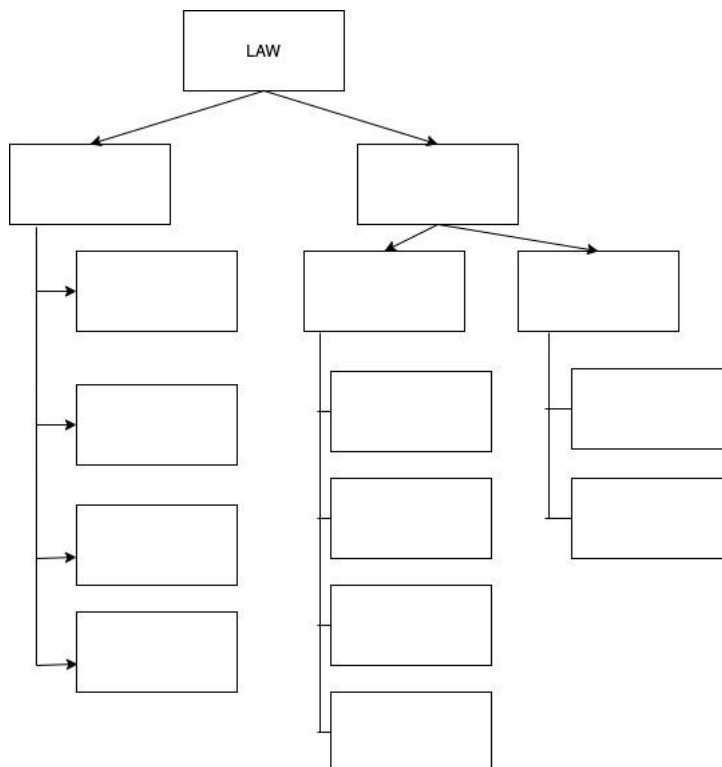
Publicum ius est quod ad statum rei romanae spectat, privatum quod ad singulorum utilitatem pertinet (Ulpian, the Digest)

Before we begin...

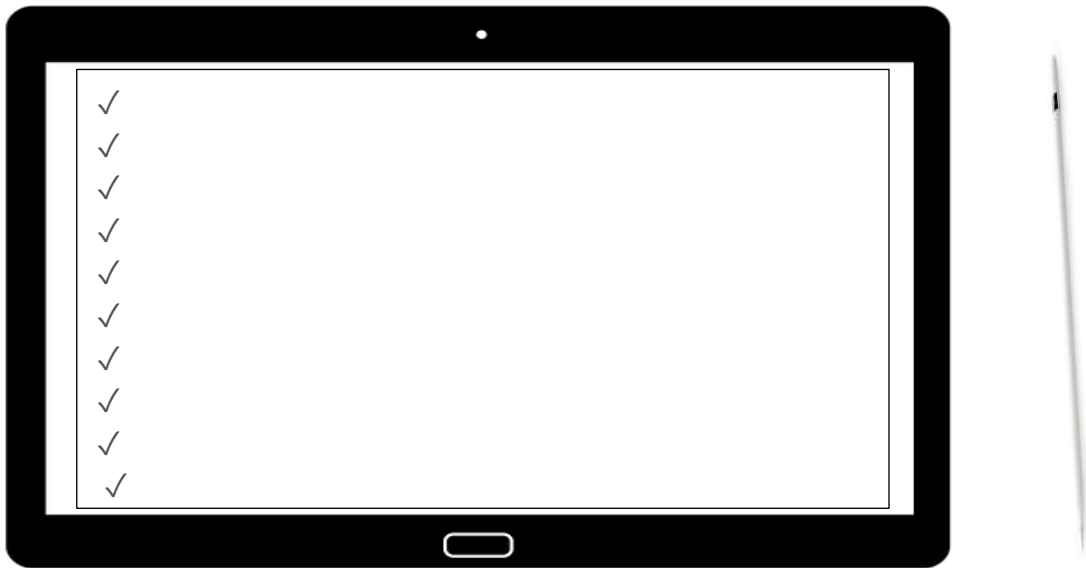
- Are you familiar with this Latin quote by Ulpian?
- What areas of law do you know?
- Which area of law would like to specialize in? Why?

Listening: The branches of law

Task 1. Listen to part of a lecture on the branches of law. Fill in the gaps with the missing words.



Task 2. Listen once again and take notes on the different branches of law. Be ready to share your notes with your classmates.



Task 3. Which branches of law will be relevant for your future work, do you think?

| | |
|-----------------------|--|
| Very relevant | |
| Quite relevant | |
| Irrelevant | |

Watching the video: Rule of law

Task 4. Watch the [video](#) on the *rule of law* and answer the following questions:



1. How would you define the *rule of law*?
2. How does the majority benefit when minorities are protected by the rule of law?
3. Give examples of ways in which the rule of law has an impact on your life?
4. Describe a rule or law that you follow strictly.
5. Describe a law that you think should be strictly implemented.

In-class research assignment 1:

Team work: *Choose one of the laws from Montenegrin legislation and describe it in a five-minute presentation using vocabulary from this unit. Mention how that law is useful and say how you feel about it.*

In-class research assignment 2:

Choose one of the EU regulations found on the website provided by your professor and describe its structure by using vocabulary from this unit. Pay special attention to all the elements found in the preamble. Who is this act addressed to and what subject matter does it regulate?

Extended reading and speaking activity:

Read the text *Types of EU Law* in the *Readings* section on page XX and answer the questions.

Unit 2 Review

Task 1. Match these sentence halves.

| | | | |
|----------------------|----------------------------|-------|--|
| When the legislature | drafts | a law | it revokes, annuls or cancels it. |
| | passes adopts enacts | | it officially announces it. |
| | promulgates | | it adds sth to, supplements or changes it. |
| | amends | | it accepts it. |
| | repeals | | it writes it. |

Task 2. Translate the following law provisions using the reduced V-ing clause. Use a dictionary to help you if necessary.

1. Ne primjenjuju se odredbe čl. 24 i 25 ovog zakona, već se primjenjuju odredbe zakona kojima se uređuje insolventnost privrednih društava.

2. Zakonima kojima se propisuju prekršaji mogu se odrediti i druge zaštitne mjere, uslovi i rokovi za njihovo izricanje.

3. Prikupljanje, obrada i zaštita podataka o vjeroispovijesti ili uvjerenju pojedinaca ili grupa vrši se u skladu sa zakonom kojim se uređuje zaštita podataka o личности.

Task 3. Read this extract from Family Law. Where is the possibility of keeping one's surname when entering into marriage regulated? Write your answer with full information using the vocabulary describing the structure of the given law.

Article 41

When entering into a marriage the spouses may agree:

- 1) that each of them keeps his/her surname,
- 2) to take as a joint surname the surname of one of them,
- 3) to take both their surnames as a joint surname,
- 4) that only one of them adds the surname of the spouse to his/her surname.

In case of an agreement on surname as of paragraph 1 item 3 of this Article, spouses shall decide which surname will be used in the first place.

Task 4. Match the given provisions to the systematization elements of the given law.

This Law shall regulate the forms of organization pursuing economic activities and their registration.

Penal provisions

A pecuniary fine in the amount not exceeding EUR

Basic provisions

15,000 shall be imposed on a company or another form of organization pursuing economic activity for the offences referred to in paragraph 3 of this Article.

This Law shall enter into force on the eighth day upon its publication in the Official Gazette of the Republic of Montenegro.

Preamble

I hereby promulgate the Law on Business Organizations adopted by the Parliament of the Republic of Montenegro at the sitting of the first extraordinary session in 2002, held on 29 January 2002.

Transitional and final provisions

Task 5. Complete the sentences with the correct form of an expression from the box.

*be a law unto oneself the letter of the law take the law into one's hands law of the jungle
the law of averages*

1. Citizens should not be expected to _____.
2. But it is better than the _____, where might equals right.
3. She _____ and did what she wanted to do.
4. The builders may have adhered to _____, but not its spirit.
5. _____ says we'll win at least once.

Task 6. Translate the following phrases:

1. Constitutional law _____
2. Break the law _____
3. To hold a law degree _____
4. Newton's three laws of motion _____
5. Law and order _____
6. Public law _____

Readings

Unit 2: Types of EU law

The European Union is based on the rule of law. This means that every action taken by the EU is founded on treaties that have been approved democratically by its members. EU laws help to achieve the objectives of the EU treaties and put EU policies into practice. There are two main types of EU law – primary and secondary.

Primary versus secondary law

Every action taken by the EU is founded on the treaties. These binding agreements between EU member countries set out EU objectives, rules for EU institutions, how decisions are made and the relationship between the EU and its members.

Treaties are the starting point for EU law and are known in the EU as primary law.

The body of law that comes from the principles and objectives of the treaties is known as secondary law; and includes regulations, directives, decisions, recommendations and opinions.

Types of EU legal acts

EU treaties

The treaties lay down the objectives of the European Union, the rules for EU institutions, how decisions are made and the relationship between the EU and its member countries. The EU treaties have from time to time been amended to reform the EU institutions and to give it new areas of responsibility. They have also been amended to allow new EU countries to join the EU.

The treaties are negotiated and agreed by all the EU countries and then ratified by their parliaments, sometimes following a referendum.

Regulations

Regulations are legal acts that apply automatically and uniformly to all EU countries as soon as they enter into force, without needing to be transposed into national law. They are binding in their entirety on all EU countries.

Directives

Directives require EU countries to achieve a certain result, but leave them free to choose how to do so. EU countries must adopt measures to incorporate them into national law (transpose) in order to achieve the objectives set by the directive. National authorities must communicate these measures to the European Commission.

Transposition into national law must take place by the deadline set when the directive is adopted (generally within 2 years). When a country does not transpose a directive, the Commission may initiate infringement proceedings.

Decisions

A decision shall be binding in its entirety. A decision which specifies those to whom it is addressed shall be binding only on them.

Recommendations

Recommendations allow the EU institutions to make their views known and to suggest a line of action without imposing any legal obligation on those to whom it is addressed. They have no binding force.

Opinions

An 'opinion' is an instrument that allows the EU institutions to make a statement, without imposing any legal obligation on the subject of the opinion. An opinion has no binding force.

Delegated acts

Delegated acts are legally binding acts that enable the Commission to supplement or amend non-essential parts of EU legislative acts, for example, in order to define detailed measures.

The Commission adopts the delegated act and if Parliament and Council have no objections, it enters into force.

Implementing acts

Implementing acts are legally binding acts that enable the Commission – under the supervision of committees consisting of EU countries' representatives – to set conditions that ensure that EU laws are applied uniformly.

Discuss the following questions:

1. How fundamental is the rule of law for the EU?
2. What are the main sources of EU primary law?
3. Which EU laws are binding for the Member States?
4. What is the difference between a regulation and a decision?
5. How have EU regulations changed the legislation and everyday life in your country?

Suggested *Legal English* literature:

- Amy Krois-Lindner, Matt Firth (2009), *Introduction to International Legal English*, CUP
- Jeremy Day, Matt Firth, with Amy Bruno-Lindner (2008), *Introduction to International Legal English Teacher's Book*, CUP
- Amy Bruno-Linder (2011), *International Legal English*, CUP
- Jeremy Day (2006), *International Legal English: A Course for Classroom or Self-Study Use, Teacher's Book*, CUP
- Andrew Frost (2009), Express Series: *English for Legal Professionals*, Oxford
- Rupert Haigh (2018), *Legal English*, Routledge
- Catherine Mason (2016), *The Lawyer's English Language Course*, Global Legal English Ltd
- Guillermo Cabanellas (2014), *The Legal Environment of Translation*, Routledge
- Marcella Chartrand, Catherine Millar, Edward Wiltshire (2003), *English for Contract and Company Law*, Sweet & Maxwell
- Jay M. Feinman (2005), *1001 Legal Words You Need to Know: The Ultimate Guide to the Language of the Law*, OUP
- Emily Finch, Stefan Fafinski (2019), *Legal Skills* (Seventh Edition), OUP
- Gačić, Milica (2010). *ENGLESKO - HRVATSKI RJEČNIK PRAVA I MEĐUNARODNIH I POSLOVNIH ODNOSA*, Školska knjiga
- Gibbons, John (2003), *Forensic Linguistics: An Introduction to Language in the Justice System*, Oxford:Blackwell
- Guby Helen (2006), *Practical Legal English: legal terminology*. Den Haag: Boom Juridische uitgevers
- Ingels, Mia B. (2006), *Legal English Communication Skills: Introduction to writing skills and vocabulary acquisition for the legal profession*, Leuven; Voorburg: Acco.
- Zlata Pavić, Branko Smerdel, Dunja M. Vićan (2012), *English for lawyers* (17. izd.), Zagreb: Narodne novine
- Riley, Alison; Sours, Patricia (2014), *Common Law Legal English and Grammar: A Contextual Approach*, Oxford; Portland, Oregon: Hart Publishing.
- Wacks, Raymond (2008), *Law: A very short introduction*, OUP

Legal English

Authors:

Nada Petković, Dragica Žugić, Dragiša Vukotić and Milena Nikolić

Legal English, like such other ESPs as Business English, English for Arts and Humanities, English for Science, English for Digital Marketers, and many others, has a specific context and vocabulary that the students of English as a Foreign Language (EFL) have to acquire. In terms of Legal English, it is necessary for students at university level, especially those of law students, to master the specific vocabulary which is used in legal settings.

To meet the specific needs for the acquisition of Legal English vocabulary, it is therefore important for the teachers (especially those teaching English to law students) to use a lexical approach in order to develop their acquisition of LE vocabularies.

This handout, developed for intermediate (B2) level learners of English, represents a comprehensive and practical teaching material which focuses on English that is used for legal profession and communication. Divided into several sections, this material covers all language skills with clearly defined learning objectives. It opens with a few discussions topics related to legal rights and responsibilities of famous people to generate students' interest and to introduce the reading material which is based on the authentic text with key legal vocabulary, terms and concepts. Reading activity involves exercises on the most frequent collocations chosen by using tools for corpus linguistics analysis. Grammar section is designed to develop reported speech grammar and productions skills followed by appropriate exercises. The listening activity is a part of the writing task based on an authentic video report on the topic and it closes with a follow up task to write down an expository text with a focus on words and phrases related to this video material and specific field of law.

LEARNING ABOUT THE LIBEL CASE

CELEBRITIES TRIALS AND COURT CASES



Getting Started!

I Discuss the following questions in small groups/ pairs.

1. What do you understand under the term libel?
2. In what cases can one be sued for a libel?
3. Is there any difference between a spoken and a written statement?
4. Should famous people have the same responsibilities as ordinary people?
5. What are the most famous celebrity court cases?

Build Your Vocabulary!

II Scan the newspaper article *Johnny Depp legal case against The Sun gets go-ahead from judge*. Complete the vocabulary chart by analyzing the words to understand their form, meaning, and use.

| WORD | USE | FORM (suffix, prefix, POS) | MEANING | OTHER FORMS |
|--------------|------------------------------|----------------------------|--|--|
| accuse | - accused of doing something | accuse + ed verb | blamed for something; told that they did something wrong | accuse accusing accusatory accusation accusingly |
| get go ahead | | | | |

| | | | | |
|--------------------|--|--|--|--|
| claims | | | | |
| ruling | | | | |
| throw out | | | | |
| disclose | | | | |
| sanctions | | | | |
| proceedings | | | | |
| defendant | | | | |
| claimants | | | | |
| strenuously | | | | |
| imminent | | | | |
| barrister | | | | |

Johnny Depp legal case against The Sun gets go-ahead from judge

Johnny Depp's libel case over newspaper claims he abused his ex-wife is to go ahead in court, after a ruling by the judge involved in the case.

Mr Justice Nicol's High Court ruling said: "I am not persuaded that the trial of the claim would be unfair."

Mr Depp is suing NGN and The Sun's executive editor Dan Wootton over an April 2018 article that referred to him as a "wife beater". Last month Justice Nicol ruled the actor had breached a court order. It followed an attempt by The Sun's publisher News Group Newspapers to have the case thrown out. NGN's lawyers had said Mr Depp breached the court order by not providing text messages relating to his alleged drug use.

On Thursday, the judge said he would grant Mr Depp "relief from sanctions" over the breach of the order to disclose a text message exchange between himself and his assistant, which contained references to drugs. But Mr Justice Nicol said his decision was conditional on Mr Depp agreeing not to seek sanctions against his ex-wife Amber Heard for allegedly breaching another court order, made during separate libel proceedings in the US, by providing The Sun's legal team with evidence.

'Trial is imminent'

The judge's legal ruling said: "Ms Heard has provided assistance to the defendants and has done so despite whatever may have been said by the claimant's US lawyers. I agree that it is important that she is not subjected to sanctions in another jurisdiction for having done so."

The Sun's original article related to allegations made against Mr Depp by Ms Heard, who claimed he was violent towards her during their marriage, which he strenuously denies.

The judge ruled: "The claim is far advanced and the trial is imminent. Despite the breach which I have found... I am not persuaded that the trial of the claim would be unfair."

Last week, NGN's legal team argued that Mr Depp's text messages, sent in late February and early March 2015, demonstrated he was trying to get hold of drugs while staying in Australia with Ms Heard, during which time an incident of domestic abuse is alleged to have occurred.

Mr Depp's barrister had said the text messages were not relevant as they did not relate to the allegations of domestic violence that The Sun made reference to in an article headlined "Gone

Potty - How can JK Rowling be 'genuinely happy' casting wife beater Johnny Depp in the new Fantastic Beasts film?" In his ruling in June, Mr Justice Nicol found that Mr Depp had breached an order requiring him to disclose documents from separate libel proceedings against Ms Heard in the US.

The judge said: "The Australian drug texts were adverse to the claimant's pleaded case and/or were supportive of the defendants' pleaded case." But the judge did not make a declaration that Mr Depp's case was automatically struck out and said the actor's application for "relief from sanctions" would be heard.

Depp, the 57-year-old star of the Pirates of the Caribbean films, has been Oscar and Bafta-nominated and won a Golden Globe in 2008 for Sweeney Todd: The Demon Barber of Fleet Street. He married Aquaman and The Danish Girl actress Amber Heard, 34, in February 2015, but she filed for divorce after 15 months.

Discuss!

II In small groups, discuss the judge's ruling and share your opinions. Use some of the following phrases.

Share opinions!

Personal Point of View

We use these words and phrases to express a personal point of view:

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I believe that...
- What I mean is...

General Point of View

We use these words and phrases to express a point of view that is generally thought by people:

- It is thought that...
- Some people say that...
- It is generally accepted that...

Agreeing with an opinion

We use these words and phrases to agree with someone else's point of view:

- Of course.
- You're absolutely right.
- I think so too.
- Totally.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- That's just what I was thinking.

Disagreeing with an opinion

We use these words and phrases to disagree with someone else's point of view:

- Really? Hmmm...
- I don't agree with you.
- However...
- That's not entirely true.
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.

Collocations

IV Work with a partner. Make 8 collocations from the words below and write them down.

| | | | |
|--------|-------------|---------|---------------|
| get | proceedings | make | For a divorce |
| libel | the order | file | a declaration |
| grant | relief | pleaded | |
| Seek | go-ahead | case | |
| breach | Sanctuary | | |

1.

2.

3.

4.

5.

6.

7.

8.

V Match the words/phrases that collocate together and write their appropriate forms in the sentences below.

- | | |
|-----------------|------------------------|
| 1. to get/give | a) falsely |
| 2. to follow | b) a ruling |
| 3. to sue | c) case/lawsuit/charge |
| 4. to deny | d) strenuously |
| 5. to make | e) a defendant |
| 6. to plead | f) allegations |
| 7. to accuse | g) guilty |
| 8. to throw out | h) the go-ahead |

1. A libel which _____ a local authority of applying policies of sex or racial discrimination in the recruitment of staff could damage that authority in its reputation in the performing of its statutory functions.

2. The decision _____ the Scottish court _____ which banned the BBC from broadcasting tape recordings of interviews with nine children caught up in the scandal.
3. The plaintiff _____ for breach of contract to exercise due care in giving him financial advice.
4. A defence solicitor said his client would _____ the charges and that a bail application would be made in the High Court.
5. She _____ in a lawsuit against Macchio, charging him with physical abuse and breach of contract.
6. The European General Court _____ brought by environmental groups from six countries to annul biomass provisions contained in the EU's 2018 Renewable Energy Directive.
7. Defendants were frequently prepared to _____ under the old law with its maximum penalty of two years' imprisonment.
8. State Supreme Court Judge Hal B. in New York _____ Mary Trump _____ to publicise a book about her uncle Donald Trump.

VI Read the text again. Write down the prepositions which follow the words below:

- | | |
|----------------------|----------------------|
| 1. ruling | 5. allegations |
| 2. case | 6. to subject |
| 3. sanctions | 7. to accuse |
| 4. proceedings | 8. to subject |

Are there any other options? Which ones? Use Sketch engine/Collocation Dictionary to search for your answers.

VII In the previous exercise you have learnt/revised the meaning of the nouns: *barrister, defendant, claimant* who are all partakers in a legal proceeding. Look at the words listed below. Do you know what they mean? Can you provide equivalents in your own language?

| | | |
|------------|-----------|------------|
| accused | plaintiff | respondent |
| petitioner | jury | lawyer |
| judge | witness | |

Is there a difference between a/an:

- a) barrister and lawyer
- b) defendant and accused
- c) plaintiff and respondent?

If there is, please elaborate on it.

VIII The article *Johnny Depp legal case against The Sun gets go-ahead from judge* has many *verbs* which are often used in formal/legal language. Can you match them with their “simplified” synonyms given below:

e.g. to *give* - to *provide*

1. to have - _____
2. to reveal - _____
3. to break (through) - _____
4. to put through - _____
5. to claim - _____
6. to ask for - _____

GRAMMAR

INDIRECT SPEECH: STATEMENTS

When we tell people what somebody said, we often use indirect speech.

Tenses and **pronouns** (I, you, etc.) change in Indirect Speech if the **time** and **speaker** are **different**.

For example, **present** tenses become past; I may become **he** or **she**; **my** may become **his** or **her**.

e.g. Mr Smith told his wife: “I do not have my passport with me.”

Mr Smith told his wife that he did not have his passport with him.

Tense change rules:

Present Simple → Past Simple

Present Continuous → Past Continuous

Present Perfect → Past Perfect

Present Perfect Continuous → Past Perfect Continuous

Past Simple → Past Perfect

Past Continuous → Past Perfect Continuous

Past Perfect → Past Perfect

Modal verb changes:

will → would

can → could

may → might

must/have to → had to

Expressions of time and place changes:

now → then

today → that day

tonight → that night

tomorrow → the next/the following day

next week → the next/the following week

yesterday → the day before
 last month/week, etc. → the previous month/week, etc.
 two days/years ago → two days/weeks before
 here → there

| |
|-----------------------|
| Other changes: |
|-----------------------|

| |
|-------------|
| this → that |
|-------------|

| |
|---------------|
| these → those |
|---------------|

| |
|--------------|
| here → there |
|--------------|

* We can use **tell** and **say** in indirect speech. **Tell** must have a **personal object**: we **tellsomebody** something. **Say** doesn't need a personal object: we **say something** (to somebody).

She **told me** I was late. (NOT She told I was late.)

She **said** I was late. (NOT She said me I was late.)

GRAMMAR PRACTICE:

I Put the following sentences into indirect speech:

1. The victim said: "The mugger hit me and stole my money last month."
2. The judge told the jury: "You have to sequester now."
3. The murderer said: "I am guilty for the crime I have committed."
4. The defendant announced: "The new evidence will be presented tomorrow."
5. The witness told the prosecutor: "I have never seen this man over here."

II Put the sentences from the text about Johnny Depp into indirect speech:

1. Mr Justice Nicol's High Court ruling said: "I am not persuaded that the trial of the claim would be unfair."
2. The judge's legal ruling said: "Ms Heard has provided assistance to the defendants and has done so despite whatever may have been said by the claimant's US lawyers. I agree that it is important that she is not subjected to sanctions in another jurisdiction for having done so."
3. The judge ruled: "The claim is far advanced and the trial is imminent. Despite the breach which I have found... I am not persuaded that the trial of the claim would be unfair."
4. The judge said: "The Australian drug texts were adverse to the claimant's pleaded case and/or were supportive of the defendants' pleaded case."

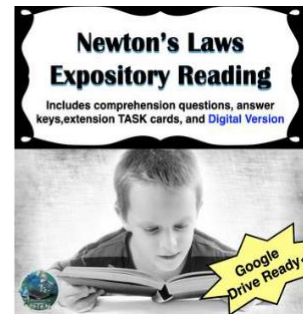
III Put the sentences from the text about Johnny Depp into direct speech:

1. On Thursday, the judge said he would grant Mr Depp 'relief from sanctions' over the breach of the order to disclose a text message exchange between himself and his assistant.
2. Mr Depp's barrister had said the text messages were not relevant as they did not relate to the allegations of domestic violence.
3. The judge said the actor's application for 'relief from sanctions' would be heard.

WRITING SKILLS

EXPOSITORY TEXT

Expository text provides facts in a way that is educational and purposeful. The text is fact-based with the purpose of exposing the truth through a reliable source. Other descriptors of exposition are clear, concise, and organised writing. Expository text gets to the point quickly and efficiently.



I Watch the video and using the facts from it write down a true and deliberate expository text with a focus on educating its reader.

<https://www.youtube.com/watch?v=wE1ixn2SlpM>



What did you learn?

| | Yes, I can do this on my own. | I need to review this. | I can't do this yet. |
|---|-------------------------------|--------------------------|--------------------------|
| I can skim and scan to find main ideas and details. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can express my opinions and ideas about specific laws. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can agree and disagree politely with others and explain why. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can independently use expressions, collocations and phrases I have learnt | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can report someone's words by following the rules of indirect speech. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I can organize and write a clear cohesive paragraph. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Suggested *Legal English* literature:

- Amy Bruno-Linder (2011), *International Legal English*, CUP
- Andrew Frost (2009), *Express Series: English for Legal Professionals*, Oxford
- Gillian D. Brown, Sally Rice (2007). *Professional English in Use Law*, CUP
- Rupert Haigh (2018), *Legal English*, Routledge
- Richard Wydick (2005). *Plain English for lawyers: Teacher's manual* (5th Ed.), Durham, NC: Carolina Academic Press.

II

English for Science

Authors

*Milica Vuković-Stamatović, Vesna Bratić, Zorica Đurović,
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The emergence of English as the language of science as well as higher education instruction, together with the ever-increasing academic mobility, have attached vast importance to the university students' proficiency in this language worldwide. *English for Specific Purposes*, an eclectic and broad discipline, is taught at many universities, typically by English teachers who work outside their own disciplines.

Science was an early focus of ESP researchers and practitioners. *English for Science* may be viewed as one of the ESP subfields, which very often overlaps with *English for Academic Purposes* (EAP) courses, bearing in mind that it is almost always taught in academic settings. Finding, selecting and creating adequate and relevant teaching and learning materials is a daunting challenge which *English for Science* instructors confront on a daily basis, bearing in mind that this field is not so resourced. As suggested earlier, its teachers are usually not scientists themselves, which why the problem of creating suitable materials becomes even more difficult. With the goal to advance their students' foreign language skills, *English for Science* teachers are often in search of new, interesting and appropriate teaching and learning materials. We hope that the following material may serve to such purposes, to both teachers and students.

The unit before you is entitled "Data Visualisation" and it broadly belongs to what we might term as *communicating science*. Other similar topics which could be taught within this module could include presenting, as well as scientific report writing. We believe these skills are essential for every aspiring scientist and that such modules and units should always have a place in every *English for Science* syllabus.

This unit, set at the early C1 level, encompasses all language skills. The reading block contains an authentic text explaining why scientists need to be good at data visualisation, as well as standard reading comprehension and vocabulary in use exercises. A significant part of the unit is devoted to describing graphs, which includes covering vocabulary and grammar needed for such a task, as well as practicing both speaking and writing skills, based on authentic graph examples and descriptions. The listening section is based on an authentic lecture on the topic, delivered at the famous MIT university. The unit is wrapped up by a follow up task, which invites the students to apply their newly acquired skills to describe graphs from their content courses, which integrates their *English for Science* course to their major field of study.

DATA VISUALISATION

In this unit:

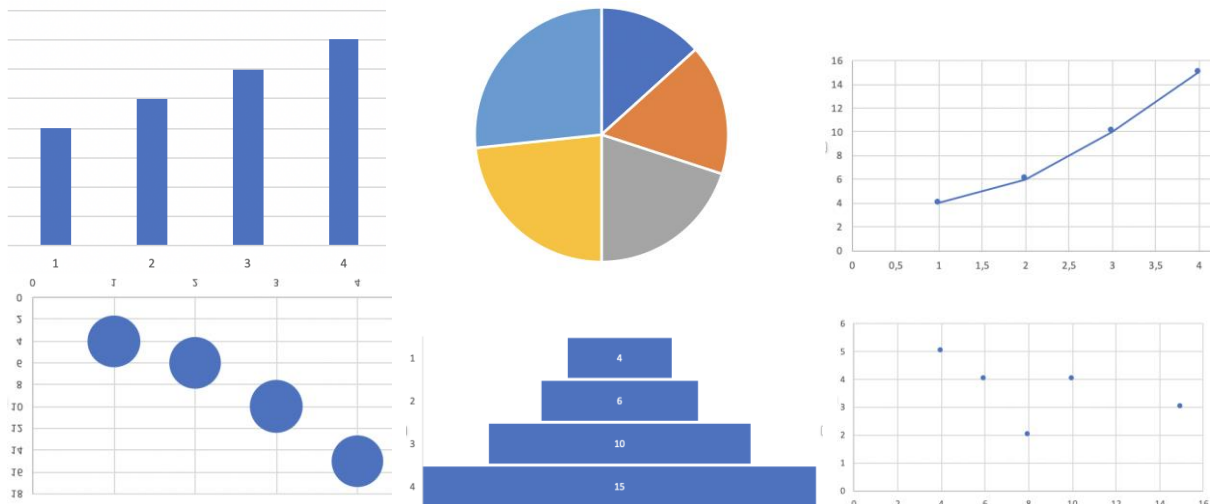
- *describing various types of graphs*
- *describing upward and downward trends*
- *vocabulary used for describing graphs and trends*
- *transitive and intransitive verbs describing trends*
- *listening to lectures for information*

I WARM-UP

I. a. Answer the questions:

1. Some people learn best through hands-on activities, some like to hear the spoken word, still others like to see written texts to grasp concepts. On the other hand, some learners need visual information to understand concepts. Which type of a learner are you? How important are visuals for you?
2. Have you ever produced a chart? What kind of a chart was it?
3. What types of charts are there? How do you choose which chart to use?
4. Can you make any advanced charts? What programmes can you use for that?

I. b. Name these basic types of charts:



II READING

Read the introductory part of the article written by Betsy Mason and published in the *Knowable Magazine*, and then do the exercises below.

Why scientists need to be better at data visualization¹

The scientific literature is riddled with bad charts and graphs, leading to misunderstanding and worse. Avoiding design missteps can improve understanding of research.

Imagine a science textbook without images. No charts, no graphs, no illustrations or diagrams with arrows and labels. The science would be a lot harder to understand. That's because humans are visual creatures by nature. People absorb information in graphic form that would elude them in words. Images are effective for all kinds of storytelling, especially when the story is complicated, as it so often is with science. Scientific visuals can be essential for analyzing data, communicating experimental results and even for making surprising discoveries.

Visualizations can reveal patterns, trends and connections in data that are difficult or impossible to find any other way, says Bang Wong, creative director of MIT's Broad Institute. "Plotting the data allows us to see the underlying structure of the data that you wouldn't otherwise see if you're looking at a table."

And yet few scientists take the same amount of care with visuals as they do with generating data or writing about it. The graphs and diagrams that accompany most scientific publications tend to be the last things researchers do, says data visualization scientist Seán O'Donoghue. "Visualization is seen as really just kind of an icing on the cake."

As a result, science is littered with poor data visualizations that confound readers and can even mislead the scientists who make them. Deficient data visuals can reduce the quality and impede the progress of scientific research. And with more and more scientific images making their way into the news and onto social media — illustrating everything from climate change to disease outbreaks — the potential is high for bad visuals to impair public understanding of science.

The problem has become more acute with the ever-increasing amount and complexity of scientific data. Visualization of those data — to understand as well as to share them — is more important than ever. Yet scientists receive very little visualization training. "The community hasn't by and large recognized that this is something that really is needed," says O'Donoghue, of the University of New South Wales and lead author of a paper about biomedical data visualization in the 2018 *Annual Review of Biomedical Data Science*.

There are signs of progress, however. At least two annual conferences dedicated to scientific data visualization have sprung up in the last decade. And the journal *Nature Methods* ran a regular column from 2010 to 2016 about creating better figures and graphs, which was then adapted into guidelines for scientists submitting papers to that journal. But so far, few scientists are focusing on the problem. Improving scientific visualization will require better understanding of the strengths, weaknesses and biases of how the human brain perceives the world. Fortunately, research has begun to reveal how people read, and misread, different kinds of visualizations and which types of charts are most effective and easiest to decipher. Applying that knowledge should lead to better visual communication of science.

"We have a lot of practical knowledge about what works and what doesn't," says computer scientist Miriah Meyer of the University of Utah. "There are a lot of principles that have been through the test of time and have been shown over and over again to be really effective."

Chart choice

The human visual system evolved to help us survive and thrive in the natural world, not to read graphs. Our brains interpret what our eyes see in ways that can help us find edible plants among the toxic varieties, spot prey animals and see reasonably well in both broad daylight and at night. By analyzing the information we receive through our eyes to serve these purposes, our brains give us a tailored perception of the world.

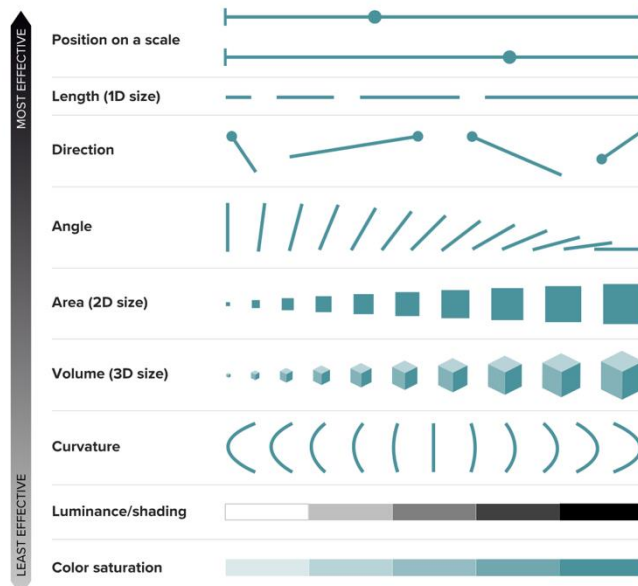
In the early 1980s, Bell Labs statisticians William Cleveland and Robert McGill began researching how the particulars of human perception affect our ability to decipher graphic displays of data — to discover which kinds of charts play to our strengths and which ones we struggle with. In a seminal

¹ This is the beginning of an article published by Knowable Magazine (knowablemagazine.org), available under CC BY-ND licence (10.1146/knowable-110919-1) at: <https://www.knowablemagazine.org/article/mind/2019/science-data-visualization>

paper published in 1984 in the *Journal of the American Statistical Association*, Cleveland and McGill presented a ranking of visual elements according to how easily and accurately people read them. People are better at discerning subtleties in some types of visuals than others — the length of two lines, for example, or the direction of a line are easier to tell apart than shades of gray or the intensity of a color. Studies show that graphs using visual elements high on this list are easier to read and more effective than those near the bottom.

Ranking of visual elements

Studies have identified the easiest ways for people to understand differences in quantitative data, on a scale from most effective to least.



SOURCES: W.S. CLEVELAND AND R. MCGILL / JOURNAL OF THE AMERICAN STATISTICAL ASSOCIATION 1984; S.I. O'DONOGHUE ET AL / AR BIOMEDICAL DATA SCIENCE 2018 5W INFOGRAPHIC / KNOWABLE

Their experiments showed that people are best at reading charts based on the lengths of bars or lines, such as in a standard bar chart. These visualizations are the best choice when it's important to accurately discern small differences between values.

Study participants found it somewhat harder to judge differences in direction, angle and area. Figures using volume, curvature or shading to represent data were even tougher. And the least effective method of all was color saturation.

“The ability of the audience to perceive minute differences is going to get worse and worse” as you move down the list, says computer scientist Jeffrey Heer of the University of Washington in Seattle. In general, it's best practice to use the highest graphical element on the list that meets the needs of each type of data.

For example, if it's important to show that one particular disease is far more lethal than others, a graphic using the size of

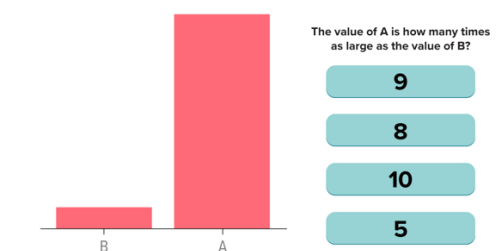
circles to represent the numbers of deaths will do fine. But to emphasize much smaller differences in the numbers of deaths among the less-lethal diseases, a bar chart will be far more effective.

In 2010, Heer used Amazon's Mechanical Turk crowdsourcing service to confirm that Cleveland and McGill's ranking holds true in the modern digital environment. Since then, Heer, O'Donoghue and others have used crowdsourcing to test many other aspects of visualization to find out what works best. “That has huge power going forward to take this whole field and really give it a solid engineering basis,” O'Donoghue says.

Seeing the wedges for the pie. Challenge 1 of 5

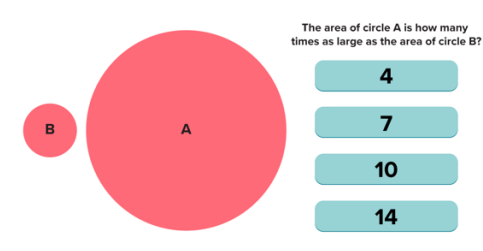
Height anxiety. Challenge 2 of 5

Bar none. Challenge 3 of 5



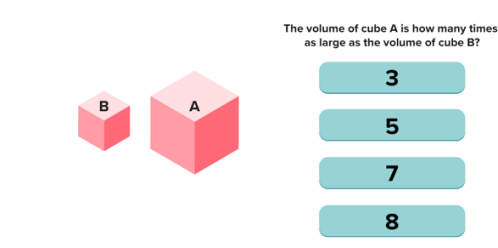
3 of 5

Eye on area. Challenge 4 of 5



4 of 5

Vast volumes. Challenge 5 of 5



5 of 5

II. a. Decide whether the following statements are true or false.

1. It's easier to understand texts without visualizations compared to those accompanied by graphs.
2. Plotting the data enables us to see patterns.
3. Scientists are typically trained to visualize data.
4. Joint efforts are invested into improving scientific visualization.
5. Humans have an innate ability to read graphs.
6. Humans are best at reading charts based on lines or bars.
7. Charts using colour saturation are typically easy to interpret.
8. Heer, O'Donoghue and their colleagues obtained a project grant in the visualization field.

II. b. Answer the questions below.

1. Why is visualization of data important?
2. Why are some scientists not so good at visualizing data?
3. Are all types of data visualizations equally effective?
4. Why do human brains experience difficulties in interpreting graphs?
5. Are all types of bar charts equally applicable in all cases?

II. c. Find the words in the text which mean the following (the first letter of the word has been provided for you).

- | | |
|--|---------------|
| 1. to escape | e..... |
| 2. to draw lines/marks... to present facts, numbers etc. | p..... |
| 3. to make it difficult for to move forward/make progress | i..... |
| 4. something that can be eaten is | e..... |
| 5. to confuse or mix | c..... |
| 6. to suddenly appear or start existing | s..... U..... |
| 7. to understand something that is hard to understand | d..... |
| 8. to become successful, make a lot of progress | t..... |
| 9. customized | t..... |
| 10. notice something by observing it; to differentiate | d..... |
| 11. the degree to which something is mixed into something else | s..... |
| 12. stress, point out, accentuate | e..... |

II. d. Use the words from I. c. in the sentences below.

1. Pulse oximetry is used to check oxygen and heart rate.
2. The problem with electrical sensors is that they are easily by electromagnetic interference.
3. Instead of clarifying the problem, the maths professor the students.
4. The conference focuses on *Physical Biology* and illustrates how physics ideas and concept up in the fields such as viral evolution.
5. Scientists are trying to the mechanisms which underlie the biology of aging.
6. Treatment is to the needs of each patient.
7. You can use italics to a word in a piece of academic writing.
8. Mathematical skills involve the ability to mathematical relationships and patterns in the world around them.
9. The claim that any integer N can be uniquely presented as a product of prime numbers Euclid and it also other mathematicians for another 2,000 years.
10. In the fissures found deep in the ocean microbes in spite of mineral concentrations and extreme heat.

II. e. Find the word in the text which goes together with the ones provided below, forming a collocation or an idiom:

1. change
2. progress
3. outbreak
4. on the cake
5. the data
6. patterns
7. daylight
8. conference
9. a discovery
10. plants
11. go through the test of
12. perceive differences
13. and large
14. a..... information

III SPEAKING AND WRITING

Describing Graphs

Vocabulary for describing graphs



- Verbs: grow, go up, rise, soar, increase, surge, improve, shoot up, jump, surge, soar...
- Verbal phrases: reach a peak, reach the highest point, reach a plateau
- Nouns: an increase, a rise, growth, an increasing trend, a rising trend, an upward trend, an improvement, a surge, a jump



- Verbs: go down, decrease, fall, drop, decline, slump, plummet, plunge
- Verbal phrases: reach a low, hit a low/the lowest point
- Nouns: a decrease, a fall, a decline, a downward trend, a falling trend, a decreasing trend, a slump, a plunge

No change

- Verbs: remain stable, remain constant, stabilize, stay at the same level



- Verbs: fluctuate, zig-zag, flutter
- Nouns: a fluctuation, a zig-zag

Adjectives:

Small changes: moderate, steady, gradual, slow, gentle

Big changes: rapid, sudden, dramatic, considerable, sharp, significant

Adverbs:

Small changes: moderately, steadily, gradually, slowly, gently

Big changes: rapidly, suddenly, dramatically, considerably, sharply, significantly

Prepositions:

a growth **from** 25% **to** 75%

to increase **by** 50%

an increase **of** 50% **in** the drug addiction rate

Small changes: moderate, steady, gradual, slow, gentle

Useful phrases:

The slices of the pie chart compare...

The chart is divided into 3 parts.

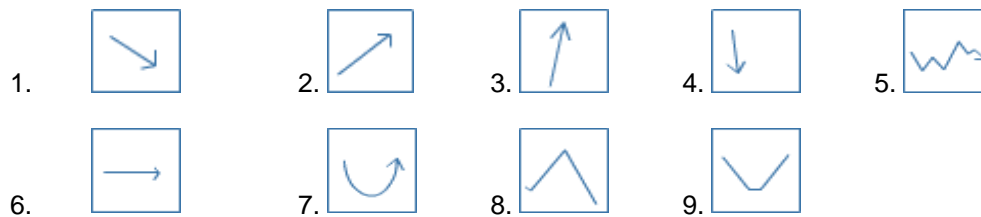
The chart highlights...

only a third ...

less than a third...

III. a. Describing trends. Match the words with the figures.

- a) fluctuate b) plunge c) increase d) decline e) rocket
 f) recover g) dip h) peak i) stabilise



III. b. Explain the type of movement/trend suggested by the words given in bold.

- Feynman says, "From the hypothesis that the world is a **fluctuation**, all the predictions are that if we look at a part of the world we've never seen before, we will find it mixed up, and not like the piece we've just looked at — high entropy. If our order were due to a **fluctuation**, we would not expect order anywhere but where we have just noticed it. We therefore conclude the universe is not a **fluctuation**."²
- Field surveys carried out at three sites in Panama showed that, after the chytrid fungus arrived from 2004 onwards, the populations of many species **plummeted**. Among the victims were variable harlequin frogs, which are now critically endangered.³
- The Arctic climate is changing rapidly, breaking at least a dozen major records in the past three years. Sea ice is disappearing, air temperatures are **soaring**, permafrost is thawing and glaciers are melting.⁴
- Research funding had been **declining** and although people often said they loved science, they would then say how acupuncture had cured their back pain, or produce a salad of words like *quantum* and *consciousness* with no regard to physics or neuroscience. Science was well loved, but much abused and rarely understood.⁵
- Smokers face more than twice a nonsmoker's risk of pancreatic cancer, and even though smoking has **slumped** in the U.S., there is a 30- to 40-year lag time before we see a corresponding **drop** in cancer rates.⁶
- The U.S. hip fracture rate **plateaued**, leading to 11,000 more fractures between 2013 and 2015 than predicted, according to a new study by Siris and her colleagues.⁷
- A tentacled creature called Mesodinium at 22 microns, a giant next to some of the three-micron sun-gathering plankton—comes **zigzagging** through the waters, drawn by sugars and amino acids leaking from the smaller organisms.⁸

III. c. Complete the sentences below with the correct preposition.

- The instantaneous neutron flux is expected to increase a factor of x.
- The distance is increased with an increase the magnetic field.
- The gel was calcined at various temperatures ranging 500 800° C for 5 h and cooled naturally to room temperature.

² Sean Carroll, "Distant time and the hint of a multiverse", TEDxCaltech 2011, available at: https://www.ted.com/talks/sean_carroll_distant_time_and_the_hint_of_a_multiverse

³ Michael Le Page, "The frogs bouncing back after almost being wiped out by disease", *New Scientist*, March 2018, available at:

Read more: <https://www.newscientist.com/article/2165004-the-frogs-bouncing-back-after-almost-being-wiped-out-by-disease/#ixzz6R9YZlpIT>

⁴ Jennifer A. Francis, "The Arctic Is Breaking Climate Records, Altering Weather Worldwide", *Scientific American*, April 2018, available at: <https://www.scientificamerican.com/article/the-arctic-is-breaking-climate-records-altering-weather-worldwide/>

⁵ Johnatan Breman, "Science fans have many reasons to take to the streets again", *New Scientist*, April 2018, available at: <https://www.newscientist.com/article/mg23831732-700-science-fans-have-many-reasons-to-take-to-the-streets-again/>

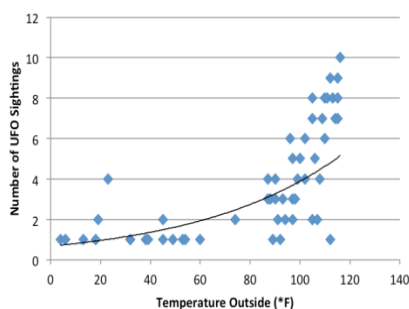
⁶ Claudia Wallis, "Why Pancreatic Cancer Is on the Rise", *Scientific American*, April 2018, available at: <https://www.scientificamerican.com/article/why-pancreatic-cancer-is-on-the-rise/>

⁷ Claudia Wallis, "Osteoporosis: An Avoidable Crisis: Bone fractures are rife after age 50, so why aren't we doing more to prevent them?", *Scientific American*, March 2018, available at: <https://www.scientificamerican.com/article/osteoporosis-an-avoidable-crisis/>

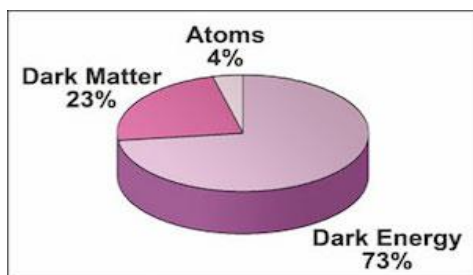
⁸ Adite Mitra, "The Perfect Beast: Mixotrophs, tiny sea creatures that hunt like animals but grow like plants, can change everything from fish populations to rates of global warming", *Scientific American*, Fall 2018, p. 38.

4. The group was divided several distinct sets.
5. Some cases reported less 100% efficiency.
6. The significant rise the pulsed applied voltage during the pre- and propagation phase enhances the charge carrier generation.
7. can be seen Fig. 2, the temperature rises.

III. d. Now look at some graph descriptions. Study the words and phrases given in bold.

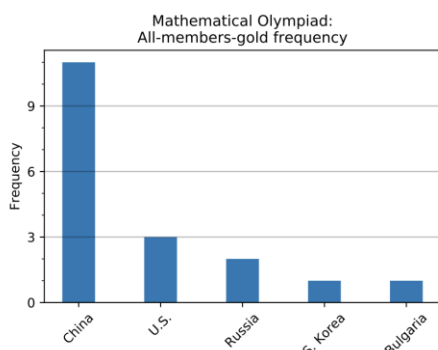


The scatter plot shows the relationship between temperature (x-axis, independent variable) and the number of UFO sightings (y-axis, dependent variable) for 53 separate data points. The temperature **ranges from** about 0°F and 120°F, and the number of UFO sightings **ranges from** 1 to 10. The plot shows a low number of UFO sightings (ranging from 1 to 4) at temperatures below 80°F and a **much wider range** of the number of sightings (from 1 to 10) at temperatures above 80°F. It appears that the number of sightings **tends to increase** as temperature increases, though there are many cases where only a few sightings occur at high temperatures.⁹



This pie chart represents the composition of the universe. Scientists have found that **just 4%** of the universe is made of typical atoms, **whereas just under a quarter (23%)** of the universe is made of dark matter (which does not give off or absorb light). **Almost three quarters (73%)** are made of dark energy (which makes the universe expand faster).

Image credit: NASA / WMAP Science Teams

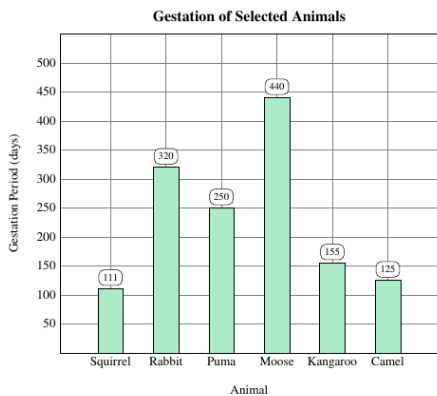


This bar chart shows the distribution of Mathematical Olympiad gold medal winners **according to** their country of origin. **The vast majority** of winners come from China – in fact, more winners come from China than from the USA, Russia, South Korea and Bulgaria combined, which rank the second, third, fourth and fifth amongst the countries with the biggest number of winners. The USA **ranks second, trailing far behind** China. Russia **occupies the third position, whereas** South Korea and Bulgaria have **approximately the same number** of gold medal winners.

Image credit: Wikipedia, author: A. Dagur, licence CC0 1.0

⁹ The Writing Center • University of North Carolina at Chapel Hill, "Figures and Charts", Licenced under Creative Commons Attribution-NonCommercial-NoDerivs 4.0 License, available at: <https://writingcenter.unc.edu/tips-and-tools/figures-and-charts/>

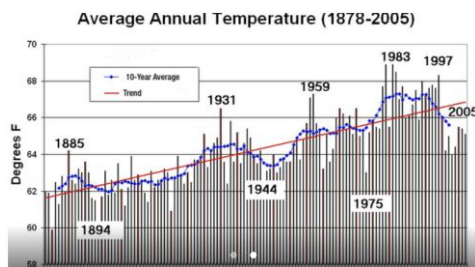
III. e. Complete the following chart descriptions.



This shows the duration of gestation of different selected animals in days. can be seen, far the longest gestation period is that of with a total of 440 days, followed rabbit, which second. Puma the place. Whereas the gestation of kangaroos lasts 155 days, the gestation of camels and squirrels is similar.

Image credit: Wikipedia, author: S. Alshazly, licence CC BY-SA 4.0

Describe the following charts yourself:



This chart the average annual temperature in the period 1878 2005. While the temperature fluctuated throughout the given period, a trend over the years is notable. The temperatures reached a in the 1980s and the 1990s. This was by a relative in the temperature in the early 2000s. However, the temperature in the 2000s was significantly than it was back in the 19th century.

Image credit: NASA/JPL/Cal State L.A.

III. f. Describe the following charts yourself. Use the words and phrases from the previous exercises.

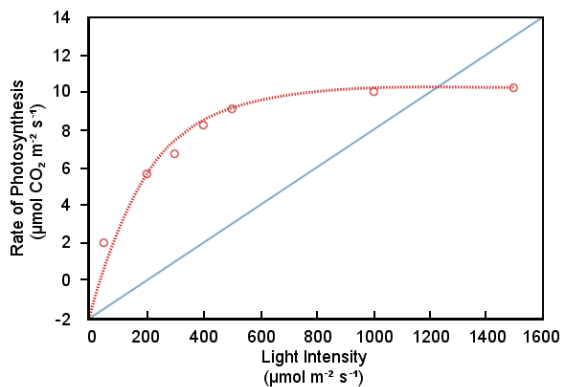


Image credit: Wikipedia, author: O. Soul, CC BY-SA 3.0

The types of vertebrate animals used in lab research in Europe

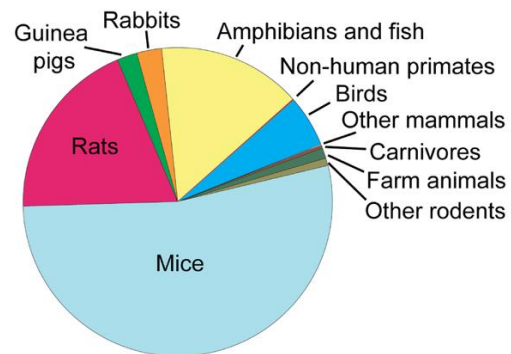


Image credit: Wikipedia, author: L. Lukomski, CC BY-SA 3.0

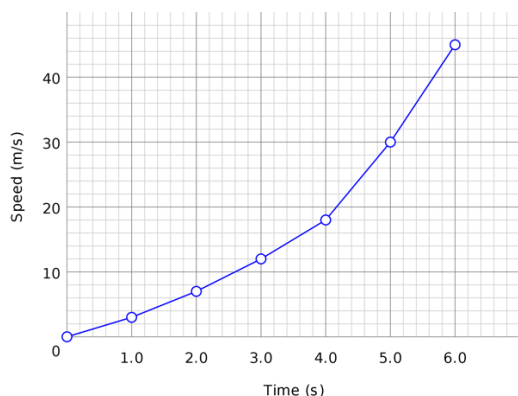


Image credit: Wikipedia, author: Urocyon, CC

CN: 36
Grade: 6B
Name: Kevin Keith Wu Tan
Group Number: 5

Which of the Grade 6 Math topics do you think are applicable in daily life? Choose 3.

| Choices | Frequency |
|---------------------|-----------|
| Speed and Distance: | 32 |
| Area and Perimeter: | 28 |
| Volume of Solids: | 10 |
| Volume of Liquids: | 17 |
| Pie Chart: | 27 |
| Total: | 114 |

Top Three Most Applicable Math Topics

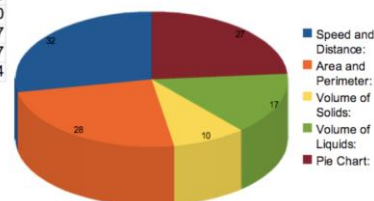


Image credit: Kevin's Amazing blog¹⁰

GRAMMAR BOX

Transitive and intransitive verbs

Transitive verbs require an object, while the *intransitive* ones do not.

Typical transitive verbs used for describing graphs include: *reduce, lower, cut, raise*.
Reducing poverty in developing countries will also help to **reduce** environmental destruction.
 The UK government looking to **cut** science funding.

Typical intransitive verbs used for describing graphs include: *go up/down, be up/down, rise, fall, grow, collapse, decline, slump*.
 The researchers noticed that rotation speeds **did not decline** with increasing distance.
 The proportion of people dying from stroke, heart disease and pneumonia/influenza **has fallen** substantially over the last sixty year.

Some verbs, however, can be both transitive and intransitive, depending on the context: *drop, increase, decrease, extend, expand*.
 Galileo **dropped things** from the Leaning Tower of Pisa. He realized that objects **do not drop** at the same speed.

III. g. Complete the sentences using the appropriate transitive or intransitive verb. Use the verbs from the grammar box.

1. To (+) as a scientist, I need some more experience.
2. These discoveries (-) the probability that fuel cells will be a feasible and long-term option for transportation.
3. The science budget has stopped (-), and even (+) a little, which allowed for yet another version of the mission to Pluto.
4. This combination worked in approximately one-quarter of patients, (-) the levels of a myeloma protein detected in their blood.
5. In fractions which can be (-) (fractions not in lowest terms), the numerator and the denominator share at least one common factor.

¹⁰ <https://kwtan16.wordpress.com/subjects/mathematics/>

IV LISTENING

Lecture on Data Visualization

IV. a. Listen to the introductory part of the lecture delivered at the MIT University¹¹ and answer the following questions:

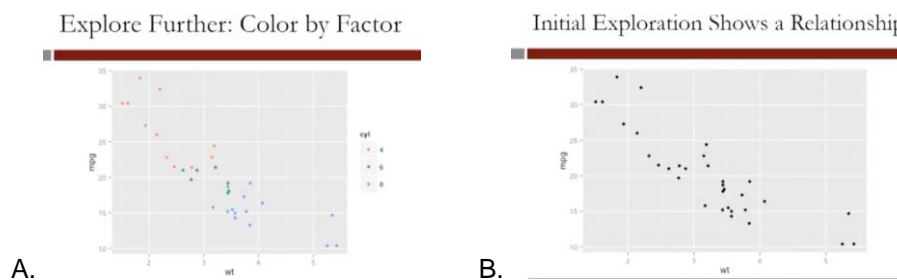
1. What topic will be discussed this week?
2. What will the first lecture be about?
3. What will the second lecture be about?
4. What programme will be used to create visualizations? Have you ever used this programme?

IV. b. Listen to part 2 of the lecture. Try to complete the sentences below. Which graph is described first, A or B?

In this lecture, we'll the idea of using visualization to better understand and to provide insights on the problem we're Why visualization?

People often say that a picture is like a thousand words. In the same, John Tukey, a major at Princeton, wrote that "the picture-examining eye is the best finder we have of the wholly unanticipated." Visualizing data allows us to relationships, structures, distributions, outliers,, behaviours, dependencies, and

Visualization is further useful for initial data exploration, for models, and for communicating results effectively. Let us give some examples of different modes of visualization that illustrate these points.



Follow-up task:

Choose a graph from the textbook which you use in you use in your content classes. Write a description of it using the vocabulary suggested in this unit, minding how transitive and intransitive verbs of trends are used.

Closing thought

“There is no such thing as information overload. There is only bad design.”
Edward Tufte

¹¹ The full course with audio and transcripts is available as part of MIT OpenCourseWare (<https://ocw.mit.edu/courses/sloan-school-of-management/15-071-the-analytics-edge-spring-2017/visualization/welcome-to-unit-7/>), under CC BY NC SA licence.

Suggested resources and readings for *English for Science*:

- Coxhead, A. (2000). A new academic word list. *TESOL*, 34(2), 213-238.
- Coxhead, A. & Hirsch, D. (2007). A pilot science-specific word list. *Revue Française de Linguistique Appliquée*, 12(2), 65-78.
- Dang, T. N. Y., Coxhead, A., & Webb, S. (2017). The academic spoken word list. *Language Learning*, 67(4), 959-997.
- Dang, T. N. Y. (2018). A hard science spoken word list. *ITL – International Journal of Applied Linguistics*, 169(1), 44-71.
- Dang, T. N. Y. (2018b). The nature of vocabulary in academic speech of hard and soft-sciences. *English for Specific Purposes*, 51, 69-83.
- Green, T. M. (2015). *The Greek & Latin roots of English (5th edition)*. London: Rowman & Littlefield Publishers.
- Mascull, B. (1997). *Key words in science and technology*. London: HarperCollins.
- Tamzen, A. (2011). *Cambridge English for scientists*. Cambridge: CUP.
- Zimmerman, F. (1989). *English for science*. Englewood Cliffs, NJ: Prentice Hall Regents.

III

English for Arts & Humanities

Authors

Vesna Tripković-Samardžić, Olivera Kusovac, Marija Krivokapić, Milena Dragutinović, Olena Lilova, Sonja Špadijer, Tamara Jovović

With the vast and profound changes in the second half of the 20th century, resulting in a highly globalized world dominated by English, ESP has grown into a burgeoning discipline, characterized by a proliferation of highly specialized subfields. However, in the increasingly practically oriented world, the lists of subfields, typically including fields such as law, economics, engineering or medicine, for example, arts and humanities as inherently not particularly profitable branches with not so wide target groups seem to be neglected, which is, among other things, reflected in the lack of ESP textbooks in this field among the publications of the world greatest ESP publishers. The lack can also be accounted for by the fact that this field, despite being legitimately put in one category, includes a wide array of disciplines, which makes the specific target groups even narrower. For these reasons, finding a balance between the all too narrow and all too wide perspectives is of key importance in creating a textbook to cater for the needs of a slightly broader audience.

Bearing in mind a wide range of disciplines covered by the umbrella term ‘Arts and Humanities’, the primary issue in designing an effective *English for Arts and Humanities* course would have to be a comprehensive needs analysis for the students of a particular art/humanities discipline. Identifying the specific needs of the students who study [visual arts](#) (drawing, painting, sculpting, architecture, illustration, typography, photography, graphic design, video and new media, the art of moving pictures, set design, interior design, etc.), performing arts (dance, music, theatre), as well as the needs of the students of the humanities, who study history, art history, visual culture, philosophy, sociology, literature, languages, may be an extremely demanding task, but also a very important one for determining the language skills needed by the particular students for their profession. A broad scope of disciplines raises the question of the integration of a remarkable variety of the topics studied under the same title. Difficult though it may seem, a well-designed course for students of arts and humanities should be aimed at integrating the specific, yet common needs of the students who study these disciplines.

Nowadays, it is very hard to find an ESP textbook in the market based on the professional texts that are related to the specific art/humanities disciplines taught and researched at the state and private universities in Montenegro which would help our students master the professional terms, strategies and techniques for the integrated language skills (reading, writing, listening, speaking) to be used in their future careers. English textbooks on arts and humanities that have been used at our universities have proved to be inadequate both methodologically (language skills are either minimized or completely ignored) and in terms of content (outdated textbooks with long and complex reading texts on art in general; the selection of texts only partially aligned with the students’ needs; too simple texts adapted to fit the lower levels; lack of variety in the construction of vocabulary and listening exercises; no grammar included etc.). Some modern English textbooks on art are aimed at specific target learners (e.g. Spanish learners) while others, although extremely good in terms of methodology, are aimed at students of arts in general, therefore ignoring important areas of our students’ interest.

Due to the lack of an adequate textbook, English language teachers teaching students of arts and humanities in Montenegro are confronted with the complex task of selecting the relevant teaching material and adapting it both to the learning outcomes and to the varied needs of their most often mixed-level classes, which further complicates the teaching process.

In view of all this, the following Unit (*Performance Art*) is an attempt made by the authors, foreign language teachers, to find the common denominator among the range of art/humanities disciplines studied at the state and private universities in Montenegro. The Unit is aimed at helping students develop speaking, reading and listening skills, expand the vocabulary and use the language structures in the context of performance art, a theatrical presentation drawing on various art forms such as acting, dance, music, poetry, painting and sculpture. The number of teaching hours planned for the Unit is 4 (180 minutes).

The Unit is aimed at students level B1-B2, but the glossary incorporated in the end of the Unit might also make some parts of the Unit suitable for the lower levels.

Links and references used for designing the Unit:

1. Video link:

<https://www.khanacademy.org/humanities/art-1010/conceptual-and-performance-art/performanceart/v/unlock-art-frank-skinner-on-performance-art>

1. Text 1

Adapted from What is Performance Art, Anderson, Laurie, Sherman, Stuart, Higgins, Dick, Morrow, Charlie, Bogosian, Eric, Ashley, Robert, Jonas, Joan, Dupuy, Jean, Performance Art Magazine, 1979/01 Vol; Iss. 1

<https://booksc.xyz/book/62584385/d79de7>

2. Text 2

Marina Abramović, The Artist is Present, Essay by Rebecca Taylor

<https://www.khanacademy.org/humanities/art-1010/conceptual-and-performance-art/performanceart/a/marina-abramovi-the-artist-is-present>

PERFORMANCE ART

In this Unit you will learn to:

- talk about performance and contemporary art using target vocabulary and language structures
- distinguish main concepts of performance art
- form derivatives and compounds
- use “would” and “could” in different situations

A. SPEAKING. Look at the picture and answer the questions below. Tell us your own impressions.



- 1) What do you see in the picture?
- 2) Who is the lying man? Where does he come from?
- 3) Is he alive?
- 4) Where is he?
- 5) What do museums usually display?
- 6) What is an artefact?
- 7) Why is he doing this?
- 8) Is his message political? Does it address Native American or white audience?
- 9) What can it be a parody of?



James Luna (1950 –2018) was a Californian artist from Payomkawichum and Ipi tribes. For his performance art, multimedia installation, and photography he was awarded numerous prestigious awards. His work aims at deconstructing the image of stereotypical Native American created by the dominant culture. His *Artefact Piece* first appeared in San Diego Museum of Man in 1987, displaying inscriptions containing his name and explanations about the visible wounds on his body which come from alcohol abuse and street fights. On other occasions he would include objects he found typical of a modern Indian, such as personal documents, memorabilia, popular LPs, ceremonial tribal objects, etc.

B. LISTENING / WATCHING AND SPEAKING. Watch the video in which comedian and art enthusiast Frank Skinner takes us on a journey through performance art and its origins and match the art concepts (*Dada, Happening, Fluxus*) with the ideas related to them.

- | | |
|--------------|--|
| 1) Dada | a) experimental art performances made by the community of artists during the 1960s and 1970s |
| 2) Happening | b) anti-war politics and the rejection of reason, logic and aestheticism of modern society |
| 3) Fluxus | c) a live performance by an artist |

What is at the heart of performance art?

C. READING. Read quickly what the pioneers of performance arts say about their work and the meaning of performance arts. In what respect do performance arts differ from traditional arts? Work in groups, report back and discuss with other students.

WHAT IS PERFORMANCE ART?

LAURIE ANDERSON

As an artist, my work derives from language and interval; whether it is expressed in terms of words, images, or music depends on the type of interval, the tone of voice, the content. I'm not sure what makes performance art different from theatre but one guess is that theatre tends to be linear and narrative. Traditional plays invent characters, change them, and predict their post-play lives. Performance is freer to be **disjunctive** and **jagged** and to focus on incidents, ideas, collisions. If you want to talk about earthquakes in a performance, you don't have to have a character who is a geologist or back from the tropics where an earthquake triggered a love affair or introduce someone who is otherwise suitably motivated **to bring up the subject**. In theatre, an actor's job is usually to convince you that he or she is someone else in some other time and place. Personally, I feel closer to the attitude of the stand-up comedian-not only because I believe that laughter is extremely powerful but because the comedian works in real time. Of course, "I'm a real person and I'm really talking to you" can quickly become grotesque-even more of a fiction than theatre but I still prefer this frame. As in all generalizations, the above is full of contradictions; and in fact, the main thing that attracts me to performance art is that it is full of contradictions

disjunctive - lacking any clear connection

jagged - having a rough or pointed edge or surface

bring up the subject - to mention a subject

WHAT IS PERFORMANCE ART?



Ben Vautier swimming in the harbour of Nice, 26 July 1963, Nicea, during the Fluxus Festival d'Art Total (et du Comportement)

DICK HIGGINS

Most of my work is, however, a fusion, conceptually, of one or more medium and is, thus, „intermedia“ as opposed to „mixed media.“ Opera is a mixed medium, for instance: one always knows which is the music, which the „book“ and which the mis-en-scène. In my works I compose music with words, I make graphic images of gestures; and that is the world of intermedia. There can be a dance element to my sound poetry, a literary elements to my lyrical pantomimes.

Thus any taxonomy or classifications have no inherent validity for myself, while I am doing the work, as they did when I was just starting out. Instead, I try to figure out the meanings of terms like „dance“ or „theatre“ or even „art performance“ to the audience at hand, and to use their definitions wherever possible, combining these as necessary to make a description that will not baffle but will invite each new audience into my work.

intermedia - using or involving several media

mise en scène - the type of place and situation in which the action of a film or play happens

inherent - existing as a natural or basic part of something

baffle - to cause someone to be unable to understand or explain something

WHAT IS PERFORMANCE ART?

ERIC BOGOSIAN

Performance is theatre and the line between does not exist. Performance art is a variety of theatre with certain **distinguishing traits**. Since the form is still “evolving,” the best definition is that provided by the NEA: “performance occurring in a visual art context.” Pretty vague... performance is no more “visual” than any other kind of theatre. The work of Colette or Oldenberg is visually dynamic, but the same could be said of scene designer Josef Svoboda (who has been making a purely visual theatre for half a century) or the director Meyerhold (known for his constructivist settings on the early soviet stage). Most performance art is “non-literary” which means that it is lacking a pre-written plot/script. But again this kind of theatre is not known. Artaud wrote the theory for it, and The Living Theatre, The Open Theatre and Grotowski attempted to manifest the dream. Not to mention experimentation earlier in this century. Time and characterization baffle performance artists the most. Rarely does a performance “build” since it does not rely on a plot for time structuring. The structure is often a “process” structure or simple repetition. There is no tension since what is going to happen is obvious and the audience’s job

distinguishing - characteristic of one thing or person

trait - a particular quality or characteristic

Texts adapted from *What is Performance Art*, *Performance Art Magazine*.



*Judith Malina,
foundress of Living
Theatre of New York,
1983.*

THE ARTIST IS PRESENT

- A. PRE-READING.** Who is Marina Abramovic and what is her influence on performance arts?
- B. READING.** Read the following text about Marina Abramovic's performance *The Artist is Present*.

Marina Abramović - The Artist is Present, by Rebecca Taylor **Transcendence**

"Sit silently with the artist for a duration of your choosing"—so the instructions read on a small plaque in the second-floor atrium at The Museum of Modern Art. Behind the plaque, a queue of visitors forms, eager to enter a large square space—demarcated only by tape on the floor—to sit down at a wooden table across from a dark-haired woman in a navy-blue dress that conceals every part of her body save her face and her hands. The woman is the pioneering artist Marina Abramović, but it's likely that few of the people in line have any sense of this woman's indelible impact on contemporary art. As I wait, an anthology of her performances scroll through my head. Watching her from afar, I look to see the courage and fearlessness in a woman capable of incising a five-pointed star on her own stomach, screaming until she loses consciousness, and living in a gallery for 12 days without food. Strangely, she doesn't seem reckless at all, but peaceful and wise. I then remember she trained with Tibetan Buddhists and has said she's able to transcend the limits of her own body and mind through meditation. She'll need these skills now more than ever as she attempts her longest performance-to-date, sitting at this table for every hour of every day that her retrospective is open at MoMA. No food. No water. No breaks.

I then remember she trained with Tibetan Buddhists and has said she's able to transcend the limits of her own body and mind through meditation. She'll need these skills now more than ever as she attempts her longest performance-to-date, sitting at this table for every hour of every day that her retrospective is open at MoMA. No food. No water. No breaks.



Marina Abramović sitting with Rebecca Taylor at The Artist is Present performance at The Museum of Modern Art, 2010

My turn

So, I wait for my moment with the artist, a once-in-a-lifetime opportunity. A young girl is sitting across from Marina and the two seem engaged in a staring contest. Seventy-five minutes later the girl finally stands up and exits the square, declaring she lost all sense of time and thought it had only been a few minutes. Marina leans forward and closes her eyes, while the next sojourner steps forward and takes the empty seat. Marina sits up

and another staring contest **commences**—this one lasting sixty-seven minutes. More than three hours from when I entered the succession I've seen only six people participate in the performance and more than thirty leave the line in frustration. The nameless, faceless strangers I queued with hours ago are now friends and we share our excitement as our turn approaches. Finally, after nearly four hours, my time has come.

I enter the square and approach the table, immediately noting the heat of the lights and the watchful eyes of the crowds gathered to **gawk** at the spectacle. I put my purse on the floor and take a seat. While Marina leans forward, I settle into the chair and imagine I'll last about ten minutes before I become either bored or totally uncomfortable. She begins to sit up and I try to prepare myself for the moment she opens her eyes. I have many skills, but sitting still and being silent are not traits I'm known for, so I was afraid: afraid of the judgment **implicit** in staring, afraid of the silence, afraid I wouldn't have the transformative experience that **had captivated** those before me. Her lids opened and our eyes locked, not in a stare but in a friendly gaze. For the first few minutes, I thought only about who this woman was—a **renegade**, a feminist, an inspiration—but quickly realized that those things were more about her **persona** than the person. I **discarded** my **preconceived** notions and expectations and, as soon as I stopped thinking of her as an artist-celebrity, saw the woman behind the legend. We sat absolutely still in deafening silence, exchanging energy, and just being with each other. I've heard it said that couples married for decades can sit in silence and understand one another perfectly, but I'd never imagine that sort of intimacy could be possible between two total strangers. It is.

I could have stayed in that moment for hours but thought of my **fellow line-mates**, now friends, and decided it would be selfish to **bask in** this experience any longer. But, could I leave? It felt as rude as leaving a lecture in the middle. How would I leave? Abruptly just wouldn't do, so I said good-bye and thanked her. More than thirty minutes had passed, thirty minutes of epic silence I'll never forget.

Adapted from Marina Abramović, The Artist is Present by Rebecca Taylor

plaque - a piece of flat metal, wood, or stone with writing on it

demarcate - to decide or mark the limits of an area

pioneering - introducing new and better methods or ideas for the first time

indelible - impossible to remove or forget

impact - the effect or influence

incise - to cut a pattern, word etc into something, using a sharp instrument

once-in-a-lifetime (of a chance or experience) unlikely to occur more than once in a person's life

soujourner - a temporary resident

commence - to begin or to start something

gawk - to look at something for a long time, in a way that looks stupid

implicit - suggested but not communicated directly

captivate - to attract someone very much, and hold their attention

renegade - someone who leaves one side in a war, politics etc in order to join the opposing side

persona - the aspect of someone's character that is presented to or perceived by others

discard - to throw something away or get rid of it because you no longer want or need it

preconceived - formed before you really have enough knowledge or experience

bask (in) - to take pleasure from something that makes you feel good

- C. fellow line-mate** - people with whom one is waiting in a queue **SPEAKING**. Answer the following questions.
- 1) What is Marina Abramovic's longest performance to date called and what is it about?
 - 2) What are some other projects/ performances mentioned in the text?
 - 3) What are people's reactions to her staring contest?
 - 4) What was the author afraid of during the performance?
 - 5) How does the author describe her moment with Marina during the performance? was it intimate? Was it unconventional or mystical? Was it memorable? Or something else?

Choose the best answer to complete the sentences based on the text.

- 1) People waited in the queue to sit with the artist Marina Abramovic
 - a) and participate in her performance called the Artist is present
 - b) and ask her questions about her art
- 2) The author describes Marina Abramovic as
 - a) Intimidating
 - b) Bodacious
- 3) During the performance Marina is
 - a) allowed to take a short break to eat and drink
 - b) not allowed to disrupt the performance
- 4) People participating in the performance
 - a) are all artists as well
 - b) belong to different walks of life
- 5) To the author the staring contest was
 - a) somewhat a transcendental experience
 - b) unremarkable and disappointing experience



Marina Abramovic

D. VOCABULARY.

1. Fill in the missing words and expressions from the box, use them in appropriate forms.

| | | |
|------------------|-----------|----------------------|
| impact | implicit | discard |
| fellow line-mate | bask | preconceived |
| persona | captivate | pioneering indelible |

- 1) Her words left an _____ impression on me for years to come.
- 2) A sculptor may see different figures _____ in a block of stone.
- 3) He wanted to avoid answering this question, so he suggested that it should _____ from the discussion.
- 4) One of my _____ asked me to save a place in the queue for him.
- 5) She _____ in the admiration of the media.
- 6) He has a cheerful public _____ but in private he's different.
- 7) The film made a real _____ on cinema audiences.
- 8) He heard Rapunzel singing from her room and became _____.
- 9) Her _____ work in the field of visual arts will be remembered.
- 10) People have _____ ideas about what can and cannot be meaningful, which really need to be challenged.

2. Match the words from column A with the words from column B.

- | | |
|-----------------------|----------------|
| 1) pioneering | a) notion |
| 2) preconceived | b) impact |
| 3) once-in-a-lifetime | c) artist |
| 4) indelible | d) opportunity |

3. Now use the word combinations from exercise b) in the sentences below.

- 1) I know it is idiotically wrong to have _____ about looks.
- 2) Polka dots have made an _____ in the world of fashion.
- 3) To be able to create an album where you are in complete control of your own work is a _____ for an artist.
- 4) _____ Dóra Maurer takes centre stage at London's Tate.

NOTE!

GAZE (into/at) to look at someone or something for a long time, giving it all your attention, often without realizing you are doing so, e.g. Patrick sat gazing **into** space (=looking straight in front, not at any particular person or thing).

WATCH: to look at someone or something for a period of time, paying attention to what is happening, e.g. We sat and watched the sunset.

STARE (at/into) to look at something or someone for a long time without moving your eyes, for example because you are surprised, angry, or bored, e.g. She stared **at** me in disbelief./ She sat there staring **into** space

GAWK (at): to look at something for a long time, in a way that looks stupid, e.g. Don't just stand there gawking **at** those girls!

4. Fill in the gaps with appropriate word.

- 1) Don't _____ at it, do something!
- 2) For a while he was able to _____ television by sitting in the hall with a pair of binoculars
- 3) I always _____ at joggers. Their agonized faces amuse me.
- 4) She was still _____ out of the window.
- 5) And all you can do is _____ at a couple of brainless broads.
- 6) _____ it, dad, that's my wife you've got your arm around.
- 7) They didn't _____ at them but had good eye contact.



Living statues, performance art. Europe Day celebration in Ukraine, Vinnitsa (Vinnitsa), 2009.

WORD FORMATION.

5. Work in pairs to write down the derivative forms of the words below and discuss and/or give examples of their uses. Use a dictionary if necessary.

A) TRANSCEND

B) TRANSFORM

C) RETROSPECT

D) CONCEPT

6. Fill in the gaps with the appropriate forms of the words above and compare the answers with your partner.
- 1) The internet has led to a _____ in the viewing habits of the population.
 - 2) When you know how to practice _____ meditation, you can use your mind to rise above the noise and stress and enter a state of calm and balance.
 - 3) Published in the year of Freddie's 70th birthday, this special book features a _____ commentary on his studio and live albums.
 - 4) Her two pieces exhibited in the gallery are _____ distinct.
 - 5) Tate Britain's David Hockney _____ has become the gallery's most popular exhibition, seen by nearly half a million visitors.
 - 6) But there was a way to _____ the body and achieve immortality.
 - 7) In _____, the selection of their last year's exhibition seems quite odd.
 - 8) Such a theory stresses the _____ and educational possibilities of architecture.

E. GRAMMAR.

1. Find the examples of *would/could + infinitives* in the text "The Artist is Present" and comment upon its use.

USE OF 'WOULD' AND 'COULD'

We can use **subject + would/could + infinitive** (I would/could go) or **subject + would/could + have + past participle** (I would/could have gone) in the following cases:

- **The past of 'will' / 'can' in reported speech**

e.g. Direct speech: We **won't see** you at the party.

Reported speech: They said that they **wouldn't see** us at the party.

- **Willingness in the past**

e.g. His mother **won't let** him go to the party.

His mother **wouldn't let** him go to the party.

- **Could have + past participle**

It means that something was possible in the past, or you had the ability to do something in the past, but that you didn't do it.

e.g. I **could have stayed up late**, but I decided to go to bed early.

- **Couldn't have + past participle** means that something wasn't possible in the past, even if you had wanted to do it.

e.g. I **couldn't have arrived any earlier**. There was a terrible traffic jam (= it was impossible for me to have arrived any earlier).

We use **could have + past participle** when we want to make a guess about something

that happened in the past. In this case, we don't know if what we're saying is true or not true. We're just talking about our opinion of what maybe happened.

e.g. *Why is John late? - He could have got stuck in traffic.*

- **Would have + past participle**

1) Part of the **third conditional**.

e.g. *If I had had enough money, I would have bought a car (but I didn't have enough money, so I didn't buy a car).*

2) Because 'would' (and will) can also be used to show if you want to do something or not (volition), we can also use **would have + past participle** to talk about something you wanted to do but didn't. This is very similar to the third conditional, but we don't need an 'if clause'.

e.g. *I would have gone to the party, but I was really busy. (= I wanted to go to the party, but I didn't because I was busy. If I hadn't been so busy, I would have gone to the party.)*

2. Fill in 'would' or 'could' followed by simple or perfect infinitives. Explain your choice.

- 1) I _____ (read) the text but I didn't know it was our task (past possibility).
- 2) We _____ (join) you at the restaurant, but we couldn't get a babysitter (past willingness).
- 3) The weather _____ (be) any worse! (past negative possibility).
- 4) They _____ (win) the football match, but their best player got hurt (past possibility).
- 5) They _____ (finish) the work but something went wrong (past willingness).
- 6) We _____ (call) Amy, but we didn't have her number (past willingness).
- 7) I _____ (come) to see you! I didn't know you were ill.
- 8) They _____ (be) kinder to me. They are (were) absolutely lovely! (present and past negative possibility).

F. SPEAKING.

1. **Group work.** Describe the performance artpiece created by the artist from Montenegro. If possible, share the picture so that everyone can see, comment and discuss it. Use the words / collocations/ language structures from the previous exercises.
2. **Pair work.** Role-play an interview with a famous performance artist using the words / collocations / language structures from the previous exercises to describe the performance artpieces. Student B, imagine you are a famous performance artist. Think about the type of performance art you practice. Student A, ask questions like: "How did you start to work with performance?", "What are the main focal points in your performance practice?" and "What kind of form / material do you use to express yourself?"

G. WRITING.

1. **Group work.** Prepare the presentation about your favourite performance art piece / performance artist.
2. **Individual work.** Write an essay or an article / blog about the performance art exhibition you attended. Just like Rebecca Taylor did in her essay on the pages 5-6, describe the exhibition room, who was present, what the artist did and how you felt.

EXERCISES**A. VOCABULARY.**

1. Use the words from the box in the sentences below:

| | | |
|----------------------|-----------------------|------------------|
| mise en scène | variety | medium |
| plot | fusion | grotesque |
| bring up | inherent | validity |
| baffle | distinguishing | setting |
| | | pantomime |

- 1) Why did you have to _____ the subject of money?
- 2) Her work is a _____ of several different styles.
- 3) They told the story through the _____ of dance.
- 4) The dark _____ and sharp dialogue owe a lot to the blacker moments of dry new comedies.
- 5) Dance is also an _____ part of the culture.
- 6) I had no reason to question the _____ of her arguments.
- 7) What _____ me is how anyone could escape from the jail in broad daylight.
- 8) She does a _____ of fitness activities.
- 9) The melodies of most composers have _____ characteristics which make them instantly identifiable.
- 10) Verona is best known as the _____ for two of Shakespeare's plays.
- 11) The _____ was so complicated that I was totally confused by the time I was two chapters in.
- 12) It was a a _____ figure with a huge head.
- 13) His sense of humour is one of his better _____
- 14) Josh was supposed to do a _____ during the talent show, but he ruined it by speaking.



Carmen Beuchat, Two Not One, 1975.

2. Match the words from column A with the words from column B.

- | | |
|-------------------|----------------|
| 1) pre-written | a) the subject |
| 2) inherent | b) trait |
| 3) distinguishing | c) validity |
| 4) bring up | d) plot |

3. Now use the word combinations from exercise b) in the sentences below.

- 1) The evening was going well until someone _____ of politics.
- 2) Pessimism is her _____ : she worries about many aspects of her work.
- 3) As writers begin to consider _____, many questions come to mind.
- 4) Assuming the _____ of evidence from respondent staff, the evaluator concludes that there was a mismatch.

4. Fill in 'would' or 'could' followed by simple or perfect infinitives. Explain your choice.

1. In basketball I wasn't that good but I knew that I _____ (get) better (past form of the verb in the reported speech).

2. But for the rain we _____ (go) for a walk (possibility in the past).
3. He said he _____ (allow) me to take this risk. (past form of the verb in the reported speech).
4. I _____ (forgive) his rudeness (willingness in the past).
5. Thank you for your instructions, Marlon, without them I _____ (lose) and _____ (explore) the unknown surroundings (possibility in the past).
6. I _____ (arrive) on time, even if I'd left earlier. The highway was overcrowded (past negative possibility).
7. I _____ (go) to the University, but I decided to travel instead.

5. Fill in the gaps with the appropriate forms of the words from the exercise D e) (p. 7).

- 1) Many artists believe in the power of art to _____ experience and reality.
- 2) His works by far _____ anything that has gone before.
- 3) This was a time of _____ for the artist, since he delved deep into his past. *Ilma Gore, Art exhibition "Dis/Connect, 2015"*
- 4) I failed to grasp the central _____ of his work of art.
- 5) For us, looking at it _____, it was an occasion for a superficial self-presentation.
- 6) _____ is the act of rising above something to a superior state.
- 7) _____ art, also referred to as _____, is art in which the _____ or idea involved in the work are more important than traditional aesthetic, technical, and material concerns.



GLOSSARY

afar /ə'fɑː/ - at or to a distance

atrium /'eɪtriəm/ - a large high open space in a tall building

attempt /ə'tempt/ - to try to do something

baffle /'bæfəl/ - to cause someone to be unable to understand or explain something

bask (in) - /bɑːsk/ - to take pleasure from something that makes you feel good

bring up the subject - to mention a subject or start to talk about it, raise

captivate /'kæptɪveɪt/ - to attract someone very much, and hold their attention

commence /kə'mens/ - to begin or to start something

demarcate /'di:mɑːkeɪt/ - to decide or mark the limits of an area

derive /dɪ'reɪv/ - to develop or come from something else

discard /dɪ'skɑːd/ - to throw something away or get rid of it because you no longer want or need it

disjunctive /dɪs'dʒʌŋktɪv/ - lacking any clear connection

distinguishing /dɪ'stɪŋgwɪʃɪŋ/ - characteristic of one thing or person, so serving to identify it; distinctive

duration /dʒʊ'reɪʃən/ - the length of time that something continues

fellow line-mate - people with whom one is waiting in a queue

fusion /'fjuːʒən/ - a combination of separate qualities or ideas

gaze /geɪz/ - a long, steady look

gawk /gɔːk/ - to look at something for a long time, in a way that looks stupid

grotesque /grəʊ'tesk/ - unpleasant, shocking, and offensive

impact /'ɪmpækt/ - the effect or influence

implicit adj. /ɪm'plɪsɪt/ - suggested but not communicated directly

incise /ɪn'saɪz/ - to cut a pattern, word etc into something, using a sharp instrument

indelible /ɪn'deləbəl/ - impossible to remove or forget

inherent /ɪn'hɪərənt/ - existing as a natural or basic part of something

intermedia - using or involving several media, as dance, slides, electronic music, film, and painting, simultaneously; multimedia

jagged /'dʒæɡɪd/ - having a rough or pointed edge or surface

lean /liːn/ - to move or bend your body in a particular direction

medium /'miːdiəm/ (plural media /-diə/ or mediums) - a way of expressing your ideas, especially as a writer or an artist-

mise en scène /,miːz ɑːn 'sen/ - the type of place and situation in which the action of a film or play happens

note /nəʊt/ - notice or pay careful attention to something

notion /'nəʊʃən/ - an idea, belief, or opinion

once-in-a-lifetime (of a chance or experience) - unlikely to occur more than once in a person's life

pantomime /'pæntəmaɪm/ - a method of performing using only actions and not words, or a play performed using this method

persona /pə'səʊnə/ - the aspect of someone's character that is presented to or perceived by others.

pioneering /paɪə'niəriŋ/ - introducing new and better methods or ideas for the first time

plaque /plɑ:k/ - a piece of flat metal, wood, or stone with writing on it, used as a prize in a competition or attached to a building to remind people of an event or person

plot /plɒt/ - the events that form the main story of a book, film, or play

preconceived /,pri:kən'si:vd/ (ideas, opinions etc.) are formed before you really have enough knowledge or experience

pre-write /pri:raɪt/ (past participle - prewritten) - to make a first draft of ideas and format for an essay, thesis, article, or book as a plan for the actual writing

queue n. /kju:/ - a line of people waiting; v. to form or join a line of people or vehicles waiting

reckless /'rekləs/ - not caring or worrying about the possible bad or dangerous results of your actions

renegade /'renəgeɪd/ - someone who leaves one side in a war, politics etc in order to join the opposing side (used to show disapproval)

save (also save for) - but or except for

setting /'setɪŋ/ - the place or time where the events in a book, film etc. happen

settle /'setl/ - to put yourself or someone else in a comfortable position

sojourn /'sɒdʒɜ:n/ - a short period of time that you stay in a place that is not your home

sojourner - a temporary resident

stare /steə/ - when you look at something or someone for a long time in a steady way

succession /sək'sesən/ - a number of people or things of a similar kind following one after the other

trait /treɪ, treɪt/ - a particular quality or characteristic

transcend /træn'send/ - to go beyond the usual limits of something

transcendence n. /trɑ:n'send(ə)ns/ - existence or experience beyond the normal or physical level

transformative /trans'fɔ:mətɪv/ - causing a marked change in someone or something

trigger - /'trɪgə/ - to make something happen very quickly, especially a series of events

validity /və'lɪdətɪ/ - the quality of being based on truth or reason, or of being able to be accepted

variety /və'raɪəti/ - many different types of things or people

Suggested resources for *English for Arts and Humanities*:

- Bottero, D. et al. (2016), *Shades and Shapes, English for the Visual Arts, Design and Architecture*, Edisco Editrice, Torino
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- Grundy, P., Bociek, H. and Parker, K. (2011), *English through Art: 100 activities to develop language skills*, Helbling Languages
- Johannsen, K. L., (2007), *English for Humanities*, Hueber
- Mittler, Gene A., Ragans, Rosalind (2007), *Exploring Art*, Glencoe / McGraw-Hill School Pub Co
- Vukičević, Branko D.P. (2018), *Dictionary of Visual Arts and Crafts, English-Serbian, Serbian-English*, AGM knjiga, Beograd
- Webster, Rebecca J. (2011), *Spoken English for Artists*, www.paintingsbyrebecca.com

IV

English for Digital Marketers

Authors

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In today's world, digital transformation has a pivotal role in the creation of new marketing realities. As traditional forms of marketing are being replaced with the digital ones, marketers are faced with the challenge of acquiring up-to-date digital marketing terminology.

Digital marketing is defined as the use of the Internet, mobile devices, social media, search engines, and other channels in order to reach consumers. Certain marketing experts consider digital marketing to be an entirely new endeavor that requires a new way of approaching customers and new ways of understanding how customers behave compared to traditional marketing forms. Hence, the present unit serves as an introduction to the terminology related to communication channels and digital platforms frequently employed by digital marketers for the purpose of effective audience targeting.

This unit, which is developed for intermediate (B2) level learners of English, includes activities which focus on the four language skills of speaking, listening, reading and writing. Accordingly, the introductory section centers around speaking and listening activities aimed at preparing students for the main topic of the unit, listening for specific information, and introducing the key digital marketing terms. Reading activities included in the unit are developed on the basis of authentic texts, which provide an insight into the key aspects of social media marketing. Furthermore, corpus analysis findings on the most frequent vocabulary items were used as a basis for selecting the terms and expressions from the authentic texts to be addressed in the vocabulary section. Lastly, the business skills and writing sections were designed to prepare students for identifying, discussing and developing effective digital marketing strategies.

The unit closes with a glossary of key technical terms from the field of digital marketing used in this unit and recommended literature, which may contribute to a better understanding of this specific field.

Digital Marketing

After completing this unit, students will be able to:

- 1) understand basic concepts of marketing
- 2) distinguish between different types of digital marketing
- 3) compare and contrast/analyze different digital marketing strategies
- 4) create a social media commercial.

Introduction

Speaking

1. What do you understand by the term *marketing*?
2. Are you familiar with the term *marketing mix*? If not, in your opinion, why is marketing based on 4 Ps (product, price, place and promotion)?
3. What types of marketing are you familiar with?

Listening

- 1. Listen to a short explanation of different types of marketing communications and answer the following questions.**

<https://www.youtube.com/watch?v=qXhbf3ns3k> (Creative Commons Attribution License)

- a) What is meant by the term *direct digital marketing*?
- b) How many primary types of traditional marketing communications are there?
- c) What is meant by the terms *direct marketing* and *mass marketing* respectively?
- d) What are the advantages of direct digital marketing?

- 2. Listen again and match the definitions/explanations with the appropriate terms.**

| | |
|-------------------------|---|
| <i>Online marketing</i> | <ul style="list-style-type: none"> - a marketing method that allows marketers to send marketing messages to consumers through the technologies found on a consumer's mobile device. |
| <i>Mobile marketing</i> | |
| <i>Email marketing</i> | |
| | <ul style="list-style-type: none"> - a marketing method that uses email to send a marketing message to a targeted audience. - marketing method that uses Internet tools such as email, search engine optimization and banner ads to send marketing messages to consumers. |

Speaking

Look at the picture outlining the components of *digital marketing strategy*. Which *marketing methods/channels* do you think are used the most for digital marketing and why? Consult the Glossary at the end of the unit if necessary.



Reading

1. Read the following text about social media marketing. For each section (1-3), choose a suitable subheading (a-c).
 - a) How Social Media Marketing Works
 - b) Common Social Media Marketing Tools
 - c) Social Media Marketing

Digital Marketing: Social Media

1

Social media marketing is the use of online applications, networks, blogs, wikis, and other collaborative media for communicating brand messaging, conducting marketing, public relations, and lead generation. Social media are distinctive for their networking capabilities: they allow people to reach and interact with one another through interconnected networks. This “social” phenomenon changes the power dynamic in marketing: no longer is the marketer the central gatekeeper for all communication about a product, service, brand, or organization. Social media allows for organic dialogue and activity to happen directly between individuals, unmediated by a company. Companies can (and should) listen, learn, and find ways to participate authentically.

Social media marketing focuses on three primary objectives:

1. **Creating buzz:** Developing and publishing messages (in a variety of formats—e.g., text, video, and images) that is disseminated via user-to-user contact
2. **Fostering community:** Building ways for fans to engage with one another about a shared interest in a brand, product, or service
3. **Facilitating two-way communication:** Online conversations are not controlled by the organizations. Instead, social media promotes and encourages user participation, feedback, and dialogue

2

Organizations have opportunities to engage in social media for marketing purposes in several ways: paid, earned, and owned social media activity.

- **Paid:** Paid social media activity includes advertisements on social media (placed in various locations), sponsored posts or content, and retargeting advertisements that target ads based on

a consumer’s previous actions. This type of social media activity is best suited for sales, lead generation, event participation, and incorporation into IMC campaigns.

- **Earned:** Earned social media activity involves news organizations, thought leaders, or other individuals who create content about an organization. It is particularly suited to supporting public relations efforts.
- **Owned:** Owned social media activity happens through social media accounts that an organization owns (e.g., Facebook page, Twitter handle, Instagram name, etc.). This activity is ideal for brand awareness, lead generation, and goals around engaging target audiences.

Effective use of social media to reach your target audience requires more effort by an organization than the traditional marketing methods. Not only must an organization create unique content and messaging, but it must be prepared to engage in two-way communication regarding the content that it produces and shares on social media. To be effective at using social media to reach target audiences, an organization must:

- **Create unique content, often.** Social media, unlike traditional methods, cannot rely on static content. An organization must regularly publish new, unique content to stay relevant on any social media platform.
- **Ask questions.** To foster engagement, an organization must solicit feedback from users, customers, and prospects. This is critical to creating conversation, insight, and discussion on social media platforms.
- **Create short-form media.** Most social media platforms have character limits per post. Users on social media expect to be able to scan their feed. Long posts (even within character limits) tend to underperform. The more succinct an organization can be, the better.
- **Try different formats.** Most social media platforms provide users with the option to add images and video to text.

Social media is becoming an increasingly visual medium, where content that performs the best usually includes an image or video. Try to convert messages into images and video when possible for maximum reach.

- **Use a clear, immediate call to action.** Social media works best for achieving marketing goals with a clear call to action that a user can do immediately from their computer or mobile device. Examples include 1) Web traffic (click-through), 2) downloads of content (e.g., white papers, articles, etc.), 3) online purchases, and 4) engagement (comment, like, share, view, read).

3 _____

What’s hot in social media is a moving target, but the following table provides a listing and description of primary social media platforms.

| Tool | Description |
|-----------|---|
| Blogs | Long- or short-form medium for communicating with audiences |
| YouTube | Video-hosting social media site |
| Twitter | Short-form (140 character) “microblogging” medium that is intended for text and image sharing |
| Facebook | Long-form (up to 2,000 characters per post) medium for sharing text, images, videos, and other multimedia content |
| Instagram | Image-based social network that is intended as a visual medium. Does not have capabilities to drive click-through rate (CTR) because posts offer no link option |
| Google+ | Long-form medium for sharing text, images, videos, and other multimedia content |
| Pinterest | Medium for sharing photos and visual content categorized by theme |
| LinkedIn | Long- or short-form medium for sharing text, images, videos, and other multimedia content targeted to the business community |

(Source: Lumen Learning, Creative Commons License, adapted)

2. Are the following statements true (T) or false (F)?

- a) According to the text, marketer is the central gatekeeper for all communication.
- b) Social media helps people to communicate without involvement of companies.
- c) One of the social media marketing objectives is to enable communication between fans about their different interests.
- d) According to the article, online conversations are monitored by different organizations and companies.
- e) Using social media marketing to reach your target group is more difficult because people communicate through many different social media outlets.
- f) In order to encourage people to communicate about a brand, it is essential that marketers ask for feedback from people.
- g) Marketers are able to monitor the target audience reaction to the content they share online.

Speaking

- 1. Have you ever been targeted by social media marketing?
- 2. How do you feel about marketers tracking your online activity?
- 3. Have you ever had a situation where you felt like your privacy was compromised?
- 4. Imagine the following situation and talk about it:

You are browsing the Internet in order to find a nice pair of sunglasses for the summer season. As soon as you open your Fb, Instagram and Twitter accounts, advertisements about the latest models of sunglasses pop up. What do you do? How do you feel? Has anyone caught your attention in this way?

Vocabulary

1. Match the words from the text with their definitions.

- | | |
|-----------------|---|
| marketer | a) the computer architecture and equipment using a particular operating system |
| brand awareness | b) a particular group at which a product such as a film or advertisement is aimed |
| platform | c) a person or company that advertises or promotes something |
| target audience | d) the extent to which consumers are familiar with the qualities or image of a particular brand of goods or services |
| character limit | e) information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement. |
| to disseminate | f) encourage the development of (something, especially something desirable) |
| to foster | g) a numerical limit on how many letters, numbers, symbols, spaces, digits, etc. that you can type into a single text box |
| feedback | h) spread (something, especially information) widely |

2. Fill in the gaps with the appropriate word/expression from the text.

- a) After using the device in person, we found these design changes gave the device a more d_____ appearance. (section 1)
- b) Thoughtful questions are effective ways to formulate questions that f_____ e_____ and confidence. (section 2)
- c) The festival will also continue to s _____ f _____ through in-person and online surveys. (section 2)
- d) Once the pixel captures you looking at the sneaker page, the shoe company can r _____ you through Facebook, so you later see an ad for the same shoe when you're scrolling through Instagram on your personal phone. (section 2)
- e) This means that marketers have a pool of people to e _____ with that have a much higher level of disposable income. (section 1)
- f) Our apps can now target u _____ c _____ to any number of displays attached to an Android device. (section 2)
- g) When you are s _____ in your writing, you want to avoid extra, unnecessary words. (section 2)

3. Complete the sentences below with the appropriate words/expressions from the text. For each missing word/expression, you will find a synonym or explanation in brackets.

- a) _____ (webpages) are examples of collaborative content creation.
- b) Personality marketing is easily achieved via your own _____ (web log).
- c) It gives you higher ranking based on social media _____ (hype).
- d) _____ (the number of people who visit a particular website) and cash trickled in from advertising on the site.

4. Take another look at the text and find collocates of the words provided below.

- marketing
- medium
- image
- communication
- activity
- target
- reach
- purchase

5. Match a word in column A with the appropriate word from column B to create collocations and then use those collocations to fill in the sentences below:

| A | B |
|----------------|------------|
| interconnected | contact |
| collaborative | networks |
| sponsored | generation |
| user-to-user | media |
| lead | post |

- a) _____ _____ refers to the media in which collaboration takes place.
- b) _____ _____ is the initiation of consumer interest or enquiry into products or services of a business.
- c) _____ _____ means links between systems that can improve reliability or allow interactions across networks.
- d) With our new _____ _____ opportunities, you as a customer only need to provide information once!
- e) A _____ _____ is a post to any notification oriented website which is explicitly sponsored as an advertisement.

Reading

Read the text about the advantages and disadvantages of social media marketing. In your own words, summarize the main points of the text.

Advantages and Disadvantages of Social Media Marketing

The advantages and benefits of social media marketing focus heavily on the two-way and even multidirectional communication between customers, prospects, and advocates for your company or brand. By listening and engaging in social media, organizations are better equipped to understand and respond to market sentiment. Social media helps organizations identify and cultivate advocates for its products, services, and brand, including the emergence of customers who can become highly credible, trusted voices to help you sell. Unlike many other forms of marketing, social media are very measurable, allowing marketers to track online customer behavior and how target audiences respond to content created by the organization. Social media offers a virtually unlimited audience for communicating and sharing key messages in the market. It also offers marketers the ability to relatively easily target and test the effectiveness of content using the various targeting capabilities of social media for location, interests, income, title, industry, and other sociographic differentiators.

Social media also carry a number of inherent challenges. Social media are dynamic environments that require significant effort to monitor and stay current on. It is also difficult to continually create “share-worthy” content. The variety of social media tools makes it a challenge to understand which platforms to use for which target audiences and calls to action. Crisis communications can be difficult, too, particularly in the public environment of social

media, in which it is difficult to contain or control communication. This means it can be difficult to mitigate the impact of a crisis on the brand.

One of the biggest challenges facing organizations is determining who in the organization should “own” the social media platforms for the organization. Too few hands to help means the burden of content creation is high on a single individual. However, too many people often results in duplication of efforts or conflicting content.

(Source: *Lumen Learning, Creative Commons License*, adapted)

Grammar

1. **Underline the adjectives in the text above.**
2. **Group the adjectives under the headings below.**

| Simple (monomorphemic) adjectives | Derived adjectives: adjectives containing affixes (prefixes or suffixes) | Compound adjectives |
|---|---|--------------------------|
| e.g. high | e.g. unlimited | e.g. share-worthy |
| | | |

3. What types of meaning do they denote? Which adjectives in the table above:

- denote inherent properties/characteristics: _____.
- express transient states and conditions: _____.
- describe entities in terms of their actions: _____.
- classify entities into types: _____.

(Source: Carter, R. and M. McCarthy: 2006)

Business skills

Work in small groups. Select two competing brands in a product category and analyze each brand's digital marketing strategy. Compare the two strategies and decide which one is more efficient based on the data you have found. Provide examples and (if possible) any suggestions for improvement. Presentations should last no longer than 7 minutes, or 3 minutes per person. Make sure to use some of the useful phrases and expression found below.

| Introducing yourself | Preparing the audience | Delivering the message | Summarizing and concluding |
|--|--|--|---|
| <p>Good morning... Let me introduce myself. My name ...</p> <p>English is not my mother tongue, I hope you'll excuse me if I make any mistake...</p> | <p>Today, I will be talking about ...</p> <p>First, I will talk about... Then, my colleague will move on to.... Finally, we will...</p> <p>If you do not mind, leave the questions to the end...</p> | <p>Let's start with the background (or rationale). As you probably know... I must emphasize ..</p> <p>To digress for a little...</p> <p>Back to my earlier point..</p> <p>Right, let's now move on to...</p> <p>Finally, I would like...</p> <p>Referring to visuals</p> <p>If you look at the graph...</p> <p>Please draw your attention to the chart...</p> | <p>Before concluding, I would like to summarize the main points again..</p> <p>Well, this is all for today. Any questions? We'll be happy to answer them. That's all I had to say. Thank you very much for listening.</p> |

Phrases of Comparison and Contrast

| Comparison | Contrast |
|----------------------|--------------------|
| one similarity | one difference |
| another similarity | another difference |
| both | conversely |
| like | in contrast |
| likewise | unlike |
| similarly | while |
| in a similar fashion | whereas |

Writing

1. Write a short text describing a product typical of Montenegro.
 - Based on it, create a brief commercial for the product of your choice.
 - Post it on one of your favourite social media platforms.
2. Guidelines for creating your social media commercial
 - Identify your goal
 - Choose your platform
 - Plan out your campaign
 - Create your written content
 - Design your visual assets
3. Exemplary social media commercials



(Sources: <https://blog.hootsuite.com/social-media-campaign-strategy/amp/>
<https://www.canva.com/learn/social-media-campaigns/>)

GLOSSARY

| Term | Definition |
|------------------------------|---|
| Ad formats | include text ads, which are shown at the top or bottom of the organic search results, or shopping ads shown above the search results. |
| Brand awareness | the extent to which consumers are familiar with the qualities or image of a particular brand of goods or services |
| Click-through rate | CTR is simply the percentage of people that saw your ad and felt compelled enough to click it. You can count your CTR score as follows by dividing the total number of Clicks to the total number of Impressions. |
| Collaborative media | digital media where people outside the traditional media industries participate in production as well as infrastructural design. |
| Content marketing | a type of marketing that involves the creation and sharing of online material (such as videos, blogs, and social media posts) that does not explicitly promote a brand but is intended to stimulate interest in its products or services. |
| Create a buzz | to draw positive attention and interest in something, to create interest in a product or service |
| Crisis communications | an initiative which aims at protecting the reputation of the organization and maintaining its public image |
| Feedback | information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement |
| IMC | Integrated marketing communication (IMC) involves bringing together a variety of different communication tools to deliver a common message and make a desired impact on customers' perceptions and behavior. |
| IMC campaigns | An integrated marketing campaign combines multiple channels such as content, email, display advertising and social media in order to promote a consistent message to a specific audience. |
| Lead generation | In marketing and sales, lead generation is the process of attracting and converting new potential customers in order to drive future sales. For many companies, this is a crucial stage of their sales and marketing strategy. |
| Market sentiment | general feeling about the climate of the <i>market</i> as expressed by the direction of <i>market</i> prices. |

| | |
|------------------------------|--|
| Marketer | a person or company that advertises or promotes something. |
| Mobile marketing | any advertising activity that promotes products and services via mobile devices, such as tablets and smart phones. |
| Moving target | an idea or situation that continuously changes as you are trying to deal with it. |
| Paid search | a form of digital marketing where search engines such as Google and Bing allow advertisers to show ads on their search engine results pages (SERPs). |
| SEM | Search engine marketing (SEM) is a form of Internet marketing that involves the promotion of websites by increasing their visibility in search engine results pages. |
| SEO | the process of increasing the visibility of a website or a web page to users of a web search engine |
| SEO off page | refers to actions taken outside of your own website to impact your rankings within search engine results pages. |
| SEO on page | the practice of optimizing individual web pages in order to rank higher and earn more relevant traffic in search engines. |
| Target audience | a particular group at which a product such as a film or advertisement is aimed. |
| to disseminate | to spread or give out something, especially news, information, ideas, etc., to a lot of people |
| to foster | to encourage the development or growth of ideas or feelings. |
| Two-way communication | Communication which involves feedback from the receiver to the sender. |
| Web traffic | The amount of visitors and visits a Web site receives. |

Suggested Marketing/Business English literature:

- Afrina Yasmin, Sadia Tasneem, Kaniz Fatema, Effectiveness of Digital Marketing in the Challenging Age: An Empirical Study, *International Journal of Management Science and Business Administration*, Volume 1, Issue 5, April 2015, Pages 69-80.
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- Trappe, T. & Tullis, G. (2005) *Intelligent Business English - Style guide*. Pearson Longman.

Useful resources on the Internet:

- <https://accutics.com/blog/the-2020-digital-marketing-glossary/>
- <https://www.investopedia.com/terms/d/digital-marketing.asp>
- <http://lexicon.ft.com/Term?term=digital-marketing>
- https://www.sas.com/en_us/insights/marketing/digital-marketing.html
- <https://thedma.org/integrated-marketing-community/integrated-marketing-definitions/>

V

English for Students of Stomatology

Author
Dragana Čarapić

While teaching English for Students of Stomatology professors are faced with the lack of an appropriate textbook, thus they need to compile and select different texts and teaching materials. Bearing in mind the fast pace at which the recent studies and findings in the field of stomatology have developed, texts need to be up-to-date and they have to be adapted to the needs of students and their specific level of the English language knowledge. Therefore, the overall process is rather demanding and time consuming.

This unit is designed for intermediate (B1) level learners of English. It includes activities which focus on four language skills: speaking, listening, reading and writing. After the introductory speaking section, students proceed with the reading comprehension activity. Reading comprehension is based on the authentic text checking the students' understanding of the difference between two notions frequently used interchangeably (dentist and stomatologist). The most frequently used words in the text have been highlighted and incorporated in the vocabulary exercises throughout which students have the chance to learn a lot of new collocations and suitable prepositions from the text. Within the listening comprehension they can learn many useful expressions produced during a dental appointment. The following exercise of filling in the missing lines in the conversation helps them apply the appropriate expressions uttered on the occasion of dental examination. In the speaking activity that follows students can practice the complete conversation with the patient.

At the end of the unit there is a glossary of the most frequently used words in the field of stomatology.

DISCUSSION:

1. Are there any differences between the following two terms: stomatologist and dentist?
2. What are the main differences between these two terms?

**Stomatologist or dentist: Which one is more appropriate?**

Currently, there is an ever-increasing interest in a beautiful smile. A literature review showed that several factors have been introduced as criteria for a beautiful smile, including lip line, smile line, upper lip curvature, the number of teeth visible during smiling (tooth visibility), negative space, the shape, size and position of the anterior teeth relative to each other and the surrounding soft tissues such as lips, gums and cheeks. Therefore, a graduate in this field should have proper knowledge about the correct position of lips, cheeks and gums, apart from the correct form and anatomy of the teeth, in order to be able to meet the esthetic demands of the patients.

Use of the term dentistry creates a mental image in patients that dentists only provide therapeutic services for teeth and cannot satisfy the treatment needs of other oral components. However, if the patients know dentists by the term stomatologists, they will ask for a thorough examination and treatment (not local treatment only). With such an approach, patients will refer to stomatologists, rather than physicians, for the diagnosis and treatment of prevalent oral conditions such as aphthous stomatitis, lichen planus, hairy tongue etc. It is obvious that in many cases, physicians and the graduates in other fields of medicine do not have adequate knowledge about intraoral conditions and the patients do not receive proper treatment when they refer to them.

The specialty fields of dentistry such as orthodontics, periodontics, oral medicine oral pathology, etc, and the nature of the specialty fields show that teeth are only a component of the oral system, and gums, temporomandibular joint, facial muscles, the tongue, palate, etc.,

are other important components, with close relationships with these specialty fields. Therefore, the specialists in the fields mentioned above not only should work on the patients' teeth (dentistry) but also should work on the other components mentioned above (stomatology), while the term dentistry cannot describe all the dimensions of the activities of the specialists in different fields. For example, an orthodontist pays attention to occlusion, gums, the status of the tongue, facial relationships, the cheek muscles, etc, in addition to teeth, in order to solve a problem, and the term dentistry does not reflect all the functional aspects of an orthodontist.

The term dentistry might reflect a simplistic view of the relevant profession, resulting in a limited attitude of the specialists in this field toward the field and in belief that they cannot fulfill all the requirements of the field. However, the term stomatology improves the attitudes of the specialists toward their profession and convinces them, by broadening their view (the lower third of the face), that they should be engaged in the group responsibility of a stomatologist. Group work is not only a positive move in relation to treatment, it is advantageous to patients. Receiving treatment from a group with a stomatologist in charge will prevent patient bewilderment in the follow-up sessions, and the patients will be able to achieve their aims by visiting a stomatologist who is responsible for rendering treatment.

The treatment priorities of dentistry are different from those of stomatology. For example, suppose a patient refers to a dentist to replace a lost premolar tooth. From the dentist's and the patient's viewpoints the replacement of that premolar tooth is the first priority; however, from a stomatologist's viewpoint, determination of the cause of this problem and preservation of the remaining teeth are the first priorities and the second priority is the replacement of the lost premolar tooth.

It appears, from a dentistry point of view, that a dentist deals with only four morphologies, i.e. incisors, canines, premolars and molars. Such an attitude might make those interested in this field feel that it is a monotonous and repetitive field. However, from the viewpoint of stomatology, a stomatologist not only deals with 4 types of tooth morphology but also he/she deals with the lower third of the patient's face and since this part and its components are not similar to each other in any two patients, there is a wide a range of diversity in the field.

By accurately evaluating the reasons discussed above and possible other scientific reasons, it might be concluded that it is necessary to replace the term dentistry with stomatology and dentist with stomatologist.

(CCA licensed article by V. Karimi and M. Rahbar, adapted)

1 Read the text and answer the following questions:

- Were your ideas regarding the differences between these two terms similar to those stated in the text?
- What are the specialty fields of dentistry?
- What do orthodontists pay attention to?
- What does a dentist deal with from a dentistry point of view?
- What does a stomatologist deal with from a viewpoint of stomatology?

COLLOCATIONS

2 Provide the appropriate word from the text to make an adequate collocation (first letter of the word is given):

A

Thorough t_____

Receiving t_____

Local t_____

Proper t_____

T_____ needs

Oral t_____

B

O_____ cavity

O_____ diseases

O_____ conditions

O_____ medicine

O_____ pathology

C

Cheek m_____

Facial m_____

Anterior m_____

D

L_____ line

L_____ curvature

E Complete the following sentences while adding the missing collocations from the previous exercise:

- Thorough t _____ involves _____.
- T _____ needs of patients depend on _____.
- O _____ cavity consists of: _____.

PREPOSITIONS

3 Supply the missing prepositions in the following phrases and sentences:

A

_____ order to solve the problem

An orthodontist pays attention to occlusion, gums, the status of the tongue

Anatomy _____ the teeth

Aspects _____ orthodontics

Be engaged _____ the group responsibility

Demands _____ the patients

Fields _____ dentistry

Graduates _____ other fields

Interest _____ a beautiful smile

Part and its components are not similar _____ each other

Position of the anterior teeth relative _____ each other

Preservation _____ the remaining teeth

Priorities _____ dentistry

Replacement _____ the molar

Requirements _____ the field

Responsibility _____ a stomatologist

Resulting _____ a limited attitude

Treatment _____ oral cancer

Viewpoint _____ stomatology

B

Complete the following sentences while adding the missing prepositions from the previous exercise:

- _____ order to make a correct diagnosis a doctor needs to _____.
- Demands _____ the patient needs to be _____.
- Responsibility _____ a stomatologist is to _____.
- Preservation _____ the remaining teeth is of utmost _____.
- There is an ever-increasing interest _____ a beautiful smile.

LISTENING COMPREHENSION



4 Dental Checkup Appointment Demonstrated and Explained

https://www.youtube.com/watch?v=k5v_577Insk&t=29s

A

Fill in the blank spaces of the tapescript while listening:

- Okay, hi John, thank you for coming for your checkup today. - No worries.
- Excellent, so I'd like to start by asking you a few questions, - Okay.

- Any medical problems at all?

- No, not that I'm aware of, _____ and healthy.

- Brilliant, okay, and any problems with your teeth?

- I wouldn't say any _____ problems.

I sometimes get a bit of _____ and a bit of pain at the back, so I think about my _____ teeth coming through. And occasionally my _____ bleed a bit when I'm trying to sort of brush or _____.

- Okay, so how long has that been going on for?

- A couple of months if I'm honest.

- Okay and any pain from there at all?

- I wouldn't say like real _____ pain, but yeah, just a little bit of discomfort occasionally.

- So we'll look into that for you.

How about your tooth brushing habits?

- I generally do brush twice a day, but admittedly some days, it's only once.

- Okay, that's fine.

And how about, do you use an electric or a _____ toothbrush?

- I use an electric toothbrush.

- Okay, is that all the time?

- Yeah, most of the time.

Is it okay have a look inside your mouth?

- Okay let's do that.

The skin on the inside of your mouth there can see there's some signs of _____ biting.

And no ulcers and no _____.

And stick your tongue all the way out for me.

Say ah.

- Ah.

- Okay fine and back in.

Lovely, put your tongue to the _____ of your palate.

And to the right hand side.

And to your left hand side.

And then down.

Excellent.

Next we'll be checking the hard _____ of your teeth.

You've got eight partially _____, seven, six, five, four, three, two, one.
One, two, three, four, five, six, seven, eight. Eight, seven, six, five, four, three, two, one.
One, two, three, four, five, six, seven and eight. Excellent you've got all your teeth there.
- Like to recommend you to _____ your teeth twice a day
and to clean in between your teeth as well
and other than that, we will see you in six months time.
Any problems in the meantime, you
can come in and let us know.
- Okay brilliant, thank you. - Thank you.

B

Complete the following conversation:

Dental Check-up

Sam: Hello, Doctor.

Dr. Peterson: _____

Sam: I'm OK. I've been having some gum pain recently.

Dr. Peterson: _____

Sam:(after being examined) How does it look?

Dr. Peterson: _____

Sam: Why do you say that? Is something wrong with my gums?

Dr. Peterson: _____

Sam: That's not good news hmmm

Dr. Peterson: There are just two and they look superficial.

Sam: _____

Dr. Peterson: We need to take X-rays to identify tooth decay, as well as check for decay between the teeth.

Sam: _____

Dr. Peterson: Here, put on this protective apron.

Sam: _____

Dr. Peterson:
_____.

Sam: That's good news!

SPEAKING

5 With a partner act out the roles based on Tasks A and B. Then switch roles.

USE LANGUAGE SUCH AS:

Thank you for coming for your checkup today.

Any medical problems at all?

How long has that been going on for?

Do you use an electric or a manual toothbrush?

Is it OK if I have a look inside your mouth?

If you have any problems in the meantime, you can come in and let us know.

GLOSSARY

Gums - gums or gingiva (plural: gingivae), consist of the mucosal tissue that lies over the mandible and maxilla inside the mouth

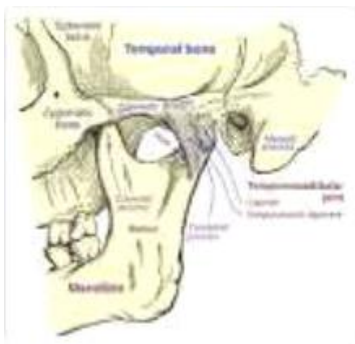
Occlude - To bring together. To occlude the teeth is to align the upper and lower teeth, as for chewing

Orthodontics – Orthodontics is a specialty of dentistry that deals with the diagnosis, prevention and correction of mal-positioned teeth and jaws.



Periodontist– A **periodontist** is a dentist who specializes in the prevention, diagnosis, and treatment of **periodontal** disease, and in the placement of dental implants. **Periodontists** are also experts in the treatment of oral inflammation.

Temperomandibular joint is the **joint** between the mandible and the temporal bone of the skull. The **joint** seen from the inner surface.

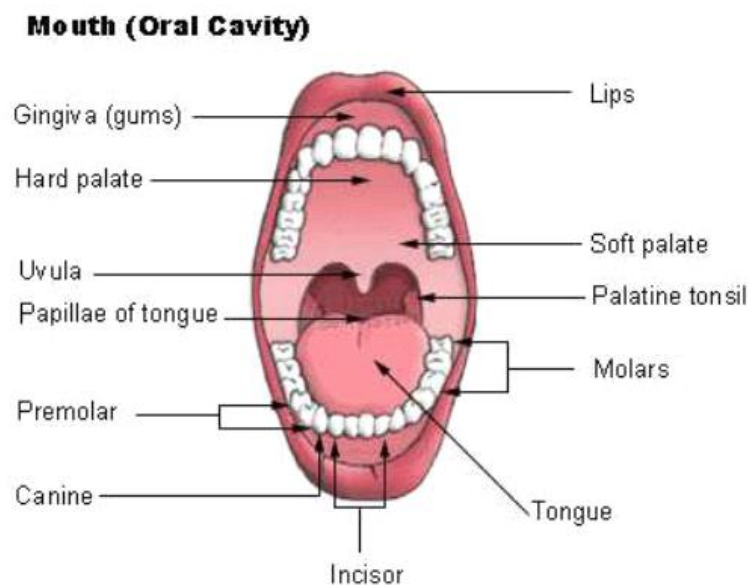


Incisors - a front tooth adapted for cutting especially: any of the eight cutting human teeth that are located between the canines with four in the lower and four in the upper jaw.

Canines - a conical pointed tooth especially: one situated between the lateral incisor and the first premolar.

Premolars - The **premolar** teeth, or bicuspid, are transitional teeth located between the canine and molar teeth.

Molars - A tooth with a broad crown used to grind food, located behind the premolars.



Suggested resources and readings for *English for Stomatology*:

- Dang, T. N. Y., Coxhead, A., & Webb, S. (2017). The academic spoken word list. *Language Learning*, 67(4), 959-997.
- Baumrukova, I. (2013). *Dentistry: English for Dental Practice Textbook and Exercise Book*. Bloomington: Xlibris.
- Mazyad, S. (2008). *English for dentistry*. University of Durham: UK.
- Mohan, H. & Mohan, S. (2012). *Essential Pathology for Dental Students*. Jaypee Brothers Medical Pub: London.
- Stanska, B.W.G.A. (2007). *English for dentistry*. PZWL: Poland.
- Tahririan MH (1993). *English for the Students of Dentistry*. SAMT Publications, Tehran, Iran.
- Tamzen, A. (2011). *Cambridge English for scientists*. Cambridge: CUP.
- Virginia, E. Dooley, J., Caldwell, J. (2013). *Dentistry*. Career Paths: Express publishing.

VI

Italian for Tourism and Travel

Authors:

Radmila Lazarević, Deja Piletić, Gordana Luburić, Olivera Popović, Ljubomir Ivanović

Italian as an optional second foreign language is being taught at the undergraduate level of studies at the Faculty of Tourism and Hotel Management and at the Faculty of Philology (University of Montenegro). The expected level of linguistic competence at the end of the above-mentioned courses is B1.2 (CEFR). Currently, both Faculties use the same textbooks, which are focused on general Italian language.

According to the results of the Status quo analysis conducted within the ReFlame project¹ and considering the number of classes dedicated to the FL courses (respectively 2 lectures + 1 tutorial and 2 lectures + 2 tutorials per week), there is a need for a textbook which would most effectively help the acquisition of the Italian language skills that would be practically applicable in the Montenegrin labor market.

Since the graduates with bachelor's degree from the above mentioned faculties share similar employment opportunities, which are mainly related to the field of tourism as the most developed industry branch in Montenegro, a new textbook should be focused on helping students gain practical skills in using Italian language in the business environment – more precisely, in cultural and linguistic mediation and business communication/correspondence, primarily in the tourism industry.

The unit “Conoscere l'albergo” presented in this publication could be a part of the new textbook. Organized in 5 sections, is focused on developing linguistic competences at the B1.2 level of CEFR: understanding written and spoken text, written and oral production, as well as acquisition of vocabulary and language structures related to the field, with the particular focus on cultural similarities and differences that become evident through language and could create obstacles in the process of communication.

¹ https://www.reflame.ucg.ac.me/dokumenta/status_quo_analysis_report.pdf

| Scheda didattica | |
|---|---|
| Livello degli studenti | B1.2 |
| Elementi lessicali | Vocaboli legati al settore alberghiero, forestierismi |
| Elementi linguistico-grammaticali | Participio passato, presente indicativo, preposizioni (ripresa) |
| Elementi linguistico-culturali e interculturali | Turismo e superstizione |
| Obiettivi | Descrivere un albergo, chiedere/offrire informazioni, rispondere a una recensione |
| Sillabo | Le attività sono state tarate sulla base degli indicatori B1 del sillabo QCER |

CONOSCERE L'ALBERGO

A. Introduzione

1. Sei mai stato o hai mai lavorato in un albergo?
2. In base a quali criteri scegli una sistemazione quando vai in vacanza?
3. Osserva i simboli riportati sotto, secondo te cosa rappresentano?



1. Ci sono dei servizi alberghieri che sono importanti secondo te, e non li vedi tra questi simboli?
2. Quali di questi servizi secondo te sono meno importanti?

B. Presentiamo un albergo...

1. Ascolta una prima volta la presentazione dell'albergo *La Cisterna*.

<https://www.youtube.com/watch?v=9-EUk0oCe5k&feature=youtu.be>



2. Riascolta il testo e rispondi se le seguenti affermazioni sono vere o false:

V F

| | | |
|--|--|--|
| 1. L'albergo <i>La Cisterna</i> si trova in un edificio storico. | | |
| 2. L'albergo si trova in periferia di San Gimignano. | | |
| 3. Tutte le camere dell'albergo sono uguali. | | |
| 4. Dalle camere si può godere la bellissima vista sulla cittadina di San Gimignano e sulla campagna intorno. | | |
| 5. Le sale del ristorante sono arredate in stile moderno. | | |
| 6. Il bar-brasserie ha posti a sedere anche fuori. | | |

3. Ascolta ancora una volta il testo e completa la tabella con le parole che si riferiscono alle seguenti categorie:

| locazione | tipo di camera | servizi in camera | offerta al ristorante |
|-----------|----------------|-------------------|-----------------------|
| | | | |

C. Descriviamo un albergo...

1. Ti presentiamo le descrizioni di due alberghi a Taormina (Sicilia) trovate sul sito Booking.com.

Leggile e svolgi i compiti:



a) Completa la descrizione dello Splendid Hotel con i verbi proposti:

si trovano, si affaccia, offre, regala, serve, dispongono, sorge, vantano

b) Completa la descrizione dell'Hotel Panoramic con i verbi proposti:

dotate, situato, servito, aperta, collegato

| Splendid Hotel | Hotel Panoramic |
|---|--|
| <p>Incastonato tra rocce e montagne, lo Splendid sul Mar Ionio e sulla costa calabrese, e a pochi passi dal pittoresco centro storico di Taormina e a 3 minuti a piedi dalla via principale Corso Umberto. La struttura una piscina estiva all'aperto e trattamenti shiatsu.</p> <p>Situate in un antico monastero, le camere dello Splendid Hotel Taormina semplicità e funzionalità. La maggior parte viste panoramiche sul mare o sulla piscina, mentre tutte di Wi-Fi gratuito, TV e bagno interno.</p> <p>Potrete prendere gli ascensori che conducono al 3° piano dell'hotel, dove troverete la zona piscina, e procedere verso l'ampia terrazza sul tetto con affaccio su 2 regioni e sul Mediterraneo. All'interno, il piano bar drink accompagnati da musica easy listening.</p> <p>Nelle vicinanze dello Splendid Hotel President l'emblematico Teatro Greco, con viste sul vulcano Etna, e il Duomo, risalente al XIII secolo. Su richiesta è disponibile un parcheggio privato.</p> | <p>..... a 20 metri dalla spiaggia, sulla Baia di Isola Bella, il Panoramic Hotel è</p> <p>..... al centro storico di Taormina tramite la funivia. Tutte le camere e la piscina all'aperto regalano viste sul Mar Mediterraneo.</p> <p>Questo moderno hotel a 4 stelle si affaccia sulla Riserva Naturale WWF di Isola Bella e sulla sua omonima isola. In pochi passi potrete raggiungere direttamente la spiaggia.</p> <p>Con un design contemporaneo e mobili artigianali, le sistemazioni sono esclusive, eleganti e di aria condizionata, balcone, connessione Wi-Fi gratuita, TV LCD e bagni con mosaici e asciugacapelli.</p> <p>Il buffet della prima colazione vienesulla terrazza sul tetto dell'Hotel Panoramic. Qui si trovano anche la piscina e il bar che serve cocktail.</p> <p>Lo staff multilingue può organizzare trasferimenti aeroportuali ed escursioni in tutta la Sicilia. La reception è 24 ore su 24 e fornisce un servizio di facchinaggio.</p> |

| | |
|---|--|
| <p>Le coppie apprezzano molto la posizione: l'hanno valutata 9,1 per un viaggio a due.</p> <p>Gli ospiti vanno pazzi per...</p> <p>1 piscina Parcheggio Connessione WiFi gratuita Animali ammessi Disponibilità di camere familiari Bar</p> <p>Sportello bancomat: Hai bisogno di contanti? Presso questa struttura trovi uno sportello bancomat.</p> | <p>Le coppie apprezzano molto la posizione: l'hanno valutata 9,5 per un viaggio a due.</p> <p>Gli ospiti vanno pazzi per...</p> <p>1 piscina Fronte spiaggia Navetta aeroportuale Disponibilità di camere familiari Camere non fumatori bollitore tè / macchina caffè in tutte le camere Bar</p> <p>Sportello bancomat e cambio valuta: Hai bisogno di contanti? Presso questa struttura trovi uno sportello bancomat e il servizio di cambio valuta.</p> |
|---|--|

2. Segna con una crocetta (X) se le informazioni sotto riportate si riferiscono allo Splendid Hotel (S), all'Hotel Panoramic (P), oppure a entrambi gli hotel (SP).

| | S | P | S P |
|--|---|---|--------|
| 1. L'hotel è situato al centro storico di Taormina. | | | |
| 2. La spiaggia si trova a pochi passi dall'hotel. | | | |
| 3. La piscina si trova sul tetto dell'albergo. | | | |
| 4. Il personale dell'hotel parla varie lingue. | | | |
| 5. L'hotel risponde ai bisogni dei clienti che viaggiano in macchina. | | | |
| 6. L'hotel è adatto ai clienti con animali da compagnia. | | | |
| 7. Tutte le camere si affacciano sul mare. | | | |
| 8. Tutte le camere sono dotate di connessione WiFi, TV, bagno e balcone. | | | |
| 9. L'hotel dispone di camere grandi che possono ospitare una famiglia. | | | |
| 10. Il banco di ricevimento è aperto tutto il giorno. | | | |

3. Riflettiamo sulla struttura del testo...

Osservando la struttura di questi due testi individua le informazioni più importanti che dovrebbe offrire la descrizione di un albergo.

.....
.....

4. Riflettiamo sulla lingua...

1. Quali forme verbali riconosci come le più frequenti in entrambe le descrizioni?

..... e

2. Sottolinea con colori diversi tutti i verbi nelle forme verbali che hai trovato più frequenti.

3. Elenca i verbi e le locuzioni verbali che sono presenti in entrambi i testi.

.....
.....
.....

5. Nei due testi che hai letto, trova gli esempi dove si usano preposizioni seguenti (semplici e articolate)

A

DI

SU

6. Completa la descrizione di un altro hotel, sempre a Taormina, con le parole che mancano:

Vivi un'esperienza esclusiva con il servizio di prima classe presso Belmond Villa Sant'Andrea

..... a soli 5 minuti in auto centro di Taormina e sul
 Mar Mediterraneo, l'incantevole albergo a 5 Belmond Villa
 Sant'Andrea una spiaggia privata, una piscina, un miniclub
 e servizi benessere.

Impreziosite da tessuti raffinati e mobili d'epoca, le eleganti camere e suite sono
 di connessione WiFi gratuita, set di cortesia Bulgari e Molton Brown e,
 in molti casi, un balcone arredato con vista sul mare.

Il Ristorante Oliviero piatti della cucina siciliana e pesce fresco nella
 sua splendida terrazza con vista sulla Baia di Mazzarò.

Circondato da giardini tropicali, il centro benessere del Belmond Villa Sant'Andrea
 di un centro fitness con nuove attrezzature Technogym e offre un
 servizio in camera di massaggi e trattamenti.

La fornisce un servizio navetta gratuito da/per Taormina e una navetta
 privata da/per l'aeroporto e la stazione, mentre nei mesi estivi
 escursioni gratuite in barca lungo la costa.

Il Belmond Villa Sant'Andrea di fronte alla funivia per il centro storico
 di Taormina, a 5 minuti in auto dalla stazione di Taormina-Giardini Naxos e a 60 km
 dall'Aeroporto di Catania.

Questa zona di Taormina è una delle preferite dai nostri ospiti, in base alle
 recensioni indipendenti.

7. Di seguito troverai alcune espressioni relative al settore alberghiero. Prova a collegarle con le loro definizioni. Attenzione: c'è una definizione in più! A quale tipo di sistemazione si riferisce questa definizione?

| | |
|----------------------------------|--|
| 1. camera singola | a. una stanza per due persone |
| 2. trattamento di mezza pensione | b. sala adibita all'esercizio con attrezzi e supporti |
| 3. camera matrimoniale | c. il locale che serve a custodire temporaneamente i bagagli dei viaggiatori |
| 4. trattamento all inclusive | d. una stanza per tre ospiti |
| 5. sala da pranzo | e. la fornitura dell'alloggio, della colazione e dei due principali pasti (pranzo e cena) |
| 6. deposito bagagli | f. una stanza per quattro persone |
| 7. camera doppia | g. il locale dove si organizzano diversi tipi di eventi, seminari ecc. |
| 8. ricezione | h. una stanza che ospita diversi letti, spesso disposti a castello, per diversi ospiti |
| 9. camera quadrupla | i. la fornitura dell'alloggio, della colazione e di un pasto (pranzo o cena) a scelta |
| 10. pensione completa | j. alloggio in albergo o in case private, comprendente il pernottamento e la prima colazione |
| 11. suite | k. una stanza per due persone, con la differenza che ospita un letto matrimoniale |
| 12. sala congressi | l. la zona in cui si svolgono i pasti, collegata immediatamente alla cucina |
| 13. camera tripla | m. una stanza predisposta per un solo ospite |
| 14. dormitorio | n. il banco che si occupa dell'accoglienza e delle procedure d'ingresso, di soggiorno e d'uscita dei clienti dell'albergo |
| 15. palestra | o. la fornitura dell'alloggio, della colazione, del pranzo, della cena, delle bevande durante i pasti, di spuntini in formula buffet |
| | p. un insieme di camere solitamente rifinito lussuosamente |

8. Nell'italiano del turismo si usano spesso parole straniere. Collega le parole a destra con il loro sinonimo in lingua italiana:

| | |
|-----------------------------|---|
| 1. hall | a. buono di cambio |
| 2. reception / front office | b. sovrapprenotazione |
| 3. booking | c. pernottamento e prima colazione |
| 4. Bed and breakfast | d. agente turistico |
| 5. sala meeting | e. prenotazione |
| 6. suite | f. albergo |
| 7. hotel | g. accoglienza / banco di ricevimento |
| 8. overbooking | h. sala riunioni |
| 9. voucher | i. appartamento d'albergo, ampio e lussuoso |
| 10. tour operator | j. sala di ingresso / atrio |

9. Compito a casa

Descrivi un hotel montenegrino a tua scelta.

Comunichiamo con gli ospiti...

1. Leggi le risposte alle domande più frequenti degli ospiti dell'albergo Panoramic Hotel. Scrivi le domande appropriate. Per le domande dovresti usare i verbi indicati tra parentesi

1. _____

(essere previsto)

Presso Panoramic Hotel, il check-in può essere effettuato dalle 14:00, mentre il check-out è fino alle 12:00.

2. _____

(costare)

I prezzi di Panoramic Hotel possono variare in base a vari fattori (per es. date, condizioni dell'hotel, ecc). Per vedere i prezzi, inserisci le date del soggiorno.

3. _____

(offrire)

Durante il soggiorno, Panoramic Hotel propone una colazione molto apprezzata dagli ospiti (punteggio recensioni: 9.1).

Colazione disponibile:

continentale; italiana; inglese/irlandese; vegetariana; senza glutine; americana; a buffet; alla carta

4. _____

(prenotare)

Panoramic Hotel offre:

Matrimoniale/Doppia con Letti Singoli; Tripla; Familiare; Suite

5. _____

(raggiungere)

Dall'aeroporto più vicino, puoi raggiungere Panoramic Hotel tramite: Autobus 1 ore e 30 min

6. _____

(essere disponibile)

Panoramic Hotel offre i seguenti servizi/attività (alcuni a pagamento):

Massaggi; sala giochi; snorkeling; biblioteca; immersioni subacquee; pesca; fronte spiaggia; pedicure; servizi di bellezza; spiaggia; attrezzature per sport acquatici (in loco); trattamenti corpo; trattamenti capelli; trasmissione di eventi sportivi in diretta; depilazione con ceretta, tinta capelli; manicure; happy hour; trattamenti viso; scrub corpo; servizi di make up; serate con cene a tema; taglio capelli; lezioni di cucina; acconciature

2. Lavorate in coppia. In base all'esercizio precedente immaginate di svolgere un dialogo tra il responsabile dell'albergo Splendid e un cliente che desidera trascorrere le vacanze estive a Taormina.

3a. Leggi un commento negativo di un ospite su Splendid Hotel Taormina.

Ho deciso di prenotare in questa struttura basandomi sulle foto viste su Booking e la posizione abbastanza centrale.

Arrivati a destinazione l'accoglienza non è stata delle migliori: alla reception siamo stati "richiamati" perché abbiamo consegnato le patenti per l'accettazione e non la carta di identità che a detta del receptionist la patente non è un valido documento di identità.

La camera era differente rispetto alle foto, il Minibar era completamente vuoto.

Il giorno della partenza abbiamo chiesto se era possibile lasciare l'auto in garage e l'addetto, con aria sofferente, ha acconsentito volendo sapere a che ora saremmo tornati a prendere l'auto visto che il parcheggio era a pagamento (15€ al giorno).

Esperienza da non ripetere considerando il rapporto qualità-prezzo-cortesia.

Uliano (Italia), recensione: 11 luglio 2019

3b. Scrivi un'e-mail di scuse e trova una soluzione. Segui le istruzioni:

Rispondi che hai letto il commento e chiedi scusa.

Spiega che i commenti negativi aiutano a migliorare il servizio.

Offri un rimborso per l'inconveniente (pranzo gratis, buono bevande, notte gratuita per 2 persone...)

Ringrazia per la comprensione e invita gli ospiti a tornare di nuovo in questo albergo.

Lavoro di gruppo

Trovate informazioni utili sull'offerta turistica a San Gimignano.

Trovate informazioni utili sull'offerta turistica a Taormina.

E. Elementi di civiltà



1. A cosa ti fa pensare l'immagine che vedi?

2. Sei superstizioso?

3. Leggi il testo che segue per scoprire come la superstizione può influire sul turismo.

Volare di venerdì 17? O in albergo stanza n. 17? Per gli italiani è meglio di no

Italia, Paese di superstiziosi. Lo conferma un'analisi del motore di ricerca viaggi kayak.it. Tra le situazioni che suscitano gli scongiuri degli italiani – dalla rottura di uno specchio all'incontro sulla propria strada del famigerato gatto nero – c'è quella legata al venerdì 17.

La diffidenza verso quel numero si riscontra anche quando si tratta di viaggi: basti pensare che alcuni hotel italiani scelgono di non mettere a disposizione degli ospiti una stanza numero 17, così come alcune compagnie aeree non prevedono la fila 17.

Ma anche le ricerche di voli con partenza venerdì 17 febbraio 2017 hanno subito un calo del 21% rispetto a qualunque altro venerdì dello stesso mese.

Un brusco calo, che non può essere ricondotto unicamente al caso.

Sembra quindi che gli italiani preferiscano non mettersi in viaggio proprio nel giorno considerato il più sfortunato del calendario.

La leggenda nera del venerdì associato al numero negativo per eccellenza secondo le superstizioni italiane continua dunque a colpire, almeno nella Penisola.

Per sapere se si è trattato solo di un caso, bisognerà, probabilmente, aspettare i prossimi due venerdì 17 dell'anno: il 17 marzo e il 17 settembre. Se anche stavolta gli Italiani si rifiuteranno di partire, allora avremo la conferma definitiva che la superstizione, volenti o nolenti, è ancora ben radicata nella nostra cultura.

“A volte le superstizioni sono così radicate in una cultura – commenta Gurhan Karaagac, esperto di viaggio Kayak – da arrivare a influenzarne le abitudini in ogni ambito, viaggi compresi”.

Fonte: Kayak

4. Parliamone

1. Anche i montenegrini sono superstiziosi?
2. Quali superstizioni possono influire sul turismo in Montenegro?
3. Cosa può fare il direttore di un albergo se i turisti non vogliono stare in una camera con numero che porta sfortuna e tutte le altre camere sono occupate?

CONOSCERE L'ALBERGO

SOLUZIONI

B

1. Trascrizione dell'ascolto:

Hotel *La Cisterna*

L'albergo-ristorante *La Cisterna* è situato in un antico palazzo del Trecento, posto al centro della piazza omonima che oggi, come 700 anni fa, è il cuore pulsante di San Gimignano. Dispone di 49 camere tra standard, superior, deluxe e suite. Arredate in puro stile fiorentino, dotate di ogni comfort: bagno, telefono, TV, cassaforte, frigobar... Splendida veduta sul borgo e sulla meravigliosa campagna toscana circostante.

All'interno del palazzo vi è il ristorante *Le terrazze*, dove è possibile gustare la più raffinata cucina toscana abbinata a un'ampia selezione di vini in due ampie sale, di cui una originale del Trecento, dalle quali è possibile godere di uno dei panorami più belli della Toscana, dove lo sguardo si perde spaziando da Monteriggioni fino a Siena.

Al pianoterra dell'albergo è il bar-brasserie, situato nella loggia del 1300, con tavolini anche all'esterno.

2. 1V, 2F, 3F, 4V, 5F, 6V.

3.

| locazione | tipo di camera | servizi in camera | offerta al ristorante |
|---|---|--|--------------------------------------|
| situato posto circosta nte interno pianoter ra esterno | standa rd superi or deluxe suite | bagno telefo no TV cassafor te frigobar | cucina toscana vini panorama/i |

C

1a. Si affaccia, sorge, offre, vantano, regala, dispongono, serve, si trovano; b. Situato, collegato, dotate, servito, aperta.

2. S, P, SP, P, S, S, P, P, SP, P. Posizione rispetto al centro (storico) e ad altri posti d'interesse e/o di importanza per un turista, tipi di camere di cui dispone, vista, pregi, vari servizi, servizi più apprezzati dai clienti.

4. a. Passato prossimo, presente indicativo; b. Participio passato: incastonato, situate, accompagnati, dotate, situato, servito, aperta, collegato, valutata; presente: si trovano, si affaccia, offre, regala, serve, dispongono, sorge, vantano, apprezzano, vantano, è, regalano, si affaccia, sono, viene, si trovano, serve, può, apprezzano, vanno, hai bisogno, trovi; c. situare, affacciarsi, trovarsi, servire, regalare, potere, essere, apprezzare, avere bisogno, andare pazzo per.

5.

| | |
|-----------|---|
| A | sorge a pochi passi /a venti metri/a tre minuti a piedi, piscina all'aperto, conducono al 3° piano, risalente al XIII secolo, viaggio a due, collegato al centro, hotel a 4 stelle |
| DI | camere dello Splendid, nelle vicinanze dello Splendid, Riserva naturale di Isola Bella, dotate di, il buffet della prima colazione, tetto dell'Hotel, servizio di facchinaggio, hai bisogno di contanti, servizio di cambiovaluta |
| SU | affacciato/si affaccia sul mare/sulla costa calabrese/..., viste sul mare/ sulla piscina/ sul vulcano, terrazza sul tetto, affaccio su, su richiesta, situato sulla Baia, colazione servita sulla terrazza |

6. Situato, dal, affacciato, stelle, offre, all'aperto, dotate, serve, panoramica, dispone, struttura, organizza, si trova.

7. 1 m, 2 i, 3 k, 4 o, 5 l, 6 c, 7 a, 8 n, 9 f, 10 e, 11 p, 12 g, 13 d, 14 h, 15 b
j – bed and breakfast

8. 1j, 2g, 3e, 4c, 5h, 6i, 7f, 8b, 9a, 10d

D

Domande possibili:

1. Quali orari di check-in e di check-out sono previsti presso Panoramic Hotel?
2. Quanto costa soggiornare presso Panoramic Hotel?
3. Che tipo di colazione offre Panoramic Hotel?
4. Che tipi di camere si possono prenotare presso Panoramic Hotel?
5. Come faccio a raggiungere Panoramic Hotel dall'aeroporto più vicino?
6. Quali servizi/attività sono disponibili presso Panoramic Hotel?

FONTI

Fonte video:

<https://www.youtube.com/watch?v=9-EUk0oCe5k&feature=youtu.be>

Fonti immagini:

Simboli dei servizi alberghieri:

<https://www.publicdomainpictures.net/it/view-image.php?image=37403&picture=hotel-simboli>

San Gimignano:

<https://encrypted-tbn0.gstatic.com/images?q=tbn%3AAND9GcTc8O3AbduP1qFr1cBV91ZAvi3oU06170FXkg&usqp=CAU>

Taormina:

<https://pixabay.com/photos/italy-landscape-sicily-taormina-3116211/>

Superstizione:

<https://pixabay.com/illustrations/superstition-failure-thirteen-cat-5249802/>

Fonti testi:

Booking.com

<https://www.booking.com/hotel/it/president-splendid.it.html>

<https://www.booking.com/hotel/it/panoramic.it.html>

<https://www.booking.com/hotel/it/villa-sant-andrea.it.html>

<https://www.girofvg.com/volare-venerdi-17-albergo-stanza-n-17-gli-italiani-meglio-no/>

Authors

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About the project

Reforming Foreign Languages in Academia in Montenegro (Reflame) is an international three-year capacity building project (2019-2022), implemented under the Erasmus+ scheme. It aims at strengthening the capacities of three Montenegrin universities to offer modern, market-oriented foreign language (FL) education for non-philology students, as well as second FL education for all students, in response to a growing demand for FL skills so as to meet the requirements of the national law and the demands of the Montenegrin and international labor market. A number of specific objectives will be met in the project: 150 FL syllabi will be updated, which should ultimately reflect in better and more market-customised FL knowledge of the students. Most teaching and learning materials for all available LSPs will be procured. LSP teaching materials (for the fields in high labor demand without any adequate textbooks published by reputable international publishers) will be published to develop the needed LSP knowledge for the students of such fields, which will ultimately reflect in their being better prepared for the labor market as they will possess industry-focused FL skills. FL teaching methodology will be upgraded with special emphasis on introducing and integrating the ICT technologies in FL education, as part of blended teaching and learning, which will be more attractive and motivational for students and otherwise contribute to better teaching and learning results. A number of teachers will be trained to work with visually- and hearing-impaired students, abiding by the inclusion principles. FL placement testing for Montenegrin students will be introduced so that they can independently check their progress and obtain the necessary certification needed for mobility and entering employment.