Unit 12 Language and Politics

Unit Overview

A German writer said, "Words can be like tiny doses of arsenic: they are swallowed unnoticed, appear to have no effect, and then after a little time the toxic reaction sets in after all." Similarly, if one does not examine what they read and what is stuffed into their ears every day, they will fall victim to bad things. In the 1930s, many Germans and Japanese were brainwashed and committed numerous atrocities. Nowadays, the victims can be any one of us, who are vulnerable to egocentrism, ethnocentrism, provincialism, Euro-centrism, consumerism, cynicism, and many other isms.

Text A

In the last decades, there were dramatic changes in ways to describe people. In order to avoid discriminatory terms, government departments and social groups in Western countries discouraged certain terms and the violators faced a variety of consequences. As a result, people tried to find the correct words. Such words were later called "politically correct"(PC) words. The PC movement started as a good-intentioned endeavor, but it affected people's speech so much that people cannot speak freely, because they have to try every means to avoid certain words which are actually quite innocent.

Text B

In America, sports metaphors permeated advertising, business and politics. Just like other metaphors, sports metaphors save the trouble of thinking for speakers and listeners alike, as people will take them for granted. In business world, sports metaphors seem to ameliorate the cruelty of competition, making it acceptable. In politics, sports metaphors downplay politicians' cut-throat fights and cover up the stakes and responsibility involved.

Both articles in this unit invite readers to examine what they read or what is stuffed into their ears. Text A illustrates that without reflective thinking, one may not realize that derogatory words do hurt; without further critical examination, one may not find that efforts to avoid hurting others can go too far and degenerate into hypocrisy. Similarly, Text B reveals the abuse of sports metaphors in American public discourse, which is almost indiscernible if one does not have a critical mind.

Teaching objectives

      Communicative competence:
- Familiarize students with both formal and informal styles
- Familiarize students with rhetorical strategies
- Help students to illustrate their points in a logic and structured way
      Critical thinking:
- Engage students in exploring implications of politically correct words
- Encourage students to assess general claims related to language and politics
- Encourage students to formulate balanced views regarding language and politics
      Intercultural competence:
- Guide students in their exploration and experience of other cultures
- Develop students' analytical empathy for victims of derogatory terms
- Help students to understand the importance of sports in America culture
      Autonomous learning:
- Seek social assistance from peers, teachers or other adults
- Seek information from libraries and the Internet
- Develop students' ability to discern the credibility of different sources

Teaching strategies

The political correctness movement has been developing in Western countries for a long time and has gone too far. David Crystal's writing helps people realize the absurd extent it has reached. If you think there is still room for improvement among your students' verbal behavior, you can spend some time on Text A's first three paragraphs, allowing some time for students to reflect on verbal abuses in their everyday life.

For detailed accounts of how political correctness affects language, you can refer to Chapter 3 Words and authorities: dictionaries and lexicographers (pp.87-105) and Chapter 4 The evolution of the word field (pp.106-111) in *Political Correctness: a History of Semantics and Culture* by Geoffrey Hughes, which is available in National Library of China.

References:

Crystal, D. (2010). *A little book of language.* Sydney: University of New South Wales Press Ltd.

Klemperer, V. (2000). *The language of the Third Reich* (M. Brady, Trans.). London and New York: Continuum.

Hughes, G. (2010). *Political correctness: A history of semantics and culture.* Oxford: Wiley-Blackwell.

Preparatory work:

(1) Para. 1 refers to Prince Harry and his alleged scandal in 2009. Please find more information about this incident.
What Prince Harry said:

> In one extract his camera pans round his colleagues, sleeping in the RAF departure lounge while waiting for their flight. Homing in on one fellow cadet, the prince is heard to say, quietly: "Ah, our little Paki friend Ahmed." (Excerpt from *The Guardian*)
>
> URL=http://www.theguardian.com/uk/2009/jan/12/prince-harry-racism, retrieved on August 22, 2015.

How people reacted:

> 1. The Pakistani soldier at the centre of the Prince Harry race row came to the Prince's defense today, claiming he is not racist... He said: 'The Prince called me by a nickname which is usually very insulting but I know he didn't mean it that way,' the newspaper reported. 'We were close friends when we were training and I know he is not a racist.' (Excerpt from *Daily Mail*)
>
> URL=http://www.dailymail.co.uk/news/article-1120382/Prince-Harry-racist-says-soldier-centre-little-Paki-race-row.html#ixzz3jmQtvHp5, retrieved on August 22, 2015.
>
> 2. Politicians appearing on Sunday morning programmes offered ritual criticism...David Cameron, the Tory leader, said the remarks were "obviously completely unacceptable" but said a reprimand was unnecessary in the light of his apology.(Excerpt from *The Guardian*, British spelling remaining unchanged.)
>
> URL= http://www.theguardian.com/uk/2009/jan/12/prince-harry-racism
>
> 3. Mohammed Shafiq, director of the Ramadan Foundation, said he was shocked and saddened: "This rant, whether today or three years ago is sickening and he should be thoroughly ashamed of himself."(Excerpt from *The Guardian*)
>
> URL= http://www.theguardian.com/uk/2009/jan/12/prince-harry-racism

Classroom tactics:

1. It is advisable for teachers to refer students to the context of Harry's alleged racist remark, as context is very important in understanding any statements, which is also part of critical capacity.

2. It is also a good opportunity for students to understand the perspectives taken by different parties. The teacher can go one step further by encouraging them to explore how people's perspectives are shaped by their interests.

(2) Explore the Internet to find out more about the different festivals celebrated by adherents of Christianity, Islam and Buddhism.
Christian festivals:

1. Christmas, 圣诞节 in Chinese, is a Christian festival celebrating the birth of Jesus. The English term *Christmas* ("mass on Christ's day") is of fairly recent origin. Since the early 20th century, Christmas has also been a secular family holiday, observed by Christians and non-Christians alike, devoid of Christian elements, and marked by an increasingly elaborate exchange of gifts.

2. Easter, 复活节 in Chinese, is a major festival of the Christian church that celebrates the Resurrection of Jesus Christ on the third day after his legendary Crucifixion. The earliest recorded observance of an Easter celebration comes from the 2nd century, though the commemoration of Jesus' Resurrection probably occurred earlier.

Islamic festivals:

1. Ramadan, 斋月 in Chinese, is the ninth month of the Muslim calendar and the holy month of fasting. It begins and ends with the appearance of the new moon. Ramadan, it is broadly interpreted as the obligation to refrain between dawn and dusk from food, drink, sexual activity, and all forms of immoral behavior, including impure or unkind thoughts.

2. Eid al-Adha, 宰牲节 in Chinese, is a time for visiting with friends and family and for exchanging gifts. This festival commemorates the ransom with a ram of the biblical patriarch Ibrahim's son Isamil. Ibrahim and Ismail correspond to Abraham and Ishmael in Judeo-Christian tradition. The difference lies in the sacrifice character being Ismail in Islam while Issac in Judeo-Christian sacred texts. During the festival, families that can afford to sacrifice a ritually acceptable animal (sheep, goat, camel, or cow) do so and then divide the flesh equally among themselves, the poor, and friends and neighbors.

Buddhist festivals:

1. Wesak(Vesak), 卫塞节 in Chinese, celebrates the birth, enlightenment and death of the Buddha. Traditionally it is a festival celebrated in Theravada countries, it is an important international festival.

2. Ullambana, 盂兰盆节 in Chinese, Bon in Japanese, is celebrated for two purposes, one to make offerings to the spirits of dead ancestors and the other to make offerings to the souls of those dead who have no peace.

Classroom tactics:

1. This activity aims to sensitize students to the religious holidays around the world, as some of them know a few Christian holidays and Chinese festivals only. You can refer students to entries of *Britannica Encyclopedia*.

2. Two festivals for each will be enough to serve the purpose of guiding students to explore and experience other cultures.

3. The names of festivals may vary across different countries and different branches of the same religion. The classroom treatment of the differences enables students to communicate with others in English about these festivals, and promotes students' understanding of cultural diversity.

4. If the area in which the university is located is more closely connected to other religions such as Taoism, it is recommended that corresponding festivals be added.

5. If students are passionate about this topic or the teacher does not want students' attention to be diverted from the main topic of the unit, this exercise can be designed into a term project.

References:

List of holidays and observances. (2015). In *Encyclopedia Britannica*. Retrieved from http://academic.eb.com/EBchecked/topic/2031359/list-of-holidays-and-observances

Wesak. (2015). In *Encyclopedia Britannica*. Retrieved from http://academic.eb.com/EBchecked/topic/639911/Wesak

(3)Rhymes are commonly found around the world. Brainstorm with your classmates and see how many English and Chinese rhymes you can come up with. Compare the rhymes and see if you can observe any similarities and/or differences.

English rhymes:

English rhymes can be found not only in lullabies, but also poems. There are quite a few rhymes in the parody poems in *Alice's Adventures in Wonderland,* as quoted below,

How doth the little crocodile

Improve his shining tail,

And pour the waters of the Nile

On every golden scale!

How cheerfully he seems to grin,

How neatly spread his claws,

And welcome little fishes in

With gently smiling jaws!

Chinese rhymes: One of the most popularly circulated rhymes during the imperial dynasties in China was 千字文 (Thousand Character Text), which almost perfectly rhymes throughout its composition, as quoted below,

天地玄黄，宇宙洪荒。日月盈昃，辰宿列张。

寒来暑往，秋收冬藏。闰余成岁，律吕调阳。

云腾致雨，露结为霜。金生丽水，玉出昆冈。

剑号巨阙，珠称夜光。果珍李奈，菜重芥姜。

海咸河淡，鳞潜羽翔。龙师火帝，鸟官人皇。

始制文字，乃服衣裳。推位让国，有虞陶唐。

吊民伐罪，周发殷汤。坐朝问道，垂拱平章。

爱育黎首，臣伏戎羌。遐迩一体，率宾归王……

Similarities:

1. Both English rhymes and Chinese rhymes are correspondence of two or more words with similar-sounding final syllables placed so as to echo one another. They are both found in poetry, song lyrics and children's games.

2.English rhymes and Chinese rhymes have similar transmission patterns. They can either be transmitted by parents to children, or generated by children themselves and passed down via games such as rope skipping from a group of kids to another very quickly.

Differences:

1. There are not as many rhyming schemes in Chinese as there are in English. The Chinese 押韵 refers to the correspondence or near correspondence of vowels, not involving consonances. It can be said that there is only one scheme, i.e. consonant + vowel(s). In English, there are three strict rhyming schemes, i.e. masculine rhyme, in which the two words end with the same vowel–consonant combination (*stand / land*), feminine rhyme (sometimes called double rhyme), in which two syllables rhyme (*profession / discretion*), and three-syllable rhyme, in which three syllables rhyme (*patinate / latinate*). In English, there are also other schemes, such as end consonance, end assonance, and alliteration.

2. There are many restrictions in the 押韵 (rhyming) compositions in Chinese, such as tones and the position of rhymes' occurrence, as well as the disputed 双声叠韵.On the other hand, there are not so many restrictions in English rhymes.

References:

Carroll, L. (1866). *Alice's adventures in wonderland*. New York: D. Appleton and Co.

Rhyme. (2015). In *Encyclopedia Britannica*. Retrieved from http://www.britannica.com/art/rhyme.

Wang, G. (2004). *人间词话*[On poetry]. Shanghai: Shanghai Guji Press.

Zhou X. (2014). *千字文*[Thousand character text]. Nanjing: Nanjing University Press.

(4) *Black people in the U.S. have been given different labels, from "Negro" to "Afro-American," over the past few decades. Make a list of terms that have been used to refer to black people and reflect upon the underlying reasons for the changes.*
Names for black people:

The list includes *black, Negro, nigger(nigga), Afro-American, African American,* etc.

Reasons behind the changes:

As Americans of African descent reached each new plateau in their struggle for equality, they reevaluated their identity. The slaveholder labels of *black* and *negro* (Spanish for black) were offensive, so they chose the euphemism *colored* when they were freed. Capitalized, *Negro* became acceptable during the migration to the North for factory jobs. *Afro-American* was adopted by civil rights activists to underline pride in their ancestral homeland, but *black*—the symbol of power and revolution—proved more popular. All these terms are still reflected in the names of dozens of organizations. To reestablish "cultural integrity" in the late 1980s, Jesse Jackson proposed *African American,* which—unlike some "baseless" colour label—proclaims kinship with a historical land base. In the 21st century the terms *black* and *African American* both were widely used.

From the historical accounts above, one can find the factors behind the changes of names. In the first place, the derogatory words like *negro* and *nigger* were used to rationalize black slavery by the colonizers who developed the belief that the blacks were inferior, as the black people's pigment in skin made them visible targets for racism and enslavement. Then the centuries that followed witnessed the struggles of the blacks for their personal freedom and equal rights. As their victories came bit by bit, and the way they were addressed evolved correspondingly.

Classroom tactics:

1. If your students propose other sources, remember to help them to discern the credibility of the sources. The rule of thumb is that one should use all websites with discretion, examining its funders, its intended audience, their sources, as well as its review mechanism. For example, *Encyclopedia Britannica* has gone online, but it is still a credible source, because its entries are peer-reviewed.

2. This exercise is designed to develop students' empathy for victims of derogatory terms. For those students who are more interested in this issue, the teacher can refer students to the history of the black settlers in Americas, how the blacks were enslaved, etc. A similar strategy is found almost everywhere in the world: a certain group of people are first stigmatized, then discriminated, then enslaved or butchered. The victimized group of people can be found not only in Nazi Germany in the 1930s and Rwanda in the 1990s, but also among children who are in any way different from others. For aggression among men is not due to unequal property relations or political injustice, which can be rectified by laws, but rather to the death instinct redirected outward, as explained by Freudian theories.

References:

African Americans. (2015). In *Encyclopedia Britannica*. Retrieved from http://academic.eb.com/EBchecked/topic/67474/African-American

Freud, S. (2010). *Civilization and its discontents*(J. Strachey, Trans.). New York: W. W. Norton & Company.

Klemperer, V. (2000). *The language of the Third Reich*(M. Brady, Trans.). London and New York: Continuum.

Critical Reading

I. Understanding the text

1. Outlining
Thesis: Political correctness emerged from people's efforts to avoid hurting others and has been done in excess in some areas.

Parts	Para(s).	Main idea
Part 1	1	The way we describe people has changed a lot.
Part 2	2-3	Names do hurt.
Part 3	4-8	Why and how politically correct terms came into being.
Part 4	9-12	Well-intended efforts turned into a ridiculous mess.
Part 5	13	The future of political correctness depends on the speakers' choice.

Classroom tactics:

Different understandings may exist of the text structure. Students may think the whole text can be divided into two parts, (1) why and how PC came into being and (2) the ridiculous mess that follows, which is also justifiable. It is advisable not to force the students to accept the ONLY CORRECT outline, which may not be applicable to many texts. Students can even be encouraged to come up with different versions and give reasons.

2. Comprehension check

(1) Why was Prince Harry criticized in 2009 when he was simply making a joke?
He was criticized because he used *Paki*, a supposedly racist word, to refer to his Pakistani colleagues. (Para. 1)

(2) According to Crystal, what are the obvious advantages of politically correct words?
They can be used to reduce verbal assaults. (Para. 9)

(3) According to Crystal, why has political correctness led to some of the ridiculous examples mentioned in Para(s) 10-12?
The ridiculous examples arose because people's efforts went too far. (Para.10)

(4) What is Crystal's position on political correctness in language use?
He appreciates the efforts but he is regretful to find that such efforts have gone too far. (Paras. 9-11)

(5) What are the key questions or assumptions that Crystal addresses to clarify his position?
He addresses the assumption that words don't hurt and the excessive concern of political correctness. (Paras. 2, 10)

II. Evaluation and exploration

1. Evaluating the text

(1) How does Crystal introduce the concept of political correctness in the first eight paragraphs? Is this introduction effective? Why or why not?
He introduces political correctness by using the disappearance of female-related words for professions, scandalous video, and rhymes. These means add up to the effectiveness of the introduction, drawing people's interest to the issue, as these three can cater for tastes ranging from academic to anecdotes.

Classroom tactics:

Without teacher's guide, students may not grasp the purpose of the first paragraphs, as these paragraphs seem to be loosely connected to the thesis of the text. Actually, Crystal is clearly aware of his audience, who have not much exposure to the issue of political correctness. In order to familiarize audience with the topic, he has to sensitize them and usher them into the discussion.

(2) What role does the rhyme play in Para. 2?
The rhyme is used to introduce the commonly heard/held assumption. It is used to illustrate the popularity of this assumption.

(3) Overall, the text adopts an informal style, which helps narrow the distance between the author and readers and makes reading the text a more enjoyable experience. How do you think Crystal manages to achieve this? As a clue, you may start by looking more closely at the pronouns used in the text.

The informal or familiar style assumed by Crystal is achieved not only by the author's efforts to steer away from jargons, but also from his conspicuously extensive use of "we" and "you". These two words bring the text closer to the audience.

Classroom tactics:

It is recommended to ask the students to count the occurrences of these two words and then compare them with the occurrence of the two words in other texts in this book.

(4) If you were asked to write an encyclopedia entry for political correctness, what kind of style would you adopt and why? Based upon the main idea of the text, give a working definition of political correctness in no more than 100 words.

The encyclopedia entries are supposed to be in a formal style, as they constitute academic discourse. So the entry for political correctness will be something like what follows:

> Political correctness (PC), is a term used to refer to language that seems intended to give the least amount of offense, especially when describing groups identified by external markers such as race, gender, culture, or sexual orientation.

Classroom tactics:

This activity is designed to familiarize students with formal style and encourages them to explore the characteristics of formal style via contrasts. First, you can ask students to find encyclopedia entries or show them such entries; second, students can learn how a definition is given; third, they can compare the language style of such entries and that of Text A, in terms of pronoun use, contractions, word choice and sentence length; fourth, you can encourage students to make drafts and compare their drafts among groups or pairs.

References:

Political correctness (PC). (2015). In Encyclopedia Britannica. Retrieved from http://academic.eb.com/EBchecked/topic/1309880/political-correctness

2. Exploring beyond the text

(1) In Para. 2, Crystal states that the disappearance of women-specific words was "a result of a huge social movement to make men and women equal in the workplace." What was this social movement? What changes has this movement brought to both language and society in the U.S. ?

The movement was started in the 1960s, with the publication of *The Feminine Mystique* in 1963 by Betty Friedan. The American women, dissatisfied with the traditional role society prescribed for them, would like to participate in the mainstream American society.

This movement, known as the second wave of feminist movement, provoked extensive theoretical discussion about the origins of women's oppression, the nature of gender, and the role of the family. Such discussions had practical effects on many aspects of social life.

For example, feminist groups launched campaigns for legal equity. They promoted the use of the word Ms. as a neutral form of address. Children's books were rewritten to get rid of sexual stereotypes. Women's studies centers were founded in colleges and universities. Excluded from male-dominated occupation for decades, women began finding jobs as pilots, construction workers, soldiers, bankers, and bus drivers.

Later, this movement spilled over into other countries, such as West Germany, where women asked for similar rights and struggled to establish themselves as equals of men.

Classroom tactics:

This exercise asks students to explore the feminist movement in the U.S. At the same time, it is also designed to develop their ability to find credible sources.

References:

Feminism. (2015). In *Encyclopedia Britannica*. Retrieved from http://academic.eb.com/EBchecked/topic/724633/feminism

Women's movement. (2015). In *Encyclopedia Britannica*. Retrieved from http://academic.eb.com/EBchecked/topic/647122/womens-movement

Women's movement: 1970s, West Germany. [Video]. In *Britannica Academic*. Retrieved from http://academic.eb.com/EBchecked/media/196571/Brief-overview-of-the-womens-movement-in-West-Germany-during

(2) In Para. 3, Crystal says that "People who are different in any way from most others in society are going to be called rude names." Do you think that this claim also applies to the Chinese society? Why do you think such things happen?

> Classroom tactics:
> 1. This is an open question inviting students to explore the factors behind such practice. It is designed primarily to develop their ability to seek information from libraries and the Internet, and it also encourages them to seek social assistance from peers, teachers or other adults, especially those of other majors, as they can find inspirations from the students of psychology or sociological majors.
> 2. As to the factors leading to the aggressive verbal behavior or aggression in general, there are many theories. You can refer students to psychological studies, such as Freudian theories, drive(innate need) theory and social learning theory.
> 3. Besides the established theories, there can be alternative explanations. It is recommended to encourage students to give their own understanding of the issue and their supporting evidence.

(3) In Para. 7, Crystal warns that "there is no guarantee that today's popular name will still be here in 10 years' time." Do you agree with him on this point? Why or why not?

Crystal's statement is supported by many words referring to people, both in English and Chinese, which were innocent in the past but are not longer accepted. For example, *gay* had been an innocent word until the 14th century, meaning "full of joy, merry, light-hearted and carefree", Then by the 1890s, it had an overall tinge of promiscuity. It began to take on a slang meaning of homosexuality in the late 1940s and was restricted to that subculture. Similarly, in Chinese, there are words such as 大师 and 奇葩. The former used to designate masters of certain arts and the latter used to refer to artistic pieces or person of particular excellence. However, they became derogatory in public discourses, referring to those pretentious cheats and people of eccentric character respectively.

(4) When we use a name to address a particular group of people, we are conveying, consciously or unconsciously, a kind of feeling or attitude toward that group of people, which may range from abhorrence to admiration, from detachment to familiarity. What do you think is conveyed by 美籍华人，旅美华人 and 华裔美国人 respectively? Can you think of other similar examples?

In order to determine the feeling or attitude associated with these words, the online database of People's Daily was consulted on March 8, 2015. The most frequently used was 美籍华人, with 862 occurrences; followed by 旅美华人, with 136 occurrences. The word 华裔美国人, with 31 occurrences, is the least frequent one.

The ensuing study of co-occurrence revealed interesting points. Generally, 美籍华人 and 旅美华人 are used to refer to (1) the elite Chinese Americans, such as 杨振宁 and 王安, or (2) Chinese American who recognized the People's Republic of China under the leadership of Communist Party of China. The first type cooccurred with their successes in the US, evoking admiration and pride in Chinese identity among audience. The second type cooccurred with coverage of the Chinese Americans' recognizing the achievements of the People's Republic of China, signifying a feel of familarity and affection bond. By contrast, 华裔美国人 cooccurred with reports without explicit suggestion of approval or disapproval. Futher studies can focus on the three phrases' occurrence counts over the last decades in People's Daily database, examine their fluctuations in light of domestic and international political situation, in order to find more interesting and revealing patterns.

Classroom tactics:

1. You can refer students to Internet-based databases or search engines, with which they can find the co-occurrences of such terms. Besides, the students may improvise, as long as you tell them to "find out what goes with such terms".

2.Similar examples can be found in Chinese terms for teachers, such as 先生, 恩师,教师, 教员, 教书的, 教书匠, (臭)老九, etc.

3. Historically, in 春秋 the history book, we can find many similar examples where the terms used to address people express the attitude of the writer, so much so that there was a genre called 春秋笔法 (tailoring one's narration of historical accounts to his or her ideology, without explicit approval or disapproval). For example, in the passage titled "郑伯克段于鄢", the two terms 郑伯 and 段 reflect the writer's depreciation of them both, for different reasons respectively, as their conducts were not in line with Confucian values, such as filial piety, brotherhood.

References:

Guliang, C. (1997). *春秋谷梁传*[Commentary of Guliang on the *Spring and autumn annals*]. Shenyang: Liaoning Education Press.

Gongyang, G. (1997). *春秋公羊传*[Commentary of Gongyang on the *Spring and autumn annals*]. Shenyang: Liaoning Education Press.

Language enhancement
I. Words and phrases
1. Word formation

fiancé	fiancée
comedian	comedienne
benefactor	benefactress
usher	usherette
prince	princess
god	goddess

2. Cognate

Root	**Cognates**
offend	offence, offensive
insult	insulting, insultingly
hurt	hurtful
able	ability

3. Preposition
(1) to
(2) by
(3) to
(4) for
(5) over
(6) to
(7) on
(8) to
(9) under/in
(10) in

II. Sentence and discourse
1. Paraphrasing
Skill: Familiarize students with formal and informal styles

(1) They are just called poets and sculptors now.
(2) Do not believe it.
(3) It is likely that you are going to feel upset whenever you hear it.
(4) What should be the [appropriate] name for old people?
(5) Or we hear the fairy tale becoming 'Snow White and the Seven Vertically Challenged Men', so that dwarfs would not feel they were being attacked.
(6) That is regrettable.

Classroom tactics:
This exercise is designed to help students realize the differences between informal style and formal style, so that they can steer away from too colloquial expressions in their essays.

2. Translation
(1) 来自外国的人特别容易被当地人辱骂，但这并不单单是种族问题。只要在任何方面有别于社会上多数人，这个人就会被辱骂。(Text A, Para.3)
(2) 不久以前，他们还仍然被称为"瘸子"。这个说法他们都不喜欢。人们继续寻找更好的名称。有一段时间，"残疾人"和"失能者"曾经流行，但是这些名称也有问题。如果我们将他们称作"残疾人"和"失能者"，似乎在说他们根本没法从事有用的事情。(Text A, Para.4)
(3) 起初，政治正确是个好主意。然而，不幸的是，人们开始产生错觉，以为自己正在伤害他人，而事实上并非如此。有些人还刻意避免那些事实上根本不具有伤害性的词汇。(Text A, Para. 10)
(4) Only by supporting small enterprises can we have lasting economic development.
(5) Digital education is supposed to transform public education, but many schools do not even have access to the Internet.
(6) Some believe that the ban on outdoor smoking goes too far.

3. Rhetorical device
Skill: Familiarize students with rhetorical strategies

people who have to use wheelchairs	differently abled, physically challenged
old people	senior citizen(s), aged, elderly
people with very low intelligence	mentally handicapped, retarded, intellectually challenged, people with learning difficulties
people who are fat	overweight, differently sized, plus-sized

black people	African American, Afro-American
people with false teeth	dentally challenged
dwarfs	vertically-challenged men

4. Completing the paragraph

Answer: DBAC

Classroom tactics:

This exercise is designed to help students to illustrate their points in a logic and structured way and develop their discourse awareness. It is recommended to take this opportunity to development students' discourse awareness, put what they have learned in text analysis into practice. For example, choices A and B run in parallel, which means they have to be put in similar slots. Similar slots are found in the second and third blanks respectively. In choice C, "such phraseology" denotes a summary and should be placed in the end accordingly. You can also refer students to the hypocrisy of the imperialist countries, as shown in their manipulation of media.

Intercultural reflections

1. There are many military metaphors in news report and government bulletins in China, such as 突击队, 冲锋 and 打持久战. Can you give more examples of this kind? Why are military metaphors so popular in China's political discourse? What effects do they create in the mind of readers?

Skills: Encourage students to assess general claims related to language and politics

Encourage students to formulate balanced views regarding politics and language

Classroom tactics:

In Text B, we are introduced to the world of sports metaphors and are amazed at the way they degenerate into doublespeak in advertising, business and politics. Similarly, this exercise sensitizes students to the military metaphors, which can be retrieved in the online archives of major newspapers in China. There are incredibly many examples, such as 先锋, 战线, 前线, 给养, 弹药, 弹尽粮绝, 孤立无援, 残兵败将, 丢盔弃甲, 参谋, 基地, 投降, 硝烟, 前进, 出师, 誓师大会, 凯旋, 歼灭, 突袭, 围攻, 反击, etc.

It is recommended to refer them to the online sources, and help them come up with analysis schemes. The effects created by such metaphors can be gauged by asking foreign students who are fluent in Chinese, using carefully designed and piloted interviews.

2. The American writer Gore Vidal was quoted as saying "As societies grow decadent, the language grows decadent, too. Words are used to disguise, not to illuminate, action: You liberate a city by destroying it." To what extent do you agree or disagree with this quotation? You can refer to Text B and/or other sources for supporting evidence.

Classroom tactics:

This is an open question inviting students to examine the hypocritical political slogans in Western societies. Should students analyze Chinese cases, make sure they do NOT criticize what they see in everyday life with a narrow, biased, Americanized or Eurocentric perspective, as some online posts do.

3. According to the author of Text B, sports "fit philosophically with the widely accepted American dream of open competition in a free market economy." Why do you think this is so? Do you think that sports fit with the mentality of modern Chinese society as well? Why or why not?

Sports and American dream

Sports games are settings where rules are set to eradicate hierarchy, biases and external interventions, and players are free to try their best to pursue their goals. Such features are in line with American values such as freedom and open competition, which are understood by Americans as the cornerstones of their nation.

Sports and Chinese social values

In China, in the past decades, sports in China are largely state-sponsored sectors to win international recognition and national pride. Of more than 70 sports items governed by the General Administration of Sports of China, only football has its national association separated from government recently. As a result, sports in China were not comparable with sports in America, still less the alignment with social values. It will take a long time for professional sports to seep into public discourse, and even more time for sports to converge with social values in China.

Skills:

Understand the importance of sports in American culture and its values;

Reflect on sports and the social values in China

Classroom tactics:

Students may choose yes or no. In either case, it is recommended to remind students of logic and evidence needed in their argument.

4. **Some people suggest that new terms should be used to replace the somewhat derogatory terms such as 农民工, 弱智者 and 老年痴呆症患者 in modern China. Do you see a need for these changes? Why or why not?**

Classroom tactics:

1. Argument in favor of changes can be supported by such evidence as "change of terms has indeed helped alleviate confrontation in the X community, as suggested by such and such report".

2. Argument against changes can be supported by evidence such as "America has a history of PC, but discrimination against and abuse of its African American population have not been stopped, become even more rampant, as shown by such and such statistics.". One can go one step further by saying that in spite of the changes, the injustice against African Americans have become more blatant, as shown by the human rights reports." In order to support such argument, one should reveal how new names simply cover things up, how they cause people to be more and more indifferent to the

injustice, either quantitatively or qualitatively. Only with sound logic and solid evidence can the arguments be generalizable.

3. If students would like to come up with alternatives, it is recommended to make sure they provide evidence and acknowledge their sources.