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Тверской государственный технический университет

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SOCIOLOGY

Учебное пособие по развитию иноязычной (английский язык)
профессиональной компетенции студентов специальности «Социология»

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Предназначено для студентов, обучающихся по специальности «Социология», и широкого круга людей, интересующихся вопросами в данной сфере.

Ставит целью обучить студентов переводить и понимать специализированную литературу. Состоит из текстов на английском языке, заданий к ним, тестов и упражнений, ориентированных на изучение языка социологами.

Большое внимание уделяется работе над лексикой, повторению знакомых, введению и закреплению новых слов, необходимых для чтения текстов по социологии.

Рецензенты: зав. кафедрой иностранных языков гуманитарных факультетов Тверского государственного университета д.ф.н., профессор Н.А. Комина; зав. кафедрой лингвистики и межкультурной коммуникации факультета иностранных языков Московской открытой социальной академии (МОСА) к.ф.н., профессор Ю.В. Артемьева.

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СТРУКТУРА ПОСОБИЯ

Пособие составлено в соответствии с программными требованиями и учебным планом по разделу дисциплины «Английский язык для специальных целей» в Тверском государственном техническом университете.

Включает тексты по основным разделам социологии и ставит своей целью развитие навыков поискового и просмотрового чтения и перевода материалов по социологической тематике, реферирования текстов, а также накопления словарного запаса, необходимого для чтения специализированных текстов и общения на профессиональные темы.

Состоит из семи разделов и построено по тематическому принципу. Охватывает следующие темы: наука социология, человек и окружающий мир, общественная организация, социальный статус и социальная роль, социализация и цивилизация, мотивация, мой университет и будущая профессия, а также включает раздел с дополнительными текстами для самостоятельной практики перевода.

Тематические разделы из основных областей социологии включают: вокабуляр с транскрипцией, предтекстовые упражнения, вводно-описательный текст, систему упражнений к основному тексту, дополнительные тексты на закрепление основного тематического материала с выходом в монологическое высказывание по темам «Мой город», «Известный ученый-социолог», «Наш университет», «Моя будущая профессия», грамматические упражнения на закрепление ранее изученных грамматических явлений. Кроме того, пособие содержит пример составления письма-запроса и резюме при оформлении на работу.

В вокабуляр включены все активные слова с транскрипцией по алфавиту. Упражнения нацелены на предтекстовую и послетекстовую подготовку. Основная цель упражнений – закрепление лексики базовых разделов, проверка понимания прочитанного, развитие навыков аннотирования и реферирования, перевод небольших отрывков с русского языка на английский, закрепление грамматического материала, пройденного на ранних этапах. Составление аннотаций и реферирование содержания текстов являются важнейшим этапом использования активной тематической лексики для развития навыков устной речи. Грамматические задания нацелены на тренировку, закрепление и усвоение грамматических конструкций, с которыми чаще всего приходится сталкиваться при переводе текстов по специальности.

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UNIT I. WHAT IS SOCIOLOGY

Vocabulary

abstract ['æbstrækt] *a* абстрактный
analysis [ə'næləsɪs] *n* анализ
anxiety [æŋ(g)'zaɪəti] *n* озабоченность, стремление
aspiration [ˌæsp(ə)'reɪʃ(ə)n] *n* ожидание
awareness [ə'wɛənəs] *n* осознание, информированность
basic ['beɪsɪk] *a* основной, базовый
behave [bi'heɪv] *v* вести (себя)
belief [bɪ'lɪ:f] *n* вера
boundary ['baʊnd(ə)ri] *n* граница
census ['sen(t)səs] *n* перепись, сбор сведений
common sense ['kɒmən sen(t)s] здравый смысл
commonsense knowledge ['kɒmənsens 'nɒlɪʒ] повседневное знание
communicate [kə'mju:nikeɪt] *v* общаться
competence ['kɒmpɪt(ə)ns] *n* способность, компетентность
complete [kəm'pli:t] *v* завершать
confront [kən'frʌnt] *n* сталкиваться, противостоять
demand [di'ma:nd] *n* требование, *v* требовать
depend upon / on [dɪ'pend] *v* зависеть от
derive [dɪ'raɪv] *v* получать, извлекать
discover [dɪ'skʌvə] *v* обнаруживать, раскрывать, открывать
emerge [ɪ'mɜ:ʒ] *v* появляться
emphasis ['emfəsɪs] *n* ударение, акцент
essential [ɪ'sen(t)ʃ(ə)l] *a* важный, существенный
event [ɪ'vent] *n* событие
expectation [ekspek'teɪʃ(ə)n] *n* ожидание
experience [ɪk'spɪəriəns(t)s] *n* опыт
extent [ɪks'tent] *n* степень, мера
go beyond [gəʊ bɪ'jɒnd] *v* выходить за пределы
goal ['gəʊl] *n* цель
hidden ['hɪd(ə)n] *p.p. from hide* скрытый
human being ['hju:mən 'bi:ɪŋ] *n* человек
individual [ɪndɪ'vɪdʒuəl] *n*, индивидуум, *a* индивидуальный
individual-in-action действующий (активный) индивидуум
insert ['ɪnsɜ:t] *v* вставлять
interact [ɪntər'ækt] *v* взаимодействовать
interpret [ɪn'tɜ:prɪt] *v* объяснять
invent [ɪn'vent] *v* изобретать

involve [ɪn'vɒlv] *v* привлекать, вовлекать
 match [mætʃ] *v* подбирать (под пару)
 obscure [əb'skjuə] *a* непонятный
 opportunity [ɒpə'tju:nəti] *n* благоприятная возможность
 particular [pə'tɪkjələ] *a* особенный
 pay attention to [peɪ ə'tenʃ(ə)n tu:] *v* обращать внимание
 plurality [pluə'ræləti] *n* множественность
 probing ['prəʊbɪŋ] *a* исследовательский
 point out ['point aut] *v* указывать
 poll [pəʊl] *n* опрос общественного мнения
 pursue [pə'sju:] *v* преследовать
 quest [kwest] *n* спрос, поиск
 questionnaire [ˌkwestʃə'nɛə] *n* вопросник, анкета, опросный лист
 relation [ri'lei j(a)n] *n* отношение
 respond [rɪ'spɒnd] *v* отвечать
 response [rɪ'spɒn(t)s] *n* ответ, отклик
 respectful [rɪ'spektfʊl] *a* уважительный
 satisfaction [sætɪs'fækʃ(ə)n] *n* удовлетворение, удовлетворённость
 seek for / after [si:k] *v* искать, разыскивать
 setting ['setɪŋ] *n* окружающая обстановка
 survey ['sɜ:veɪ] *n* опрос, обзор
 social environment ['səʊʃ(ə)l ɪn'vaɪər(ə)nmənt] социальное окружение
 social identity [aɪ'dentəti] социальная идентичность;
 social context ['kɒntekst] социальный контекст
 source [sɔ:s] *n* источник
 spring [sprɪŋ] *n* источник
 stay within [steɪ wɪðɪn] *v* оставаться в рамках
 summary ['sʌm(ə)rɪ] *n* краткое изложение
 true [tru:] *a* верный
 uneven [ʌn'i : v(ə)n] *a* неровный, скачкообразный
 variable ['vɛəriəbl] *n* переменная величина, *a* переменный
 weaken ['wik(ə)n] *v* ослаблять

Pre-text exercises

Ex. 1. Mind the rules of pronunciation.

Open syllable:

[aɪ]: science, life-style, try, derive, arise, fire, fiber, combine, library, slide;

[eɪ]: basic, nature, aspiration, behave, place, motivation, relation, same;

[ju:]: human, opportunity, pure, pursue, communicate, mutual, tube, due, use;

[əu]: social, process, probing, role, location, whole, closely, focus, remote;
[i:] being, regional, complete, equal, these, even, recent, meter, resent, meter.

Closed syllable:

[ʌ]: structure, fundamental, must, number, industrial, club, hundred, conduct;
[ɪ]: discipline, instance, critical, hidden, springs, provincial, timber mill, since;
[e]: intellectual, sense, depend, invent, fresh, setting, extent, century, welcome;
[æ]: aspect, understanding, fragmentary, satisfaction, action, abstract, analysis;
[ɒ]: common, upon, competency, context, concrete, long, respond, solve.

Ex. 2. Form nouns or adjectives using the suffixes and translate them:

er: to manufacture, to organize, to own, to teach, to work, to cool, to ride;

or: to initiate, to construct, to operate, to protect, to invent, to object;

ion: to complicate, to contribute, to consolidate, to demonstrate, to express;

ment: to improve, to pay, to agree, to move, to develop, to move, to judge;

ship: friend, partner, member, champion, companion, author, reader;

ful: hate, harm, joy, hope, help, use, citizen, beauty, sorrow;

less: class, cloud, time, use, hope, help, base, health, success, change, count;

al: experiment, globe, form, incident, accident, theatre, comic, hysteric.

Text 1

Sociology and its Methods of Research

Sociology is one of the social sciences. Its aim is to discover the structure of society, to identify the main forces that hold groups together or weaken them and to learn what conditions transform life. So sociology, like any pure or basic science, is a disciplined, intellectual quest for fundamental knowledge of the nature of things.

Some aspects of society are well known to most people and almost everyone has some specialized knowledge of a social situation: family, work or life-style. The sociologist is respectful of this common-sense knowledge and he often depends upon it – for instance, by interviewing people to learn about their experiences and interpretations. However, commonsense understandings are often fragmentary and uncritical. Sociological research tries to be more critical and more systematic than common sense. To do so sociology must often go beyond the categories of everyday life and must invent new categories to interpret events and experiences in a fresh light.

A human being always interacts with his social environment. From his setting he derives aspirations, competencies, satisfactions, anxieties and social identity. To understand how people behave and how they change, the social context must be closely observed. To study the social context is to place it "in society", that is, to see it as part of a broader social process. Sociology studies men and groups in action. The acting person is a specific human being who pursues goals,

interprets experience, responds to opportunities and confronts difficulties. As an individual-in-action he does not necessarily stay within neat boundaries of specialized activity.

The sociological emphasis on context and action points out to the concreteness of human experience. There is no abstract human being called man, there are only particular persons who live their own lives in historical time. It studies the general and the particular, the abstract and the concrete.

Sociology is a probing discipline. It finds the hidden springs of action, the obscure sources of motivation.

Four research methods are widely employed in sociological investigation. They differ, however, in the specific ways in which observations are made and in the kinds of questions they help us answer.

The logic of science is clearly expressed in the experiment – a method that seeks to specify a cause-and-effect relationship among variables. Experiments are typically based on a theoretical statement of a relationship between independent and dependent variables.

A survey is a method of contacting individuals in order to obtain responses to a series of items or questions; it is the most widely used of all research methods in sociology. Surveys are particularly useful when we are seeking answers to specific questions, especially when what we want to know cannot be observed directly, such as the political preferences and religious beliefs of individuals, or the private lives of married couples.

Two commonly used techniques are questionnaires and interviews.

A questionnaire is a series of questions or items to which all subjects are asked to respond. In most cases, the respondent is provided with possible responses to each item, so that the process of answering only involves selecting the best response (the format is similar to multiple-choice examination questions). Most often, a questionnaire is mailed to respondents who are asked to complete the form and then return it to the researcher, usually also by mail.

Researchers may also use the interview (sometimes called an interview-survey), which is a questionnaire administered personally to the subject by the researcher. Interviews are especially useful if the items have an open-ended format because the researcher can ask follow-up questions, both to probe a bit more deeply and to clarify the subject's responses. The advantage of an interview is that a subject is more likely to complete a questionnaire in the presence of a researcher. One disadvantage is that tracking people down is often a difficult job, and more than one attempt may be necessary. Another is that if all subjects do not live in the same area, the costs of conducting research in this way can become extremely high.

Ex. 1. Answer the questions on the text.

1. What kind of science is sociology?
2. Who is respectful of common-sense knowledge of a social situation?
3. What can be said about an abstract man?
4. To understand how people behave and how they change the social context should be closely observed, shouldn't it?
5. What do sociologists interview people for?
6. Is sociology a field of the arts or sciences?
7. Is sociology a disciplined, intellectual quest for fundamental knowledge of the nature of things?
8. Enumerate all methods of sociological research.
9. What kind of method is an experiment?
10. What is the difference between a survey and a questionnaire?
11. What are advantages and disadvantages of an interview?
12. What method do you consider to be the most productive?

Ex. 2. Match English and Russian equivalents:

- | | |
|---------------------------------|-----------------------------------|
| 1. common-sense knowledge | a. четкие границы |
| 2. basic structure | b. общеизвестные сведения |
| 3. sociological research | c. человеческий опыт |
| 4. human experience | d. рабочая обстановка |
| 5. intellectual quest | e. базовая, фундаментальная наука |
| 6. basic science | f. опрашиваемый |
| 7. sources of changes | g. интеллектуальный поиск |
| 8. neat boundaries | h. социологическое исследование |
| 9. work setting | i. заполнить вопросник |
| 10. to complete a questionnaire | j. основная, базовая структура |
| 11. respondent | k. источники перемен |

Ex. 3. Choose the right word.

1. Sociology is one of the ... sciences.
2. a) precise b) social c) natural
3. There is no ... being called man.
a) theoretical b) historical c) abstract
3. Sociological study ... close analysis of the sources of change.
4. a) has b) become c) involves
5. The sociologist is respectful of the
a) advice b) news c) common-sense knowledge
5. A human being always interacts with his social
a) process b) environment c) action
6. During an interview a subject may ... a questionnaire in the presence of a researcher.
a) process b) make c) complete.

Ex. 4. Complete the sentences.

1. Sociology studies
2. Sociological study involves close analysis of
3. To study the social context is
4. Sociology is a disciplined, intellectual quest for
5. Sociological research tries to be more critical and
6. A questionnaire is a series of questions to which all subjects are asked
7. The experiment is a method that seeks to specify a cause-and-effect
8. Interview is sometimes called an
9. Experiments are typically based on
10. Two commonly used techniques are

Ex. 5. Insert the right word: sociology, social, sociological, society, socially, sciences.

1. A human being always interacts with his ... environment.
2. ... studies men and groups, in action.
3. ... study involves close analysis of the sources of change.
4. The growth of home ownership has been both ... and spatially uneven.
5. The National Party is lifting its profile as ... conservative keeper of traditional values.
6. The aim of sociology is to discover the basic structure of human
7. Sociology is one of the social
8. ... -Democratic Party took part in the presidential election by one representative.
9. A famous couple quickly became a target for ... pages.
10. Social science ... is the ... study of human ... and ... relationships.
11. Let's face it – drinking is a ... acceptable habit.

Ex. 6. Tell, if statements are true or false. Use the following:

that's right; quite the contrary; I agree / disagree.

1. To understand how people behave the social context must be closely observed.
2. Sociology never goes beyond the categories of everyday life.
3. Some aspects of society are well known to most people.
4. Sociology studies animals and plants in action.
5. Awareness of plurality is essential for sociology.
6. Sociology is a probing discipline.
7. All research methods differ in the specific ways in which observations are made and in the kinds of questions they help us answer.
8. Surveys are particularly useful when we are seeking answers to specific questions.

Ex. 7. Translate into English.

Термин «социология» впервые был предложен в 1830 году французским философом Огюстом Комтом (August Comte). Среди первых социологов XIX века были Герберт Спенсер (Herbert Spencer) из Англии и Фердинанд Тённис (Ferdinand Tönnies) из Германии.

Социология изучает социальные явления и события. Предмет изучения социологии – человеческое поведение. Существует тесная связь между социологией и другими науками, такими как психология, экономика, криминология, политика, история. Социология состоит из двух главных областей знаний: микросоциологии и макросоциологии. Микросоциологи изучают взаимодействие между людьми. Макросоциологи пытаются объяснить фундаментальные социальные процессы в обществе. Они концентрируются на больших группах людей, сообществах.

Основными инструментами социологических исследования являются тесты, интервью, обзоры, опросы общественного мнения и т.д. Наиболее часто используемыми являются собеседование и анкетирование.

Text 2

Read the text and find out social and economic indicators of the town development.

Tver

The town of Tver stands on the great Russian River Volga, namely at the confluence of the Volga and Tvertsa Rivers. The town was known as Kalinin from 1931 to 1990. It is one of the oldest Russian towns. Tver was founded in 1135. Tver, which is north of Moscow, was formerly the capital of a powerful medieval state and a model provincial town in Imperial Russia. It played a great role in the early history of our country.

In the XVIII century Catherine the Great sent a group of architects headed by P.R. Nikitin to restore the town after two great fires. The best architects of Russia A.V. Kvasov and M.F. Kasakov worked up the town development plan. The town planning was considered to be a height of a three-rayed architectural composition. It has been preserved to our days. Many beautiful buildings designed by them are examples of Russian architecture. These buildings are: the Travel Palace, a number of buildings in Octagonal Square and on the bank of the Volga River.

Many famous Russian poets and writers came to Tver many times. Some of them lived or stayed here for a long time: Pushkin, Krylov, Saltykov-Shchedrin,

Tolstoy, Lazhechnikov. Monuments to all these people were erected in our town. On the left bank of the Volga River we can also see the monument to the Tver merchant Afanasy Nikitin who was the first to visit India.

In the second part of the 19th century Tver became a large industrial town. Here appeared large textile mills, a steam mill, a timber mill and a railway carriage building plant. Now Tver is a big industrial and administrative center of Tver Region. There are many large enterprises of engineering, metal working, textile, chemical, polygraphical and other industries: a printing combine which publishes text-books and magazines, a larger combine of children books, an excavator works, an artificial fibre combine and an artificial leather combine. Investment capital from abroad to Tver enterprises reached \$ 5,547 in 2010.

The Volga plays an important role in the life of our town; it supports suburban and long distance passenger-boats and serves as means of transport for various goods.

The population of Tver is about 410 000 (2010 Census). The main feature of the population structure is the increasing number of elderly people. This is a serious social problem.

Marriage trends since the 2000s have been towards a higher proportion of people marrying and of a later age pattern. The average age for first marriages is just over 28 for men and 24 for women. The proportion of people divorcing is growing.

Tver is also a big cultural centre of our country. Its Drama Theatre, Philharmonic Society, Children's Theatre were built after the war. Tver has many cinemas, clubs, palaces of culture, a television centre and many libraries. The Gorky Regional Library was founded one hundred and fifty years ago (1860) It has over 600,000 books. Now it is a center of scientific research.

There are many educational establishments in our town. Among them are State University, Technical University, State Medical Academy and Agricultural Academy. The region has higher educational attainment than the nation as a whole by 12% in the last 5 years.

The country around Tver is very picturesque. The town of Tver grows and becomes more beautiful from year to year. Its old history, advantageous geographical location between the two Russian capitals, rich nature, developed industry, intellectual, scientific and cultural potential are sure to attract tourists to the Tver Region.

Ex. 1. Read the words with right pronunciation and stress.

Confluence, provincial, medieval architect, architecture, Octagonal Square, monument, large textile mills, railway carriage building plant, enterprise,

printing and publishing combine, artificial fibre and leather combines, industry, scientific, Drama Theatre, Philharmonic Society, many stadiums, picturesque, to surround, tourist.

Ex. 2. Answer the questions on the text.

1. Where does the town of Tver stand?
2. When was Tver founded?
3. Is Tver older than Moscow?
4. What role did Tver play in the history of our country in the past? And now?
5. By whom was the centre of the city designed?
6. What buildings were built by these architects?
7. What famous people lived and worked in Tver? And what about our contemporaries?
8. What large Tver enterprises do you know?
9. What is the largest library in Tver?
10. What is it famous for?
11. How many higher schools are there in Tver?
12. Why is our town so attractive for tourists?

Ex. 3 Translate into English paying attention to the names of ethnic origins.

Национальный состав населения Твери

Согласно переписи населения количество жителей Твери составляет около 410 000. Подавляющее большинство (92,5%) составляют русские. На втором месте идут украинцы – 1,7% населения города. Карелы и белорусы представляют 1,0% и 0,6% жителей соответственно. Помимо этого, в городе проживают армяне, азербайджанцы, татары, цыгане, чеченцы, чувашаи, молдаване, грузины, немцы, мордва, таджики (менее 0,5 % для каждой этнической группы от общей численности населения). Численность прочих национальностей не превышает 1000 человек. Главной особенностью состава населения Твери является увеличение числа пожилых людей, что представляет собой большую социальную проблему.

Ex. 4. Make a story about the town of Tver.

Grammar

(видовременные формы глагола, типы вопросов, модальные глаголы)

Ex. I. Translate. Pay attention to the tense forms.

1. Sociologists use human knowledge which has been accumulated in the course of human experience.

2. Human society is constantly changing and is constantly developing.
3. The higher truth of philosophy and religion is derived and will be derived from experience.
4. Theoretically, Man is capable of making everything that Nature has already created or is creating now.
5. Since the early fifties extensive research and development programmes have been carried out in many countries, much progress has been achieved and the basic technical problems have been built and operated.
6. Interest in sociolinguistics has been steadily growing in several countries for recent years.
7. William Blake, an English poet, painter and printer, lived in the 18th century. In England different changes were taking place at that time. We think we shall read about these events in his works.
8. These terms are being insisted upon.
9. The achievements in this field will be spoken about at the conference.
10. The sociological role includes three elements: the ideal role, the perceived role and the performed role.

Ex. II. Put the verb in a proper tense form.

1. Einstein (to present) his theory of relativity in 1905.
2. Our country (to have) a great number of brilliant scientists in all fields of science.
3. We are tired. We (to walk) 10 kilometers already.
4. He already (to park) the car by the time I arrived.
5. I (to work) at the library tomorrow from 5 to 6.
6. He (to watch TV) when the phone rang.
7. In few days we (to go) to London.
8. I (to write) this exercise for about 10 minutes already.
9. When he was 12, he (to begin) his study of social sciences.
10. I just (to met) him. He (to look) nice.
11. Russian scientists (to make) research in all fields of knowledge.
12. Someone (to knock) at the door, Ann, go and open it.
13. He (to write) a paper before he went to the scientific meeting.
14. I (to know) the results in a week.
15. Don't ring her up about 9 o'clock tomorrow, she (to put) her children to bed.
16. For millennia people believed that some day all people (to be) equal and free, that no one ever (to suffer).

Ex. III. Change Active into Passive.

1. All the scientists of the world have accepted this theory.
2. We shall know the reason for his behavior.
3. The scientist had performed several experiments to prove the theory.
4. He has not recognized our work first.

5. We study the problems and then solve them.
6. They do not require different kinds of instruments for the experiment.
7. Public opinion polling is starting within the next few hours.
8. We were working out the new design of our laboratory at that time.
9. That scientist does not convince us of his ideas.
10. Preliminary test data had changed dramatically by the last night.
11. They were applying the results of the experiment to practice.
12. Market makers will be taking proper account of sociological research.
13. An adequate analysis of any social role must take account of all three elements: prescription, perception and performance.
14. A social status generates more than one role.
15. By our mid-ages we shall have acquired a set of roles because we must meet the expectations of a number of different people.

Ex. IV. Ask the questions using the words in brackets.

1. The new lab has just been opened (where).
2. He has been operating the machine (how long).
3. I find this procedure very helpful (who).
4. They are going to introduce the new system (when).
5. The student gave an example of social factors (why).
6. The sun's rays will have struck the surface by early morning (what).
7. They have seen the rise of income in the diagram (who).
8. Large deposits of coal were discovered in our country last year (when)

Ex. V. Translate sentences paying attention to modal verbs and their substitutes.

1. Today a student has to assimilate a great amount of new information.
2. The students are to present course-papers once a year.
3. The firm has developed a robot that can move over floors with a brush.
4. Science and technology should find some more radical solutions to the problem of ecodevelopment.
5. The population of the Earth is growing rapidly and by 2020 it may exceed the seven billion mark.
6. The achievements of science must be used to better the people's living conditions.
7. The tourists may attend the sitting of the Parliament.
8. He was not allowed to use dictionary while writing the test.

UNIT II. MAN AND SURROUNDING WORLD

Vocabulary

achieve [ə'tʃi:v] ν достигать

achievement [ə'ʃi:vmənt] *n* достижение, успех
 ancestor ['ænsəstə] *n* предок
 ancient ['eɪn(t)ʃ(ə)nt] *a* древний, старинный
 attitude ['ætɪtju:d] *n* позиция, отношение
 boundless ['baundləs] *a* безграничный, бесконечный
 cause [kɔ:z] *n* причина, основание
 conquer ['kɒŋkə] *v* завоёвывать
 consider [kən'sɪdə] *v* рассматривать
 consumer [kən'sju:mə] *n* потребитель
 conviction [kən'vɪkʃ(ə)n] *n* зд. убеждение, уверение
 defenseless [dɪ'fen(t)sləs] *a* беззащитный
 desert ['dezət] *n* пустыня
 disappear [,dɪsə'piə] *v* исчезать
 disaster [dɪ'zɑ:stə] *n* беда, бедствие, несчастье
 due to [dju: tu] *a* благодаря, вследствие, в результате, из-за
 expand [ek'spænd] *v* растягиваться, расширяться
 felled [feld] *p.p. from fell* срубленный
 frighten ['fraɪt(ə)n] *v* пугать
 hostile ['hɒstaɪl] *a* вражеский, неприятельский
 humanize ['hju:mənaɪz] *v* очеловечивать
 imperative [ɪm'perətɪv] *a* настоятельный, срочный
 judge ['ʃʌʒ] *v* судить
 keep track of smth. [ki:p træk ɔv] *v* следить за развитием чего-либо
 launching [lɔ:ntʃɪŋ] *a* запуск
 lie [laɪ] *v* лгать
 mass media [ˌmæs'mi:diə] средства массовой информации
 perish ['perɪʃ] *v* гибнуть, погибать, умирать
 poisoning ['pɔɪz(ə)nɪŋ] *n* отравление, заражение
 probe [prəʊb] *n* зонд, датчик
 property ['prɒpəti] *n* зд. качество
 rapidly ['ræpɪdli] *p.* быстро
 reach [ri:tʃ] *v* достигать
 sample ['sɑ:mpəl] *n* образец
 satellite ['sæt(ə)laɪt] *n* спутник
 singular ['sɪŋɡjələ] *a* исключительный, выдающийся
 shortcoming [ˌʃɔ:t'klɪmɪŋ] *n* отсутствие, недостаток
 steam [sti:m] *n* пар
 take into account [teɪk 'ɪntə ə'kaʊnt] принимать во внимание
 tie [taɪ] *v* связывать

usher in ['ʌʃə ɪn] *v* возвещать
wipe [waɪp] *v* стереть
witness ['wɪtnəs] *n* свидетель, очевидец
woe [wəʊ] *n* горе, напасть

Pre-text reading exercise

Ex. 1. Mind the rules of pronunciation.

[gz]: exam, exist, example, exert, exalt, exhibition, exact, exude, exult;
[ks]: fix, box, mix, next, extra, complex, oxygen, expect, explain, exceed, excellent;
[tʃ]: inch, branch, launch, chamber, change, chain, attach, research, chair, choose;
[tʃə]: lecture, picture, nature, fracture, temperature, mixture, feature, departure;
[ʃ]: ensure, pressure, fissure, assure, ensure, machine, shin, shell, fresh, shoot;
[ʒ]: measure, closure, pleasure, treasure, leisure, erasure ;
[dʒ]: jet, jib, job, jaw, jibe, jail, jacket, subject, jest, jaff, jag, jug, Japan, January;
[f]: phase, phrase, photo, phone, cipher, sphere, atmosphere, alphabet, phantom;
[kw]: square, equal, liquid, quick, quite, quantum, quarter, quantity, quality.

Ex. 2. Form nouns or adjectives using the suffixes and translate.

er: to begin, to fight, to import, to produce, to mock, to lead, to finance;
ment: to advance, to develop, to equip, to punish, to move, to improve;
ion: to aggravate, to allocate, to anticipate, to extract, to accommodate;
ism: capital, hero, race, national, race, volcano, gangster, Darwin;
(i)ty: active, major, similar, productive, jolly, royal, labile, tranquil, proper;
able: comfort, peace, honour, suit, value, accept, drink, adapt, pass;
ic: economy, geography, history, period, Islam, tactic, sulphur, ferro, atom;
ous: autonomy, continue, fame, mountain, danger, right, hazard, sulphur.

Text 1

Man and Nature

1. The relations between man and nature have become one of the major problems facing civilization today. That is why ecology stands at the crossroads of politics, science and economics.

The *black spots* marking deserts, felled forests and other areas of ecological disaster are expanding at a frightening pace. Man perfects everything including his own shortcomings.

2. Our ancestors naively considered the Earth's resources to be boundless and endless. Their ecological ignorance was not their crime, but rather their woe, for it caused the death of thousands of animal species. We should not judge those

who lived in the ancient, medieval or even recent times. Man has always had to fight a hostile environment. Even in the XIX century, when the word *ecology* was born, people continued to use nature as consumers. For centuries man has been proclaimed the *lord and king* of nature, and not the child.

3. Human achievements in conquering nature became so great that man's activity began to have an increasingly negative effect on the biosphere. For example, forests disappear at a rate of 20 hectares a minute. Today animals and plants perish mostly due to the production of industrial pollutants and the poisoning of the biosphere.

4. Charles Darwin once said that nature cannot lie. Today it is essential that we realize that we ourselves cannot lie to nature. We know that nature is weak and defenseless before man who has grown so strong. Our time is a witness of the beginning of *humanized nature*. Humanism is what we need most of all today – in politics, in relations among people, and in our attitude to nature. People of different convictions must work together to wipe the ugly *black spots* off the beautiful Earth face.

(Encyclopedia Britannica)

Ex. 1. Read the text and say if the following statements

- true
- false
- there is no information in the text

- 1) Ecology has direct or indirect reference to human relationship.
- 2) We are aware of being connected with nature but we should not become very much attached to it.
- 3) Man perfects everything including his own defects.
- 4) For centuries man has been proclaimed the child of nature, and not lord and king.
- 5) All types of pollution influence the health of individuals, their labour productivity and require increasing capital investments in order to restore nature.

Ex. 2. Which part of the text (1, 2, 3, 4) does the following information correspond to:

- 1) Our remote ancestors used the Earth's natural resources without thinking of the future generations.
- 2) Black spots are deserts, felled forests and other areas of ecological disaster.

Ex. 3. Choose the right response to the question: What should people do in order to wipe these ugly black spots?

- increase capital investments;
- perfect everything including people's own shortcomings;

- work together.

Ex. 4. Define the main idea of the text:

- the relations between man and nature have become one of the major problems facing our country today;
- humanism is today what we need most of all, in relations among people and in our attitude to nature;
- black spots are expanding at a frightening pace.

Ex. 2. Translate into English.

Социология и экология

Человек постоянно находится во взаимодействии с другими социальными субъектами и с окружающей средой (природой). Эти две системы тесно связаны между собой, причем уровень развития общества определяет отношение человека к природе.

Состояние окружающей среды является важным фактором существования человеческой цивилизации, поэтому одна из важнейших задач человечества состоит в сознательном и системном регулировании использования природных ресурсов. Экологические проблемы особенно остро стоят в индустриально развитых центрах, хотя касаются они всех регионов. Особенно трудное положение в странах, где пытаются решать экономические проблемы за счет изнурительного природопользования.

Экологические проблемы не являются сугубо физическими или экологическими. Они отражают политические, экономические, культурные основы, поэтому находятся в поле зрения социальных наук.

Text 2

Man and Technical Progress

The first Industrial Revolution took place between the years of 1760 and 1860. It was a revolution resulting from the introduction of a new form of power – steam power. The first industrial revolution gave us machines to do the work that had been done before by man's hands. The second Industrial Revolution is much more complicated than the earlier one. The second revolution has produced machines that can do the work of man's brains.

In 1957 the launching of the Earth's first man-made satellite ushered in the space age. Since then, automatic space probes have brought information about the Moon's surface and samples of its soil. They reached the planets of Mars and Venus and are transmitting back to the Earth singular data about outer space over hundreds of millions of miles. People have learned how to live and work in near space and on the Moon, and are preparing for the day when interplanetary travel will be possible.

The population of the Earth is growing rapidly. The utilization of natural resources is growing accordingly. How does the environment influence Man and how does society influence Nature? Scientists study this problem. Various types of human activity are becoming more and more independent of environmental conditions. All this does not mean that environmental factors and conditions no longer have an effect on our activities. Quite the contrary, the more independent of the environment our actions become, the more fully must we take into account its properties and conditions. Technical progress has made it imperative.

New sources of power, new processes and new materials have come into use with such a swift speed in the present century that it is hard to keep track of them all. You have only to look around your own home to get some idea of the speed of change. How many things can you find there that could not have been there in your grandfather's boyhood?

Sometimes we call the times we live in the age of steel, or the electronic age, or the atomic age, or space age, but what stands out most of all is that is an age of change. Each of us is a link in the chain of universal human progress.

Ex. 1. Answer the questions on the text.

1. When did the first Industrial Revolution take place?
2. What was one of the reasons of Industrial Revolution?
2. Was the second Industrial Revolution more complicated than the first one?
3. What kind of machines has it produced?
4. How does the environment influence man and how does society influence nature?
5. Why do we call the times we live in an age of change?

Ex. 2. Match the English and Russian equivalents:

- | | |
|------------------------------|--------------------|
| 1. produce | a. внешние условия |
| 2. transmit | b. спутник |
| 3. utilization | c. усложнённый |
| 4. sample | d. образец |
| 5. satellite | e. использование |
| 6. complicated | f. создавать |
| 7. possible | g. возможный |
| 8. influence | h. давление пара |
| 9. steam power | i. передавать |
| 10. independent | j. независимый |
| 11. environmental conditions | k. влиять |

Ex. 3. Choose the right word.

1. The more independent of the environment our actions become, the more ...

must we take into account its properties and conditions.

a) precise b) complicated c) fully

2. New sources of power, new processes and new materials have come into use with ... speed.

a) high b) slow c) abstract

3. We all and each of us are ... in the chain of universal human progress.

a) an atom b) a link c) an event

4. The second revolution has produced machines that can do the work of man's

a) brains b) hands c) emotions

5. The first revolution resulted from the introduction of a new form of

a) force b) power c) action

Ex. 4. Give the Russian equivalents.

Steam power, man-made, automatic space probes, singular data, possible, utilization of natural resources, influence man and nature, human activity independent of environmental conditions, have an effect on our activities, quite the contrary, the more independent, the more fully, take into account, properties and conditions, imperative, swift speed, to keep track, look around, boyhood, human progress.

Ex. 5. Make a written translation of the text and entitle it.

Some time ago a group of science men formed in America. They were eminent scientists in many different fields, but they were united by a common interest in a particular kind of problem. In a nutshell, this was the problem of control.

People were busy with the design of electronic control machinery of various kinds. Mathematicians were trying to help by discussing the behaviour of information inside these electrical systems in terms of mathematics. Elsewhere, people were developing a theoretical interest in the way in which information can be coded. Biologist, too, were beginning to discuss the flow of information in the animal body as the basis of physiological control. They were trying to answer the question: how can we measure the content of information in a message, and how can this be expressed exactly?

They began making attempts to discuss such questions formally with the help of mathematics. Logicians, engineers, psychiatrists – all these and others were finding roads which led to the same basic topic: the notion of control itself. Gradually scientists began to realize that they were talking about the same thing.

(1,030 printed characters)

Words to help:

eminent – выдающийся

message – сообщение

Text 3

Mass Communication

1. Mass communication may be defined simply as messages directed at masses, or great numbers, of people. There are features of mass communication, however, that help to set it apart from other communication. Mass communication messages are prepared by institutions or other groups of people. A local television evening news program, for example, involves the three or four people who are seen at the news desk, but it also involves many people who are never seen on camera – camera operators, engineers, business managers, and many others.

2. Mass communication is also directed to a relatively large and anonymous audience – "to whom it may concern". The message must appeal to a large number of people, or those producing it will not remain in business. Finally, the source of the message is remote — separated from the audience by time or space. As a consequence, those being addressed do not feel the same need to pay careful attention as do those in the company of the message source. For example, television viewers generally feel free to talk to each other, leave the room to get a snack, change channels, or fall asleep.

3. The fact that mass communication is a business has important implications. The mass media are in competition with each other for sales dollars, advertising revenue, or both. With advances in technology the number of alternatives is increasing. People have a greater variety of communication products from which to choose. Cable television, videotapes, and pay television systems, for instance, offer an increasing number of options to television viewers.

4. As some people turn away from regular network and local-station programming, advertisers may be unwilling to pay the prices asked for advertising time. In the past, magazine publishers, film producers, and radio stations found it necessary to reach out for specific audiences. It has been suggested that the general mass audience is disappearing in favor of a number of smaller, more limited mass audiences.

(Encyclopedia Britannica)

Ex. 1. Read the text and say if the following statements:

- true
- false
- there is no information in the text.

- 1) Mass communication differs from other communications.
- 2) Mass communication is competitive business.

- 3) Mass communication messages are aimed to the limited audience.
- 4) Communication contexts consist of the audience being addressed and the social settings in which communication occurs.

Ex. 2. Which part of the text (1, 2, 3, 4) does the following information correspond to:

- 1) Mass communication products are created by a group of people.
- 2) Technological advances give people possibility to chose between mass media and other communication products.

Ex. 3. Give the right response to the question: Why do mass communication addressees usually pay little attention to the communication source?

- some people turn away from television programs.
- the message does not appeal to a large group of people.
- the source of the message is separated from the addressee.
- television viewers can talk to each other and change channels.

Ex. 4. Define the main idea of the text:

- there are different kinds of mass media communication;
- mass communication deals with messages prepared by a group of people and directed to a large audience, the source of communication being remote;
- mass communication messages are sent to people whom they may concern;
- general mass audience is believed to be disappearing.

Grammar

(видовременные формы глагола, согласование времен, местоимения *no, nothing, some, something, any, anything*, формы и функции инфинитива)

Ex. I. Translate.

a) Pay attention to the tense forms.

1. We have recently seen some works by William Blake, an English poet, painter and printer, who lived in the 18th century.
2. When he was young the French Revolution took place and he supported it. In England a different sort of change was taking place at that time. We think we'll read about these events in his works.
3. English is spoken by over a billion people around the world, in other words, by more than a quarter of the world's population. It is spoken as a mother tongue in the UK, in former colonies such as Australia and New Zeland, and of course, by the vast majority of the North American population. So English may be really considered to be an international language!
4. Has the report been prepared? – No, it hasn't. It is still being prepared.
5. The ship turned just in time, but it had still been damaged by iceberg.
6. The New Zealand earthquake will be followed by tremors lasting an hour.

b) Put the verbs in a proper tense paying attention to Sequence of Tenses.

1. For millennia people believed that some day all people (to be) equal and free, that no one ever (to suffer).
2. People thought that many years ago there (to be) neither rich, nor poor.
3. The rebels considered that private ownership (to be) unfair and fought for common ownership of land and property.
4. The French Utopian Saint-Simon believed that the ideal state of the future (to have) to be run by scientists and "industrialists".
5. He thought that this (to enable) large-scale industry to develop on a scientific basis in future.

Ex. II. Choose the right pronoun (*no, nothing, some, something, any, anything*).

1. (No, some) part of England is particularly mountainous.
2. The United Kingdom has (any, no) written constitution or Bill of Rights.
3. People of Britain are free to do (something, anything) not forbidden by law.
4. At times it was strictly forbidden in Britain to study (any, anything) of the languages of the minorities.
5. Today (some, something) of the country's ethnic minorities have their own languages.
6. Man's biology has given him (some, any) great advantages over other animals, he is capable of speech – a gift which (some, no) other animal possesses.
7. There is (nothing, anything) inside man that tells him how to go hunting or fishing or shopping in a super-market to get his food.
8. Scientists today believe that race has (anything, nothing) to do with intelligence or with amount of progress of a society.
9. Nor does race have (something, anything) to do with religion, language or way of life.
10. Large numbers of people in the world do not fit into (any, no) three main races.

Ex. III. Translate. Pay attention to the infinitive form and function.

1. She is very communicative, but she does not like to speak in public.
2. Man's ability to speak and develop language allows him to share knowledge with other men.
3. There are many things to be said in favor of, and a few against, the proposal to take the population census every 5 years.
4. Man is the only animal that uses one tool to make another.
5. The lectures to be delivered will be dedicated to August Comte.
6. Hypotheses are to be tested by all means.
7. To use language is a human activity.

8. The discovery made and the data obtained were the first to be published in the Science News.
9. His old teacher was the first person to spot his unusual talent.
10. The research to be carried out now is of great importance.
11. To have a good memory is a great advantage.
12. Sociologists were the first to find stable principles of man's behaviour.
13. The problem to be discussed at the conference is of great importance.
14. To understand this method one must know something about its specific principles.
15. The first industrial revolution gave us machines to do the work that had been done before by men's hands.
16. There are difficult problems to be tackled by mankind.
17. To say that a society is civilized doesn't mean that it has a culture.

UNIT III. SOCIAL ORGANIZATION, SOCIAL STATUS AND ROLE

Vocabulary

- avoid [ə'vɔɪd] *v* избегать
- ascribed [əs'kraɪbd] *p.p. from ascribe* приписываемый
- assign [ə'saɪn] *v* назначать
- apply [ə'plaɪ] *v* применять, использовать
- attach [ə'tæʃ] *v* прикреплять
- attempt [ə'tempt] *v* пытаться
- authority [ɔ:'θɔrɪtɪ] *n* власть
- behaviour [bɪ'heɪvjə] *n* образ действий
- believe [bɪ'li:v] *v* верить, полагать
- bond [bɒnd] *n* связь
- campus life ['kæmpəs laɪf] жизнь кампуса (университетского городка)
- clue [klu:] *n* ключ
- community [kə'mju:nəti] *a* община, местное сообщество, население
- compose [kəm'pəuz] *v* составлять
- criteria [kraɪ'tɪərɪə] *pl of criterion* [kraɪ'tɪərɪən] *n* критерий
- deal with [di:l wɪð] *v* иметь дело с
- dedicate to ['dedɪkeɪt tu:] *v* посвящать
- dependent [dɪ'pendənt] *a* зависящий
- determine [dɪ'tɜ:mɪn] *v* определять
- disturbance [dɪ'stɜ:b(ə)ns] *n* общественные беспорядки, волнения
- distinctive [dɪ'stɪŋktɪv] *a* отличительный
- emerging [ɪ'mɜ:ʒɪŋ] *a* развивающийся

entire [ɪn'taɪə] *a* весь
 exist [ɪg'zɪst] *v* существовать
 fix [fɪks] *v* устанавливать
 fluid ['flu:d] *a* нестабильный
 get acquainted with [get ə'kweɪntɪd wɪð] *v* познакомиться с чем/кем-либо
 guidance ['gaɪd(ə)ns] *n* руководство
 hotbed ['hɒtbed] *n* очаг, рассадник
 impact ['ɪmpækt] *n* сильное влияние
 influence ['ɪnfluəns] *v, n* влиять, влияние
 inheritance [ɪn'herɪt(ə)n(t)s] *n* наследственность
 interpersonal [,ɪntə'pɜ:s(ə)n(ə)l] *a* межличностный
 interwoven [,ɪntə'wəʊv(ə)n] *p.p. from interweave*, вплетенный
 legal ['li:g(ə)l] *a* правовой, официальный
 mode [məʊd] *n* метод, способ
 mature [mə'tʃuə] *a* сложившийся, зрелый
 nevertheless [nevəðə'les] *adv.* всё же, всё-таки
 occur [ə'kɜ:] *v* происходить
 occupy ['ɒkjupaɪ] *v* занимать
 pattern ['pæt(ə)n] *n* образец, модель
 point of view [pɔɪnt əv vju:] *n* точка зрения
 poverty ['pɒvəti] *n* бедность
 relate [rɪ'leɪt] *v* относиться, иметь отношение
 relations [rɪ'leɪʃ(ə)nz] *n* отношения
 represent [ˌreprɪ'zent] *v* представлять
 research [rɪ'sɜ:ʃ] *n* научное исследование
 ringleader ['rɪŋ ,li:də] *n* зачинщик, вожак, главарь
 salient ['seɪlɪənt] *a* заметный
 self-determined [selfdɪ'tɜ:mɪnd] *a* независимый
 share [ʃɛə] *n* доля, часть
 significant [sɪg'nɪfɪkənt] *a* значительный, важный
 strain [streɪn] *n* переутомление, напряжение
 tend to [tend] *v* иметь тенденцию
 temporary ['temp(ə)r(ə)rɪ] *a* временный
 voluntary ['vɒlənt(ə)rɪ] *a* добровольный

Pre-text exercises

Ex. 1. Mind the rules of pronunciation.

[ɔ:]: corporation, order, subordinate, forms, force, border, formula, report;

[ɑː]: are, party, parts, dark, farm, alarm, art, car, sharp, large, garden, pardon;
[ɜː]: purpose, serve, refer, conservative, convergent, person, hurt, thirst, nerve;
[ɛə]: shared, scarce, aware, sharing, dare, compare, prepare, share, fare, careful;
[juə]: secure, purely, cure, durable, surely, curious, during, mure, lure, bureau;
[ɪə]: merely, serious, here, period, severe, mere, zero, fere, cere, Nereid, sere;
[aɪə]: fire, tyre, wire, spire, tired, spiral, desire, admire, entire, hire, tire, mire.

Ex. 2. International words are understood and used by people of many nations. Read aloud, translate and remember the following ones:

status, micro-order, elementary, to characterize, character, history, position, profession, identity, perspective, structure, potential, to organize, organization, dominant, principle, dynamic, aspect, persons, period, solidarity, cycle, voluntary, conflict, confrontation, legal, criterion, criteria, hospital, sympathize, mystic, equivalents, philosophical, conflict.

Text 1

Social Organization and Social Status

Whether the subject of study is campus life, poverty, or the emerging nations, the student of sociology gives a large share of his attention to discovering how persons and groups relate to each other.

Social organization is the pattern of individual and group relations.

It is helpful to think of three levels of social organization.

I. Interpersonal Relations and the Micro-Order

An interpersonal relation is the most elementary social bond, occurring when two persons stand in some relation to each other. Interpersonal relations are the building blocks of social structure.

II. Group Relations

From a common-sense point of view, a group is composed of people. From a sociological perspective a group is an organization of roles and modes of interactions. Knowledge of a group structure of a community or society gives clues to potential conflicts or solidarity, as well as to forces that may influence the future character of a society or community.

III. Social Order

A social order exists when an entire community or society for a significant period of history is characterized by distinctive and interwoven patterns of social organization. A social order is a type of society.

IV. Social Status and Role

Briefly, a social status is a position within a social system; a social role is the

pattern of behaviour associated with that position. The role represents the dynamic expression of status. A major significance of status is that it can and does determine social identity. A status is salient and tends to fix the identity of the person who occupies it if a large part of the individual's life is organized around it. Thus, for many people their profession is a salient status.

Traditional society depended for its stability on salient statuses. Today salient status is not a dominant principle of social organization. Life is fluid and people occupy many different statuses through the life cycle.

While individuals occupy a status, they perform a role. Cultural norms suggest how a person who holds a particular status ought to act, which is often called a role expectation. However, real culture only approximates ideal culture; therefore, actual role performance usually varies from role expectation.

Like status, a role is relational by directing social behaviour toward some other person. The role that corresponds to the status of a parent, for example, is ideally defined in terms of responsibilities toward a child. Correspondingly, the role of a son or daughter is ideally defined in terms of obligations toward a parent. Nevertheless, a status may still be relatively salient, at least for a certain period of life. Sometimes the salient status is voluntary or self-determined, but many salient statuses are not voluntary or ascribed.

An ascribed status is one assigned to the individual by legal or other social criteria. (age, sex, race, inheritance, etc.).

Ex. 1. Answer the questions on the text.

1. What is the most elementary social bond?
2. Why must the social context be closely observed?
3. What is social organization?
4. When does the social order exist?
5. What is a social status?
6. What does the status tend to?
7. What is a profession for most people?
8. What is an ascribed status?
9. Give the term definition of Role.

Ex. 2. Tell, if statements are false or true. Correct the false ones.

1. Social organization is the pattern of strictly individual relations.
2. An interpersonal relation is the most primary social bond, occurring when a person stands in some relation to other persons.
3. A group is an organization of roles and modes of people interactions.
4. A social order is a type of interpersonal relations.
5. The social role represents the static aspect of status.
6. A major significance of status is that it can and does determine social identity.

7. Salient status is not voluntary or ascribed.

Ex. 2. Make a written translation of the paragraph Social Status and Role (880 printed characters).

Text 2 (continuation)

Strain and Conflict

Several roles that are linked to any particular status are not always easily integrated, so an individual can feel pulled in several directions at once. Role strain is defined as incompatibility among the roles corresponding to a single status. When several roles linked to a single status make competing demands a person may not always be able to live up to social expectations. A parent, for example, may have difficulty with simultaneous responsibilities to discipline a child and to be the child's trusted confidant.

In addition, roles attached to different statuses often demand incompatible patterns of behaviour. The concept of role conflict refers to incompatibility among the roles corresponding to two or more statuses. Single parents often experience role conflict in their attempt to be both parents and bread winners – each status demands considerable time and energy. Consequently, the individual may find that both roles cannot be fully performed simultaneously.

Ex. 1. Answer the questions.

1. When do individuals perform roles?
2. What is called a role expectation?
3. Are *role performance* and *role expectation* the same or different notions?
4. Does a person have more roles or statuses?
5. What is the difference between role strain and role conflict?
6. Do the roles attached to different statuses often demand compatible patterns of behaviour?

Ex. 2. Agree or disagree with the statements.

1. A role is described as the static expression of a status.
2. Actual role performance usually varies from role expectation.
3. Individuals occupy a single status.
4. People perform multiple roles.
5. A person has more statuses than roles.
6. Roles attached to different statuses often demand incompatible patterns of behaviour.

Ex. 3. Explain:

1. The difference between "role" and "status".
2. The cause of "role strain".

3. The reason of "role conflict".

Ex. 4. Summarize the contents of the text in 10 sentences using pivot (опорный) phrases.

1. The title of this text is ...

2. The subject of the text is ...

3. The text deals with some aspects of ...

4. At first the author describes ...

5. The next (following) paragraphs deal with ...

6. Then the author explains that ...

7. The final paragraph states (describes, ends with) ...

8. I think / in my opinion, the text is academic / special-purpose so it is interesting (not interesting), of importance (of little importance), up-to-date (out-of-date).

Text 3

August Comte

[ɔ'gu:st kɒmt]

Read the text about a famous sociologist and tell the story of his life.

August Comte, a French philosopher, one of the founders of positive philosophy and sociology, was born in Montpellier in 1798. His father August Lois served as a tax-collector. The family was fairly well-off.

When August was nine years old, he was sent to lycée. At school he displayed such a trait of character as independence. Being weak and unhealthy Comte avoided playing games, but his friends loved him: he was always ready to give a helping hand. He *was influenced by* his teacher, pastor Ancort, who taught mathematics at the lycée and had an extensive philosophical knowledge. So it was no mere chance that Comte dedicated one of his works, *The Subjective Synthesis*, to his teacher.

In 1814 Comte entered the Polytechnical School which was one of the most popular schools in Paris. He *was interested in* mathematics, read the works of A. Smith and cultivated skills of scientific thinking. In 1816 the government closed down the Polytechnical School as a hotbed of freethinking and disturbance. Comte was sent to his native town where he was under police supervision, because he was considered to be one of the students' ringleaders in their confrontation with school authorities.

Comte was lucky: his professors from the Polytechnical School who had spotted the unusual talent of the young man helped him to find a position of a mathematics teacher. He gave private lessons, but it brought him a meagre income.

In 1818 Comte got acquainted with a great French utopian Saint-Simon [san

sē'môn] and became his secretary. Under his guidance Comte began researching. In 1819 he published his first work in a journal. It was the time when his philosophical and social views were being formed. Comte made his principal discovery – The Law of Three Stages. He believed society developed by stages: the first was the theological stage where people took a religious view of society; the second was the metaphysical stage where people understood society as natural. Comte's final stage was the scientific or positive stage, which he believed to be the top of social development. At the scientific stage society would be governed by reliable knowledge and would be understood in light of the knowledge produced by science.

In 1824, being sure that he was mature enough for independent work August Comte stopped any relations with Saint-Simon. In March, 1826 Comte began delivering a course of lectures on positive philosophy. But soon he stopped lecturing because of a nervous breakdown which later led to a mental disease. He had to stay several months at hospital. In 1829 Comte resumed his lectures and stated the basic theses of his philosophy in one of the public halls of Paris. His work *The Course of Positive Philosophy* did not do him good in financial respect. But his work put Comte at the head of the philosophical thought of the 19th century.

The foundation of Comte's work was an attempt to apply scientific methods to the study of society and to the practical task of social reform. Comte's sociological study *was concerned with* what he called social statics and dynamics.

In 1851 Comte lost his last position of examiner at the Polytechnical School and was dependant on his followers and people sympathizing with him. The subscription to his works gave him living.

For his last years Comte's thoughts gained subjective and mystic nature. He began considering himself a founder of a new religion. In May, 1857 Comte fell ill and soon died.

Ex. 1. Give English equivalents to the following words from the text.

Основатель позитивизма, служить сборщиком налогов, зажиточная семья, отличительная черта характера, находиться под влиянием, интересоваться математикой, учиться в лицее, обладать обширными знаниями, посвятить одну из работ своему учителю, развивать навыки научного мышления, очаг вольнодумства и беспорядков, под наблюдением полиции, противостояние властям, главное открытие, обнаружить необычный талант, скудный доход, познакомиться с, под руководством, теологическая ступень, метафизическая ступень, конечная стадия, общественное развитие, самостоятельная работа, читать курс лекций, нервное расстройство, основные положения, приносить пользу, философская мысль, применять

научные методы, заниматься чем-либо, субъективный характер.

Ex. 2.

a) Make 5 your own sentences with:

to be concerned with;

to be influenced by;

to be interested in.

b) Answer the following questions.

1. What are you mainly interested in?

2. What is your research / study concerned with?

Grammar

(цепочка определений, видовременные формы глагола; местоимения *it*, *one*; инфинитивные обороты Complex Object и Complex Subject, конструкция Modal Verb + Perfect Infinitive)

Ex. I. Translate into Russian the *noun + noun* structure.

Two broad socialization patterns, wrong behaviour punishment, social roles teaching, aspiration instillation, group affiliation, basic disciplines inculcating, human society creation, social living techniques, social contact needs, childhood dependence forming, organic tension development, social development direction, instinct absence, social and cultural heritage transmission, personality development, self-realizing activities.

Ex. II. Open the brackets using the verbs in appropriate tense, voice and form.

1. Life (to exist) on Earth for millions of years.

2. We do not know in what form life first (to exist).

3. I already (to compare) the data on the first and second respondent groups.

4. Considerable efforts (to make) now to solve ecological problems.

5. In the nearest future ecological factors (to include) in the indicators of an enterprise's performance.

6. In ancient times science (to treat) simply as a system of statements.

7. Education is the means by which the young (to teach) the ways to cope with the problems of living.

8. Education (to begin) with birth and (to continue) until death, but it is most important in childhood.

9. The physiological parameters of the social study just (to record).

Ex. III. Translate sentences paying attention to the words *it*, *one*.

1. The City of London had walls all round it at one time.

2. It is hard to believe that long ago even the King had to knock at the city gate and wait till the Lord Mayor gave him permission to enter.

3. It is at night that the West End of London is most gay, especially near Piccadilly.

4. Rural settlements of Great Britain differ from the traditional ones in other countries, they resemble their suburbs.
5. One should note that the number of millionaires in Great Britain has increased ten times.
6. The most attractive feature of any science is that it enables us to shape the world.
7. It is impossible to ban new ideas or to stop progress in science and technology; this is an objective law of development of any society.
8. It is television that has been called man's "third eye".
9. The biological differences among the living races of people are trifling ones.
10. No one knows how many people can be supported by the Earth.

Ex. IV. Translate into Russian paying attention to Complex Object.

1. He suggests a social support system to be cultivated in due time including close friends.
2. They consider brain drain to be a social phenomenon as well as a psychological one.
3. Psychophysiologists say the failings of memory to run much deeper than an inability to recall your neighbour's name.
4. Graphologists are sure the hidden traits of friends and business associates to be discovered by means of careful examination of their handwriting.
5. Analysts of the Russian Research Center maintain the proportion of the middle class to have reached 10 percent.
6. It is known the first hospice to have been organized with the assistance of philanthropists.
7. They expect medical and social assistance to be provided for those who are in need.
8. They know stepfamilies to deal with anger and disappointment.
9. They should appraise social disorders to be connected with emotional wounds.
10. I do not bear the children to be treated badly.
11. They would like the public opinion poll to be carried out as soon as possible.
12. They want the problems of juvenile delinquency to be discussed at the coming session.
13. I should like you to participate in the research in the near future.

Ex. V. Translate into Russian paying attention to Complex Subject.

1. He is likely to have made a full review of the article.
2. He proves to be a leading scientist in this field of sociology.
3. The experiments are reported to have been over successfully.
4. The conference is supposed to be held at the end of June.
5. The translation of the article is certain to be published next month.
6. Many foreign delegates appeared to know Russian.

7. All the groups happen to be divided into primary and secondary.
8. His interest is certain to have increased in this joint venture.
9. Everybody is sure to know at least one foreign language.
10. His poll proved to be conducted on the basis of the latest questionnaire.
11. Less attractive personalities are likely to experience less rewards in the social situations.
12. Discovering the cause of social phenomena is said to be the task of sociology.
13. The present is known to be involved in the past and the future to be involved in the present.
14. Our knowledge of the world is believed to be limited in time and space.
15. The problem of science and religion is known to have been the subject of long discussions.
16. His ideas are considered to be truthful as they give a right explanation of the world.
17. A master status is regarded to have great importance for shaping a person's entire life.
18. A social group is said to have been defined as a group of people with common interests and duties.
19. The groups are believed to be divided into primary and secondary ones dependent of the roles they play within the society.
20. Sociology as a science is known to be concerned with social groups and institutions.
21. Auguste Comte is considered to be the father of the sociological studies.

Ex. VI. Translate sentences paying attention to the Modal Verb + Perfect Infinitive structures.

1. It should have been noted that the emotional reactions had varied in intensity and duration.
2. One may have guessed that his experiment was not close to the task.
3. Practically any non-language task could be adapted to the scientific study of motor learning, provided the performance of the subject could be accurately measured and recorded.
4. None of these problems could have been investigated unless the investigators had had at their disposal adequate apparatus.
5. Could the performance have been improved?
6. They ought to have analyzed this phenomenon ahead of time.
7. The Congress cannot have recommended that the research in this field should be expanded.
8. Instrumental responses must have been received in the process of experimentation.
9. If I had known about it before, I would have taken appropriate measures.
10. Had we analyzed this phenomenon ahead of time, the misfortune might have

been prevented.

UNIT IV. SOCIALIZATION AND CIVILIZATION

Vocabulary

academic community [ˌækə'demɪk kə' mju:nɪti] научное общество

accept [ək'sept] *v* принимать

access ['ækses] *n* доступ

accommodation [ə'kɒmə'deɪʃ(ə)n] *n* приспособление

adjustment [ə'dʒʌstmənt] *n* урегулирование

advance [əd'vɑ:n(t)s] *n* продвижение, прогресс

advantage [əd'vɑ:ntɪdʒ] *n* преимущество; to gain advantage получать преимущество

afford [ə'fɔ:d] *v* приносить, позволять, давать

affiliation [ə'fɪlɪ'eɪʃ(ə)n] *n* членство, присоединение; group affiliation принадлежность к группе

ally ['ælaɪ] *n* союзник

amenable [ə'mi:nəbl] *a* ответственный

belonging [bɪ'lɒŋɪŋ] *n* принадлежность, общность

bind [baɪnd] *n* связь

circumstance ['sɜ:kəmstæn(t)s] *n* обстоятельство

clarify ['klærɪfaɪ] *v* прояснить

cohesion [kəu'hi:ʒ(ə)n] *n* сплоченность

compete [kam'pi:t] *v* соревноваться

complementary [ˌkɒmplɪ'ment(ə)rɪ] *a* дополнительный

comprehensive [ˌkɒmprɪ'hensɪv] *a* обширный; comprehensive group обширная группа

conduct ['kɒndʌkt] *n* поведение

conscious ['kɒn(t)ʃəs] *a* сознательный

constitute ['kɒn(t)stɪtju:t] *v* составлять

contain [kən'teɪn] *v* содержать в себе, включать

convergent [kən'vɜ:ʒ(ə)nt] *a* сходящийся

dependence [dɪ'pend ən(t)s] *n* зависимость

designate ['deziɡneɪt] *v* объявлять, называть

deviance ['di:vɪən(t)s] *n* девиантность, отклоняющееся поведение; deviant *a* девиантный, отклоняющийся от нормы

direction [dɪ'rekʃ(ə)n], [daɪ(ə)'rekʃ(ə)n] *n* направление, направленность

disability [ˌdɪsə'bɪlətɪ] нетрудоспособность, инвалидность

distinction [dɪ'stɪŋkʃ(ə)n] *n* разграничение

distinguish [dɪ'stɪŋɡwɪʃ] *v* различить

duration [dʒu(ə)'reɪʃ(ə)n] *n* продолжительность
 encourage [ɪn'kʌrɪʃ] *v* ободрять; поощрять, поддерживать (в чём-либо)
 enduring [ɪn'dʒʊərɪŋ] *a* устойчивый, длительный, продолжительный
 establish [ɪs'tæblɪʃ] *v* устанавливать
 evaluate [ɪ'væljueɪt] *v* оценивать
 favorable ['feɪv(ə)rəbl] *a* благоприятный
 fellow ['feləu] *a* принадлежащий к той же группе, имеющий нечто общее
 fuse [fjuːz] *v* смешивать
 gain [geɪn] *v* добиваться
 genuine ['ʤenjuɪn] *a* истинный; genuine concern неподдельный интерес
 heritage ['herɪtɪʃ] *n* наследие
 hostility [hɒs'tɪlətɪ] *n* враждебность
 immaturity [ɪmə'tjuərətɪ] *n* незрелость
 inborn [ɪn'bɔːn] *a* врожденный
 increase [ɪn'kriːs] *v* увеличивать
 inculcate ['ɪnkʌlkeɪt] *v* прививать, внушать
 inevitable [ɪ'nevɪtəbl] *a* неизбежный
 infrequently [ɪn'friːkwəntli] *adv.* нечасто, редко
 inhibit [ɪn'hɪbɪt] *v* тормозить, подавлять
 injure ['ɪnʃə] *v* наносить вред
 instil [ɪn'stɪl] *v* внушать, вселять
 issociative [dɪ'səʊʃɪətɪv] *a* разобщающий, разъединяющий
 joint [ʃɔɪnt] *a* совместный
 kinship ['kɪnʃɪp] *n* родство
 locality [ləu'kælətɪ] *n* местность
 maintain [meɪn'teɪn] *v* поддерживать
 major ['meɪʃə] *a* основной, важнейший
 management ['mænɪʃmənt] *n* управление
 means [miːnz] *n* средство, способ, метод, возможность
 Mohawk hairstyle ['məuhɔːk] причёска ирокез (от названия представителя индейского племени Mohawk)
 mutual ['mjuːʃuəl] *a* взаимный
 need-satisfaction [niːd,sætɪs'fækʃ(ə)n] *n* удовлетворение биологической потребности
 nonconformity [nɒnkən'fɔːmətɪ] несоответствие предъявляемым требованиям objective [əb'ʃektɪv] *n* цель
 oppose [ə'pəʊz] *v* противостоять, противопоставлять
 peer group [pɪə [gruːp] группа людей, равных по статусу

perpetuate [pə'petʃueɪt] *υ* увековечивать, сохранять навсегда
 persist [pə'sɪst] *υ* упорствовать
 primary ['praɪm(ə)rɪ] *а* главный, первоначальный
 private enterprise ['praɪvɪt 'entəpraɪz] частное предприятие
 prolong [prə'lɒŋ] *υ* продолжать
 psychologist [saɪ'kɒləʒɪst] *п* психолог
 quality ['kwɒlətɪ] *п* качество
 resemble [rɪ'zembəl] *υ* походить, иметь сходство
 resolve [rɪ'zɒlv] *п* решимость
 retain [rɪ'teɪn] *υ* сохранять
 rival ['raɪv(a)l] *п* соперник
 secure [sɪ'kjʊə] *υ* обеспечивать
 sequence ['si:kwən(t)s] *п* последовательность
 self-awareness [self ə'weənəs] *п* самосознание
 self-conscious [,self'kɒn(t)ʃəs] *а* стремящийся произвести определённое впечатление
 settle ['setl] *υ* урегулировать
 skill [skɪl] *п* умение
 significance [sɪg'nɪfɪkən(t)s] *п* значение
 socialization [,səʊʃəlaɪ'zeɪʃ(ə)n] *п* социализация
 special purpose organization ['speʃ(ə)l 'pɜːpəs ,ɔːg(ə)naɪ'zeɪʃ(ə)n] целевая организация
 subjective perception [səb'ʃektɪv pə'sepʃ(ə)n] субъективное восприятие
 strike [straɪk] *п* удар, забастовка
 trait [treɪt], [treɪ] *п* характерная черта, особенность
 transitory ['trænsɪt(ə)rɪ], ['trænzɪt(ə)rɪ] *а* временный, мимолётный
 transmission [trænz'mɪʃ(ə)n], [træns'mɪʃ(ə)n] *п* передача, перенос
 violate ['vaɪəleɪt] *υ* нарушать
 violation [,vaɪə'leɪʃ(ə)n] *п* нарушение
 web [web] *п* сеть, система

Pre-text exercises

Ex. 1. Mind the rules of pronunciation.

[əu]: show, grow, low, own, slow, cold, gold, hold, follow, window, below;

[au]: round, pound, ground, sound, outer, thousand, without, mountain, about, amount, around, account, now, brown down, allow;

[auə]: our, hour, sour, flower, tower, power, shower;

[ʌ]: some, front, month, other, ton, comfort, wonder, among, become, discover, another, above, confront, young, country;

[ɜː]: work, word, world, worst, worth, worm, worker;

[aɪ]: night, might, sight, tight, bright, right, slight, frighten, high, sign, child, mind, wild, kind, mild, bind.

Ex. 2. Read the international words and guess their meaning. Mind the stress.

associ' ation	'interest
ssimi' lation	organi 'zation
orpo' ration	accomo 'dation
aca' demic	social 'lization
nsti' tution	'limit
agency	affili 'ation
ra 'dition	co,oper 'ation

Ex. 3. Give the corresponding *verbs* and translate according to the model.

Model: translation → to translate: перевод → переводить.

Action, share, engagement, identity, increase, injury, dependent, comprehensive, dominant, influence, conduct, characteristic.

Text 1

Comprehensive and Specialized Groups

A community is a comprehensive group with two chief characteristics:

- 1) Within it the individual can have most of the experiences and conduct most of the activities that are important to him.
- 2) It is bound together by a shared sense of belonging, of kinship with the others who belong to it.

Communities are usually based on locality. However, one can speak of a "Catholic community", a Greek community and an academic community.

Special-purpose organizations, such as trade-unions, corporations, political parties are called associations. When an association serves broad rather than narrow interests, and does so in an accepted, orderly way, it may be called an institution. The word "institution" also refers to established ways of doing things (e.g. marriage, private enterprise, Presidency).

The group structure of a society is not static, it is the product of continuous interaction where the relations among groups are tested and transformed. At any given time there are dominant groups and subordinate ones, allies, enemies and neutrals. Some are dependent, others are relatively independent. Some can communicate with or influence many parts of the community; others have limited access to other groups.

The group structure of society may be understood as a constantly changing pattern of competing interests. The interests of one group are often inconsistent with those of others. Competition is thus a mutually opposed effort to secure the same scarce objectives.

When groups become aware that they are in competition they are called rivals. Rivalry is a form of conscious competition between specific groups (e.g.* the Democrats and the Conservatives).

When the conflict of interests is so keen that groups do not merely compete for the same goals but seek to injure or even destroy each other, there is a conflict and the group itself is endangered.

Rivalry and conflict are primarily dissociative forms of interaction. They pull groups apart rather than bind them together. But conflict is not purely dissociative. A group engaged in conflict with an outside force tends to increase its own cohesion. In settling conflicts accommodation must be achieved.

Accommodation is the mutual adjustment of groups that retain their own identity and interests (e.g.*after a long and bitter strike trade unions and management may come to agreement though hostility may persist and each side may renew open conflicts).

If stable accommodation is reached, it resolves the major differences of interests and groups may even come to think of themselves as sharing a single identity.

The process by which the identity of groups is fused is called assimilation.

Group cooperation is agreed-upon joint action. Agreements may be based on similar group aspirations, or groups may face a common enemy and thus have convergent interests.

In cooperation each group either gains an immediate advantage or can see its ultimate goals advanced. Cooperation as well as conflict may threaten group independence. This is a serious problem among government agencies and political groups.

*e.g. от *exempli gratia* (Latin) – ради примера, например

Ex. 1. Match English and Russian equivalents:

- | | |
|---------------------------------|-----------------------------|
| 1. political party | a. совместное действие |
| 2. group structure | b. чувство принадлежности |
| 3. competing interests | c. ограниченный доступ |
| 4. special-purpose organisation | d. относительно независимый |
| 5. sense of belonging | e. политическая партия |
| 6. joint action | f. взаимное приспособление |
| 7. subordinate group | g. групповая структура |
| 8. limited access | h. целевая организация |

- j. соперничающие интересы
- i. второстепенная, зависимая группа

Ex. 2. Choose the right word.

1. Accommodation is the mutual ... of groups.
a) rivalry b) adjustment c) conflict
2. Group ... is agreed-upon joint action.
a) assimilation b) interaction c) cooperation
3. Competition is mutually opposed ... to secure the same scarce objectives.
a) action b) deed c) effort
4. The group structure of a society is not
a) orderly b) static c) individual
5. A community is a ... group with two chief characteristics.
a) changing b) comprehensive c) narrow
6. Rivalry and ... are primarily dissociative forms of interaction
a) adjustment b) assimilation c) conflict

Ex. 3. Match parts A and B of the sentences:

A	B
1. The process by which the identity of groups is fused	a. dissociative forms of interaction.
2. Cooperation as well as conflict	b. to secure the same scarce objectives.
3. Rivalry and conflict are primarily	c. dominant groups and subordinate ones.
4. Rivalry is a form of	d. conceived as a constantly changing pattern of competing interests.
5. Competition is thus mutually opposed effort	e. may threaten group independence.
6. At any given time there are	f. conscious competition between specific groups
7. The group structure of society may be	g. is called assimilation

Ex. 4. Insert the right preposition (*by, on, with, in, to*).

1. The interests of one group are often inconsistent ... those of others.
2. The word "institution" also refers ... established ways of doing things.
3. Community is bound together ... a shared sense of belonging.
4. When groups become aware that they are ... competition they are called rivals.
5. Communities are usually based ... locality.
6. He had got accustomed to grossness and immorality ... his daily associations.
7. A community is a comprehensive group ... two chief characteristics.

Ex. 5. Tell, if statements are true or false. Correct the false ones.

1. Social-purpose organizations are called rivals.
2. Rivalry is a form of conscious competition between specific groups.
3. Group cooperation is agreed-upon rivalry.
4. Cooperation never threatens group independence.
5. The process by which identity of groups is fused is called assimilation.
6. The group structure of society may be understood as a constantly changing pattern of competing interests.

Ex. 6. Answer the questions on the text.

1. What is a serious problem among government agencies and political groups?
2. When can one speak of a conflict?
3. What is assimilation?
4. Is cooperation agreed-upon joint action?
5. May agreement be based on similar group aspirations?
6. Is community a comprehensive or a special-purpose group?
7. Are all groups dependent?

Text 2 (continuation)

Primary and Secondary Groups

Several times a day, one person greets another with a smile and a simple phrase such as "Hi! How are you?" Of course, an honest reply may be actually expected, but not always. Usually the other person responds with a well-prepared "Fine, and how you are?" In most cases, nobody expects to hear how one really is doing.

The extent of personal concern for others in social interaction was firstly used by Charles Horton Cooley* to draw distinction between two general types of social group. The primary group is a social group in which interaction is both personal and enduring. Within primary groups people have personal and lasting ties Cooley designates as primary relationships. The members of primary group generally want to know a great deal about one another, and display genuine concern for another's welfare. The family is perhaps the most important primary group within any society.

The members of this group are also of major importance in shaping our social identity, which is reflected in the fact that the members of any primary group typically think of themselves as "we". It is especially important for upbringing and growing children.

The strength of primary relationships gives individuals a considerable sense of comfort and security. Within the familiar social environment of family or

friends, people tend to feel they can be themselves and not worry about being continually evaluated by others. At the office, for example, people are usually self-conscious about their clothing and behaviour; at home, they feel free to dress and act more or less as they wish.

Members of primary groups certainly provide many personal benefits to one another, including financial as well as emotional support.

A contrasting type of social group is the secondary group: a social group in which interaction is impersonal and transitory. Within a secondary group, which usually contains more people than a primary group, individuals share situational ties that are called secondary relationships. For example, individuals who work together in an office, enroll in the same college course, or belong to a particular political organization usually constitute a secondary group.

Secondary relationships involve little personal knowledge and weak emotional ties. They vary in duration, but are usually short-term, beginning and ending without particular significance. Since secondary groups are limited to a single specific activity or interest, their members have little chance to develop a deep concern for one another's overall welfare. Secondary groups are less significant than primary groups for personal identity. Although people in a secondary group sometimes think of themselves in terms of "we", the boundary that distinguishes members from nonmembers is usually far less clear than it is in primary groups.

If relationships within primary groups have a personal orientation, those within secondary groups have a goal orientation. This does not mean that secondary relationships are always formal and unemotional. On the contrary, social interaction with fellow students, co-workers, and business contacts can be quite enjoyable. In short, while members of a primary group have personal importance on the basis of who they are, members of secondary groups have significance on the basis of what they can do for us. Therefore, the secondary relationship is one in which the question "How are you?" may be politely asked without really wanting an answer.

*Charles Horton Cooley [tʃɑ:lz 'hɔ:tən 'ku:lɪ] (1864-1929) – American social psychologist, professor of the University of Michigan.

Ex. 1. Answer the following questions and do the tasks.

1. What groups do sociologists distinguish?
2. Who was the first to speak on the importance of such distinction?
3. What group is called primary?
4. What is the most important group for a child?
5. How are secondary groups organized?
6. Give examples of such groups.
7. What does the child receive within the limits of his family and his playmates?
8. Is membership in a secondary group an important feature of an adult or a

child life?

9. What orientations do the primary and secondary groups have?

10. Do secondary relationships involve vast personal knowledge and strong emotional ties?

Ex. 2. Contradict the following statements. Start your sentence with *Quite on the contrary*

1. Primary groups are organized according to special interests of one kind or another.

2. For a young child the school group constitutes the most important group.

3. Secondary groups depend on face to face association.

4. Secondary groups are more characterized with intimate co-operation than primary groups.

5. It is the secondary group that plays the main part in the early formation of personality.

6. Membership in a secondary group is an important feature of a child's life.

7. The boundary that distinguishes members of secondary group from nonmembers is usually very clear than it is in primary groups.

Ex. 3. Ask your friend

- who drew a distinction between social groups;
- what he understands by a primary group;
- what group the family presents;
- why the primary groups are of major importance in our lives;
- what the strength of primary relationships gives individuals;
- what a secondary group is characterized by;
- what ties individuals share within the secondary group;
- what groups are less significant: primary or secondary;

Ex. 4. Complete the table.

Primary Groups and Secondary Groups

	Primary group	Secondary group
Quality of relationships	... orientation	Goal orientation
Duration of relationships	Usually long-term	Usually ...
Breadth of relationships	Broad; usually involving ... activities	...; usually involving few activities
Subjective perception of relationships	As an end in itself	As a means to an end
Typical example

Ex. 5. Make up word-combinations and translate them.

To display -	social respect	personal attitudes	genuine concern
To share -	relationships	social identity	sympathy
To shape -	cultural norms	personality	self-consciousness
To be aware of -	cooperation	world outlook	troubles
	work responsibilities	knowledge mutually beneficial	concern duties

Ex. 6. Insert the right word: *concerned*, *concern*, *concerning*.

1. The sociologists are concerned with (social institutions, social relations, social groups, group classification, group properties, group types).
2. He was greatly ... with the latest sociological research.
3. In their conversation they ... a great number of vital problems.
4. His main ... was sociology.
5. They talked much ... the main points of his report.
6. She was ... with the problem of social relations at the high level of the society's development.
7. Personal ... in social interaction is of certain value in drawing a distinction between primary and secondary groups.

Ex. 7. Translate the following sentences into Russian paying attention to phrases *to be of importance* / *significance* / *great interest* / *concern*.

1. Such considerations are not of crucial importance.
2. The family is of major significance in shaping personal attitudes and behaviour.
3. The problem of interpersonal relationships is of great interest for the social thinkers.
4. Secondary relationships are of definite importance in the study of social groups of people.
5. Human activity in social community is of deep concern for the sociologists.
6. In political elections, a marginal constituency is one which is usually won or lost by only a few votes, and is therefore of great interest to politicians and journalists.
7. Make up your own 5 sentences with *to be of importance*, *to be of value* and ask your partner to translate them.

Text 3

Networks

The term social network designates social ties that link people without the intensity of social interaction and common identity of a social group. A social network joins people in social relationships like a social group but it differs from a social group because it is not the basis for consistent social interaction and generates little sense of common identity or belonging. Social networks also have no clear boundaries, but expand outward from the individual like a vast web.

Social ties within some networks may be relatively primary, as among people who attended college together and have since maintained their friendships by mail and telephone. More commonly, network ties are extremely secondary relationships that involve little personal knowledge. A social network may also contain people we know of or who know of us – but with whom we interact infrequently, if at all do. As one woman with a reputation as a community organizer explains, "I get calls at home, someone says, "Are you Rose Navarro? Somebody told to call you". I have this problem ..." For this reason social networks are described as clusters of weak ties.

Even though social ties within networks may not be strong, these relationships represent a valuable resource that can be used to personal advantage. Perhaps the most common example of the power of networks involves finding a job.

Nan Lin and her associates produced evidence of the extent of such network-based opportunities. Conducting a survey in an urban area of the United States, Lin found that almost 60 percent had used social networks in finding a job. This approach was much more common than any other. But although social networks may be widespread, Lin found that they do not provide equal advantages to everyone. In her study, networks afforded the greatest advantages to men whose fathers held important occupational positions. This reflects the fact that networks tend to contain people with similar social characteristics and social rank, thereby helping to perpetuate patterns of social inequality.

Ex. 1. Answer the questions.

1. What does the term "social network" designate?
2. What are the differences and similarities between a social network and a social group?
3. Are social ties within networks strong or weak?

Ex. 2. Match English and Russian equivalents:

- | | |
|-------------------------|------------------------------|
| 1. social interaction | a. социальный контакт |
| 2. social relationships | b. социальная идентичность |
| 3. social ties | c. общественные связи |
| 4. social group | d. социальные характеристики |

- | | |
|---------------------------|-------------------------------|
| 5. social characteristics | e. социальная группа |
| 6. social identity | f. социальная сеть |
| 7. social rank | g. социальное положение |
| 8. social contact | h. социальные взаимоотношения |
| 9. social network | j. социальный контекст |
| 10. social context | i. социальное взаимодействие |

Ex. 3. Translate into English.

Термин «социальные сети» был введен в 1954 году социологом из Манчестерской школы Джеймсом Барнсом. Во второй половине XX века понятие «социальная сеть» стало очень популярным и общеупотребительным (in general use) в английском языке. Со временем социальные сети стали включать (involve) не только людей как представителей (representative) социума, но и другие факторы, которые могут иметь социальные связи, например, города, страны и т.п.

В ходе (in the course of) развития аппарата анализа социальных сетей появились такие термины, как анализ социальных сетей (Social Network Analysis, SNA), теория социальных сетей и т.п.

Анализ социальных сетей применяется в самых разных областях. Многие предприниматели (undertakers), например, считают (reckon), что при построении нового бизнеса большую роль играет именно их социальная сеть, состоящая из родственников, друзей, соседей, покупателей, продавцов, кредиторов и т.п. Аналитики стали изучать разные аспекты развития бизнеса на базе использования SNA. Анализ социальных сетей дает интересные данные при изучении коллективного поведения. В основе различных общественных организаций и движений, как правило, лежат определенные социальные связи.

Text 4

Part I. Socialization

Socialization is the process of fitting new individuals into an organized way of life and an established cultural tradition. Socialization begins very early and is a life-long process. From the perspective of an individual it is the process by which the human animal becomes a human being and acquires a self. Through interaction with others in a cultural context, the individual gains an identity, takes on ideals, values and aspirations and under favorable circumstances becomes capable of self-realizing activities.

Thus socialization represents two complementary processes: the transmission of a social and cultural heritage and development of personality.

Following are some of the biological characteristics of the human animal on

which socialization is based:

a) absence of instinct;

Man possesses no biologically fixed behavioural patterns. If he did, they would limit his learning and make him intractable to socialization possible. Man is said to have biological drives rather than instincts. A drive, such as hunger or sex, is an organic tension that is felt as discomfort or impulses but does not mean predetermined sequences of actions leading to need — satisfaction. Because they have few inborn behavioural patterns, human beings are amenable to social direction.

b) social contact needs;

c) childhood dependence;

Man has a much longer period of physical dependence and immaturity than his fellow primates and this is another condition that makes extensive socialization possible. Human dependence is further prolonged by the need to acquire skills and the techniques of social living.

d) capacity to learn;

e) language.

Language is a vehicle for knowledge and human relations that is why it is the key factor in the creation of human society.

Socialization has certain aims:

1) basic disciplines inculcating;

2) instilling of aspirations, corresponding to the statuses the individual will occupy because of sex, age, group affiliation or family origin;

3) providing individuals with identities;

4) teaching social roles;

5) teaching skills through formal education.

Socialization is to be carried out in many different ways, by many different people, and in a variety of social contexts.

It may be deliberate and unintended, formal and informal. It may require face-to-face encounters, but it may also be carried on at a distance, through letters, books and mass media. The person being socialized may be passive or active. Socialization may be carried on for the benefit of the one being socialized or for the benefit of the socializer, and the two interests may be compatible or opposed.

There are two broad patterns of socialization: repressive and participatory. Repressive socialization emphasizes punishment for wrong behaviour, participatory one rewards and reinforces good behaviour.

Part II. Deviant Behavior

Deviance is any behavior that violates cultural norms. Deviance is often divided into two types of deviant activities. The first, crime is the violation of formally enacted laws and is referred to as formal deviance. Examples of formal deviance would include: robbery, theft, rape, murder, and assault, etc. The second type of deviant behavior refers to violations of informal social norms, norms that have not been codified into law, and is referred to as informal deviance. It includes many other types of nonconformity, from the mild to the extreme, such as left-handedness, boastfulness, and Mohawk hairstyles, as well as pacifism, homosexuality, and mental illness. Industrial societies contain a wide range of subcultures that display distinctive attitudes, appearance, and behaviour. Physical traits, too, may be the basis of deviance. Even being unusually tall or short, or grossly fat or exceedingly thin, may be the basis of deviance. Physical disabilities are yet another reason for being seen by others as deviant.

The structural functionalism approach to deviance will argue that deviant behavior plays an important role in society for several reasons. One of the more important contributions to society comes from actually drawing the lines between what is deviant and what is not. Denoting a behavior or action as deviant clarifies the moral boundaries of a society. This is an important function as it affirms the cultural values and norms of a society for the members of that society.

In addition to the experience of social isolation, deviance is subject to social control, by which others attempt to bring deviant people back into line. Like deviance itself, social control can take many forms. Socialization is a complex process of social control in which family, peer groups, and the mass media attempt to influence our attitudes and behaviour. A more formal type of social control is the criminal justice system – the formal process by which society reacts to alleged violations of the law through the use of police, courts, and punishment. Social control does not have to take the form of a negative response to conformity. Praise from parents, high grades at school, praising mention in newspapers and other mass media, and positive recognition from officials in the local community are all forms of social control that serve to encourage conformity to conventional patterns of thought and behaviour.

Ex. 1. Answer the questions.

1. What is socialization?
2. Does socialization always inhibit personal development?
3. Has man biologically fixed behavioral patterns?
4. Is human dependence prolonged by the need to acquire skills?

5. What are the biological characteristics of the human animal on which socialization is based?
6. What is language in terms of sociology?
7. What are the aims of socialization?
8. How can you distinguish between formal and informal social norms?
9. What are the causes of deviance?
10. What role does deviant behavior play in society?

Ex. 2. Give English equivalents from the above-stated text.

Социализация, образ жизни, культурные традиции, неразумное человеческое существо, собственная личность – своё «я», культурный контекст, самореализация, передача социального и культурного наследия, эволюция человека, отсутствие инстинкта, стереотипы поведения, предопределенная последовательность действий, врожденный характер поведения, поддающийся социальному управлению, приобретать навыки, ключевой фактор, принадлежность к группе, социальная роль, осуществлять разными способами, подавляющая социализация, подкреплять хорошее поведение, традиционный образ мысли и поведения, нарушать нормы, наказание, равновесие в обществе, взяточничество, моральные границы, делить на типы, неформальное девиантное поведение, важный вклад в развитие общества, прояснять нравственные границы, девиантные действия, влиять на поведение и отношение, негативные реакции на следование правилам, поощрять соответствие, общественный контроль за поведением.

Ex. 3. Give Russian equivalents from the text.

Life-long, social contact needs, human being, childhood dependence, interaction, immaturity, gain individuality, extensive socialization, biological drives, social living, capacity to learn, vehicle for knowledge, instilling of aspirations, creation of human society, family origin, variety of social contexts, face-to-face encounters, at a distance, person being socialized, socializer, compatible or opposed interests, participatory socialization, punishment for wrong behaviour, enacted laws, to violate norms, codified into law, physical traits, to denote moral boundaries, to draw the lines make the deviant person an outsider, violent crimes, to commit a crime, fraud, bribery, social isolation, peer groups.

Ex. 4. Translate the last paragraph of the text (1,100 printed characters) in writing.

Ex. 5. Translate into English.

Несмотря на систему социального контроля, в любом обществе

существуют индивиды, которые ведут себя иначе, чем им предписывают социальные нормы. Термин «девиация», или социальное отклонение, обозначает поведение, которое считается отклонением от общепринятых норм. Итак, всякое поведение, которое вызывает неодобрение общественного мнения, называется отклоняющимся.

Существуют различные объяснения природы отклоняющегося поведения. Социологические теории пытаются объяснить отклоняющееся поведение влиянием социальных факторов, и, в частности, результатом неудачной социализации. Исследования показывают, что 85% молодых людей с отклоняющимся поведением воспитывались в неблагополучных семьях.

Ex. 6. Insert the right preposition (*out, on, by, of, with, in, into, to, between*).

1. Man has a much longer period ... physical dependence and immaturity than his fellow primates.
2. Networks tend to contain people ... similar social characteristics and social rank, thereby helping to perpetuate patterns ... social inequality.
3. Socialization is to be carried ... in many different ways, ... many different people, and ... a variety of social contexts.
4. Rivalry is a form of conscious competition ... specific groups.
5. Socialization is the process of fitting new individuals ... an organized way ... life and an established cultural tradition.
6. Communities are usually based ... locality.
7. Don't hang ... of the window, it's dangerous

Ex. 7. Tell, if statements are true or false. Correct the false ones.

1. Socialization is the process of fitting new individuals into an organized way of life and an established cultural tradition.
2. Socialization is the process by which the human animal becomes a human being and acquires independence.
3. Socialization is based on instincts.
4. In terms of Sociology language is a subject of human relations.
5. Socialization has the aim of teaching social roles.
6. Deviance is any behavior that violates public economy norms.
7. Denoting a behavior or action as deviant clarifies the moral boundaries of a society.

Grammar

(причастие, герундий, степени сравнения прилагательных,
слова заменители *one / ones / that / those*)

Ex. I. Translate into Russian paying attention to Participle.

1. The public opinion poll conducted on the basis of the latest methods gave

positive results.

2. Having analyzed all in detail she understood the real picture of the phenomenon.
3. The realized plans were connected with the experiments carried out in the experimental laboratory.
4. Having discussed the statistical data they came to the conclusion of their importance.
5. The analysis of the poll conducted at the plant seemed rather fruitful.
6. They couldn't agree with his point of view expressed so illogically.
7. The developing science raises more and more important questions for the further discussion.
8. The discovery made and the data obtained were published in "Science News".
9. To watch the changing world is rather interesting.
10. Polls being defined as the basic tool of sociology help sociologists in their research.
11. Having made observations on the subject of his investigation he summarized the new data.
12. Having been published the new data produced much polemic and a great number of discussions.
13. Having been conducted in the southern regions the poll was transferred to the north regions.
14. Having taken at last a decision she left for the railway station.
15. He spoke of the results obtained, conclusions made and future plans taken.

Ex. II. Translate into Russian paying attention to Gerund.

1. Without knowing these facts it is impossible to build up a true picture of the world.
2. She answered without hesitating.
3. Without his participating in the concert the programme will be dull.
4. He couldn't leave without receiving necessary information.
5. Without practising English every day it is impossible to have a good knowledge of the language.
6. Children typically are very angry at their parents for having divorced and can't work it out emotionally.
7. A stepparent is often at a disadvantage in disciplining a child. He may have grown tired of being the enforcer.
8. Keeping silent has its own price: frustration, anger, even madness.
9. He heard of her having been given a theme of freedom for writing an essay.
10. The subjects is tested individually by being given simple problems to solve.
11. Knowing and understanding may play an important role in survival.
12. In spite of necessary results having been obtained the professor made the students repeat the experiment.

Ex. III. Revise the rule of Degrees of Comparison of adjectives and adverbs and finish the sentences.

1. This jacket is too small. I need a ... size. (large)
2. You look ... Have you lost weight? (thin)
3. He is not so keen on his studies. He's ... in having a good time. (interested)
4. You will find your way around the town ... if you have a map. (easily)
5. She has ... merits than her sister . (many)
6. You are making too much noise. Can you be a bit ... ? (quiet)
7. There were a lot of people on the bus. It was ... than usual. (crowded)
8. You are late. I expected you ... (early)
9. You hardly ever write to me. Why don't you write a bit ... often? (much)
10. The hotel was surprisingly cheap. I thought it would be (expensive)
11. It's a pity you live so far away. I wish you lived (near)
12. People should eat ... fat to reduce the risk of heart disease. (little)
13. I know him ... than her. (good)

Ex. IV. Translate into Russian paying attention to the use of words *one – ones; that – those, the former ... the latter*.

1. This poll is more accurate than that.
2. The right hand is usually stronger than the left one.
3. These respondent groups are very small. We want to get bigger ones.
4. This is a new measuring instrument; its accuracy is much higher than that of the old one.
5. The most extensive research was that of Comte.
6. We use the method similar to those given above.
7. The instruments at our laboratory are not so modern as those at yours.
8. Among the advantages the following one s can be mentioned.
9. The former method is much more complicated than the latter one.
10. In this paper we shall take the former formula.

UNIT V. MOTIVATION

Vocabulary

accomplish [ə'kɒmplɪʃ] *v* осуществлять
accomplishment [ə'kɒmplɪʃmənt] *n* зд. достижение
activate ['æktɪveɪt] *v* активизировать
adequate ['ædɪkwət] *a* соответствующий, адекватный
advance [əd'vɑːn(t)s] *v* зд. выдвигать
amount [ə'maʊnt] *n* сумма
as well as [æz wel æz] *adv.* также
assume [ə'sju:m] *v* предполагать

award [ə'wɔ:d] *n* награда, премия
 be committed [bi: kə'mɪtɪd] *v* быть преданным
 be in evidence [bi: ɪn 'evɪd(ə)n(t)s] *v* зд. наблюдаться
 care [kɛə] *n* внимание
 cause [kɔ:z] *v* заставлять, принуждать
 closely ['kləʊslɪ] *adv.* зд. тщательно
 come in play [kʌm ɪn pleɪ] зд. вступают в действие
 dedication [,dedɪ'keɪʃ(ə)n] *n* преданность
 destination [,destɪ'neɪʃ(ə)n] *n* назначение, предназначение
 employment context [ɪm'plɔɪmənt 'kɒntekst] рабочая среда
 endeavor [en'devə] *n* предприятие
 esteem [ɪs'ti:m] *n* уважение / оценка; self esteem самоуважение
 excite [ɪk'saɪt] *v* волновать
 force [fɔ:s] *n* сила
 forthcoming [,fɔ:θ'kʌmɪŋ] *a* близкий, приближающийся
 fulfill [ful'fɪl] *v* осуществлять, выполнять
 genuine ['dʒenjuɪn] *a* искренний
 get down [get daʊn] *v* записывать(ся)
 give rise (to) [gɪv raɪz tu:] *v* вызывать, порождать
 guide book [gaɪd bu:k] *n* руководство
 health insurance [helθ ɪn'ʃuə(ə)n(t)s] *n* страхование на случай болезни
 hierarchy ['haɪərə:kɪ] *n* иерархия
 honors ['ɒnəz] *n* похвалы, почести
 hurdle ['hɜ:dl] *n* препятствие
 inevitably [ɪ'nevɪtəblɪ] *adv.* неизбежно
 internal [ɪn'tɜ:n(ə)l] *a* внутренний
 key issue [ki: 'ɪʃu:], ['ɪʃju:] ключевая проблема, главная проблема
 label ['leɪb(ə)l] *v* зд. называть
 longer term [lɒŋ tɜ:m] дальняя перспектива
 love and affection [lʌv ænd ə'fekʃ(ə)n] зд. любовь и дружба
 loyalty ['lɔɪəltɪ] *n* верность
 maintain [meɪn'teɪn] *v* утверждать
 mean [mi:n] *v* иметь в виду
 mind [maɪnd] *n* ум
 move forward [mu:v 'fɔ:wəd] *v* двигаться вперед
 need [ni:d] *n* потребность
 needs ladder [ni:dz 'lædə] лестница потребностей
 output ['aʊtput] *n* производительность, выработка
 pay [peɪ] *v* зарплата, плата

pension plans ['pen(t)ʃ(ə)n plænz] пенсионное обеспечение
 piece-rate ['pi:s ,reɪt] *a* сдельный
 pyramid ['pɪrəmaɪd] *n* пирамида
 promotion [prə'məʊʃ(ə)n] *n* продвижение (по службе)
 reason ['ri:z(ə)n] *v* 3д. доказывать
 recognition [,rekəg'nɪʃ(ə)n] *n* признание
 recruitment [rɪ'kru:tmənt] *n* набор (кадров), наём (сотрудников)
 remuneration [rɪ,mju: n(ə)'reɪʃ(ə)n] *n* денежное вознаграждение
 represent [,reprɪ'zent] *v* представлять
 require [rɪ'kwaɪə] *v* требовать; requirement [rɪ'kwaɪəmənt] *n* потребность
 respect [rɪ'spekt] *n* уважение
 responsible [rɪ'spɒn(t)səbl] *a* ответственный
 reward [rɪ'wɔ:d] *n* награда
 rock-solid [rɒk 'sɒlɪd] *a* прочный, как скала
 route [ru:t] *n* путь
 satisfy ['sætɪsfaɪ] *v* удовлетворять
 security [sɪ'kjuərətɪ] *n* безопасность
 seek [si:k] *v* стремиться
 selection [sɪ'lekʃ(ə)n] *n* выбор, подбор, отбор
 sense [sen(t)s] *n* чувство
 shelter ['ʃeltə] *n* жильё
 soldier ['səʊldɪə] *v* разг. уваливать от работы, «сачковать»
 sort out [sɔ:t aʊt] *v* решать (проблему), устранить
 supervise ['su:pəvaɪz] *v* надзирать (за кем-либо)
 survive [sə'vaɪv] *v* выжить
 to the full extent [tu ði ful ek'stent] в полной мере
 track [træk] *n* курс, путь
 turn back [tɜ:n bæk] *v* возвращаться, поворачиваться назад
 undertaking [ˌʌndə'teɪkɪŋ] *n* предприятие, дело
 unit of output ['ju:nɪt əv 'aʊtput] единица продукции
 uppermost ['ʌpəməʊst] *a* самый верхний
 weigh up [weɪ ʌp] *v* взвешивать
 worth [wɜ:θ] *n* значимость

Pre-text exercises

Ex. 1. Mind the rules of pronunciation.

[k]: school, scheme, chemical, technical, architect, mechanism;

[aɪ]: *verbs*: try, fly, unify, occupy, multiply, rely, supply, reply, simplify, terrify;

[ɪ]: mercury, laboratory, economy, industry, normally, mostly, ordinary, sunny;
 [j]: yet, yard, yellow, yield, beyond, yes, yesterday, year, yen, York, youth;
 [t]: developed, expressed, influenced, produced, worked, stopped, escaped;
 [d]: offered, used, manufactured, desired, obtained, considered, opened;
 [ɪd]: added, wanted, needed, conducted, operated, converted, completed;
 [θ]: fifth, eighth, twenty-ninth, truth, depth, length, warmth, width, think, death.

Ex. 2. Read and translate nouns with the suffixes

-ance: substance, distance, importance, admittance, dissonance, appearance, clearance, expectance, elegance, maintenance, acceptance;

-ence: science, difference, existence, influence, reference, sentence, turbulence, absence, preference, conference.

Text 1

Scientific Theories of Motivation

Motivation is the personal internal "force" that causes people to work to achieve organizational goals and by doing it to satisfy their personal needs.

There are some scientific theories of motivation. We will consider only some of them.

One of the first approaches to employees' motivation was Frederick Taylor's ['fred(ə)rɪk 't eɪlər] scientific theory. Taylor believed that employees work only for money and must be closely supervised and managed. He reasoned that the pay should be tied to output because workers "soldiered" or worked slowly. He said that the more person produced, the more he or she should be paid. This gave the rise to the piece-rate system under which employees are paid a certain amount for each output unit they produce. This theory didn't take into account social processes in the workplace.

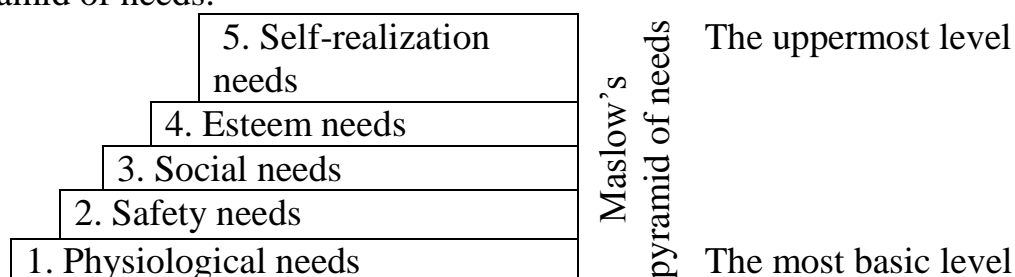
Douglas McGregor ['dʌɡləs ,mə(k) 'grɪɡə] labeled this view Theory X and then described an alternative view called Theory Y which was based on the idea that employees can be motivated to behave as responsible members of an organization when it is clear to them that accomplishing the organizational goals will bring them personal rewards. This leads to the dedication and loyalty to the firm that are in evidence at the Japanese firms with the common desire to do the job well. Dedication and satisfaction of employees' needs can thus increase the productivity. People will work towards goals to which they are committed.

Human motivation is a complex and dynamic process to which there is no simple key. A variety of factors must be considered in any attempt to increase motivation.

Hierarchy of Needs

Abraham Maslow ['eɪbrəhæm 'mɑːzlō], an American psychologist, advanced a

theory of hierarchy of needs. Maslow assumed that people seek to satisfy a variety of needs. He assumed that they can be arranged according to their importance in a sequence known as Maslow's hierarchy of needs or Maslow's pyramid of needs:



Physiological needs are at the most basic level, the things we require to survive. These needs include food and water, clothing, shelter, and sleep. In employment context, these needs are usually satisfied by adequate wages.

At the next level are *safety needs*, things we require for physical and emotional security. Safety needs may be satisfied through job security, health insurance, pension plans, and safe working conditions.

Next are the *social needs* human requirements for love and affection and sense of belonging. To an extent, these needs can be satisfied through work environment and the informal organization. But social relationships beyond the workplace—with family and friends, for example—are needed too.

At the level of *esteem needs*, we require respect and recognition (the esteem of others), as well as a sense of our own accomplishment and worth (self-esteem). These needs may be satisfied through personal accomplishment, promotion to more responsible jobs, various honors and awards, and other forms of recognition.

Self-realization needs are at the most upper level, the needs of people to increase all their human potentials and capabilities. These are the most difficult needs to satisfy, and the means of satisfying them vary with the individual. For some people, learning a new skill, starting a new career, or becoming "the best" at some endeavor may be the way to satisfy self-realization needs.

Maslow suggested that people work to satisfy their physiological needs first, then their safety needs, and so on up the "needs ladder". In general, they are motivated by the needs at the lowest (most important level) that remain unsatisfied. However, needs at one level do not have to be completely satisfied before the needs at the next-higher level come into play. If the majority of a person's physiological and safety needs are satisfied, that person will be motivated by social needs. As needs at one level are satisfied, people try to satisfy needs at the next level.

Ex. 1. Give Russian equivalents from the above-mentioned text.

Internal force, satisfy personal needs, possibility, scientific theory, guide book, piece-rate system, unit of output, dedication and loyalty, hierarchy of needs, variety of needs, psychological needs, esteem needs, social needs, safety needs, self-realization needs, adequate wages, physical and emotional security, job security, health insurance, a sense of belonging, respect and recognition, self-esteem, personal accomplishment, promotion, honors and rewards, endeavor, majority, achieve goals, behave, create, consider, supervise, advance a theory, arrange needs, satisfy needs, grow and develop, learn, represent, motivate.

Ex. 2. Give the English equivalents.

Личная внутренняя сила, личные потребности, достижение общих целей, их собственные цели, возможности, награда, мастерство, научная теория, типы мотивации, мотивация работников, единица продукции, преданность и верность, удовлетворение, признание, самоуважение, физическая безопасность, безопасность работы, страхование на случай болезни, потребность в самореализации, потребности в безопасности, физиологические потребности, ряд потребностей, иерархия потребностей, почести и награды, выдвигать теорию, удовлетворять потребности, достигать цели, расти и развиваться, мотивировать, надзирать, вести себя, создавать, выживать, предполагать, создавать, вызывать (порождать).

Ex. 3. Fill in the blanks.

1. Motivation is the personal ... "force" that causes people to work to ... organizational goals and by doing it to ... their personal needs.
2. Taylor believed that employees work only for ...and that they must be closely supervised and managed.
3. Taylor's theory ... to the piece-rate system.
4. Theory Y was based on the idea that ... can be motivated to ... as responsible members of the organization and this leads to ... and loyalty.
5. Dedication, loyalty and satisfaction of employees' needs can increase
6. Abraham Maslow assumed that people seek to ...a variety of needs.
7. He advanced a theory of
8. At the most basic level of Maslow's pyramid are
9. At the uppermost level of his pyramid are
10. Maslow suggested that people work to satisfy their
11. Self-realization needs are the needs to ... or to become "the best".
12. As needs at one level are satisfied people try to ... at the next level.

Ex. 4. Translate into English.

1. Мотивация – это внутренняя сила, побуждающая людей работать для достижения организационных целей, тем самым удовлетворяя их личные потребности.
2. Теория Тейлора (Теория X) породила сдельную систему.

3. Эта теория не учитывала общественные (социальные) процессы на месте работы.
4. Теория Дугласа МакГрегора (Теория Y) основывалась на концепции о том, что работники (служащие) могут вести себя как ответственные члены организации, когда им ясно, что осуществление организационных целей принесет им личные выгоды.
5. Однако мотивация человека – это сложный и динамический процесс, включающий (which includes) ряд факторов.
6. Абрахам Маслоу предполагал, что люди стремятся осуществить пять основных (main) потребностей.
7. Он предположил, что в зависимости от (according to) приоритета их можно выстроить в последовательность.
8. Эта последовательность известна как (is known as) иерархия потребностей.
9. Иерархия потребностей состоит из пяти уровней.
10. На самом нижнем уровне находятся физиологические потребности.
11. Они включают еду и питье, одежду, жилище и сон.
12. На самом высоком уровне этой пирамиды находятся потребности в самореализации.
13. На этом уровне люди стараются увеличить и развивать свои человеческие потенциалы и стать «лучшими».
14. Между этими двумя потребностями находятся потребности в безопасности, социальные потребности и потребности в уважении.

Ex. 5. Agree or disagree with these statements. Use the phrases:

That's wrong. That's (quite) right.

That's not quite true to the fact. According to the text ...

1. Employees work only to achieve the general goals of an organization.
2. When it seems that employees work only to achieve organizational goals, they behave in this way to satisfy their needs.
3. Frederick Taylor believed that employees can be motivated to behave as responsible members of an organization when it is clear to them that accomplishing the organizational goals will bring them personal rewards.
4. Taylor's theory (Theory X) gave rise to the piece-rate system and it did not take into account social processes in the work environment.
5. Douglas McGregor advanced a theory of a hierarchy of needs.
6. The level of safety needs of Maslow's "pyramid" includes food and water, clothing, shelter and sleep.
7. At the uppermost level are self-realization needs, the needs of people to increase and develop all their potentials and physiological needs.
8. Maslow suggested that people work to satisfy their physiological needs first, then their safety needs, and so on up the "needs ladder".

Ex. 6. Questions and tasks.

1. What is motivation?
2. Which of the two theories takes into account social processes in the workplace?
3. State two main factors that help increase productivity at the Japanese firms.
4. Why do people at the Japanese firms work towards organizational goals?
5. Find in the text the words and word combinations which define safety needs, social needs, and esteem needs.
6. How may the above mentioned needs be satisfied? Find the answers in the text and read them out.
7. Which level in Maslow's pyramid is the most important one in your opinion? Why?

Ex. 7. Speak on the following:

1. F. Taylor's and D. McGregor's motivation theories and the main difference between them.
2. A. Maslow's hierarchy of needs.

Text 2

Make a written translation of the text using the words below.

Think before Saying "I Quit"

by Stephen Hayward.

There is nothing worse than want to turn back time and think: "If only I had known then what I know now". But turn back time you cannot do, so how do you know you make the right career decision?

Once you have got down the recruitment track, and an offer is forthcoming, there are three key issues you need to sort out in your mind: how to weigh up the offer; how to handle your resignation, and how to react to any possible counter-offer.

"First, you must remember that a job offer is a lot more than just remuneration", says Nigel Bates, personnel director.

"You have to trust your instincts and say to yourself: "Can I spend 45 weeks of the year with these people?" You should ask yourself, too, if this is an undertaking that genuinely excites you".

"You must also look to the longer term and see what routes forward there are from this job".

Always think of each career move as a stepping stone – as you move forward, every stone brings more choices, each leading to a different destination.

Too often we still hear about problems that people discover shortly after joining, so you need to do your research properly.

Preparing for key business meetings is, of course, critical, and you need to plan the resignation meeting with particular care.

"Make sure that you have truly decided to go, and have rehearsed your responses to the "why" questions that you will inevitably be asked".

Having done all that, there still might be one hurdle to cross and that is handling the buy-back offer. Bates believes that very few buy-backs actually work.

"My experience is that many people who are bought back, actually, only stay for a few more months". Follow this advice and you will not find yourself in the wrong job with the wrong employer.

(1,420 printed characters)

Words to help:

to quit – уволиться с работы

to handle – зд. поступить (с чем-либо)

resignation – уход с работы, отказ от работы

stepping stone – ступень (к достижению цели)

to do research properly – вести поиск должным образом

to trust – доверять

to rehearse response – отрепетировать ответ

buy-back offer – контрпредложение с лучшими условиями

a buy-back – «перекупленный» человек (человек, оставшийся на прежней работе в связи с улучшением условий труда)

Ex. 1. Questions and tasks.

1. List three key issues you need sort out after you have got a recruitment offer.
2. Explain in English what a recruitment track is.
3. Is a job offer a lot more than just remuneration?
4. What should you ask yourself after you get a job offer?
5. What should you have before a resignation meeting?
6. Should you rehearse your responses to the "why" questions before a resignation meeting?
7. Do buy-backs usually work for a long time?
8. What is the general idea of this story?

Grammar

(неличные формы глагола: причастие, инфинитив, герундий;
сравнительные конструкции)

Ex. I. Translate from English into Russian paying attention to non-finite forms:

1. Depending on the presence and degree of participation in joint activities,

groups fall into a number of types with diffuse groups at one pole and collectives at the other.

2. People random gathering in a queue, in a bus, a crowd that has just been formed are examples of diffuse groups.

3. The term "collective" is not applied to any group but only to organized contact groups which pursue socially useful goals and are united by joint activity, leadership and psychology.

4. Goal is the starting point of management determining its entire organization and process, the direction and strength of managerial actions and the final results.

5. The administrator and managerial staff believe their work to be the construction of a system of management implemented in a clear-cut structure, schemes, instructions, etc.

6. Psychological selection is a component part of vocational selection conducted on the basis of studying qualities for training and working at an enterprise.

7. Temperament should be taken into account in selecting candidates for performing concrete tasks.

8. Big city mayors manage to keep room in their budgets for modest social-service programs to deal with new urban crises: homeless shelters, AIDS hospices and the like.

9. Some researchers reckon that because of human-centered thinking, they have missed many intriguing aspects of animal reasoning and behavior.

10. It is known the first hospice to have been organized with the assistance of philanthropists.

11. They expect medical and social assistance to be provided for those who are in need.

12. They know stepfamilies to deal with anger and disappointment.

13. They should appraise social disorders to be connected with emotional wounds.

14. I don't bear the children to be treated badly.

Ex. II Translate from English into Russian paying attention to constructions: *as ... as; not so / as ... as; the ...the ... ; much more ...; twice as ... as:*

1. This instinct is as internal as that one.

2. There is much more to your success than luck.

3. This theme is as difficult as mine.

4. The problem is not so simple as it seems.

5. Her tutor is not as strict as ours.

6. I'll get back as quick as I can.

7. Your workplace is twice as large as mine.

8. This box is three times as heavy as that

9. Moscow is half as big as New York.

10. The more you have, the more you want.

11. The longer I stay here the better I like it.
12. The Russian language is much more difficult than English.
13. "Human resources management is much more complex now."

UNIT VI. MY UNIVERSITY AND FUTURE CAREER

Vocabulary

academic qualifications [ˌækə'demɪk ˌkwɒlɪfɪ'keɪʃ(ə)ns] *зд.* учебная характеристика

acknowledgement [ək'nɒlɪʃmənt] *n* уведомление о получении

advertisement (ad) [əd'vɜ:tɪsmənt] *n* реклама

appliance [ə'plaɪəns] *n* аппарат, прибор, устройство

be desperate (for) [bi:'desp(ə)rət fɔ:] *v* быть в отчаянии (из-за)

be successful [bi: sək'sesful] *v* иметь успех

benefit ['benɪfɪt] *v*, извлекать выгоду, *n* выгода

bin [bɪn] *v* выбрасывать (в мусорное ведро, корзину)

blank space [blæŋk speɪs] пустое (незаполненное) место

Bloom Camillin [blu:m 'kamēlɪn] «Блум Кемиллин» (название фирмы)

choir ['kwaɪə] *n* хор

civil liberties ['sɪv(ə)l 'lɪbətɪəs] гражданские свободы

competition [ˌkɒmpə'tɪʃ(ə)n] *n* конкуренция

complaint [kəm'pleɪnt] *n* жалоба

consumer demand [kən'sju:mə dɪ'mɑ:nd] потребительский спрос

contribute (to) ['kɒntrɪbjʊ:t tu:] *v* вносить вклад (в), содействовать

conversely ['kɒnvɜ:slɪ] *adv.* наоборот

curriculum vitae (CV) [kə,rɪkjələ'm'vi:təɪ] краткая биография, резюме

deadline ['dedlaɪn] *n* конечный (крайний) срок

despite [dɪ'spaɪt] *pr* несмотря на

deter [dɪ'tɜ:] *v* удерживать, отпугивать

distinctive [dɪ'stɪŋktɪv] *a* ясный, чёткий

dormitory ['dɔ:mɪt(ə)rɪ] студенческое общежитие

eagerly wait ['i: gəlɪ weɪt] с нетерпением ожидать

enjoy [en'dʒɔɪ] *v* наслаждаться, получать удовольствие

exception [ɪk'sepʃ(ə)n] *n* исключение

extra-mural [ˌekstrə'mjuər(ə)l] *a* заочный или вечерний (о факультете, курсе)

fashionable ['fæʃ(ə)nəbl] *a* модный

favoured ['feɪvəd] *p.p. from favour* предпочтительный

feat in itself [fi:t ɪn ɪt'self] подвиг сам по себе

flexible ['fleksəbl] *a* гибкий

graduate ['grædʒuət], ['grædʒuɪt] *n* выпускник

govern [ˈgʌv(ə)n] *v* управлять
 high profile [haɪ ˈprəʊfaɪl] *a* видный, известный
 interdependent [,ɪntədɪˈpend(ə)nt] *a* взаимозависимый
 illegible writing [ɪˈleʒəbl ˈraɪtɪŋ] неразборчивый почерк
 invitation [,ɪnvɪˈteɪʃ(ə)n] *n* приглашение
 keen [ki:n] *a* сильный, острый
 law society [lɔːsəˈsaɪətɪ] *зд.* юридический кружок
 law student [lɔː ˈstju:d(ə)nt] студент юридического факультета
 leisure activities [ˈleɪə ækˈtɪvətɪs] занятия в свободное время
 loner [ˈləʊnə] *n* любитель одиночества, одиночка
 look for [lʊk fɔː] *v* искать
 major [ˈmeɪʒə] *a* крупный
 marketing research [ˈmɑːkɪtɪŋ rɪˈsɜːʃ] исследование рынка
 media law [ˈmiːdiə lɔː] законодательство в области СМИ
 member of society [ˈmembə əv səˈsaɪətɪ] член общества
 memo [ˈmeməʊ] *n* (сокр. от memorandum) служебная записка
 mutually [ˈmjuːʃuəlɪ] *adv.* взаимно
 obtain [əbˈteɪn] *v* получать
 overload [ˌəʊv(ə)ˈləʊd] *n* *зд.* избыток (букв.: перегрузка)
 particularly [pəˈtɪkjələlɪ] *adv.* особенно
 personnel department [ˌpɜːs(ə)ˈnel dɪˈpɑːtmənt] отдел кадров
 personnel monitoring [ˌpɜːs(ə)ˈnel ˈmɒnɪt(ə)rɪŋ] управление кадрами
 persuade [pəˈsweɪd] *v* убеждать
 place on offer [pleɪs ɒn ˈɔfə] предлагаемое место
 post [pəʊst] *n* почта
 rather than [ˈrɑːðə ðæn] *a* не...
 realize [ˈrɪəlaɪz] *v* сознавать
 rejection [rɪˈʃekʃ(ə)n] *n* отказ
 replay [ˌriːˈpleɪ] *n* ответ
 responsibility [rɪˌspɒn(t)səˈbɪlətɪ] *n* ответственность
 run [rʌn] *v* *зд.* вести, руководить (кружком и т.п.)
 senior (Snr, Sr.) [ˈsiːniə] *a* старший
 sift through [sɪft θruː] *v* просеивать, тщательно рассматривать
 solicitor [səˈlɪsɪtə] *n* *амер.* адвокат, юрисконсульт
 sought-after [sɔːt ˈɑːftə] *a* пользующийся успехом
 specialist firm [ˈspeʃ(ə)lɪst fɜːm] специализированная фирма
 state [steɪt] *v* указывать
 Stephens Innocent Ltd (Ltd – сокр. от limited) компания с ограниченной ответственностью «Стивенс Инносент» (название фирмы)

straight [streɪt] *a* прямо
 subject smth. to ['sʌbdʒekt 'sʌmθɪŋ tu:] *v* подчинить что-либо чему-либо
 team [ti:m] *n* команда
 the only [ði: 'əʊnli] единственный
 to date [tu: deɪt] к настоящему времени
 trainee [,treɪ'ni:] *n* стажёр
 training contract ['treɪnɪŋ 'kɒntrækt] контракт на стажировку
 transfer [træn(t)s'fɜ:] *v* переносить, перемещать
 undergraduate [,ʌndə'grædʒuət], [,ʌndə'grædʒuət] студент старших курсов
 whether ['(h)weðə] *p.* ли (*частица*)
 would-be ['wudbi] *a* потенциальный, возможный

Pre-text exercises:

Ex. 1. Translate the words paying attention to the meaning of prepositions.

of: the pressure of power, to speak of something, one of them;

to: to show to the students, to go to the interview, to turn to the right;

by: to operate by hand, to speak by telephone, by means of the research, to sit by the window; *with*: to illustrate with tables, to write with a pencil, a form with questions, to speak with our friends;

about: to speak about the lecture, to do about 15 questionnaires;

in: in time, in a few days, in terms of, in a different way.

Ex. 2. Insert the right preposition (*of, to, with, by, about, by means of, in*).

1. Mr. Hall delivers lectures ... the students of a technical college.

2. I'll start ... a few days. I don't feel like it now.

3. He always comes ... his work ... time.

4. The students always try ... make experiments ... their own hands.

5. Laboratories and workshops are equipped ... up-to-date instruments, computers, machine-tools, audio-visuals and other training appliances.

6. Mr Hall tries ... illustrate his lectures ... numerous tables and figures.

7. There is something interesting ... the properties of this respondent group ... this scientific paper.

8. We attach one new characteristic ... the marketing group by means of an analytical survey.

9. ... some experiments the lecturer illustrates the measurements of social tension.

10. Today, more than ever, war is an evil and completely indefensible ... human morals or civilization.

11. You express what they have said or written ... a different way.

12. The required and optional subjects give a solid basis ... general education ... future specialists.

13. We are taught to carry out a public opinion poll, to deal ... managerial systems, advertisement and mass media.

Text 1

Our University

Tver State Technical University is one of the oldest and biggest higher schools in our country. It was established in 1922 as Moscow Peat Institute. In 1958 it was transferred to Kalinin. In 1965 Peat Institute was reorganized into Polytechnical. In 1994 it was renamed into Tver State Technical University.

Every year highly-qualified specialists for national economy graduate from the University. They are chemical engineers, mechanical engineers, economists, ecologists, managers, systems engineers and many others.

Education at the University is organized in two forms: full-time and extra-mural. There are also some part-time courses. The University has eight departments for full-time students. They are Machine-Building, Civil-Engineering, Automated Systems, Nature Management and Engineering Ecology, those of Human Sciences, International Cooperation, Additional Professional Education and Extra-mural.

The course is divided into several stages. The first and second year students study general technical sciences (mathematics, physics, computer basics) and some humanities (history, philosophy, foreign languages). Among them are required and optional subjects. That gives a solid basis of general education to future specialists. Special subjects are taught in senior courses. Much attention is paid to practical instruction. During the final term undergraduates carry out their graduation projects. They defend them to an examination board and become graduates. At the end of the university course they receive graduation diplomas and go to work to different branches of engineering.

About 6000 students study at Tver State Technical University. The University consists of six studying buildings and several dormitories. The class-rooms and lecture-halls, laboratories and workshops are equipped with up-to-date instruments, computers, machine-tools, audio-visuals and other training appliances. There is a rich library, four reading-rooms, dining halls and a sports complex at the disposal of students. So the University has all the facilities necessary for successful studies and rest.

Besides regular studies many students carry out scientific research work under the guidance of their experienced teachers and professors. At the university there is a post-graduate course. Scientific research activities are planned in accordance with approved scientific and technical programs or agreements. The planning process of proposed exploratory research projects corresponds to thematic plans approved by the Academic Council.

I study at the Human Sciences Department. My future speciality is sociology. I hope I shall become a highly-qualified specialist and find a proper job after graduation.

Ex. 1. Answer the questions.

1. Who are you and what are you?
2. Where do you study?
3. Why did you enter Tver Technical University?
4. When was Tver Technical University established?
5. How is education organized at the University?
6. How many faculties are there at the University?
7. What are they?
8. What specialists graduate from the University?
9. What subjects do the students study?
10. What buildings does the University consist of?
11. When did you enter Tver Technical University?
12. What faculty do you study at?
13. What is your future speciality?

Ex. 2. Translate into English.

1. Меня зовут
2. Я учусь в Тверском техническом университете.
3. Это один из старейших вузов страны.
4. Я – студент второго курса ... факультета.
5. Моя будущая специальность
6. Наш университет был основан в 1922 году как Московский торфяной институт.
7. В 1958 году он был переведён в Калинин, а в 1994 году реорганизован в Тверской государственный технический университет.
8. Образование в университете организовано в очной и заочной формах.
9. Студенты дневного отделения могут учиться на 8 факультетах.
10. Я изучаю множество обязательных и факультативных предметов.
11. В университете есть большая научная библиотека, компьютерные классы, специальные лаборатории.
12. После окончания университета можно поступить в аспирантуру.
13. Я буду проводить свою исследовательскую работу под руководством профессора.

Ex. 3. Make up a dialogue on the basis of the text.

Text 2

My Speciality

Let me introduce myself. I am a second year student of Tver State Technical

University. I study at the department of Human Sciences, my speciality is sociology.

Sociology is one of the social sciences. Its aim is to discover the structure of society, to identify its main forces and to learn what conditions transform life.

Everything in the world is governed by laws. Both nature and society have their own laws. Once we understand them, their action, direction, effects we are able to subject them to our will. The term "Sociology" that can be interpreted as "the science of society" shows that society is governed by objective laws. It discovers the laws and finds the effective ways of management of the various spheres of society. Society is an integral social organism in which all its parts (components) are mutually connected, interdependent and conditioned. So sociology is a very flexible science, reacting to all the changes occurring in the society.

At the University we study a lot of general and specialized subjects. Specialization usually begins in the third year. Specialized subjects help us to develop necessary practical skills. We are taught to carry out a public opinion poll, to deal with managerial systems, advertisement, mass media, personnel monitoring, marketing research and competition. We also carry out some research work; make questionnaires connected with different social, economical and political points of our country.

In four years of study we shall be given a qualification of a sociologist. We will be able to work at insurance companies, social agencies creating the system of social information and studying the public opinion, at the joint-stock marketing research companies, at the advertising agencies making a consumer demand study.

Ex. 1. Answer the questions.

1. Why did you choose this speciality?
2. What special subjects do you study at the University?
3. What aspects are you taught to deal with?
4. What qualification will you be given?
5. What do you parents want you to be? Do they approve of your choice?
6. Do you think you have enough talents and qualities for your future profession?
7. Where will you be able to work after graduation?
8. What do you think about the prospects for the future for your speciality?

Ex. 2. Read the following advice how to make successful career and add some of your own.

1. Set goals and strive to reach them by specific deadline dates.
2. Learn to listen. Instead of rushing headlong into a project be professional enough to listen to instructions carefully and to heed the advice of others.

3. Learn to say "no" without feeling guilty. Instead of punishing yourself for wasting time give yourself reward each time you manage your time wisely.
4. Avoid meetings whenever possible. If you must have a meeting, prepare a specific agenda ahead of time and stick to it.
5. Make up a daily schedule before going to bed. Stick to your plan every day.
6. Link errands together. Instead of four trips a day, go out just once.
7. Learn from your mistakes and don't repeat them.
8. Anticipate change, prepare for it and adapt quickly when it comes.
9. Learn to make a decision — to lead, to follow or to get out of the way.
10. Use machines that will save your time...

Text 3

Summarize the main idea of the story in 8-10 sentences. What useful information did you find in the text?

The Art of Job Application

Now is the time when law students eagerly await the post for news of whether they have got a training contract.

To have a contract it is necessary to write an application letter properly and be successful at an interview. Rather late, I wrote 28 applications for contracts. Most firms stopped accepting applications by September, so I could write only to those few whose deadlines had not passed, or whom I hoped to persuade to make an exception.

Obtaining an interview, particularly with a small firm, is a feat in itself when it is common to have hundreds of applications for one or two jobs. Fashionable small firms get as many, or more, applications than the major City firms. For example, Stephens Innocent Ltd, which takes on only one trainee per year, has had about 2,000 applications, the same number as Clifford Chance Ltd, the largest firm, with 120 places on offer.

Mrs. Salomon, a partner at Stephens Innocent Ltd, says that the high numbers does not surprise her because the firm is high profile and works in a sought-after area – media law and civil liberties. But how do the smaller firms, without large personnel departments, sift through mounds of applications?

Ms Solomon says she rejects anyone who says they have "inter-personal skills", illegible writing and letters longer than one page. She looks for people with media or civil liberties experience rather than those straight out of college.

Ian Bloom, of Bloom Camillin Ltd who had 400 applications for two places looks for something distinctive in the application which must be well written. The worst ones might say: "Do not bin this; I'm desperate for a job". Others are

too knowing, and might say: "Everyone on planet Earth has told me that you are the only firm worth applying to", but when asked who recommended the firm, they cannot answer.

Some recruitment administrators say they look for good academic qualifications and responsibility, such as running the University Law Society or being captain of a team. It could be anything from a sports team to a choir. Conversely, a person's hobbies may indicate that he or she is a loner, not a leader. Tricia Brett, a recruitment administrator, says: "We do not want just a member of society, but a person who does some work for it".

The long, complex application forms favoured by some of the larger firms do not deter many applicants despite the big blank spaces left for questions such as "Why do you want to work for us?" and "What are your greatest achievements to date?", "What experience was the most rewarding and why?".

Some interviewers make the applicants state their "principal interest and leisure activities" and how they contribute to and benefit from them.

My interest included theater, cinema, books and travel. I supposed my contribution was paying for the tickets or book, and my benefit was enjoying the show or reading. It seemed a silly question, but now I realize they were looking for active people.

In response to my 28 applications I have had seven acknowledgments, four letters saying I am too late, five rejections and two invitations for interviews – one for a major firm and one for a small, specialist firm.

Despite the overload of would-be lawyers, competition between firms for the best graduates is still as keen as ever. There never seems to be enough really good people.

by Caroline Turner

Text 4

The Job Interview

When a job opening is advertised in the United States, there are often a lot of people interested in applying. Many job hunters send in their resumes and apply for the same position. Sometimes a company will receive hundreds of resumes for a single job opening. The job interview, therefore, is very important. In the interview, an applicant must demonstrate that he or she is the best person for the job.

Because job interviews are so critical, some job hunters read books or take courses to help them make a good first impression. These books and courses are full of advice and suggestions to help job applicants prepare for their interviews. For example, successful applicants dress appropriately and have a

clean and neat appearance. They take their resume listing their education and work experience with them to the interview. They prepare questions about the job or the company. They go to the interview alone and are always on time.

At the beginning of the interview, the applicant shakes hands firmly with the employer. The employer usually invites the applicant to sit down. During the interview, it is appropriate to smile often and to look directly into the eyes of the interviewer. The applicant doesn't chew gum or smoke during the interview. The applicant is prepared to answer questions about education and previous jobs. More difficult questions are possible, such as "Why did you leave your last position?" Sometimes interviewers also try to get to know the applicant better. They ask questions about applicant's personal background, family, and hobbies. Interviewers expect applicants to talk profoundly, confidently, and fully about their work experience, skills, goals, and abilities. When the interview is over, the applicant stands up, shakes hands with the interviewer, and says thank you for the time the person has offered.

Job applicants who can show they are capable, well-prepared, punctual, polite, and honest have a better chance of getting the job they are looking for.

Ex. 1. Answer the questions on the text.

1. What is taken into consideration in a job interview?
2. How do you think you can be competitive with other job-seekers in your field?
3. Do you think there is association between an individual's nature, appearance and occupation?
4. What do interviewers usually ask applicants at job interview?
5. What do interviewers expect from applicants?
6. Who has the best chance of getting the job?

Ex. 2. Read and translate this application letter and curriculum vitae and make your own variants. Mind the rules of making up the letter.

20, Bright Street
Edinburgh
May 24, 2010

Recruitment and Training Manager
W. & T. Marketing Services Limited
21, Conduit Street
London W.E
England

Dear Sirs,

In reply to your advertisement in today's "The Daily Telegraph" I am interested in becoming an analyst for your company.

As you can see from the enclosed curriculum vitae, I have some previous consumer demand study experience in various and very competitive fields of medication and cosmetics. However, I would like to change to analytical work in the sphere of marketing research since I believe this can offer a greater potential to me. Your ten months training scheme should, certainly, help me to devote my ability to your company particularly since my educational qualifications are higher than those you require.

I thank you for considering my application. I'm looking forward for a face-to-face meeting.

Yours faithfully,
Peter S.Green

Enc. Curriculum Vitae:

Name:	Peter S. Green
Home address	20, Bright St Edinburgh 48104 UK Mobile Phone +44 131 694 0921 Prior Work Phone +44 131 975 3542 (mornings)
Experience	2008/2009Analyst- assistant of Goya Group Sales, Edinburgh
Prior Education	1. B.A., Economics, Pomona College, 2001 2. M.A., Social Sciences and Economics, University of Michigan, 2005

Ex. 3. Read and translate one more letter of application. Make similar one of your own.

To whom it may concern:

I venture to write to you to inquire whether your Department may allow me a post-graduate course this year. I am a graduate at Yale University where I specialized in biochemistry.

I enclose my data sheet and two references, I should be glad if you could consider my application.

Yours faithfully,
.....

Ex. 4. Say what kind of business information the stated below fragments refer to

- CV;
- Contract;
- Letter of apology;
- Letter of complaint.

1) ... I am writing in connection with the above invoice for an MX3 Facsimile machine. We received this machine yesterday. Unfortunately, the power cable is missing. We would be very grateful if you could send one as soon as possible. ...

(From Company to Company by A. Littlejohn)

2) ... I have enclosed my resume, and I would like to schedule an interview. I'll call you next week. I look forward to meeting you. ...

(From Business Correspondence by L. Loughheeds)

Ex. 5. Remember the sender's and addressee's layout on the envelope.

<p>Имя и фамилия отправителя номер дома, квартиры, название улицы, город, штат, почтовый индекс, страна</p>	<p>Марка</p>
<p>Имя и фамилия получателя номер дома, квартиры название улицы, город, штат, почтовый индекс, страна</p>	

Ex. 6. Correlate the enumerated information on the envelope with the explanation under it.

(1) Design Plus, Co
55 (2) Stevenson Road
(3) San Francisco, CA 94015

(4) Mr. P.T. Vitale
(5) Mutual Insurance Company
33 South Street
New York, (6) NY 3476

- _____ the street name in the return address
- _____ the town the letters comes from
- _____ the sender's name
- _____ the addressee
- _____ the addressee's company name
- _____ the ZIP Code in the mailing address

UNIT VII. SUPPLEMENTARY TEXTS

(for individual translation)

Text 1

Social Barometer

A great part of sociological research consists of quantitative experimenting. The system of techniques used for that purpose is that of statistical methods. These methods are necessary to examine the data, analyse them and draw certain conclusions. The results of the sociological survey are published then.

Sociological research is usually conducted by a working group under the supervision of the leading sociologists of the All-Russian Centre for the Study of Public Opinion. The public opinion poll is a criterion of the current social life within the society. It is the so-called social barometer of the country. In fact our fast-moving life makes it necessary to analyze things. So it is useful to examine the results of sociological surveys.

(650 printed characters)

Text 2

Methods of research

They differ, however, in the specific ways in which observations are made and in the kinds of questions they help us answer. No method is in an absolute sense better or worse than any other; each has characteristic strengths and weaknesses so that any method is particularly suited for certain kinds of research.

Experiments. The logic of science is clearly expressed in the experiment – a method that seeks to specify a cause-and-effect relationship among variables. Experimental research, in other words, is explanatory in character, attempting to show what factors in the social world cause change to occur in other factors. Experiments are typically based on the text of a specific hypothesis – a theoretical statement of a relationship between independent and dependent variables. The goal of an experiment is to find out whether or not the hypothesis is supported by empirical evidence. Thus an experiment involves three steps: (1) the dependent variable is measured; (2) the dependent variable is exposed to the effects of the independent variable; (3) the dependent variable is measured again to see what (if any) change has taken place.

(980 printed characters)

Text 3

Social Structure and Individuality

The assertion that human behaviour is socially patterned often provokes some initial resistance. Few human beings readily admit to being part of any kind of system, especially those who live in a culture that prizes individual Autonomy. Americans, for instance, tend to emphasize individual responsibility for behaviour and highlight the unique elements of their personalities. Behaving in patterned ways, however, does not threaten our individuality. On the contrary, individuality is encouraged by social structure.

First, and more generally, our humanity involves much more than physical existence. The great potential of human beings develops only thorough interaction with others. Within social life, distinct personalities emerge as people blend their unique qualities with the values and norms of the large culture from freely expressing ourselves. The social world can be disorienting, even frightening, to people who do not know the behavioral guidelines. Without this knowledge, people feel too uncomfortable to express their unique personalities with confidence.

(950 printed characters)

Text 4

Role

A second major component of social interaction is role which refers to patterns of behaviour corresponding to a particular status. Ralph Linton described a role as the dynamic expression of a status. A student has a role that involves patterned interaction with professors and other students, and responding to academic demands made by college. As Linton explained, while individuals occupy a status, they perform a role. Cultural norms suggest how a person who holds a particular status ought to act, which is often called a role expectation. However, real culture only approximates ideal culture; therefore, actual role performance usually varies from role expectation.

Like status, a role is relational by directing social behaviour toward some other person. The role that corresponds to the status of parent, for example, is ideally defined in terms of responsibilities toward a child. Correspondingly the role of son or daughter is ideally defined in terms of obligations toward a parent. There are countless other examples of roles paired in this way: the behaviour of wives and husbands is performed in relation to each other, as is the behaviour of physician and patients, and of professors and students.

(1, 035 printed characters)

Text 5

German Philosopher Oswald Spengler ['spɛŋglə], (1880 – 1936)

Spengler writes that human history is the sum total of life courses not only of individuals, groups and masses, not only a discussion of forces interacting in socio-economic progression, but of civilization currents and transmutations representing the spirit of the inner culture as well. Events, happenings, actions, socio-economic trends ought to be seen as the physical embodiments of the spiritual civilization evolution. Yet civilization processes inevitably lead to an end. New civilizations appear to follow this old path. The whole endeavour undertaken in Spenglerian analysis is to prove that the destiny of the West is now irrevocably set. The closure of Western civilization is approaching rapidly.

(660 printed characters)

Text 6

English Economist and Social Reformer Arnold Toynbee ['tɔɪnbɪ:], (1852 – 1883)

In contrast to Spengler, who believed that civilizations come to an end because they get old, Toynbee claimed that civilizations decline and die because they exhaust their spirituality and become sick. They die overwhelmed by internal and external challenges, of problems they fail to overcome.

In each of civilizations in the past, Toynbee writes, humanity struggled to retain its religious orientation and spirituality, but was repeatedly undermined by materialism, greed, lust, disrespect for God and desire to dominate others. Each time it was destroyed by schisms, internal conflicts, class divisions and wars. Each time, twenty-one or more according to different counts in Toynbeean history, humanity failed to implement God's plans; again and again not of shortcomings decreed by any historical inevitability, but because of mundane human failure. Can humanity succeed in our time? Not at all, according to Toynbee. He is pessimistic about the prospects of humanity and particularly the prospect of Western civilization.

(1, 100 printed characters)

Text 7

Interview

Researchers may also use the interview (sometimes called an interview-survey), which is a questionnaire administered personally to the subject by the researcher. Interviews are especially useful if the items have an open-ended format because the researcher can ask follow-up questions, both to probe a bit

more deeply and to clarify the subject's responses. The researcher must be careful not to influence a subject's responses, however; sometimes even raising an eyebrow as someone begins to answer a question can be enough to change a response. The advantage of an interview is that a subject is more likely to complete a questionnaire in the presence of a researcher. One disadvantage is that tracking people down is often a difficult job, and more than one attempt may be necessary. Another is that if all subjects do not live in the same area, the costs of conducting research in this way can become extremely high.

(780 printed characters)

Text 8

The Structure of Social Interaction

Because society is an organized system, it is not surprising that social interaction is patterned. Society is, after all, built on countless interactions among individual human beings, and human beings have the capacity to act with almost infinite variety. In the absence of social patterns, people would indeed find social life confusing. Culture provides guidelines for human behaviour in the form of values and norms.

To illustrate, consider the familiar setting of an American college classroom. Entering the classroom, students could do almost anything — begin to sing or throw a football around the room-but, guided by the social norms that apply to that setting, they routinely take their seats, perhaps talking quietly among themselves, and await the arrival of the professor. Even though professors are defined as being in charge of the class, they too are bound by cultural norms, so they begin to teach from a position at the front of the room while facing the class.

(850 printed characters)

Text 9

On the Crossroad of Civilization Development

We live in the time of greatness, of affluence, of most formidable manifestations of the human genius, the unbound promethean spirit, a time of unprecedented technological, economic, scientific growth and development, expansion of freedom, formidable improvements in the standards of living, emergence of the new industrial and post-industrial and even post-historical times. They point out: democracy advances in strides. In most nations the entire population won electoral rights. All nations recognize the code of Human Rights instituted under the Charter of United Nations. Rights to liberties are respected in many nations of the world. Never in the past have technological, economic, cultural and other changes been generated everywhere in the world at such an accelerating pace as they occur at present.

(730 printed characters)

Text 10

What is Deviance?

The concept of deviance is defined as violation of cultural norms of a group or all of society. Since cultural norms affect such a wide range of human activities, the concept of deviance is correspondingly broad. The most obvious and familiar type of deviance is crime – the violation of cultural norms that have been formally enacted into criminal law. Criminal deviance is itself quite variable in content, from minor offenses such as traffic violations to serious crimes such as homicide and rape. Closely related to crime is juvenile delinquency – the violation of legal standards by children or adolescents.

Deviance is not limited to crime, however. It includes many other types of nonconformity, from the mild to the extreme, such as left-handedness, boastfulness, and Mohawk hairstyles, as well as pacifism, homosexuality, and mental illness. Industrial societies contain a wide range of subcultures that display distinctive attitudes, appearance, and behaviour.

(840 printed characters)

Text 11

Sociology of Religion

Sociology of religion is primarily the study of the practices, social structures, historical backgrounds, development, universal themes, and roles of religion in society. There is particular emphasis on the recurring role of religion in nearly all societies on Earth today and throughout recorded history. Sociologists of religion attempt to explain the effects that society has on religion and the effects that religion has on society, in other words, their dialectical relationship.

Sociology of religion is sure to combine demographic analysis of religious bodies with attempts to understand the different components of religiosity. Also, some sociological studies of religion are ethnographic in nature; they attempt to understand religious behavior from the viewpoint of the adherents of the religion.

It should be noted that sociologists study religion not to disprove or normatively evaluate it but understand it. However, and this is a contentious point in the social scientific study of religion, it is also often the case that studying religion from this perspective can challenge people's religious beliefs because the social scientific study of religion provides alternative explanations for many components of religious experience.

(1,240 printed characters)

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