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**«ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»**

**Кафедра міжкультурної комунікації та іноземної мови**

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В навчальному посібнику подано фаховий текстовий матеріал та систему вправ для формування англомовних комунікативних умінь, що стануть у нагоді майбутнім фахівцям у професійному середовищі.

Призначено для аудиторної та самостійної роботи студентів 1-го курсу, що навчаються за спеціальністю “Соціологія”.

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The course provides students with specialist texts and various activities for developing professional communication skills that the future specialists will need in the workplace.

The book is designed for both classroom and self-study and is addressed to 1st-year students of ESP majoring in Sociology.

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**Передмова**

Навчальний посібник призначено для аудиторної та самостійної роботи студентів 1 курсу, що навчаються за спеціальністю “Соціологія”. Його метою є розвиток навичок та умінь різних типів мовленнєвої діяльності, а саме: читання літератури за фахом, формування комунікативних умінь усного і писемного мовлення в професійному середовищі.

Посібник складається з чотирьох модулів (“Socializing”, “Culture”, “Sociology of Education” та “Social Interaction”), кожний з яких містить шість розділів, що складаються з чотирьох частин для тренування всіх видів мовленнєвої діяльності, а також мовних компетенцій. Вправи, що увійшли до кожного розділу, націлені на досягнення повного і точного розуміння інтернаціональної та професійної лексики, формування умінь виявити головну думку тексту, аналізувати та оцінювати факти, наводити приклади, коментувати інформацію, автоматизацію навичок використання вірних граматичних структур.

Розділ “Self Study” містить велику кількість завдань для самостійного відпрацювання: тексти, тести, граматичні коментарі.

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**Module I**

**Socialization**

**Unit 1**

**VOCABULARY 1**

**1. Look through the following international words from the text. Guess their meaning. Match them to the groups of similar words (a-e):**

|  |
| --- |
| human *n*  instinct *n* personality *n*  perspective *n*  species *n.* |

1. context, outlook, overview;
2. character, nature, temperament;
3. intuition, natural inclination, sixth sense;
4. individual, man, person;
5. sort, kind, variety.

**2. Read the rules about three different types of international words. Which words from Exercise 1 refer to each rule?**

1. *International words* are words in different languages that have similar spelling and meaning.

2. *False friends* are pairs of words that appear similar but in fact they have different meanings in all contexts.

3. *Semi-international words* are pairs of words in two languages that have the same meaning in some, but not all, contexts.

**3. Read the illustrative sentences. Be sure you understand them.**

1. The risk from bird flu is low to most people because the viruses occur mainly among birds and do not usually infect humans. 2. We are naturally social beings, as distinct from animals possessing a herd instinct. 3. A lot of what she does is pure instinct. 4. I’m more like my dad, Mark Gil, because I have his mannerisms and some of his personality. 5. David was sacked because of personality clashes with other club officials. 6. We will review how the phenomenon is treated from a variety of theoretical perspectives.

**4. Use the words from Exercise 1 to complete the sentences.**

1. The questions of the questionnaire are easy – they cover your background, experience and \_\_\_\_\_\_\_. 2. Because climate change affects women and men differently, gender \_\_\_\_\_\_\_ is essential when discussing climate policy development. 3. How did your weight problem affect your \_\_\_\_\_\_\_and/orself-esteem? 4. Unlike animals that respond only to their \_\_\_\_\_\_, man possesses the capacity to think through his options and make a reasonable decision. 5. This prize was awarded to Stephen by a famous television \_\_\_\_\_\_ Ulrika Johnson. 6. It’s necessary to present an anthropological and sociological \_\_\_\_\_\_\_ on marriage and child rearing. 7. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [disease](http://www.macmillandictionary.com/search/american/direct/?q=disease) [can](http://www.macmillandictionary.com/search/american/direct/?q=can) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [fatal](http://www.macmillandictionary.com/search/american/direct/?q=fatal) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) \_\_\_\_\_\_\_\_.

8. These vaccines were tested safe in primates but [kill](http://www.yourdictionary.com/kill)ed \_\_\_\_\_\_.

**READING**

**1. Before you read the text discuss the following.**

1. What makes a person a human being?

2. What factors shape human personality?

**The Role of Socialization**

Humans, like other mammals, are helpless at birth. Other species have instincts, or unlearned forms of behaviour, that enable the survival of the young. The human infant is highly dependent upon others for satisfaction of basic human needs. Human contact is necessary not only for the infant’s physical well-being. It is through socialization that people acquire their personalities and social capabilities.

Socialization occurs through human interactions. We learn a great deal from those people who are most important in our lives – immediate family members, best friends, and teachers. But we also learn from people we see on the street, on television, and in films and magazines. From a microsociological perspective, socialization helps us to discover how to behave ‘properly’ and what to expect from others if we follow (or challenge) society’s norms and values. From a macrosociological perspective, socialization provides for the transmission of a culture from one generation to the next.

But the human personality and self are products not just of the social environment. When explaining human personality and behaviour, one must also take into account inherited traits. Researches had been clashing over the relative importance of biological inheritance and environmental factors in human development for many decades before they acknowledged the interaction of these variants in shaping human development.

The necessity of human contact is shown in studies of social isolates.

**2. Answer the questions based on the text.**

1. Are human infants very strong at birth?

2. Why is human contact so necessary for the human infant?

3. What sociological perspective accounts for the transmission of a culture from one generation to the next?

4. What basic factors influence human personality and behaviour?

**3.** **Complete the following sentences on the basis of the information given in the text.**

1. Other species survive due to…

2. The socialization process involves…

3. From a microsociological perspective, socialization…

4. After a lot of hot arguments the researchers arrived at a conclusion that…

**SPEAKING**

**1. Discuss in pairs.**

1. What do the scientists mean by biological inheritance?

2. Give the example of conveying inherited traits from generation to generation.

3. Which factors of social environment have the greatest effect on shaping human personality today?

**2.** **Over to you.**

1. Tell the group what traits you inherited from your parents;

2. Describe the factors of social environment that have greatly influenced your personality and behaviour.

**VOCABULARY 2**

**1. Find words in the text that mean the following:**

a) manner of conducting oneself (para 1);

b) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [group](http://www.macmillandictionary.com/search/american/direct/?q=group) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [people](http://www.macmillandictionary.com/search/american/direct/?q=people) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [society](http://www.macmillandictionary.com/search/american/direct/?q=society) [who](http://www.macmillandictionary.com/search/american/direct/?q=who) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [born](http://www.macmillandictionary.com/search/american/direct/?q=born) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [live](http://www.macmillandictionary.com/search/american/direct/?q=live) [around](http://www.macmillandictionary.com/search/american/direct/?q=around) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [same](http://www.macmillandictionary.com/search/american/direct/?q=same) [time](http://www.macmillandictionary.com/search/american/direct/?q=time) (para 2);

c) a child at the earliest stage of its life; baby (para 1);

d) communication between or joint activity involving two or more people (para 2);

e) particular characteristic that can produce a particular type of behaviour (para 3).

**2. Complete the sentences with the words from Exercise 1.**

1. Some of the best forms of knowledge transfer involve face-to-face \_\_\_\_\_\_\_\_\_. 2. Who do I contact about my neighbour’s anti-social \_\_\_\_\_\_\_\_\_ ? 3. There were at least three \_\_\_\_\_\_\_\_\_ – grandparents, parents and children – at the wedding. 4. Greediness is a very unattractive personality/character \_\_\_\_\_\_. 5. In 1901 \_\_\_\_\_\_\_\_ mortality was 142 deaths per 1000 live births. 6. There were only a few cases of violent \_\_\_\_\_\_\_\_.

**3. Think of as many related words as you can for the following:**

a) isolate; b) inherit; c) interact.

**4. Fill in the blanks with the proper related words from Exercise 3.**

I can’t think about it in \_\_\_\_\_\_; I need some examples of the problem.

He was \_\_\_\_\_\_ from all the other prisoners. An \_\_\_\_\_\_ is a person who is separated from normal social activity, as through choice, rejection, psychological problems. After all the visitors had left, she experienced a feeling of complete \_\_\_\_\_\_.

A particular gene is responsible for the \_\_\_\_\_\_ of eye colour. Some diseases are genetically \_\_\_\_\_\_ . When her father \_\_\_\_\_\_ the English throne in 1603 she headed south with the rest of the family.

When you use this soft on your website the user \_\_\_\_\_\_ dynamically with your site content. The user may \_\_\_\_\_\_ directly with the destination application. Each CD ROM offers up to six hours of index linked \_\_\_\_\_\_ tutorial. There are many fields in which \_\_\_\_\_\_ multimedia now plays a major role. I enjoyed the \_\_\_\_\_\_ with a bunch of like-minded people. Our department specializes in delivering \_\_\_\_\_\_\_ tutorials.

**LANGUAGE REVIEW 1**

**Sentence structure: positive and negative statements**

**1. Look at each underlined phrase and say what part of the sentence it is: subject, verb, object (direct, indirect or prepositional), complement or adverbial.**

1. Laura’s boss is very strict. 2. His behaviour gives everyone a headache. 3. She feels quite tired after work. 4. Mike always makes silly mistakes in exams. 5. It gets dark early in winter. 6. Helen often reads fairy stories to her sister. 7. He doesn’t show his papers to anyone. 8. You sound a little discouraged. 9. He never lends me any money. 10. Nothing ever changes.

**2. Mr Atkins is telling his staff what to do. Put in *to* or *for*.**

1. Give these papers … my secretary. 2. Could you make some coffee … us? 3. Book a flight … me, will you? 4. Can you post this cheque … the hotel? 5. Don’t show these plans … anyone. 6. Leave a message … Miss Simpson.

7. Fetch the file … me, could you? 8. Write a memo … all managers.

**3. Make negative sentences using the negative word given in brackets.**

1. Where is everybody? I don’t see anyone here (no-one). 2. He doesn’t ever tell anybody about our plans (never). 3. He doesn’t drink, smoke or eats meat (neither … nor). 4. My parents don’t go out these days (hardly ever).

5. These suggestions are not very helpful (none of). 6. We don’t know anything about her family (nothing). 7. I like his attitude to studies (not … at all). 8. The country doesn’t have any industry (scarcely). 9. They also want to take part in the discussion (not … either). 10. She is a researcher too. (not … either.)

**LANGUAGE REVIEW 2**

**Verb tenses: Present Simple**

**1. Study the sentences below and explain the use of the Present Simple.**

1. I usually go away at weekends. 2. What do you suggest? 3. Don’t you take sugar in your coffee? 4. How often do you work in the university library? 5.It’s Monday tomorrow. 6. Do they know her address? 7. She doesn’t take a bus to work. 8. What time does the train leave tomorrow? 9. These plants don’t grow in cold climates 10. I declare the meeting open.

**2.Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.**

1. We (come) from Ukraine. 2. I (not/walk) to work every morning.

3. (you/spend) your holidays in the country? 4. He (not/speak) Spanish. 5. She (enjoy) reading popular science very much. 6. (it/take) you long to get to your office? 7. (you/not/know) the dress code of your company? 8. (he/not read) newspapers? 9. Paul (be) good at mathematics and statistics. 10. I (not/be) keen on playing active sports. 11. (they/be) on business here? 12. (I/not/be) right?

13. (she/not/be) a sociologist like you? 14. He seldom (have) evening meals at home. 15. (you/not have) a photocopier in your office?

**LANGUAGE REVIEW 3**

**Pronouns**

**(A) Personal pronouns**

**1. Fill the blanks with personal object pronouns.**

1. Were you at the meeting last Thursday? I didn’t see … there. 2. We want to help you. Please tell … about your problems. 3. Where’s my passport? I can’t find … . 4. They’re not married now. She left … half a year ago. 5. My parents are coming this weekend. Would you like to meet …? 6. Janet’s a nice woman. Do you know …? 7. I’m not ready. Please give … some more time. 8. I can’t open the door. Could you open … for me? 9. Those pictures are very nice. How do you find …? 10. She speaks very quickly. We can’t understand … .

**(B) Possessive determiners and pronouns**

**1. Use personal pronouns or possessive adjectives.**

1. The boss left an hour ago. I didn’t see … . 2. Bill takes … music lessons on Monday. It’s the only day … is free after college. 3. When the Browns moved into a new flat, … gave … new address, so I could visit … .

4. The room is on the ground floor; … windows face the garden. I’m sure you’ll like … . 5. I invite … to a party at … place. I hope … will bring … husband with … . 6. My wife likes to visit … friends who live not far from … house. 7. Nelly and … cousin are spending … holidays in Florida which … visit every year. 8. No one had … watch on. 9. Everybody took … turn. 10. Anybody can bring … friends with … .11. Business has … laws. If you’re not going to keep the appointment, cancel … . 12. Robert is so secretive. What’s … opinion if it, … wonder? 13. Ms Jones and Mr Blake are on … way to the meeting. 14. Fred isn’t too particular about … course paper. You ought to talk to … right now. 15. We can’t yet say what good this information is for … .

**2. Rewrite the sentences using possessive pronouns as in the model.**

* Is that **my** newspaper? – Is that newspaper **mine**?

1. It isn’t his idea, it’s **her** idea. 2. This is a beautiful garden. It’s a lot bigger than **our** garden. 3. Can you give this key to Andrew and Sheila? It’s **their** key. 4. Whose car is this? – It’s **my** car.5. What a nice picture! Is it **your** picture? 6. Which room is **his** room? 7. Is that man one of **your** friends? 8. We go on holidays with some of **our** friends. 9. Michael often has arguments with one of **his** neighbours. 10. Sometimes they invite some of **their** colleagues to their flat.

**3. Write the correct possessive pronouns or adjectives using the prompts in brackets.**

1. … printer wasn’t working, so I used … (I/he). 2. … parents live nearby but … live somewhere abroad (he/she). 3. Whose camera is this? Is it … (you)? 4. You know it’s not … money. It’s … (you/I). 5. I don’t like … new lecturer at all. What’s … like (we/you)? 6. I’m afraid this car isn’t … . My parents often lend it to me but it is … (I/they). 7. … TV set has a better picture than … (you/we). 8. Do you have … pen, or would you like to borrow … (you/I)? 9. Excuse me, those are … seats (we). 10. I want to change … computer. I’d like to buy one like … (I/you).

**(C) Reflexive and emphatic pronouns**

**1. Study the sentences *a-i* below. State in which of them pronouns are used:**

1) to indicate that the subject and the object are the same person;

2) to show that the action of the verb is performed by the subject rather than by someone else (emphatic use);

3) to mean ‘alone’;

4) to mean ‘without assistance’.

a. Nick entertains himself every weekend.

b. The plan itself is good.

c. Aren’t she pleased with herself?

d. We’d like to see it ourselves.

e. Did you do all this by yourself?

f. She was sitting in the corner by herself.

g. Why do you always do everything by yourself?

h. She likes living by herself.

i. I’d like to see it myself.

**2. Fill the blanks with reflexive pronouns where necessary.**

1. Do help … to the cakes and juice. 2. We didn’t know who that man was. He didn’t introduce … . 3. All my colleges enjoyed … at our house-warming party.

4. When do you feel … glad? 5. We usually make redecorations … . 6. His wife never cooks … . 7. Look at the kitten! It’s washing … . 8. Where shall we meet …? 9. John, be careful! Don’t hurt … . 10. I often talk to … when I’m alone. 11. I don’t think she knows many people. When I see her, she always … . 12. The box is too heavy for me to lift it … .13. Do you like working with people or do you prefer working … .

14. Does he go on holiday … ? 15. We usually decorate our flat completely … .

**Unit 2**

**VOCABULARY 1**

**1. Guess the meaning of the following international words. Differentiate between semi-international words and ‘false friends’:**

|  |
| --- |
| gesture *n* effect *n* emotional *adj* intensive *adj* inadequate *adj* intelligence *n.* |

**2. Complete the following sentences with the international words from Exercise 1.**

1. \_\_\_\_ bombing had destroyed the city. 2. We invited our new neighbors to dinner as a \_\_\_\_ of friendship. 3. The child’s bad behavior is a result of \_\_\_ problems. 4. I felt \_\_\_\_ in my new job, so I left. 5. She put her hands together and bowed her head in that traditional \_\_\_ of respect. 6. One of the \_\_\_\_ of bad weather is a poor crop.

**3. Translate the sentences. Pay special attention to the word *intelligence*.**

1. Intelligence is a general mental capability to reason, solve problems, think abstractly, learn and understand new material. 2. We sent out planes to gather intelligence on their radar coverage. 3. He’s a child of normal intelligence but he’s emotionally immature. 4. Business intelligence refers to company’s know-how, intellectual property items, implemented intelligent databases (or knowledge bases), expert management systems, automated control systems, telecommunications networks and Internet technologies. 5. To be good at the game you need a reasonable level of intelligence. 6. John showed high intelligence from an early age. 6. Intelligence sources denied the newspaper reports.

**READING**

**1. Before you read the text discuss the following questions.**

1. Do you think that children with no social experience could communicate verbally or by means of gestures with others?

2. Could children secluded from human contact perform such basic functions as walking, feeding, or cleaning themselves?

3. What should they be provided with to learn to behave like humans do?

**2. Read the text to check your ideas.**

**The Impact of Isolation**

Two classic cases of extreme isolation have been documented by Kingsley Davis. In one case, a 6-year-old girl named Anna was discovered in a Pennsylvania farmhouse attic where her family had been hiding her because she was illegitimate. Fed almost nothing but milk, Anna had received little physical care or emotional attention. When found by a social worker, she could not walk, talk, or take care of her own basic needs. She also showed no signs of intelligence and was totally indifferent to others. Having missed six years of socialization from her family, Anna never smiled or laughed.

After many months of care and training in a special school, Anna learned to wash herself, walk, talk, and play with other children. When she died at the age of 10, she was socially and mentally functioning at about a 2-year-old’s level.

In a second case a 6-year-old Ohio girl named Isabelle was discovered living with her deaf mother in a dark room. Unlike Anna, Isabelle had had the advantage of her mother’s interaction. Because her mother was deaf, Isabelle did not learn conventional language nor develop speech. But she did communicate with gestures. When found, Isabelle was thought to be deaf because she did not seem to hear words. After a slow start in an intensive training program, Isabelle began rapidly to learn to speak and to put sentences together. One and one-half years later, she had developed an extensive vocabulary and could ask complicated questions. Later she achieved an apparently normal level of development and attended school with other children.

The cases of Anna and Isabelle illustrate the effects of inadequate social interaction on human development. Without care, training, and love from adults, without the social experiences of group life, children are unable to develop a human personality.

**3. Answer the following questions on the text.**

1. Why was Anna hidden in a farmhouse?
2. In what way did lack of physical care and emotional attention affect Anna?
3. For how long has Anna been kept away from the society?
4. How much time did it take Anna to reach a two-year-old’s level?
5. Where was Isabelle found?
6. Was she completely deprived of human interaction?
7. Describe Isabelle’s progress while doing an intensive training program.
8. Why are children unable to develop a human personality in certain situations?
9. What facts from the text help to underscore the impact of socialization on human development?

**SPEAKING**

**1. Work in pairs. Discuss the following.**

1. Did both girls have physical and cognitive potential to learn?

2. Why was Isabelle’s developmental success greater than Anna’s?

3. In your opinion which skills are the most complicated to learn for any child secluded from human contact?

**VOCABULARY 2**

**1. Match the numbered words on list A with their lettered explanations on list B:**

|  |  |
| --- | --- |
| A | B |
| 1) illegitimate  2) advantage  3) deaf  4) conventional  5) complicated  6) attend | a) difficult to understand or fair  b**)** a condition giving a greater chance of success  c**)** traditional and ordinary  d**)** unable to hear, either completely or partly  e**)** forbidden by law, not legal  f) go officially and usually regularly to a place |

**2. Now choose the appropriate word to complete the following sentences. You may have to change the form of some words.**

1. \_\_\_ weapons are not nuclear. 2. The relationship is a bit \_\_\_\_ – he’s my mother’s cousin’s daughter’s child. 3. The \_\_\_\_ of booking tickets in advance is that you get better seats. 4. After all, how do people think who are completely \_\_\_\_ from birth and have never heard a word spoken? 5. The rebels regard the official parliament as \_\_\_ .

6. The experience gave him the \_\_\_\_ over me. 7. I \_\_\_\_ the seminars for a month or two.

**LANGUAGE REVIEW 1**

**Sentence structure: interrogative sentences**

**(A) Question words: interrogative pronouns and adverbs**

**1. Put in correct question words.**

1. … the nearest bank? 2. … don’t you ask him about it? 3. … do you go to college? 4. … do you think of Mike? 5. … tall is he? 6. … from here do they live? 7. … notebook is that? 8. … money do you have on you? 9. … time does she get back? 10. … people work in your company? 11. … took my umbrella yesterday?

**(B) Questions**

**2. Put questions to the underlined words.**

1. They received the fax an hour later.2. Luisa has a very interesting job. 3. Jill goes to work by bus. 4. He is a very good writer; I try to read all his books. 5. Ann telephoned somebody. 6. She works in a bank. 7. I refused to join them because I was tired. 8. Something strange happened three days ago.

9. Their children go to university. 10. Somebody wants to see her.

**LANGUAGE REVIEW 2**

**Verb tenses: Past Simple**

**1. Study the sentences below and explain the use of the Past Simple.**

1. We invited them to our house-warming party. 2. They lived in a small village for ten years. 3. Did you go out last night? 4. He entered the room, greeted everybody and asked about the meeting. 5. Didn’t you use to have a car? 6. I didn’t have time to phone you. 7. She used to practice sports a lot. 8. Where were you on Sunday? 9. It wasn’t cold yesterday. 10. I was angry because they were late.

**2. Put the verb in brackets into the correct past simple form. Use positive, negative or interrogative structures.**

1. We (ask) them to stay for the weekend but they (refuse). 2. I (knock) at the door of their office but nobody (answer). 3. She (collect) all the questionnaires two days ago. 4. I (not/like) the way he (reply) to me. 5. He (not/know) how to answer that question. 6. He (not/introduce) me to the audience. 7. (they/report) on their progress last term? 8. When (you/interview) the applicants? 9. (they/ not/ call) you the day before yesterday? 10. Why (you/not/attend) the meeting last Friday?

**LANGUAGE REVIEW 3**

**Demonstratives: this, these, that, those**

**1. Study the sentences (a-j) and complete the rules (1-7) below.**

1. We use … and … for things near the speaker. … goes with a singular or uncountable noun and … goes with a plural noun.

2. We use … and … for things further away. … goes with a singular or uncountable noun and … goes with a plural noun.

3. We use … to introduce people and … to identify people.

4. On the phone we use … to say who we are and … or … to ask who the person is.

5. … also mean “near in time” and … “further away in time”.

6. To refer forward to something that is just going to happen or something that we are going to say, we use … .

7. To refer back to something that has just happened or was mentioned, we normally use ….

a. What was **that** noise? – I didn’t here anything*.*

b. Have a look at **this** printout. **These** figures aren’t very good.

c. I’m working as a tourist guide **this** summer. I’m pretty busy **these** days.

d. I don’t like to say **this**, but I’m not happy with the service here.

e. **That**’s Andrew over there.

f. Do you remember **that** summer we all went to Spain? **Those** were the days.

g. Hello? **This** is Laura speaking. Who’s **this/that**, please?

h. They say **this** next programme is quite interesting.

i. Jake, **this** is my friend Rita.

j. The biggest problem was the accent. **That** was difficult for me.

**Unit 3**

**VOCABULARY 1**

**1. Look through the following international words. Guess their meaning. Correlate them with the given groups of similar words:**

|  |
| --- |
| concept *n* separate *adj*  initiate *v*  identity *n* phenomenon *n .* |

a) [open](http://www.yourdictionary.com/open), [start](http://www.yourdictionary.com/start), [begin](http://www.yourdictionary.com/begin);

b) isolated , insulated, autonomous;

c) [idea](http://www.yourdictionary.com/idea), [theory](http://www.yourdictionary.com/theory), [notion](http://www.yourdictionary.com/notion);

d) event, fact;

e) [individuality](http://www.yourdictionary.com/individuality), uniqueness, [character](http://www.yourdictionary.com/character).

**2. Read the illustrative sentences. Be sure you understand them.**

1. \_\_\_\_\_ fraud is a 21st century crime effecting more than 100,000 people in the UK every year. 2. There are UFO groups which investigate the UFO \_\_\_\_\_: like the well known BUFORA (British UFO Research Association). 3. Audio programming has become cheap and easy to make and has led to the rapid spread of the podcasting \_\_\_\_\_. 4. Where do some of the fundamental \_\_\_\_\_ of Hinduism come from? 5. These two issues need to be kept quite \_\_\_\_\_ to avoid confusion. 6. Certain signs of a cultural \_\_\_\_\_ can’t be imitated. 7. They decided to \_\_\_\_ legal proceedings against the newspaper.

**3. Complete the sentences with the words from Exercise 1.**

1. Parents can use the site to \_\_\_\_\_ discussion about generation gap. 2. In the early 1980s, US doctors began to notice a strange \_\_\_\_. 3. Ethnic festivals contribute greatly to keeping national \_\_\_\_\_. 4. The charity Centre \_\_\_\_\_ a new program. 6. Alfred Adler introduced the \_\_\_\_\_ of the “inferiority complex”. 5. The middle school and the high school are in two \_\_\_\_ buildings. 7. I have my public life and my private life, and as far as possible I try to keep them \_\_\_\_\_.

**READING**

**1. Before you read the text do the following test to understand your self-portrait.**

Please write 10 answers to the question “Who am I?” Answer as if you are giving the answers to yourself, not to someone else. Do not worry about logic or importance.

**2.** **When you have completed your list, analyze your test as follows:**

1. Place an Anext to descriptions that refer to *physical characteristics* such as your build, height, gender, and appearance. The statements should be easily validated using a mirror, yardstick, or scale.

1. Place a B next to references to your *social status,* such as daughter, student, salesclerk, or manager of the baseball team. This category should contain descriptions that are socially defined and validated.
2. Put a C next to your descriptions of your *abstract characteristics* that transcend particular situations, for example, “I am friendly” or “I am a football fan”. These are statements that pertain to qualities that differ from one situation to another but that characterize your personal style.
3. Finally, put a Dnext to statements that are relatively *vague* and *global,* for instance, as “I am a person” or “I am at one with the universe”.

When you are finished add up the number of A’s, B’s, C’s, and D’s. Statements made in response to the question “Who am I” reflect the different relationships people have with their objective world.

Category A: conceptions of the self as a physical structure in time and space (I am six feet tall), termed *physical*.

Category B: the self identified in terms of positions within social roles and structures (I am a psychologist), termed *social.*

Category C: as a social actor abstracted from social structure (I am not very self confident), termed *reflective.*

Category D: conceptions of the self as abstracted from physical being, social structure and social action, that is to say, non self-identifying statements (I am a human being), termed *oceanic*.

Which category did you use most frequently? Which next, and least?

**The Self and Socialization**

When you were very little, you learned to tell dolls, chairs, trees, and countless other things apart and to designate them symbolically by name. But you did even more. You came to use symbols to designate yourself. By naming yourself as others named you, you created another kind of object – the self. The self is the set of concepts you use in defining who you are. It is the human sense of ‘I’: the awareness you have of yourself as a separate being who is able to think and to initiate action.

In everyday speech, you recognize the existence of the self in such phrases as ‘proud of oneself’, ‘talking to oneself’, ‘1osing control of oneself’. In brief, you not only interact with others; you also ‘interact’ with yourself.

The Self is the core of our humanness; it provides us with the capacity to observe, to respond to, and to direct our own behavior. The sense of self distinguishes you as a unique person, different from all others. It gives you a feeling of place in the social and physical world and of continuity across time. And it provides the basis for identity – your answer to the question “Who am I?”

The self represents the sum total of people’s conscious perceptions of their own identity as distinct from others. It is not a static phenomenon but continues to develop and change throughout our lives.

The emergence and gradual development of the self is a central part of the socialization process.

Sociologists and psychologists have expressed interest in how the individual develops and modifies the sense of self as a result of social interaction.

**3. Answer the following questions.**

1. What does the idea of the Self involve?

2. How do you recognize the existence of the Self in everyday speech?

3. What provides basis for person’s identity?

4. Does the Self remain unchanged through your life?

**4.** **Complete the following sentences. Use information from the text.**

1. The Self provides us with …

2. The sense of Self gives you …

3. The central part of socialization process is …

4. Social interaction contributes to …

5. The Self is the core of our humanness because …

**SPEAKING**

**1. Pick up all the definitions of the Self from the text. Which explanation is the clearest?**

**2. Describe your own Self. Use the results of the 10 statement test.**

**3. Give the 10 statement test to another person and see how your self-portrait compares to theirs.**

**VOCABULARY 2**

**1. Match the numbered words on list A with their lettered explanations on list B:**

|  |  |
| --- | --- |
| A | B |
| 1) awareness | a) a way of understanding or interpreting something. |
| 2) existence | b) the process of appearing |
| 3) perception | c) the fact or state of being, living |
| 4) emergence | d. having knowledge of something |

**2. Complete the sentences with the words above.**

1. The \_\_\_\_\_ of small Japanese cars in the 1970s challenged the US and European manufacturers. 2. Public \_\_\_\_\_ of AIDS has helped to limit the spread of the disease. 3. Even though he had done nothing illegal, the public’s \_\_\_\_\_ was that he had acted dishonestly, and he was forced to resign. 4. Modern cosmology believes the Universe to have come into \_\_\_\_\_ about fifteen billion years ago. 5. These photographs will affect people’s \_\_\_\_\_ of war.

**3. Substitute words from the text for the words in bold in the sentences below:**

|  |
| --- |
| designate, define, recognize, observe, respond to, direct, distinguish. |

1. A man’s dress **indicates** his rank and calling. 2. You can **explain** the word *difficult* as ‘not easy’. 3. He **admitted** that he was not qualified for the post. 4. Children learn by **watching** adults. 5. The police **react to** emergencies in just a few minutes. 6. Wisdom is profitable **to** [**guide**](http://www.yourdictionary.com/guide). 7. It is his Italian accent that **characterizes** him.

**4. In the text of the unit you have come across the verb *tell*. Freely combining with postpositions it may form various phrasal verbs. These sentences will help you understand some of their principal meanings.**

1. I can’t **tell** the twins **apart** – they are very much alike. 2. He **told** **on** his classmate who had cheated on the exam. After that, the classmate was expelled from the college. 3. His extreme nervousness **told** **against** him in the interview. 4. So, you think you can **tell** heaven **from** hell. 5. I remember my father to be healthy and strong but now age begins to **tell on** him. 6. I was so mad at Bob that I **told** him **off**. By the end of the day, I had **told off** everyone else, too.

**5. Match the numbered phrasal verbs with their lettered meanings:**

|  |  |
| --- | --- |
| 1) tell against | a) to distinguish |
| 2) tell on | b) to give evidence; inform, give away information about somebody |
| 3) tell apart | c) to testify against |
| 4) tell from | d) to differentiate |
| 5) tell on | e) to scold someone,to attack someone verbally |
| 6) tell off | f) to affect, to have an impact (on) |

**6. Now choose the appropriate postposition to complete the following sentences.**

1. He hurt me that’s why I was going to tell father \_\_\_ him. 2. The customer told \_\_\_ the waiter for bringing cold soup. 3. Do you think you can tell the original watch \_\_\_ the imitation? 4. All those late nights are telling \_\_\_ your work. 5. You’d better say nothing until your lawyer comes: everything you’ll say now may tell \_\_\_ you.

**LANGUAGE REVIEW 1**

**Verb tenses: Future Simple**

**1. Study the sentences below and explain the use of the Future Simple.**

1. I don’t think I’ll do any work tonight. I’m too tired. 2. Will you come to lunch? – Yes, thank you. I’d love to. 3. Shall I pack up your shopping for you? – Oh, thank you. 4. What will happen, I wonder? 5*.* That bag looks heavy. I’ll help you with it. 6. I’ll have some salad, please. 7. I won’t tell anyone what happened. I promise. 8. We’ll probably be home late this evening. 9. Where will you be this time next year? 10. Shall we go out together? – Good idea.

**2. Complete the conversations using prompts and the verbs below:**

|  |
| --- |
| be (2), rain, have, open, give, help, do, pass, take. |

1. What would you like? – … orange juice. 2. Shall we go out tonight? – … too tired, I think. 3. We’ve lost the key to the office. – … to look for it. 4. I’m worried about the exam. – Oh, … all right. 5. I haven’t got any transport. – … a lift. 6. Will you fix this shelf? – … in a couple of minutes. 7. The whether doesn’t look very good. – Do you think … ? 8. It’s stuffy here. – … the window? 9. It’s a long way from here. – … a bus? 10. Tom is rather lazy. – Yes, is. I’m sure … the examination.

**LANGUAGE REVIEW 2**

**Sentence structure: There (be)**

**1. Use the verb *be* in the correct form.**

1. There … an album and two copy-books on the desk. 2. There … ten chairs and a table in the room. 3. … there much money in the wallet? 4. How many pages … there in the book? 5. … there any news from him? 6. The room seemed empty. There … hardly any furniture. 7. There … a lot of summer clothes in this shop last year. 8. In the newspapers there … lots of information about computers. 9. There … good as well as useless advice. 10. There … no means of changing the situation.

**LANGUAGE REVIEW 3**

**Pronouns**

**(A) Quantitative pronouns**

**1. Put in *much, many, a little,* or *a few.***

1. The receptionist didn’t give me … information. 2. I can lend you … money until tomorrow. 3. I don’t think there are … mistakes in his report. 4. Only … students are going to fail the exam. 5. We didn’t have … opportunity to talk to him. 6. There is only … water in the bottle. 7. I’m sorry, I haven’t got … time. 8. Not … people come here on Mondays. 9. Only … employees stayed in the office. 10. Can I ask you … questions?

**2. Complete the sentences with *little* or *few*.**

1. Three mistakes are not many, they are … .2. Is there really so … paper left? 3. Unfortunately, they gave us … information. 4. Very … people will believe this. 5. She’s lucky. She has … problems. 6. How many copies do we have? – Sorry, very … 7. Be quick. There’s … time. 8. Most of the town is modern. There are … old buildings. 9. He isn’t popular. He has … friends. 10. She doesn’t want to wait. She’s got very … patience.

**3. Choose between *much, many, (a) little* and *(a) few.***

1. Say … and do … .2. He knows … but the … he knows he knows well. 3. He is the man of … words. 4. … heard about the book, but … read it. 5. She has very … knowledge of the matter. 6. There isn’t … harm in it. 7. There are … things I’d like to add. 8. My engagements were … and I was glad to accept the invitation. 9. I think that … rest will be good for you. 10. Very … people know about it.

**(B) Indefinite pronouns**

**1. Put in *some, any,* or *no*.**

1. Are there … students here from France? 2. There is … news from Ann, but there is not … from Maria. 3. If … difficulties arise, let me know. 4. They have … really good ideas. Have you got …? 5. Can …of you help us? 6. Would you like … coffee? – … more, thank you, I’ve had … .7. Is there …one who speaks Chinese? 8. I can’t see my briefcase … where. 9. … thing tells me you have … news for me. 10. It’s a famous place. …one can tell you how to get there.

**2. Complete the sentences with *some, any, no,* or *none*.**

1. Put … sugar in your coffee, there is … in it. 2. Have … salad, it is very good. – No, thank you I don’t want … .3. You may read … book you like.

4. Can I have … water, please? 5. Will you have … more ice-cream? – Thanks, … more for me. 6. Do they get … news from him? – No, … at all. 7. Sugar? – No, thank you. I take … sugar with my tea. 8. There was … time left, so we decided not to wait for her. 9. I’m interested in … information you can give me on this question. 10. I have … time to speak to you. I’m very busy.

**3. Complete the sentences using *somebody, something, anybody, anything, nobody* or *nothing.***

1. The exam was very difficult. … passed. 2. There’s always … he doesn’t understand. 3. Is there … else you would like to know? 4. I don’t want … at all.

5. Shall we go anywhere for the weekend? – Sorry, we can’t. We all have … to do. 6. … serious can come out of this. 7. Bob has very important information. It’s … you would like to learn. 8. I’m sure we can do … under the circumstances. 9. I think there is … strange about those people. 10. … ever interests him. 11. Pat, there is … at the entrance who wants to speak to you. 12. Do you know … here? 13. … is here to see you. 14. If … comes she will give you a call. 15. … tells me anything.

**Unit 4**

**VOCABULARY 1**

**1. Guess the meaning of the following international words. Mind the meaning of the ‘false friend’ *actually*:**

|  |
| --- |
| context *n*, phase *n*, stage *n*, imitate *v*, symbol *n*, specific *adj*, parallel *adj*, action *n*, actually *adv*. |

**2. Put the international words above instead of the words and phrases in bold below.**

1. The meeting is for the **special** purpose of discussing the merger. 2. She **faked** her mother’s signature on the permission form. 3. Some of the younger pop bands try **to take** their musical heroes from the past **as a model.** 4. The virus attacks **particular** cells in the brain. 5. The majority of men put on black ties, and many women also wore some **emblem** of mourning. 6. The project is only in the initial **phase** as yet, but it’s looking quite promising. 7. Sometimes it is difficult to guess the meaning of the word without **a surrounding text**. 8. **In fact**, I didn’t see her – I just heard her voice. 9. This problem calls for swift **activities** from the government.

**3. Complete the sentences with the words from Exercise 1.**

1. The money is intended to be used for \_\_\_\_\_ purposes. 2. They produce artificial chemicals which exactly \_\_\_\_\_ particular natural ones. 3. He \_\_\_\_\_ her accent perfectly. 4. Scotland’s “stone of destiny” is the most famous \_\_\_\_\_ of both Scottish nationhood & the British monarchy. 5. We’re entering a new \_\_\_\_\_ in international relations. 6. The idea of people as autonomous individuals has become something of a mantra in recent years, but in fact most of us make decisions within a social or family **\_\_\_\_\_.** 7. Large meteorites \_\_\_\_\_ come from the asteroid belt. 8. If you perform negative \_\_\_\_\_, then you will suffer negative consequences and positive consequences will result from positive \_\_\_\_\_.

**READING**

**1. Before you read think of the following.**

1. Do you care much about what other people think of you?

2. Do you try to create certain impressions about yourself in the minds of others?

3. You may be engaged in the same activity when you’re alone and when you’re watched. Do you think you’ll behave differently? Or do you behave in the same way both when you’re alone and when you’re watched?

**SOCIOLOGICAL APPROACHES TO THE SELF**

**The looking-glass** **self**. Early in this century, the sociologist Charles Horton Cooley (1864-1929) used the metaphor of a ‘looking glass’ to describe how our consciousness arises in a social context. He called the looking-glass self that process by which we imaginatively assume the stance (position) of other people and view ourselves as we believe they see us. Our ability to take the perspective of another person – to be an audience to our own actions – is a basic requirement for all social behavior. It is the foundation of role playing. As sociologist Albert K. Cohen observes: “We cannot really tell whether we are ‘leaders’, ‘glamour girls’, ‘pool sharks’, or ‘brains’ without venturing into the icy waters of social interaction, trying our hand at the role, and seeing how others respond.”

The process of developing a self-identity or self-concept has three phases. First, we imagine how we present ourselves to others – to relatives, friends, even strangers on the street. Then we imagine how others evaluate us (attractive, intelligent, shy, or strange). Finally, we develop some sort of feeling about ourselves, such as respect or shame, as a result of these impressions.

A subtle but critical aspect of Cooley’s looking-glass self is that the self results from an individual’s ‘imagination’ of how others view him or her.

**Stages of the Self.** George Herbert Mead developed a useful model of the process by which the self emerges, defined by three distinct stages.

During the preparatory stage, children merely imitate the people around them, especially family members with whom they continually interact.

As they grow older, children become more adapt at using symbols to communicate with others. Symbols are the gestures, objects, and language that form the basis of human communication. Mead was among the first to analyze the relationship of symbols to socialization. As children develop skill in communicating through symbols, they gradually become more aware of social relationships. As a result, during the play stage, the child becomes able to pretend to be other people.

In Mead’s third stage, the game stage, the child of about eight or nine years old no longer just plays roles but begins to consider several actual tasks and relationships simultaneously. At this point in development, children grasp not only their own social positions, but also those of others around them.

**Presentation of the Self.** The heart of Erving Goffman’s analysis is the process he called the presentation of self, which means the ways in which individuals attempt to create specific impressions in the minds of others. This process is also called impression management. In examining such everyday social interactions, Goffman makes so many explicit parallels to the theater that his view has been termed the dramaturgical approach. According to this perspective, people resemble performers in action. For example, a clerk may try to appear busier than he or she actually is if a supervisor happens to be watching. A customer in a singles’ bar may try to look as if he or she is waiting for a particular person to arrive.

Goffman has also drawn attention to another aspect of the self – face-work. An individual has to initiate face-saving behavior if the self suffers because of embarrassment or some form of rejection.

**2.** **Answer the following questions.**

1. What process is called a ‘looking-glass self’?

2. What is the foundation of role playing?

3. Do you agree with Albert K. Cohen’s opinion?

4. Describe a process of developing a self identity.

5. What does the presentation of the Self mean?

6. Why does Goffman think people resemble actors?

7. What examples does the text give to explain dramaturgical approach perspective?

**3.** **Complete the following sentences.**

1. The preparatory stage of the Self involves … .

2. During the play stage of the Self, the child becomes able to pretend to be other people because … .

3. In the third stage of the Self children … .

**SPEAKING**

**1.** **Describe the process of developing a person’s self-identity in accordance with three phases of a mental process called ‘looking glass self’ in the following cases.**

1. A person may believe that he/she has been putting on weight and has become ‘fat’;

2. A student may react strongly to a teacher’s criticism and decide (wrongly) that the instructor views the student as stupid.

**2.** **Match the following examples to the Mead’s stages of the self.**

1. A small child bangs on a piece of wood while a parent is engaged in carpentry work.

2. Just as an actor “becomes” a character, a child becomes a doctor, parent, superhero or ship captain.

3. In a football game the players must understand their own and everyone else’s positions.

**3.** **In response to a rejection at the singles’ bar, a person may engage in face-work. What would he say to save his face?**

**VOCABULARY 2**

**1. Match the following sociological terms to their definitions:**

|  |  |
| --- | --- |
| 1) dramaturgical approach  2) impression management  3) looking-glass self  4) consciousness  5) self-identity  6) self-concept | a) the process through which people try to control the impressions other people form of them. It is an attempt to [influence](http://en.wikipedia.org/wiki/Social_influence) the [perceptions](http://en.wikipedia.org/wiki/Perception) of other people about a person; a process by which people in social situations manage their dress, words, and gestures to correspond to the impressions they are trying to make  b) the whole set of attitudes, opinions, and cognitions that a person has of himself  c) our perception of how other people perceive and evaluate us; the self-image an individual forms by imagining what others think of his or her behavior and appearance  d) the conscious recognition of the self as having a unique identity  e) an alert cognitive state in which you are aware of yourself and your situation  f) a perspective that regards social life as a theatre, people as actors, their actions as performance, social roles as theatrical roles and social environment as an audience |

**2. Translate the sentences paying special attention to the sociological terms.**

1. A waiter may ‘not see’ a customer who wants more coffee if the waiter is on a break. Sociologist Erving Goffman examined such behavior using the dramaturgical approach. 2. The concept of looking-glass self means that just like the reflections in a mirror, the self depends on the perceived responses of others. 3. The victim, Michelle Taliman, regained consciousness and was transported to Guam Memorial Hospital for treatment. 4. Sarcastic people tend to be heavy into impression management, always trying to sound smart or witty. 6. Parents know that discipline is not the enemy of their child’s self-concept. Discipline is a critical attribute that, if eliminated from a child’s life, will lead them to ruin. 7. Phinney considers ethnic identity as being part of one’s self-concept. Namely, ethnic identity is manifested in one’s self-concept by way of knowledge of group membership and an affirmation, sense of belonging, and commitment to that membership. 8. Researchers from Pennsylvania State University examined the relationship between weight status and self-concept in a group of girls five years of age. 9. Research suggests that regular physical exercise can decrease stress, improve self-concept, provide an outlet for socializing and decrease symptoms of depression.

**3. Use the clues to complete the puzzle.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 |  |  |  |  |  |  | 2 |
|  | | |  |  | | |  |  |  |
|  | | 3 |  |
|  |  | | |  |
| 4 |  | 5 |  |  |  |  |  |
|  |  |  | | |  |  |
|  |  |  |
| 6 |  |  |  |  | 7 |  |
|  |  |  |  | |  |  |
|  |  |  |  |
|  | | |  |  |
|  | 8 |  |  |  |  |  |  |  |
|  |  | |  |  |  |  | |
|  |  | |
| 9 |  |  |  |  |  |  |

**Across**

1) to judge the quality, importance, amount or value of something

5) to experience physical or mental pain

6) small but important

8) the group of people together in one place to watch or listen to a play, film, someone speaking, etc.

9) to try to do something, especially something difficult

**Down**

2) confusion

3) to be similar to

4) to understand something, especially something difficult

7) clear and exact

**4. Complete the sentences with the words from the puzzle.**

1. After the earthquake, the city \_\_\_\_ a battlefield. 2. She lectures to \_\_\_\_ all over the world. 3. It’s impossible to \_\_\_\_\_ these results without knowing more about the research methods employed. 4. Don’t \_\_\_\_\_ to do these tricks at home. 5. I gave her very \_\_\_\_\_ directions how to get here. 6. I don’t like making speeches in public because of \_\_\_\_\_. 7. The \_\_\_\_\_ nuances of English pronunciation are hard to master. 8. The Government has acknowledged that homelessness is a problem but it has failed to \_\_\_\_\_ the scale of the problem. 9. If you’re not happy with it, you should complain. Don’t just \_\_\_\_\_ in silence.

**LANGUAGE REVIEW 1**

**Verb tenses: Present Continuous**

**1. Study the sentences a-d below. Which one describes:**

1) actions which are happening right now;

2) temporary activities that are happening in a period around now but not necessarily at the moment of speaking;

3) changes happening around how;

4) personal arrangements and plans?

a. Linda wants to work in Italy, so she’s learning Italian.

b. Please don’t make so much noise. I’m working.

c. I’m not working tomorrow, so we can go out somewhere.

d. The cost of living is increasing. Every year things are more expensive.

**2. Complete the sentences with one of the following verbs in the correct form:**

|  |
| --- |
| get, rain, help, have, speak, look, leave, enjoy, change, work. |

1. Where are Brian and Steve? – They … a talk with clients. 2. Let’s go out now. It … any more. 3. Hello, Sarah. … you … the party? 4. You … hard today. – Yes, I have a lot to do. 5. I … for Christine. Does anybody know where she is? 6. The world … . Things never stay the same. 7. Paul and Ann have had an argument. They … to each other. 8. What time … they … tomorrow? 9. Some colleagues of mine … me to conduct the survey. 10. The economic situation is already very bad and it … worse.

**3. Say what was going on in your office when the boss came in.**

* The secretary, to chat with a friend. – *The secretary was chatting with her friend.*

1. The programmer, to play computer games 2. Derek and Mike, to listen to pop music 3. Helen and Mary, to look through fashion catalogues 4. Martha, to copy files from the boss’s computer 5. Thomas and I, discuss last Friday’s football match.

**LANGUAGE REVIEW 2**

**Be going**

**1. Study the sentences (a-f) below. Which of them describe:**

1) future arrangements, i.e. things that people intend to do;

2) future happenings, i. e. something that the present situation helps you to predict.

a. My friend Robert is going to take a new job.

b. Be careful! You’re going to fall.

c. What exactly are they going to do?

d. Look at those black clouds! It’s going to snow.

e. We’re not going to approve of the idea.

f. It’s 8.50 already. He’s going to be late for work.

**2. Use either *Present Continuous* or *be going to*. Give two variants where possible.**

1. We (visit) our colleagues tomorrow. 2. How many people (arrive) today? 3. We (have) a Chinese meal tonight. 4. They (buy) some new office furniture next week. 5. The new government (have) a lot of problems. 6. We (stay) at home this weekend. 7. Be careful with that device! You (break) it. 8. My friends (come) to my place on Friday. 9. Who (tell) him the news? 10. Hurry up! We (miss) the train.

**3. Put the verbs in brackets into the correct form. Use either *Future Simple* or *be going to*.**

1. (you/come) to my house, please ? 2. Look at that tree! It (fall) down.

3. Can you help me? This letter is in French. – Certainly. I (translate) it for you. 4. We (spend) the weekend in the country. 5. The sky is very dark. It (rain). 6. (he/take part) in the competition? 7. I’m sure she (forget) about your warning. 8. I (leave) for home. – Wait a minute and I (come) with you. 9. She (buy) her son a computer game for his birthday. 10. Do you think it (take) you much time to do the work?

**LANGUAGE REVIEW 3**

**Noun**

**(A) Plurals**

**1. Rewrite the words in the plural form and read them aloud:**

a)shop, bridge, dictionary, potato, sandwich, play, belief, roof, bus, factory, reading-room, table, taxi, family, valley, tomato, city, spoonful, stop, journey;

b) scarf, man, mouth, house, woman, thief, postman, mouse, life, grown-up, editor-in-chief, passer-by, leaf, tooth, shelf, child, knife, piano, mother-in-law, man-servant, woman-doctor;

c)calculus, matrix, antenna, basis, formula, curriculum, species, medium, index, phenomenon, appendix, analysis, stimulus, crises, nucleus, series, datum, criterion, dogma, focus, means, bureau.

**(B) Subject-Verb Agreement**

**1. Use the verbs in the correct (singular or plural) form.**

1. Good advice (help) a lot. 2. Now many items of information (be) there in your table? 3. The data (be) not accurate. 4. Mathematics (be) one of my favourite subjects when I was at school. 5. The goods (arrive) to the warehouse every two days. 6. Your clothes (hang) on the chair. 7. My watch (be) five minutes fast. 8. No news (be) good news. 9. His hair (need) cutting badly. 10. Money alone (do) not make you happy.

**(C) Possessive Case**

**1. First study the following examples.**

The woman’s opinion, Sarah’s passport, Jack and Jill’s wedding, the cat’s mat, the name of the man who lent us the money, the door of the garage, the bottom of the page, the government’s decision/the decision of the government, Italy’s largest city, my sisters’ room, the Carters’ house, the men’s changing room, next week’s meeting, a week’s journey, three months’ holiday.

**Now complete the rules:**

1) **-’s** is usually used …;

2)**-s’** is used …;

3) ***of***  is usually used …;

4) either **-’s** or ***of*** can be used … .

|  |
| --- |
| a) for people and animals; |
| b) for things, ideas etc.; |
| c) after a singular noun; |
| d) after a plural noun; |
| e) for an organization; |
| f) for places; |
| g) with time expressions; |
| h) when a plural noun doesn’t end in **-s;** |
| i) when a noun has a long right attribute. |

**2. Join the two (or three) nouns. Use -*s, -s* or *of:***

1) the owner/that house; 2) the nephew/ Kate; 3) the briefcase/that man;

4) the top/the page; 5) the son/Charles 6) the cause/problem; 7) the newspaper/yesterday; 8) the birthday/my niece; 9) the name/this street; 10) the toys/children; 11) the new manager/the company; 12) the results/our experiments; 13) the car/their neighbors; 14) the ground floor/the building; 15) colleagues/John and Mary; 16) the economic policy/the government; 17) the husband/Patricia; 18) the wife/the man sitting in front of us; 19) the wedding/the friend/Helen;.20) the car/the parents/Steve.

**3. Write a new sentence beginning with underlined words.**

1. The meeting tomorrow will start at 3 p.m. 2. The events last week aroused a lot of rumours. 3. The only cinema in the town is going to close down. 4. Exports from Britain to that country are falling. 5. Tourism is the main industry in the region.

**4. Translate these word combinations.**

Син мого знайомого, дочки моєї подруги, діти наших друзів, книга нашого викладача, друг моєї сестри, друзі мого брата, батьки моїх друзів, один з моїх колег, одна з машин його дядька, кімната мами і папи, студентське життя, будинок її родичів, чоловіки цих жінок, в гостях у моєї тітки, двогодинна поїздка, тижнева відпустка, півгодинна прогулянка, вчорашня газета, сьогоднішні новини, тижневий термін, хвилинна зупинка, населення Європи, національне надбання.

**(D) Noun Compounds**

**1. Translate these noun compounds.**

A bank manager, a road accident, income tax, the city centre, a television programme, language problems, a shopping bag, a system model, a control system, an argument force, the hotel reception desk, a table tennis table, World Swimming Championship, birth control devices, a plant construction project, a three-hour journey, a ten-pound note, two 14-year-old girls, a three-page letter, a four-week English course.

**2. What do we call these things and people?**

1. A ticket for a concert is a … . 2. The results of your examinations are your … . 3. Somebody whose job is to inspect factories is a … .4. Insurance for a car is … . 5. A request for help is a … .6. Photographs taken on our holiday are our … . 7. The table in the dining-room is a … . 8. A headline in a newspaper is a … . 9. A crisis in government policy is a … . 10. A question that has two parts is a … .

**Unit 5**

**VOCABULARY 1**

**1. Explain the meaning of the following international words. The definitions a-e may be helpful:**

|  |
| --- |
| aspect *n* campus *n* therapy *n* stress *n* transform *v.* |

a) to change completely;

b) the buildings of a college/university and the land that surrounds them;

c) a distinct feature or element;

d) great worry caused by a difficult situation;

e) a treatment which helps someone feel better, grow stronger, etc.

**2. Complete the sentences with the words from Exercise 1. Sometimes you’ll have to change the form of the word.**

1. Joining a club can be a\_\_\_\_\_ for loneliness. 2. The reorganization will \_\_\_\_\_ the British entertainment industry. 3. Which \_\_\_\_\_ of the job do you most enjoy? 4. Have you thought about the problem from every \_\_\_\_\_? 5. Computers have \_\_\_\_\_ the way work is done. 6. There’s accommodation for about five hundred students on \_\_\_\_\_. 7. Yoga is a very effective technique for combating \_\_\_\_\_ . 8. Freshmen at many universities are not allowed to live off \_\_\_\_\_. 9. A farmer has to handle various \_\_\_\_\_ of the business. 10. People under a lot of \_\_\_\_\_ may experience headaches, minor pains and sleeping difficulties.

**READING**

**1. Before you read the text think of the following.**

1. When you were a child, did you rehearse for becoming a first-year pupil?
2. What did you do to choose the university to study in? (look at publications, campus visits, using the web, etc.)
3. When you played with other children, did you rehearse different social roles?
4. What games did you play? What parts in these games did you act?

**ANTICIPATORY SOCIALIZATION**

The development of a social self is literally a lifelong transformation that begins in the crib and continues as one prepares for death. Two types of socialization occur at many points throughout the life course: anticipatory socialization and resocialization.

Anticipatory socialization refers to the process of socialization in which a person ‘rehearses’ for future positions, occupations, and social relationships. Preparation for many aspects of adult life begins with anticipatory socialization during childhood and adolescence and continues throughout our lives as we prepare for new responsibilities. You can see the process of anticipatory socialization taking place when high school students start to consider what colleges they may attend. Traditionally, this meant looking at publications received in the mail or making campus visits. However, with new technology, more and more students are using the Web to begin their college experience. Colleges are investing more time and money in developing attractive Web sites. Students will be able to take ‘virtual’ campus walks and hear audio clips of everything from the alma mater to a sample zoology lecture.

Occasionally, as we assume new social and occupational positions, we find it necessary to unlearn our previous orientation. Resocialization refers to the process of discarding former behavior patterns and accepting new ones as part of a transition in one’s life. Often resocialization occurs when there is an explicit effort to transform an individual, as happens in reform schools, therapy groups, prisons, religious conversion settings, and political indoctrination camps. The process of resocialization typically involves considerable stress for the individual.

**2. Answer the following questions.**

1. For how long does a person develop his social self? 2. How do the sociologists define the term ‘anticipatory socialization’? 3. Why is anticipatory socialization so important for every person? 4. Why does a person sometimes find it necessary to unlearn his previous orientation? 5. How is the term ‘resocialization’ defined?

**3.** **Complete the following sentences using information from the text.**

1. A person may experience two types of socialization – … . 2. One example of anticipatory socialization process is … . 3. The examples of resocialization are … .

**SPEAKING**

**1. In what way do you rehearse for your future occupation?**

**2. Discuss a situation in your own life, or the life of a close friend or family member, when resocialization occurred.**

**VOCABULARY 2**

**1. Match the terms (1-7) to the definitions (a-g):**

|  |  |
| --- | --- |
| 1) anticipatory socialization  2) resocialization  3) indoctrination  4) reform school  5) religious conversion | a) teaching someone to accept doctrines [uncritically](http://www.rhymezone.com/r/d?u=uncritically&loc=fdef)  b) adoption of new religious beliefs that differ from the person’s previous beliefs.  c) the process of discarding former behavior patterns and accepting new ones as part of a transition in one’s life.  d) the process of learning how to perform a role attached to a status we do not yet occupy.  e) correctional [institution](http://www.rhymezone.com/r/d?u=institution&loc=fdef) for the detention and discipline and training of young or first offenders |

**2. Translate the following sentences containing some terms from Exercise 1.**

1. Indoctrination is often distinguished from [education](http://en.wikipedia.org/wiki/Education) by the fact that the indoctrinated person is expected not to question or [critically examine](http://en.wikipedia.org/wiki/Critical_thinking) the [doctrine](http://en.wikipedia.org/wiki/Doctrine) they have learned. 2. By the time he was 11, he had run away from home twice, often after his father threatened to kill him and threw knives at him. He was put in a juvenile home for ‘family problems’ and later sent to reform school, where he was mentally and physically abused. 3. Muslim religious extremists pursue ‘love jehad’ to convert to the Muslim religion. As a result around 4,000 girls have been subjected to religious conversion since 2005 after they fell in love. 4. There’s a lot of brain washing in those indoctrinationcamps.

**3. Complete the puzzle. Use the clues below.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | | 4 |
|  |
| 1 | 2 |  |
|  |  |  | |  |
|  |  | 3 |  | |  |
|  |  |  |  |
|  |  |  |  |
|  | 5 |  |  |  |  |  |
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| 6 |  |  |  |  |  |  |  |  |
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|  |

**Down:**

1) the period between being a child and being a grown person

2) place where somebody was educated:the school, college, or university that somebody formerly attended

3) get rid of as useless

4) clear and fully expressed

**Across:**

5) believe, admit, agree

6) practise (a play, concert, etc.), in preparation for public performance

**4. Use some of the phrases from Exercise 2 in the following sentences.**

1. On her way to her interview she silently \_\_\_\_\_ what she would say. 2. Our manager was quite \_\_\_\_\_ about her expectations of the team, and we all know what we need to accomplish today. 3. Hwang succeeded in cloning a dog. He named it Snuppy after Seoul National University, his \_\_\_\_ \_\_\_\_. 4. The horse was owned by Peter Willmott at the start of his racing career, named after his\_\_\_\_ \_\_\_\_, Willliamstown College. 5. Customers who have purchased the affected products should \_\_\_\_\_ any unused portions or bring their purchase receipt to Giant Food for a full refund. 6. We \_\_\_\_\_ weekly in central Birmingham on Tuesdays – 6.30 to 8.30pm. 7. He was quite \_\_\_\_\_ about the matter – he left no doubt about what he meant. 8. After graduating from Redford Union and earning a teaching certificate from Eastern Michigan University, he returned to his \_\_\_\_ \_\_\_\_ where he taught for 33 years.

**5. Match the right and the left hand columns to make noun-noun partnerships which occur in the text. Use some of the phrases in the sentences of your own.**

|  |  |
| --- | --- |
| campus  college  zoology  campus  behaviour  therapy  reform  indoctrination | camp  lecture  groups  school  experience  walks  pattern  visit |

**6. Practice a cinquain with active nouns from the text.**

e.g. Campus *n*.

Meaning: the university territory.

Adjectives: large, international*.*

Verbs: live, study , communicate.

Sample sentences: A campus includes libraries and lecture halls.

**LANGUAGE REVIEW 1**

**Verb tenses: Past Continuous**

**1. Study the sentences below and explain the meaning of the Past Continuous.**

1. When I last saw him, he was trying to find a job. 2. While Carol was packing things, I was doing some shopping. 3. I saw you in the park on Monday. You were sitting on the bench and reading a book. 4. John was waiting for me when I arrived. 5. This time last June we were staying in Berlin and taking part in a conference.

**2. Complete the conversation using the past continuous forms.**

Jessica: I (look) for you yesterday morning, Vicky. I’m afraid I’ve broken the calculator.

Vicky: Oh no! What (you/do)?

Jessica: I (take) it to my study. I bumped into Tom. He (come) out just as I (go) in.

Vicky: I expect it was your fault. You (not/look) where you (go).

Jessica: Sorry. I’ll buy you another as soon as I have some money.

**3. Put the verbs into the correct form, *Past Simple* or *Past Continuous*.**

1. I (see) him in the street the day before yesterday. He (hurry) somewhere. 2. She (walk) home when she (meet) Dave. 3. The television (be) on but nobody (watch). 4. I (meet) Tom at the airport a few weeks ago. We (have) a chat while we (wait) for our flights. 5. At 8 o’clock yesterday evening they (have) dinner with some friends. 6. Michael (fall) asleep while he (read) a book. 7. (you/go) out last night? – No, I was too tired. 8. What (you/do) at 10 o’clock Last Friday? 9. How fast (you/drive) when the accident (happen)? 10. We (be) in a very difficult position; we (not/know) what to do.

**LANGUAGE REVIEW 2**

**Pronouns**

**Defining pronouns**

**1. Complete these sentences with *all,* *everything,* *everyone* or *everybody.***

1. He didn’t say where he was going. … he said was that was going to be quick. 2. … was very kind to us. They did … everything they could to help us. 3. Why are you always thinking about money? Money isn’t … . 4. I can’t stand him. He disagrees with … I say. 5. Ann told me … about her new job. 6. Can … write their names on a piece of paper, please? 7. Some wives don’t do any of the housework. Their husbands do … .8. I can’t lend you any money. … I have on me is a pound and I need that. 9. Jill is a nice girl and efficient secretary. … likes her. 10. We didn’t spend much time in the supermarket. … we bought was a bottle of water.

**2. Supply the appropriate word out of those given in brackets.**

1. I can give you only this dictionary; I have no (another/other). 2. Ken lost his wallet yesterday and needs to buy (another/other). 3. I see only five copies here. Where are (the other/the others)? 4. Will you kindly give me (another/the other) issue of the magazine? 5. There were a lot of people in the hall; some were reading, (others/the others) talking. 6. Two of the company left, (others/ the other) stayed for the night. 7. He is one of the best of all (other/the other) managers in our company. 8. There are six offices in the building. (Each/Every) has its own entrance. 9. I travel (each/every) day. 10. We have (each/every) our own desk at work.

**3. Complete these sentences with *either, neither*, or *both*. Use *of* where necessary.**

1. Do you want tea or coffee? – … I really don’t mind. 2. Where’s Michael? Is he at work or at home? – … He’s away on business. 3. Three are two copies here. Do you mind which I take? – No, take … . 4. Where did you go for your holidays – France or Italy? – We went to … . A week in France and a week in Italy. 5. When shall I call you – morning or afternoon? – … I’ll be in all day. 6. What day is it today – the 15th or the 16th? – … It’s the 17th. 7. I tried twice to phone George but … times he was out. 8. … Pat’s parents are from New York. 9. … Tom’s parents is English. His father is Polish and his mother is French. 10. I have two sisters and a brother. My brother works but … my sisters are students.

**LANGUAGE REVIEW 3**

**Numerals**

**1. Look at the five lists of numbers and choose a term from the box that describes each one. Add the next numbers to each sequence:**

|  |
| --- |
| cardinal numbers, ordinal numbers, decimal numbers, fractions percentages. |

1) 0, 15, 30, 45 …;

2) 1st, 2nd, 3rd …;

3) ¼, 1/2, ¾, 1, 1/3, 2/3 …;

4) 0.25, 0.50, 0.75 …;

5) 9%, 18%, 36% … .

**2. Look at the written form of the dates, times, money and dimensions. Say them aloud:**

1) 21.102002, 14.12.1985, 1.5.1800, 9.3 2010, 8.7.1893;

2) 7.05 p.m., 3.45, 4.15, 9.35, 12.30, 3.55;

3) €100, $101, ¥1,000, €1,101, £5,000, $1,000,000, £1,000,000,000;

4) 10cm, 1,000kg, 1000cm2, 5.8km, 15m, 4g.

**3. Write the numbers in these sentences in words.**

1. In some countries higher earners pay out 2/3 of their salary in tax.

2. Give me a ring. My number is 832944.

3. He was born in Italy in 1900.

4. Her birthday is on August 5.

5. Last week, they announced a 1.5% reduction in prices.

**LANGUAGE REVIEW 4**

**One**

**1. Study the sentences below and comment on the use of *one*.**

1. Do you have any books on gardening? I’d like to borrow one. 2. There are only white envelopes left. We have used all the coloured ones. 3. Can one play tennis by oneself? 4. Only one person came. 5. Which key do you want? – The one that is lying on the table. 6. I’ve got several booklets. Which one /which ones would you like? 7. One can’t always get what he wants. 8. To do something oneself is often easier than getting someone else to do it. 9. One should do one’s duty. 10. There were three letters and one of them was for you. 11. There is one thing to sort out before I live. 12. The problem is one that caused us a lot of trouble. 13. This box is a bit small – have you got a slightly bigger one? 14. One of my favourite books as a child was *Treasure Island*. 15. Great pictures make one think. 16. Haven’t you got a mobile phone? You should buy one. 17. One would rather have a study to oneself. 18. If necessary, one can always consult a dictionary. 19. It makes one wonder if the government know what they are doing. 20. The train was crowded, so we decided to catch a later one.

**2. Put in *one/ones* where necessary.**

1. I’d like you to meet our new secretary. – Is she the … who joined us last week? 2. I’d like to test-drive one of theses cars. – This … or that …? 3. Which monitor are you going to buy? – The largest … .4. Take away those dirty cups and get some clean … . 5. Which car do you prefer? – The red … . 6. Here are the journals. These are the … you asked for. 7. Which computer did you use? – The … that is in your office. 8. Two of those articles will be useful for you. – Which …? 9. Which client did you meet? – The … who is from Milan. 10. I’d like to buy one of these magazines. Please give me the latest … . 11. This copy is torn. Bring me another … .12. Which is my seat? – Take the … that is nearest to you. 13. There are two vacant tables over there. Which … will you occupy? 14. You asked me to get you a reference book. Is this the … you wanted? 15. I’ve got enough bad news. Give me no more … .

**3. Complete the sentences with *one, you, people, we* or *they* meaning ‘people in general’. Variants are possible.**

1. … can never be too careful. 2. He marketed some of his inventions and made a fortune, … say. 3. … can be really cruel sometimes. 4. Do … have the right to destroy the world in which … live? 5. … live in a complex world. 6. I don’t care what … think. 7. … can never be sure what he’ll do the next moment. 8. … say it’s bad luck to spill salt. 9. … have to be careful with people you don’t know. 10. If you are not known to the Bank, … usually require someone to speak for you.

**Unit 6**

**VOCABULARY1**

**1. Look through the following international words. Explain the reason for dividing them into two groups:**

a) agent *n*, clique *n*, volunteer *n*, creative *adj*;

b) convert *v*, explicit *adj*.

**2. Put the international words above instead of the words and phrases in italics below.**

1. What’s the formula for *changing* pounds into kilos? 2. The program demands that students are well-organized, committed and *producing original and unusual ideas*. 3. *Active forces* of socialization are the people and groups that influence our self-concept, emotions, attitudes, and behavior. 4. My father became *a person who changed his beliefs*to Roman Catholicism, so he and my mother could raise children together in the same faith. 5. Our manager was quite *direct* about her expectations of the team, and we all know what we need to accomplish today. 6. She was very *clear* about what she thought was wrong with the plans. 7. Virginia is proud to belong to *an exclusive circle* of rich [student](http://www.yourdictionary.com/student)s at a private school called ‘The Top 10’.8. Since it would be a highly dangerous mission, the Lieutenant asked for *those who will perform it willingly and without being paid*. 9. The Priory School closed in 1977 and *was changed* into [apartment](http://www.yourdictionary.com/apartment)s. 10. I gave her very *exact* directions how to get here.

**3. Complete the sentences with the words from Exercise 1.**

1. The struggle between the [militarist](http://www.yourdictionary.com/militarist) \_\_\_\_\_s is destroying what remains of the unity of the country. 2. NESTA’s Fellowship is the project for young people and it supports exceptionally \_\_\_\_\_ young people aged between 10 and 21 years old. 3. We can also \_\_\_\_\_ [exist](http://www.yourdictionary.com/exist)ing digital data to meet the specifications of a new system. 4. It’s a \_\_\_\_\_ army with no paid professionals. 5. In order to satisfy this demand E-commerce 123 has gathered a team of [highly](http://www.yourdictionary.com/highly) experienced \_\_\_\_\_ website developers. 6. Since interactive toys can serve as \_\_\_\_\_ of socialization, the drawbacks can lead to special problems as children develop and seek information about how to behave in everyday situations. **7**. He was not very \_\_\_\_\_ about when he was planning to visit me. 8. Against us we [have](http://www.yourdictionary.com/have) a well-organised \_\_\_\_\_ **,** with its hands on the apparatus of power.

**READING**

1. **Before you read the text answer the questions.**

1. In your opinion, which agent of socialization is the most important?

2. Which of the agents of socialization has influenced you the most?

3. As the agent of socialization, what function should TV perform: entertaining, informative, educative?

**AGENTS OF SOCIALIZATION**

The continuing and lifelong socialization process involves many different social forces that influence our lives and alter our self-images.

**Family.** We experience socialization first as babies and infants living in families; it is here that we develop an initial sense of self. Most parents seek to help their children socialize them into the norms and values of both the family and the larger society. Infants can be viewed as objects of socialization. Yet they also function as socializers. He or she converts adults into mothers and fathers.

As the primary agents of childhood socialization, parents play a critical role in guiding children into gender roles deemed appropriate in a society.

**School.** Like the family, schools have an explicit mandate to socialize children into the norms and values of culture. Schools foster competition through built-in systems of reward and punishment, such as grades and evaluations by teachers.

Schools can reinforce the divisive aspects of society, especially those of social class. For example, higher education in the United States is quite costly. Less affluent young people may never receive the preparation that would qualify them for the society’s best-paying and most prestigious jobs.

**Peer group.** As a child grows older, the family becomes somewhat less important in social development. Within the peer group, young people associate with others who are approximately their own age and who often enjoy a similar social status.

Peer groups, such as friendship cliques, youth gangs, and special-interest clubs, maintain a meaningful system of rewards and punishments. The group may encourage a young person to engage in volunteer work in hospitals and nursing homes. On the other hand, the group may encourage someone to violate the culture’s norms and values by driving recklessly, shoplifting, engaging in acts of vandalism, and the like.

Gender differences are noteworthy in the social world of adolescents. Males are more likely to spend time in groups of males, while females are more likely to interact with a single other female.

**Mass Media and Technology**. In the last 75 years, media innovations – radio, motion pictures, recorded music, television, and the Internet – have become important agents of socialization. Television, in particular, is a critical force in the socialization of children.

Watching television is, above all, a passive experience; one sits back and waits to be entertained. It is generally agreed that children (as well as adults) are exposed to a great deal of violence on television.

Television, however, is not always a negative socializing influence. Creative programming can assist children in developing basic skills essential for schooling. Some television programs expose young people to unfamiliar lifestyles and cultures. Not only do children learn about life in “faraway lands”, but also inner-city children learn about the lives of farm children and vice versa.

Similar issues have been raised regarding the content of the Internet. In recent years, people have been expressing concern about the type of material that children can access on the Internet, especially pornography.

Sociologists and other social scientists try to consider what impact Internet communication may have on socialization. Preliminary studies do suggest that heavy Internet use affects the traditional agents of socialization because the Internet user interacts less with family and has fewer friends.

1. **Answer the following questions based on the text.**

1. What is parents’ primary function?

2. At what stage of social development does their role become less essential for children?

3. How useful do you think the television programs are?

4. How does the Internet influence family relationships?

1. **Mark the following statements as true or false.**

1. Parents serve as socializers in the family but they can’t change their children’s lives.

2. Schools are involved in the long process of socialization.

3. People’s way of living depends on various social forces.

4. Peer group includes the pupils of the same age.

5. There is no dependence between status and a person’s life success in a society.

6. As a rule, a boy-teenager prefers a company of a single girl.

7. The more a child uses the Internet, the more friends he or she makes.

8. The group shows great impact on a teenager.

9. In the United States the study in the University costs much.

**SPEAKING**

**1. Discuss the following points.**

1. In groups of tree, discuss if adults themselves experience socialization in the family. Share your opinions with other groups.

2. Speak of other ways the family influence a child. Complete the paragraph:

Also in a family children observe their parents as they express \_\_\_\_\_, deal with \_\_\_\_\_, quarrel with \_\_\_\_\_, complain about \_\_\_\_\_, and so forth. Also in a family the child develops a model of what being \_\_\_\_\_ and being a \_\_\_\_\_ are like.

3. Have you ever been closely connected with any peer group?

**2.** **Over to you.**

1. What can be the negative consequences of belonging to certain peer groups?

2. Do you think the person who spends significant amounts of time on-line in chat rooms creating a new peer group?

3. Sometimes the people we interact with on-line present themselves as something they are not. What does it mean for socialization?

**VOCABULARY 2**

**1. Substitute verbs from the text for the phrases in italics in the sentences below:**

|  |
| --- |
| associate with, entertain, access, alter, reinforce, foster, violate, encourage. |

1. Although long-distance phone calls are going up, the charge for local calls will not *change*. 2. I’m trying to *help develop* an interest in classical music in my children. 3. His behaviour merely *strengthened* my dislike of him. 4. The council is *promoting* the development of the property for both employment and recreation. 5. They were charged with *breaking* federal law. 6. The tax inspector gained complete *right to use* the company files. 7. We hired a magician to *amuse* the children. 8. The only *way to enter* the village is by boat.

**2. Complete the sentences with the verbs from exercise above. Sometimes you should change the form of the word.**

1. Giving up our car has radically \_\_\_\_\_ our lifestyle. 2. Homework only \_\_\_\_\_ [what](http://www.yourdictionary.com/what) was successfully learned in class. 3. The doctor has been accused of \_\_\_\_\_ professional ethics. 4. They were discussing the best way to \_\_\_\_\_ democracy and prosperity in the country. 5. The final technical report into the accident \_\_\_\_\_ the findings of initial investigations. 6. It seems that the planes deliberately \_\_\_\_\_ the cease-fire agreement. 7. We were \_\_\_\_\_ to learn foreign languages at school. 8. Most children’s television programmes aim to educate and \_\_\_\_\_ at the same time. 9. The system has been designed to give the user quick and easy \_\_\_\_\_ to the required information.

**LANGUAGE REVIEW 1**

**Sentence structure: imperatives**

**1. What would you say in the following situations? Use *do* to sound more polite, worried or annoyed.**

1. You want to offer your colleague a chocolate.

Here you are. …

2. You are worried that you will be late.

…, or we’ll be late.

3. You are studying while your friends are talking and laughing.

Oh, … . I’m trying to concentrate.

4. Offer your guest a seat.

…, won’t you?

5. You want to invite your brother to a students’ party.

… to our next Friday’s party. I’d like to introduce my groupmates to you.

**2. Complete the sentences with *let me*, *let’s,* *let him/her/them* or *let’s not*.**

1. … hope that he got your message in time. 2. … help you with those bags. 3. She says she’s going to sell her story to the newspapers! Well, … 4. … just sign these papers and I’ll be with you. 5. What time shall we leave? – … think. Yes. Eight o’clock will be OK. 6. … jump to conclusions. Everything may change any minute. 7. … all get together over Christmas. 8. … face it – no one is going to lend us any money for conducting another survey. 9. There are some reporters waiting in the hall. – … wait. 10. … argue about such trifles.

**3. What would you say in these situations? Write sentences with a question tag.**

1. Ask Rachel to pass you the files. – Pass me …

2. Warn David not to say anything silly during the interview. – Don’t …

3. Ask Mark to give you an example. – Give us …

4. Offer your colleague to type his report. – Let me …

5. Suggest to Vicky that you both go to the concert. – Let’s …

6. Suggest to your friends that you not tell anyone about what happened. – Let’s not …

7. Warn everybody not to throw away these papers. – Please don’t …

**4. Put in *you*, *everybody, somebody, anybody*.**

1. … answer the phone. 2. Relax, … . 3. Don’t … say a word. 4. … just sit down and relax for a bit. 5. … meet the guests at the airport and … book a table for lunch.

**LANGUAGE REVIEW 2**

**Verb tenses: Future Continuous**

**1. Study the sentences below and explain the meaning of the Future Continuous.**

1. I’m going on holiday on Saturday. This time next week I’ll be lying on a beach or swimming in the sea. 2. At 11 o’clock tomorrow she’ll be working in her office. 3. Tom and Laura will be cleaning the house tomorrow. They always do it on Sunday. 4. The party will be starting at 5 o’clock. 5*.* Will you be going anywhere near chemist’s this morning? – Yes, why? – Could you get me some aspirin, please?

**2.Use the verbs in brackets in either *Future Simple* or *Future Continuous*.**

1. This time tomorrow we (have) an English class. 2. Don’t worry! I (write) to you as often as possible. 3. Don’t wait for me. I (work) for some time. 4. While the boss is away, I (work) in his office. 5. (I/go) to the post-office for you? 6. I think there (be) a lot of people at the presentation.

7. (you/use) your scanner today? – If not, can I borrow it?8. I’m going to go into business when I leave colleague. Five years from now I (run) a big company. 9. (they/come) if we invite them? 10. Don’t leave. We (have) tea in a few minutes. 11. How long (you/ use) this computer? – You can have it in a minute. 12. Andrew can’t go to the party. He (work) all day next Friday.

13. (you/read) your magazine tonight? I’d like to have a look at it. 14. I (go) downtown in the afternoon. (I/get) you anything? 15. What (we/do) in ten years’ time, I wonder?

**LANGUGE REVIEW 3**

**Sentence structure: It (be) … that/who/which**

**1. Rewrite the sentences to focus attention on the underlined information.**

1. He can turn to us for support. 2. She usually visits them on Thursday. 3. George found the right answer. 4. They want money badly. 5. She first heard the news from Francis. 6. I met him in London.7. Ann prefers bright colours. 8. I like most people at work, but I hate the boss’s assistant. 9. I’m most worried about the statistics exam. 10. The computer gives me a headache. 11. Professor Erickson is giving a consultation in Room 45. 12. He is feeling unwell because he’s working so hard. 13. They managed to save the firm by improving service. 14. I get along with him because he is a kind person. 15. Things got worse after you left.

**LANGUAGE REVIEW 4**

**Do**

**1. Study the sentences and comment on the meanings of *do.***

1. What do you do in the evenings? 2. Ann thinks there is something wrong with the figures, and so do I. 3. Don’t just stand there. Do something. 4. I did quite a lot of work yesterday. 5. Do sit down. 6. I think I’ll do the letters tomorrow. 7. During the holidays I’m going to do some walking and a lot of reading. 8. She doesn’t like interviewing, but I do. 9. You posted my letters yesterday, didn’t you? 10. I did French and German at school. 11. He told me to break the news to Ann. I did it as delicately as I could. 12. I don’t do much sport now, but I did play football when I was younger. 13. What do you do about children’s education? 14. All he did was shake hands and wish me luck. 15. I promised to get the book, and I’ll do so as soon as possible.

**SELF-STUDY**

**GRAMMAR REFERENCE**

**I**

**SENTENCE STRUCTURE**

**Simple statements**

A simple sentence is a single clause with a subject and a verb. Simple sentences can also have an object, a complement and an adverbial. There are five main structures which we can use to make a simple statement.

**1. Subject + Verb**

Something happened.

**2. Subject + Verb + Direct Object**

You need a good rest.

**3. Subject + Link Verb + Complement**

It was a big problem.

Everything seems fine.

The complement, which is usually expressed by a noun or adjective phrase, often comes after *be.* Other most commonly used link verbs are *appear, become, get, feel, look, seem, stay and sound.*

**4. Subject + Verb + Adverbial**

Their office is nearby.

He comes from Argentina.

An adverbial can be an adverb or a prepositional phrase.

**5. Subject + Verb + a) Indirect Object + Direct Object** or **b) Direct Object + Prepositional Object**

David bought Rita a nice present.

David bought a nice present for Rita.

We can add various types of adverbials to all the five main structures.

**Verbs with Two Objects**

Verbs that have two objects can form two structures*:* **indirect object + direct object or direct object + prepositional object.**

Emma gave Rachel a CD. – Emma gave a CD to Rachel.

We can use *to*with these verbs: *bring, feed, give, hand, lend, offer, owe, pass, pay, post, promise, read, sell, send, show, take, teach, tell, throw, write.*

Customers pay money to the cashier.

*For* is used with the following verbs: *book, bring, buy, choose cook, fetch, find, get, leave, make, order, pick, reserve, save.*

She cooks dinner for the whole family.

Note:If there is a pronoun and a noun after the verb, the pronoun usually comes before the noun.

Henry is very fond of Mary. He often gives her flowers.

Henry bought some flowers. He gave them to Mary.

**Negative statements**

To form negative sentences, we usually use the negative word *not***,** which is put after the first auxiliary, often in contracted form.

I do not like either writing reports or speaking in public.

He doesn’t speak English very well.

We can also use other negative words (pronouns, adverbs, conjunctions) to negate a statement. Note that only one negative word is usually possible in a negative statement.

Nobody ever does anything here.

You never write to her.

He neither does anything himself nor lets others do.

Neither he nor you owe me any explanation.

**Imperatives**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Person | Singular | | Plural | |
| + | – | + | – |
| 1st | Let me V |  | Let’s V | Let’s not V |
| 2nd | V | Don’t V | V | Don’t V |
| 3rd | Let him/her V |  | Let them V |  |

Imperatives are used

* to tell or ask people to do things;

Tell him you are not free this evening.

* to give advice or instructions;

Don’t stay up too late.

Press this button to start the device.

* to make suggestions or orders;

OK, let’s all get moving.

Let him wait.

* to encourage and offer;

Try again – you nearly did it.

Have some more tea.

* to express wishes for people’s welfare.

Enjoy your holiday.

An imperative followed by *and* or *or* can mean the same as an if-clause.

Don’t do that again or you’ll be in trouble. (If you do that again …)

We can make an emphatic imperative with *do*.

Do forgive me.

Note that although *do* is not normally used as an auxiliary with *be*, this happens in negative and emphatic imperatives.

Don’t be silly.

Do be more careful.

*Always* and *never* come before imperatives.

Always remember what I told you.

Never speak to me like that.

The imperative doesn’t usually have a subject, but we can use a noun or a pronoun to make it clear who we are speaking to.

Mary come here – everybody else stay where you are.

Don’t you believe it.

After 2nd person imperatives, common question tags are *will you?, would you?, can you?, could you?. Can’t you?* and *won’t you?* are more emphatic. After negative imperatives, *will you?* is used.

Wait here for a minute, will/would you?

Don’t tell anybody, will you?

Be quiet, can/could/ can’t you?

After 1st person imperatives, *shall I?* and *shall we?* are used In British English.

Let me phone her, shall I? – Yes, do please.

Let’s go for a walk, shall we? – Yes, lets.

To make a negative 1st person imperative we say *Let’s not* or sometimes *Don’t let’s* (BrE informal).

Let’s not get angry.

Don’t let’s argue like this.

A passive structure *get + Ved* *(Participle II)* is often used to tell people to arrange for things to be done to them.

Get vaccinated as soon as you can.

**Focus Structures**

**It (be) … that/who**

When we want to focus attention on (or emphasize) one part of a sentence, we can use a special structure *It (be) … that.*The information we want to emphasize comes after *be* and is followed by a clause beginning with *that* and sometimes *who*, or *which.*

Helen bought the computer from Tom. – No, it was Nick that Helen bought the computer from.

He entered the university last year. – No, it was two years ago that he entered the university.

**There (be)**

The empty subject *there* is used to point out the existence of something. A sentence like *A restaurant is round the corner* is possible but unusual. A phrase with *a(n)* usually gives a new information, and so should normally come at the end of a sentence. Instead we use a structure with *there + be* to express the idea that something exists.

There’s a restaurant round the corner.

There was a message for you yesterday.

I think there’ll be a corporate party this Friday.

The subject *there* is not stressed and is spoken in its weak form. It is not the same as the adverb *there* meaning ‘in that place’.

There was a nice restaurant there.

In structures with the empty subject *there*, we often use an adverbial in end position. But we can use *there + be* without an adverbial, especially with nouns expressing a situation or an event.

I’m afraid, there’s a problem. (= A problem exists.)

I think there’s been a mistake. (= A mistake has been done.)

The noun phrase coming after *be* has an indefinite meaning – it can have *a(n), some, any, no*, a number or a noun with the zero article. Quantifiers such as *many, much, a lot of, lots of*, or *several* can also be used in this structure.

There was no time to look for the replacement.

It there anything you want to tell us?

There were four candidates for the post, weren’t there?

Is there much memory in this notebook?

There’s hot water if you want to make some tea.

The verb *be* agrees with the noun that comes immediately after it. But in informal speech you may here *there’s* before a plural.

There was a newspaper and two magazines on the table.

There are some letters and a parcel for you.

There’s some people to see you.

The subject *there* is mostly followed by the verb *be*. Some other verbs are possible but only in a formal or literary style: *appear, arrive, come, emerge, enter, exist, follow, lie, live, occur, remain, result, seem, sit, stand, take place.*

There now follows a party political broadcast.

There seemed no difference in the prices in both shops.

**II**

**VERB: ACTIVE VOICE**

**SIMPLE TENSES**

|  |  |
| --- | --- |
| **Present Simple** | |
| **(+)** | a) V/V(e)s  b) do/does V |
| **(–)** | don’t/doesn’t V |
| **(?)** | Do/Does …V? |
| **(?/–)** | Don’t/Doesn’t … V? |
| **Be** | |
| **(+)** | I am  He/she/it is  We/you/they are |
| **(–)** | I’m not  He/she/it isn’t  We/you/they aren’t |
| **(?)** | Am I …?  Is he/she/it …?  Are we/you/they …? |
| **(?/–)** | Am I not …?  Isn’t he/she/it …?  Aren’t we/you/they …? |

We use the **Present Simple**

* to say that something happens all the time or repeatedly;

Nokia manufactures mobile phones.

My boss doesn’t smoke.

* to express states or facts which are true in general;

She likes her coffee black.

What does this word mean?

The earth goes round the sun.

* with adverbs of frequency (*always, almost/nearly always, often, sometimes, occasionally, seldom/rarely, hardly ever, almost never , never, etc*) to tell us how often something happens;

She always leaves the office at 4 p.m. on Friday.

* with some verbs (*advise, agree, apologize, declare, insist, promise, recommend, refuse, suggest*) to describe instant actions which begin and finish at the moment of speaking;

I promise I won’t be late.

* to talk about schedules and fixed plans.

The meeting is at 4 p.m. next Friday**.**

|  |  |
| --- | --- |
| **Past Simple** | |
| **+** | Ved  did V |
| **–** | didn’t V |
| **?** | Did … V? |
| **?/–** | Didn’t … V? |
| **Be** |  |
| **+** | I/he/she/it was  We/you/they were |
| **–** | I/he/she/it wasn’t  We/you/they weren’t |
| **?** | Was I/he/she/it …?  Were we/you/they …? |
| **?/–** | Wasn’t I/he/she/it …?  Weren’t we/you/they …? |

We use the **Past Simple**

* to describe a single action or a series of completed past actions;

I finished my course paper yesterday.

She wrote an e-mail, typed the address and sent it.

* to speak about past habits and states.

How long did you live in Paris?

He worked in the same company for forty years.

Note: The phrase *used to*is also used to speak about past habits and states. If something used to happen, it means that it happened regularly in the past but no longer happens.

I used to watch TV a lot but now I prefer reading or going out.

I used to think he was unfriendly but now I realize he’s a very nice person.

|  |  |
| --- | --- |
| **Future Simple** | |
| **(+)** | will V  will V |
| **(–)** | won’t V |
| **(?)** | Will ….V? |
| **(?/–)** | Won’t … V? |

We use the **Future Simple**

* to speak about instant decisions, when you decide on something or agree to do it at the time of speaking. We can use it to make requests, offers and invitations and to order or promise things;

“You’ve left your computer on.” – “Oh, I’ll go and switch it off.”

Will you please be quiet? I’m trying to concentrate.

* to speak about predictions, often with such phrases as *probably, I expect, I’m sure, I (don’t) think, I wonder.*

I don’t think the exam will be difficult.

Note:*Shall*is used mostly in questions to ask somebody’s opinion (especially in offers and suggestions):

Shall I type your report?

Where shall we go this evening?

**CONTINUOUS TENSES**

|  |  |  |
| --- | --- | --- |
| **Present Continuous** | | |
| (+) | I am  He/she/it is/  We/you/they are | Ving |
| (–) | I’m not  He/she/it isn’t  We/you/they aren’t | Ving |
| (?) | Am I  Is he/she/it  Are we/you/they | Ving? |
| (?/–) | Isn’t he/she/it  Aren’t I/we/you/they | Ving? |

We use the **Present Continuous**

* to describe actions which are happening right now. You are in the middle of doing it;

Please don’t make so much noise I’m working.

* to describe temporary activities that are happening in a period around now but not necessarily at the moment of speaking;

Some colleagues of mine are taking part in this project.

Is she working this week?

* to talk about changes happening around how;

The population of the world is rising very fast*.*

* to talk about personal arrangements and plans.

We’re leaving in half an hour.

Note:There is a large group of verbs which are not normally used in continuous tenses because they refer to states or things that are generally true.

Such verbs include:

a) verbs which contain the idea of being or having: *apply to, be, belong to, compare, concern, contain, cost, depend on, deserve, differ from, exist, have (=possess), hold, interest, matter, measure, own, possess, resemble, stand for, weigh;*

We are busy now. We have a lot of work to do.

This rule applies to everyone.

Her report does not compare with mine.

b) verbs referring to an involuntary reaction of the senses: *feel, hear, see, smell, taste;*

Don’t shout. I (can) hearyou.

Yes, I see him.

c) verbs referring to mental or emotional states: *assume, believe, care, consider (= believe), detest, envy, expect (= suppose), fear, feel (= think), find (= consider), forget, hate, hope, imagine, know, like, love, mean, mind (= object), notice, prefer, regret, remember, suggest, suppose, think (= believe), understand, want, wish.*

I feel you’re right.

Does anyone mind if I open the window?

|  |  |
| --- | --- |
| **Past Continuous** | |
| (+) | was/were Ving |
| (–) | wasn’t /weren’t Ving |
| (?) | Was/Were … Ving? |
| (?/–) | Wasn’t/Weren’t …Ving? |

We use the **Past Continuous**

* to describe an action or a number of actions which were in progress at a certain time in the past;

This time last year he was having a holiday.

The phones were ringing and people were rushing through the offices: it was the start of a typical business day.

* to show that an action was in progress when it was interrupted by another action;

She was finishing typing letters when her boss came back.

* to show that two or more actions were in progress at the same time.

While you were having a good time, he was writing the report.

|  |  |
| --- | --- |
| **Future Continuous** | |
| (+) | will be Ving |
| (–) | won’t be Ving |
| (?) | Will …be Ving? |
| (?/–) | Won’t … Ving? |

We use the **Future Continuous**

* to describe actions which will be in progress at a time in the future;

Don’t phone me between 8 and 9. We’ll be having a meeting.

* to ask about somebody’s plans, especially when you want something or want them to do something;

Will you be using your car this evening? If not, can I borrow it?

* to describe actions that will happen as part of a routine, a plan or a schedule of future events (the present continuous often has a similar meaning)

I’ll call in and see you tomorrow afternoon. I’ll be passing your house; it’s on my way home from work.

What time will your friends be arriving tomorrow?

**Be Going**

We use *be going to*

* to talk about things we plan to do, or have planned to do;

They are going to present their new invention at the trade fair.

* to make predictions based on what we can see now.

Be careful! You’re going to drop the vase.

I can tell that it’s not going to work.

**III**

**PRONOUN**

**Personal Pronouns**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Singular | | | Plural | |
| Person | Subject | Object | Subject | Object |
| 1st person | I | me | we | us |
| 2nd person | you | you | you | you |
| 3rd person | he  she  it  one | him  her  it  one | they | them |

* We use a subject form when the pronoun is the subject of a clause.

I think I made the wrong decision.

We are in fact a multicultural society.

You can’t predict what things are going to be.

She doesn’t work here any more.

Onehas to think of the practical side of things.

* We use an object form when the pronoun is the object of a verb or preposition.

If you know how he looks describe him to me.

I haven’t seen her today.

He hopes he can cope with the task without them.

* We also use the object form when the pronoun is on its own and after *be*.

Who invited Matthew? – Me/I did.

It wasn’t us who caused all the trouble.

**Possessive Determiners and Pronouns**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Singular | | | Plural | |
| Person | Adjective form | Noun form | Adjective form | Noun form |
| 1st person | my | mine | our | ours |
| 2nd person | your | yours | your | yours |
| 3rd person | his  her  its  one’s | his  hers  –  one’s | their | theirs |

We use possessives to express a connection, often the fact that someone has something or that something belongs to someone. Possessive determiners (possessive adjectives) come before a noun. We leave out the noun when it is clear from the context what we mean. We use a possessive pronoun instead of a possessive determiner + noun.

I’ve got my opinion, and I’m sure you’ve got yours.

*My friend* means a definite person, the person I am friends with. To talk about **a** person I am friends with, we say *one of my friends* or *a friend of mine*.

I don’t think my private life is any business of yours.

Didn’t you borrow some CDs of mine?

We can use *own* after a possessive determiner.

Students are expected to contribute their own ideas.

I’d love a flat of my own.

**Reflexive and emphatic pronouns**

|  |  |  |
| --- | --- | --- |
| Person | Singular | Plural |
| 1st person | myself | ourselves |
| 2nd person | yourself | yourselves |
| 3rd person | himself  herself  itself  oneself | themselves |

**Reflexive pronouns**

We use a reflexive pronoun as an object when it refers to the same thing as the subject.

All of us shook hands and introduced ourselves.

The country declared itselfindependent.

We use a reflexive pronoun to refer to the subject after combinations such as *verb + preposition*, *adjective + preposition*, or *noun + preposition*.

We think of ourselves as members of local community.

I was annoyed with myselffor making a mistake.

If you’re going to succeed, you must have confidence in yourself.

There are some idiomatic uses of a verb + reflexive pronoun.

Enjoy yourself. (= have a good time)

Please, help yourselves. (= take some food)

*By yourself*and*on your own*means ‘alone’.

I don’t want to walk there on my own/by myself.

Some verbs do not usually take a reflexive pronoun, although they may in other languages. Some of these verbs are: *afford approach, complain, concentrate, decide, feel + adjective, get up, hurry (up), lie down, meet, relax, sit down, wake up, wonder, worry.* We do not normally use a reflexive pronoun with *change* (clothes), *dress* and *wash* except when the action is difficult.

I feel uncomfortable.

I washed and dressed before going out.

My friend is disabled, but she can dress herself.

**Emphatic pronouns**

The emphatic pronouns have the same form as reflexive pronouns. We use them to emphasize a noun phrase. *Self/selves* is stressed.

The townitself is very ordinary, but the countryside is lovely.

With the exception of a few Algerians and ourselves everyone spoke Spanish.

It is rare for Governments to take initiative themselves.

It is not Liverpool I miss, but England itself.

An emphatic pronoun can also mean ‘without assistance’.

They are decorating their room themselves.

**Demonstrative pronouns: this, these, that, those**

We use demonstratives to point to something in the situation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Near the speaker | | | Further away from the speaker | |
|  | Place (here) | Time (now) | Place (there) | Time (then) |
| Singular | this book | at this moment | that man | at that rime |
| Plural | these papers | these days | those people | in those days |

These words can be used as determiners and pronouns. We can use *one(s)* instead of the noun.

|  |  |  |
| --- | --- | --- |
| Determiner: | What about this date?  What about this one? | I like those postcards.  I like those ones. |
| Pronoun: | What about this? | I like those. |

Note 1: When we mention something a second time, we use *it* or *they / them*.

This is a nice place, isn’t it? I’m really enjoying it here.

“What are those people?” – “They are our assistants.”

Compare the use of *this/these* and *that/those*.

|  |  |
| --- | --- |
| **This/These** | **That/Those** |
| *This/these* refer to something near the speaker.  I just want to look at these papers. | *That/those* refer to things or people further away.  Can you see that woman over there? |
| When we are in a place or situation or at an event, we use *this/these* to refer to it.  How long is this weather going to last? | We can use *that/those* with something already seen or talked about but no longer present in the situation.  That man at the bar was really rude. |
| We use *this/these* for the present time.  Things are different these days. | We use *that/those* for the past.  Things were different in those days. |
| We use *this* to talk about something that is about to happen.  I’m going to enjoy this concert. | We use *that* for something that is over.  That was great! |
| We can use *this* or *that* when we identify someone. | |
| This is my colleague Ms Grey. | That was Simon at the door. |
| On the phone we use *this* to identify ourselves. *That* is more usual when asking who the other person is. We don’t use these structures when speaking face to face. | |
| Hello. This is Tom. | Who is that/this (*especially Am E*)? |
| When we refer forward to what we are going to say, we use *this*. | We can use *that* (or sometimes *this*) to refer to a statement or idea mentioned before. |
| What I’d like to say is this. | They simply haven’t got the money. That’s/This is the problem. |

Note 2: *This* and *that* are used in a number of idiomatic statements to express agreement or to say that someone has made a relevant point. In these expressions we stress the word at the end (*right, thing, it*).

That’s right. That’s the thing. That’s (just) it. This is it.

**Indefinite pronouns**: **some, any, no**

***Some/any* expressing a quantity**

*Some* with a plural or uncountable noun is equivalent to *a(n)* with a singular noun. *Some* expresses a positive quality (= *a number of* or *an amount of*). *Any* does not have this positive meaning and is used mainly in negatives and questions.

We’ve got some spare time in the afternoon.

He hasn’t got any spare time this week.

Do you have any spare time during the session?

*No* is a negative word. We can use it with singular, plural and uncountable nouns.

He has no spare time at all.

There is simply no alternative.

There are no books on this subject in the library.

Note 1: We use *some* to give the question a more positive tone, especially when making an offer or request. It may suggest that we expect the answer *yes*.

Would you like some more coffee?

Could you lend me your notebook for the weekend?

Did you take some photos? (= I expect you took some.)

Note 2: In an *if-*clause either *some* or *any* is used. In a main clause we use *any* to express a condition.

If you need some/any help, don’t hesitate to ask me.

Any problems (= If there are any problems) will be dealt with by our assistants.

Note 3: In negative sentences and questions *any* can sometimes be used with a singular noun to give more emphasis.

Does he have any view on the matter?

We wrote to them, but we didn’t get any reply.

The difference between *some-* and *any-* in compounds is like the difference between *some* and *any* on their own. *Somebody, anybody, nobody, someone, anyone, no one* take a singular verb, but we use *they, their, them* to refer back to these compounds.

Somebody has left their mobile here.

***Some* expressing part of a quantity**

Compare these two meanings of *some.*

Quantity: There were some people (= a number of people) in the lecture hall.

Part: Some people (= some but not all) prefer to work on their own.

Some of the people in the hall were reporters.

We can use *some* expressing part of a quantity with singular, plural and uncountable nouns.

Some people don’t enjoy filling in questionnaires.

I only watched some/part of the programme.

I like some classical music but not all of it.

***Any* meaning ‘it doesn’t matter which’**

When *any* has this meaning, we can use it in positive sentences. Compounds of *any* are used in the same way.

You can call me any time.

Anyone can answer this question.

**Quantifiers: many, much, few, little, a few, a little**

A quantifier says how many or how much. Which quantifier we use depends on whether a noun is countable or uncountable.

|  |  |  |  |
| --- | --- | --- | --- |
|  | A large quantity | A small quantity | Not many/much |
| Plural nouns | many  a lot of/lots of | a few | few |
| Uncountable nouns | much  a lot of/lots of | a little | little |

As a very general rule, we use *a lot of/lots of* in positive statements and *many* or *much* in negatives and questions.

Positive: They conduct a lot/lots of surveys.

Negative: They don’t conduct many surveys.

Question: Do they conduct many surveys?

But there are exceptions to this rule. *Many* and *much* are used in positive sentences after *very, so, too, as,* and *how.* Mainly in more formal English, we can use *many* and *much* on their own in positive as well as in negatives and questions.

He’s got very many books on art and history.

I know how much work you’ve put into the project.

There has been much criticism of the government’s policy.

*A lot of* and *lots of* are more informal than *many* and *much.* In informal English we can use *a lot of* in negatives and questions as well as in positive statements.

We don’t have a lot of/many visitors on Mondays.

Have you done a lot of/much work on the project?

*A few* and *a little* mean a small quantity. We can use *quite* before *a few*; this means ‘a fairly large quantity’, similar to *quite a lot of*.

I saw her a few days ago.

We have still a little time left.

I had to answer quite a few questions.

*Few* and *little* have a negative meaning. When used alone, they are rather formal. In conversation *not many* and *not much* are more usual.

It was eight in the morning, so there were few/not many visitors.

There were little/not much time left.

Not many shops were open.

**Defining Pronouns**

**All, Every, Everybody, Everyone, Everything, Each**

**All** and **everybody/everyone**

*All* is not normally used alone to mean ‘everybody/everyone’. But we can say *all of us/you/them.*

Everybody enjoyed the reception. All of us took an active part in arranging it.

**All** and **everything**

We do not normally use *all*alone to mean ‘everything’, but it can be used in the following expressions: *all about, all I can, all you need,*etc***.***

Don’t think you know everything.

I’ll do all/everything I can to help.

They told us all about their plans.

We also use *all* to mean ‘the only thing(s)’.

All we’ve managed to do is copy these files.

Note:*everybody, everyone, everything*are used with a singular verb, but we often use *they/them/their* to refer back to *everybody/everyone*.

Everything was clear.

Has everybody registered?

Everybody says they trust their colleagues.

**All, every** and **each**

*Each*and *every* are similar in meaning. Often it is possible to use either *each* or *every.*

There’s a telephone in each (*or* every) room of the house.

But *each* and *every* are not exactly the same. Study the difference:

|  |  |
| --- | --- |
| We use *each*when we think of things separately, one by one, or about the individual members of the group.   * Study each proposition carefully. * We greeted each guest as they entered. | We use *every*when we think of a large group with an indefinite number of things or people in it.   * I’d like to visit every country in the world. * Every child likes to get presents. |
| *Each* is more usual for a small number, and only *each* (not *every*) can be used for two things.   * There were four packages on the table. Each package was a different colour. * I only had two suitcases, but each weighed over 20 kilos. | *Every* is more usual for a large number. *Every* (not *each)* is also used to say how often something happens.   * Reading is Carol’s favourite pastime. She has read every book in the library. * There’s a bus to the city centre every 15 minutes. |

Compare the structures that are used with *each* and *every*:

|  |  |
| --- | --- |
| You can use *each* with or without a noun or you can use *each one.*   * None of the opinions was the same. Each (opinion) was different. /Each one was different. | You can use *every*with a noun or you can say *every one*.   * “Have you looked through all these questionnaires?” – “Yes, every one.” |
| You can say *each of*(the…/these …/us etc.).   * Read each of these instructions carefully. * Each of us was interviewed separately. | You can say *every one of*(the…/these …/us etc.).   * I’ve read every one of those books. /I’ve read every one of them. |
| You can also use *each*in the middle or at the end of the sentence.   * The students were each given a book. | You can use *every* with *almost, nearly, virtually,* etc to emphasize that you are talking about a group as a whole.   * Nowadays we have such accidents virtually every month. |

Note: A singular verb is used after*each (of)*and*every****,*** but we normally use *they/them/their* to refer back to such phrases as *each man*, *every person*.

Each woman complains that they are unfairly treated.

Every candidate said that they thought the interview was too long.

However, when *each* follows the noun (or pronoun) it refers to, the noun (pronoun) and the verb are plural.

Every student is tested twice a year. They are each given a hundred questions to do.

The tickets cost $ 35 each.

**Everyone** and **every one**

*Everyone*(one word) is only for people (= ‘everybody’). *Every one* (two words) is for things or people, and is similar to *each one.*

Everyone (*or* everybody) knows who did it.

He is invited to lots of conferences and he takes part in almost every one. (= every conference)

**Each other** and **one another**

Reciprocal pronouns*each other*and*one another*can be used both as subjects and objects.

Each appears to be unwilling to learn from the experience of the others.

We help one another a lot.

You and I understand each other.

**Both, either, neither**

We use these words for two things, *both* before a plural noun and *(n)either* before a singular noun.

You need to fill in both questionnaires. (the one **and** the other)

He is ambidextrous and can write with either hand. (the one **or** the other)

Neither car is very economical to run. (**not** the one **and not** the other)

We can also use (*n)either* in the *of*-phrase with a plural noun.

Is /Are either of your sisters married?

Neither of the alternatives was/were especially attractive.

Compare the meaning of *both/neither* and *all/none*.

|  |  |  |
| --- | --- | --- |
|  | Positive | Negative |
| Two | Both + plural noun  Both (of) + determiner + plural noun  Noun/subject pronoun + both | Neither + singular noun  Neither of + determiner + plural noun |
| Three or more | All + plural noun  All (of) + determiner + plural noun  All (of) + object pronoun  Noun/subject pronoun + all | None of + determiner + plural noun  None of + object pronoun |

We can use both after the subject or an object pronoun and in mid position.

We both enjoyed ourselves at the party.

I saw them both/both of them at the exhibition.

Note: Only *neither* is used as the subject of a negative sentence. In positions other than the subject, *either* is preferred to *neither*.

Neither of those pictures appeals to me.

I don’t like either of those pictures.

**Other**

|  |  |  |
| --- | --- | --- |
|  | singular | plural |
| definite | the other  the other one | the others  the other ones |
| indefinite | another (one)  some/any other | others |

*Other* is an adjective meaning ‘different’ or ‘not the one just mentioned’.

She’s much brighter than the other children in her class.

We chose this option because the other ones were too risky.

Can we discuss this some other time?

Saudi Arabia produces more oil than any other country.

We can also use *other* as a pronoun to refer to a thing or a person and *others* to refer to more than one.

You take one bag and I’ll take the other (one).

Some banks provide this service, but others don’t.

I came on ahead. The others will be here soon.

You must learn to show more respect for others. (= other people)

I can see Helen, but where have all the others gone?

We use *another* (meaning either ‘an extra one’ or ‘a different one’) with a singular noun. The structure *another + a plural number* means ‘an additional amount or number’.

We really need another computer. I hate sharing one. (= an extra one)

I think I’ll buy another computer and scrap this one. (= a different one)

We decide to stay for another three days. (= an extra period of three days)

**IV**

**NOUN**

**Countable nouns and uncountable nouns**

Countable nouns can be singular or plural and are normally used to refer to people, creatures and objects (*man, scientist, bird, monkey, telephone, computer*) or actions and events (*arrival, party, mistake, problem*), which can be thought of as separate individual things.

Uncountable nouns are used with singular verbs to talk about substances and materials (*alcohol, cotton, ink, salt, petrol*), abstract ideas, qualities and states (*anger, education, freedom, poverty*), or activities (*camping, research, training, work*). There are some uncountable nouns in English which may have countable equivalents in other languages: *advice, applause, cash, evidence, furniture, hair, machinery, money, news, progress, etc.*

Some nouns can be countable or uncountable depending on whether we are using the noun to refer to a single thing (*She owns a business.*) or to a substance or general idea (*Business is booming*). We can also use nouns such as *piece* or *item* in phrases which are countable (*a piece of office furniture, items of information*) when we want to talk about separate units or parts of nouns which are uncountable.

**Generic nouns**

We use nouns as generic when we make general statements about any example (*a/an + noun*), the general concept (*the + noun*) or most examples (no article with plural) of the thing we are talking about rather than real or particular examples. Compare:

An orange has lots of vitamin C. – I ate an orange in the morning.

The telephone rules our lives. – I’ve bought a new telephone.

Women live longer than men. – There were three women and two men there.

**Pair nouns**

We use pair nouns such as *scissors* or *glasses* with plural verbsto refer to things made of two matching parts that we use or wear. When we put pair nouns after the phrase *a pair of*, we use a singular verb and a plural pronoun (they, them).

These scissors aren’t very sharp. – A good pair of scissors is hard to find.

There’s a nice pair of sunglasses. You should get them.

**Group nouns**

We can use group nouns (also called *collective nouns*) such as *army,* *association,* *audience, band, board, class, club, college, committee, company, council, crew, crowd, family, firm, government, group, jury, majority, management, minority, party, parliament, population, press, public, school, team, union, university* to talk about a group of people as a single unit, with singular verbs and pronouns, or as several people, with plural verbs and pronouns. In American English, singular verbs are typically used after group nouns.

The public isn’t really interested in what the government is doing unless it increases taxes. – The public are more likely to complain if they have to pay more taxes.

We can also use some proper nouns as group nouns with plural verbs, for teams and organizations.

British Rail have announced new plans.

**Plural and singular (+s) nouns**

Plural nouns are words that are not used in the singular: *belongings, clothes, congratulations, earnings, goods, groceries, odds, outskirts, particulars, premises, remains, surroundings, thanks, troops.* Some of them do not end with -*s*: *cattle, clergy, livestock, people, police, poultry, staff.*

The goods were defective.

The police are investigating the case.

Singular (+s) nouns are words that end in -*s,* but are used with singular verbs when we talk about areas of study, activities and disease: *aerobics, athletics, billiards, cards, diabetes, measles, electronics, physics, politics, statistics.*

Statistics was a difficult course for me.

Some of these nouns can take a plural verb when they have a more concrete or specific meaning.

The statistics are available on our site. (= some specific figures)

We also use singular verbs after some phrases with nouns in the plural describing amounts.

Two weeks isn’t enough time.

**Forming the plural of nouns**

A countable noun has both a singular and a plural form. To form the plural we usually add -*s* or -*es*. The spelling rules are as follows:

a) add -*es* after a sibilant sound, e.g. *wish – wishes*;

b) if the word ends in -*e,* just add -*s*, e.g. *place – places;*

c) when the word ends in a consonant + *y,* change -*y* into -*ie*, e.g. *study – studies*;

d) a few nouns ending in -*o* ( *potato, tomato, hero, echo*) add -*es*, e.g. *potato – potatoes.* But most just add -*s*, e.g. *radio – radios, piano – pianos.*

**The plural of compound nouns**

To form the plural of a compound noun, we add -*s/-es* to the end: *weekends, handouts.*

When a prepositional phrase comes after the noun, we add -*s/-es* to the first noun: *Doctors of Philosophy, mothers-in-law.* And when an adverb comes after a noun in *-er,* we add-*s/-es* to the noun: *passers-by, runners-up.*

In expressions with *man/woman*, both parts change to the plural: *women jockeys.*

**Irregular noun plurals**

Irregular plurals are formed in a number of different ways.

Vowel changes: *foot – feet, goose – geese, man – men, mouse – mice, tooth – teeth, woman – women*.

Consonant changes: *calf – calves, half – halves, knife – knives, leaf – leaves, loaf – loaves, shelf – shelves, thief – thieves, wife – wives, wolf – wolves*;

The ending -*en*: *child – children, ox – oxen.*

Voicing*:* Some nouns ending in *-th* have a regular written plural, but there are two possible pronunciations. The last two sounds of these nouns are often voiced: *baths, mouths, truths, paths, youths.* There is also voicing in the last syllable of *houses.*

Other plurals*:* We use *pence* as the plural of *penny*, when we are talking about an amount of money. *Pennies* are individual coins.

Seventy-five pence, please. – There were only ten pennies in the purse.

*Person* has two plurals: *persons* and *people*. *People* is more usual and less formal. *A people* is a large group such as a nation.

Authorized persons only may enter. – There were a lot of people on the streets. – One day the peoples of this world will live in peace.

Some nouns of foreign origin have specific irregular plurals:

**-us – -i**: *abacus – abaci, calculus – calculi, focus – foci, nucleus – nuclei, radius – radii, stimulus – stimuli*;

**-a – -ae:** *antenna – antennae, formula – formulae*;

**-um – -a:** *curriculum – curricula, datum – data, maximum – maxima, minimum – minima, medium – media, pendulum – pendula, spectrum – spectra, vacuum – vacua*;

**-ix, -ex – -es:** *appendix – appendices, index – indices, matrix – matrices, radix – radices*;

**-is – -es*:*** *analysis – analyses, axis – axes, basis – bases, crises – crises, metamorphosis – metamorphoses, parenthesis – parentheses, thesis – theses*;

**-es – -es:** *series – series, species – species*;

**-on – -a:** *automaton – automata, criterion – criteria, phenomenon – phenomena*.

**-a – -ata:** *dogma – dogmata, stigma – stigmata*;

**-o – -i:** solo *– soli, tempo – tempi*;

**-eau – eaux:** *bureau – bureaux, plateau – plateaux*.

The same form in the singular and the plural:nouns ending in -*craft*, e.g.*aircraft, hovercraft, spacecraft,* etc;some animals, e.g. *sheep, deer*;and some kinds of fish, e.g. *cod, salmon.*

There are a few words which end in -*s* and can be either singular or plural: *barracks, crossroads, headquarters, means, series, species, works (= a factory).*

The company’s headquarters was/were easy to find.

**The possessive form**

This is how the possessive is formed.

|  |  |
| --- | --- |
| Singular noun + ’s | my friend’s name |
| S-plural +’ | my friends’ names |
| Other plurals + ’s | The women’s names |
| Surname ending in -*s* | Mr Perkins’s office/Mr Perkins’ office |
| Noun + and + noun + ’s | Tom and July’s party |

Note: If there is a short phrase before the noun, then the possessive ending comes after the phrase. But more neutral is to use a prepositionalphrase.

We borrowed the people next door’s car. (= the car belonging to the people next door)

We use the possessive form to express a connection, often the fact that someone has something or that something belongs to someone. We can leave out the noun after the possessive if the meaning is clear.

“Are these your things?” –“No, I think they are Sandra’s.”

These are just some papers of my flatmate’s.

We can sometimes use two possessive forms together.

Anna is my cousin – my mother’s brother’s daughter.

There are also some other uses of the possessive.

Who something is intended for: *the customers’ car park, a children’s playground.*

Classifying: *a bird’s nest, a man’s voice.*

The person doing the action: *the man’s reply, the teacher’s actions, our visitors’ departure.*

The person who the action is directed at: *Andrew’s promotion, the prisoner’s release.*

Qualities: *the man’s stupidity, the player’s fitness.*

**Possessive form or *of-* phrase**

These two structures have the same meaning.

|  |  |
| --- | --- |
| Possessive form ’s: | my friend’s name |
| Of-phrase: | the name of my friend |

Sometimes we can use either form. But often only one form is possible: *your colleague’s report, the beginning of the term.*

We normally use the possessive with people and animals: *my groupmate’s address, the dog’s bed, the Atkinsons’ house*. The *of*-phrase is sometimes possible for relations between people: *the mother of the young man*.

When there is a long phrase or clause describing a person, we use the of-phrase: *the things of all the people attending the reception, a house of a wealthy businessman from Saudi Arabia.*

We generally use the *of-*phrase with things: *the results of the inquiry, the size of a problem*.

We can use both structures with nouns that suggest human activity or organization, for example nouns referring to places, companies or newspapers: *Africa’s climate – the climate of Africa, the company’s head office – the head office of the company, the magazine‘s political views – the political views of the magazine.*

We can use the possessive form without a following noun when we talk about someone’s home or about a particular kind of shop or office:

Let’s meet at Sophie’s.

Is there a baker’s near here?

The possessive form can also express time or length of time: *next month’s figures, a whole year’s work, three weeks’ holiday*.

**V**

**NUMERALS**

**Cardinal Numbers**

We use cardinals

* to talk about money and years: $200 – two hundred dollars, $79 – seventy-nine dollars, 25.60 – twenty-five pounds sixty, in 2002 – in two thousand and two.

Note: Add *and* between *hundred/thousand/million*and numbers bellow a hundred in British English.

Numbers: 310 – three hundred and ten (*AmE also* three hundred ten), 5,642 – five thousand, six hundred and forty-two, 2,025 – two thousand and twenty-five.

Years: 1529 – fifteen (hundred and) twenty-nine; 1300 – thirteen hundred; 1205 – twelve hundred and five *or* twelve oh five; 2000 – two thousand, 2007 – two thousand and seven, the 1960s – the nineteen sixties.

After *a number, several* and *a few*, the words *dozen, hundred, thousand, million, billion*, have no final *–s*, and *of* is not used: five hundred pounds – hundreds of pounds, a few million years – millions of years, several thousand times – to cost thousands.

Singular forms are used before nouns in plural measuring expressions: a five-pound note, a two-hour lecture, a three-day visit.

Cardinals are also used

* to express decimals and percentages: 0.4 – nought point fou, 4.365 – four point three six five, 75.72 – seventy-five point seven two, 0.5% – nought point five percent;
* to say telephone and account numbers: 309 4922 – three oh nine, four nine double two (BrE), three zero nine, four nine two two (AmE), the account number is four one oh six.

**Ordinal Numbers**

We use ordinals:

* to talk about dates;

The meeting is on 1.7 (the first of July).

30th May 1998 (BrE) – May the thirtieth, nineteen ninety-eight *or* the thirtieth of May, nineteen ninety-eight

May 30, 1998 (AmE) – May (the) thirtieth, nineteen ninety-eight

* to rank items;

This country ranks second in the world population scoreboard.

After a noun use a cardinal number instead of an ordinal number: the fourth book – Book Four, the third day of the course – Timetable for Day Three.

However, the names of kings and queens are said with ordinal numbers: Elizabeth II – Elizabeth the Second.

* to express fractions: 2/5 – two fifths, 11/16 – eleven sixteenths.

But we say: 1/2– a/one half, 1/4– a/one quarter, three quarters of an hour, half (of) the students, half an hour, one and a half hours/an hour and a half.

Singular verbs are normally used after fractions, decimals and other expressions referring to amounts and measurements.

* 1. kilometres is about 2 miles.

Three quarters of a ton is too much.

Where is that five pounds I lent you?

But plural verbs are used when we are talking about numbers of people or things.

A third of students are from abroad.

**VI**

**ONE**

|  |  |  |
| --- | --- | --- |
|  | Indefinite | Definite |
| Singular | one/ a + adjective + one | the one |
| Plural | ones | the ones |
| Possessive | one’s | |
| Reflexive | oneself | |

* *One* is the number 1. We use *one*in front of a noun to emphasize that we are talking about a single thing or person. We use *one of* in front of a plural noun group to talk about one member of a group of people or things.

The two friends share one job.

One of my colleagues sold me her ticket.

* We can use *one*asa substitute wordinstead of a noun group beginning with *a(n)* when it is clear what sort of thing we are talking about. Note that we cannot use a plural form of *one* in this kind of sentence.

If you want a drink, I’ll get you one (= a drink).

If you like apples, I’ll get you some.

We canuse*one*orones instead of a count noun when the noun is used with an attribute which is expressed by an adjective, a prepositional phrase or a relative clause.

This idea has become a very influential one.

They earn their living buying old houses and building new ones.

Could I see that plan again – the one with alterations?

Those are the people I like most, the ones I feel a sense of identity with.

We can also use*one*instead of a singular count noun when the noun comes immediately after a determiner (such as *the, this, that, another, each, every, which*) except the indefinite article *a(n).*

We’ll have to get a bigger table. This one is too small.

He got an invitation card, then came back for another one.

* *One* can be used, in a fairly formal way, as an impersonal pronoun to indicate that something is generally done or should generally be done. The possessive determiner and reflexive pronoun corresponding to this use of *one* are *one’s* and*oneself.* However, when *one* has already been used as the subject of the sentence, some speakers use *he***,** *his* and *himself* instead of *one*, *one’s* and *oneself*. This use is more common in American English than British English.

One should try to take an interest in what is going on.

Naturally, one wants only best for one’s children.

In these situations, one has to do his best.

One can’t enjoy oneself/himself if one/he is too tired.

Note:Here are some other ways in which most British and American speakers prefer to talk about people in general.

* We can use*you***.** This is a very common use, especially in conversation.

You have to be 21 or over to buy alcohol.

* We can use*people.*

Peopleshouldn’t leave jobs unfinished.

* We can use *we* to say something is generally done by a group of people that includes yourself.

We say things in the heat of the argument thatwe don’t really mean.

* *They*is used to refer to people in general, or to a group or people whose identity is not stated. We can use *they*when we are mentioning a saying or repeating a piece of gossip.

Is that what theycall justice?

They saythat dog doesn’t bite a dog: whoever invented that proverb never lived under democratic government.

**VII**

**DO**

*Do*has three main uses.

* *Do*is used as a main verb to say that someone performs an action, activity, or task.

I did all the usual things last week.

We use *do* with *-ing* nouns referring to jobs connected with the home, and with nouns referring generally to work. In conversation, *do*is often used instead of more specific verbs.

My husband does all the shopping and I do the cooking.

The man who did the job had ten years’ training.

Do I need to do (= to cut) my hair?

* The auxiliary *do*is used to form the questions and negatives of other verbs, as well as emphatic and shortened forms (instead of a whole verb phrase).

Did you remember to invite the Browns?

His idea doesn’t sound very nice.

You do look nice today!

John talks too much. – He certainly does.

We can also use *do* as an auxiliary to focus on an action performed by someone or something. The sentence starts with either ‘what’ or ‘all’ (if we want to emphasize that just one thing is done and nothing else).

What Stephan did was (to) interview a lot of old people.

All she ever does is enjoy herself.

* We can use *do so/it/that*as a substitute expression when we want to avoid repeating another verb and its object or complement.

I need a rest, and I’ll do so as soon as I can find time.

I haven’t got time to get the tickets. Who is going to do it?

I told the boss what I thought about him. – I’d love to do that too.

Note:We do not normally use*do* when we are talking about creating, constructing or producing something. Instead we use *make*.

I’ll makea copy for you.

Below are some common fixed expressions with*do* and *make***.**

Do: good, harm, business, one’s best, a favour, sport, exercise, one’s hair, one’s teeth, one’s duty, 50 mph, research.

Make: peace, war, a bed, a fire, progress, a choice, a comment, an enquiry, a plan, a point, a promise, a remark, a sound, a speech, a visit, a journey, a tour, a trip, an offer, a drink, a meal, a suggestion, arrangements, a decision, an attempt, an effort, an excuse, an exception, a mistake, a noise, a phone call, money, a profit, a fortune.

**READING**

**I**

**Impression Management by Students after Exams**

When you get an exam back, you react differently with fellow class-mates, depending on the grades that you and they earned. This is all part of impression management, as sociologists – Daniel Albas and Cheryl Albas (1988) demonstrated. They explored the strategies that college students use to create desired appearances after receiving their grades on exams. Albas and Albas divide these encounters into three categories: those between students who have all received high grades (Ace-Ace encounters), those between students who have received high grades and those who have received low or even failing grades (Ace-Bomber encounters), and those between students who have all received low grades (Bomber-Bomber encounters).

Ace – Ace encounters occur in a rather open atmosphere because there is comfort in sharing a high mark with another high achiever. It is even acceptable to violate the norm of modesty and, brag when among other Aces since, as one student admitted, “It’s much easier to admit a high mark to someone who has done better than you, or at least as well.”

Ace-Bomber encounters are oftensensitive. Bombers generally attempt to avoid such exchanges because “you … emerge looking like-the dumb one” or “feel like you are lazy or unreliable.” When forced into interactions with Aces, Bombers work to appear gracious and congratulatory. For their part, Aces offer sympathy and support for the dissatisfied Bombers and even rationalize their own ‘lucky’ high scores. To help Bombers save face, Aces may emphasize the difficulty and unfairness of the examination.

Bomber-Bomber encounters tendto be closed, reflecting the group effort to wall off the feared disdain of others. Yet, within the safety of these encounters, Bombers openly share their disappointment and engage in expressions of mutual self-pity that they themselves call ‘pity parties’. They devise face-saving excuses for their poor performances, such as “I wasn’t feeling well all week” or “I had four exams and two papers due that week”. If the grade distribution in a class included particularly low scores, Bombers may blame the professor, who will be attacked as a sadist, a slave-driver, or simply an incompetent.

As is evident from these descriptions, students’ impression management strategies conform with society’s informal norms regarding modesty and consideration for less successful peers. In classroom settings, as in the workplace and in other types of human interactions, efforts at impression management are most intense when status differentials are more pronounced as in encounters between the high-scoring Aces and the low-scoring Bombers.

**Reading Comprehension**

1. State the aim of the research made by Daniel and Cheryl Albas.

2. List the division categories which the sociologists suggested. Briefly characterize every category.

3. Make sure you understand what ‘impression management’ means.

4. Summarize the text in your own words.

**II**

**Why We Create the World in Our Own Image**

Ask Johnny to locate the United States on a world map and he might very well point to the continent of Africa or South America. In fact, according to a recent Gallup survey, 20% of Americans aged 18 to 24 can’t identify their own country. When it comes to geographic knowledge, America’s young people place last behind their counterparts from Mexico, Britain, France, Italy, Canada, Japan, West Germany, and Sweden.

To many, this lack of geographic knowledge is shocking. It shouldn’t be as unacceptable as our ignorance of social geography, however. The truth is that many Americans have grown up with a distorted view of social reality. Even if they are able to distinguish the United States from Mexico or Canada, they don’t realize, for example, that Caucasians are a minority among the world’s racial groupings or that Christianity is a minority religion worldwide.

American parochialism can be easily demonstrated by questioning even the most sophisticated individuals about elementary social facts. For example, what percentage of the population of the United States is Jewish? Black? Catholic? Or what percentage of our population will be over 65 years of age by the year 2020?

I am always somewhat surprised when college students estimate that 30% of the population of the United States is Jewish (actually, the figure is close to 1.9%); that 40% of all Americans are black (the figure for those who regard themselves as black or African American is more like 13%); that 60% of our population is Catholic (the figure is 20% maximum); that 40% of our elders are in nursing homes (the figure is more like 4%).

Where does misinformation about our society come from? Why can’t Americans seem to get their social facts straight? Part of the answer is that all of us are socialized with an unrepresentative sample of social reality. Inevitably, we learn to view the world from our own biased and limited slice of experience. We tend to apply what we see every day to what we don’t see every day.

Consequently, given our tendency to separate our schools and neighborhoods by race, social class, religion, and age, it is not surprising that our generalizations are often inaccurate. A person socialized while growing up in Boston may come to believe that 60% of the population of the United States is Catholic because that is what he sees on his street, in his neighborhood, or at work. If the same person had grown up in Waco, Texas, he might instead believe that there were only two or three Catholics in the United States, if not the world. Similarly, people living in Washington, D.C. may well be convinced that 70% of all Americans are black; growing up in Vermont, their answer might be zero.

A second reason for our distorted view of social reality is that we usually don’t validate or test our beliefs about society in any systematic way. We can go through a lifetime clinging to old stereotypes that are patently false, yet we wouldn’t know the difference.

If Ivan Boesky is implicated in an insider trading scandal, some individuals will conclude that Boesky engaged in shady business practices because he is Jewish. If an Italian American makes headlines because he is a member of organized crime, many will remember that he is of Italian descent. If someone French does the same thing, we don’t remember his ethnic identity at all because it seems irrelevant. Or we treat him as an exception that proves the rule.

A third reason for our misinformation about social reality involves our infatuation with television. Communication research conducted for more than a decade indicates that heavy television viewers tend to overestimate the percentage of the world population that is white and male, underestimate the amount of poverty in our country, and exaggerate the amount of violence they are likely to encounter. Heavy viewers also overestimate the proportion of jury trials in our courts and the number of miracle cures performed by doctors. They are socialized to accept a false view of social reality, because this is precisely what they see on TV every evening beginning at 8 p.m. The world of prime-time television is overpopulated by white males who possess more than their share of wealth and power. On dramatic series, defendants typically receive a jury trial and doctors routinely cure their patients. Many viewers do not distinguish the fantasy that they see portrayed on television from the real world. For them, television is the real world.

What difference does it make that so many Americans are socialized to accept a distorted view of social reality? That they operate on the basis of false stereotypes of what our society is like? That they are misinformed about other people and maybe about themselves? The answer lies in the relationship between the way we define the world and the decisions we make about it.

For example, if we are mistakenly convinced that a majority of our citizens will be over 65 by the year 2020, we might decide to avoid national bankruptcy by reducing our commitment to Social Security for the elderly.

If Jews are mistakenly believed to make up 30% of our population, then the myth of a dominant Jewish presence in banking or the press sounds more plausible.

If we underestimate the amount of poverty existing in our country, then we might also vote down social programs for the poor and the homeless.

And if we exaggerate the amount of violence we are likely to encounter in everyday life, then we are also more likely to double lock our doors, buy a handgun, and support the death penalty. That is exactly what is happening right now: Firearms are increasingly available, and a majority of Americans favor the death penalty.

We can assume, I believe, that Johnny will continue to watch 4 or 5 hours of television daily and therefore continue to be socialized to the same unrealities depicted on the tube. In all probability, he will also maintain his segregated relationships in everyday life. What can we do, then, to assure that Johnny’s perception of reality is not so far off the mark? The burden of responsibility, I believe, can be placed on our nation’s classrooms.

One of the important functions of formal education is to broaden our personal experience, to serve as an agent of socialization with aspects of life that we might otherwise never experience firsthand – in a word, to clarify social reality. In our efforts to improve basic skills in English, mathematics, and geography, we must not forget to place equal emphasis on the skills necessary to good citizenship and humanitarianism. Young people need to be made aware of the existence of poverty and homelessness, flaws in the criminal justice system, prejudice and discrimination, and their own mortality. If our schools can teach Johnny to identify the United States on a world map, they can also teach Johnny that he is not at the center of the universe.

**Reading Comprehension**

1. How easy is it for people to distort social reality?

2. What do you see as a major problem arising from American parochialism? Name the reasons of this phenomenon existence.

3. How common do you think are ‘patently false’ old stereotypes?

4. Summarize the text in your own words.

**III**

**Confessions of a Soap Opera Addict**

**Part 1**

I’ve been watching Days of Our Lives each day of my life for more than 25 years. It all started in 1968 when I took a year off to finish my doctoral dissertation. Each afternoon, my wife and I sat together in the living room of our small apartment: She watched soap operas; I wrote my thesis. My long-held impression was that soaps were at about the same intellectual level as Saturday morning cartoons.

Soap operas were television’s ‘opiate of the masses’, I had decided: that medium through which too many Americans vicariously escaped their dreary existence into the make-believe world of the rich and beautiful While the pressing economic and social problems of our society went ignored, millions of General Hospital groupies became Luke and Laura, if only for a few minutes a day. They needed that soap opera ‘fix’ to make their lives seem exciting and worthwhile. America’s daytime serial fanatics were being distracted from improving their own lives by a particularly insidious form of fantasy and escapism.

I was especially annoyed by the depiction of women. They seemed always to be getting pregnant, not for the purpose of having children but to manipulate and control the men in their lives. They used pregnancy to trap boyfriends into unwanted marriages or husbands into maintaining unwanted marriages In addition, any woman who dared have a career in a field traditionally dominated by men – medicine, law, business – was either mentally ill or evil. The sex role socialization message was unmistakable: Women were to stay out of the boardrooms and executive offices and stay in the kitchens and bedrooms ‘where they belonged’.

It occurred to me that, in some perverse way, soap operas were a mass form of socializing young people to accept the status quo. Even while college students of the 1980s were scheduling or skipping courses to accommodate General Hospital, the majority of daytime serial watchers were high school graduates who had never attended college, mostly middle-aged women. Many used the characters on soaps as role models for how to handle their spouses. But what they learned frightened me: first, that infidelity and promiscuity were acceptable, even desirable, modes of sexual behavior; second, that divorce was the answer to any difference, no matter how trivial. If your marriage wasn’t smooth as glass, get a divorce. Or a lover. Better yet, get a lover, then a divorce. J

By the third or fourth week of watching out of the corner of my eye, I noticed something peculiar was happening to me. If I had to be away during a weekday afternoon, I’d call home for a rundown of that day’s episodes. I scheduled meetings with colleagues so I wouldn’t miss a particular serial. It got to the point where my wife would have to tear me away from my show to take a phone call or answer the door. It was painful to admit, but I was hooked. I was brainwashed. I had become a socialized ‘soapie’.

Perhaps as a sort of therapy, I spent a good part of the next few years immersed in the study of soap operas. It was legitimate: I was teaching a course in mass communication, and my students were discussing the impact of television on society. I read what the experts – psychologists, sociologists, and assorted communications specialists – had to say. I even assigned student projects to analyze the characters on daytime serials.

**Reading Comprehension**

1. Comment on the author’s vision of women on TV screen and their place in the society.

2. Find the arguments which tell about the danger a ‘soap opera’ brings to young people.

3. How possible is it for a person to become ‘a soapie’? Describe his/her everyday behaviour.

4. Summarize the text in your own words.

**Part 2**

Surprising, to me at least, was their conclusion that soap operas were much better than prime-time dramatic series in representing women, minorities, and older people in central roles. While young and middle-aged males were vastly overrepresented on prime-time television, in soap operas one half of the characters were women. Even more to their credit, soap operas featured actors and actresses who remained on the show for decades. Many of them aged gracefully and remained thoroughly attractive, while they continued to play roles central to the plot. Indeed, older people were treated much better on soap operas than on most other television fare. And the daytime serials frequently focused on a range of social problems: intergroup conflict, juvenile delinquency, alcoholism, organized crime – issues that were all but ignored by soaps’ prime-time counterparts.

It was soon clear to me why soaps are so appealing to so many. For one, they provide us with the things we find lacking in modern life. Monday through Friday, without fail, we follow our ‘good friends’ into their offices, living rooms, and bedrooms. We attend their weddings and funerals; visit them in the hospital after surgery or childbirth. We watch them argue with their spouses, make love with their mistresses, and punish their children. We often get to know more about the personal lives of our favorite soap opera characters than we know about our real neighbors. In an era of anonymity, soap operas give us intimacy. Sadly, for those who are socially isolated, this may be the one and only source of intimacy in their lives, but perhaps this is better than nothing.

Soap operas make us feel good about ourselves. Misery loves miserable company, and our own problems are somehow less painful when we’re able to compare them with the troubles of those we admire. The world of the daytime serial is the world of the wealthy, beautiful, and powerful – our cultural heroes, the people we aspire to become. Yet these characters have problems with their families and friends, much worse than ours. So we feel better, at their expense, of course.

Soap opera intimacy often takes the form of snooping but only in the most positive sense. We’re given the opportunity to rehearse our own emotional reactions to problems that may confront us in everyday life. Observing untimely deaths, kidnap pings, divorces, and mental illness on television, we learn something about the manner in which we might handle similar problems in our own lives.

At least part of the influence of daytime serials can be attributed to the credibility of television as a form of mass communication. Study after study shows that Americans trust the authenticity of the images they see on the tube. In the process, however, heavy viewers often develop a distorted view of social reality. They tend to exaggerate, for example, the amount of violence they are likely to encounter in everyday life, the proportion of criminal cases that end in a jury trial, and the likelihood that physicians will perform miracle cures. For these viewers, the fantasy world on television becomes the reality. During the 5 years that Robert Young played Dr. Marcus Welby, the actor received more than 250,000 letters asking him for medical advice. Admiring fans were apparently unable to distinguish actor Young from character Welby.

This incredible power of soap operas as an agent of socialization was brought home to me several years ago when I met two longtime stars of Days of Our Lives, Susan and Bill Hayes (Doug and Julie). As an interested observer, I couldn’t resist asking them the questions that might confirm what I always suspected: Do soap opera addicts confuse the fantasy world of the daytime serials with the real world in which they live? Yes – and often. Whenever a Days of Our Lives star either gives birth (it’s only a pillow), gets married (a rhinestone wedding ring), or dies (usually a failure to renegotiate the actor’s contract), cards and gifts appear at the studio, they said.

For me, soaps have a special appeal. As a sociologist, I investigate problems that have no easy solutions. I spend years studying serial killers, for example, and am troubled that we can’t predict from childhood experience who will eventually commit hideous crimes. I research the causes of prejudice and discrimination and still see the number of racist acts of vandalism and desecration increasing. And like others, I see criminals too often get suspended sentences while their victims suffer; the rich get richer as homelessness grows; and the questionable ethics of politicians go unpunished.

And that’s how soaps are different. Warm, friendly, predictable, they make sure people get what they deserve.

**Reading Comprehension**

1. What benefits does the author see in comparing ‘soap operas’ and dramatic serials?

2. According to Paragraph 2, what attracts the audience in daytime serials?

3. Do you agree that exaggeration of things in fantasy world leads to a distorted view of social reality?

4. Summarize the text in your own words.

**IV**

**Socialization Gone Awry: The Ik**

Prior to World War II, the Ik were a cooperative, prosperous hunting and gathering people. They roamed in nomadic bands throughout a vast region that now makes up portions of three African nations – Kenya, Sudan, and Uganda. Today they are on the verge of extinction: They consist of scattered groups of hostile people, each of whom pursues individual survival at the expense of the others. This turnaround happened within three generations. As with other hunt ing and gathering peoples, life among the Ik had revolved about their traditional territory. From the land the Ik had derived not only their livelihood, but their sense of identity. After World War II, their lands were turned into a national park, and the Ik were barred from them. They moved eventually to the arid and barren mountains of northeast Uganda, and it was here that anthropologist Colin M. Turnbull (1972) found and studied them.

There is every reason to believe the Ik had at one time possessed those qualities most of us deem to be human virtues: kindness, generosity, consideration, affection, honesty, hospitality, compassion, and charity. For hunters in a tiny, close-knit society, these characteristics are essential for survival. Now the Ik are no longer hunters, but farmers. They exist in mountain villages that are far from livable and where famine prevails much of the time. A major source of their food comes from aiding and encouraging cattle raids and sheltering the raiders. These changes have produced unfriendly, uncharitable, inhospitable, and overall ‘mean’ people. Given their new circumstances, survival is the one and only governing principle for the Ik.

Cruelty and insensitivity dominate Ik life. Ik men sitting about a fire watch with eager anticipation as a child crawls toward the flames, then burst into gay and happy laughter when the child shrieks with pain as it plunges its hand into the coals. The elderly are abandoned by their relatives. Indeed, if Turnbull gave an aged Ik food, he would have to stand within arm’s reach while the person ate. Otherwise, a younger Ik would snatch it. Because the Ik are on the verge of starvation, there simply does not seem to be room in their lives for warmth, sentiment, and love. Ik who cannot take care of themselves are considered burdens and hazards to the survival of others.

Children are thrown out of their parents’ huts when they are 3 and survive by forming age bands. They enter into makeshift alliances that quickly disintegrate as allies become adversaries and former adversaries become allies. Children learn the wisdom of acting on their own, for their own good, while occasionally associating with others for some momentary gain. Nor can they count on their parents. When Giriko’s son Lokol developed an intestinal blockage and was gravely ill, Giriko was amused and called others to look at the boy’s distended belly. Although the 10-year-old could neither eat nor drink, he was the favorite topic for his father’s jokes. Later, when Lokol was recovering, Turnbull had to force Giriko away to prevent him from stealing the boy’s food.

Although the Ik still live in villages, people mistrust and fear one another in direct proportion to proximity and without regard to family and kinship. They still cling to only one shared value – *ngag*, or food. Food is their rationale for action and thought. It is the one standard by which the Ik measure right and wrong. Their word for good, *marang*, is defined in terms of food. ‘Goodness’, *marangik*, is defined as ‘food’ – or more particularly, ‘individual possession of food’. For the Ik, a ‘good person’ is one who has a full stomach.

The family is incapable of holding itself together, much less serving as a model for a wider social network. Men may come back from a raid laden with meat, devour what they can, and sell the rest to a police post without giving as much as a bite to a starving wife or child. Economic interest is centered on as many individual stomachs as there are people. In this setting, socialization fails to provide rules for conduct. The prime maxim is that each person should do what he or she wants, and anything else only if forced to do so. The Ik no longer possess a sense of moral responsibility toward one another. And they lack any sense of social belonging. At first Turnbull was angry and upset by the ways of the Ik. But then, like the Ik, he found he needed to conserve energy to survive, and that survival was possible only through diligent attention to his own needs while ignoring those of others. When he returned to the Western world, Turnbull concluded that the Ik are beyond saving as a society – they are doomed because their members are no longer socialized to be truly social beings.

**Reading Comprehension**

1. Describe the background of Ik people. How have changes in Ik’s way of living influenced their human principles?

2. Turnbull’s survey of Ik people resulted in justifying the absence of ‘moral responsibility towards one another’. Do you think he was right?

3. The last paragraph of the text seems to sound pessimistic. Explain why.

4. Summarize the text in your own words.

**FINAL TESTS**

**1. Mark the statements as True or False and prove your choice.**

1. All researchers would agree that both biological inheritance and the processes of socialization play a role in human development.

2. Studies of animals raised in isolation support the importance of socialization on development.

3. During the preparatory stage identified by George Herbert Mead, children become skilled in role taking.

4. Experiments document that children do tend to become more aggressive and hyperactive after viewing a violent sequence on television.

5. In Wilbert Moore’s view, if a job proves to be satisfactory, a person will enter a stage of socialization called continuous commitment during which the job becomes an indistinguishable part of the person’s self-identity.

6. Charles Horton Cooley used the phrase looking-glass self to emphasize that the self is the product of our social interactions with other people.

7. According to George Herbert Mead, during the play stage children imitate the people around them, especially family members with whom they continually interact.

8. George Herbert Mead was among the first to analyze the relationship of symbols to socialization.

**2. Select the best of the four alternative answers.**

1. Isabelle was:

a) reared in an interracial family;

b) kept in almost total seclusion for the first six years of her life;

c) subjected to mistreatment in a mental institution;

d) a child whose language skills were of genius caliber.

2. Say which of the following used the phrase looking-glass self to emphasize that the self is the product of our social interactions with other people:

a) George Herbert Mead; b) Erving Goffman;

c) Charles Horton Cooley; d) Harry Harlow.

3. According to George Herbert Mead, children begin to consider several tasks and relationships simultaneously during the

a) preparatory stage; b) play stage;

c) game stage; d) generalized stage.

4. A person leaves a singles’ bar alone and later tells a friend: “There wasn’t anyone interesting in the entire crowd.” This is an example of

a) impression management; b) studied nonobservance;

c) face-work; d) resocialization.

5. The institution most closely associated with the process of socialization is the

a) family; b) peer group;

c) school; d) mass media.

6. \_\_\_\_\_\_\_\_ are the gestures, objects, and language that form the basis of human communication.

a) roles; b) statuses;

c) symbols; d) the looking-glass self.

7. Say in which of Mead’s stages of the self children imitate the people around them:

a) the play stage; b) the game stage;

c) the preparatory stage; d) the sensorimotor stage.

8. Mead is best known for his theory of

a) presentation of self; b) cognitive development;

c) self; d) impression management.

**PROJECT WORK**

**1. Research topic:** In America communication researchers suggest that television is fixated on appealing to young and wealthy American men, those who buy sponsors’ products. As a result, commercial TV does not portray the elderly, minorities, and women as they really are. In fact, many of these groups are virtually absent from the tube. Comment on the situation in your country.

Analyze one episode of any prime-time dramatic series. In writing, identify the race, ethnic identity, gender, and approximate age (child, teenager, young adult, middle-aged, or old) of each major character. If possible, also find each major character’s occupation and social class (from their job, house, car, and so on). If an alien from Mars knew nothing about Ukrainian society except for what she learned from this one episode, what would she likely conclude about the makeup of your country?

**2. Discuss the roles of heredity and environment in human development.**

**Module II**

**CULTURE**

**Unit 1**

**VOCABULARY 1**

**1. Look through the following international words. Try to guess what they mean:**

|  |
| --- |
| missionary *n* adaptation *n* practice *n* artifact *n* innovation *n*  combine *v* diffusion *n* cultivate *v* gourmet *n*. |

**2. The following definitions explain the meaning of the above words. Match these definitions to the words from Exercise** **1. Complete the sentences that follow:**

a) an object produced or shaped by human craft, especially a tool, weapon, or ornament of archaeological or historical interest;

*The museum’s collection includes \_\_\_\_\_ dating back to prehistoric times.*

b) something that is usually or regularly done, often as a habit, tradition, or custom;

*Industrial espionage is a fairly common \_\_\_\_\_ in China.*

c) the modification of something into a new form for a specific purpose;

*Evolution occurs over millions of years as a result of \_\_\_\_\_ to the changing environment.*

d) a new idea or method, something newly introduced; new method, custom, device, etc;

*To keep pace with the progress you should be aware of the latest \_\_\_\_\_ in computer technology.*

e) mix together different elements;

*She manages to successfully \_\_\_\_\_**motherhood and a career.*

f) a person who likes and is an excellent judge of fine foods and drinks;

*Sydney is also a \_\_\_\_\_’s paradise, with countless restaurants.*

g) the spread of a cultural or technological practice or innovation from one region or people to another, as by trade or conquest;

*Cultural evolution usually occur in tandem with cultural \_\_\_\_\_.*

h) a person who has been sent to a foreign country to teach their religion to the people who live there;

*Pearl Buck was raised in China, where her parents were Christian \_\_\_\_\_.*

i) to improve and prepare land for raising crops.

*A fruit tree is defined as a tree \_\_\_\_\_ for the* [*production*](http://www.yourdictionary.com/production) *of fruit, such as apples, pears, plums and cherries.*

**READING**

**1. Before you read think over the following questions.**

1. What is culture?

2. What do all societies have in common despite their differences?

3. How can different cultures exchange their ideas, technology, customs, etc.?

4. What makes this exchange faster these days?

2. Read the text quickly and choose the most suitable heading for each paragraph. (There are two extra headings.)

**CULTURE AND SOCIETY**

|  |
| --- |
| a. Innovation. b. Discovery c. Culture. d. Diffusion. e. Cultural universals. f. Technology. g. Invention |

1. The study of culture is basic to sociology. Culture is the totality of learned, socially transmitted customs, knowledge, material objects and behavior. It includes the ideas, values, customs, and artifacts (for example, CDs, comic books, and birth control devices) of groups of people. The largest form of human group is called a society. It consists of people who share a common heritage and culture. Members of the society learn this culture and transmit it from one generation to the next. They even preserve their distinctive culture through literature, art, video recordings, and other means of expression. If it were not for the social transmission of culture, each generation would have to reinvent television, not to mention the wheel.

2. Despite their differences, all societies have developed certain common practices and beliefs, known as cultural universals. Many of them are, in fact, adaptations to meet essential human needs, such as people’s need for food, shelter, and clothing. Some of these include athletic sports, bodily adornment, calendar, cooking, courtship, dancing, decorative art, family, food habits, food taboos, funeral ceremonies, games, gestures, gift giving, hairstyles, housing, language, laws, marriage, medicine, music, myths, personal names, religion, sexual restrictions, surgery, toolmaking, visiting etc.

3. The process of introducing an idea or object that is new to culture is known as innovation. There are two forms of innovation: discovery and invention. A discovery involves making known or sharing the existence of an aspect of reality. The finding of the DNA molecule and the identification of a new moon of Saturn are both acts of discovery. By contrast, an invention results when existing cultural items are combined into a form that did not exist before. The bow and arrow, the automobile, and the television are all examples of inventions, as are Protestantism and democracy.

4. Just as a culture does not always discover or invent its foods, it may also adopt ideas, technology, and customs from other cultures. You don’t have to sample gourmet food to eat ‘foreign’ foods. Breakfast cereal comes originally from Germany, candy from the Netherlands, chewing gum from Mexico, and the potato chip from the America of the Indians. The United States has also ‘exported’ foods to other lands. Residents or many nations enjoy pizza, which was popularized in the United States. However, in Japan they add squid, in Australia it is eaten with pineapple, and in England people like kernels of corn with the cheese. Sociologists use the term diffusion to refer to the process by which a cultural item spreads from group to group or society to society. Diffusion can occur through a variety of means, among them exploration, military conquest, missionary work, the influence of the mass media, tourism, and the Internet. Diffusion may take place over extremely long distances. The use of smoking tobacco began with Indian tribes in the Caribbean, where the tobacco plant grew wild. Over a period of hundreds of years, one neighboring tribe after another acquired and cultivated tobacco. Through diffusion, this practice traveled through Central America and across the North American continent and eventually made its way to Europe.

5. Technology in its many forms has now increased the speed by which aspects of culture are shared and has broadened the distribution of cultural elements. Technology not only accelerates the diffusion of scientific innovations but also transmits culture. There is a distinction between the elements of material and nonmaterial culture. Material culture refers to the physical or technological aspects of our daily lives, including food items, houses, factories, and raw materials. Nonmaterial culture refers to ways of using material objects and to customs, beliefs, philosophies, governments, and patterns of communication. Generally, the nonmaterial culture is more resistant to change than the material culture is. The sociologists have introduced the term ‘culture lag’ to refer to the period of maladjustment when the nonmaterial culture is still adapting to new material conditions. For example, the ethics of using the Internet, particularly privacy and censorship issues, have not yet caught up with the explosion in Internet use and technology.

**2. Read the text again and answer the questions with a partner.**

1. Why wouldn’t each generation have to reinvent television or a wheel? 2. What are two forms of innovation? 3. How does discovery differ from invention? 4. How are cultural items spread from society to society? 5. What are the means of diffusion? 6. How does technology influence diffusion? 7. What is material culture? 8. Which culture (material or nonmaterial) is more resistant to change? 9. What is ‘culture lag’?

**SPEAKING**

**1. Work with a partner to discuss the following.**

1. The cultural practices may be universal, but the manner in which they are expressed varies from culture to culture. For example, one society may let its members choose their own marriage partners. Another may encourage marriages arranged by the parents. Give more examples of expressing universal cultural practices in different cultures.

2. The finding of a DNA molecule was mentioned in the text. Think of more examples of a discovery.

3. The automobile is an example of invention. Think of more examples.

**2. Describe a process of diffusion in the sphere of:**

a) military conquest; b) missionary work; c) mass media; d) tourism; e) Internet.

**3. The Cultural Time Capsule.** Use your sociological imaginations and make assumptions about three material objects found in a cultural time capsule in the year 2500. These three objects are *a CD, a cell phone,* and *a coin*. Imagine that you know nothing about the culture from which these objects came. Think of at least ten assumptions you might make about the culture that used these objects.

**VOCABULARY 2**

**1. See how many words you have learned from the text. Use the clues to complete the puzzle. The word across is hidden. It means ‘the spread of social institutions (and myths and skills) from one society to another; or of elements of culture to another region or people’. Find it.**

**Down:**

1) action or process ofdetermining the existence, presence, or fact of, usually accidentally; being the first to find or observe (a place, substance, or scientific phenomenon) (para 3)

2) something newly introduced, such as a new method or device (para 3)

3) a principle proposition, idea, etc., accepted as true (para 2)

4) an object made by a human being, typically one of cultural or historical interest (para 1)

5) a characteristic common to every member of a particular culture or to every human being (para 2)

6) taking control of a place or people by military force (para 4)

7) all of the people born and living at about the same time or of approximately the same age (para 1)

8) the way in which an animal or person behaves in response to a particular situation or stimulus (para 1)

9) the practical application of science to commerce or industry (para 5)

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**2. Use the following words to make phrases from the text.**

|  |  |
| --- | --- |
| social  cultural x2  common  nonmaterial  human | items  heritage  need  transmission  universals  culture |

**3. Complete the following sentences with the above phrases.**

1. Scientific and technological achievements are the \_\_\_\_ \_\_\_\_ of humanity. 2. According to SETI Institute project called ‘Earth Speaks’, by submitting text messages, pictures, and sounds from across the globe, people from all walks of life will convey the \_\_\_\_ \_\_\_\_ of the mankind to an extraterrestrial civilization and thus contribute to a dialogue with other worlds. 3. Azerbaijani mugam included into the UNESCO List of masterpiece of the humanityis the example of \_\_\_\_ \_\_\_\_ that has been successfully transferred from generation to generation. 4. Teaching is much more than the giving of knowledge. The art and science of teaching involves the \_\_\_\_ \_\_\_\_ of the culture, beliefs, norms and collective knowledge of a society’s political, economic and social history. 5. More than 20,000 attendees from 43 countries visit World A’Fair, the Miami Valley’s popular international festival, each year. This year it presents 30 educational and cultural displays; more than 200 \_\_\_\_ \_\_\_\_ from around the world – from jewelry and musical instruments to dolls – are sold at the fest. 6. Good is a commodity or service that satisfies a \_\_\_\_\_ \_\_\_\_.

**LANGUAGE REVIEW 1**

**Verb tenses: Present Perfect**

**1. Study the sentences a-d below. Which one describes:**

1) actions or events finished in a time period that continues up to now.

2) unfinished events starting in the past and continuing up to the present (using *for* and *since*)

3) actions that happened in the past but have a result in the present (present result), i.e. events that affect the present situation.

4) experiences in our lives when we don’t say when they happened.

a. We’ve been really busy all week. You’ve worked hard all year.

b. Have you ever visited our head office? They’ve never climbed Mont Blanc.

c. Prices have gone up so they are very high now. Your office looks different. Have you moved the furniture around?

d. I’ve been in sales since 1992. The company has been the market leader for three years now.

**2. Study the following sentences paying attention to the adverbs used with the Present Perfect.**

1. Would you have something to eat? – No, thanks. I’ve **just** had lunch. 2. What time is the boss leaving? – He’s **already** gone**.** 3. I’vewritten the letter but I haven’t postedit **yet**. 4. Haven’t you **ever** given a presentation? 5. This is the most expensive hotel we’ve **ever** stayed in. 6. He has **never** written a report **before.** 7. I’ve **never** spoken in front of a large audience **in my life**. 8. Have you heard from our partners **lately**? 9. Everything is going well. We haven’t had any problems **so far**.10. They have **always** lived in this town. 11. I haven’t seen Ron **for ages**. 12. We haven’t seen each other **for a long time.** 13. I’ve worked here **since 1998**. 14. I’ve met a lot of people **in the last few days**. 15. Nothing has changed **in the past few years.** 16. This is **the third time** Rachel has forgotten to give me a message. 17. He’s visited their office **twice this week.** 18. She’s typed five letters **today.** 19. I haven’t seen Michael **this morning.** 20. You haven’t worked very hard **this term.**

**3. Change the predicates in the sentences from Present Continuous into Present Perfect.**

* I am not writing a report now. – *I have written it already*.

1. We are not analyzing the data now. 2. We are not interviewing the subjects now. 3. I am not comparing the data now. 4. We are not recording the results now. 5. I am not observing his behaviour now. 6. I am not copying the experimental data now. 7. I am not reporting on my conclusions now.

* He is solving a problem now. – *He hasn’t solved the problem yet.*

1. She is considering this hypothesis now. 2. He is making analyses now. 3. He is thinking the matter over now. 4. She is watching this phenomenon now. 5. He is performing a task now. 6. He is working out a new method now.

**4. Change the following sentences into an interrogative form.**

* We have finished this experiment. – *Have you finished this experiment?*

1. I have applied the new approach lately. 2. We have considered the issue already. 3. They have just spoken to the leading sociologist. 4. I have accepted his point of view. 5. He has rejected his hypothesis.6 I have made certain conclusions.

**5. Change the following indirect questions into direct ones.**

* Ask your friend why he has finished his experiment. – *Why have you finished your experiment?*

1. Ask your friend why he hasn’t taken part in the interview. 2. Ask your friend what conclusion he has made. 3. Ask your friend what results they have achieved. 4. Ask your friend where they have applied this technique.

**6. Complete the extracts with the present perfect or past simple of the verbs in the box:**

|  |
| --- |
| appear unearth produce build be come. |

We \_\_\_\_\_\_ a long way from our prehistoric heritage. The human species \_\_\_\_\_\_ such achievements as the poetry of Emily Dickinson, the paintings of Vincent Van Gogh, the films of Akira Kurosawa. The process of expanding culture \_\_\_\_\_\_ under way for thousands of years. About 700 000 years ago people \_\_\_\_\_\_ hearths to use fire. Archeologists \_\_\_\_\_\_ tools that date back about 100 000 years. It is evident now that paintings, jewelry and statues \_\_\_\_\_\_ 35 000 years ago.

**LANGUAGE REVIEW 2**

**Article**

**1. Match the sentences (1-6) with the corresponding rules (a-f).**

1. I have bought a house in Wales. **The** house is in an agricultural area.

2. Would you like to travel round **the** world?

3. Geoff plays **the** piano very well. Marconi invented **the** radio.

4. **A** colleague and I got some money to do research in non-verbal communication.

5. I’m **an** architect. He’s **a** vegetarian. It was **a** good film.

6. Milk is good for you. Could you pass **the** milk, please?

a. You use *the* with a noun when you are referring back to someone or something that has already been mentioned.

b. You use *the* with a noun when you are referring to something of which there is only one in the world.

c. You use *the* in a general sense with the names of musical instruments and scientific inventions.

d. You use *a/an* when you are talking about a person or thing for the first time.

e. We use *a/an* with jobs and when we say what someone or something is.

f. We use no article when we make generalizations with plural nouns and uncountable nouns. But when we talk about something in particular, we use uncountable nouns with *the*.

**2. Supply *a/an*, the or *– (zero article).***

1. I’m working as … secretary in … office in London. 2. Do you always drink … tea with milk? 3. My brother works in … large garage in Brighton. He’s … engineer. 4. … earth moves round … sun. 5. We were looking for … place to spend the night. … place we found turned out to be in … charming village. … village was called Lodsworth. 6. We have seen what … earth looks like from … moon. 7. I’m … vegetarian, I don’t eat … meat or … fish. 8. I’m not interested in the price of … silver or the price of … gold. 9. At the century’s beginning … telephone was new and … computer not even invented. 10. Can you play … violin? 11. … Chinese invented … paper and … powder.

**3. Fill in the blanks with the appropriate article where necessary. Pay attention to abstract nouns and names of materials.**

1. … life is impossible without … water and …air. 2. You can’t swim in the river. … water isn’t warm enough. 3. She hurried in and found … coffee almost boiled away. 4. … oil is lighter than … water. 5. … water is short in deserts and can be found in oases. 6. This is … coffee I am so fond of. 7. … coffee is cultivated in the south of the island. 8. … air was fresh and cool. 9. Nothing can travel faster than … light. 10. The patient was making … noticeable progress. 11. You can be satisfied with … progress you have made.

**Unit 2**

**VOCABULARY 1**

**1. Look through the following international words. Guess their meaning. Use them in the sentences below:**

|  |
| --- |
| abstract *adj* sanction *n* stable *adj*. |

1. She’s in the hospital in \_\_\_\_\_ condition. 2. This debate is becoming too \_\_\_\_\_ – let’s have some hard facts! 3. Trade and economic \_\_\_\_\_will only be stopped when the aggressor nation withdraws its troops. 4. After several part-time jobs, he’s now got a \_\_\_ job in a bank. 5. Truth and beauty are \_\_\_ concepts.

**2. Match the words (1-3) to the groups of synonyms (a-c). Think over the proper translation of these words into your native language. Remember that international words are sometimes either ‘false friends’ or semi international words (a** [**word**](http://en.wiktionary.org/wiki/word) **in a foreign language bearing a** [**deceptive**](http://en.wiktionary.org/wiki/deceptive) **resemblance to a word in one’s own language, and at least one meaning in common, but not all).**

|  |  |
| --- | --- |
| 1. Complex | a. [Letter](http://www.yourdictionary.com/letter), [sign](http://www.yourdictionary.com/sign), [figure](http://www.yourdictionary.com/figure), [emblem](http://www.yourdictionary.com/emblem) |
| 2. Penalty | b. Difficult , hard, intricate, complicated |
| 3. Character | c. Punishment, fine, poena |

**3. Translate the phrases (a) and complete the sentences (b) below.**

a. Arabic character, Chinese characters, Cyrillic character, mathematical character.

b. 1. Currently, ticket holders pay a \_\_\_\_\_ equal to 25% of the ticket price when they change their flight plans. 2. We think of our emotions as being either positive or negative; but there is another important way in which emotions divide: they are also simple or \_\_\_\_\_. 3. Emotions in general are the most \_\_\_\_\_ mental phenomenon in a personality. 4. The protesters were told to clear the area around the building, on \_\_\_\_\_ of arrest if they did not.

**READING**

**1. Before you read the text discuss the following.**

1. Is language a cultural universal?

2. What is the difference between verbal and nonverbal communication?

3. In the old West, words such as *gelding, stallion, mare, piebald* and *sorrel* were all used to describe one animal – the horse. If we knew little of this period of history what could we conclude about this culture?

4. The Slave Indians of Northern Canada have 14 terms to describe ice (solid ice, seamed ice, cracked ice, floating ice, etc). What can you say about the priorities in this culture?

**2. The following sentences are taken from the text below. Read the sentences and decide where they fit in the text.**

A. Nonverbal communication is the use of gestures and facial expressions to communicate.

B. Sociologists distinguish between norms in two ways.

C. Wash your hands before dinner. You must not kill. Respect your elders.

D. Language reflects the priorities of a culture.

E. Moresembody the most cherished principles of a people.

F. We each have our own personal set of standards but we also share a general set of objectives as members of a society.

G. Folkways are norms governing everyday behavior.

**ELEMENTS OF CULTURE**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The English language makes extensive use of words dealing with war. We speak of *conquering* space, *fighting* *the battle* of the budget, *waging a war* on drugs, makinga *killing* on the stock market, and *bombing* an examination; something monumental or great is *the bomb*. An observer from an entirely different and warless culture could gauge the importance that war and the military have had on our lives simply by recognizing the prominence that militaristic terms have in our language.

Language is an abstract system of word meanings and symbols for all aspects of culture. It includes speech, written characters, numerals, symbols, and gestures and expressions of nonverbal communication.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ We are not born with these gestures and expressions. We learn them, just as we learn other forms of language, from people who share our same culture. This is as true for the basic expressions of smiling, laughter, and crying as it is for more complex emotions such as shame or distress.

Like other forms of language, nonverbal communication is not the same in all cultures. Sociological research at the microlevel documents that people from various cultures differ in the degree to which they touch others during the course of normal social interaction.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ All societies have ways of encouraging and enforcing what they view as appropriate behavior while discouraging and punishing what they consider to be improper behavior. Norms are established standards of behavior maintained by a society.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First, norms are classified as either formal or informal. Formal norms generally have been written down and specify strict rules for punishment of violators. By contrast, informal norms generally are understood but are not recorded. Standards of proper dress are a common example of informal norms. Our society has no specific punishment or sanction for a person who comes to school, say, wearing a monkey suit. Making fun of the nonconforming student is the most likely response.

Norms are also classified by their relative importance to society. When classified in this way, they are known as mores and folkways.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Each society demands obedience to its mores; violation can lead to severe penalties. Thus, the United States has strong mores against murder, treason, and child abuse that have been institutionalized into formal norms.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Folkways play an important role in shaping the daily behavior of members of a culture. The violation of folkways raises comparatively little concern in a society. For example, walking up a ‘down’ escalator in a department store challenges our standards of appropriate behavior, but it will not result in a jail sentence.

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cultural values are these collective conceptions of what is considered good, desirable, and proper – or bad, undesirable, and improper – in a culture. They indicate what people in a culture prefer as well as what they find important and morally right (or wrong). Values may be specific, such as honoring one’s parents and owning a home, or they may be more general, such as health, love, and democracy.

Values influence people’s behavior and serve as criteria for evaluating the actions of others. The values of a culture remain relatively stable during any one person’s lifetime.

**3. Read the text and answer the following questions.**

1. What is the difference between mores and folkways?

2. How do values influence society?

**SPEAKING**

1. Some examples of folkways in western culture include respecting the privacy of strangers and eating food with the proper utensil. Work with a partner to give more examples of folkways in Ukrainian culture.

2. Discuss some of the cultural practices in the Ukraine that might seem strange to someone from another culture.

**VOCABULARY 2**

**1. Find words in the text that mean the following:**

a) an abstract system of word meanings and symbols for all aspects of culture. It also includes gestures and other nonverbal communication (para 1);

b) the process of sending and receiving wordless [messages](http://en.wikipedia.org/wiki/Message) through [gesture](http://en.wikipedia.org/wiki/Gesture), [body language](http://en.wikipedia.org/wiki/Body_language), [facial expression](http://en.wikipedia.org/wiki/Facial_expression), [eye contact](http://en.wikipedia.org/wiki/Eye_contact), etc. (para 2);

c) established standards of behavior maintained by a society (para 3);

d) penalties and rewards for conduct concerning a social norm (para 4);

e) moral guidelines for acceptable behavior, folkways of central importance accepted without question and embodying the fundamental moral views of a group (para 5);

f) the patterns of conventional [behavior](http://en.wikipedia.org/wiki/Behavior) in a [society](http://en.wikipedia.org/wiki/Society), [norms](http://en.wikipedia.org/wiki/Norm_(sociology)) that apply to everyday matters. They are the conventions and habits learned from childhood. (para 6);

g) an ideal accepted by some individual or group (para 7);

h) a fairly large number of people who live in the same territory, are relatively independent of people outside it, and participate in a common culture. (para 7).

**2. Complete the sentences with the words from Exercise 1.**

1. In order for a \_\_\_\_\_\_ to become significant it must be widely shared and understood. For example in movie theatres we typically expect that people will be quiet while the film is shown. 2. Breaking a \_\_\_\_\_\_ does not cause severe punishment, but may cause the person to be laughed at, frowned upon, or scolded. 3. Sociologist Donald Black has termed *law* to be ‘governmental social control’, establishing laws as \_\_\_\_\_ \_\_\_\_\_ enforced by the state. 4. In Japan it is a \_\_\_\_\_ for youngsters to wear flip-flop sandals while learning to walk. 5. In many societies around the world \_\_\_\_\_ serve to reinforce patterns of male dominance. For example within the traditional Buddhist areas of Southeast Asia, hospitals that house men on the first floor do not place women on the second floor. 6. Over the last 30 years the \_\_\_\_\_\_ of ‘being very well-off financially’ has become extremely popular. 7. \_\_\_\_\_\_\_\_\_ are much more strictly enforced than folkways. 8. A \_\_\_\_\_\_\_\_\_ is the largest form of human group. 9. \_\_\_\_\_\_\_\_ is the foundation of culture. 10. American society has strong \_\_\_\_\_\_\_\_ against murder, treason, and child abuse that have been institutionalized into formal norms. 11. As support for traditional norms weakens, people feel free to violate them more frequently and openly and are less likely to receive serious negative \_\_\_\_\_\_\_ .

**LANGUAGE REVIEW 1**

**Verb tenses: Past Perfect**

**1. Look at these three sentences and underline the verbs.**

1. She had been to Australia twice beforewe went together. 2. We wantedto remember all we had seen. 3. The film had already started when we arrived at the cinema.

Now answer the following questions:

1. Which verb in each sentence is in the past simple? (The other verb is in the Past Perfect.)
2. Which action happened first in each sentence?
3. Which action happened second?
4. Do we use the Past Perfect for the action that happened first or the action that happened second?

**2. Match the halves of the sentences.**

|  |  |
| --- | --- |
| 1. By the time they got to the cinema  2. He stayed out late  3. By the end of his first year at university  4. I’d just gone to sleep  5. After I’d booked the tickets | a) after I’d told him not to.  b) when the phone rang and woke me up.  c) the film had already started.  d) she changed her mind and said she wanted to eat out instead.  e) he’d already decided he didn’t want to be a doctor. |

**3. Match the sentence beginnings in A with endings in B. Change a verb to the Past Perfect Simple in each sentence.**

|  |  |
| --- | --- |
| I got lost in the city because | I (spend) a lot of time studying before it. |
| The evening went well because | I (hear) it was good. |
| I went to see the film because | I (not/be) there before. |
| I was qualified for the job because | I (not/be) able to sleep the night before. |
| I found the exam easy because | I (plan) it carefully. |
| It was a big day but I was tired because | I (study) the subject at university. |

**4. Complete the text with the Past Simple or Past Perfect of the verbs in brackets.**

Warren Buffet, the second richest man in the world, has given almost all his $44 billion fortune away. Buffet (buy) shares before he (be) 12 years old, and by the time he (be) 14, he (make) his first purchase of land. After he (complete) his Masters degree at Columbia Business School, he (begin) his own investment partnership in 1956. Buffet’s wife was going to supervise his charity work and donations but she (die) in 2004. They (not live) together since 1977. Buffet has given his fortune to a charity run by the world’s richest man, Bill Gates. Once Gates (make) a fortune with Microsoft, he (set up) the Gates Foundation. Before he (be) 50, Gates (give) $26 billion to charity. The Gates Foundation is now the biggest charitable trust in the world.

**LANGUAGE REVIEW 2**

**Word formation: conversion**

**1. Look at the following pairs of sentences. Do the words in bold type differ from each other?**

|  |  |
| --- | --- |
| 1. He needs to **diet**. | He needs to go on a **diet**. |
| 2. I’m going to **ring** him. | I’m going to give him a **ring**. |
| 3. I **looked** in the paper. | I had a **look** in the paper. |
| 4. We had to **queue** for half an hour. | We had to wait in a **queue** for half an hour. |
| 5. What’s the **answer**? | **Answer** the question. |
| 6. I must **clean** my room. | It’s a **clean** room. |
| 7. I don’t like the **cold**. | I don’t like **cold** weather. |

**2. Look at the following pairs of sentences. Do the verb and noun have a similar meaning, or are they different in meaning?**

l. We had a long wait for the bus. If we wait any longer, we may miss the train.

2. I gave him the book. Did you book the table in the restaurant?

3. They take a break after an hour’s work. Did he break his arm skiing?

4. I go for a run most mornings. I was late so I had to run to get to school on time.

**3. Rewrite these sentences using the underlined nouns as verbs. Change or add words if necessary.**

* There was a lot of rain yesterday. – *It rained a lot yesterday.*

1. We had a long wait. We …

2. This apple has got a strange taste. This …

3. We waited in the queue for half an hour. We …

4. The cost of the holiday was about £500. The …

5. I wrote a reply to his letter yesterday. I …

6. She gave me a smile this morning. She …

**4. Rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.**

* They want to rest for a bit. – *They want to have a rest for a bit*.

|  |  |
| --- | --- |
| 1. I’ll ring him this evening. | I’ll … |
| 2. I’ll diet if necessary. | I’ll … |
| 3. If you don’t know, just guess. | If you don’t know, just … |
| 4. I braked but I still couldn’t stop in time. | I … |
| 5. I dreamt about my mother. | I … |
| 6. Did you look in the paper? | Did you … ? |

**5. Translate the following sentences. Pay attention to the words in bold type.**

1. We’ll get to Gloucester Road quickly if we **tube.** 2. There Louisa kept the sealed **bottles** and **cans** of food, neatly labelled, which she **canned** and **bottled** herself from season to season. 3. You had to have a strong head and a fine constitution to **drink, drink** for **drink**. 4. At last he came into the **open.** 5. Martin started to **question** him about the missing photograph. 6. My thoughts have been much occupied with the **ups** and **downs**, the fortunes and misfortunes of married life. 7. I won’t go into the **whys, whats** and **hows**. 8. Endersleigh Street is a small street **sandwiched** between two larger streets in the neighbourhood of Oxford Circus.

**6. Translate the sentences. Analyze semantic relations between the converted verbs in bold type and the nouns.**

1. His client Mr Richmond had to be punctual, indeed his appointment was **timed** for 10 o’clock. 2. Molly was nine, the eldest, and when she remembered this superiority, she **mothered** the party. 3. When is she going to **face** facts? 4. “Forgive my saying so, old boy”, said Brent, “but how can you **stomach** old Tewkesbury as a client?” 5. The silence lengthened and he could feel Bachixa starting to **eye** him. 6. When they are trying to improve their time, joggers **clock** their practice runs.

**7. Translate the sentences. Analyze semantic relations between the converted nouns in bold type and the verbs.**

1. He did not at all like the **look** or **feel** of the bed, the springs were broken in the centre and it creaked when he lay down to try it. 2. Bowen’s first **kill** was a big black insect. 3. He was not allowed a **say** for one single minute. 4. She was wearing a tweed coat trimmed with fur, foreign in **make** and **cut**.

**8. Translate the sentences. Analyze semantic relations between the converted verbs in bold type and the adjectives.**

1. The buildings **greyed** with weather. 2. Caroline put the palms of her hands out to the sun to get them **browned**. 3. His face was long, **dried** up by sun and **yellowed** by fever. 4. I made a vain attempt to **better** myself. 5. I will try to **smooth** the difficulties out of your path. 6. **Empty** water out of the jar.

**LANGUAGE REVIEW 3**

**Word formation: abbreviations and acronyms**

**1. Match examples (a-e) to the rules (1-5).**

There are five basic types of abbreviation. The first three are used for abbreviating a single word.

1. The first type consists of the first letter of the word. When read aloud, the abbreviation is usually pronounced like a full word.

2. The second type consists of the first few letters of the word. When read aloud, the abbreviation is usually pronounced like the full word.

3. The third type consists of the word with several letters missed out. When read aloud, the abbreviation is pronounced like the full word. Some abbreviations of this type have capital letters. Then we say each letter separately.

4. The fourth type consists of the first letter of each word. We usually say each letter separately, with the main stress on the last letter.

5. The fifth type of abbreviation uses the first letter of each word to form a new word. This type of abbreviation is called *an acronym*. We pronounce an acronym as a word, rather than saying each letter.

a. Sgt = sergeant, asst. = assistant, dept = department, jct = junction, km = kilometer, tbsp. = tablespoon, kW = kilowatt, HQ = headquarters, TV = television, TB = tuberculosis.

b. MP = Member of Parliament, CD = compact disc, HRH = His/Her Royal Highness, USA = United States of America, VIP = very important person, rpm = revolutions par minute.

c. F = Fahrenheit, N = North, m = metre, p. = page.

d. BASIC = Beginner’s All-purpose Symbolic Instruction Code, OPEC = Organization of Petroleum-Exporting Countries, TEFL = teaching English as a foreign language.

e. Brit. = British, Hon. = Honorable, Thurs. = Thursday. cont. = continued, usu. = usually, vol. = volume.

**2. How are the abbreviations in these sentences pronounced? What do they stand for?**

1. Read pp 34 – 40 for homework. 2. If he can’t give up the habit on his own, he should try joining A.A. 3. This antique vase dates from 1500 AD. 4. Cars must not exceed 30 mph in a built-up area. 5. Write back asap. 6. Do you believe in UFOs? 7. A good pass in French (i.e. at least grade B) is desirable. 8. Citrus fruits, e.g. oranges and grapefruit, won’t grow in this climate. 9. Are you for or against joining NATO? 10. The film gives a convincing depiction of life BC.

11. A mobile phone text message: c u 4 t at 3, OK? BTW K’s going 2 b here.

**Unit 3**

**VOCABULARY 1**

**1. Check if you can guess the meaning of the following international words from the text. Then use them in the sentences below:**

|  |
| --- |
| dominant *adj* accumulate *v* shock *n* local *adj* disorient *v*. |

1. It was such a loud crash – it gave me quite a **\_\_\_\_\_**. 2. Many **\_\_\_\_\_** shops will be forced to close if the new supermarket is built. 3. As people **\_\_\_\_\_**more wealth, they tend to spend a greater proportion of their incomes. 4. For years the Democrats were the **\_\_\_\_\_** party in Congress. 5. It was a real culture **\_\_\_\_\_** to find herself in London after living on a small island. 6. Most of the **\_\_\_\_\_** population depend on fishing for their income. 7. It’s easy to get **\_\_\_\_\_** because all the streets look alike.

**2. Which of the following words are the semi-international words? Which are the ‘false friends’? Match the words (1-6) to the groups of synonyms (a-f):**

1) occupation *n*;*.* 2) champion *v*; 3) sport *v*. 4) primitive *adj*; 5) resident *n*; 6) oppose *v*.

a) [occupant](http://www.thefreedictionary.com/occupant), [dweller](http://www.thefreedictionary.com/dweller), [inhabitant](http://www.thefreedictionary.com/inhabitant);

b) defend , protect , advocate, fight for, [support](http://www.thefreedictionary.com/support), [back](http://www.thefreedictionary.com/back);

c) wear, be dressed in, show off;

d) employment , business;

e) preliterate, tribal, nonindustrial (of societies);

f) fight, argue, debate, struggle, resist.

**3. Think of good interpretation of the semi-international words and ‘false friends’ in the italics below.**

1. Sailing was his favorite weekend *occupation*.*2.* As a congresswoman*,* she *championed* the cause of fair labor practices.3. *Primitive* races colonized these islands 2000 years ago. 4. Back in the 1960s he *sported* bell-bottom trousers, platform heels and hair down past his shoulders. 5. He has *championed* constitutional reform for many years. 6. In the space marked ‘*occupation’* she wrote ‘police officer’. 7. The front of the car *sported* a German flag. 8. The *local residents* were angry at the lack of parking spaces. 9. The hotel bar was only open to *residents* (= to people staying at the hotel). 10. The proposed new examination system has been strongly *opposed* by teachers. 11. Most of the *local residents opposed* the closing of their hospital.

**READING**

**1. Before you read the text discuss the following.**

1. Do young people sometimes develop their own culture?

2. Can you give the example of any kind of youth culture?

3. Do you know anyone who belongs to any kind of youth culture? What about you?

**ASPECTS OF CULTURAL VARIATION**

Each culture has a unique character. Despite the presence of cultural universals such as courtship and religion, there is still great diversity among the world’s many cultures. Moreover, even within a single nation, certain segments of the populace develop cultural patterns that differ from the patterns of the dominant society.

Subcultures. Older people living in housing for the elderly, workers on an offshore oil rig, rodeo cowboys, circus performers, goth music fans – all are examples of what sociologists refer to as subcultures. A subculture is a segment of society that shares a distinctive pattern of mores, folkways, and values that differs from the pattern of the larger society. In a sense, a subculture can be thought of as a culture existing within a larger, dominant culture. Subcultures may be based on common age, region, ethnic heritage, occupation, or beliefs. Certain subcultures develop because of a shared interest or hobby.

Countercultures. By the end of the 1960s, an extensive subculture had emerged in the United States composed of young people who repudiated the technological orientation of our culture. This group primarily included political radicals and ‘hippies’ who had ‘dropped out’ of mainstream social institutions. These young men and women rejected the pressure to accumulate more and more cars, larger and larger homes, and an endless array of material goods. Instead, they expressed a desire to live in a culture based on more humanistic values, such as sharing, love, and coexistence with the environment. As a political force, the subculture opposed the United States’ involvement in the war in Vietnam and encouraged draft resistance.

When a subculture deliberately opposes certain aspects of the larger culture, it is known as a counterculture. Countercultures typically thrive among the young, who have the least investment in the existing culture. In most cases, a person who is 20 years old can adjust to new cultural standards more easily than someone who has spent 60 years following the patterns of the dominant culture.

Beginning in about 1968, a new counterculture surfaced in Great Britain. The Skinheads were young people with shaved heads who often sported suspenders, tattoos, and steel-toed shoes. These young people generally came from working-class backgrounds and had little expectation of ‘making it’ in mainstream society. Some Skinhead groups championed racist and anti-Semitic ideologies and engaged in vandalism, violence, and even murder. Immigrants from India and Pakistan became a common target of Skinhead attacks. Throughout the 1970s, the Skinhead counterculture gradually spread from Britain to Europe, North America, and Australia. According to a report released by the Anti-Defamation League, Skinheads now constitute a worldwide movement of 70,000 people in about 33 countries.

Culture shock. When immersed in an unfamiliar culture, a person may feel strangely disoriented, uncertain, out of place, even fearful. These are all indicators that he or she may be experiencing what sociologists call culture shock. For example, a resident of the USA who visits certain areas in China and wants local meat for dinner may be stunned to learn that the specialty is dog meat.

Attitudes toward Cultural Variation. Many everyday statements reflect our attitude that our culture is the best. We use terms such as underdeveloped, backward, primitive to refer to other societies. The term *ethnocentrism* is coined to refer to the tendency to assume that one’s own culture and way of life are superior to all others. The ethnocentric person sees his own group as the centre of culture and views all other cultures as deviations from what is ‘normal’.

*Xenocentrism* is the belief that the products, styles, or ideas of one’s society are inferior to those that originate elsewhere. For example, people in the USA often assume that French fashions or Japanese electronic devices are superior to our own.

**2. Answer the questions in pairs.**

1. In what manner are people united into subcultures? 2. What is the basic difference between subculture and counterculture? 3. What examples of countercultures does the text provide? 4. What subcultures and countercultures are represented in Ukraine? 5. When do people experience a culture shock? 6. What is the essence of ethnocentrism? 7. What example does the text give to illustrate xenocentrism?

**SPEAKING**

**1. Match the following subcultures with the principles they are based on:**

|  |  |
| --- | --- |
| 1) teenagers | a) shared interest or hobby |
| 2) computer ‘hackers’ | b) region |
| 3) Appalachians | c) occupation |
| 4) Cuban Americans | d) ethnic heritage |
| 5) firefighters | e) common age |
| 6) ballroom dance contestants |  |
| 7) old people |  |

**2. Complete the following situations.**

1. Someone from a strict Islamic culture may be shocked upon seeing…

2. A conservative older person might feel confused or horrified at…

**3. Speak on the following.**

1. Give more examples of culture shock.

2. Can ethnocentrism cause any dangerous consequences sometimes?

3. Is xenocentrism widespread in Ukraine?

**4.** **Think about your own attitude toward one of cultural variations.**

**VOCABULARY 2**

**1. Match the following terms with the correct definitions:**

|  |  |
| --- | --- |
| 1) xenocentrism  2) counter-culture  3) ethnocentrism  4) subculture | a) a culture with lifestyles and values opposed to those of the established culture  b) the belief that the products , styles or ideas of one’s society are interior to those that originate elsewhere  c) a social group within a national culture that has distinctive patterns of behaviour and beliefs  d) belief in the superiority of one’s own ethnic group |

**2. Complete the sentences with the words from Exercise 1.**

1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are typically popular among the young, who have the least investment in the existing culture. 2 Americans that automatically assume that French fashions or Japanese electronic devices are superior to their own are engaging in \_\_\_\_\_\_\_\_\_\_\_\_ . 3. \_\_\_\_\_\_\_\_\_\_ can be perceived as negative due to their nature of criticism to the dominant societal standard. 4. In essence, \_\_\_\_\_\_\_\_ bring together like-minded individuals who feel neglected by societal standards and allow them to develop a sense of identity.

**3. Read the article again and find the following:**

a noun used to describe a characteristic common to every member of a particular culture or to every human being (para 1);

a noun used to denote anything that has been transmitted from the past or handed down by tradition (para 2);

a verb meaning ‘to reject the authority or validity of”; ‘to refuse to accept’ (para 3);

a noun used to denote articles of commerce (para 3);

a noun used to denote selection for compulsory military service (para 3);

a verb meaning ‘to adapt’, as to a new environment, etc (para 4);

a noun used to denote the main current (of a river, cultural trend, etc.) (para 5);

a noun used to denote an act of aggression (para 5);

a service or product that is extremely good in a particular place (para 6);

a verb meaning ‘to fabricate’ or ‘invent’ (words, etc.) (para 7);

a verb meaning ‘to look at carefully’; ‘study mentally’ (para 7).

**4. Complete the sentences with the words from Exercise 3 above and Vocabulary 1. Sometimes you should change the form of a word.**

1. When he was young he would \_\_\_ a rose in his buttonhole.

2. Nowadays with the development of communication and media technologies a lot of new words are \_\_\_ every day. 3. You \_\_\_\_\_\_ a lie again. There is not a word of truth in what you say. 4. Roast beef is the chef’s \_\_\_\_\_ . 5. \_\_\_ are the movable articles which can be owned, bought or sold. 6. Modern democratic societies \_\_\_\_ the rights of the individual and the cause of liberty. 7. He had to \_\_\_\_\_to the new climate. 8. The report documents the shocking amount of domestic \_\_\_\_\_ againstwomen. 9. We really want to promote the South Asian arts to the **\_\_\_\_\_** society. That’s exactly what this festival is doing. 10. He avoided the \_\_\_\_\_ because of a foot injury. 11. There was no \_\_\_\_\_ , there were only volunteers.

**5. Match the verbs in A and words in B to make phrases from the text.**

A. Coin, develop, oppose, accumulate, adjust to, follow, champion, engage in (x3), feel (x4).

B. Ideology aspects of culture, cultural standards, cultural patterns, violence, term, vandalism, out of place, fearful, murder, disoriented, the patterns, uncertain, material goods.

**6. Ask and answer the questions about who or what does the things described by the phrases from Exercise 5. Base your answers on the text.**

For example: *to develop cultural pattern.*

– Who *develops cultural patterns*?

– Within a single nation, certain segments of the populace *develop cultural patterns* that differ from the patterns of the larger society.

**LANGUAGE REVIEW 1**

**Verb tenses: Future Perfect**

**1. Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.**

1. By the time we sell the car, we (spend) $500 on repairs. 2. Next April 21st my parents (be) married for 25 years. 3. By the end of the year I (read) two books of Essential English. 4. I (finish) this work before you go away 5. I think (not/spend) all my holiday money by the end of the week. 6. The builders say they (not/finish) the office roof by Thursday. 7. I hope you (not forget) all about this by our next lesson. 8. (the meeting/finish) by that time? 9. (the lecture/not/start) by the time we get to the university? 10. **(**you/not/leave**)** work by then?

**2. Use the following verbs to complete the sentences below:**

|  |
| --- |
| drive use up learn run forget. |

1. You may be in love with her now, but in a couple of weeks you … all about her. 2. By the time we get to Birmingham we … over two hundred miles. 3. If they start school at four, most children … to read and write by the age of six. 4. By the end of this century, we … most of the world’s oil supplies. 5. After two hours, the leading competitors … about thirty kilometres.

**3. Complete the sentences using the *Future Perfect*.**

* What will life be like in the year 2100? – *By 2100, the world’s population will have increased (increase) to around 30,000 million.*

1. Life … (become) more automated by then. 2. Computers … (take over) many of the jobs that people do today. 3. The earth’s supplies of oil, coal and gas … (run out). 4. (scientists/find) other sources of energy? 5. How … education … (change)? 6. (we/find) a way to feed all the people in the world?

* By what time will these things have happened? – Scientists /discover/a cure for cancer/ – *Scientists will have discovered a cure for cancer by the end of a century.*

1. Scientists /learn/to control the weather. 2. Third world war/break out 3. Man/destroy/the planet. 4. World population/grow/to three billion. 5. Atomic energy/replace/oil and coal. 6. Scientists/build/factories in space.

**LANGUAGE REVIEW 2**

**Word formation: compounding and blending**

**(A) Compound nouns**

**1. Look at the rules about compound nouns. Match them with the examples.**

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. They can be written:

1) as two words;

2) with a hyphen;

3) as one word.

a) ice-cream, post-office;

b) address book, tin opener;

c) teapot, earring.

Compound nouns may be:

1) countable;

2) uncountable;

3) only used in the singular;

4) only used in the plural.

a) human rights, sunglasses, traffic lights, kitchen scissors, luxury goods;

b) arms race, greenhouse effect, sound barrier, death penalty, labour force;

c) birth control, junk food, pocket money, food poisoning, data-processing;

d) alarm clock, burglar alarm, heart attack, tea-bag, credit card, contact lens.

**(B) Compound adjectives**

**1. Look at the rule about compound adjectives. Match it with the examples below.**

Compound adjective is an adjective which is made up of two parts and it is usually written with a hyphen. The second part of the compound adjective is frequently a

1) Participle I (V-ing form);

2) Participle II (V-ed form);

3) adjective.

a) curly-haired, blue-eyed, absent-minded;

b) tight-fitting, easy-going;

c) nut-brown, snow-white.

**2. Explain the following compound adjectives as in the models.**

1) a big-nosed man = a man with a big nose: a round-faced girl, a curly-haired boy, a broad-shouldered man;

2) nut-brown eyes = eyes that are as brown as a nut: cherry-red lips, a jade-green dress, snow-white hair;

3) a fast-moving car = a car that moves fast: a low-flying plane, high-flying balloon.

**3. Explain the meaning of the following compounds in your own words.**

A white-coloured orchid, a sun-tanned face, bitter-sweet coffee, night-blooming flowers, time-consuming process, sky-rocketing prices, flower-covered ground, a ready-made suit, a well-prepared student, a fully-qualified technician, remote-controlled TV.

**4. In the following sentences find the compound word and analize its formation.**

1. The bus driver took an alternate route to the airport. 2. Jeanette was paid generously to baby-sit for her neighbour’s child. 3. Paul was a genuine craftsman and made all his furniture by hand. 4. At the Christmas party, Kelly caught her mate telling a bald-faced lie.

**5. Match the following compounds (1-16) with the explanations (a-m):**

|  |  |
| --- | --- |
| 1) lady-killer  2) lazybones  3) pickpocket  4) chatterbox  5) bluestocking  6) butterfingers  7) earthquake  8) well-wisher  9) watchdog_20__22w_E3t_D0d_E3g_20_24_A0_22w_E4_t_D0d_E3_g_2C_20_22w_E3_t_D0_2D_  10) downfall  11) nobleman_20__22n_EB_b_CAlm_EBn_20_24_A0_22no__2D_  12) first-rate  13) well-bred  14) ill-mannered  15) breathtaking_20__22bre_D8_3Bte_FBk_FB_C5_  16) peace-loving | a) a thief who steals things out of pockets or bags, especially in a crowd  b) someone who often drops things they are carrying or trying to catch  c) a man who is a member of the highest social class and has a title such as ‘Duke’  d) a sudden shaking of the earth’s surface that often causes a lot of damage  e) a person or group of people whose job is to protect the rights of people who buy things and to make sure companies do not do anything illegal or harmful  f) believing strongly in peace rather than war  g) complete loss of your money, moral standards, social position etc, or the sudden failure of an organization  h) Of good upbringing; well-mannered and refined.  i) a woman who is more interested in ideas and studying than in parties, men etc  j) someone who shows by their behaviour that they like someone and want them to succeed, be happy etc  k) not polite and behaving badly in social situations  l) very impressive, exciting, or surprising  m) a person, especially a child, who talks a lot  n) of the very best quality  o) someone who is lazy  p) a man to whom women are supposed to be irresistibly attracted |

**6. Complete the sentences with the compounds from Exercise 2.**

1. “\_\_\_\_!” she called as I dropped the hot plates. 2. The view from my bedroom window was absolutely \_\_\_\_. 3. Hey \_\_\_\_, get up from the sofa and help me with the dishes! 4. An \_\_\_\_\_ measuring 5.1 on the Richter scale struck southern California on June 28. 6. The scandal that led to the president’s \_\_\_\_\_. 7. I am ready to ask pardon, if I have been \_\_\_\_\_. 8. The prince waved at the crowd of 600 \_\_\_\_\_. 9. Did we not learn as children in the history of our planet that it was once peopled by a friendly, \_\_\_\_ race? 10. He’s a \_\_\_\_ surgeon.

11. Your sister talks so much. She’s a real \_\_\_\_\_!

**(C) Blends**

**1. What words have been combined to make these blends? What do you think they mean?**

Motel, heliport, gesstimate, docusoap, breathalyzer, infomercial, educainment, cybrary, vegeburger, swimathon, funtastic.

**Unit 4**

**VOCABULARY 1**

**1. Look through the following international words. Explain the reason for dividing them into groups a, b and c:**

a) bilingualism *n*, legitimate *adj*, bicultural *adj*, dominant *adj* debate *n*, accent *n*;

b) instruct *v*, unify *v*, subordinate *v*;

c) decade *n*, residential*adj*.

**2. Complete the following sentences with the words from group a. and b.**

1. Television plays a \_\_\_\_\_ role in molding public opinion. 2. Common problems in \_\_\_\_\_ business relationships include differing business rhythms and lack of mutual understanding. 3. She insists that \_\_\_\_\_ is essential to compete in a global economy. 4. The army must give power back to the \_\_\_\_\_ government. 5. Education is the current focus of public **\_\_\_\_\_** . 6. \_\_\_\_\_ is most likely to occur when a child is raised by bilingual parents in a monolingual environment.

**3. Translate the sentences paying attention to the semi-international words and ‘false friends; from groups b and c.**

1. However, such a brutal attitude by America will *unify* the whole Afghan [nation](http://www.yourdictionary.com/nation) against aggression. 2. Thus, the Party System *subordinates* the wider [interest](http://www.yourdictionary.com/interest)s of society to the interests of the parties. 3. Finally, after six *decades* of total [dominance](http://www.yourdictionary.com/dominance), Disney finally faced serious competition from other Hollywood companies. 4. *Residential* [segregation](http://www.yourdictionary.com/segregation) between two ethnic groups is likely to indicate some significant difference between them. 5. It is a *residential* area with all shopping facilities and entertainment less than five minutes drive away. 6. She *instructed* the students to work on their pronunciation.

**READING**

**1. Before you read the text discuss the following point.**

1. Languages know no political boundaries. Enlarge the statement by providing your own ideas.

**BILINGUALISM: SOCIAL POLICY AND CULTURE**

All over the world, nations are having to face the problem of how to deal with residential minorities who speak a language different from that of the mainstream culture.

Bilingualism refers to the use of two or more languages in a particular setting, such as the workplace or educational facilities, treating each language as equally legitimate. Thus, a program of bilingual education may instruct children in their native language while gradually introducing them to the language of the host society. If the curriculum is also bicultural, it will teach children about the mores and folkways of both the dominant culture and the subculture. To what degree should schools in the United States present the curriculum in a language other than English? This issue has prompted a great deal of debate among educators and policy makers.

**Sociological Insights**

For a long time, people in the United States demanded conformity to a single language. In a sense, this demand coincides with the functionalist view that language serves to unify members of a society. Immigrant children from Europe and Asia – including young Italians, Jews, Poles, Chinese, and Japanese – were expected to learn English once they entered school. In some cases, immigrant children were actually forbidden to speak their native languages on school grounds. There was little respect granted to immigrants’ cultural traditions; a young person would often be teased about his or her ‘funny’name, accent, or style of dress.

Recent decades have seen challenges to this pattern of forced obedience to our dominant ideology. Beginning in the 1960s, active movements for Black pride and ethnic pride insisted that people regard the traditions of all racial and ethnic subcultures as legitimate and important. Conflict theorists explain this development as a case of subordinated language minorities seeking opportunities of self-expression. Partly as a result of these challenges, society began to view bilingualism as an asset. It seemed to provide one way of assisting millions of non-English-speaking people in the United States to learn English in order to function more effectively within the society.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. What does the term ‘bilingualism’ mean?

2. In what countries does such a problem exist?

3. Were there any restrictions in speaking a native language at American schools?

4. How has the attitude to a single language changed lately?

1. **Mark the statements true (T) or false (F) giving reasons for your answers.**

1. In the United States only English is allowed in education.

2. At primary stage learning English was the rule for immigrant children in America.

3. The forced obedience to the dominant educational and social principles has remained the same.

4. Some decades ago immigrants’ cultural traditions were deeply respected.

5. Millions of non-English speaking people in the USA found their self-expression in developing their ethnic subcultures.

6. In the middle of the 20th century the progressive American movements called to recognize the importance of conflict approach.

7. More effective communication is likely to be due to the existence of subordinate language majorities.

8. Nowadays the question of bilingualism is less important for the society than its ideology.

9. The traditional point of view is that a single language tends to join all members of a society.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Minority languages are common in many nations. Does it still present an issue for arguing?

2. Why did the American society need challenges?

3. Were the results of them beneficial?

**2. Over to you.**

1. Find at least three reasons why a lot of communities and states unwillingly develop and introduce bilingual educational programs.

2. Think of immigrants with and without English language skills. Whose earnings do you believe will be higher? Why?

**VOCABULARY 2**

**1. Look through the text and find the following words formed by conversion. Define the part of speech they belong to:**

|  |
| --- |
| face deal use present demand view challenge regard function. |

**2. Translate the following sentences. Pay attention to the converted words.**

1. She **deals** in gold. 2. The car workers’ union **demands** a 7% pay rise this year. 3. However, beware of the really [cheap](http://www.yourdictionary.com/cheap) **deals**, as some lenders won’t offer to pay your transfer fees. 4. Finding a solution to this problem is one of the greatest **challenges** **faced** by scientists today. 5. Because of the way this research was conducted, its findings are open to **challenge**. 6. The location is idyllic, with mature gardens, terraced lawns and **views** across the [valley](http://www.yourdictionary.com/valley).

7. Inside the Smart Home **challenges** the [notion](http://www.yourdictionary.com/notion) that consumers want constant access to broadband Internet or multiple interactive cable TV channels. 8. **Face** the [**challenge**](http://www.yourdictionary.com/challenge) with courage. 9. The government is unlikely to agree to the rebels’ **demands** for independence. 10. The terrace **faces** towards the sea. Passengers could **face** long delays. 11. Some bloggers remarked that she didn’t **face** the camera enough, or her hair was in her **face**, while others said she looked plain without make-up. 12. Open a new window to find out more and **view** [map](http://www.yourdictionary.com/map).

13. Vice President Biden wouldn’t speculate about whether the White House **views** former Alaska Gov. Sarah Palin as a threat in the 2012 presidential race. 14. *Clay roof tiles* [meet](http://www.yourdictionary.com/meet)s consumer **demands** for quality natural house building materials. 15. The blow will be even harder following the collapsed ITV Digital sponsorship **deal** with the Nationwide league. 16. Find out more about how we **deal** with [complaint](http://www.yourdictionary.com/complaint)s.

**3. Match the words in italics in sentences (1-7) to the definitions (a-g) below.**

1. My *curriculum* this year is filled with difficult classes, so I probably won’t have much time for a social life. 2. The students looked over the *curriculum* to find out what would be expected of them this semester. 3. They champion human rights and the protection of the [Kurdish](http://www.yourdictionary.com/kurdish) *minority*. 4. It’s depressing how much *conformity* there is in such young children. 5. This new religion is authoritarian and draconian in its demand for *conformity* to its norms. 6. He demands unquestioning *obedience* from his soldiers. 7. Knowledge of languages is a real *asset* in this sort of work. 8. He’ll be a great *asset* to the team. 9. Her eyes are her best *asset.*

a. A useful or valuable quality, most attractive feature.

b. A racial, religious, political, national, or other group thought to be different from the larger group of which it is part.

c. An integrated course of academic studies.

d. When people or animals do what they are told to do.

e. Action or behavior in correspondence with socially accepted standards, conventions, rules, or laws.

**4. For each sentence, find one verb from the box to replace the word or phrase in italics. There are two words in the box that you don’t need:**

|  |
| --- |
| coincide forbid conform tease prompt grant. |

1. I don’t know what *made* him *decide* to leave. 2. When I was at school I was *mocked at and made fun of* because of my red hair. 3. Our views on this matter *are similar*. 4. The law *refuses to allow* the sale of cigarettes to people under the age of 16. 5. The children *laughed at* the boy because of his stammer. 6. Recent worries over the president’s health have *caused* speculation over his political future. 7. If our schedules *are the same*, we’ll go to Spain together. 8. If the heavy rain and an extreme high tide had *happened simultaneously*, serious flooding would have resulted.

**5. Match words from each box to make *verb + noun* phrases from the text. Use them in the sentences of your own.**

|  |  |
| --- | --- |
| to deal with, to face, to prompt,  to demand, to grant, to seek | opportunities, the problem, residential minorities, respect, debate, conformity |

**6. Make phrases of *n + n* or *adj + n* types from the text. Explain in your own words what they mean.**

|  |  |
| --- | --- |
| bilingual, bicultural, host,  immigrant, language, residential | society, minorities (x2), curriculum, education, children |

**LANGUAGE REVIEW 1**

**Verb tenses: Present Perfect Continuous**

**1. Study the sentences below and explain the use of the Present Perfect Continuous.**

1. Pat and Mike have been living here for seven years. 2. He’s bad-tempered because he has been working too hard this week. 3. Helen should pass her exam. She’s been studying for weeks. 4. Debora is a very good tennis player. She’s been playing since she was eight. 5. Where have you been? We’ve been looking for you for the last half hour. 6. Haven’t they been producing this model since 2001? 7. I’ve been talking to Cecil about the problem. 8. Every year they spend their holidays in the same place. They have been going there for years. 9. “How long have you been studying Italian?” – “For three months.” 10. Your colleague looks exhausted. What has he been doing?

**2. Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.**

1. Oh, David I (look) for you! 2. We (think) their proposal over these last few days. 3. Your mother sends her love. I (speak) to her on the phone. 4. I’m forgetting my Spanish. I (not/speak) it for six months. 5. Martha has got retired. She (not/work) for a year already. 6. Who (touch) my things on the table again? 7. Why (you/see) your parents so much recently. 8. How long (you/have) driving lessons? 9. I haven’t seen Greta this week. (she/not feel) well recently? 10. “I wonder what Terry (do) all this time.” – “(he/not/repair) his car in the garage?”

**3. Use the *Present Continuous, Present Perfect* or *Present Perfect Continuous.***

1. How long (your club/be) in existence? 2. I (meet) Janet later this evening. 3. Since what time (he/feel) unwell? 4. Don’t disturb me now. I (try to concentrate). 5. I (work) hard, so now I’m going to have a rest. 6. We always go to Greece for our holidays. We (go) there for years. 7. Why (you/look) at me like that? Stop it! 8. Hurry up. We (wait). 9. At last he (finish) his book. He (write) it for ten years. 10. (You/complete) your project? 11. You can switch off the computer. Nobody (use) it. 12. (they/live) here all their lives? 13. I (lose) my coursebook. (you/see) it anywhere? 14. It (snow) since last night, it’s not safe to drive. 15. I (read) the book you lent me, so you can have it back now.

**LANGUAGE REVIEW 2**

**Word formation: affixation**

**1. Look at the words listed below. Form their negative forms using the right prefix: *de-, dis-, un-, non-, in-, il-, im-, ir-.***

Believer, dependence, profit, centralize, patient, successful, stabilization, relevant, organize, qualification, logical, perfection, adequate, responsible, legitimacy, employed, smoker, agreement, officially, practical, convenient.

**2.** **Fill in the gaps with the appropriate prefixes: *co-, re-, over-, sub-, under-, post-, pre-, en-, em-.***

1. The teacher … couraged her students to ask questions. 2. The …-sixties want to do something that the community values. 3. Public confidence has fallen dramatically according to a …-budget poll. 4. Our company is … operating with a Danish firm on this project. 5. Is a good education a … requisite of success?

6. I lived for three years nearly rent-free by … letting rooms to friends. 7. To me she … bodies all the best qualities of a scientist. 8. We … arranged the office to make more space. 9. The hospitals were seriously … -financed. 10. Don’t … -react if your child gets into trouble at school.

**3. The suffixes in the following list combine with nouns and verbs to form new nouns that refer to people or professions: *-ant, -ent, -er, -or, -ist, -ian, -ee, -ess*. Using one of these suffixes form the corresponding nouns from the words given below.**

Library, politics, inhabit, real, manager, interview, compete, respond, lecture, host, mathematics, depend, train, free, descend, bury, employ, history, physics, supervise.

**4. The suffixes in the following list are used to form nouns that refer to an activity, a process, a state or condition: *-al, -ance, -ence, -cy, -dom, -ful, -hood, -ing, -ion, -ism, -ity, -ment, -ness,-ship*, *-ure.* Use these suffixes to form the corresponding nouns from the words given below.**

Proficient, assess, renew, guide, popular, fail, owner, attractive, real, wise, conclude, acknowledge, adolescent, adult, create, criticize, equal, citizen, press, dance, explain, possess, relation.

**5. The following suffixes combine with verbs to form adjectives: *-able, -ible, -ed, -ful, -ive, -ing*. Use the verbs printed in bold to complete each sentence with the appropriate adjective.**

1. There was an … (**amuse**) story in the paper this morning. 2. Mr Hansen has a great many … (**admire**) qualities. 3. The photos made him look quite … (**attract**). 4. He made himself … (**use**) by preparing everything for the reception. 5. The book is written in clear, … (**comprehend**) language. 6. She has extra French lessons with a … (**retire**) schoolteacher.

**6.** **The following suffixes combine with nouns and adjectives to form other adjectives: *-able, -al, -ary, -ful, -ic, -ish, -ive, -ly, -ous-, -y, -less.* Use the words printed in bold to complete each sentence with the appropriate adjective.**

1. The injustice of their decision left us … (**speech**). 2. There was a meeting of some of the most … (**power**) people in the country. 3. The sky was … (**cloud**) and light rain was falling. 4. He felt rather … (**fool**) when he couldn’t answer the question. 5. It was difficult to get education without … (**parent**) support. 6. Everyone here has been very … (**friend**) towards us. 7. I was … (**fury**) and told them to get out of my office. 8. The two countries will restore their … (**diplomat**) relations. 9. Judy was very … (**compliment**) about my work. 10. Everyone thinks that the only … (**honour**) course of action open to him is resignation. 11. Scientists are looking for an … (**effect**) way to reduce energy consumption.

**7. The suffixes *-en, -ify, -ize* combine with nouns and adjectives to form verbs. Look at the following list of words and form the corresponding verbs.**

Broad, sympathy, justice, length, memory, apology, false, deep, glory.

**Now complete the sentences below with the correct form of the verbs you formed.**

1. He … for interrupting me. 2. This bad news … the atmosphere of depression. 3. I … with her, but I don’t know what I can do to help. 4. His biography does not attempt to … his early career. 5. Travel … the mind. 6. Can you … your decision?

**Unit 5**

**VOCABULARY 1**

**1. Think of the proper translation for the following words. Say why they are divided into three groups:**

a) tolerance, dialect, province, mandate;

b) instruction, separate, ambivalent, public;

c) dramatically.

**2. Complete the following sentences with the words from group a).**

1. Our delegates have been \_\_\_\_\_ to vote against the proposal at the conference. 2. The poem is written in northern **\_\_\_\_\_** . 3. The Bill aims to promote [mutual](http://www.yourdictionary.com/mutual) \_\_\_\_\_ and respect between all sections of the community. 4. The Canadian **\_\_\_\_\_** of Alberta is an area which is governed as part of a country.

**3. Translate the sentences paying attention to the** [**word**](http://en.wiktionary.org/wiki/word)**s from groups b) and c).**

1. Sometimes we forget what is possible and how things can change *dramatically* in a short period of time. 2. *Instruction* is to begin with clear-cut definitions of the terms and concepts. 3. Your life changes *dramatically* when you have a baby. 4. The French are *ambivalent* about royalty: they abolished their own monarchy but are very interested in the British royal family. 5. The art department and the main college are in two *separate* buildings. 6. I felt very *ambivalent* about leaving home. 7. *Public*opinion has turned against him.

**READING**

**1. Before you read the text discuss the following point.**

1. An ethnocentric idea defines that ‘any deviation from the majority is bad’. Show your agreement or disagreement.

**BILINGUALISM: POLICY INITIATIVES**

Bilingualism has policy implications largely in two areas – efforts to maintain language purity and programs to enhance bilingual education. Nations vary dramatically in their tolerance for a variety of languages. China continues to tighten its cultural control over Tibet by extending instruction of Mandarin, a Chinese dialect, from high school into the elementary schools, which will now be bilingual along with Tibetan. Even more forceful is Indonesia, which has a large Chinese-speaking minority; public display of Chinese-language signs or books is totally banned. By contrast, nearby Singapore establishes English as the medium of instruction but allows students to take their mother tongue as a second language, be it Chinese, Malay, or Tamil.

In many nations, language dominance is a regional issue – for example, in Miami or along the border of Texas, where Spanish speaking is prevalent. A particularly virulent bilingual hot spot is Quebec – the French-speaking province of Canada. The Quebecois, as they are known, represent 80 percent of the Canadian population, but only 25 percent of Canada’s land mass. A law implemented in 1978 mandated education in French for all Quebec’s children except those whose parents or siblings had learned English elsewhere in Canada. While special laws like this one have advanced French in the province, dissatisfied Quebecois have moved for secession to form their own separate country. In 1995, the people of Quebec voted to remain united with Canada by only the narrowest of margins (50.5 percent). Language and related cultural areas both unify and divide this nation of 30 million people.

Policy makers in the United States have been somewhat ambivalent in dealing with the issue of bilingualism. In 1965, the Elementary and Secondary Education Act (ESEA) provided for bilingual, bicultural education. Then, in the 1970s, the federal government took an active role in establishing the proper form for bilingual programs. However, more recently, federal policy has been less supportive of bilingualism. Local school districts have been forced to provide an increased share of funding for their bilingual programs.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. What spheres of social life does bilingualism imply?

2. How do different nations treat the presence of language varieties?

3. What place can be thought as ‘a hot spot’ on this concern?

4. How long has the USA government been supporting the bilingual policy in education?

**3. Mark the statements True (T) or False (F) giving reasons for your answers.**

1. China is very forceful in banning native signs in public.

2. Mandarin is an Indonesian dialect which is fully uncontrollable.

3. There is an obvious bilingualism problem in Quebec, the province of Canada.

4. In Singapore, Chinese is widely spoken as a second language.

5. People say that sometimes the language and the culture separate a nation.

6. According to the Canadian law, every person in the country should study French.

7. Chinese-speaking minorities in Indonesia can’t read literature in their native language.

8. Spanish is a mother tongue for the most of Miami residents.

9. Not long ago federal funds were allocated to finance bilingual curricula for local schools.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Examine carefully the examples of nations tolerance towards a great number of languages. Why is the phrase ‘vary dramatically’ is used by the author?

2. What does the direction in the USA educational policy reflect?

3. Are all the governmental initiatives in favour of subordinated language minorities? Think of your own examples.

**2. Over to you.**

1. Some politicians consider that bilingualism threatens national unity and a constitution. Support or reject this point of view.

2. Summarize the text and define its main issues.

**VOCABULARY 2.**

1. Complete the puzzle.

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

**Across**

5) a part of something that has been divided between several people (para 3)

6) express a choice or opinion (para 2)

8) prohibit especially by legal means or social pressure (para 1)

9) make better or more attractive (para 1)

10) formal separation from an alliance or federation (para 2)

**Down**

1) generally accepted, common, widespread (para 2)

2) to put something into practice or effect (para 2)

3) to keep something in good condition, to keep in an existing state; preserve (para 1)

4) full of hate and violent opposition, hostile or antagonistic (para 2)

7) intensify, increase, strengthen (para 1)

**2. Make *v+n* phrases from the text:**

|  |  |
| --- | --- |
| to enhance, move for,  implement, tighten. | secession, control, education, a law. |

**3. Make *n+n* phrases from the text. Your fellow student has some difficulty in interpreting these phrases. Can you help explain their meaning?**

|  |  |
| --- | --- |
| language (x2),  policy (x2), mother | implications, tongue, purity, dominance, maker |

**4. Complete the sentences with the phrases from the above exercise.**

1. Private school owners have been prompted to provide the appropriate teaching and learning materials, and also employ well-trained teachers to **\_\_\_\_\_**.2. If your \_\_\_\_\_ is French, you earn $2000 a year more, on average, than an English-speaking Quebecer.3. The SA Reserve Bank says it is to \_\_\_\_\_ of the financial sector to achieve stability. 4. English \_\_\_\_\_on the Internet is creating a digital divide relegating non-English speakers to a kind of “cyber ghetto”.5. Social work educators generally agreed today that social workers should be \_\_\_\_\_as well as ministers of social welfare.6. China has been alarmed by Chen’s (the Taiwan leader) \_\_\_\_\_, especially his plans to adopt a new constitution. 7. Governments of some Western countries have attempted to preserve the **\_\_\_\_\_**in their countries. For example, France is a country known for its linguistic pride: its government outlaws advertising in English and mandates a 40 percent quota of French songs on the radio. 8. We would probably be surprised because of the resources that would be necessary to \_\_\_\_\_this **\_\_\_\_\_ .**

**LANGUAGE REVIEW**

**Verb tenses: Past and Future Perfect Continuous**

**1.Put the verb in brackets into the correct form. Use positive, negative or interrogative structures.**

**(A) Past Perfect Continuous**

1. When the company went bankrupt, it (lose) money for months. 2. I found the calculator at last. I (look) for it for ages. 3. She was half an hour late because (she/deal) with an unexpected problem. 4. I was tired because (I/work) on my project the night before. 5. The ground was dry. It (not/rain). 6. John failed his exam again. He (not/work) very hard. 7. The room was empty, but the television was still on. – (someone/watch) it? 8. The tourists finally arrived at their destination. – (they/travel) all day? 9. (you/not/discuss) the problem before the boss came back? 10. What did he say about the schedule? – (you/not/ listen)?

**(B) Future Perfect Continuous**

1. Mrs. Parker (teach) for twenty years this summer. 2. By then he (work) here for 40 years. 3. He (not/ live) in this country for sufficient time by June. So he won’t be able to get citizenship. 4. You need to have at least 30-year work experience to be entitled for pension. How long (you/work) in the company by the end of this year?

**LANGUAGE REVIEW 2**

**Word formation: affixation**

**1. Study the list of words below and group them into the classes they belong to: *nouns, verbs, adjectives, or adverbs*. Which of these words have a negative meaning?**

Imperfection, marvelous, frequently, apologize, unpredictable, upwards, satisfy, acquaintanceship, hostess, investigator, boredom, proficiency, immaturity, non-residential, mismanagement, distrustful, openness, unwillingly, disadvantage, identify, harmfully, feasible, guidance, displeasure, educationalist, lessen, artistic, illiteracy, adulthood, thoughtless, youngish, untidy, delivery, comprehensive, accessible, irregularity, employee, childish, researcher, accidental, enlarge, indifference.

**2.** **Divide the following words into two groups depending on the class (part of speech) they belong to (*nouns* or *adjectives*):**

1) *-ant:* accountant, constant, instant, redundant, inhabitant, dependant, immigrant, relevant, significant, vacant, servant, tolerant, applicant, assistant, dominant, immigrant, attendant, elegant, extravagant, ignorant, important, pleasant, distant, descendant, contestant, emigrant, consultant, informant, pollutant, reluctant;

2) *-al:* additional, arrival, conventional, educational, denial, approval, experimental, global, institutional, withdrawal, national, renewal, original, political, signal, statistical, traditional, removal, vocational;

3) *-ary:* arbitrary, boundary, anniversary, auxiliary, honorary, centenary, imaginary, legendary, commentary, summary, library, voluntary, missionary, secondary, monetary, fragmentary, extraordinary, literary, temporary, dictionary, itinerary, beneficiary, intermediary, preliminary, primary, contemporary, contrary, secretary.

**3.** **Choose the right word from the box to complete each sentence. There are some words you don’t have to use:**

|  |
| --- |
| socialism anti-social socialize sociologist sociology social society sociable socioeconomic sociological socialization societal unsociable. |

1. I can’t say that Eric is a friendly and … boy. 2. A person’s job is one of the factors that determine their place in … 3. Unfortunately, the problems existing in capitalist economies didn’t disappear under … 4. People don’t … with their neighbours as much as they used to. 5. I am fed up with the low pay and … hours. 6. He is out of work and on … security. 7. The different classes in society are known technically as … groups. 8. Our … s proposed a new programme for the … of young offenders.

|  |
| --- |
| pleased pleasing pleasure displeasure please pleasingly unpleasant. |

9. It was an … experience. I’d like to forget it. 10. Carol is a … to work with. 11. She seemed … by the compliment. 12. The place has a … relaxed atmosphere. 13. Their client’s … at being kept waiting is quite clear.

|  |
| --- |
| displaced replacement placing replace misplaced placed  place displacement placement replaceable. |

14. I usually … Sue when she is away. 15. Does your university provide a job … service? 16. Oh dear, I seem to have … her letter. 17. We’re going to … an advertisement in the local paper. 18. My old car is badly in need of … 19. The indigenous population was soon … by the settlers. 20. He … the book carefully on the shelf.

**SELF-STUDY**

**GARAMMAR REVIEW**

**I**

**VERB: ACTIVE VOICE**

**PERFECT TENSES**

|  |  |
| --- | --- |
| **Present Perfect** | |
| (+) | have/has Ved |
| (–) | haven’t/hasn’t Ved |
| (?) | Have/Has …Ved? |
| (?/–) | Haven’t/Hasn’t … Ved? |

We use the**Present Perfect**

* to describe an action that happened in the past but has a result in the present. We often use the Present Perfect to give new information or to announce a recent happening.

A: I’ve just heard about the lecture. Have you bought a ticket yet?

B: We’re too late. They**’**ve already sold all the tickets.

* to talk about a period of time that continues from the past until now.

Have you traveled a lot, Claire? – Yes, I’ve beento lots of places.

Note*:* the adverb *recently*when it means ‘lately’ is used with the Present Perfect.

We haven’t seen her recently.

When *recently* means ‘not long ago’, it is used with the Past Simple.

I heard from her recently.

|  |  |
| --- | --- |
| **Past Perfect** | |
| (+) | had Ved |
| (–) | hadn’t V |
| (?) | Had… Ved? |
| (?/–) | Hadn’t … Ved? |

We use the**Past Perfect**

* to refer to an action further in the past. We are looking back from the past situation (often described with the Past Simple) to some earlier actions.

The man looked familiar. I had seenhim somewhere before.

I felt really tired when I took the train to work yesterday because Sarah and I had been to a party the evening before.

|  |  |
| --- | --- |
| **Future Perfect** | |
| (+) | will have Ved |
| (–) | won’t have Ved |
| (?) | Will …have Ved? |
| (?/–) | Won’t … have Ved? |

We use the **Future Perfect**

* to say that something will be already be complete by some time in the future.

By next summer I will have finished my degree.

When he is released next week, Pat McGuire will have spent almost five years in prison for a crime he didn’t commit.

On Monday he will have been in Britain for exactly three years.

**PERFECT CONTINUOUS TENSES**

|  |  |
| --- | --- |
| **Present Perfect Continuous** | |
| (+) | have/has been Ving |
| (–) | haven’t/hasn’t been Ving |
| (?) | Have/Has … been Ving? |
| (?/–) | Haven’t/Hasn’t … been Ving? |

We use the**Present Perfect Continuous**

* to describe an action over a period of time leading up to the present. The action a) is still going on

We’ve been standing here for ages.

or b) ends just before the present.

Why is he so angry? Has he been arguing with the boss?

* to talk about repeated actions up to now.

Every morning they meet in the same café. They have been going there for years.

|  |  |
| --- | --- |
| **Past Perfect Continuous** | |
| (+) | had beenVing |
| (–) | hadn’t been Ving |
| (?) | Had … been Ving? |
| (?/–) | Hadn’t … been Ving? |

We use the**Past Perfect Continuous**

* to describe an action happening for a period of time before something else happened.

At last the lecturer came. We’d been waiting for twenty minutes.

She was tired because she had been working all day.

|  |  |
| --- | --- |
| **Future Perfect Continuous** | |
| (+) | will have been Ving |
| (–) | won’t have been Ving |
| (?) | Will … have been Ving? |
| (?/–) | Won’t … have been Ving? |

We use the**Future Perfect Continuous**

* when you look ahead to a future time and imagine an action lasting from a point before that time up to that future time.

On the 10th of this month, I’ll have been living here for exactly two years.

**II**

**WORD FORMATION**

We can form new words in the English language by various ways. They are:

* conversion;
* abbreviations and acronyms;
* blending
* compound words;
* using prefixes or/and suffixes.

**Conversion** is a way of word-building when words that originate in one part of speech are ‘converted’ to another part of speech.

They **pay** me generously. – The **pay** is good.

**Abbreviations** are the shortening of words and phrases. We usually write abbreviations without full stops in modern British English. Full stops (AmE ‘periods’) are normal in American English. An apostrophe (’) is sometimes used before the *s* in the plurals of abbreviations:

Mr (Am E Mr.) = Mister, MP’s or MPs = members of parliament.

Some abbreviations come from shortened words:

Ltd = limited (company), sci-fi = science fiction.

Some abbreviations are made from the first letters of several words and are pronounced as individual letters. This often happens with the names of organizations. If one of these abbreviations has an article (*a/an* or *the*), the form and pronunciation of the article depend on the pronunciation of the first letter of the abbreviation:

the BBC = the British Broadcasting Corporation, an EU country = a European Union country, a US diplomat = a United States diplomat.

**Acronyms** are initial-letter abbreviations which are pronounced like words. Articles are usually dropped in acronyms:

UNESCO = the United Nations Educational, Scientific and Cultural Organization, NATO = North Atlantic Treaty Organization.

However, some words can be pronounced both as an acronym and as individual letters:

VAT = value-added tax, UFO = unidentified flying object.

Sometimes abbreviations have more than one meaning:

PC = personal computer, politically correct (avoiding expressions which may suggest prejudice and cause offence)**;** m **=** metre, mile, million, male, married.

Some abbreviations are particularly common in writing, especially in electronic text messages:

RSVP = reply please (comes from French *repondez s’il vous plait*), FYI = for your information, e.g. = for example (from Latin *exempli gratia*), 2 **=** to, too, two, asap =as soon as possible.

**Blending** is a way of forming words by combining parts of two well-established words. For example, *brunch* = a meal that is a combination of breakfast and lunch; *smog* = polluted fog (smoke + fog); Chunnel = tunnel linking Britain and France (channel + tunnel).

Many words in English are formed by combining two or more roots (**compounding**) or using prefixes and suffixes (**affixation**). For example, *son-in-law*, *career-minded* women, *additive-free* food, *predictable* results, *underestimate* the consequences.

**Suffixes used to form nouns:**

**-age** – coverage, marriage, shortage, storage, percentage.

**-al** – betrayal, burial, denial, dismissal, renewal, withdrawal.

**-ance (-ence)** – assistance, tolerance, ignorance, absence, adolescence.

**-ant (-ent)** – accountant, applicant, correspondent, dependent, respondent.

**-arian** – agrarian, librarian, parliamentarian, vegetarian, veterinarian.

**-ary** – adversary, beneficiary, intermediary, secretary, missionary.

**-cy** – accuracy, efficiency, fluency, frequency, illiteracy, proficiency.

**-dom** – boredom, freedom, wisdom, kingdom, dukedom.

**-ee** – employee, examinee, interviewee, trainee.

-**er** – employer, leader, reader, computer, printer, recorder.

**-ery** – delivery, discovery, recovery, adultery, slavery.

**-ess** – authoress, hostess, manageress, waitress, stewardess, lioness.

**-ful** – armful, handful, mouthful, houseful.

**-hood** – adulthood, childhood, motherhood, fatherhood, neighbourhood.

**-ian** – historian, mathematician, musician, politician, technician.

**-ics** – athletics, economics, linguistics, mathematics, politics, statistics.

**-ing** – building, reading, speaking, writing.

**-ion (-ation, ition, -sion, -tion)** – action, addition, conclusion, imagination.

**-ism** – optimism, consumerism, humanism, criticism, plagiarism.

-**ist** – activist, feminist, realist; educationalist, industrialist, sociologist.

**-ity** – complexity, creativity, feasibility, equality, majority, minority, publicity.

**-ive** – collective, detective, executive, initiative, objective, representative.

**-ment** – achievement, development, environment, improvement.

**-ness** – attractiveness, awareness, carelessness, openness, weakness.

**-or** – advisor, competitor, creator, supervisor; detector, elevator, escalator.

**-ship** – authorship, acquaintanceship, kinship, membership, partnership,

**-ure** – departure, expenditure, failure, feature, mixture, procedure.

**Suffixes used to form adjectives:**

**-able (-ible)** – acceptable, available, valuable, accessible, divisible, visible.

**-al** – accidental, additional, educational, historical, national.

**-an (-ian)** – African, Californian, Brazilian, Russian, Ukrainian.

**-ant (-ent)** – abundant, dominant, relevant, different, existent, persistent.

**-ary** – complimentary, customary, disciplinary, fragmentary, supplementary.

**-ed** – bored, excited, retired, qualified, blue-eyed, long-awaited.

**-ese** – Japanese, Javanese, Portuguese, Vietnamese.

**-ful** – beautiful, harmful, hopeful, powerful, useful, fruitful.

**-ic** – alcoholic, bureaucratic, democratic, patriotic, symbolic.

**-ing** – amusing, boring, exciting, recurring.

**-ive** – alternative, attractive, compatible, comprehensive, productive.

**-ish** – British, English, Turkish; biggish, coldish, childish, foolish.

**-less** – childless, harmless, nameless, powerless, thoughtless.

**-ly** – brotherly, costly, deadly, earthly, easterly, elderly, fatherly, friendly, heavenly, kindly, lively, lonely, lovely, manly, orderly, worldly, neighbourly.

**-ous** – ambiguous, anonymous, obvious, simultaneous, tremendous, various.

**-y** – cloudy, dirty, mighty, thirsty, worthy; pinky, yellowy.

**Suffixes used to form adverbs:**

**-ly** – badly, frequently, immediately, suddenly.

**-ward(s)** – backwards, downwards, inwards, eastwards.

**-wise** – clockwise, monkey-wise.

**Suffixes used to form verbs:**

**-en** – broaden, cheapen, lengthen, strengthen, worsen.

**-fy (-ify)** – clarify, identify, justify, satisfy, specify.

**-ize (-ise)** – apologize, emphasize, advertise, advise, supervise.

**Prefixes:**

**co**- – co-author, co-chairman, coexist, co-operate.

**de-** – decolonize, demobilize, destabilize, dematerialize.

**dis-** – disagree, disappear, disadvantage, disbelief.

**em-(en-)** – enable, encourage, embody, empower.

**il-(-im-, in-, ir-)** – illiteracy, immature, inability, irregular.

**mis-** – misbehavior, miscalculate, misplace, misread.

**non- –** non-academic, non-believer, non-verbal.

**over-** – over-confident, overdo, over-indulgence, overcome.

**post-** – post-election, post-medieval, postwar.

**pre- –** pre-adolescent, pre-capitalist, pre-war.

**re-** – rebuild, reconsider, rename, redistribution.

**sub-** – sub-committee, subculture, subvariety, subway.

**un-** –unable, unaware, unwilling, unfinished, unlearn.

**under-** – underground, undergraduate, under-manager.

**III**

**ARTICLES**

**Introduction**

*A(n)* is the indefinite article, and *the* is the definite article. We use *a(n)* only with a singular noun. *Some* or sometimes *a zero article* with a plural or uncountable noun is equivalent to *a(n) + a singular noun*. We can use *the* with singular, plural or uncountable nouns.

**Singular:** There’s a man in the hall. The man I told you about had left.

**Plural:** There’re some people in the hall. All the people gathered in the hall.

**Uncountable:** There’s some juice in the bottle. Where is the juice I bought?

**The form of the articles**

Before a consonant sound: *a visitor, a one-day event, a union.*

Before a vowel sound: *an only child, an umbrella, an hour.*

**The main uses of the articles**

* The indefinite article *a(n)* is used when we mention something for the first time. When the same thing is mentioned again, we use the definite article *the*.

There was a man waiting in the reception room. The man seemed nervous.

* When something is unique (= the only one existing) in the context, we use the definite article *the.*

I’m going to the post office. (There is only one post office in the area.)

The Prime Minister is going to pay a visit to Germany. (The country has only one P.M.)

* The definite article *the* is used when a phrase a clause comes after the noun and shows which one is meant. But if there isn’t enough information to show which one is meant, we use the indefinite article *a(n).*

Mine is the desk near the window. (There is only one desk or one window.)

We live in a house overlooking the park. (There may be others houses.)

* We normally use *the* with superlative adjectives and in noun phrases with *first, last, next, only, right, same*, and *wrong.*

She’s the only friend I’ve got.

You’ve got the wrong number.

Note: *An only child* is a child without brothers or sisters.

* To describe something, we use *a(n)* before the noun or an adjective modifying the noun.

He talks about nothing but sports. He’s a fanatic.

They have a spacious office.

* To classify something, we use *a(n)* before a noun phrase.

His brother is a famous journalist.

Judging by his accent, he is a foreigner.

**The articles in generalizations**

The most common way of making a generalization is to use a plural or uncountable noun on its own without an article.

People (= all people) should think twice before taking any serious actions.

Time costs money, you know.

We also can use *a(n)* in a generalization. It is normally done when explaining the meaning of a word.

A computer (= any computer) will only do what it’s told to do.

A survey is a general examination or study, especially carried out by asking people questions.

We can sometimes use *the* with a singular noun to make generalizations. We can do this, for example, with nouns denoting animals, plants, musical instruments, scientific inventions or some kinds of people.

The dolphin is an intelligent animal.

The orchid is a beautiful flower.

The wheel is a useful invention.

The customer is always right.

**Some special uses**

We *go to the cinema/theatre* even if we do not mean a specific one. Sports and games are uncountable, so no article is used after the verbs *play* or *do.*

I haven’t been to the cinema for ages.

We play tennis every weekend and do judo on Tuesdays and Thursdays.

We use the nouns *television* and *radio* with no article when we are talking about them in a general sense as a medium or a business. We say *the press* and *the media, on the radio, on (the) TV.*

Which is more popular, radio or television?

He has a job in television.

What did the press say?

They sometimes listen to the radio but don’t watch TV.

We use *the bus* and *the train* in a general sense as a means of transport. But we go *by bus* and *by train*.

There is no railway, so commuters go to work on the bus.

We say *the police*.

Do you think we should call the police?

Some words for kinds of surroundings usually have *the* when they have a general meaning: *town, country(side), sea(side).*

I’d rather live in the country but work in the town.

**Zero article with a singular noun**

We can use a singular noun on its own in the following cases: before some nouns denoting institutions (*at college, to university*); in some phrases of time (*on Friday*); in a phrase with *by* expressing means (*by train*); in some fixed expressions where the noun is repeated or there is a contrast between the two nouns; (*night after night, from start to finish*); in many idiomatic expressions, especially after a preposition (*for example, on holiday, in fact*); with names of people and most place names (*Mr Dickson, Paris*); when nouns express a unique role, usually with verbs such as *appoint, be, become, elect, make, proclaim* and after *as* (*be elected party leader,* *as chairman*).

We can leave out articles in news headlines, written instructions and in note style: *PM on holiday. Open back cover. Going on excursion tomorrow*.

We can sometimes leave out an article to avoid repeating it. It is usually done when we see two things as closely linked: *Put the knife and fork on the plate.*

**Names**

Most names of people and places are used without an article: Sandra, Mrs Clarence, Texas, New Zealand. Some names are used with an article. Two things affect whether a name has an article or not. They are the kind of place it is, and the grammatical structure of the name.

We often use *the* in these structures.

***Of-phrase:*** the Duke of Edinburgh, the Isle of Wight.

***Adjective:*** the American School, the Royal Opera House.

***Plural form:*** the Johnson family/the Johnsons.

No article is usually used before a possessive.

***Possessive:*** Cleopatra’s Needle.

Note: We can sometimes use an indefinite article with a person’s name. In such cases, the meaning of the noun changes.

A Mr Parsons called to see you. (= someone called Mr Parsons)

That’s a Titian. (= a picture by Titian)

There’s a Plymouth in the US. (= a place called Plymouth)

“Do you know Lora Wilson?” – “There is a Lora in our department. (= a person called Lora) But I’m not sure what her last name is.”

**READING**

**I**

**Before you read discuss the following.**

1. Are you interested in learning more about altruism and empathy in everyday life?

2. In his book *The Brighter Side of Human Nature* (1990) Alfie Kohn convincingly presents evidence from sociology, psychology, and biology to suggest that human beings are more caring and generous than we give ourselves credit for. Do you agree?

3. Do you sometimes feel apathy towards the other person’s problems?

**The Demise of Bystander Apathy**

In 1964, in a now classic case, Kitty Genovese was stabbed to death in the middle of the night while 38 of her neighbors listened from the safety of their apartments. No one even reported the incident to the police.

Social scientists of the day argued that this apparent indifference was a result of what they called ‘diffusion of responsibility’. Genovese’s neighbors felt a lack of personal responsibility to intervene. They reasoned, “Why should I risk my neck when there are other witnesses who will surely come to the rescue?”

It was the first nationally recognized episode of bystander apathy – one of the most distasteful by-products of the American preoccupation with spectatorship. Observers of the social scene have used such cases in arguing for the existence of a destructive and callous side of human nature. They have focused on bystander apathy to illustrate how people are moving away from one another. This point of view is sometimes so thoroughly one-sided, however, that it ignores the fact that altruism is a value in virtually all human societies and forms the basis for most of the world’s great religions.

While some observers dwell on the seedier side of human nature, hundreds of others donate one of their kidneys for transplantation into another human being. Thousands more have donated their blood at some personal expense and inconvenience. And millions regularly donate money to their favorite charities.

Today, more than 30 years after the Genovese case, these acts of generosity and selflessness seem more abundant than ever. In addition, there seems to be less tolerance for those individuals who respond to others with indifference or selfishness. In fact, bystander apathy seems fast becoming the exception to what may be a new norm of social life: being willing to risk inconvenience, embarrassment, and even personal safety to come to the rescue of the victims of crimes and accidents.

There have been numerous reports recently of acts of great heroism and courage performed by average citizens who haven’t otherwise stood apart as paragons of virtue. The members of this breed of Good Samaritans are very serious about taking personal responsibility for the plight of others, refusing to take refuge in the anonymity of the crowd or the masses.

We used to hear about airliners being hijacked; now we also hear about passengers on a flight who overpower and subdue a potential hijacker. We used to see purse snatchers and muggers; now we also see bystanders who chase and catch the mugger. We used to read about physicians who drive past automobile accidents because of the fear of a lawsuit; now we also read about doctors who come to the rescue of accident victims and, in the process, may suffer injuries of their own. We used to see corruption in government and industry; now we also see ‘whistle-blowers’ who risk being fired to expose practices that they believe to be dangerous to the public.

What characteristics distinguish these Good Samaritans from the rest of humanity? Social scientists have discovered that individuals who intervene in a dangerous situation are likely to have had training in first aid, lifesaving, or police work. In addition, they tend to be exceptionally tall and heavy. Good Samaritans also tend to be adventurous types who have taken other risks with their personal safety.

On the national level, we continue to have our idols of consumption – those bigger-than-life images on the screen, tube, or field of play, whose accomplishments fill our leisure hours with music, comedy, and drama. But there is now a new breed of national hero as well. Today, we have idols of activism – individuals who are admired and revered not for their ability to keep us entertained but for their courage to take active charge of their own lives and the lives of others. In the face of overwhelming and impersonal social, political, and economic forces, such as the threat of nuclear war, big government, and corporate mergers, we feel increasing admiration for those who come forward from their place among the spectators.

**II**

**The following article considers research on smiling and other facial expressions that differentiate Japan and the United States. Before you read discuss the following.**

1. Why do people who e-mail insert symbols for smiles and frowns?

2. How do we usually convey our feelings?

3. Do you think that people of different cultures interpret facial expressions differently?

Siu Wa Tang, a psychiatry professor at the University of California and another professor, Toshiki Shioiri from Japan, discovered that this could be a real problem when people of different cultures interpreted facial expressions differently. For example, the Japanese consider it aggressive to look into the eyes of someone to whom you are talking; they find it more polite to look at the other person’s cheeks. Americans make a point of direct eye contact.

Tang and Shioiri decided to experiment with showing different cultural groups photos of seven basic emotions: anger, contempt, disgust, fear, happiness, sadness, and surprise. It turned out that people belonging to different cultures interpreted the emotions differently. For example, 9 out of 10 Americans saw the man in slide 30 as expressing fear, yet 6 out of 10 Japanese thought he was showing surprise or sadness. Slide number 44 clearly conveyed sadness to Americans, but more than half the Japanese read disgust or contempt into the expression. The two groups agreed only on the facial expression of surprise: about 96 percent on both sides came to that conclusion.

If there can be so much disagreement on these basic emotions, consider how much more misinterpretation is likely in the case of more subtle expressions of emotion – say, disinterest, mild concern, skepticism, or amusement. The research on cross-cultural interpretation of facial expressions underscores the difficulties of crossing cultural boundaries. A tourist or a businessperson traveling abroad may anticipate the need for a translator for spoken language but be unprepared to have facial expressions interpreted in a different way.

**III**

**1. Read the following statements and say if you agree with them.**

1. Diffusion can lead to profound social changes.

2. A contact with Western industrial nations is always a good thing for tribal peoples.

**Changing Modes of Subsistence**

Integration of hunting and gathering peoples into Western industrial culture is sometimes painful. Diffusion processes influence these peoples’ cultures violently and the consequences may be profound.

A case in point are the Kung San, a foraging people of the Kalahari Desert in Southern Africa. They evolved a hunting and gathering existence that provided a comfortable fit with the natural environment. The traditional Kung needed to forage only a few hours a day to maintain themselves. They valued the free time they had to cultivate fulfilling relationships with one another and to celebrate their existence through ritual and dance.

Over the past 15 years the Kung’s traditional nomadic life has given way to new patterns and social arrangements. Western consumer items – radios, iron pots, blankets, mirrors, infant milk preparations, skin lighteners, hair straighteners, alcohol, and tobacco – have made inroads on traditional Kung ways.

The South African government resettled some Kung on a reservation. Here the! Kung have been fed, housed, missionized, and schooled by the South Africans in a program of directed social change. Some of the men have found jobs in construction and on road gangs as well as in the South African Army, but the majority remain unemployed. The women – no longer occupied with foraging activities – spend their days doing household chores and visiting. Still other Kung have given up the hunter-gatherer way of life in order to farm.

The Kung use the wages they receive from soldiering and other jobs to buy great quantities of blankets and clothing, visible symbols of new wealth and status. Some Kung purchase cattle and sell the meat to other Kung for cash. The introduction of a money economy is giving rise to sharp class differences among a people who previously were noted for their egalitarian ways. Much of the new wealth has also gone into purchasing alcohol. As a result, drunkenness and violence have become a troublesome feature of everyday life.

**2. After you read the article explain the following.**

1. What were the positive consequences of the Kung contact with Western industrial nations?

2. What were the negative effects of these contacts?

**IV**

**Before you read discuss the following.**

1. If someone arrives on an uninhabited island, what difficulties he would face? List as many problems as you can.

2. Can people from different cultures get on well on an uninhabited island?

**A Unique Social Experiment: The Story of Pitcairn**

The tale of the mutiny on the Her Majesty’s Ship *Bounty* and of the subsequent settlement on Pitcairn Island is a perennial favorite. It represents a unique social experiment in the founding of a society and the fashioning of a new culture. The year was 1789. Nine mutineers decided to seek an island where they might escape British retribution. They induced six Tahitian men and twelve Tahitian women to sail with them to Pitcairn island.

Imagine the problems that confronted the English and Tahitian colonists when they arrived on Pitcairn, an uninhabited South Pacific Island that is less than two square miles in area. What would they eat? How would they apportion the produce? How would they provide for shelter? How would they maintain order among their members? How would they manage their sexual relationships since there were fifteen men and twelve women? How would they provide for the children born of these unions? How would they achieve social consensus and solidarity?

Not surprisingly, the cultural patterns that the Pitcairn settlers evolved were a blend of their differing backgrounds. Since Pitcairn ecologically resembles Tahiti more than England, their food patterns consisted principally of Tahitian items, including yams, taros, sweet potatoes, pumpkins, peas, bananas, breadfruit, and coconuts. However their tools – metal hoes, spades, and mattocks – were of English origin.

The early years were marked by strife. Once the English men compelled one of the Tahitian man to bestow his wife on an Englishman who had lost his wife in a fall from a precipice. The Tahitian men outraged at their general oppression and ill treatment, formulated a plan to kill all the English men. But the women betrayed the plot, and as a result two of the Tahitian men were murdered. Continued strife in the next eight years resulted in even more bloodshed.

By 1833 the colonists’ numbers grew. Cooperation and division of labour sustained life on the island as the colonists built homes, cultivated gardens, fished, caught birds, and constructed pits for trapping wild hogs. The islanders came to constitute a well-disposed, well-behaved, kind, hospitable people. They developed deep attachments to their island and strong bonds of social unity.

**FINAL TESTS**

**1. Select the best of the four alternative answers.**

1. Culture is defined as

a) the largest form of human group;

1. the totality of learned, socially transmitted customs, knowledge, material objects, and behavior;
2. the established standards of behavior maintained by a society;
3. d) norms governing everyday behaviour.

2. People’s need for food, shelter, and clothing are examples of what is referred to as

a) norms; b) folkways; c) cultural practices; d) cultural universals.

3. The process of introducing a new idea or object to culture is known as

a) innovation; b) diffusion; c) globalization; d) cultural relativism.

4. The finding of the DNA molecule is an example of a/an

a) invention; b) discovery; c) cultural universal; d) diffusion.

5. The identification of a new moon of Saturn was an act of

a) invention; b) discovery; c) diffusion; d) cultural integration.

6. Say what term sociologists use to refer to the process by which a cultural item spreads from group to group or society to society:

a) innovation; b) globalization; c) diffusion; d) cultural relativism.

7. Say what term was introduced to refer to the period of maladjustment when the nonmaterial culture is still adapting to new material conditions:

a) cultural lag; b) cultural relativism; c) ethnocentrism; d) diffusion.

8. In American society norms are often formalized into

a) folkways; b) mores; c) values; d) laws.

9. Senior citizens living in housing for the elderly, workers in an offshore oil rig, rodeo cowboys, and circus performers are all examples of what sociologists refer to as

a) subcultures; b) countercultures; c) cultural universals; d) mores.

10. While vacationing in Great Britain, an American discovers that the British drive on the wrong side of the road, are critical of his American accent etc. He feels disoriented and out of place and thus is experiencing

a) xenocentrism; b) culture lag; c) culture shock; d) cultural relativism.

11. Standards of proper dress are a common example of:

a) informal norms; b) sanctions; c) values; d) formal norms.

12. Say what term sociologists use to refer to a segment of society that shares a distinct pattern of mores, folkways, and values and differs from the pattern of the larger society:

a) dominant culture; b) counterculture; c) subculture; d) superculture.

13. In a sense, xenocentrism is a reverse form of

a) ethnocentrism; b) cultural relativism; c) culture shock; d) cultural integration.

14. Terrorist groups are examples of

a) cultural universals; b) subcultures; c) countercultures; d) dominant ideologies.

15. The challenges in the attitude to language minorities resulted in

a) teasing a young person about his ‘funny’ name;

b) accepting bilingualism as a valuable tool of efficient communication;

c) demanding all members’ unity in a society;

d) using English for official and colloquial purposes.

16. Speaking two or more languages in a particular setting is called

a) biocontent; b) binarization; c) bilingualism; d) binom.

17. Bilingual policy involves

a) steps to tighten cultural control;

b) efforts to introduce constitutional amendments;

c) programs enhancing bicultural education;

d) measures to oppose foreign influence on the nation.

18. For many states, language dominance presents

a) a local problem;

b) a federal plan;

c) a nation division ;

d) an expression of policy makers.

**2. Mark the statements true (T) or false (F) and prove your choice.**

1. In sociological terms, culture refers solely to the fine arts and refined intellectual taste.

2. An invention results when existing cultural items are combined into a form that did not exist before.

3. Governments and patterns of communication are examples of material culture.

4. Language is an example of a cultural universal.

5. Mores are norms governing every behavior.

6. Society is more likely to formalize folkways than mores.

7. Sanctions are penalties and rewards for conduct concerning a social norm.

8. That American schools should work out the curricula only in English language is out of question.

9. It’s important to take into account the folkways of the subculture in a country’s social life.

10. Bilingualism is connected with the question of language purity.

11. In many nations, residential minorities speak only the state official language.

**PROJECT WORK**

**1. Research topic 1:** Let’s say you were a sociologist who was studying the culture of your campus. Construct a one-page questionnaire to identify some of the values and practices that are widely shared among the students at your college. Then give the questionnaire to a sample of students. (To get at how values operate in everyday life, you might want to ask questions such as how many hours a week your respondents spend doing things like studying, partying, watching TV, and so on. You might also ask them to rank certain activities – getting good grades, having a date, being well liked, making lots of money – in terms of how important they are.)

**2. Research topic 2:** Pick up a recent issue of a supermarket tabloid.Analyze all of the profiles in that issue with respect to the human qualities and problems that they emphasize. First, determine how many profiles feature celebrities. How many of these are entertainers, business leaders, or politicians? How many would you regard as idols of consumption? Next, find out how many profiles feature ordinary people who do extraordinary things. How many performed miracles or great acts of courage? How many would you regard as idols of activism?

**Module 3**

**Sociology of Education**

**Unit 1**

**VOCABULARY 1**

**1. Study the following international words and find the equivalents in your native language. Translate the example sentences:**

|  |
| --- |
| chance *n*  gender *n* homogeneous *adj* rational *adj* adapt *v* mobilize *v.* |

1. Members of the Lottery get five chances to win up to £ 10,000 every weekday for just £ 1 per week. 2. The population of the village has remained remarkably homogeneous. 3. Full recovery will only come when unemployment returns to normal, healthy levels and when availability of credit reaches a more rational balance. 4. The good thing about children is that they adapt very easily to new environments. 5. They are trying to mobilize public opinion to oppose the construction of new nuclear waste-disposal facilities.

**2. Complete the following sentences with the words from Exercise 1.**

1. Japan could not become the leader of Asia as Japan is a \_\_\_\_\_ society. 2. Discrimination on the basis of race, \_\_\_\_\_, age or disability is not allowed. 3. Like the other valley towns, this was once a fairly \_\_\_\_\_ Anglo-Saxon community. 4. Society has to give prisoners a second \_\_\_\_\_ when they come out of jail. 5. Representatives for all the main candidates are trying to \_\_\_\_\_ voter support. 6. It took me a while to \_\_\_\_\_ to the new job. 7. Everything is clear to me now. He gave me quite a \_\_\_\_\_ explanation of the situation.

**READING**

1. **Before you read the text discuss the following questions.**
2. In the modern world, can the man exist without education? Support your answer with examples.

2. Make sure you understand the meaning of the following words/phrases which appear in Part 1: *winner, loser, human resources, fair (adj).*

**Does Tracking Impede Education Opportunity?**

**Part I**

Americans like to think of the United States as ‘a land of opportunity’ and its educational system as ‘the great equalizer’. According to the American dream, everyone has a chance to succeed. There may be winners and losers in the pursuit of riches, but the race is ‘fair’. The race is made ‘fair’ because a public school system is available to all, ensuring that the door of opportunity is open to all youngsters. Yet there are those who question whether all Americans – without regard to gender, social class, or race – enjoy similar educational opportunities. The practice of tracking has been the source of growing controversy. Tracking (sometimes called ability grouping) involves placing together in classrooms children of a similar age and grade who have comparable standings on measures of learning achievements or mental capability.

In most school systems, tracking starts early. In the primary grades, children are grouped within classes. For instance, students are often divided into reading sections with names like ‘robins’, ‘bluebirds’, and ‘chickadees’. As they get older, they are channeled into separate classes for an increasing number of classes. By sixth or seventh grade, many schools group students by achievement for instruction in mathematics. And by eight or ninth grade, individual students ‘choose’ whether to follow a college preparatory or vocational curriculum.

Proponents of tracking say that homogeneous grouping results for better conditions for teaching and learning:

* Youngsters have different levels of ability and learn at different speeds. Tracking allows pupils to advance at their own rate with others of similar capabilities, and brighter students are not held back by the slower ones.
* Tracking allows teachers to adapt methods and materials to the requirements of students with similar characteristics (for instance, drill may be required with slower students, whereas abler students can be accorded greater latitude for independent study and projects).

If the United States is to be an economically innovative and productive nation, it must mobilize its human resources in the most efficient and rational ways possible, even should this mean providing youngsters with different educational experiences.

1. **Read the text to check your ideas. Answer the questions based on the text.**
2. Do all Americans believe in a chance of getting the same educational grade?
3. What does ability grouping imply?
4. How can teachers tailor programmes to the needs of learners?
5. According to the author, when is it worth starting the practice of tracking?
6. **Mark the statements true (T) or false (F) giving reasons for your answers.**

1.Homogeneous grouping is a common practice in the USA.

2. The school system makes America ‘a land of opportunity’.

3. Tracking helps students get better results.

4. Race is the reason of growing controversy.

5. At primary school, pupils are divided into different sections according to the parts of their surnames.

6. The growth in number of students takes place in senior grades.

7. A preparatory curriculum gives everybody the chance to succeed.

8. Due to tracking, high-ability students study independently and are not held back by slower ones.

9. ‘Fair’ race implies that there are winners but no losers.

10. Teachers’ work becomes easier because of ‘ability grouping’.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Should the educational system of a developed country be ‘a great equalizer’?

2. Why do you think homogeneity in learning is essential?

3. What does the author suggest is the key to US economic success?

**2. Over to you.**

1. Tell your fellow-students about personal learning experience. Compare a class-division in this country to those you have known.
2. Think of the countries where gender or status doesn’t allow a person ‘to enjoy similar educational opportunity’. Show your attitude to the issue.

**VOCABILARY 2**

**1. Find two more words that can be used before *curriculum*. Then match the word pairs to the sentences below.**

open\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_

core \_\_\_\_\_\_

1. \_\_\_\_\_\_ allows students to great freedom in selecting courses. 2. The US Naval Academy is exploring ways of working cyberwarfare into the \_\_\_\_\_\_ of all students who attend the service academy. 3. At Lincoln University in Pennsylvania, students must take a \_\_\_\_\_\_ in order to graduate, much like every other school in the country. 4. What distinguishes us is that we have a rigorous \_\_\_\_\_\_ that prepares our students for the rigors of college. 5. Often the \_\_\_\_\_\_ includes applied academic courses – such as applied mathematics or applied science – which focus on subject matter concepts in a real-world situation.

**2. Combine the words listed below into meaningful two or three word** **expressions:**

|  |  |  |
| --- | --- | --- |
| comparable  learning  mental  independent  college | capability  study  achievement  standing  preparatory | educational  similar  vocational  curriculum  opportunity. |

**3. Read the sentences below. Match the polysemantic words in the sentences (1-7) to their definitions (a-c).**

1. An elementary school in the US has eight grades and is called a grade school. It’s teachers are called grade teachers. 2. The pupil has a high grade of intelligence. 3. Most pupils attain grade A at GCSE ([General Certificate of Secondary Education](file:///C:\Documents%20and%20Settings\витка\Local%20Settings\Temp\414518731)). 4. Will you achieve the grades required to study the course? 5. This grade of wool can be sold at a lower price. 6. She is in the second grade. 7. Do you need a high grade at your GCSE English?

a. A division in a school curriculum usually equal to one year; most systems in the U.S. include twelve grades after the kindergarten.

b. A degree of quality, value.

c. A mark or rating on an examination, in a school course, etc.

**Now read the following sentences. Do the same task with the following sentences (8-14) and their definitions (d-e).**

8. They’re taking part in a race to the top of Ben Nevis. 9. Another candidate has now entered the presidential race. 10. An increasing number of people in the country are of mixed race. 11. Three newspapers are involved in a race to publish the story. 12. Can race relations be improved by legislation? 13. Discrimination because of race is against the law. 14. Kieran and Andrew are in a race for promotion.

d. People of the same colour and physical type.

e. A competition in speed.

**4. For each sentence, find one word from the box to replace the word or phrase in italics. There are some words that you are to use several times and there are some words that you don’t have to use:**

|  |
| --- |
| controversy achievement capability latitude opportunity tracking. |

1. She has great *skill, ability and strength* as a singer and should be trained. 2. To make education more effective the students should be given more *freedom in action, opinion and expression* while working on their projects. 3. Automation gives us the *power, fitness and capacity* to do certain jobs quickly and well. 4. The new law has caused much *public disagreement involving different ideas or opinions*. 5. Can a government give people more *freedom in action and opinion* in political beliefs? 6. The boy has great *qualities that can be developed*. 7. There was a big *disagreement and argument* over the use of drugs in athletics. 8. Some people object to *the practice of grouping and teaching together school students with similar abilities* because it gives an unfair advantage to intelligent children.

**LANGUAGE REVIEW**

**Degrees of comparison: adjectives**

**1. Match one group of examples (a-e) to the grammar rules below.**

1. Nearly all two-syllable adjectives ending in -*y* form the comparative with -*ier* and the superlative with *-iest*; for example: …

2. Most other two-syllable adjectives form the comparative with *more + adjective* and the superlative with *most + adjective*; for example: …

3. However, a few two-syllable words can use either form. They are

– words ending in *-ow*, **-***le*, *-er;* for example: …

– some commonly used words, for example: …

4. Some one-syllable adjectives can use either form; for example: …

a) more surprised – most surprised, more famous – most famous;

b) hollow, bitter, gentle;

c) happier – happiest, heavier – heaviest;

d) cruel, common, handsome, stupid, pleasant, polite, quiet, tired;

e) clear, fair, free, keen, proud, rude, safe, sure, true, wise.

**2. Write the comparative and the superlative forms of the following adjectives. Mind the spelling.**

Fresh, soft, cheap, strong, warm, hard, fast, nice, wet, hot, happy, dirty, proud, busy, friendly, quiet, simple, noble, clever, mature, narrow, shallow, difficult, intelligent, careful, expensive, boring, good, bad, far, old, near, late, many, much, little.

**3. Open the brackets using the correct (positive or comparative) form of adjectives.**

1. Our town is not so (big) as Kiev, but it is as (beautiful). 2. The holiday wasn’t as (expensive) as the one we had last year. 3. The population of Africa is growing more than seven times as (quickly) as the population of Europe. 4. There must be a much (simple) way of doing this. 5. This story is much (interesting) than the one I read last week. 6. Shall we wait for a (dry) day to go on anexcursion? 7. Our office is situated (far) down the street. 8. Which is (large): the USA or Canada? 9. He spent (little) money than us and saved as (much) as he could. 10. Your spoken English is now (good) than it was last year; but still it is not so (good) as your friend’s. 11. Let’s hope there are no (far) problems. 12. I think I understand. I’m feeling a little (confused) now. 13. As he listened to the explanation, the boss became (angry and angry). 14. The problem is becoming (bad and bad). 15. Unfortunately, I was feeling (enthusiastic and enthusiastic) about the whole plan. 16. The (old) you get, the (hard) it becomes to find the job. 17. The (little) care you take, the (many) mistakes you’ll make. 18. The (honest) you are with your partners, the (few) problems you will have. 19. This month we have done three times as (much work) as was planned. 20. Their company has not nearly as many (branches) as ours.

**4. Open the brackets using the correct (superlative) form of adjectives.**

1. This is the (old) building on the university campus. 2. Those were the (happy) years of his life. 3. Which building is the (high) in your city? 4. I bought the (cheap) printer I could find. 5. He’s the (irritating) person I’ve ever met. 6. What’s the (bad) thing that could happen? 7. That’s the (stupid) idea I’ve ever heard. 8. Where is the (near) phone box? 9. We have to get out at the (near) stop. 10. What’s the (late) time we can leave and still get there on time? 11. The (late) bus goes at midnight. 12. Peter is very kind and calm. He is the (aggressive) person I know. 13. It’s going to be the (exciting) festival ever. 14. I think I will go by plane because it takes the (little) time possible. 15. Tokyo is the third (populated) city in the world.

**5. Correct the mistakes in this text using the proper forms of adjectives.**

In one experiment, students were asked to look at photographs of people and choose the good words and phrases to describe them. The students didn’t know that the researchers had chosen the photographs to represent two groups. In Group A, they put the good-looking of all the people whose photographs were used. For Group B, they chose people who (they decided) were not attractive as those in Group A. According to the students, the people in Group A were warm, kind, exciting and sensitive than those in Group B. Also, Group A would find high-paid jobs, have successful marriages and lead happy lives than Group B. The women in Group A were considered to have appealing personalities and to be socially skilled than the Group B women, but also to be vain, materialistic,snobbish and likely to get divorced than them. Interestingly, the students decided that Group A would be bad parents than Group B.

**Unit 2**

**VOCABULARY 1**

**1. Explain the meaning of the following international words: *ethnic adj, rhetoric n, opponent n.* The definitions a-e may be helpful:**

a) the study of the technique of using language effectively; the art of using speech to persuade, influence, or please;

b) a person who disagrees with something and speaks against it or tries to change it;

c) relating to a large group of people who have the same national, racial, or cultural origins, and who usually speak the same language.

**2. Translate the following sentences using the words from the above exercise. Also pay attention to the word *proponent* which is the antonym of *opponent*.**

1. How far will the president be able to translate his campaign rhetoric into action? 2. The candidate’s speech was full of empty rhetoric. 3. All the politician says is mere rhetoric. 4. Rhetoric is also language, especially speech, that contains few ideas or lacks real meaning, even though it sounds good. 5. Leading opponents of the proposed cuts in defense spending will meet later today. 6. Opponents of the project fear it will attract undesirables. 7. Opponents of hunting regard the pursuit of a wild animal for pleasure as cruel and barbaric. 8. He is one of the leading proponents of free market capitalism. 9. With trains, automobiles and airplanes dreams of mobility came true, and people became frenetic proponents of progress.

**3. Read the sentences paying attention to the meanings of the following semi-international words from the text.**

*academic* 1. Readings cover academic subjects to prepare students for college. 2. The course introduces students to the process of writing academic argument essays. 3. I’d like to create this mathematic model out of purely academic interest. 4. Lessons are taught not only through an academic method, but also through games.

*scholastic* 1. We appreciate your scholastic achievement this year. 2. Laura’s scholastic achievements won her acceptance into Harvard. 3. The current beliefs about logic can be traced back to the beginnings of scholastic philosophy. 4. I hate all these dull scholastic reports I have to submit by the end of the month.

*argument* 1. It was a strong argument that his hypothesis was true. 2. They were involved in a violent argument. 3. He got into an argument with Jeff in the pub last night. 4. Now that we’ve heard all the arguments for and against the proposal, shall we vote on it? 5. A decision was finally made after some heated argument.

**READING**

* 1. **Before you read the text discuss** the **following questions.**

1. Is there a strong interdependence of learning and motivation? Explain your point of view in 2-3 sentences.
2. Check you understand the meaning of the following words/phrases which appear in Part II: *segregation, social cleavages, inequality, handicap.*

**Does Tracking Impede Education Opportunity?**

**Part II**

Alternatively, critics advance a good many arguments in favor of heterogeneity and against tracking:

* Self-concepts of many youngsters are adversely affected by tracking. Lower-ability groups become stigmatized, and so they lose interest in learning. All the while, high-ability children gain an inflated sense of their own worth.
* Most life experiences do not occur in homogeneous settings, and pupils must learn to work with people from differing backgrounds and differing abilities.
* Tracking tends to segregate children along ethnic, racial, and socioeconomic class lines, deepening the social cleavages of the larger society. It means the systematic disadvantaging of the already disadvantaged and advantaging of the already advantaged.
* Ability grouping results in an inferior education for slower learners. ‘Low groups’ become dumping grounds for students who, because of low motivation, emotional difficulties, poor health, or environmental handicaps, perform poorly in their academic work.

Unfortunately, the arguments of both proponents and opponents have often been based more on rhetoric than on any valid research evidence. Tracking, as practiced in American schools, promotes improved scholastic achievement in high-achieving groups and almost uniformly poorer scholastic performance in average or low-achieving groups. Students in ‘academic’ or ‘college preparatory’ classes are more likely to be white, to have come from advantaged backgrounds, and to go on to college than students in ‘general’ or ‘vocational’ classes. These differences tend to remain even after academic ability is taken into account. Of course, such findings cannot resolve what is fundamentally a political and ideological question: whether benefiting the advantaged or the disadvantaged is the proper use of public resources.

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. Does heterogeneity have any advantages?

2. What are the arguments against ability grouping based on?

3. Is it possible for us to live among the people who have the similar backgrounds and abilities?

4. What is the author’s main observation in Part II?

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Slow students hardly enjoy learning in a heterogeneous group.

2. Opponents of tracking state that it causes the society unity.

3. Abler learners underestimate their mental abilities while studying in a homogeneous environment.

4. The results of the research can solve the question of proper use of public resources.

5. Pupils use their life experience in homogeneous environment.

6. In spite of having the obvious advantages, tracking has been critical.

7. Low motivation is one of the reasons why slower students mostly make no progress in learning.

8. A lot of ‘ability grouping’ opponents refer it to the subdivision of pupils into particular social categories.

9. General school classes allow any person to enter a college for further study.

10. American schools have introduced tracking willingly and encouraged the balance in results of average, low and high-achieving groups.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. The text mentions ‘advantaging of the already advantaged’. Do you agree/disagree? Why?

2. Make sure you realize the difference between ‘academic’ and ‘vocational’ classes.

3. What two ideas are contrasted and what is the result?

**2. Over to you.**

1. If you are not a supporter of ability grouping, how do you think one can make a progress in the school then?

2. What words or phrases in the text persuade you that the problem remains?

**VOCABULARY 2**

**1. Substitute words from the text *Does Tracking Impede Education Opportunity?* (both Part 1 and Part 2) for the words in bold in the sentences below:**

|  |
| --- |
| words from Part 1: accord ensure involve advance;  words from Part 2: promote perform stigmatize. |

1. Due to tracking pupils can **progress** at their own rate with others of similar grade. 2. Ability grouping is an educational practice that **consists in** dividing the students into groups on the basis of such factors as ability measured by test scores. 3. His children were **granted** considerable latitude in how they spent their money. 4. We will **guarantee** equal opportunities for all. 5. People should not be **held up to shame** on the basis of race. 6. Computers can **carry out** a variety of tasks. 7. Greenpeace works to **contribute to** awareness of the dangers that threaten our planet today. 8. Most of the students **worked** well in the exam. 9. She was **treated unfairly** because she studied in the lower-ability class. 10. Fresh air and exercise **contribute to** good health. 11. The equipment **operated** well during the tests.

**2. While reading the text you have come across some words built by conversion. Translate the sentences paying attention to these words.**

*question* 1. The professor wants us to question facts. 2. Nobody dared to question the credibility of her story. 3. How can I question the wisdom of your behaviour? 4. I question whether his proposal will be improved. 5. He was questioned by the police. 6. They questioned the Conservative candidate on his views

*start* 1. The film starts in ten minutes; hurry up! 2. If everyone is ready I can start the car. 3. Start each page on the second line.

*group* 1. The police grouped themselves round the demonstrators. 2. Group the roses together. 3. The family grouped together for the photograph. 4. We can group animals into several types.

*result* 1. His illness results from bad food. 2. If any damage results from the negligence, it must be paid for by the borrower. 3. Unfortunately nothing results from my efforts. 4. Let us hope that peace will result from our talks. 5. Very often the flight delay results from mechanical problems.

*channel* 1. Ditches were constructed to channel water away from the buildings. 2. If she could only channel all that energy into something useful. 3. Channel your money into research in that particular field and I hope you won’t be sorry.

**3. Make four compound words from the text using the following words. Give their equivalents in your native language. Translate the sentences containing these words:** ***low, ability, high, achieving.***

**4. Find in the text the sentences containing the following collective nouns: *the advantaged, the disadvantaged* andtranslate them. Then find the other collective nouns in the following sentences.**

1. Kelly O’Neil is a national award-winning expert on business and marketing strategies: he knows how to market to the affluent and increase the success of small businesses. 2. Kidnappings have become so common in Venezuela that it’s not just the rich who are now targeted. Now it’s the middle class and the poor who are suffering because they cannot afford the body guards, armored cars and insurance of the affluent. 3. According to Vital Signs, the quality of life for many people has diminished, and inequality between the affluent and the poor has grown since the recession officially began on Long Island last year. 4. The recession has caused even the affluent to be careful spenders. 5. The USF supplies home phone service to the poor but only as credits on their monthly bill. 6. This year’s question is “Do the wealthy have an obligation to help the poor?”

**5. Find the words and phrases in the 5th and 6th paragraphs of the text that describe these things:**

1) education of poor quality for slower learners;

2) pupils or students who are not as quick as the others in their studies;

3) achievements of pupils in their studies;

4) problems referring to external conditions or surroundings in which people live or work that cause harm;

5) grounded proof;

6) school classes where pupils are not being prepared for the college, but learn the subjects necessary to gain professional skills;

7) minor stimulus for doing something.

**6. Complete the sentences with the phrases from Exercise 5.**

1. In the two years since Bout’s arrest, the US government has failed to produce any **\_\_\_\_\_** against him. 2. Student abilities can range from extremely gifted to **\_\_\_\_\_**. 3. We should offer students single-subject **\_\_\_\_\_**; such as woodshop, metal shop, drafting, electronics, child development, etc. 4. Roma children continue to receive **\_\_\_\_\_** in segregated Czech schools, despite a court ruling ordering the Czech Republic to end their discrimination. 5. Employee satisfaction is important because angry and fearful employees will result in **\_\_\_\_\_** and morale. 6. The best students are chosen on the basis of **\_\_\_\_\_\_**, community service, character, leadership and varsity sports participation. 7. The scholastic achievements in the Gaza Strip have fallen due to malnutrition, intolerable living conditions of the family and **\_\_\_\_\_**.

**LANGUAGE REVIEW**

**Degrees of comparison: adverbs**

**1. Write the correct form of the adverbs given in brackets.**

1. She works (hard) than all the others. 2. Of all the methods this one works (well). 3. Drive a bit (carefully), will you? 4. They all behaved badly, but Tom behaved (bad). 5. Would you speak (quietly), please? I’m trying to concentrate. 6. A good education will help you to find a job much (easily). 7. Monica speaks Italian as (fluently) as her teacher does. 8. My instructor says I should practice (often). 9. How much (far) do we have to walk? 10.We meet **(**and frequently**).** 11. **(**soon**)** we leave, (fast**)** we’ll get there. 12. Tim got to work a few minutes (early) than usual.

**2. Choose the correct variant.**

1. You know him (good, better, best) than anyone else. 2. I hope you can see slightly (clearly, more clearly, most clearly). 3. They need business skills to manage themselves (much, more, most) effectively. 4. That man gave the (brief, briefer, briefest) answer. 5. Stonehenge is the second (popular, more popular, most popular) tourist attraction in Britain. 6. I thanked him again even (heartily, more heartily, most heartily) than before. 7. Prices were (high, higher, highest) as ever. 8. He knew he was (little, less, least) desired person at the party. 9. This road is twice as (long, longer, longest). 10. He spoke (clearly, more clearly, most clearly), but too (quickly, more quickly, most quickly). 11. Nowadays people aren’t so (thoughtful, more thoughtful, most thoughtful) as they used to be. 12. Her brother is three years (elder, older, youngest) than her.

**3. Complete the sentences using *same, like, similar, as,* or *different*.**

1. I liked the old method. The new one isn’t … convenient. 2. The system here is … to how we do it in Italy. 3. You look the … as ever. 4. He tries as hard … he can. 5. Astronomy is quite … from astrology. 6. This isn’t such an interesting article … the last one I read. 7. I’ve got a computer … yours.

**4. Find information about educational systems in two or three countries and compare them with one another.**

* *The academic year in … is one term longer than in… and the vacations are the shortest.*

**Unit 3**

**VOCABULARY 1**

**1. Explain the meaning of the following international words:**

|  |
| --- |
| subculture *n*, definition *n*, course *n*, athletic *adj*, guarantee *v*. |

**2. For each sentence, find one word from Exercise 1 to replace the word or phrase in italics.**

1. I *promise* that our team will play hard and have a shot at winning the championship. 2. The legal *description and explanation* definition of what is and what is not pornography is very unsatisfactory. 3. She looks very *strong, healthy and good at sports*. 4. He taught *a set of classes in* film history at Harvard University.

**3. Describe the way of life, customs and ideas of the following groups of people within a society. In what way are they different from the rest of the society?**

[Emo subculture](http://www.onelook.com/?w=emo+subculture&ls=a), [gothic subculture](http://www.onelook.com/?w=gothic+subculture&ls=a), [hanfu subculture](http://www.onelook.com/?w=hanfu+subculture&ls=a), [high school subculture](http://www.onelook.com/?w=high+school+subculture&ls=a), [hip hop subculture](http://www.onelook.com/?w=hip+hop+subculture&ls=a), [cyber subculture](http://www.onelook.com/?w=cyber+subculture), [hacker subculture](http://www.onelook.com/?w=hacker+subculture), [irc subculture](http://www.onelook.com/?w=irc+subculture), [japanese subculture](http://www.onelook.com/?w=japanese+subculture), [punk subculture](http://www.onelook.com/?w=punk+subculture), [slashdot subculture](http://www.onelook.com/?w=slashdot+subculture), graffiti subculture, youth subculture.

**READING**

**1. Before you read the text discuss the following questions.**

1. In your everyday life, how often you face the facts that have nothing to do with what you were taught?

2. In the text the term ‘subculture’ is used. What do you think makes it different from ‘culture’?

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. What main contradiction do English schools present?

2. How do ‘working class boys’ behave at school?

3. Can we consider such behaviour as anti-culture?

4. What causes the so-called ‘subculture of resistance’?

**STUDENT SUBCULTURES: REPRODUCING SOCIAL CLASS**

Schools present working-class children with a middle-class view of the world. In school they are taught such platitudes as, “Anyone can grow up to be Prime Minister,” “Hard work pays off,” and “To get a good job, you have to do well in school.” Lads know from their own experience that this world view is false. People like them don’t become Prime Minister, their fathers and brothers work hard for little pay, and their work has little or nothing to do with what they’ve learned in school.

In response to this contradiction, the lads develop a school subculture (or counterculture) of their own. The main thrust of this culture is defeating what they perceive as the main goal of education: making them work. From their point of view, the costs of being a good student – the lack of action, adventure, and independence – greatly outweigh the benefits. Rejecting the school’s definitions of success and failure, they devote themselves to what Americans call ‘goofing off’. They enroll in the easiest courses, cut classes, go to the wrong classes, forget to do homework, sleep through tests, and the like. The point is to make it abundantly clear to their teachers and their peers that they don’t care. For the school’s values, they substitute values of their own, earning prestige among their peers by being tough, sexy, athletic, good drinkers, and jokers.

On the one hand, breaking school rules and doing least work possible helps English working-class boys to feel more powerful in relation to school authorities. In a sense, they succeed. School officials see them as uncontrollable. “Teachers”, they claim, “don’t know ‘the way of the world’, because they’ve been in schools or colleges all their lives.”

John Ogbu found a similar subcultural pattern among poor black students in California. American schools, like English schools, teach a middle-class view of the world. Faced with this contradiction between what they are being taught and what they know, black students develop a subculture of resistance. By not trying, they protect themselves from immediate failure on the one hand, but virtually guarantee later failure on the other.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Working-class children believe they can reach a high status.

2. To do well for them means to follow the school rules strictly.

3. The school management can’t control such pupils.

4. English and American establishments (institutions) teach black and white students the same view of the world.

5. Every pupil at English schools knows for sure that his attending classes and working hard will pay off in future.

6. A school counterculture is the result of contradiction in educational platitudes and real life.

7. The principles of failure and success don’t exist for lads.

8. Lads reproduce their social class by being athletes and jokers, thus learning the popularity among the peers.

9. English teachers are respectful people because, in working-class boys’ opinion, they know ‘the way of the world’ very well.

10. A subculture of resistance emerge in some American states where there are a great number of poor black citizens.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. In the case of non-resistance what might happen to poor black students: win or failure?

2. A person’s observations help him/her to shape (form) his/her own world view.

3. Exchange your attitudes to educated people.

**2. Over to you.**

1. ‘Being a good student” involves…

2. Find a suitable title for the text.

**VOCABULARY 2**

**1. For each sentence, find one word from the box to replace the phrase in italics:**

|  |
| --- |
| contradiction adventure resistance platitudes failure goal. |

1. His speech was full of *banal and empty comments or remarks* and never offered any true thoughts and feelings. 2. You say that you’re good friends and yet you don’t trust him. Isn’t that a bit of *opposition between two conflicting forces or ideas*? 3. Our *aim or purpose* is for the country to be fully independent within two years. 4. We got lost on the Metro – it was quite an *exciting and dangerous experience*. 5. There’s a *force which acts to stop the progress* *and is opposed* to the idea of a united Europe. 6. The meeting was *an event that did not accomplish its intended purpose*. No decision was made.

**2. Match the verbs from the text (1-7) to their definitions (a-g):**

1) reject; 2) earn; 3) perceive; 4) enroll; 5) outweigh; 6) substitute; 7) defeat.

a) to think of (something) in a particular way;

b) to cause someone or something to fail;

с) to be greater or more important than something else;

d) to refuse to accept, use or believe something or someone;

e) to put yourself or someone else onto the official list of members of a course, college or group;

f) to receive money as payment for work that you do;

g) to use something or someone instead of another thing or person.

**3. Complete the sentences with the words from the above exercises.**

1. The aggression by NATO has also sharpened the \_\_\_\_ between imperialism and the peoples. 2. Her continual \_\_\_\_ made everyone in the room wonder whether she ever came up with an original thought. 3. They have set themselves a series of \_\_\_\_ to achieve by the end of the month. 4. She had some exciting \_\_\_\_ in Egypt. 5. The workers offered the ministry a simple choice: increase their salaries or they would all join the armed \_\_\_\_ . 6. He was a \_\_\_\_\_ as a businessman. He lost all his personal assets. 7. How do the French \_\_\_\_ the British? 8. I \_\_\_\_ in the modern art course. 9. Bill Clinton \_\_\_\_ George Bush for the presidency in 1992. 10. The benefits of increased immigration \_\_\_\_ the costs. 11. Brazil \_\_\_\_ many millions of pounds a year from coffee exports. 12. Coin-operated machines in England \_\_\_\_ Irish money. 13. She \_\_\_\_ as a volunteer to tutor adults in English. 14. Gas-fired power stations will \_\_\_\_ for less efficient coal-fired equipment. 15. You can’t expect to \_\_\_\_ a living from your painting.

**LANGUAGE REVIEW**

**Passive voice: Simple Tenses**

**1. Read sentences a–c below and decide which definition of use 1–3 best describes each sentence.**

1. The agent (the person performing the action) is unknown.

2. We are more interested in what happens to someone/something than who does it.

3. The agent (the person performing the action) is assumed.

a. There’s no guarantee the survey results will be announced on Friday.

b. Three computers were stolen from the lab over the weekend.

c. He was expelled from college for cheating at an exam.

**2. Say when something is usually (generally etc.) done or how often something happens:**

* to check the mail, in the morning, usually – *The mail is usually checked in the morning.*

1) to take decisions, at the staff’s meetings, normally;

2) to receive visitors, three days a week, generally;

3) to hold students’ conferences, twice a year;

4) to submit course papers, at the end of the term, usually;

5) to publish scientific journals, periodically.

**3. Say that something was done yesterday, two days ago etc.**

* I want you to send the letter (yesterday). – *But the letter was sent yesterday.*

1. Will you have finished writing your repot by noon? (half an hour ago) 2. I advise you to hold a meeting on the problem. (last Thursday) 3. Don’t forget to invite Professor Ferguson to the seminar. (the day before yesterday) 4. Mind that you are to prepare a programme for the coming business partners. (a week ago) 5. Remind him of the need to submit the information on the issue by the end of the week. (in the morning)

**4. Refer the following sentences to the future. Use the prompts in brackets.**

* We are always invited to their parties. (next weekend) – *We’ll be invited to their party next weekend.*

1. The problem was solved by joint efforts. (I think) 2. This opinion is not shared by most of our colleagues. (soon) 3. The briefing was postponed because of the dean’s illness. (a later date) 4. The issue was heatedly discussed in all university departments. (We believe) 5. I was offered a new job. (probably, next year)

**5. Rewrite each sentence using the passive. Make all the necessary changes.**

* Most universities require mid-semester and final examinations. *– Mid-semester and final examinations are required by most universities.*

1. A four-year American college or university offers a Bachelor’s Degree. 2. State governments do not subsidize private schools. 3. Do they allow all university students to take vacations upon term completion? 4. Only the teachers know the results from IQ tests, don’t they? 5. We carried out a lot of experiments in our laboratory. 6. We didn’t show those tables and graphs at our presentation. 7. Did they demonstrate the new models during the lecture? 8. Didn’t they hold a students’ scientific conference at your university last term? 9. After final examinations students will receive their grades in the mail a month later. 10. We won’t study these subjects at our faculty. 11. Will any of your scientific workers and researchers attend the next May seminar? 12. You will tell the dean about the incident, won’t you?

**Unit 4**

**VOCABULARY 1**

**1. Guess the meaning of the following international words. Mind the parts of speech they belong to:**

|  |
| --- |
| criteria *n* immigrant *n* conflict *n* debate *v* loyal *adj.* |

**2. Put the international words above instead of the phrases in italics below.**

1. *People who come to a country in order to settle there* illegally are sent back across the border if they are caught. 2. The Health Service should not be judged by financial *standards* alone. 3. Congress *discussed* a subject *in a formal way* for several hours without reaching a vote. 4. When all her other friends deserted her, Steve remained *firm and not changing in his friendship*. 5. *An active disagreement* between parents and children become more frequent when the children become teenagers. 6. Science sometimes comes into *struggle or clash* with religion.

**3. Complete the following sentences with the words from Exercise 1.**

1. It was an unpopular policy and caused a number of \_\_\_\_\_ within the party. 2. Jack has been a \_\_\_\_\_ worker in this company for almost 50 years. 3. My grandparents arrived here as \_\_\_\_\_\_ from Russia in 1910. 4. Is height a \_\_\_\_\_ for hiring police officers? 5. If armed \_\_\_\_\_ occurs, everyone will suffer. 6. In Parliament today, MPs \_\_\_\_\_ the Finance Bill.

**READING**

**1. Before you read the text discuss the following questions.**

1. Have you had an experience of studying in an international group? Does it of any help in learning?

2. Check you understand the meaning of the following words/phrases which appear in the text: campus, under/overrepresentation, alumni, major (*n*).

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. What world culture shows obvious respect to education?

2. How does an applicant’s merit effect acceptance to a college?

3. Do immigrants suffer from discrimination in the sphere of education?

**ASIAN AMERICANS ON CAMPUS: ADVANTAGED OR DISADVANTAGED MINORITY?**

The number of Asian Americans on college campuses has nearly tripled reaching 448,000. Part of the reason is that Asian Americans are the fastest growing immigrant groups in the United States. In addition, education has long been associated with status and respect in Asian cultures, and Asian families are more willing to sacrifice to enable their children to obtain the highest degrees possible.

At first glance, Asian Americans do seem to be overrepresented in higher education. For example, Asian Americans make up 6 percent of the population of California, but 16 percent of the freshmen on California State University campuses, and 20 percent of those on University of California (UC) campuses. But closer examination suggests that qualified Asian American students are underrepresented. In terms of academic qualifications, almost a third of Asian American high school graduate in California were eligible for admission to UC colleges (compared to about 25 percent of white and 5 percent of Hispanic and black students).Thus admission rates are lower for Asian American students than for students from other ethnic groups with similar qualifications.

Statistics aside, the debate over Asian American students raises questions about a potential conflict of values in higher education. On the one hand is the goal of meritocracy. Students should be admitted to colleges and universities solely on the basis of their academic achievement or merit. On the other hand is the goal of creating a diverse student body. Colleges and universities should seek students with a wide range of backgrounds and interests. Admissions officers argue that acceptance depends not only on grades and test scores, but also on such factors as geographic location, intended major, personal essay, letters of recommendation, and extracurricular activities. Because many are the first members of their families to speak English, Asian American applicants tend to favor majors in science, mathematics, and engineering – the most competitive majors. As recent immigrants they are less likely than other applicants to have experience with American sports or parents who attended American colleges, and so are less likely to receive special consideration because they are good football players or the sons or daughters of loyal and generous alumni. College spokespeople usually claim that the underrepresentation of Asian Americans is the result of this broad range of criteria, not discrimination.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. The choice of University subjects by Asian American learners depends on their preferences.

2. In California University the percentage of Asian American first-year students is high.

3. Colleges and Universities in US are not interested in looking for promising applicants.

4. The results of testing are very important.

5. In the USA one of the biggest immigrant groups is Asian Americans.

6. For the decade, beginning with the mid-1970s, the amount of Asian American students doubled.

7. In the text, most of the American universities and states are given as the example to reflect the admission percentage.

8. Asian cultures belong to those where a person’s position in the society and his success are directly connected with getting higher education.

9. The Asian American ethnic group dominates in California State University.

10. Economics, business and finance show the major competition in the labour market nowadays.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Give reasons for the choice of majors in science /engineering by students-immigrants.

2. University grade enhances a person’s social state. Agree/disagree with the statement.

3. Compare the percentage of Asian American students and students from other ethnic groups with similar qualifications.

**2. Over to you.**

1. Define the main idea of the text.

2. Consider a range of factors which would influence the admission to top colleges and Universities.

**VOCABULARY 2**

**1. Explain the meaning of the following nouns (1-4) from the text. Their definitions (a-d) may be helpful:**

1) campus; 2) freshman; 3) graduate; 4) alumni.

a) UK: a person who has a first degree from a university or college;

US: a person who has finished their school, college or university education;

b) a student in the first year of high school, college, or university;

c) the grounds, sometimes including the buildings, of a university, college, or school;

d) men and women who have completed their studies esp. at a college or university.

**2. Complete the following sentences with the words from Exercise 1.**

1. The Comedy Store is the world’s most famous comedy club and is located in West Hollywood, California. Its **\_\_\_\_\_** consist of famed comedians such as Jim Carrey, Chevy Chase, Robin Williams, Eddie Murphy and many more. 2. Freshmen at many universities are not allowed to live off **\_\_\_\_\_**. 3. This program aims to meet the needs of **\_\_\_\_\_** with degrees in physical sciences who wish to apply their quantitative skills to environmental problems. 4. She is a **\_\_\_\_\_** at Harvard. She has entered it this year. 5. He has come to the course as a highly qualified **\_\_\_\_\_**, with a first class honors degree in history. 6. Recent **\_\_\_\_\_** with English mother tongue but strong language skills have been recruited to several roles in this growing company. 7. The first year students, or **\_\_\_\_\_** students, who began at Richmond last fall, continue to have the profile of new approach.

8. Several famous **\_\_\_\_\_** have agreed to help raise money for the school’s restoration fund. 9. There’s accommodation for about five hundred students on **\_\_\_\_\_**.

**3. Read the following sentences and match the meaning of the polysemantic words in italics to one of the lettered definitions below:**

*score*

a) the number of points, goals, etc. achieved in a game or competition;

b) a number or letter indicating quality, especially of a student’s performance;

c) an amount due (as at a restaurant or bar);

d) the music written for a film, play, etc (with the parts for all the instruments and voices arranged on separate lines).

1. Have you heard the latest cricket *score*? 2. The final *score* at this afternoon’s match was 3-0. 3. What was your *score* on your homework? 4. He is motivated to achieve high *scores* – even aiming for 100 % at each session. 5. Add it to my *score* and I’ll settle later. 6. Who wrote the *score* for Tarantino’s famous “Pulp Fiction”?

*major*

a) the most important subject that a college or university student is studying;

b) a university student who is studying a particular field as the principal;

c) one of two main musical modes, a type of key (ant: minor);

d) a military officer of middle rank, above a [captain](http://dictionary.cambridge.org/define.asp?key=captain*1+0&dict=a).

1. Her father was a *major* in the Scots Guards. 2. Allegro is written in the key of C *major*. 3. I met *Major* Jones last year – he served in the British Navy then. 4. His *major* is sociology. 5. She was a philosophy *major* at an Ivy League college.

*admission*

a) permission to study at a school or college;

b) permission to enter a theater or other building;

c) the price charged for entrance;

d) a confession, as of a crime, mistake, etc.

1. I felt he would see my giving up now as an *admission* that I was wrong.2. How many students will gain *admission* to Yale? 3. Museum *admission* is $5. 4. There was no *admission* of guilt from anyone. *5.* The club refuses *admission* to those under 18.

**4. Make phrases of ‘noun+noun’ type from the following words:**

|  |
| --- |
| high school college campus rate graduate officer admission (x2). |

**5. Match adjectives in column A to nouns in column B to make phrases from the text:**

|  |  |
| --- | --- |
| A | B |
| extracurricular  competitive  personal  loyal  geographic  intended  generous | location  essay  activity  major  alumni |

**6. Make phrases from the text using the following verbs and nouns:**

a) to obtain, to favor, to attend, to raise;

b) a degree, question, major, college.

**7. Use words and phrases from exercises 4-6 to complete the following sentences.**

1. To submit a \_\_\_\_\_ to Sunday Journal, e-mail it to sundayjournal@express-news.net. Please limit length to 500 words and include biographical information (occupation, family status, etc.). 2. When she studied at The University of North Texas she \_\_\_\_\_ in elementary education and later received a certification in religious studies from the University of the Incarnate Word. 3. To operate a dentistry school that would rival our competitors, FAMU needs \_\_\_\_\_ contributions. These donations would assist the programs’ neediest students. 4. Most European countries offer a strong two-track system – one for the trades and one for the university – whereas the majority of our \_\_\_\_\_ have no employable skills whatsoever. 5. Like many small rural schools in the province, Shoba High School was forced to shut its doors because of a low \_\_\_\_\_. 6. The International Atomic Energy Agency made repeated reports which \_\_\_\_\_ about the Iranian nuclear programme. 7. After high school she plans to \_\_\_\_\_ to become either a physical therapist or an x-ray technician.

8. Between going to class, studying, working on projects, getting enough sleep and doing \_\_\_\_\_, it can be difficult for the students to exercise and eat healthy on a regular basis. 9. If the United Nations headquarters decided to relocate from New York City, Dubai would be the “ideal choice” for hosting because of its \_\_\_\_\_ and efficient transport network.

**LANGUAGE REVIEW**

**Passive voice: Continuous Tenses**

**1. Make up sentences describing what is being done at the moment. Add any words you need.**

Pattern: to give a presentation, now – An interesting presentation is now being given in Room 68.

1) to repair a printer, still 2) to interview candidates for the post, at the moment 3) to complete construction of the library, currently 4) to carry out experiments, at present 5) to hold a series of seminars, this week.

**2. Rewrite each sentence using the passive. Make all the necessary changes.**

1. The secretary is just typing your report. 2. The students aren’t taking any written tests this week. 3. Is he announcing the exam results? 4. Aren’t they presenting Professor Johnson’s new book at today’s round table discussion? 5. When I joined the panel, they were interviewing the fifth candidate. 6. The teacher wasn’t explaining any new material at the last lecture. 7. Were they still writing the essays when the bell rang? 8. Weren’t you also discussing the new assessment scheme at your department meeting?

**Unit 5**

**VOCABULARY 1**

**1. Guess the meaning of the following international words from the text:**

|  |
| --- |
| dilemma *n* generate *v*  corruption *n*  budget *n* calculate *v.* |

**2. For each sentence, find one word from Exercise 1 to replace the word or phrase in italics.**

*1. Illegal, bad or dishonest behaviour, especially by (high-rankers) high-ranking officials* in politics is widespread throughout the country.

2. We tried to *make a mathematical computation* how fast he was moving when the car crashed. 3. The President is clearly in *a situation in which a difficult choice has to be made between two different things* about how to tackle the crisis. 4. The new development will *give* 1500 new jobs.

5. Libraries are finding it increasingly difficult to remain within *a financial plan that lists expected expenses and income during a particular period*.

6. The wind farm may be able to *produce* enough electricity for 2000 homes.

**3. Complete the sentences with the words from Exercise 1. Sometimes you’ll have to change the form of the word.**

1. He was held on charges of \_\_\_\_\_ and racketeering. 2. These measures will increase the club’s ability to \_\_\_\_\_ revenue. 3. The \_\_\_\_\_ was over how to protect a charming little island and at the same time allow economic development on it. 4. The president submitted the annual \_\_\_\_\_ to Congress. 5. The cost of the damage caused by the recent storms has been \_\_\_\_\_ as over £5 million.

**READING**

**1. Before you read the text discuss the following questions.**

1. What sport games belong to big-time sports?

2. Check you understand the meaning of the following words/phrases which appear in Part 1: *varsity, educational goal, revenue-producing potential.*

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. Why is this kind of sport problematic for US higher educational institutions?

2. What does the wish ‘to keep money rolling in’ result in?

3. Do all the athletes and football players graduate from a college/University?

4. Who experiences pressure most of all?

**Can Big-Time College Sports and Education Coexist?**

**Part I**

Big-time sports pose a dilemma for educators. The games provide entertainment, spectacle, excitement, and festival – all of which bond together administrators, faculty, staff, students, and alumni. The quest for big money and fame has superseded the pursuit of educational goals. College sports now generate more than $1 billion a year. The pressure to keep the money rolling in is what contributes to abuse and corruption. Since winning programs produce huge revenues from gate receipts, television, bowl games, tournament appearances, and state legislative funding, many athletic departments are governed by a winning-at-any-cost philosophy. Consider these examples:

* The president of the University of Georgia, Fred C. Davidson, testified at the Kemp trial that most athletes at Georgia do not graduate, saying the athletes have a ‘utilitarian value’ to the university because of their revenue-producing potential.
* Many college coaches report that they are under growing pressure to bring in more revenue. Says Dale Brown, men’s basketball coach at Louisiana State University: “The bottom line used to be W’s (wins). Now it is dollars. There is a lot of greed because college presidents see a way to enhance their budgets by putting their teams on TV.”
* Pennsylvania State University likes to claim that 90 percent of its varsity football players graduate. But the figure is valid only if you count players who reach their senior years. The Pittsburgh Post-Gazette calculates the rate is 67 percent if dropouts are included. The National Football League Players Association says that 61 percent of the Penn state products in the NFL are degree holders. Overall, barely one-third players in the National Football League hold college degrees, and some estimates for the National Football Association are even lower. At Memphis State University, only six of fifty-eight basketball players graduated in ten years.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Showing a college team on TV increases its income.

2. Nowadays the highest aim in sports competitions is the win.

3. Big money and fame influence the learning process negatively.

4. Every athlete did his college University degree in four years.

5. At present, ‘having a utilitarian value’ is a suitable term for university athletes.

6. Most of educators believe that winning goals and educational ones are different things at many college athletic departments.

7. The percentage of college football players who have become degree holders is very high.

8. Corruption and abuse are impossible in generating and keeping money to roll in.

9. The coaches as well as the sportsmen are happy to earn money for their varsities.

10. It takes some athletes 10 years to study before they get their university diplomas.

**Speaking**

**1. Discuss in pairs/groups.**

1. Give arguments in favour of winning in sports competitions by any means.

2. Describe the situation with sportsmen in various American varsities.

3. List the events that can gather all levels of a college staff.

**2. Over to you.**

1. In recent years, a winning-at-any-cost philosophy has dominated. Support or reject it.

2. State the size of the problem. Why does it exist and grow?

**VOCABULARY 2**

**1. Study the following sentences.**

1. The dish tasted badly. The marinade **enhanced** its flavor. Now it is delicious. 2. Thenewversion of Firefox successfully**superseded**the old one. That’s why the user’s work in the Internet became faster and safer.

3. Nuclear weapons **pose** a threat to everyone: every person living on the Earth is in danger. 4. We all **posed** for our photographs in front of the Lincoln Memorial. 5. Many people have **testified** against the prisoner. They had seen the man leaving the building around the time of the murder. Now he has little chance of going free. 6. The man **posed** as a drug dealer. But in fact he was a detective. He was going to catch the criminal. 7. The puppy and his master **bonded** quickly.

**Now match the words in bold in sentences (1-7) to the definitions (a-g) below:**

a) to cause a problem or difficulty to exist;

b) to move into and stay in a particular position, in order to be photographed, painted, etc;

c) to pretend to be something that you are not;

d) to replace something, especially something older or more old-fashioned, with something new;

e) to develop a close connection or strong relationship with someone;

f) to speak seriously, to provide proof, especially in a court of law;

g) to improve the quality, amount or strength of something.

**2. For each sentence, find one word from the box to replace the word or phrase in italics. There are two words in the box that you don’t need:**

|  |
| --- |
| pursuit entertainment quest excitement dropout  fame revenue spectacle tournament trial. |

1. A cinema is a place of *public amusement*. 2. The ceremonial opening of Parliament was a fine *grand public show*.3. They travelled in *search* of gold.4. Her *state of being known and talked about by all* confused her at first, “I never realized how many people were watching me.”5. The criminal started to run and the cop took off in *an effort to overtake and capture*. 6. Taxes provide most of the government’s *income that it receives regularly*. 7. The Australian Open tennis *competition in which contestants play a series of games to determine an overall winner* has witnessed wins and losses that have both delighted and shocked fans of the game. 8. As a high school *student who leaves school before graduation* he’ll never get a decent job.

**3. Match words from each box to make ‘verb+noun’ phrases from the text:**

|  |  |
| --- | --- |
| pose provide supersede  contribute produce enhance; | the budgets a dilemma the pursuit  revenues entertainment corruption. |

**4. Complete the sentences with the phrases from Exercise 3.**

1. The current situation in India \_\_\_\_\_ for the Reserve Bank of India. Should it raise interest rates? 2. Montana State University students will \_\_\_\_\_ by performing traditional dances, singing songs and playing traditional musical instruments. 3. Small and medium enterprises create jobs, \_\_\_\_\_ and add to GDP six times faster than larger companies. 4. A mobile Internet device is a multimedia-capable handheld computer that provides wireless access and is designed \_\_\_\_\_. 5. The new law is designed to generate millions to help close a gap in the current year’s budget, and \_\_\_\_\_ for state and local governments in future years. 6. Congress voted more funds \_\_\_\_ the defence \_\_\_\_.

**5. Answer the following questions. Pay attention to the phrases in italics.**

1. Who or what can *provide entertainment*? 2. What could *pose a dilemma* for you? 3. What can *contribute to corruption*? 4. What *produces revenues* for the government?

**6. In what way has our life changed recently? Use the hints below.**

Example: Nowadays coffee pots *are superseded* by coffee-machines.

|  |
| --- |
| cathode ray tube video cassette dot-matrix printer filament lamp washboard fixed location phones coffee pot tube radio book |

|  |
| --- |
| liquid crystal displaytransistor radio washer coffee machine  laser printer luminous tube e-book cell phones CD |

**LANGUAGE REVIEW**

**Passive voice: Perfect Tenses**

**1. Rewrite each sentence using the passive. Make all the necessary changes.**

1. Somebody has found your papers on the top of the photocopier. 2. They haven’t told me about the change of plan. 3. Has the Rector awarded prizes to the winners? 4. Haven’t you informed the teaching staff about the new instructions? 5. Somebody had taken his file by mistake, so he couldn’t hand in his work in time. 6. We heard that they hadn’t completed the project yet.7. Had your tutor given you a consultation before the last term exam?

8. Hadn’t they registered all the participants before the conference started?

9. She will have translated the article by the time you come back. 10. They won’t have repaired the computer by the end of the day. 11. Will the special committee have settled the dispute by the beginning of next week? 12. Won’t they have finished the meeting by three?

**2. Rewrite these sentences. Instead of using *somebody, they* or *people*, write a passive sentence, where possible.**

1. They choose ten candidates at first interview. 2. Somebody broke the classroom window yesterday. 3. People won’t read such books. 4. Somebody is using the printer at the moment. 5. I didn’t realize that somebody was recording our conversation. 6. They will be discussing those problems at tomorrow’s meeting. 7. They have postponed the lecture. 8. When we got to the university’s stadium we found that they had cancelled the game. 9. I think they will have made a decision by then. 10. They have been writing a test paper for an hour.

**3. Complete the sentences with *by* or *with*.**

1. He was brought up … his grandmother. 2. The hall has been painted … a new kind of paint. 3. Your kindness is appreciated … everybody. 4. The laboratory door was unlocked … a skeleton key. 5. The room was filled … smoke. 6. The compass was invented … the Chinese. 7. Help yourself to the cake. It’s been made … dried fruit. 8. The policeman was hit … a stone.

**Unit 6**

**VOCABULARY 1**

**1. Guess the meaning of the following related words. Scan the text to find all these words and give the proper translation of these sentences:**

|  |
| --- |
| athlete athletic athletically athletics. |

**2. Translate the following international words and put them instead of the phrases in italics below:**

|  |
| --- |
| integrate *v* idealistic *adj* scandal *n*  unqualified *adj* masquerade *v* structural *adj.* |

1. The students at this school *mix with each other* immediately, despite their different backgrounds. 2. Some magazines contain nothing but *reports about actions or events that cause shock and disapproval* and gossip. 3. When I was young and *relating to the philosophical doctrine of the reality of ideas* I believed it was possible to change the world. 4. In this business, there are a lot of unqualified people *pretending to be* experts. 5. I liked her, but she was *lacking the skills and experience* for the job. 6. The idea with young children is to *combine* learning with play.

**3. Complete the sentences with the words from Exercise 2.**

1. If there is the slightest hint of \_\_\_\_\_, the public will no longer trust us. 2. It’s very difficult to \_\_\_\_\_ into a society whose culture is so different from your own. 3. The thief \_\_\_\_\_ as a television repair-man, that’s why he got into the house easily. 4. An \_\_\_\_\_ person does not have the qualifications needed for a particular job. 5. She sacrificed \_\_\_\_\_ dreams for conventional reality. 6. The \_\_\_\_\_ broke right at the beginning of the Conservative Party Conference. 7. The political reforms have led to major \_\_\_\_\_ changes in the economy.

**4. Translate the following phrases containing the word *prospect* which is a ‘false friend’:**

good career prospects, excellent promotion prospects, poor re-election prospects, with no prospects.

**5. Use the hints in the brackets to translate the sentences containing the word *prospect* used in different meanings.**

1. His *prospects* for getting the job are excellent; he really is the best candidate. (expectations, chances) **noun** 2. Our agency is currently *prospecting* for new clients. (exploring, searching) **verb** 3. Is there any *prospect* that you may take a ski trip this year? (possibility, chance) **noun** 4. I have several prospects who I’ll be interviewing for the position this week. (candidates) **noun**

**READING**

**1. Before you read the text discuss the following questions.**

1. Do you think that going in for professional sports can be combined with getting higher education?

2. Check you understand the meaning of the following words/phrases which appear in Part II: *minority, professed goals, to wring someone dry, ineligible, commitment.*

**2. Read the text to check your ideas. Answer the questions based on the text.**

1. How do athletes see their final aim in entering a higher educational institution?

2. What is the best way for sportsmen to enter students’ family?

3. Does sport play a vital part in players’ life?

4. What should be done to make athletes good students?

**CAN BIG-TIME COLLEGE SPORTS AND EDUCATION COEXIST?**

**Part II**

Perhaps most troubling to educators is what happens to college athletes. Many football and basketball programs prosper by taking advantage of the belief of poor and minority youth that sports are a broad, paved road to riches. Big-time college sports have become little more than farm systems for professional basketball and football teams. Sociologists Peter Adler and Patricia A. Adler conducted a participant-observation study of a major college basketball program over a four-year period. They found that most athletes enter college feeling idealistic about their future academic experience and optimistic about their prospects for graduating. But soon sport comes to occupy a central role in their lives, Professional ensues. The media, fans coaches, classmates, and professors relate to them as athletes, not as students. Time spent in athletically related activities interferes and conflicts with academic time. All the while, they are socially isolated, housed in a special dorm, and cut off from other students by the demands of practices, games, study halls, and booster functions. When classmates relate to them, it is in terms of athletics and not with respect to academic, cultural, political, or intellectual pursuits.

The Adlers identify the structural forces within big-time university athletic programs that undermine the professed goals of the educational system. They also make a number of suggestions based on their research. First, athletes should be sheltered from the temptation of celebrity status by making freshmen ineligible for varsity sports. Second, Athletic dorms should be abolished and athletes integrated within the larger college culture. And third, athletes should be provided with academic role models and advisors – not athletic personnel masquerading as models and advisors – who can assist them in pursuing academic goals. In sum, academic institutions need to make a commitment to their athletes as students.

Critics charge that the worst scandal of college sports programs does not involve cash. It involves slipping academically unqualified youths in the back doors of academic institutions, wringing them dry of their athletic-commercial usefulness, and then slinging them out the back door.

**3. Mark the statements true (T) or false (F) giving reasons for your answers.**

1. Sport helps athletes make a great progress in their study.

2. Football and basketball players stand aside from the rest of varsity students.

3. The research of college programs was made by famous PR experts.

4. There are particular factors which destroy the hidden objectives of higher education.

5. There no problems for university management to run and control the process of the athletes’ study.

6. The author compares big-time college sports to the field of creativity for professional players.

7. Countless matches and games separate the athletes from their fellow-students.

8. The sociological research of main basketball programmes resulted in a series of useful educational policy suggestions.

9. For four years the best American scientists were making a survey of the farm system.

10. As we know, varsity students and football or basketball players are treated by their Professors differently.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Social isolation presents an obvious problem.

2. Share your opinions as for special privileges given to university athletes. Do any exist in your University?

3. The purpose of the text is … (give your variants of sentence end).

**2. Over to you.**

1. Find the sentences expressing the main idea of the text.

2. Is the last paragraph optimistic or pessimistic? How do you know?

**VOCABULARY 2**

**1. Use the clues to complete the puzzle.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**Across**

2) a promise to give (yourself, your money, your time, etc.) to support something

7) to formally put an end to (a practice or institution)

8) not eligible, not allowed by the rules

10) a relatively small group of people differing from the majority in race, religion, language, etc

11) claimed openly but often falsely

**Down**

1) a tempting thing

3) to attain (a goal)

4) someone who is famous, especially in the entertainment business

5) someone whose job is to give advice about a subject

6) to gradually weaken or destroy (someone or something), esp. in a way that is not obvious

9) to be or become successful, especially financially

**2. Complete the sentences with the words from Exercise 1.**

1. National Service was \_\_\_\_\_ in Britain in 1962. 2. Jews and Roman Catholics belonged to religious \_\_\_\_\_. 3. His \_\_\_\_\_ love of women seems a little odd when you consider how he treats them. 4. Are you dreaming about becoming a famous \_\_\_\_\_ or movie star? 5. As a young actress, she managed to resist the \_\_\_\_\_ to move to Hollywood. 6. He knew it was wrong to steal, but the money just lying there was too great a \_\_\_\_\_. 7. After serving two terms, the president was \_\_\_\_\_ to run again. 8. He decided to \_\_\_\_\_ a career in television. 9. She’s the chief economic\_\_\_\_\_ to the president. 10. The President has accused two cabinet ministers of working secretly to \_\_\_\_\_ his position. 11. As the company \_\_\_\_\_, its workers could enjoy better social packages. 12. If you \_\_\_\_\_ a plan, activity or situation, you try to do it or achieve it, usually over a long period of time. 13. I’d like to thank the staff for having shown such \_\_\_\_\_.

**LANGUAGE REVIEW**

**Passive voice: verbs and verb phrases with prepositions**

**1. Rewrite the following sentences in the passive. Start with the words given.**

* About an hour ago someone sent for me. – *I was sent for about an hour ago.*

1. Mr Blackwood left for Canada two years ago, and we haven’t heard of him since then. Mr Blackwood … 2. I’m sure everybody will speak about his latest book. The book … 3. The receiving party is looking after us very well. We … 4. Doctor Clark insisted on that item. That item … 5. I think they will arrive at some agreement by midday. Some agreement … .

**2. Respond using the suggested verbal phrases.**

* Some of the visitors sound displeased. (find fault with) – *Yes, we are often found fault with.*

1. The publication of the report triggered a furious reaction from the local government. (pay much attention to) 2. There is no longer plague in the world. (do away with) 3. I hope your report was a success at the conference. (not take notice of) 4. Do they still have contacts with him. (lose sight of) 5. There’s another war in the Middle East. (when/put an end to?) 6. I couldn’t find any information about the accident in yesterday’s press. (make no mention of) 7. The children in that boarding school look quite happy. (take much care of) 8. Why do you keep all those old papers? (make use of)

**FINAL TESTS**

**1. Mark the statements true (T) or false (F).**

1. Practice of tracking in education system doesn’t have opponents.

2. Due to ability grouping learners can reach better results.

3. The results of the research show that neither homogeneity nor heterogeneity is a perfect medium for teaching and learning.

4. That all Americans have the same educational opportunities regardless of status and gender is out of question.

5. Working-class children with a middle-class view of the world strongly believe in what they have been taught at school.

6. Not keeping school rules helps lads be uncontrollable and more popular among their peers.

7. Overrepresentation of the qualified Asian Americans in USA colleges and universities is obvious.

8. The admission criteria in higher educational establishments should be based on principles of meritocracy only.

9. Big-time college sports have made the athletes a revenue-producing potential.

10. Statistics states that less than 70% of varsity football and basketball players are degree holders.

11. University sportsmen join a students’ community successfully as the academic study occupies the central part in their lives.

12. Higher education and big-time college sports can coexist under the particular conditions.

**2. Choose the best of the four alternative answers.**

1. The term ‘ability grouping’ refers to

a) hospital service;

b) research establishments;

c) educational system;

d) big-time college sports.

2. The supporters of homogeneous grouping consider that it creates

a) similar capability development for slower and abler learners;

b) no interest for disadvantaged students;

c) independence in getting privileges by learners;

d) good environment to study school subjects.

3. The advantage of heterogeneity is in

a) learning with classmates of the same age;

b) the chance to study in the conditions close to real life;

c) attending lessons with pupils of the same social and economic class level;

d) mobilizing country’s human resources.

4. According to the authors, high-ability children don’t appreciate themselves because they

a) belong to a productive nation;

b) have different backgrounds;

c) aren’t properly motivated due to tracking;

d) have poor health.

5. The aim of lads’ ‘goofing off’ at school is to show their fellow-students and teaching staff

a) the indifference towards common school values;

b) the power in writing tests and doing well at the courses;

c) the wish of being in schools or colleges all their lives;

d) he desire to reach the main goal in education.

6. A subculture of resistance among poor black students in English and American schools emerge for

a) everybody wishes to be Prime-Minister;

b) college authorities control them too much;

c) the benefits of study outweigh the costs of being bad students;

d) there is a gap between learners’ school and life experience.

7. The growing number of Asian American students is caused by

a) high admission rates;

b) Asian officials who are underrepresented in colleges and universities;

c) the tendency in Asian countries to give children good higher education;

d) a great deal of letters of recommendation.

8. It’s a common practice that Asian American applicants

a) choose maths or engineering as their majors;

b) are children of loyal college alumni;

c) receive special consideration being good sportsmen;

d) favour art sciences as their future profession.

9. Nowadays University and College sports

a) present profit-making source;

b) provide brain drain potential;

c) develop the philosophy of entertainment excitement;

d) reach the bottom line of educational goals.

10. Academic time of university athletes

a) is spent according to the suggested curricula;

b) plays the central role in their lives;

d) is devoted to getting practical experience;

d) is in conflict with their sport activity.

**SELF-STUDY**

**GRAMMAR REFERENCE**

**I**

**DEGREES OF COMPARISON**

|  |  |  |  |
| --- | --- | --- | --- |
| **Kinds of**  **adjectives and**  **adverbs** | **Positive**  **degree** | **Comparative**  **degree** | **Superlative**  **degree** |
| **I** | **A** | **A er** | **A est** |
| Short,  one-syllable  adjectives/adverbs | clean  large  thin  soon | cleaner  larger  thinner  sooner | cleanest  largest  thinnest  soonest |
| Two-syllable adjectives, ending in *–y,* | easy  early | easier  earlier | easiest  earliest |
| **II** | **A** | **A er/more + A** | **A est/most + A** |
| Two-syllable  adjectives,  ending in *-er, -*  *ow, -le*, and  some other  commonwords | clever  narrow  simple  quiet | cleverer/more clever  narrower/more narrow  simpler/more simple  quieter/ more quiet | cleverest/most clever  narrowest/most narrow  simplest/most simple  quietest/ most quiet |
| **III** | **A** | **more + A** | **most + A** |
| Long adjectives,  adjectives  ending in -*ed*,  adverbs ending in -*ly* | exciting  bored  quickly | more exciting  more bored  more quickly | most exciting  most bored  most quickly |

Note 1: Not all words ending in -*ly* are adverbs. Some adjectives end in -*ly* too, for example: friendly, elderly, likely, lively, lonely, lovely, silly, ugly.

Note 2: Use *more/most* (and not -*er/-est*) with the adjective *real*.

Steven’s story seems more real.

Note 3: If you are not sure how to form the comparative or superlative of a two-syllable adjective, it is generally safer to use *more/most*.

**Irregular Forms**

|  |  |  |
| --- | --- | --- |
| **Positive**  **degree** | **Comparative**  **degree** | **Superlative**  **degree** |
| good/well | better | best |
| bad/badly | worse | worst |
| far | farther/further | farthest/furthest |
| old | older/elder | oldest/eldest |
| many/much | more | most |
| little | less | least |
| near | nearer | nearest/next |
| late | later | latest/last |

Note 1: Both *further* and *farther* can be used for distances, but only *further* can mean ‘more’ or ‘additional’.

It’s a long walk from here to the university – further (*or* farther**)** than I thought.

Let me know if you hear any further news. (= any more news)

Note 2: Both *older/oldest* and *elder/eldest* are used to talk about people in the family, but only *older/oldest* can be used predicatively in comparative and superlative structures.

Her eldest (*or* oldest) son is a college student.

He is two years older than his sister.

Note 3: *Latest* means ‘furthest ahead in time’ or ‘newest’. *Last* means ‘previous’ or ‘final’.

This is the latest data. (= newest)

His last novel was about his adventures in Africa. (= final)

Note 4: *Nearest* means ‘the shortest distance away’. *Next* means ‘following in a series’.

Where’s the nearest bank? (= closest)

There’s a newsagents’ in the next street. (= the street beside this one)

**Equatives**

Equatives are marked by *as … as* or *not as/so … as* and are used to say that a person, a thing, or an action is similar (or not) to another in some way. You can use focus adverbs such as *just, even, only* before equatives.

Is he as young as he looks?

He’s not as good a teacher as Mrs Marshall.

Our plan is just as good as theirs.

Also note the following structures: *the same … as*, *twice as … as*, *three times … as*.

Tom is the same age as Kate.

Their house is about three times as big as ours.

**Comparatives**

Comparative structures are used to say that a person, a thing or an action has more or less of a quality *than* another. You can use *much, a lot, far, a bit, a little, slightly* before comparatives*.*

It’s colder today than it was yesterday.

She’s more intelligent than him.

Some ideas are much less practical than others.

Could you speak a bit more slowly?

We can use comparative forms, repeated with *and,* to emphasize that something is changing continuously.

Your English is getting better and better.

It’s less and less common.

It’s becoming more and more difficult to find a job.

*The + comparative … the + comparative* is usedto say that one thing depends on another thing or one action is connected to another.

The younger you are, the easier it is to learn.

Is it true that the more expensive the college is, the better education you get?

**Superlatives**

Superlatives are used to say that people, things or actions have the most or least of a quality. After superlatives, use *in* before singular words for organizations, groups of people or places. *Of* isused for a period of time.

She’s one of the cleverest students.

Alan is the youngest student in the class.

What’s the happiest day of your life?

Also note the following structure: *the second/third, etc + superlative.*

This is the second largest city in the world.

Note: *most + adjective* can be used to mean ‘very’

The book you lent me was most interesting. (= very interesting)

**II**

**PASSIVE VOICE**

**Simple Tenses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Present** | | **Past** | **Future** |
| **(+)** | am/is/are Ved | was/were Ved | will be Ved |
| **(–)** | ’m not/isn’t/aren’t Ved | wasn’t/weren’t Ved | won’t be Ved |
| **(?)** | Am/Is/Are … Ved? | Was/Were … + Ved? | Will …be Ved? |
| **(?/–)** | Isn’t/Aren’t … Ved? | Wasn’t/Weren’t … Ved? | Won’t … be Ved? |

**Continuous Tenses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Present** | | **Past** | **Future** |
| **(+)** | am/is/are being Ved | was/were being Ved | – |
| **(–)** | ’m not/isn’t/aren’t being Ved | wasn’t /weren’t being Ved | – |
| **(?)** | Am/Is/Are … being Ved? | Was/Were … being Ved? | – |
| **(?/–)** | Isn’t/Aren’t … being Ved? | Wasn’t/Weren’t … being Ved? | – |

**Perfect Tenses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Present** | | **Past** | **Future** |
| (+) | have/has been Ved | had been Ved | will have been Ved |
| (–) | haven’t/hasn’t been Ved | hadn’t been V | won’t have been Ved |
| (?) | Have/Has … been Ved? | Had … been Ved? | Will … have been Ved? |
| (?/–) | Haven’t/Hasn’t … been Ved? | Hadn’t … been Ved? | Won’t … have been Ved? |

Passive structures can be created only from verbs which can have objects (transitive verbs), not from verbs which don’t have objects (intransitive verbs).

They often invite me to parties. – I am often invited to parties.

Nothing happened. – no passive

We use the passive:

* when the person who performed the action (the agent) is assumed, unimportant or unknown;

A new school is now being built in this district.

* to change the emphasis of a sentence;

Columbus discovered America. – America was discovered by Columbus.

* to describe processes, demonstrations or scientific experiments;

First, candidates are given a questionnaire. Then they are asked to do a test. Next, they are short-listed and finally, they are interviewed and the best candidate is chosen.

* for official or impersonal notices or announcements.

Smoking is not permitted on the premises.

The passive form is often used in an impersonal *it* structure, when we are giving the words or thoughts of people in general.

It was rumored that he had been sacked for stealing some documents.

We can use a *by*-phrase after the passive to say who or what causes the action.

The report was written by Professor Brown.

Some roads are blocked by fallen trees.

We can mention the thing or method that the agent used to perform the action by using a *with*-phrase.

All papers are corrected with a red-ink pen.

Two passive structures can be created when we use those verbs which can have an indirect object and a direct object.

They awarded Maria first prize. – Maria was awarded first prize.

They awarded first prize to Maria. – First prize was awarded to Maria.

We can also create passives from phrasal verbs.

She locked the office up. – The office was locked up.

The performance had been paid for by a local cultural society.

Note: Sometimes we can use *get* instead of *be* in the passive with verbs denoting actions. We use *get* mainly in informal spoken English to say that something happens to somebody or something, especially if this is unplanned or unexpected.

I’m surprised Ann didn’t get offered the job. (= wasn’t offered)

There was a fight in the hall but nobody got hurt. (=was hurt)

**READING**

**I**

**Do We need New Divorce Laws?**

Social intervention in society – no matter how beneficial its purposes – often has unexpected outcomes. A good example is the dramatic transformation of the marriage contract since the advent of no-fault divorce laws in 1970. In *The Divorce Revolution*, sociologist Lenore Weitzman explores the economic and social consequences of the new divorce laws for women and children in the United States. She had begun her research assuming that no-fault divorce was a real improvement for women and families, but she found otherwise. The laws, designed to treat women and men equally, have in practice created hardship for divorced women and their children. In the first year after the divorce, the standard of living of the typical divorced woman with young children plummets 73 percent, while that of her husband goes up 42 percent.

Weitzman analyzed some 2,500 divorce decrees issued both before and since California’s no-fault reforms became law in 1970. Additionally, she interviewed family court judges and prominent divorce lawyers and more than 100 recently divorced couples in the Los Angeles area. Weitzman wanted to find out why divorce has become ‘a financial catastrophe for most women’. She found that most courts do not require husbands to contribute more than one-third of their income to the support of their ex-wives and children. Moreover, judges frequently order the family home to be sold, with half the proceeds going to the wife, resulting in the woman having to find a much smaller house with less room for herself and her children. Further, valuable but often intangible assets acquired during the marriage – credit, pensions, insurance, entitlements, professional credentials, and future earning power – usually go with the husband. Finally, a divorced woman is likely to enter a competitive labor market without skills, seniority, or opportunity for training. Weitzman says that the new laws give a clear message to young women in planning their futures. Divorce may send you into poverty if you invest in your family ahead of your career.

Weitzman identifies three categories of women who are particularly vulnerable but who rarely get assistance: mothers with custody of young children, women requiring transitional support, and older homemakers. The plight of the last is especially difficult, says Weitzman because both their husbands and society had promised the women that marriage is a lifetime commitment and homemaking an honorable occupation. Instead, no-fault divorce changed the rules in the middle of the game – after the women had fulfilled their share of the bargain. Now the women find that they are unable to make up for the twenty-five or so years they spent out of the labor force. Weitzman urges judges and legislators to rethink current notions about alimony and to recognize it as an acceptable way to compensate long-married women for their contribution.

Weitzman also targets the non-support of children by divorced fathers, a record of inadequate awards, rampant default, and insufficient enforcement. She does not favor a return to the earlier system, with its rancorous charges of cruelty and adultery and legal wrangling over the assignment of guilt. Most of her recommendations consist primarily of adjustments in the interpretation, enforcement, and administration of current laws, the inclusion of “career assets” – pensions and retirement benefits, education and training, enhanced earning capacity, medical and health insurance, and other entitlements – along with material goods when marital assets are divided: effective child support enforcement measures such as withholding wages, property liens, and the threat of jail; and assurance of an equal share of the marital property to long-married, older homemakers. In sum, Weitzman places the problem that divorced women and their children face in the context of society, and traces the structural forces that generate poverty and hardship. Although no-fault laws in many states differ from those in California, which may bias her research, this does not seem to invalidate her findings.

**Reading Comprehension**

1. The so-called ‘no-fault’ divorce law was adopted in 1970. What were its theoretical perspectives and practical implementation?

2. In the text, find L. Weitsman’s sociological research results. Are they in favour of divorced women and children?

3. Focus on the sociologist’s recommendations. Explain what she implies by ‘career assets’ and ‘material goods’.

4. Summarize the text in your own words.

**II**

**Sociology and the Media**

**‘Prime-time Families’**

The changing image of the family on television provides insights into changing attitudes towards the family in society. This is not to say that portrayals of the family on TV mirror reality; they do not. But the dialogue between the television audience and television producers and advertisers, mediated by ratings, does tell us something about how the nation feels about families. As media analyst Ella Taylor suggests, television speaks to our collective desires, our shared worries and concerns, our wish to improve or repair our own lives, and our need to know what is going on ‘out there’, beyond the borders of our personal family experiences.

The 1950s and 1960s were decade of the happy family. The family that viewers saw on prime-time TV was intact, white, comfortable (though not conspicuously wealthy), middle-class, suburban, nuclear family – as on *Father Knows Best, Ozzie and Harriet*, and *Leave It to Beaver*. Parents on these shows had an endless supply of time, energy, and wisdom, which they devoted to guiding their children toward adult lives that would resemble their own. Blessed with all the modern conveniences, these families also were firmly grounded in traditional values. The outside world of public issues rarely if ever intruded on this contented domestic circle. Programs that dealt with ethnic differences (*Amos’n’Andy, The Goldbergs,* and *Life with Luigi*) or working-class families (*The Honeymooners*, *The Life of Riley*) fell by the wayside.

The 1970s was a decade of family discontent. This trend was epitomized by *All in the Family*, the story of a white, middle-aged, working-class couple, living in a soon-to-be integrated neighborhood in Queens, New York. The show was a battle of the generations, which pitted unrepentant bigot Archie Bunker, with his constant stream of racial and ethnic slurs, against his muddleheaded but kindly wife Edith, his feminist daughter Gloria, and her polish-American husband Michael, who was studying to become a sociologist. Social problems that had been taboo for the situation comedies of the 1960s were ‘lined up like ducks in a shooting range and argued back and forth in a contest between tradition and modernity’, between the political conservatism of the 1950s and the liberalism of the post-Vietnam years. Archie never won an argument; he was always made a fool. But polls showed that about half the TV audience identified *with* him, rather than laughing *at* him as the producers intended.

With the Bunker household, the family was transformed from a haven of peaceful coexistence into a hotbed of clashing interest and ideologies. At first by implication, and later in the scripts themselves, family life was threatened. The trend toward ‘relevan’ scripts and not-so-happy families continued throughout the 1970s. Two of the only popular shows with happy, ‘intact’ families – *The Waltons* and *Little House on the Prairie* – were set in the past. The 1970s was also the decade when prime-time soap operas in which families divided against themselves made their first appearance.

The 1980s was a decade of reorganization for TV families. Alternative family forms were treated as almost normal – on *Kate and Allie* (single parents), *The Golden Girls* and *Designing Women* (all-female households), *Dads, My two Dads*, and *You again* (all-male households), *Different Strokes*, *Gimme a Break* (mix-race families), and *Who’s the Boss?* (role reversals). But by far the most popular program about families was (and still is) *The Cosby Show*. In many ways the Huxtables resemble the happy prime-time families of the 1950s and60s. Despite high-powered careers (Claire is a lawyer and Cliff, a physician), the Huxtables always have plenty of ‘quality time’ to devote to their children. A typical episode revolves around a lesson in social adjustment for one or another child. Almost all the action takes place within the Huxtables brownstone; the outside world does not intrude on this charmed family circle.

*The Cosby Show* has been widely praised for its revival of the happy family, its reinforcement of traditional family values, and its realism. But it is not without critics. One criticism is the show’s emphasis on consumption. Everything in the Huxtables show is new and expensive; characters are defined by their trendy outfits; and whole episodes revolve around possessions (Cliff’s new juicer, Theo’s expensive sweatshirt, Rudy wearing a dozen wooden necklaces). Bill Cosby himself has admitted that people love him because of his ability to sell everything. How much work it takes to support this lifestyle of consumption is left to the imagination. A second criticism is the show’s lack of attention to race. Anyone can plainly see that the Huxtables are black, but for all intents or purposes the show is ‘color-blind’. At no point do the script suggest that it might be difficult for a black person to become a physician or a lawyer, or that black professionals might have some responsibility to the black community, or that black children might have to learn to deal with prejudice outside their homes. With his impish grin and affluent lifestyle, Cosby implicitly reassures the audience that the American system is fair. While this message may be comforting to all Americans, white and black, it is hardly realistic. Further, it encourages viewers to forget the large numbers of black Americans who can barely make ends meet and continue to struggle against racism.

Undoubtedly the 2000s will bring new prime-time families reflecting changing social concerns.

**Reading Comprehension**

1. Analyze the distinct features of ‘the happy TV family’ in 1950s-60s. Compare it to one in 1970s.

2. Comment on the changes in attitudes towards the family in society over the following decade.

3. Why was *The Crosby Show* criticized?

4. Summarize the text in your own words.

**III**

**Is the Family Endangered or Merely Changing?**

Some 90 percent of American men and women still think that marriage is the best way to live. Given this sentiment, it is hardly surprising that a good many Americans have been concerned about the directions in which family life has been moving in recent decades. But they tend to be of two minds. There are those who say that the family is timeless, rooted in our social and animal nature. But since the institutional structure of society is always changing, the family must change to reflect this fact. Accordingly, although a durable feature of the human experience, the family is said to be a resilient institution. The other view holds that the family is in crisis, with decay and disintegration stalking it at every turn. This latter view is currently the most fashionable. The evidence in support of it seems dramatic and, on the surface, incontrovertible. Divorce rates have soared; birth rates have fallen; the proportion of unwed mothers has increased; single-parents-households have proliferated; mothers of young children have entered the labor force in large numbers; and the elderly are placing growing reliance on the government rather than the family for financial support.

Laments about the current decline of the family imply that at an earlier time in history the family was more stable and harmonious than it currently is. Yet, despite massive research, historians have not located a golden age of the family. For instance, the marriages of seventeenth-century England and New England were based on family and prosperity needs, and not on affection. Loveless marriages, the tyranny of husbands, and the beating and abuse of children give us a grim picture. And families were riddled by desertion and death. Indeed, because of fewer deaths, disruptions of marriage up through the completion of childbearing have been declining in the United States since 1900.

The notion that the family should consist of a breadwinner husband, a homemaker wife, and their dependent children is of recent origin. The rural, preindustrial family was a relatively self-sufficient unit that produced most of what it consumed. Husbands, wives, children, and lodgers were all engaged in gainful work. With the onset of industrialization, more and more family members sought work for wages in factories and workshops. This trend led Karl Marx and Friedrich Engels to deplore capitalists’ use of cheap female and child labor to run factory machines. They termed it ‘shameless’ and ‘unconscionable’ that able-bodied men, their strength and skills no longer needed, should find themselves dismissed or compelled to accept ‘children’s work at children’s wages’. Throughout the Western world, the nascent labor movement pressed for the establishment of a ‘living wage’, an income sufficient for a male bread-winner to support a wife and children in modest comfort.

It was during the nineteenth century that Americans culturally sorted jobs into male and female categories. Women’s jobs were deemed to be either of short duration until they married or a lifetime commitment of secular celibacy as nurses and schoolteachers. Women’s special place became defined as the ‘domestic sphere’. The restriction of large numbers of married women to domestic activities took place only after industrialization was well established.

Prior to the 1950s, family life tended to be relatively disorderly. Young adults were expected to postpone leaving home or put off marriage to help the family face an unexpected economic crisis or a death in the family. At the turn of the century, young adults married relatively late because they were often obligated to help support parents and siblings. But with the economic prosperity that followed World War II, the average at marriage dropped sharply. Today’s young adults seem to have reversed the trend and are marrying at later ages. The emphasis on emotional satisfactions and the associated transformation of the family into a private institution did not become widespread beyond the middle class until this century. In the early 1900s, such trends as the decline in the boarding and lodging of nonfamily members, the growing tendency for unmarried adults to leave home, and the fall in fertility created the conditions for increasingly private and affectionate bonds within the small nuclear family.

All in all, reports of the death of the American family are greatly exaggerated. Public opinion polls show that the vast majority of Americans – 97 percent – believe that when families are happy and healthy, the world is a better place. And nearly nine out of ten Americans regard their family as one of the most important facets of their lives. However, Americans now want a different kind of marriage. In 1974, half of women and 46 percent of men said that the most satisfying life-style was one where the husband worked and the wife stayed home and took care of the home and children. By 1985, only 37 percent of women and 43 percent of men thought this arrangement the best. Fifty-seven percent of women and 50 percent of men picked a marriage where the husband and wife share work, housekeeping, and childcare. Seven in ten Americans also agree ‘strongly’ that it is important for fathers to spend as much time with their children as mothers do, and an additional 20 percent agree ‘to some extent.’

Concerns about the family have a long story. Educators of the European Medieval and Enlightenment periods worried about the strength and character of the family. In the American colonies the hand-wringing began scarcely two decades after the Puritans landed in Massachusetts, when community elders deplored the decline of the family. And in the nineteenth and early twentieth centuries worry about the family was cloaked in recurrent public hysteria regarding the ‘peril’ posed to the nation’s Anglo-American institutions by the arrival of immigrant groups with ‘alien cultures’. So the ‘family question’ is not new. Although we may think that the grindstones of social change are pulverizing family organization, the family remains a vital, adaptive, resilient human institution. Given the lessons of history, families will continue to adapt and change in unforeseen ways.

**Reading Comprehension**

1. Using the information of Paragraphs 1 and 2, identify the place of marriage and family in American society.

2. How has the history of the family changed over the years?

3. Find the facts that indicate a strong position of the family in a modern society.

4. Summarize the text in your own words.

**IV**

**Should Baby Read and Do Math?**

The image of a toddler reading aloud from *The Cat in the Hat* or correctly calling out “Three!” when peering at three red dots on a white flash card brings joy to the hearts of many young parents. Fathers and mothers who are intellectually oriented and upwardly mobile want their children to have the very best – and then some. How better – to assure their youngsters’ success than to get them started early? So the parents search out preschools that carry a Montessori or related label where preschoolers are taught in ‘classes’ how to read and do math. And the parents purchase countless ‘how-to’ books that instruct them in home activities that will give their toddlers a head start.

What light can sociology and the other social and behavioral sciences shed on these practices? The findings contain both good and bad news. The good news is that we possess strategies to improve the lot of many infants who are at elevated risk for delayed mental and intellectual development, particularly those from impoverished homes. The most successful intervention programs are those that encourage parents to increase their positive communications with their offspring, both at the verbal and object-centered levels. The programs foster good parenting skills that allow fathers and mothers to figure out why a youngster is crying or defiant, infer the needs and limitations underlying the behavior, and select the most appropriate responses.

The bad news is that some parents are pushing toddlers too hard to gain academically oriented skills, a phenomenon sometimes dubbed ‘hot-housing’ or ‘jump-starting’ children. Many of them are dual-earning parents who feel guilt over not caring full-time for their children. Hoping to compensate, they place their toddlers in pressured preschool programs. Some parents fear that if their children are not reading and multiplying by age 4, they will not get into Harvard by age 18. In so doing they are trying to transfer their own superambitious goals to their children. So far, however, the only proven beneficiaries of academically oriented preschool programs have been culturally deprived youngsters. If children are pressured to learn through inappropriate methods, they often turn off to learning. A child must have the necessary developmental and neural abilities to learn to read and do math, all of which require an ability to discriminate patterns, control eye movements, appreciate the role of linguistic symbols, and sustain attention. These capabilities do not arise all at once.

Young children learn best from their own experience – from self-directed activity, exploring real objects, talking to people, and solving such real-life problems as balancing a stack of blocks. And they seem to benefit from having stories read to them on a regular basis. When caretakers intrude in children’s self-directed learning and insist on their own learning priorities, such as readingor math, they interfere with children’s own impulses and initiative. Successful parenting requires caretakers to attune themselves to the style of learning appropriate for the very young.

Probably the very best parents can do for their youngsters is to be warm, caring people who love them, enjoythem, and want them around. The quality of the parent-infant relationship plays a key part in children’s early intellectual and language competence. Parental behaviors affect infants’ competence in a number of ways. First, children’s learning is directly enhanced when parents provide them with immediate positive feed-back when they say or do novel, creative, or adaptive things. Second, children’s developmental competence is encouraged when parents provide a relatively nonrestrictive environment that allows them to engage in exploratory behavior. And third, children who are securely attached to their caretakers are more apt than other youngsters to undertake the competent exploration of their surroundings.

Effective parents are aware of their children’s developmental needs and guide their own behavior to meet these needs. They accept their children while nonetheless encouraging them to capitalize on their strengths and compensate for their weaknesses. Additionally, parents who are responsive to their youngsters at early ages are also the ones most likely to continue to be so as their children get older, producing a cumulative trend.

When all is said and done, parenting is not a matter of employing a surefire set of recipes or formulas. Parents differ and children differ. Parents who use identical “good” childrearing practices have children who grow up quite differently, for better or worse. There is no mysterious, secret method parents must master. It is the child that matters, not the technique. No parent can expect to raise his or her youngsters by someone else’s rules and principles.

**Reading Comprehension**

1. What problems of preschool education does the text present?

2. How good is the idea of applying parents’ own technique in infant’s learning?

3. Select the factors having positive impact on early intellectual development of children and creating friendly environment for their study.

4. Summarize the text in your own words.

**PROJECT WORK**

**1. Research topic1** Contact a student or students from another high school in your area. (These might be students you have met through church, sports, or other activities.) Compare how your schools function. Look at such issues as discipline and detention, attendance policy, making up work, extra credit, and support for extracurricular activities. Identify two areas in which your schools differ. Discuss these differences. Explain why the policy differences exist. (Are the differences a result of the bureaucracy, or do they have physical or geographical causes? Does anyone really know why things are done in a particular way?) Offer explanations for the differences, and arrange to present your findings to the class.

**2. Research topic2** Design a school that will function in the year 2020, taking into account predicted advances in technology and presumed changes in social relationships and social roles.

**3. Research topic3** Do a study of your school culture, including norms, roles, statuses, groups and subcultures. Include information about where people gather, common symbols and traditions, educational rites of passage, etc.

**Module 4**

**Social Interaction**

**Unit 1**

**VOCABULARY 1**

1. Complete the sentences below with the following international words and related words. Mind the part of speech they belong to:

a) formal *adj*, informal *adj*, formally *adv*, formalize *v*.

The deal will be \_\_\_\_\_\_\_\_ announced on Tuesday. They started as \_\_\_\_\_\_\_ gatherings but they have become increasingly formalized in the last few years. I am the \_\_\_\_\_\_ leader of the project but the everyday management is in the hands of my assistant. Assessment is spread throughout the course, and there are no \_\_\_\_\_\_ examinations. Austrians are quite \_\_\_\_\_\_ in their business dealings. Following the changes that were taking place in the UK, we decided to \_\_\_\_\_\_\_ the relationship. The head teacher greeted us very \_\_\_\_\_\_\_ .

b) interview *n*, interview *v*, interviewee, *n*, interviewer *n*.

They \_\_\_\_\_\_\_ seven people for the job. This \_\_\_\_\_\_\_\_ was neither long nor interesting. Fourteen interviews were held in private clinic offices, one was held in the \_\_\_\_\_\_\_’s home, and two interviews were done by telephone. The \_\_\_\_\_\_\_\_ will not know the questions in advance. Job-seekers are looking to sharpen their \_\_\_\_\_ skills. They should focus on varied subjects like what to say at an \_\_\_\_\_\_ , dressing for an \_\_\_\_\_ and how to write a resume. It’s necessary to dress extremely well for \_\_\_\_\_ , often with a good suit. When in doubt, an \_\_\_\_\_ should ask the employer what to wear. At an \_\_\_\_\_, an \_\_\_\_\_ should be positive, and present their abilities in the best light, but not lie. You have to be honest with the \_\_\_\_\_ - they are not easy to fool.

c) vacancy *n* , vacant *adj*.

There are still some \_\_\_\_ for students in science and engineering courses, but the \_\_\_\_ in humanities have been filled. The hospital has no \_\_\_\_ beds. In addition, your careers service may publish its own job \_\_\_\_ bulletin on paper or online. The post had been \_\_\_\_ for many months, despite Bexley Council’s efforts to recruit a suitable person. We wanted to book a hotel room in July but there were no \_\_\_\_.

d) routinely *adv*, routine *n*, routine *adj*.

Today jet aircraft \_\_\_\_ fly at super sonic speed carrying hundreds of thousands of passengers from coast-to-coast and across the oceans. They are \_\_\_\_ audited three or more times per year. My daily \_\_\_\_ probably does not fit the stereotypical image of a third year law student. Based on psychological theories of habit formation, the easy-to-follow tips can be incorporated into people’s everyday \_\_\_\_ without major lifestyle change. The last U.S. case of smallpox occurred in Texas in 1949, and \_\_\_\_ vaccinations ended in America 30 years ago.

e) illustrate *v*, illustration *n*, illustrative *adj*, illustrator *n*.

Six criteria, with \_\_\_\_ examples, are listed here. Each double-page contains a short story on one page accompanied by a beautiful \_\_\_\_ on the other. I am a freelance \_\_\_\_ with more than 20 years working experience. Analysts said the new leader must now quickly implement policy changes which will \_\_\_\_ that he is serious about changes. This model was suggested as a purely \_\_\_\_ model.

f) episode *n*, episodic *adj*, episodically *adv*.

South Africa may remain one of history’s most tragic \_\_\_\_. Memories about events or \_\_\_\_ in our life are called \_\_\_\_ memories. There are many opportunities to support small communities for a few months or to help them \_\_\_\_. School leaders are expected to stimulate organizational growth and development: not just \_\_\_\_, but as an ongoing process of self-renewal.

g) individual *n*, individual *adj*, individually *adv*, individualistic *adj*, individualism *n*.

Corporation is an ingenious device for obtaining \_\_\_\_ profit without \_\_\_\_ responsibility (Bierce, Ambrose Gwinett). Many Americans believe strongly in \_\_\_\_ . Americans are highly \_\_\_\_ and self-concerned. There are probably close to 100 million Christians in China, most of them following a very \_\_\_\_ American-style faith. \_\_\_\_ is a truly American trait, but not stupid, head in the sand \_\_\_\_. All hotels are owned \_\_\_\_ and operated independently or by Wyndham Hotel Management. Personal data is information that can be used, either directly or indirectly, to identify a living \_\_\_\_. They are seeking a talented \_\_\_\_ to join their team on a part time basis.

2. Find the sentences containing these words in the text.

**READING**

**1. Before you read the text think and answer.**

1. What is the aim of people’s interacting with each other?

2. Why do you behave differently in the classroom and in the night club?

**What is social interaction?**

Social interaction is the process through which individuals act in relation to one another and in response to each other’s behavior. Most of our lives are made up of social interaction of one type or another. Social interaction refers to both formal and informal situations in which people meet one another.

People interact with others in order to accomplish some goal; their behavior in such interactions is always directed toward other people. For example, the job seeker and the job interviewer engage in social interaction in order to fulfill two goals: the job seeker wants employment and the job interviewer wants to fill a vacancy. Their behavior is governed by a widely shared set of social expectations about what is ‘supposed’ to go on in a job interview.

Because society is an organized system, it is not surprising that social interaction is patterned. In the absence of social patterns, people would find social life confusing. To illustrate, consider the familiar setting of a 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. Social behaviour in one classroom is remarkably like that in any other. In spite of personal differences, individuals who enter the classroom behave like ‘professors’ or ‘students’. In the same way, although every family is composed of different individuals, the behaviour of ‘mothers’, ‘fathers’, ‘brothers’, and ‘sisters’ is also largely patterned according to cultural norms.

Social interaction is affected by the processes of defining the situation. The meaning of a particular event or episode is provided by those people who participate in it. People at a funeral act in a somber and respectful manner because they have defined this behavior as appropriate for that occasion; their behavior would be different if they defined the situation as a wedding. Social interaction always occurs in some setting, but the meaning of that setting needs to be defined by participants. A bar may be a place to satisfy thirst, to drown one’s sorrows, or to ‘pick up’ a new friend. People who interact in bars define the situation in one of these ways and act according to the shared definition of the situation.

**2. Answer the following questions based on the text.**

1. What do we imply by social interaction?

2. Why do people interact?

3. What would the absence of social patterns result in?

4. Is the structure of classroom and family behaviour regulated by the same social rules and norms?

**3. Define if the statements are True or False.**

1. Different types of social interaction occur in people’s lives.

2. A person looking for a job tends to reach his/her target.

3. Social norms at school refer to informal situations.

4. A particular setting defines the participants of social interaction.

5. When people meet they act like ‘professors’ and ‘students’.

6. In classrooms social behavior is mostly the same.

7. Interaction takes place when at least two people participate in it.

8. Social structure of some setting depends on different individuals.

9. Any society is arranged chaotically; that’s why members of a society don’t plan their actions.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Give an illustration of both formal and informal situation of social interaction.

2. What examples does the text provide to show that the particular situation affects social interaction?

3. Why do you think the aims of the participants of interaction should be the same?

**2. Over to you.**

1. When you return, after many years, to a school you once attended you see that the school is now filled with unfamiliar faces. But the social structure of classroom behaviour remains the same. What is the reason for that?

2. You have found out that patterned behaviour should be appropriate for a certain occasion. Use the facts from your life experience to prove it.

**VOCABULARY 2**

**1. Find all the phrases with the word *social* in the text. Match them to the definitions below (a-g):**

a) characteristics of societal relationships, manner in which a society is organized and functions;

b) a dynamic, changing sequence of [social actions](http://www.babylon.com/definition/social_actions/English) between individuals (or groups) who modify their actions and reactions according to the actions by their interaction partner(s);

c) particular models of behaviour accepted in a society;

d) generally accepted standards of behaviour in a human society;

e) something a person is supposed to do in a particular situation;

f) the activities in your life relating to your friends, your family, sex etc.;

g) manner of conducting oneself provoking a response, or change in behavior, without acting directly on the receiver.

**2. Complete the sentences with the phrases you have found.**

1. As a proportion to Italian population, Turkish migrant arrivals are higher than in any other country and they are straining the country’s …… …… . 2. Large gangs of violent teenagers are making life hell for Weymouth families through anti-…… …… and vandalism. 3. The university’s Social Robots Project investigates human-robot …… …… and long-term “relationships” between human and machine. 4. Extra measures to keep anti-…… …… under control at Salford Quays have been introduced. 5. I have an active …… …… : I go on many dates, try to find success in classes and sports. 6. The …… …… indicate the established and approved ways of doing things, of dress, of speech and of appearance. 7. Why do people feel so guilty and “wrong” just for being different and not meeting …… …… ? 8. Alex said he was denied …… …… through studying at home. “If I am at school I have got people around me, if I am not allowed to attend I don’t ... .”

**3. For each sentence, find one word from the box to replace the underlined word. There are some words that you don’t have to use. Sometimes you should change the form of the word.**

|  |
| --- |
| pattern goal refer [engage](http://www.macmillandictionary.com/search/american/?q=engaged) [in](http://www.macmillandictionary.com/search/american/?q=in) govern response accomplish |

1. Management have granted a 10% pay rise inreplyto union pressure. 2. Our intention is for the country to be fully independent within two years. 3. The practice of family life has been changing over recent years. 4. [He](http://www.macmillandictionary.com/search/american/?q=he) [has](http://www.macmillandictionary.com/search/american/?q=has) joined[a](http://www.macmillandictionary.com/search/american/?q=a) [dispute](http://www.macmillandictionary.com/search/american/?q=dispute) [with](http://www.macmillandictionary.com/search/american/?q=with) [his](http://www.macmillandictionary.com/search/american/?q=his) [former](http://www.macmillandictionary.com/search/american/?q=former) [business](http://www.macmillandictionary.com/search/american/?q=business) [partner](http://www.macmillandictionary.com/search/american/?q=partner). 5. The students finished the task in less than ten minutes. 6. The new salary scale only relatesto company managers and directors.

**4. Complete the sentences. Use the following words from the text in the Passive Voice with the preposition *by*:**

|  |
| --- |
| provide guide govern affect. |

1. The smallest administrative units in Belgium, France, Italy, and Switzerland **\_\_\_\_\_** a mayor and council. 2. [Atomic bomb](file:///C:\Documents%20and%20Settings\Admin\Local%20Settings\Temp\Word_4) is a type of bomb in which the energy **\_\_\_\_\_** nuclear fission. 3. A tactical missile travelling at a very low altitude at high subsonic speed **\_\_\_\_\_** computer and radar. 4. The economy of Cuba **\_\_\_\_\_** badly **\_\_\_\_\_** the continuing US trade embargo.

**LANGUAGE REVIEW 1**

**Modal verbs of ability: can, could, be able to**

**1. Complete the sentences with the words/phrases below.**

*could were able to couldn’t can’t weren’t able to*

1) To describe general ability in the present, we say:

(+) I *can* swim.

(–) She … play the violin.

2) To describe general ability in the past, we say:

(+) (When I was/we were young ) we … climb trees.

I *was able to* dance for hours.

(–) (When I was/we were young …) I *couldn’t* drive.

We … speak French.

3) To describe something we managed to do in the past, we say:

(+)They … finish their work.

I *managed* to book the holiday.

(–) She *wasn’t able to* go to the meeting.

They … find the hotel.

**2. Make sentences from the given words. Use *can* or *can't*.**

A bird/fly; A deaf person/hear; An adult/drive a car; A blind person/see; A fish/breathe air; A child/drive a car; A newborn baby/walk.

**3. Make sentences about yourself using *can* or *can’t.***

Ride a bicycle; play the piano; lift a piano; whistle; eat with chopsticks; sew a button on a shirt; touch my ear with my elbow; ski; swim.

**4. Ask a question. Use *Where can I …?***

Buy a camera; get a good dinner; go swimming; play tennis; catch a bus; buy a diamond ring; cash a check; get a sandwich.

**5. What are some negative results in the given situations? Use *can’t* or *couldn’t*.**

* There was no chalk in the classroom yesterday. – *The teacher couldn’t write on the board.*

1. (...) has a broken leg. 2. (...) had the flu last week. 3. (...) has only (a small amount of money) in his pocket/in her purse today. 4. (...) doesn’t know how to use a computer. 5. Your parents had rules for you when you were a child. 6. All of you are adults. You are not children. 7. Millions of people in the world live in poverty.

**6. Correct the errors in the following sentences.**

1. Could you to drive a car when you were thirteen years old? 2. If your brother goes to the graduation party, he can meets my sister. 3. Mr. Lowas was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well. 4. I couldn’t opened the door because I didn’t have a key. 5. When Ernesto arrived at the airport last Tuesday, he can’t find the right gate. 6. Please turn up the radio. I can’t to hear it.

**7. Make sentences with the same meaning by using *be able to*.**

1. Mark is bilingual. He can speak two languages. 2. Sue can get her own apartment next year. 3. Animals can’t speak. 4. Can you touch your toes without bending your knees? 5. Jack couldn’t describe the thief. 6. I couldn’t sleep last night because my apartment was too hot. 7. My roommate can speak four languages. He’s multilingual. 8. I’m sorry that I couldn’t call you last night. 9. I’m sorry, but I can’t come to jour party next week.

**LANUAGE REVIEW 2**

**Modal verbs expressing** **permission and possibility**

**1. Look at the rules (1-5) below. Illustrate every rule with the proper example (a-j).**

1. *May* and *might* express possibility in the present or future, no difference being between them.

2. Sometimes *could* is used to express a present and a future possibility.

3. *May* is used to give permission.

4. Often *can* is also used to give permission, too.

5. *Can not* and *may not* are used to deny permission.

6. Sometimes *to be allowed to* is used instead of *may* to give permission.

a. It may rain tomorrow.

b. He is allowed to ride a bicycle.

c. Look at those dark clouds. It could start raining any minute.

d. OK, kids, you can have a cookie after dinner.

e. Why isn’t Greg in class? I don’t know. He may/might be sick.

f. He will be allowed to ride a bicycle.

g. Yes, children, you may have a cookie after dinner.

h. It might rain tomorrow

i. He was allowed to ride a bicycle.

j. Why isn’t Greg in class? I don’t know. He could be sick.

k. You may not have a cookie. You can’t have a cookie.

**2. Answer the questions. Include at least three possibilities in the answer to each question, using *may, might*, and *maybe* as in the example.**

* “What are you going to do tomorrow?” – *“I don’t know. I may go downtown. Or I might go to the laundromat. Maybe I’ll study all day. Who knows?”*

1. What are you going to do tomorrow night? 2. What’s the weather going to be like tomorrow? 3. What is (...) going to do tonight? 4. I’m taking something out of my briefcase/purse/wallet. It’s small, and I’m holding it in my fist. What is it? 5. What does (...) have in her purse? 6. (...) isn’t in class today. Where is he/she? 7. You have another class after this one. What are you going to do in that class?

**3. Complete the sentences with *can, may*, or *might*. Use the negative as appropriate.**

* *Tommy, you may/can stay up until eight tonight, but you may not/ cannot stay up past that time.*

1. A: What are you going to order? B: I don’t know. I … have the tofu pasta. 2. A: Would you like some more food? B: No thanks. I … eat another bite. I’m full. 3. A: Is it okay if I have a piece of candy, Mom? B: No, but you … have an orange. 4. May I have everyone’s attention? The test is about to begin. If you need to leave the room during the examination, please raise your hand. You … leave the room without permission. Are there any questions? No? Then you … open your test booklets and begin. 5. A: What channel is the news special on tonight? B: I’m not sure. It … be on Channel Seven. Try that one first. 6. A: What are you going to do this evening? B: I don’t know. I … stay home, or I … go over to Anita’s house.

**4. Do as in the example:**

|  |
| --- |
| * is made of metal and you keep it in a pocket.   You: *I’m thinking of something that is made of metal. I keep it in my pocket. What could it be?*  Your partner: *It could be a pen. It could be some keys. It might be a paper clip. It may be a small pocket knife. It could be a coin.* |

1) has wheels and a motor; 2) is flat and rectangular; 3) is white, hard, and in this room; 4) is played with a ball on a large field; 5) has four legs and is found on a farm; 6) is green and we can see it out that window; 7) is sweet and you can eat it.

**5. React to the situation as in the example:**

|  |
| --- |
| * (...) has to go to work early tomorrow.His car is completely out of gas. His bicycle is broken.   You: *He could take the bus to work. He could take a gas can to a gas station, fill it up, and carry it home to his car. He could try to fix his bicycle. He could get up very early and walk to work.* |

1. (...) walked to school today. Now she wants to go home. It’s raining hard. She doesn’t have an umbrella. She doesn’t want her hair to get wet.

2. (...) and (...) want to get some exercise. They have a date to play tennis this morning, but the tennis court is covered with snow. 3. (...) just bought a new camera. He has it at home now. He has the instruction manual. It is written in Japanese. He can’t read Japanese. He doesn’t know how to operate the camera. 4. (...) likes to travel around the world. He is twenty-two years old. Today he is alone in (name of a city). He needs to eat, and he needs to find a place to stay overnight. But while he was asleep on the train last night, someone stole his wallet. He has no money.

**LANGUAGE REVIEW 3**

**Modal verbs: polite questions**

**1. Match the rules (1-2) below with the proper examples (a-g).**

1. People use *Would you …?, Could you …?, Will you…?* to ask polite questions*. Can you* is used to ask polite questions in less formal situation.

2. People use *May I ...?, Could I …*? to ask for someone’s permission or agreement. *Can I* …? is used to ask for someone’s permission or agreement in a less formal situation.

a. Will you please open the door?

b. May I please borrow your pen?

c. Hello, can I speak to Tom, please?

d. Could you tell me how to get to the bus station?

e. Ann, would you do me a favour?

f. Can you wait a moment, please?

g. Could I use your telephone?

**2. Ask and answer polite questions. Use *May I …?, Could I …?,* or *Can I …?***

|  |
| --- |
| * You want to see (…’s) grammar book for a minute.   You: *May/Could/Can I (please) see your grammar book for a minute?*  Your partner: *Of course/Sure Certainly/I’m sorry but I need to use it myself.* |

1. You are at (…)’s house. You want to use the phone.

2. You are at a restaurant. (...) is your waiter/waitress. You have finished your meal. You want the check.

3. You run into (...) on the street. (...) is carrying some heavy packages. What are you going to say to him/her?

4. You are speaking to (...), who is one of your teachers. You want to leave class early today.

5. You want to use (…)’s calculator during the mathematics test. (...) needs to use it himself/herself.

6. You are in a store with your good friend (...). Your bill is (a certain amount money). You have only (a lesser amount of money). What are you going to say to your friend?

**3. Complete the dialogues.** Use a polite question with *Would/Could you …?*, *Will/Can you* …? in each. Use the expressions in the list or your own words. Use the following to reply:*Of course, I’d happy to. /Sure/ Certainly. I’d be glad to. /I’d like to help, but my hands are full.*

* It’s getting hot here. – *Would/Could/Will/Can you please open the window*?

|  |  |  |
| --- | --- | --- |
| * answer the phone for me * pick some up | * tell me where the nearest post office is * turn it down | * turn the volume up * say that again |

1. The phone is ringing, but my hands are full.

2. I’m trying to study, but the radio is too loud.

3. I’m trying to listen to the news on television, but I can’t hear it.

4. Honey, I’m out of razor blades. When you go to the store, …

5. “Hi. Walabaxitinpundoozit?” – “Excuse me?” …

6. Pardon me. I’m a stranger here.

**4. Work in pairs. Create a short dialogue for one or more of the following situations. The beginning of each dialogue is given. Role-play a dialogue for the rest of the class.**

|  |
| --- |
| Situation 1: You’re in a restaurant. You want the waiter to refill your coffee cup. You catch the waiter’s eye and raise your hand slightly. He approaches your table.  Dialogue: Yes? What can I do for you?  *A: Yes? What can I do for you?*  *B: Could I please have some more coffee?*  *A: Of course. Right away. Could I get you anything else?*  *B: No thanks. Oh, on second thought, yes. Would you bring some cream too?*  *A: Certainly.*  *B: Thanks.* |

Situation 2: You’ve been waiting in line at a busy bakery. Finally, the person in front of you is being waited on, and the clerk turns toward you.

Dialogue: *Next!*

Situation 3: You are at work. You feel sick. Your head is pounding, and you have a slight fever. You really want to go home. You see your boss, Mr. Jenkins, passing by your desk.

Dialogue: *Mr. Jenkins?*

Situation 4: Your cousin, Willy, is in the next room listening to music. You are talking on the telephone. The music is getting louder and louder. Finally, you can no longer hear your conversation over the phone. You put the phone down and turn toward the door to the next room.

Dialogue: *Willy!*

Situation 5: The person next to you on the plane has finished reading his newspaper. You would like to read it.

Dialogue: *Excuse me.*

Situation 6: You see a car on the side of the road with the hood raised and an older man standing next to it. He looks tired and concerned. You pull over and get out of your car to walk over to him.

Dialogue: *Do you need some help, sir?*

**Unit 2**

**VOCABULARY 1**

**1. Look through the following international words. Guess their meaning. Match them to the groups of similar words (a-e):**

|  |
| --- |
| standard *adj* conform *v* deviant *adj* autonomy *n* unique *adj* |

a) freedom, independence, [sovereignty](http://www.wordsmyth.net/live/home.php?script=search&matchid=39567&matchtarget=1&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR);

b) [distinctive](http://www.wordsmyth.net/live/home.php?script=search&matchid=11976&matchtarget=3&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR) , [special](http://www.wordsmyth.net/live/home.php?script=search&matchid=39691&matchtarget=3969101&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR) , [exclusive](http://www.wordsmyth.net/live/home.php?script=search&matchid=14301&matchtarget=3&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR), [peculiar](http://www.wordsmyth.net/live/home.php?script=search&matchid=30318&matchtarget=3031802&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR);

c) [atypical](http://www.yourdictionary.com/atypical), [anomalous](http://www.wordsmyth.net/live/home.php?script=search&matchid=1615&matchtarget=161501&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR) , [abnormal](http://www.wordsmyth.net/live/home.php?script=search&matchid=87&matchtarget=8701&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR);

d) [norm](http://www.wordsmyth.net/live/home.php?script=search&matchid=28124&matchtarget=2812401&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR), benchmark, [ideal](http://www.wordsmyth.net/live/home.php?script=search&matchid=20363&matchtarget=2036301&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR), [criterion](http://www.wordsmyth.net/live/home.php?script=search&matchid=9819&matchtarget=981901&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR) , [canon](http://www.wordsmyth.net/live/home.php?script=search&matchid=6057&matchtarget=605702&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR);

e) adjust, [accommodate](http://www.wordsmyth.net/live/home.php?script=search&matchid=228&matchtarget=22806&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR), [adapt](http://www.wordsmyth.net/live/home.php?script=search&matchid=419&matchtarget=8&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR), [harmonize](http://www.wordsmyth.net/live/home.php?script=search&matchid=18726&matchtarget=8&returnFields=PRO,DEF,SIC,DER,CRF,INF,EXA,SYC,SYN,SIM,SYL,PHR).

**2. Read the illustrative sentences. Be sure you understand them.**

1. Her designs are quite unique in today’s fashions. 2. Liberalism is a political philosophy that seeks to extend personal autonomy to as many people as possible. 3. The environment young people are brought up in promotes individual autonomy and confidence in their decisions and rights. 4. The company, like its rivals, is developing its systems to conform to broader standards. 5. While women in the Western world starve themselves, women in parts of Africa are sent to “fattening farms” to plump up and conform to the male beauty ideal. 6. What some individuals considered deviant, others did not. Most inhabitants of present day New York would be regarded as highly deviant by the Pilgrim Fathers, and vise versa.

**3. Complete the sentences. Use the words from Exercise 1.**

1. Don’t miss this \_\_\_\_\_\_\_ marketing opportunity. 2. In 1965, the Tibet Autonomous Region was formally set up, paving the way for a regional ethnic \_\_\_\_\_\_\_\_\_\_\_ in the Himalayan region. 3. People tend to absorb ideas that \_\_\_\_\_\_\_\_ with their existing beliefs, and reject those that do not. 4. They live by the \_\_\_\_\_\_\_\_\_\_ of their community. 5. No doubts, the majority of African countries today are ruled by the governments that emerged through fatally \_\_\_\_\_\_\_\_\_\_ electoral processes.

**4. Find some more international words in the text.**

**READING**

**1. Before you read the text think and answer.**

1. Is it a good or bad thing that human behaviour is socially patterned?

2. Do you think that our individuality is limited by the society?

3. What are the traditional expectations as to the males’ and the females’ behaviour according to values and norms of our culture?

2. Read the text and compare your ideas with the the author’s opinion.

**Social Structure and Individuality**

The fact 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. 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 when people manage to blend their unique qualities with the values and norms of the large culture.

The social world can be disorienting, even frightening, to people who do not know the behaviour guidelines. Without this knowledge, people feel too uncomfortable to express their unique personalities with confidence. To illustrate, you may recall going alone to a party given by people you did not know well. When you enter such a setting you don’t know what to expect. At such times you generally feel self-conscious, try to make a favorable impression, and look to others for clues about what sort of behaviour is expected of you. Once you understand the behavioral standards that apply to the setting, you are likely to feel comfortable enough to ‘act like yourself’.

Of course, social structure also places some constraints on human behaviour. Traditional values and norms in the United States and Canada, for example, still reflect the expectation that males will be ‘masculine’ (physically strong, self-assertive, and rational) and the females will be ‘feminine’ (physically weak, self-effacing, and emotional). The structure of society exerts pressure on individuals to fit into one or the other of these categories, ignoring the fact that most people have both “masculine” and “feminine” qualities. In this and many other ways, social structure can limit any individual’s freedom to think and act in ways that a person may prefer. If you fail to conform to established social patterns others may define you as deviant.

**3. Answer the questions based on the text.**

1. Does behaving in patterned ways threaten our individuality in any way?
2. How does interaction influence a person?
3. What pressure does the structure of society exert on individuals?
4. In what case do people feel uncomfortable?
5. What can social structure limit?
6. Through what does the potential of human beings develop?
7. What do you feel in an unfamiliar situation?
8. What does social structure place on human behaviour?

**4. Define if the statements are True or False.**

1. Social structure makes all members of the society act in the same way.

2. If you are an American, you would try to show your individuality.

3. Interaction helps a person to develop as a personality.

4. In fact, males and females possess combined qualities.

5. One needn’t know the cultural values and norms to feel comfortable in the social world.

6. In a society, a human being experiences a certain pressure.

7. Physical existence is the key index of mankind living on the Earth.

8. In some countries it’s common to believe that a female is not physically strong.

9. A particular setting doesn’t imply the standards of human behavior.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. What are the traditional expectations as to the males’ and the females’ behaviour according to values and norms of our culture.

2. Think of the author’s idea about great potential a human being develops in the process of interaction. Agree or disagree. Add your own thoughts as for it.

3. Using the information from the text, assure your partner that it’s necessary to study the behaviour guidelines.

**2. Over to you.**

1. The author considers that individuals can’t act and express their thoughts freely. Give your pros and cons.

2. What do you see as a major problem arising from people division into masculine and feminine categories?

**VOCABULARY 2**

**1. For each word in italics find the similar word from the first paragraph of the text.**

1. Test results *gave rise to* worries that the reactor could overheat.

2. Freedom is *to be* [*value*](http://www.thefreedictionary.com/value)*d* above riches. 3. He *stressed* thatall the people taking part in the research were volunteers. 4. Changing patterns of agriculture are *putting*the countryside*at risk.* 5. He has no difficulty *combining* his two writing careers: novels and films.

**2. Look through the text and say what adjectives describe people as being ‘masculine’ or ‘feminine’?**

**3. Answer the following questions.**

1. What unique things were mentioned in the text? 2. Is there anything that can threaten your individuality? 3. Are you a tolerant person? Is there anything that can provoke your resistance? 4. In what way can you express your personality? 5. Highlight the unique elements of your personality?

**LANGUAGE REVIEW**

**Modals of obligation and necessity**

**1. Match the rules (1-2) below with the proper examples (a-g).**

1. *Must* expresses the idea that something is necessary. It is typically found in written instructions.

2. With *must* the speaker sometimes expresses personal feelings, saying what he or she thinks is necessary.

3. *Have (got) to* expresses the idea that something is necessary due to certain circumstances and is used much more in everyday speech and writing. We use *have to* in questions with auxiliary *do*.

4. *Don’t/doesn’t have to* and *needn’t* express the idea that something is not necessary.

5. The past form of *have to* and *must* in the affirmative is *had to.*

6. *Should* and *ought to* have the same meaning. They mean “This is a good idea. This is a good advice”

7. We use *be to* in a formal style to talk about plans and arrangements.

8. *Must not* expresses prohibition.

a. We must not use that door. The sign says PRIVATE: DO NOT ENTER.

b. Tomorrow is a holiday. Mary doesn’t have to go to class.

c. Karen’s eyes are not very good. She has to wear glasses.

d. What do I have to do to get a driver’s license.

e. You mustn’t tell anyone what I said.

f. I promised I’d be on time. I mustn’t be late.

g. Hello, Tom. Did you enjoy the movie? Yes, it was great. You should go and see it.

h. I’m tired today. You ought to go home and take a nap.

i. The government really must do something about unemployment.

j. Children, you must not play with matches.

k. You needn’t be afraid. I’ll take care about you.

l. The President is to visit Nigeria next month.

2**. Work in pairs. State the problem. Give advice using *should* or *ought to*.**

* I’m sleepy. – *You should/ought to drink a cup of tea.*

1. I’m hungry. 2. I’m cold. 3. I have a toothache. 4. I have the hiccups. What should I do? 5. I’m hot. 6. I have a headache. 7. Someone stole my bicycle. What should I do?

**3. Work in groups. Discuss problems and give advice. Use *should/ought to*.**

* *“I can’t study at night because the dorm is too noisy. What should I do?” – “You ought to study at the library. You shouldn’t stay in your dorm room in the evening.” Etc.*

**4. Discuss the questions and the meanings of the modal auxiliaries.**

1. What are some things you have to do today? tomorrow? every day?

2. What is something you had to do yesterday? 3. What is something you’ve got to do soon? 4. What is something you’ve got to do after class today or later tonight? 5. What is something a driver must do, according to the law? 6. What is something a driver should always do to be a safe driver? 7. What are some things a person should do to stay healthy? 8. What are some things a person must do to stay alive?

**5. Complete the sentences with *don’t/doesn’t have to* or *must not*.**

1. You ………… drive when you are tired. It’s dangerous. 2. I live only a few blocks from my office. I ………… drive to work. 3. Liz finally got a car, so now she usually drives to work. She ………… take the bus. 4. Tommy, you …….. say that word. It’s not a nice word. 5. Mr. Moneybags is very rich. He ………… work for a living. 6. A: You ………….. tell Jim about the surprise birthday party. Do you promise? B: I promise. 7. A: Listen carefully, Annie. If a stranger offers you a ride, you ……….. get in the car. Never get in a car with a stranger. Do you understand? B: Yes, Mom. 8. A: Do you have a stamp? B: Uh-huh. Here. A: Thanks. Now I …………. go to the post office to buy stamps. 9. A: Children, your mother and I are going out this evening. I want you to be good. You must do everything the baby-sitter tells you to do. You ……….. go outside after dark. It’s Saturday night, so you …………. go to bed at eight. You can stay up until eight-thirty. And remember: you ………….. pull the cat’s tail. Okay? B: Okay, Dad.

**6. Read about each situation and discuss it. In your discussion, include as many of the following expressions as possible:**

|  |
| --- |
| should shouldn’t ought to could have to  not have to have got to not have to must must not. |

* Carol is just recovering from the flu. She’s at work today. She works for a big company. It’s her first day back to work since she got ill. She tires easily and feels a little dizzy.

*A: Carol ought to talk to her supervisor about leaving work early today.*

*B: I think Carol should go directly home from work, no matter what her boss says. She’s got to take care of her health.*

*C: I agree. She doesn’t have to stay at work if she doesn’t feel well, and she shouldn’t.*

*D:* *She could explain to her boss that she doesn’t feel well yet and see what her boss says.*

*E: I think she should stay at work until quitting time. If she was well enough to come to work, she’s well enough to work a full day. Etc.*

1. Steve is a biology major. Chemistry is a required course for biology majors. Steve doesn’t want to take chemistry. He would rather take a course in art history or creative writing. His parents want him to become a doctor. He’s not interested in medicine or science. He hasn’t told his parents because he doesn’t want to disappoint them.

2. Matt and Amy are eighteen years old. They are full-time students. Their parents are supporting their education. Matt and Amy met five weeks ago. They fell in love. Matt wants to get married next month. Amy wants to wait four years until they finish their education. Matt says he can’t wait that long. Amy loves him desperately. She thinks maybe she should change her mind and marry Matt next month because love conquers all.

3. Georgia has just left the supermarket. She paid for her groceries in cash. When she got her change, the clerk made a mistake and gave her too much money. Georgia put the extra money in her purse. With her ten-year-old son beside her, she walked out of the store. Georgia needs the money and tells herself that the store won’t miss it. Nobody needs to know.

**Unit 3**

**VOCABULARY 1**

**1. Find the words with the same root in the following group of words.**

Destructure, typicalness, prefixable, masterless, [structuralization](http://www.yourdictionary.com/structuralization), quasitypically, unprefixed, interstructure, nontypical, multiauthored, undermaster, nonstructural, unprefixal, authorial, well-mastered.

**2. Complete the following sentences with the words related to the following international words from the text:**

structure, typically, prefix, activist, author.

1. The political reforms have led to major **\_\_\_\_\_** changes in the economy. 2. **\_\_\_\_\_** [symptom](http://www.yourdictionary.com/symptom)s of this disease include loss of appetite, weight loss and a general feeling of poor health. 3. \_\_\_\_\_ is one of the ways of word-building.

4. She’s an **\_\_\_\_\_** member of her trade union. 5. This was very valuable edition as it was provided with **\_\_\_\_\_** comments.

**READING**

**1. Before you read the text think and answer.**

1. Do you occupy several statuses? What are they?

2. Which of the following two definitions do you believe better explains the word ‘status’ as a sociological term?

a) prestige, influence, wealth and fame;

b) any of the full range of socially defined positions within a large group or society, i.e. a position in a social structure that determines where a person fits within the social order.

**2. Read the text and find the definitions of four basic sociological terms.**

**What are the various types of statuses?**

A status is a position in the structure of society. Butcher, baker, and candlestick maker are all social statuses, and so are friends, Romans, and countrymen. Each of these positions determines where a person fits in the structure of a society. Obviously; people occupy many statuses: one can be both Roman and baker, or both friend and butcher.

Ascribed statuses are assigned to people without any effort on their part, and they typically consist of the characteristics with which we are born: age, sex, and race. An ascribed status does not necessarily have the same social meaning in every society. For example, respect for the elderly is an important cultural norm in China. In many cases, the prefix *old* is used respectfully: calling someone *old teacher* or *old person* is like calling a judge in the United States *Your honor*. Positive age-seniority distinctions in language are absent in the western countries: we view the term old man as more of an insult than a celebration of seniority and wisdom.

Unlike ascribed statuses, an achieved status comes to us largely through our own efforts. Both ‘bank president’ and ‘prison guard’ are achieved statuses, as are ‘lawyer’, ‘pianist’, ‘advertising executive’ and ‘social worker’. You must do something to acquire an achieved status – go to school, learn a skill, establish a friendship, or invent a new product. Our achieved status is heavily influenced by our ascribed status. Being male, for example, will decrease the likelihood that a person would consider being a child care worker.

Certain statuses are more important than others. A master status is a status that dominates others and thereby determines a person’s general position within society. Being the Prince of Wales is more important than any of Prince Charles’s other statuses in determining his other social positions. Arthur Ashe, who died of AIDS in 1993, had a remarkable career as a tennis star; but at the end of his life, his status as a well-known personality with AIDS may have outweighed his statuses as a retired athlete, an author, and a political activist.

**3. Answer the questions based on the text.**

1. How many statuses do people occupy?

2. How does a person receive his/her social position?

3. Is the meaning of an ascribed status the same everywhere?

4. What example of a master status does the text provide?

**4. Define if the statements are True or False.**

1. Unlike age, race and other factors, status is not essential in people’s lives.

2. One should make an effort to get an achieved status.

3. In China, as well as in the rest of the countries, the word *old* means ‘respect’.

4. As far as we know, a person has got only one status.

5. If you are a lawyer, you can’t be a tennis star.

6. The Prince of Wales is the general social position in the UK.

7. The thing is that the society structure implies some statuses dominating others.

8. Race and age can be referred to an ascribed status.

9. Western world calls a judge *Your honor* which means ‘an old man’.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. Characterize any of your friends taking into account their ascribed statuses.

2. Describe your parents’ achieved statuses.

3. Name some famous person’s achieved status.

**2. Over to you.**

In face-to-face interaction, we tell other people what statuses we occupy by means of certain visual cues. Some cues are almost impossible to hide; in American society it is difficult to hide your race, sex, and (possibly) age. Such ascribed characteristics are often the ones most visible to others. We also communicate achieved statuses by using a variety of visual cues, some intentional and others unintentional. To gain a sense of the range of visual cues of social statuses, collect magazines and newspapers on different subjects, choosing those that contain many advertisements with pictures of people.

1. Select a variety of photographs from different magazines. For each one, make a list of the social statuses occupied by the person in the picture.

2. Try to summarize your findings by dividing the visible statuses into ascribed and achieved. Are any of the statuses likely to serve as the subject’s master status?

3. What kinds of social statuses are typically impossible to tell only from a photograph?

**VOCABULARY 2**

**1. Study the following sentences.**

1. Doctors have traditionally enjoyed high social **status**.

2. Lou lifted the box easily, without any **effort**.

3. There is often no clear **distinction** between two dialects of the same language.

4. Some advertising is an **insult** to our intelligence.

5. The benefits of a limited company **overweigh** the disadvantages.

6. Both my parents are 70 years old. They don’t work. They are **retired** now.

7. She’s been able to **fit in** well at her new school.

**Now match the words in bold in sentences (1-7) to the definitions (a-g):**

a) to be more important or valuable than something else;

b) your social or professional rank or position;

c) having stopped working usually because of age, withdrawn from active duty especially with a pension, no longer active in your work or profession;

d) a clear difference between two things;

e) the physical or mental energy that is needed to do something;

f) a remark or action that is offensive or rude;

g) to conform harmoniously to other members of a group or other things in a setting.

**2. Complete the sentences with the words from Exercise 1.**

1. Most people who come from other countries seem to \_\_\_\_\_ with the way of life here. 2. We tried to help him but our \_\_\_\_\_ to save him failed 3. He shouted \_\_\_\_\_ at the bicyclist who had bumped into his car. 4. My father \_\_\_\_\_ at the age of 60. 5. All people must enjoy equal human rights without \_\_\_\_\_ as to race, sex, or religion

**3. What words are used in the text to describe three types of statuses?**

**LANGUAE REVIEW**

**Modal verbs: uncertainty, surprise, disbelief, impossibility**

**1. Match the rules (1-2) below with the proper examples (a-d).**

1. *Can* and *could* are used to express uncertainty or surprise in the questions.

2. We use can’t and couldn’t to say that we think something is impossible.

a. I didn’t know it was that late. Can she be working now?

b. You’ve just have dinner. You can’t be hungry already.

c. Tom said he would be here ten minutes ago, and he is never late. He can’t be coming.

d. She’s a very polite person. Can she say such a rude thing?

**2. Express your surprise and disbelief using *can/could*.**

(A) Interrogative sentences

* He is working now. – Can/Could he be working now?

1. They are in Germany. 2. She is going to get married. 3. He studies at Cambridge University. 4. They will go to the Canaries next summer. 5. She will be forty in June. 6. She is stubborn.

(B) Negative sentences

* He is buying a new car soon. – He can’t/couldn’t buy a car.

l. You are mistaken. 2. He is writing a new novel now... 3. Mary will invite the Jones to her place for the weekend. 4. They upset our plans. 5. She wastes a lot of time. 6. Mr. Fox is a reliable person. 7. She is making a cruise now.

**UNIT 4**

**VOCABULARY 1**

**1. Guess the meaning of the following international words. Mind the parts of speech they belong to:**

|  |
| --- |
| role *n* dynamic *adj* academic *adj* focus on *v*  paired *adj* patient *n* multiple *adj*  term *n* identify *v.* |

**2. Put the international words above instead of the phrases in bold below.**

1. Her idea was to create a framework for delivery of high quality *care for the* **hospitalized persons.** 2. He hated to playsecond **fiddle** to anyone. 3. The award recognizes outstanding student leaders for their **scholastic** and campus achievements. 4. Our day **revolved around** our work. 5. She played **the part** of Desdemona. 6. Students **arranged** **in** teams of **two** were expected to make an in-depth study based on the results of a survey. 7. Singapore is a **fast progressing** city rich in contrast and colour, where you will find a harmonious blend of culture, cuisine, arts and architecture. 8. The summit is expected **to centre on** expanding the role of the UN. 9. The number of **persons who want to receive medical care** urgently has grown rapidly 10. [**Many**](http://www.yourdictionary.com/many) *copies* of two or more can be ordered at £ 7.50 each. 11. The term refugee **denotes** citizens forced to leave their country to escape political and civil unrest. 12. Myopia is a medical **word** for short-sightedness

**READING**

**1. Before you read discuss the following.**

1. Do you act differently when you are at home, in the university or in the pub? Why?

2. When you interact with the sales assistant, a bus driver, a professor or your parents what do you expect them to do?

**2. Read the text and compare your answers with the information from the text.**

**Social Roles**

Throughout our lives, we are acquiring social roles. A social role is a set of expectations for people who occupy a given social position or status. A status is a position in the social structure, while a role is how we think and act in that 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 the college.

We learn what is expected of us in a social status through processes of socialization. Thus, we expect that cab drivers will know how to get around a city, that secretaries will be reliable in handling phone messages, and that police officers will take action if they see a citizen being threatened. With each distinctive social status – whether ascribed or achieved – come particular role expectations. However, actual performance varies from individual to individual. One secretary may assume extensive administrative responsibilities, while another may focus on clerical duties.

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 physicians and patients, and of professors and students.

Because individuals occupy a number of social statuses at one time they perform multiple roles. A person has even more roles than statuses because any one status involves performing several roles in relation to various other people. The term role set identifies a number of roles attached to a single status.

**3. Answer the following questions based on the text.**

1. When do the individuals perform roles?

2. What is called *a role expectation*?

3. Does a person have more roles or statuses?

4.Аге role performance and role expectation the same or different notions?

**4. Define if the statements are True or False.**

1. The process of interaction provides people with knowledge how to live and do things in the society.

2. A status can be defined as a set of expectations as for our actions and thoughts.

3. Inside a family parents are in charge of their children.

4. We don’t expect from a cab driver to take messages and phone calls.

5. Taking the same position at work, two employees do the same duties differently.

6. The role of son involves no functions and obligations toward parents.

7. There is no doubt that in his/her life a person fulfils a particular social role and occupies a certain social position.

8. Only few examples illustrate the behaviour of other people in their roles toward each other.

9. A member of the society is able to have some statuses as well as to perform a lot of social roles.

**SPEAKING**

**1. Discuss in pairs/groups.**

1. In the text find the definition of a person’s social role and status. Do they differ? Discuss it in small groups.

2. How good is the author’s idea about actual performance of an individual being unique? Exchange your opinion with your partner.

3. What do you think might happen if a person ignores patterned interaction with other people? Think of your own examples.

**2. Over to you.**

1. Read the description of a scheme *Status Set and Role Set* illustrating the status set and corresponding role sets of one individual. Draw the scheme.

Four statuses are presented, each linked to a different role set. First this woman occupies the status of ‘wife’. Corresponding to this status is a role set that includes her behaviour towards her husband (the ‘conjugal role’) and her responsibilities in maintaining the household (the ‘domestic role’). Second, she also holds the status of ‘mother’. Part of this role set is the care of children (the ‘maternal role’) and her activities in various organizations (the ‘civic role’). Third, as a teacher, she interacts with students (the ‘teaching role’) and other professors (the ‘colleague role’). Fourth, as a researcher, she gathers information (the ‘laboratory role’) that is the basis for her publications (the ‘author role’). The scheme is, of course, only a partial listing of this individual’s status set and role sets; a person generally occupies dozens of statuses at one time, each linked to a role set.

2. Think of the roles you have. How many roles does each of your statuses involve?

3. Identify a number of roles played by: 1) your parents; 2) your close friend; 3) your neighbour.

**VOCABULARY 2**

1. Match the verbs in the box with the phrases below. Make as many phrases as you can according to the text:

|  |
| --- |
| acquire occupy perform. |

a) a social position; b) a social role; c) a social status.

**2. Complete the sentences with an appropriate combination from Exercise 1.**

1. The success of smoke free workplaces provides an excellent example of how unions can \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ in supporting the health and welfare of its members.

2. In spite of the fact that some judges \_\_\_\_\_ high \_\_\_\_ \_\_\_\_ they have damaged the image of their profession and the reputation of their peers by their shameful conduct.

3. Our society is still divided along gender lines: women still \_\_\_\_ an inferior \_\_\_ \_\_\_.

4. The new aristocrats \_\_\_\_\_ a privileged \_\_\_\_\_ \_\_\_\_\_ .

5. Lifelong learning contributes greatly to your opportunity to \_\_\_\_ a better \_\_\_\_\_ \_\_\_\_\_ in the society.

**LANGUAE REVIEW**

**Perfect modals**

**1. Study the meaning of the modal verbs when they are followed by perfect infinitives. Match the sentences (a-h) to the rules (1-5).**

|  |
| --- |
| Perfect Infinitive  have + Ved |

1. Must *certainty*

2. May *possibility*

3. Could/can *uncertainty +*

4. Might *disapproval*

5. Should *criticism*

a. You might have asked me before borrowing my car.

b. I shouldn’t have spoken to Brian like that.

c. Could he really have behaved so badly?

d. Where is Helen? I’m not sure; she may have gone to the skating ring.

e. Surely I can’t have slept three hours. It seemed like 5 minutes.

f. He has changed the job. He must have followed your advice.

g. She should have asked me before borrowing my car.

h. You ought not to have driven at such a great speed.

**2. Change the following sentences to express impossibility.**

* I am sure Stan didn’t go to the football match yesterday. (to see him at the Ansleys at the time) – *Stan can’t have gone to the football match yesterday. I saw him at the Ansleys at the time.*

1. I am sure Roger hasn’t spent so much money on clothes. (to like only books) 2. I am sure the Jacksons haven’t come back from their trip, (not to answer the phone) 3. I am sure Philip didn’t stay at home last evening. (to try to get in touch with him and fail) 4. I am sure the Blakes haven’t been living in our town for ten years. (to live in Boston five years ago) 5. I am sure Ann didn’t get married last month. (not to tell anybody about it)

**3. Express uncertainty or impossibility about the following statements using the modal verb *can* and the appropriate form of the infinitive.**

* He was rude to his sister. – *Can (could) he have been rude to his sister?* Or: *He can’t/ couldn’t have been rude to his sister.*

1. Sam failed the history exam. 2. Bob is playing football in the yard. 4. The Nelsons will arrive next week. 7. They suspected nobody. 11. She is very unhappy in her marriage. 14. Sally is speaking on the telephone.

**4. Change the following sentences to express uncertainty.**

* Perhaps everybody agreed to the plan. – *Everybody may have agreed to the plan.*

1. Perhaps your neighbours have left the town. 2. Maybe Sam hasn’t made an appointment with the dentist. 5. Maybe the situation has changed. 7. Perhaps the old man has lost his way. 9. Perhaps she was rude to him. 2. Maybe they have been staying at the hotel for more than a week. 4. Perhaps Mr. Parker has been working in the garden since morning. 6. Perhaps he hasn’t seen her since last spring.

**5. Express your irritation using the modal verb *might*.**

* “When did he tell them?”– “He told them just now.”– “*He might have told them sooner.”*

1. “When did he say he was cancelling it?”– “He phoned us a few minutes ago.” 2. “When did he eventually agree to it?” – “He gave his consent late this afternoon.” 3. “When did he say he might have to go back on his decision?” –“He informed them a day or two ago.”

**6. Change the following sentences to express probability.**

* Certainly it was a funny experience. – *It must have been a funny experience.*

1. Of course you saw things more objectively than I did. 2. Evidently they have been playing bridge all evening. 3. Surely the Smiths have known him for ages. 4. Probably he has proposed to Margaret. 5. Of course, Mr. Hunter has made good progress in French.

**7. Answer the following questions using the modal verb *must* to express probability in the past. The expressions in brackets may provide cues for your answers.**

* Why didn’t Jane come to your birthday party? (feel unwell) – *She must have felt unwell.*

1. Why didn’t Bess review the first ten lessons? (have no time) 2. Why didn’t Douglas shave today? (be in a hurry) 3. Why didn’t Professor Morrison take a vacation last year? (have much work) 4. Why didn’t Mrs. Black buy a new hat? (be short of money) 5. Why didn’t he ask the question? (feel shy)

6. Why didn’t Herbert take a taxi. (to fail to find one).

**8. Answer the following questions in accordance with the example.**

* “Should I inform him about it?” – “*Haven’t you yet?* *You should have informed him about it long ago (yesterday, etc.).”*

1. Should I invite him to lunch? 2. Should he buy a present for Anne?

3. Should she see a doctor? 4. Should I tell them about that strange experience? 5. Should I explain to Henry that it was a misunderstanding? 6. Should we rent a cottage in the country? 7. Should Peter warn them about it? 8. Should I speak with him frankly?

**9. Respond as indicated in the example.**

* The case is being investigated. **–** *It should have been investigated a long time ago!*

1. The work is being planned now. 2. They are being removed now. 3. The TV is being adjusted now. 4. The plan is being discussed now. 5. The bicycle is being assembled now. 6. The broken part is being replaced now. 7. The apparatus is being dismantled now. 8. The generator is being installed now

**UNIT 5**

**VOCABULARY 1**

**1. Guess the meaning of the following international words from the text. Mind the parts of speech they belong to. Say why they are divided into different groups:**

a) ethical *adj*, discipline *v*, concept *n*;

b) ambition *n*, resource *n*;

c) decade *n*, delicate *adj*.

**2. Read the definition and study the examples to check your ‘false friends’ knowledge.**

1. *A* *false friend* is a word in a second language that closely resembles a word in somebody’s first language but means something different: *decoration, angina, cabinet, fabric, gymnasium, list, magazine, mayor, multiplication, replica, resin, spectacles, actual, translation.*

2. Sometimes these words are only partially ‘false friends’ (semi-international words). In their other meanings they are international words. Consult the dictionary to understand their different meanings: *brilliant, figure, film, number, officer, partisan, record, speculation, tender, tent, accurate, artist.*

**3. Complete the sentences with the proper word:**

a) factory b) fabric

1. [Cashmere](http://www.thefreedictionary.com/cashmere) is a soft … made from the wool of the Cashmere goat. In manufacture and in handicrafts, the worker uses a tool; in the …, he serves a machine.

a) magazine b) shop

2. The Friends’ quarterly … , which is now in full color, contains articles about the trees, plants, gardens. That was the day when Alan Jones opened his butcher’s ……. with the aim of providing high-quality local meat to the local market.

a) audience b) auditorium

3. The … listened to the speaker carefully. Public areas include two dining rooms, a lounge and bar, well-equipped …, indoor swimming pool, gym and sauna.

a) cultured b) intelligent

4. When … robots are sent into hazardous situations, fewer human lives are put at risk. He is a … man. He’s having good taste, manners, upbringing, and education

a) constitution b) complexion

5. He has a robust and strong …. The first offender is described as having a tanned … and short black hair.

a) prospect b) avenue

6. The car is going along a broad …. It’s a great career with good promotion *…*.

a) operator b) cameraman

7. I liked the camerawork. Who is the …? Bridge Travel is the UK’s leading short breaks tour ….

a) major b) mayor

8. Primary systems are most commonly used in the US for all types of elections from the city … to the president. In the [British military](http://en.wikipedia.org/wiki/British_military), … is a military rank which is used by both the [British Army](http://en.wikipedia.org/wiki/British_Army) and [Royal Marines](http://en.wikipedia.org/wiki/Royal_Marines).

**READING**

**1. Before you read discuss the following questions.**

1. Think and say if you have sometimes any difficulty while combining your roles: e.g. a student – a daughter/a son; a student – a friend; a daughter/a son – a friend; a student – a working person.

2. Do you believe all people are completely satisfied with the social roles attached to their status?

**Role Conflict**

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. Consequently, the individual may find that both roles cannot be fully performed simultaneously.

Imagine the delicate situation of a woman who has worked for a decade on an assembly line in an electrical plant and has recently been named supervisor of the unit she worked in. How is this woman expected to relate to her longtime friends and coworkers? Should she still go out to lunch with them, as she has done almost daily for years? Is it her responsibility to recommend the firing of an old friend who cannot keep up with the demands of the assembly line?

Role conflict occurs when incompatible expectations arise from two or more social positions held by the same person. Fulfillment of the roles associated with one status may directly violate the roles linked to a second status. In the example above, the newly promoted supervisor will experience a serious conflict between certain social and occupational roles.

Role conflicts call for important ethical choices. In the example just given, the new supervisor has to make a difficult decision about how much loyalty she owes her friend whose work is unsatisfactory. Our culture tells us that success is more important than friendship. If friends are holding us back, we should leave them and pursue our ambitions. Yet, at the same time, we are told that abandoning our friends is contemptible. The supervisor must decide whether she will risk her promotion out of concern for her friend.

**Role Strain**

The 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.

Role strain occurs when a person has difficulty meeting the obligations of a certain role or role set, usually because of a lack of resources (time, money, skills).

**2. Answer the following questions based on the text.**

1. What is the major cause of role strain?

2. Does a person often recognize all his roles?

3. When does role conflict happen?

4.What examples does the text give concerning the ethics in role conflict?

**3. Define if the statements are True or False.**

1. To correspond social expectations and to feel comfortable we should attach one role to our status.

2. It’s easy enough for everybody to fulfill all his social roles at the same time.

3. A particular role set requires performing certain duties.

4. Role strain means incompatible expectations of a person’s several social positions.

5. Frequently scarcity of money is a cause of role strain.

6. In most cultures friendship and loyalty is less vital than success.

7. The new supervisor knows exactly how to behave herself with her former colleagues.

8. Role strain and role conflict are both based on difficulty in relationship among family members.

9. It’s an obvious risk to prefer your friend’s unsatisfactory performance rather than your career success.

**SPEAKING**

**1. Discuss the following in pairs/groups.**

1. In groups, discuss why actual role performance usually varies from role expectation.

2. Explain to your partner the difference between *role* and *status*.

3. Using the information of Paragraph 3, state the reason of role conflict and its consequences.

4. Prove that roles attached to different statuses often demand incompatible patterns of behaviour.

**2. Over to you.**

1. Think of some real situations to illustrate the essence of role strain.

2. Recollect the cases when you failed to meet your obligations because of lack of time/skills.

**3. Complete the following situations illustrating role conflict. What causes conflict in each situation? Indicate the role pairs that conflict:**

a) a doctor who must decide whether he should be present for his daughter’s birthday party (in his role as …) or attend an ailing patient (as …);

b) a father who is the coach of his son’s baseball team. The man takes on both the role of … and … If the boy makes a bad play in the game a father would be inclined to … his son, but a coach would be inclined to …;

c) a spouse and [aggressive](http://www.biology-online.org/dictionary/Aggressive) [business](http://www.biology-online.org/dictionary/Business) competitor: … .

**4. Classify the following situations as a) describing role strain and b) describing role conflict.**

1. A boss is forced to fire an employee who is also a close friend.

2. Single parents often attempt to be both parents and bread winners – each status demands considerable time and energy.

3. A husband and father is also Chief of Police. If a tornado strikes the small town he is living in, the man has to decide if he should go home and be with his family and fulfill the role of being a good husband and father or remain and fulfill the duties of a “good” Chief of Police because the whole town needs his expertise.

4. According to the survey it was found that 30% of Australian mothers felt that after work they simply did not have enough energy to be the kind of mothers that they would like to be.

5. Nurses, subject to role expectations from a number of sources –- patients, doctors, hospital administrators, patients’ families, laboratory technicians – are likely to suffer.

6. To be a good mother you might read several texts on parenting then find you do not have enough hours in the day to house clean to keep the children free of germs/ to shop properly to provide the right nutrients for the children/ to keep the car in good order, get them to school safely/to keep up to date with the world news, to provide them with the right moral guidelines in world which is constantly changing, etc.

7. This can be a problem of allocating time or a problem of the personality needed for the two different sets of role playing in the two jobs.

8. Many teachers prefer their own children not to be in their classes.

9. “Managers today feel under pressure to compromise personal standards to achieve company goals.” That means that the organization’s role of the marketing manager conflicts with the role which best meets the needs of society. As a result, a person who performs well in this role of marketing manager often harms society; a conflict exists between ‘excellence in marketing’ and the ‘needs of society’.

**VOCABULARY 2**

**1. Match the following definitions to the basic sociological terms from the text:**

a) the clash between two competing roles;

b) a person’s position or rank in relation to others, the position one has in a social network;

c) difficulty in meeting the obligations of a role because they are too demanding;

d) a set of behaviours, attitudes, obligations and privileges expected anyone who occupies a particular status;

e) inability to exist or work with another person or thing because of basic differences.

**2. Complete the sentences with the terms you have found.**

1. Individuals occupy many … at one time. 2. People perform multiple …. 3. A person has more roles than …. 4. Role conflict occurs because of the … of pressures that arise within the different work and family roles. 5. In the case of employed mothers, … occurs when the work role interferes with the demands of the family role. 6. The more roles one accumulates the greater the amount of role overload and … he or she experiences. 7. Marketing managers are often thought of as generally good people who do the dirty work for organizations: they feel under pressure to compromise personal standards in order to achieve company goals that’s why they experience ….

**LANGUAGE REVIEW**

**The verbs *be* and *have***

**1. Study the following sentences and state the meaning of the verbs *be* and *have*.**

**(A) BE**

1. Don’t disturb me while I’**m** working. 2. They’ve **been** asking a lot of questions. 3. The problem **is** finding the time to do all these things. 4. The office **was** open and the visitors **were being** received. 5. Audrey and Jimmy **are to be** married in June. 6. Smoking **is** not permitted on the premises. 7. Rachel **will be** fourteen in November. 8. **Are** there any questions? 9. Don’t **be** a nuisance.

10. Our aim **was** to save the money left. 11. Whose papers **are** these? 12. This discovery **was** to make a major effect for the treatment of heart disease. 13. I **was** told about it only yesterday. 14. She hasn’t **been** invited to the seminar, but she**’s** going to take part in it all the same. 15. He two men **are** to appear in court for charges of armed robbery. 16. The Science Museum **is** in South Kensington. 17. Our aim **was** to reduce the number of accidents.18. My wife has **been** an accountant for twenty years already. 19. The neighbours **are being** very noisy today. 20. **Was** Mr Harrison still in when you came back?

**(B) HAVE**

1. Do you often **have** arguments with your colleagues? 2. He **had** a bad cold last January. 3. We’re **having** to work very hard at the moment. 4. Only five o’clock! It’**s got** to be later than that! 5. Let’s **have** another try. 6. **Have** you heard the news? 7. When do you **have** to be back? 8. I hope they are **having** a wonderful time. 9. These families hardly **have** enough money to live on. 10. She **has** a house in the suburb. 11. We’ll be **having** a late lunch today. 12. The company **has** been going from strength to strength since then. 13. We **have** a household of guests this weekend. 14. We don’t usually **have** alcoholic drinks in the house. 15. One day everybody **will have** to ask permission to buy a car.

**SELF-STUDY**

**GRAMMAR REFERENCE**

**Modal Verbs**

**Different Kinds of Necessity**

**(A) Obligation and necessity: must, have (got) to, be to, need to, needn’t**

*Must* has only one form (Present Simple). So, when necessary, we make all other forms with *have to*.

|  |  |
| --- | --- |
| Present Simple: | You **must** come to class on time.  He **has to** do it again. |
| Past Simple: | They **had to** wear uniform in school. |
| Future simple: | We’**ll have to work** late tomorrow. |
| Continuous forms: | I’**m having to** spend a lot of time traveling. |
| Perfect forms: | She **has had to** work hard all her life. |
| To-infinitive: | I didn’t expect **to have to** wait for so long. |
| Ing-form: | It’s no fun **having to** stand the whole journey. |

We use *must*

* to say that something is obligatory or required. We use the negative *mustn’t/must not* to tell people not to do things or to say something is a bad idea.

Your basic needs are the things you must have to live a normal life.

All visitors must sign in.

You mustn’t come later than nine o’clock.

Empty boxes must not be stacked in front of the emergency exit.

* to encourage someone to do that we think is important or to emphasize a strong feeling or opinion.

We must have a party at the end of term.

I must disagree with that.

We must not accept new regulations that restrict our civil rights.

*Must* is normally used when the authority comes from the speaker. When we are not in control of what is necessary or required, we use *have to* or *need to*. *Have got to* can be used instead of *have to* in informal situations, but only in the present tense.

I have had to complete three forms already.

You have got to find a better way to do this.

Peter needs to leave soon. (*need* is a full verb, not a modal)

When something is not necessary, we use *don’t have to, haven’t got to* or *don’t need to* (not *mustn’t*)*.* The phrase *haven’t got to* andthe verb *needn’t* (without *to*) are used to say that something is not necessary on a particular occasion, but we usually use *don’t need to* for things that are not necessary in general.

It’s free – you don’t have to pay.

Students don’t need to pay to use the library.

You needn’t pay me now.

She hasn’t got to pay for anything.

The form *didn’t need to* means it was not necessary to do something. The form *needn’t + have + Ved* means something unnecessary was done.

There weren’t any tests that week, so I didn’t need to study. I watched TV instead.

I studied all night, then found out the test was cancelled. I needn’t have studied at all.

*Be to* is used in a formal style

* to talk about plans and arrangements (*am/is/are to*);

The President is to visit Nigeria next month.

We use *was/were to* to speak about arrangements in the past. The structure *was/were to+ have + Ved* shows that a planned event didn’t happen.

I felt nervous because I was to be interviewed for the first time.

I was to have started work last week, but I changed my mind.

* to give an order/instruction or to tall someone about the rule;

You are to wait here in this room until I return.

All staff are to wear uniforms.

We can also use the structure in negative sentences to say what shouldn’t be done and in questions to ask for instructions.

He is not to be blamed for the accident.

What am I to tell her? How are we to get out of the present mess?

* to talk about things which are/were fated to happen;

We were to meet again, many years later, under very strange circumstances.

**Obligation and advice: should, ought to, had better, be supposed to, shall**

We can use both *should*and *ought to*

* to express obligation and duty, to talk about what is expected and, in general, to say what is right or good;

At election time, everyone should vote.

If all goes well, we should get the contract.

You oughtn’t to tell lies.

* to ask for and give advice or warnings.

You should take notes during lectures.

You shouldn’t go through the park at nights.

You really ought to be more careful with the money.

Note: when we want to know someone’s opinion, or when we want advice or instructions, we can use *shall I/we?* instead of *should I/we?,* especially in British English.

I’m not sure what to do. Shall/should I apply for the job or not?

We’ve missed our last bus. What shall/should we do?

The structure *should/ought to + have + Ved* is used when we think that something good or desirable didn’t happen, often as a way of expressing regret.

I shouldn’t have told anyone about our plans.

You ought to have done it last week.

We can use *be supposed to* instead of *should* in informal situations to talk about what people are expected to do because of an arrangement, a rule, or a duty.

I’m supposed to see Maria this afternoon, but I’m not going to have enough time.

You’re supposed to start work at 8.00 every morning.

You know you’re not supposed to eat in the classroom.

Only *be supposed to* (not *should*) is used when we report what others think is true.

Breaking a mirror is supposed to be unlucky.

*Had better* expresses a strong recommendation, a threat or warning.

You have failed two tests. You had better start working harder or you won’t pass the course.

I’m going to tell the boss everything. – You’d better not do that!

**Different Kinds of Possibility**

**Ability: can, could, be able to**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Present** | **Past** | **Future** |
| **+** | can  am/is/are able to | could  was/were able to | can  will be able to |
| **–** | can’t/cannot  ’m not /isn’t/ aren’t able to | couldn’t  wasn’t/weren’t able to | can’t/cannot  won’t be able to |
| **?** | Can … ?  Am/Is/Are … able to? | Could …?  Was/Were… able to? | Can …?  Will … be able to? |
| **?/–** | Can’t …?  Isn’t/Aren’t … able to | Couldn’t …?  Wasn’t/Weren’t … be able to? | Can’t …?  Won’t …be able to? |

**General ability: *can, could, be able to, know how to***

We use *can* (or *am/is/are able to* in formal situations) when we talk about general ability and *could* (or *was/were able to*) for general ability in the past. The phrase *know how to* can also be useful to speak about someone’s abilities or skills.

We are not yet able to/cannot predict the result.

He could swim when he was four years old.

Aren’t they able to do these tasks without help?

Can you meet me tomorrow evening?

Can you show me how to make a copy? – Ask Mike. I think he knows how to use the printer.

**Ability in the particular situation: *was/were able to, managed to (+ infinitive), succeeded in (+ -ing form), failed to (+ infinitive), couldn’t***

We use *was/were able to*, *managed to* or *succeeded in* for the achievement of something in the past and *wasn’t/weren’t able to, didn’t manage to, failed to, didn’t succeed in* or *couldn’t* to say something (often difficult) was not achieved in a particular situation.

The manager wasn’t in the office for very long, but we were able to/managed to speak to him for a few minutes.

The second time they succeeded in passing the exam.

He tried very hard but he wasn’t able to/couldn’t fix the device.

She didn’t manage to/failed to persuade the committee.

Unfortunately, we didn’t succeed in solving that mystery.

*Can* and *could* are often used (instead of continuous forms) for both general ability and particular situations with verbs indicating mental processes and senses: *believe, guess, remember, understand*, *hear, feel, see, smell, taste*.

Can’t you remember her name?

I could smell something disgusting.

We use *could + have + Ved* to say that someone had the ability or opportunity to do something in the past but didn’t use it.

He could have done very well, but he was lazy.

We could have gone to China on holiday last year, but we decided not to.

Note the difference between *I was able to win the contest* (= I won)and *I could have won the contest* (I didn’t win).

**Expressing ability in other forms: *be able to***

*Can* has only two forms: *can* for the present and future and *could* for the past. So, when necessary, we make other forms (infinitives, -ing forms and perfect forms) with *be able to*.

I’d like to be able to play some musical instrument.

She enjoys being able to speak foreign languages.

He hasn’t been able to practice much.

Note that *will be able to* replaces *can* when we want to say that someone will have a particular ability in the future.

In the future, people will be able to live on other planets.

Will you be able to come to our party?

**Permission and Requests: can, could, may, might, be allowed to**

**Permission: *can, could, may, might, be allowed to***

We use *can* and *could* for permission, choosing *could* to be more polite. We use *can* (not *could*) to give or refuse permission.

Can I borrow your dictionary?

Could we leave earlier today? – Yes, you can./I’m sorry but you can’t.

n formal situations, we can use *may* or *might* to ask for permission, but only *may* to give or refuse permission.

May I use this phone? – Of course, you may./No. you may not, because I wait for an important call.

Might I take one copy? – Yes, you may.

*Can* is usually used to talk about laws and rules. *May* (not *might*) is sometimes used in formal rules.

You can’t park here. – Why not? – Only public transport can park here.

Pedestrians may not enter this way.

*Be allowed to* can be used to emphasize getting permission on a specific occasion and to substitute for the missing forms.

They weren’t allowed to go in because they were under 21.

We aren’t being allowed to go in yet.

No one has been allowed to see the test results.

**Asking for something: *can, could, may***

We can ask for something with *can, could* and *may. Could* is less direct and morepolite than *can* here*; may* is more formal than *can/could.*

Can/Could I have a glass of water, please?

May I have some more coffee?

**Asking someone to do something: *can, could, may, will, would***

We often use *Can you?* or *Will you?* to ask someone to do something for us. We use *could* or *would* as a less definite, more polite form of *can* and *will* in this meaning.

Can/will you post this letter for me?

Could you give me some advice?

Note: We sometimes make requests by using*would like*as a polite way of saying what we want.

I’d like a glass of water, please.

I’d like to ask you a personal question.

*Would* is also used with the verb *mind* (= ‘object to’ or ‘dislike’) to make polite requests.

Would you mind switching on the light?

Would you mind waiting? – No, that’s all right. (= I’m happy to wait.)/Yes, I would! (=I am not happy to wait.)

**Possibility or Likelihood:may, might, can, could**

**Present and future possibility**

We use *may, might* and *could* to say that something is possible now or later. *Might* is a little less sure than *may* and could is normally less sure than *might.*

There’s someone at the door. It may be Sandra.

We aren’t sure what we’re going to do tomorrow. We might go to the concert.

Where’s Simon? – He could be in the reception room.

In the negative, we can say: *It may not/might not/mightn’t happen.*

**Possibility in the past**

We use *may/might/could + have + Ved* to say it is possible that something happened before now.

Peter is late. – He may/might have missed his train. (=Perhaps he has missed his train.)

I may/might have lost my key yesterday.

The bank could have closed already.

*Might/could* *+ have + Ved* a) can be used to say that something was possible in the past but didn’t happenor b)can express irritation at someone’s not having done something.

I forgot to lock my car last night. – You were lucky. Someone could have stolen it.

You were stupid to talk to the manager like that. He might have fired you.

You might have posted my letter when you went out to post yours!

You could have warned me beforehand.

Note 1: The modals expressing possibility can be followed by simple, continuous, perfect or perfect continuous infinitives.

I may see him today or on Friday.

The economy may be showing signs of recovery.

He might have borrowed James’ car.

They could have been waiting for three hours already.

Note 2: *Can* and *could* can be used in questions about possibility.

The telephone is ringing. Who can that be?

The guests are late. Could they be stuck in the traffic?

Where can they have gone, I wonder?

Sally is very late. What could have happened to her?

Note 3: We use *can/could* in general statements to say that a situation is(*can*)or was(*could*)theoretically possible. In this use, *can/could* often has a similar meaning to ‘sometimes’.

Old people can be very impatient and naughty.

My boss could be really terrible when he lost his temper.

We use *may*, *might* or *could* to say that perhaps something will happen in the future or that perhaps something is true at the moment of speaking. Compare:

|  |  |
| --- | --- |
| It can be cold in England. (=It is sometimes cold in England.) | It may be cold tomorrow. (=Perhaps it will be cold tomorrow.) |

**Probability: should, ought to**

**Present or future probability**

We can use *should* or *ought to* to say that something is probable at the moment of speaking, or in the future.

Anna should be at work by now. She’s normally there at this time. (=She is probably at work by now.)

He ought to pass his driving test easily. He’s a very good driver. (=He will probably pass his driving test easily.)

**Probability in the past**

We use *should* or *ought to + have + Ved* a) when we expected something to happen but it didn’t happen or b) when we expected something to happen but we don’t know if it happened.

The guests should have arrived by now, but they aren’t here yet.

He ought to have passed his driving test easily. We were surprised that he failed.

Note: The modals *should* and *ought to* can be followed by various forms of infinitives.

She ought to be taking part in the seminar too.

They should have been using this questionnaire for a couple of years.

**Deduction: must, have (got) to, can’t, couldn’t**

**Deductions about the present**

We use *must* or *have (got) to* (in informal situations) in deductions to say that we are sure about something.

I didn’t order ten books. This must be a mistake.

These aren’t mine – they have (got) to be yours.

**Deductions about the past**

We use *must + have +Ved* when we want to express deductions about earlier events.

Someone must have taken the key because it isn’t here.

We thought he must have called when we were away.

We use *can’t* or *couldn’t* (not *mustn’t*) as the opposite of *must* in negative deductions to say that something is impossible.

Peter was here a moment ago, so he can’t be far away.

He couldn’t be 21. He looked much younger.

He can’t/couldn’t have been at the library yesterday. It was closed.

Note 1: The modals expressing deductionscan be followed by various forms of infinitives.

You’ve been working hard today. You must be feeling tired.

He bought two tickets, so he can’t be going on his own.

They couldn’t have been waiting for so long. – Yes, they must have left already.

Note 2: We use *may not* or *might not* when we mean ‘possible not’. When we mean ‘not possible’, we use *can’t* or *couldn’t.*

Compare:

|  |  |
| --- | --- |
| It may/might not be true. (=Perhaps not) | It can’t be true. (I’m sure it’s not) |
| It may/might not have been true. | It can’t/couldn’t have been true.  I knew it couldn’t be true. |

**II**

**THE VERB *BE***

*Be* has four main uses:

* as a full verb, to say where someone or something is or when something happens;

Jane is upstairs.

Are my keys in the drawer?

The party is on Saturday.

The structure *there + be* is used to say that something exists or happens.

There were few benches in the hall.

* as a link verb joining a complement to a subject, a) to describe someone or something, or say what group/type or who they belong to, b) to talk about the price of something;

The meeting was rather boring.

Is she twenty or twenty-one this year?

Are you Professor Dorman’s assistant?

How much are these envelopes?

* as an auxiliary verb, to make continuous and passive verb forms;

I’m traveling a lot these days.

It was agreed to open a new branch.

* as a phrasal modal, to talk about plans and arrangements or orders and instructions.

We were to meet the delegation at the airport.

You are to start work at eight sharp.

Note: We can use *be* in the continuous form for temporary behavior. Compare these two sentences.

He is stupid (= He is a stupid person.)

He is being stupid. (= At present he is behaving stupidly.)

**III**

**THE VERB *HAVE***

*Have* is used in several different ways:

* as a full verb, to talk about states such as possession, relationships, illnesses, characteristics of people or things and similar ideas (continuous forms are not used for these meanings);

He has (got) three assistants now.

I don’t have any brothers or sisters.

Do you often have headaches?

My former boss didn’t have a very nice personality.

* to talk about actions and experiences (as the equivalent of other verbs – the exact meaning depends on the following noun);

“Have a good time at the weekend.” – “You too.”

We are having some difficulty with the printer we bought from you.

Common expressions:

have breakfast/lunch/supper/dinner/tea/coffee/a drink/a meal

have a bath/a wash/a shave/a shower

have a rest/a lie-down/a sleep/a dream

have a good time/a bad day/a nice evening/a day off/a holiday

have a good journey/flight/trip etc

have a talk/a chat/a word with sb/a conversation/a disagreement/a row/a quarrel/a fight

have a swim/a walk/a ride/a dance/a game of tennis etc

have a try/ a go/ a look

have difficulty/trouble in + Ving

have a baby (=give birth)

have an accident/an operation

* as an auxiliary verb, to make perfect and perfect continuous verb forms;

I remembered his face, but I had forgotten his name.

We’ll have been living here for two years next Sunday.

* as a phrasal modal, to talk about obligation and necessity or to express certainty.

Do you often have to travel on business?

Sorry, I’ve got to go now.

I don’t believe you. You have (got) to be joking.

**READING**

**I**

**Children of the Organization Men: The New Individualists**

For more than 30 years, William H. Whyte’s *The Organization Man* was the most widely read book about organizational life. Focusing on middle-class Americans at midcentury, Whyte argued that bureaucratic organizations actually shaped almost every aspect of our lives. They dictated that employees be ‘groupminded’. That is, they were expected to be flexible to the demands of others, to be completely loyal to the corporation, and to remain uncommitted to a set of values. In this view, organizations rewarded only those individuals who were ‘good team players’. Nothing else really counted, from the corporate point of view.

In collecting data for his book, Whyte followed his organization men (this is not a sexist slight; there simply weren’t any organization women) into their offices, but he also visited their suburban homes, schools, and neighborhoods. He interviewed their wives and observed their children.

Whyte’s description of the social role of the corporate wife is particularly telling. Any employee who aspired to be promoted to an executive position needed a wife who obeyed the corporate rules. She had to be willing to make frequent moves from city to city for the sake of her husband’s job, to assume exclusive responsibility for household chores and child rearing, and to stay away from her husband’s workplace. She must never gossip about the office with other corporate wives, never get drunk at a company party, never be too friendly with the wives of other employees whom her husband might pass on his way up the corporate ladder, and never show up her husband by being superior to him in any way.

Whyte observed the rise of a pervasive *social ethic –* a widely held belief that the group was the essential source of creativity and that ‘belongingness’ was thebasic human need. Thus, the demand for ‘yes-men’, ‘happy homemakers’, ‘family togetherness’, and ‘team players’. Hence, the worship of the organization.

For their book, *The New Individualists: The Generation After the Organization Man,* Paul Leinberger (whose father was an organization man interviewed 30 years earlier by William Whyte) and Bruce Tucker recently interviewed the sons and daughters of the original organization men as well as hundreds of other ‘organizational offspring’. They focused on baby boomer Americans – those men and women born between 1946 and 1964 whose fathers had worked for most of their careers in large organizations. Included in their study were “the middle manager chafing at the slow progress up the promotional ladder, the forest ranger dreaming of writing novels, the aging hippie getting by on marginal jobs, the gypsy scholar in today’s brutal academic job market, the entrepreneur starting a software company, the corporate star rising rapidly, and the free-lance consultant seeking autonomy.”

Leinberger and Tucker found that the organizational offspring were very different from their fathers in terms of outlook, values, and motives. Children of organization men resembled one another with respect to attitude toward organizations, style of interpersonal relations, and patterns of consumption. But unlike their fathers, all of them were strong individualists. Whereas organization men admired the salesman, their offspring admire the artist. Whereas organization men were conspicuous consumers, their children cherish creativity. Whereas organization men were dominated by sociability, their offspring pursue self-fulfillment.

Leinberger and Tucker suggest that social change is partially responsible for the new norms embraced by organizational offspring. During the past 30 years, we have seen major changes in the conditions of work, leisure, economics, family life, and politics. The huge number of acquisitions and mergers in the late 1980s makes a lie of the concept of corporate loyalty; many longtime executives were summarily dismissed without any cause other than a need to reduce corporate expenses. The dual-career family introduces competing sources of allegiance between work and home. Foreign competition and reduced profits put new strains on American business.

The resulting generational differences are often profound. As soon as they finished school, organization men married, went to work, and began having children. By their mid-30s, the last of their 2 or 3 children was born. By contrast, children of the organization men often remain in school through their 20s, marry even later, and are in their 30s when they have their 1.8 children.

An obsession with the self can be observed as a major element in the individualism of the organizational offspring. At home, in schools, and through the massmedia, the members of this generation were urged to enhance ‘self-expression’, ‘self-fulfillment’, ‘self-actualization’, ‘self-assertion’, ‘self-understanding’, and ‘self-acceptance’. Just as surely as their parents accepted a *social ethic*, the children of the organization men developed a *self ethic.*

The organization men were severely criticized for their almost robot-like obedience to corporate aspirations. But their children’s individualistic ideal has also come under attack. According to Leinberger and Tucker, the offspring have created the most radical version of the individual in American history – a thoroughly isolated individual who can’t make commitments, can’t communicate, can’t achieve community. The exclusive emphasis on the self has left many people feeling alone and anxious.

To the extent that organizational offspring remain committed to the self ethic, they are unlikely to provide the human resources for a competitive American work force – not unless the corporation adjusts to them. This is no small problem. There are approximately 19 million adult children of the organization men. What is more, as the offspring of the managerial class, they represent the middle and upper-middle classes – the very people who have historically dominated American business.

**Reading Comprehension**

1. W.H. Whyte is considered to be ‘a father’ of the organization man. As for you, what features seem to sound the most persuasive?

2. Compare social and self ethic observed in the text. List the reasons affecting their appearance and development.

3. Why do you think both ethics were criticized?

4. Summarize the text in your own words.

**II**

**Dirty Work: Who’s Going to Do the Unpleasant Jobs?**

Every society has its ‘dirty work’: jobs that are considered repugnant, undignified, or menial. They may also be regarded as absolutely essential for the well-being of society. Throughout the world, much of the dirtiest work of a society has been reserved for those individuals considered to be outside the mainstream; for example, Pakistanis in England, Iraquis in Kuwait, and Turks in Germany. At the same time, even the most prestigious occupations may include at least a few tasks that could be regarded as dirty.

As a historical trend, the increasing rationalization of American society has created a proliferation of specialized occupations from what was formerly thought of as merely another field’s dirty work. Indeed, millions of Americans currently work in jobs that never even existed a few decades earlier: assistants to activity directors in nursing homes and day care centers, emergency medical technicians, dental hygienists, data entry personnel, paralegals, associate producers, home care workers, audiovisual equipment aides, television and radio interns, and so on. To an increasing extent, therefore, one occupation’s dirty work has become another’s raison d’etre!

In the midst of the expansion of specialized occupational roles, some professionals have gained enough resources to subcontract much, if not all, of their dirty work to lower-paid specialists. For example, professors may assign the task of grading multiple-choice exams to their teaching assistants; many dentists have hygienists who perform routine dental care; and nurses often enlist nurses’ aides to change bandages and bedpans. Accountants have their bookkeepers, physicians have physicians’ assistants, and lawyers have paralegals.

What comes to be viewed as dirty work need not be the least bit dirty, at least in a physical sense. There is really nothing intrinsically repulsive about what we might choose to call dirty work. Instead, jobs are labeled as respectable or dirty based typically on a social construction: The members of a society share an understanding of the nature of their environment and apply that understanding to their definitions of occupational tasks.

In contemporary American society, for example, bankers are generally seen as holding a reputable occupational position. During the Middle Ages, however, the same job was regarded as too dirty for Christians to perform and was instead assigned to outsiders – specifically, to European Jews who were systematically excluded from respectable activities, such as farming, owning land, and joining the guilds of craftsmen. Generally, Jews were restricted to the despised occupation of lending money at interest – an activity regarded as essential by the church and the nobility as a source of outside financing for building, farming, waging war, or engaging in political affairs.

Its economic importance notwithstanding, usury was absolutely forbidden to the Christian majority on religious grounds. As viewed by the church, the lending of money for interest was sinful regardless of the amount of interest charged or the purpose for which money was borrowed. Thus, any Christian who lent money during the Middle Ages would have committed a mortal sin. In the view of the medieval church, however, Jews were headed for hell anyway, so their participation in money lending could add little to the eternal punishment that already awaited them in the hereafter.

Traditionally, dirty work in America has been performed at low wages by poor people, newcomers, and minorities who have had few other choices. In the southern colonies, slaves were forced to play the role of field hands or domestic servants, and indentured servants performed heavy labor to buy their freedom. During the 19th century, Chinese newcomers toiled to build the railroads and work the crops. At the turn of the 20th century, European immigrants performed unskilled, backbreaking labor for poor wages and under miserable working conditions.

Even today, many economic activities involving dirty work in areas such as restaurants, hospitals, and industrial agriculture continue to rely heavily on people from outside the mainstream – Americans of color and newcomers from Latin America, Asia, and Eastern Europe. According to sociologist Herbert Gans, these activities could not survive in their present form without depending on the substandard wages that they pay to their employees. More generally, Gans suggests that poverty may actually persist in part because it serves the important function ofproviding a low-wage labor pool that is willing to perform dirtywork at low cost.

Of course, many respectable jobs also involve at least some tasks that most people would consider boring and unpleasant, even if they don’t require getting their hands dirty. Take, for example, the role of police officer, which, according to the television image, consists exclusively of battling the forces of evil. Actually, the police spend much of their time and energy on more mundane matters, such as removing dead mice, controlling traffic, doing paperwork, helping citizens who have fallen out of bed, and answering false alarms. Many police officers actually go through an entire career without ever having to fire their weapons in the line of duty.

To complicate matters, the very meaning of what comes to be regarded as dirty work is partially determined by the prestige level of an occupation. Indeed, the same tasks may be considered dirty when performed for low wages but respectable and clean when performed for a lot of money. Homemakers who are unpaid for providing services to the members of their family may occasionally feel bored with routine child rearing and the daily drudgery of preparing the evening meal, yet such tasks are not intrinsically boring. In fact, they are quite pleasant and satisfying – when carried out by a well-paid teacher or by a chef in a gourmet restaurant. One can only wonder what might happen to the desirability ratings of cooking and child rearing if homemakers were paid a decent daily wage.

Many people are physically sickened by the image of doctors as they perform surgery on their patients or, worse yet, conduct an autopsy. More than a few neophyte medical students have been known to go rubbery at the sight of a cadaver being anatomized. Yet Americans would hardly identify the role of doctor with dirty work. Instead, physicians continue to enjoy extremely high status with the American public, invariably being ranked ahead of most other occupations with respect to prestige. Apparently the most repulsive job is not necessarily thought of as dirty work. Is it a doctor’s life-and-death struggle that makes the difference? In part, perhaps. But high income, prestige, and rower can usually be counted on to turn the dirtiest work into good, clean fun!

**Reading Comprehension**

1. Analyze the information about ‘clean’ and ‘dirty’ jobs. Can we say that there is a clear division of jobs in a society?

2. Comment on the attitude of the American society towards bankers during various period of its history.

3. What economic activities involve the so-called ‘unpleasant’ job? Focus on the forces to change it into pleasant and respectable.

4. Summarize the text in your own words.

**III**

**The changing world of Alcoholics Anonymous**

Only Bill Wilson could have imagined A.A. as it is today, because only Bill, among the old-timers of Alcoholics Anonymous, had such grandiose, improbable dreams. In the summer of 1935, there were only two A.A. members – Wilson, a failed Wall Street stockbroker, and Dr. Bob Smith, a practicing surgeon – sitting in the Smith kitchen in Akron, Ohio, through half the night, chain smoking and gulping coffee and trying to figure out how they could sober up other drunks like themselves. The society they had founded would attract only 100 members over the next four years; it would not even have a name until 1939. Now there are more than a million and half of us around the world – members of the most successful, imitated, yet often misunderstood self-help movement of the 20th century.

About half of all A.A.’s are in the United States, the rest are scattered among 114 other countries. Many additional millions have passed through the movement and been made whole by its program, but A.A. periodically counts only those who attend meetings regularly.

For those in the know, there are clues to A.A.’s presence everywhere: the sign on a jeep’s hood in a Mexican town that says the “Grupo Bill Wilson” will meet that night; a West Virginia bumper sticker advising “Keep It Simple”. The Serenity Prayer, attributed to the theologian Rein-hold Niebuhr and recited at the end of A.A. meetings, appeals framed on the wall in a South African living room or embroidered on a pillow in a chic Madison Avenue shop.

A.A.’s meet in Papogano, American Samoa, on Wednesday nights, at McMardo Sound, Antarctica, on Saturdays, and in Lilongwe, Malawi, on Mondays and Fridays. They find one another just to sit and chat between meetings in a doughnut and coffee shop on the main street of Peterborough, N.H., a town of 5,200 that has four A. A. groups. One of them is called Our Town in honor of Thornton Wilder, who took Peterborough as the model for his nostalgic play about American small town life. The belfry of a Roman Catholic church near Covent Garden in London and a bank’s board room in Marin County, Calif., are reserved for A.A. meetings once each week. Some groups meet on ships, at sea or in port. To these exotic settings must be added the thousands of prosaic basements and halls in churches, community centers and hospitals where most A.A.’s inch their way back to a life of quality.

In the last decade or so, large numbers of Americans, mainly entertainers, have gone public to say they are recovered alcoholics. Almost all said their motivation, and their hope, was, by their example, to inspire still-drinking alcoholics to recovery. But the great mass of the membership everywhere is composed of more or less ordinary people. They are neither movie stars nor skid row bums; the great drama of their lives has not been played out in the spotlight or in squalid flophouses. These alcoholics have suffered, increasingly isolated, in bars, in their own bedrooms, or in the living rooms of friends who have become estranged by their drunken behavior. Their recovery has been worked out in private.

Over the last 50 years, the substance of A.A. – its core literature, its program of recovery and its ways of looking at life – has changed very little. But in terms of the numbers and diversity of its members, A.A. today would be unrecognizable to its pioneers. In the early years, A.A. members were almost exclusively male, white, middle-class, middle-aged and of Western European extraction. They were men who had fallen very far, often from the top of their businesses and professions.

The A.A. of today is huge, increasingly international, multiethnic, multiracial, cutting across social classes, less rigidly religious than it was in the beginning, more accepting of gay people, and of women, who now form one-third of the total North American membership and about half of the A.A. membership in big cities. Increasingly, many turn to A.A. for help in earlier stages of their disease.

A much more abrupt and spectacular trend is that young people have streamed into A.A. in the last 10 years, most of them addicted to other drugs as well as to alcohol. Dr. LeClair Bissell, the founding director of the Smithers alcoholism center, in Manhattan, expresses the consensus of the alcoholism research and treatment world when she says: “There are almost no ‘pure’ alcoholics among young people anymore. They are hooked on booze and other drugs, or only on other drugs.”

It is common now at A.A. meetings to hear a young speaker say, “My name is Joe, and I’m a drug addict and an alcoholic.”

The dually addicted anger some A.A. members. One with 20 years of sobriety says: “This fellowship was formed to help suffering alcoholics, and alcoholics only. That’s why it has been so successful – we don’t monkey around with other problems.”

In a few communities, A.A. members have formed groups billed for those ‘over 30’. The message is clear: No druggies wanted. This development infuriates John T. Schwarzlose, executive director of the Betty Ford Center for substance abusers in Rancho Mirage, Calif.: “A.A. is the epitome of tolerance, flexibility and inclusiveness, but some drug addicts have told me about being turned away from A.A. meetings in the Midwest and South when they said they were just addicted to drugs. Now I tell them to say they are both alcoholics and drug abusers.” In the big cities and at A.A. headquarters, attitudes toward the dually addicted are much more welcoming.

For a long time, Alcoholics Anonymous was believed to be a purely North American phenomenon. It was thought that its themes of self-help and volunteerism would not transfer to more relaxed cultures. A.A.’s I Ecuador-born coordinator for Hispanic groups voiced the early point of view among his Latin friends: “A.A. is OKfor gringos, but not for us. In Latin America ... if a man doesn’t drink, he’s not macho.” To his surprise, A.A. began to boom among Hispanics in the 1970’s. Mexico’s membership of 250,000 is now second only to that of the United States. Brazil, with 78,000 members, and Guatemala, with 43,000, are next-highest in Latin America.

Until recently, A.A. had been unable to gain a toehold in Eastern Europe. The movement had been regarded there as possibly threatening, because of its precepts of anonymity and confidentiality, its religious overtones and the fact that it operates outside any government control. The only Eastern European nation to embrace A.A. has been Poland. Its Government finally recognized what it called the ‘psychotherapeutic’ value of A. A.

**Reading Comprehension**

1. What kinds of people tended to be A.A. members during the organization’s early years?

2. Why is there controversy within Alcoholics Anonymous regarding the increase in the number of members who are ‘dually addicted’ to drugs and alcohol?

3. What stereotypes of A.A. and its members are held by some outsiders?

4. Summarize the text in your own words.

**FINAL TESTS**

**I. Mark the statements True or False and prove your choice.**

1. All researchers would agree that both biological inheritance and the processes of socialization play a role in human development.

2. Studies of animals raised in isolation support the importance of socialization on development.

3. During the preparatory stage identified by George Herbert Mead, children become skilled in role taking.

4. Experiments document that children do tend to become more aggressive and hyperactive after viewing a violent sequence on television.

5. In Wilbert Moore’s view, if a job proves to be satisfactory, a person will enter a stage of socialization called continuous commitment during which the job becomes an indistinguishable part of the person’s self-identity.

6. Charles Horton Cooley used the phrase looking-glass self to emphasize that the self is the product of our social interactions with other people.

7. According to George Herbert Mead, during the play stage children imitate the people around them, especially family members with whom they continually interact.

8. George Herbert Mead was among the first to analyze the relationship of symbols to socialization.

**2. Select the best of the four alternative answers.**

1. Isabelle was

a) reared in an interracial family;

b) kept in almost total seclusion for the first six years of her life;

c) subjected to mistreatment in a mental institution;

d) a child whose language skills were of genius caliber.

2. Say which of the following used the phrase ‘looking-glass self’ to emphasize that the self is the product of our social interactions with other people:

a) George Herbert Mead; b) Erving Goffman; c) Charles Horton Cooley; d) Harry Harlow.

3. According to George Herbert Mead, children begin to consider several tasks and relationships simultaneously during the

a) preparatory stage; b) play stage; c) game stage; d) generalized stage.

4. A person leaves a singles’ bar alone and later tells a friend: “There wasn’t anyone interesting in the entire crowd.” This is an example of

a) impression management; b) studied nonobservance; c) face-work; d) resocialization.

5. The institution most closely associated with the process of socialization is the

a) family; b) peer group; c) school; d) mass media.

6. \_\_\_\_\_\_\_\_\_\_\_\_ are the gestures, objects, and language that form the basis of human communication. Choose from the following:

a) roles; b) statuses; c) symbols; d) the looking-glass self.

7. Say in which of Mead’s stages of the self children imitate the people around them:

a) the play stage; b) the game stage; c) the preparatory stage; d) the sensorimotor stage.

8. Mead is best known for his theory of

a) presentation of self; b) cognitive development; c) self; d) impression management.

**PROJECT WORK**

**1. Research topic 1** Places such as teen centers, homeless shelters, food pantries, and crisis centers are all formal organizations established to help people. Sometimes these organizations are less bureaucratic than more official government aid agencies. Informal groups are often more apparent. Create a brochure that describes such social agencies in your neighborhood, city, or town. Identify as many agencies as you can, and list an address, phone number, and contact person for each. Then select one agency to call. Ask if you can interview someone who works there to get an idea of what the agency does. Ask him or her to describe the organization in terms of formality or informality. Ask about regulations, rules, and procedures. Does he or she think the procedures are generally helpful or a barrier to providing service? Create a special brochure on this organization alone. Share the results of your work with the social agency.

2. **Research topic 2** Using articles from the newspaper and magazines, find an article that is an example of groupthink. Using the article as a starting point, write a brief report that describes a model of group system in which the interactive roles of the individuals would have brought about a better outcome.

**3. Research topic 3** In this activity, you will look at generations as social categories. Write down some of the things that you believe define your generation – for example, skateboarding, extreme sports, rap music, etc. Then find adults in their forties or early fifties and ask them to define their own generation. What were the things that identified their generation? What are the things that define them now? Each list should include about ten cultural items of that generation. Share your findings with the class. If possible, bring in some items that represent the two generations.

**IRREGULAR VERBS**

We cannot form the Past Simple tense of **irregular** verbs by adding -ed. Verbs which have the same Past Simple and Participle II are in **bold.**

|  |  |  |
| --- | --- | --- |
| INFINITIVE | PAST SIMPLE | PARTICIPLE II |
| arise | arose | arisen |
| bе | was/were | been |
| beat | beat | beaten |
| bесоmе | became | become |
| begin | began | begun |
| bend | **bent** | **bent** |
| blow | blew | blown |
| break | broke | broken |
| bring | **brought** | **brought** |
| build | **built** | **built** |
| buy | **bought** | **bought** |
| can | could/was able | been able |
| catch | **caught** | **caught** |
| choose | chose | chosen |
| come | came | come |
| cost | **cost** | **cost** |
| cut | **cut** | **cut** |
| deal | **dealt** | **dealt** |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feel | **felt** | **felt** |
| fight | **fought** | **fought** |
| find | **found** | **found** |
| fly | flew | flown |
| get | **got** | **got** |
| give | gave | given |
| grow | grew | grown |
| have | **had** | **had** |
| hear | **heard** | **heard** |
| hit | **hit** | **hit** |
| hold | **held** | **held** |
| hurt | **hurt** | **hurt** |
| keep | **kept** | **kept** |
| know | knew | known |
| lay | **laid** | **laid** |
| lead | **led** | **led** |
| learn | **learnt** | **learnt** |
| leave | **left** | **left** |
| lose | **lost** | **lost** |
| make | **made** | **made** |
| mean | **meant** | **meant** |
| meet | **met** | **met** |
| pay | **paid** | **paid** |
| put | **put** | **put** |
| read | **read** | **read** |
| ring | **rang** | **rung** |
| rise | **rose** | **risen** |
| run | **ran** | **run** |
| say | **said** | **said** |
| see | **saw** | **seen** |
| sell | **sold** | **sold** |
| send | **sent** | **sent** |
| shake | **shook** | **shaken** |
| shine | **shone** | **shone** |
| shoot | **shot** | **shot** |
| show | **showed** | **shown** |
| shrink | **shrank** | **shrunk** |
| shut | **shut** | **shut** |
| sing | **sang** | **sung** |
| sit | **sat** | **sat** |
| sleep | **slept** | **slept** |
| smell | **smelt** | **smelt** |
| speak | **spoke** | **spoken** |
| spell | **spelt** | **spelt** |
| spend | **spent** | **spent** |
| spread | **spread** | **spread** |
| stand | **stood** | **stood** |
| steal | **stole** | **stolen** |
| stick | **stuck** | **stuck** |
| strike | **struck** | **struck** |
| swim | **swam** | **swum** |
| take | **took** | **taken** |
| teach | **taught** | **taught** |
| tear | **tore** | **torn** |
| tell | **told** | **told** |
| think | **thought** | **thought** |
| throw | **threw** | **thrown** |
| upset | **upset** | **upset** |
| wake | **woke** | **woken** |
| wear | **wore** | **worn** |
| win | **won** | **won** |
| write | **wrote** | **written** |

Look at the following verbs: ***forget, forgive, understand, withdraw.*** They follow the same pattern as the verbs ***get, give, stand*** and ***draw.***

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**ЧАСТИНА ІІ**

**Module 5**

**Social Stratification as an essential problem**

**of Economic Sociology**

**Unit 1**

**Economic Sociology**

**LESSON 1**

**Vocabulary 1**

**1. State the meaning of the following international words from the text, then complete the sentences that follow:** characterize *v*, depression *n*, inflation *n*, decade *n*, ethic *adj*, proportion *n*, post-industrial *adj*, fundamentally *adv*, pessimistic *adj*, prospect *n*, interpretation *n*, optimistic *adj*, polarization *n*, intervention *n*.

1. The \_\_\_\_\_ of society into rich and poor can clearly be seen in the city centres.2. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) \_\_\_\_\_ [rate](http://www.macmillandictionary.com/search/american/direct/?q=rate) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) 3.2%. 3. The doctors are \_\_\_\_\_ (not hopeful) abouthis chances of recovery. 4. The \_\_\_\_\_ ofwomen tomen at my college was about five to one. 5. His \_\_\_\_\_ for getting the job are excellent; he really is the best candidate. 6. The \_\_\_\_\_ of the 1920s runs from January 1, 1920 to December 31, 1929. 7. She is \_\_\_\_\_ abouther chances of winning a gold medal. She is sure it’s quite possible. 8. [They](http://www.macmillandictionary.com/search/american/direct/?q=they) [had](http://www.macmillandictionary.com/search/american/direct/?q=had) [expected](http://www.macmillandictionary.com/search/american/direct/?q=expected) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [pay](http://www.macmillandictionary.com/search/american/direct/?q=pay) [raise](http://www.macmillandictionary.com/search/american/direct/?q=raise) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [line](http://www.macmillandictionary.com/search/american/direct/?q=line) [with](http://www.macmillandictionary.com/search/american/direct/?q=with) \_\_\_.

**2. Match the economic terms to their definitions.**

|  |  |
| --- | --- |
| 1) corporation  2) conglomerate  3) oligopoly  4) automation | a) the use of methods for controlling industrial processes automatically, especially by electronically controlled systems, often reducing manpower;  b) a market situation in which control over the supply of a commodity is held by a small number of producers each of whom is able to influence prices and thus directly affect the position of competitors;  c) a diverse group of companies, usually managed by a holding company; there is often little integration and few transactions between each of the subsidiaries;  d) a group of people authorized by law to act as a legal personality and having its own powers, duties, and liabilities. |

**Reading and Speaking**

**1. You are going to read the text about the economy development. Before reading, tell your group a) what economists of the 18–19th centuries you know and what they are famous for; b) if their ideas/principles are popular nowadays.**

**2. Read the text and match the headings a-e to the paragraphs 1–5.**

1. information technologies influence a society greatly;
2. opinions as for the USA successful changes differ;
3. multinationals go from strength to strength;
4. companies with various organizational structures exist nowadays;
5. scientists give prognosis.

**The Economy**

1. The economy is not a natural phenomenon, but a social system. The capitalist economy of the United States rests on the ideals of private ownership, the profit motive, and free competition, set down by Adam Smith in the eighteenth century. But Smith could not have anticipated the enormous increase in the scale of economic activity as the Industrial Revolution gathered force. The contemporary American society is dominated by corporations, business organizations characterized by limited liability, shared ownership (through sale of stocks), and the separation of ownership and management. Who controls corporations internally and to what extent corporations control economy are matters of intense debate. Clearly, a number of important industries are oligopolies, and conglomerates are spreading. The government plays a dual role of enabler and regulator in the economy. Policies based on Keynesian economics, which favour large-scale government intervention to offset depression and inflation are under attack.

2. The social organization of work has changed dramatically. The shift from a manufacturing to a service economy in recent decades affects who works and what work they do. The secondary labour market (low-skilled, low-paid jobs) is growing faster than the primary labour market (which offers security and promotions). The meaning of work is also changing, though most Americans still endorse (approve) the work ethics. Automation displaces some types of workers and creates opportunities for others (though not in equal proportions). Decisions to automate a factory or office may be based on man-agreement’s desire to control employees as well as to cut costs. The combinations of automation and control seem to be increasing worker alienation. Some researchers argue that computers and other new technologies are leading toward a post-industrial, information society that will be fundamentally different from industrial society. Sociologists who agree with them tend to believe that technology itself can alter the shape of society (a functionalist view); those who disagree are more likely to believe that the impact of technology depends on which groups control its development and use (a conflict view).

3. Analysis of the global economy suggests that multinational corporations have become almost as powerful as nation-states. The future of the global economy depends in large part on closing the gap between the rich nations of the northern hemisphere and poor Third World nations of the southern hemisphere.

4. In their history of recent shifts in the U.S. occupational structure, Michael Harrington and Mark Levinson take a pessimistic view of the economic future. The evidence they present suggests that the trend toward a service economy has resulted in a decline in the number of middle-wage jobs and the subsequent rehiring of displaced workers in lower-paid, less-skilled positions. They express the fear that these shifts will lead to an entrenched dual economy with an occupational structure characterized by “polarization between highly-paid professional and technical workers on the one hand and poorly paid, unorganized, low-level workers on the other”. Thus, their analysis of economic trends traces macrosociological changes in the U.S. economy down to the more macrosociological level of individual job prospects.

5. Generally, there are two different interpretations of current shifts in the U.S. economy. Some see the deep changes wrought (caused) by the shift to a service-dominated economy in optimistic terms, believing that more and better job opportunities will upgrade the workforce and improve access to desirable resources. Others take the pessimistic view that these structural shifts will result in a decline of middle-wage jobs, a contraction of the middle-class, and the subsequent emergence of a two tiered society due to growing income inequalities.

**3. Read the text again and answer the questions based on the text.**

a. What role does the government play in economic processes?

b. How is the meaning of the work changing?

c. What dependence can be seen between nations’ standard of living?

d. Why are some analysts pessimistic about the future of the economy development?

**4. In small groups, compare a functionalist view on introducing the new technologies with a conflict one. Which of them proves to have more supporters?**

**5. What issues are of great interest for economists and analysts at present?**

**6. Do you believe that solving the problem of poor nations will improve global economy?**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ity, -tion, -er, -or, -ence*) give the nouns related for the following:** separate, owner, manage, enable, regulate, secure, promote, interpret, emerge, compete.

**2. Using the prefixes *dis-, in-,* *un-* give negatives for the following:** organized, equality, place.

**3. Using the suffixes *-al, -ic, -able, -ful* give the adjectives related for the following:** power, occupation, desire, optimist, globe.

**4. State the meaning of the prefixes in bold, use the dictionary to find more words with the same prefixes, then translate the sentences below: re**hiring, **dis**placed, **post**-industrial, **dis**agree, **multi**national, **hemi**sphere, **macro**sociological.

1. For the recovery to last, companies need to begin **rehiring** workers so incomes will resume growing and households will have the resources to boost consumer spending, which accounts for about 70 percent of economic activity. 2. Over years of fighting in Somalia, nearly 1.5 million people have been forced from their homes and are internally **displaced**. 3. In a **post-industrial** era, entertainment is perhaps the one field where the United States remains indisputably No. 1. 4. Economists, meanwhile, **disagree** about the effects on the job market. 5. Countries that receive lots of **multinational** investment have grown faster. 6. Shrinking Arctic sea ice may have helped cause unusually snowy winters that have blanketed parts of the Northern **Hemisphere** in recent years.

**5. Complete the sentences below with the words from the previous exercise.**

1. Video games have now \_\_\_\_\_\_television with even greater spectacle, immersing people in the very fantasy worlds they turned to pulp for a century earlier. 2. Like many other shore birds, they have an extensive geographical range, and are found in all latitudes, both in the eastern and western \_\_\_\_\_\_. 3. Today, trade secret theft costs \_\_\_\_\_\_ corporations billions of dollars each year – and no company is immune. 4. Analytical thinking happens in the left \_\_\_\_\_\_ of the brain and is essential to making more objective, less biased decisions. 5. As the developed world has moved into its \_\_\_\_\_\_ phase, an unprecedented gift has come to ordinary people: large amounts of free time.

**6. Match the right and the left hand columns to make noun-noun partnerships which occur in the text:**

|  |  |
| --- | --- |
| profit  business  labour  worker  information  service  job  income | organization  alienation  opportunity  society  market  inequalities  motive  economy |

**7. Combine the words listed below into meaningful two-word expressions:** shifts, competition, private, structure, liability, ownership, free, phenomenon, increase, natural, debate, occupational, limited, current, dual, enormous, society,contemporary, shared, intense, role.

**8. Find in the text all the two-word adjectives (for example: *two-tiered*). Translate the sentences below paying attention to the compound adjectives.**

1. Some of these newcomers are high-paid, high-spending executives and investment bankers, but a far larger group consists of lower-paid, less-skilled construction workers, janitors, domestic helpers and the like. 2. At the same time, the nation has more than 100 million candidates for only 61 million low-skill, low-wage positions. 3. The structure of job opportunities in the United States has sharply polarized over the past two decades, with expanding job opportunities in both high-skill, high-wage occupations and low-skill, low-wage occupations, coupled with contracting opportunities in middle-wage, middle-skill white-collar and blue-collar jobs.

**9. Complete the sentences with the active vocabulary, use the words from the box (change the form of the word when it’s necessary):**

|  |  |  |  |
| --- | --- | --- | --- |
| anticipate *v* | offset *v* | shift *n* | alienation *n* |
| alter *v* | impact *n* | trace *v* | decline *n* |

1. Depressed people frequently feel a sense of \_\_\_\_\_ from those around them. 2. The practice of giving eggs at Easter can be \_\_\_\_\_ back to festivals in ancient China. 3. The price \_\_\_\_\_ were especially striking for oils, fats, dairy products and sugar.4. If you \_\_\_\_\_ an event, you realize in advance that it may happen and you are prepared for it. 5. Although long-distance phone calls are going up, the charge for local calls will not \_\_\_\_\_. 6. The anti-smoking campaign had made quite an \_\_\_\_\_ onyoung people**.** 7.The extra cost of commuting to work from the suburbs is \_\_\_\_\_ by cheaper rents. 8. Rivalries between the gangs can be \_\_\_\_\_ back to the 1950s in some black and Hispanic neighbourhoods. 9. Media attention has \_\_\_\_\_ recently onto environmental issues.

**LANGUAGE REVIEW 1**

**Sentence structure**

**Complex sentences: time and condition**

**1. Complete the sentences using the following conjunctions:*****when, before, after, while, till/until, once, whenever/every time***, (***just***)***as, the moment/immediately, as soon as, as long as, now*** (***that***),***; by the time***, ***hardly \_\_\_\_\_before/when, no sooner \_\_\_\_\_ than, if, unless*. In some sentences more than one answer is possible.**

1. I won’t give up my present job \_\_\_\_\_ I find a better one. 2. They’ll arrive on time \_\_\_\_\_\_ something unexpected happens. 3. Don’t forget to put off the light \_\_\_\_\_\_ you leave the office. 4. You can interrupt me \_\_\_\_\_\_ you feel like. 5. We’ll speak about it \_\_\_\_\_\_ the lecture is over. 6. Make sure you fix the scanner \_\_\_\_\_\_ the boss comes back. 7. \_\_\_\_\_\_ he gets money, he spends it all at once. 8. I had \_\_\_\_\_\_ started work \_\_\_\_\_\_ the boss demanded my report. 9. Don’t look at her \_\_\_\_\_\_ she speaks. It makes her very nervous. 10. I’ll keep the papers for you \_\_\_\_\_\_ you come back. 11. \_\_\_\_\_\_ you’ve done the basic course, you can go on to the more advanced one. 12. \_\_\_\_\_\_ we came out of the office, it started raining. 13. We’ll be able to go further \_\_\_\_\_\_ we clear up this misunderstanding. 14. I was \_\_\_\_\_\_ at my desk \_\_\_\_\_\_ the phone rang. 15. \_\_\_\_\_ the office opened, there were hundreds of people in the queue. 16. \_\_\_\_\_ you hear any news, let me know! 17. \_\_\_\_\_\_ I see a book shop I just have to go in. I can’t help it! 18. \_\_\_\_\_\_ the exams are over I can enjoy myself. 19. \_\_\_\_\_\_ no problems arise we should get the job finished by Friday. 20. The phone rang \_\_\_\_\_\_ I was leaving the house.

**2. Use the verbs in brackets in the correct tense form.**

(A) 1. She (not/marry) him unless he (give up) his bad habits. 2. As soon as Henry (write) to me, I (let) you know. 3. If he (not/come), we (have) a problem. 4. I (tell) you as soon as I (know). 5. Harry (stay) in the office until he (finish) his report. 6. When he (come) next time, don’t let him in. 7. Our boss (give) you the day off on condition that you (work) on next Saturday morning. 8. You can borrow this book so long as you (not/keep) it too long. 9. He says he (write) the memo after he (check) the figures. 10. Michael says he (look in) to see us before he (leave).

(B) 1. Ann will talk to the dean if she (see) him, but I doubt if she (see) him today. 2. I’d like to know when we (have) the new timetable. – I’ll be happy as long as we (have) the old one. 3. I have no idea when meeting (start), but if I (find out), I’ll tell you. 4. I’ll phone her as soon as she (appear), but I don’t know when she (return). 5. We’ll start working when he (be) ready, we just wonder when he (be) ready. 6. Please, tell me if you (get) some news. – I’m not sure if we (get) any more news from them. 7. If our project (be) successful, we’ll have a celebration; but we are not sure whether it (be) a success or failure.

**3. Join the sentences into one using *till, until, while, before, after, if, unless*.**

1. I’ll stay in this room. I’ll look through all the letters. 2. We’ll understand. You’ll explain it. 3. I’ll show you my article. I’ll publish it. 4. They’ll wait. She’ll come. 5. They will give us their new address. They will move their office. 6. I’ll keep your notes. You’ll need them. 7. He won’t leave. He’ll receive a positive answer. 8. She won’t take her examination. She’ll write a test. 9. I’ll read the message carefully. I’ll write a reply. 10. They won’t disturb him. He’ll finish his work.

**LANGUAGE REVIEW 2**

**Complex sentences: place, purpose, reason**

**1. Complete the sentences choosing the correct alternative.**

1. I wrote it in my diary (so that/lest) I shouldn’t forget. 2. I made a mistake (because/now that) I was tired. 3. (For/Seeing that) it’s so late, why don’t you stay for the night? 4. (Wherever/As) the weather was warm, they decided to have lunch outdoors. 5. (Since/Because of) the pay was so poor, I didn’t apply for the job. 6. There is a big choice of colleges. You can study (wherever/whichever) you like. 7. The applicant’s failure to get the job was solely (in order that/due to the fact that) he lacked the necessary qualifications. 8. The cause of the accident is unclear, (for/so that) there are many factors involved. 9. He left without saying goodbye (in order that/lest) anyone should stop him. 10. You will be given full details shortly (in order that/in order to) you may make your arrangements. 11. You are free to go (wherever/whoever) you please. 12. Students learn to analyze situations (so as to/so that) any problems can be solved. 13. I can get to work much more easily (now that/so that) I’ve got a car. 14. He worried (seeing that/lest) they should tell everybody what had happened. 15. (As/Where) other people might be satisfied, he has higher ambitions.

**LANGUAGE REVIEW 3**

**Complex sentences: concession, result, manner**

**1. Make up correct concessive sentences by matching their halves and using one of the following conjunctions: *although,* (*even*) *though, even if, whereas, while/whilst, not that, except that.***

|  |  |
| --- | --- |
| 1. \_\_\_\_\_\_ she reads a lot in Spanish,  2. I wouldn’t want to give away any secrets at this stage – \_\_\_\_\_\_  3. From the minute you leave school you begin to be a different person, \_\_\_\_\_\_  4. \_\_\_\_ he has lived seven years in Great Britain,  5. It was a good hotel \_\_\_\_\_\_  6. \_\_\_\_\_\_ we are completely different  7. \_\_\_\_\_\_ I can’t help admiring his results.  8. Government have to make these decisions \_\_\_\_\_\_  9. Some people have agreed to take part in the survey \_\_\_\_\_\_  10. Some countries are very rich \_\_\_\_\_\_ | 1. you don’t realize it. 2. I do not approve of his methods. 3. he can’t speak English. 4. it makes them unpopular. 5. others are hesitating. 6. we’ve got any answers yet. 7. we are still great friends. 8. others are extremely poor. 9. she can’t speak it. 10. it was rather noisy. |

**2. Study the following sentences paying attention to the words in italics. Translate the sentences into your native language.**

1. *Whoever* /*no matter who* runs the country, we’re always in a mess. 2. I won’t change my mind, *whatever/no matter what* you say. 3. The journey takes ages, *whichever*/*no matter which* route you take. 4. *Wherever*/*No matter where* we go on holiday, you never enjoy it. 5. *However/no matter how* it began, the small quarrel was bound to develop into a large-scale conflict. 6. *Whether* they choose Brian *or* Peter, neither of them will make a good manager.

**3. Complete the result (A) and manner (B) clauses using one of the following words and phrases:a) *so, so \_\_\_\_\_ that,******such \_\_\_\_\_ that, such that, to such an extent that/to the extent that, insofar as, inasmuch as;* b) (*just/exactly/precisely*) *as, the way,*** ***as if, as though.*** **In some sentences more than one answer is possible.**

(A) 1. The problem was \_\_\_\_\_\_ the local authorities were unable to cope. 2. They made \_\_\_\_\_\_ an interesting offer \_\_\_\_\_\_ we couldn’t refuse it. 3. The rate of progress was \_\_\_\_\_\_ rapid \_\_\_\_\_\_ advance was following advance on almost a monthly basis. 4. There was \_\_\_\_\_\_ much noise \_\_\_\_\_\_ we couldn’t hear anything. 5. I was in \_\_\_\_\_\_ a panic \_\_\_\_\_ I couldn’t say a word. 6. They worked \_\_\_\_\_\_ quickly \_\_\_\_\_\_ there was no time for talking. 7. Sometimes they say \_\_\_\_\_\_ stupid things \_\_\_\_\_\_ I don’t even bother to listen. 8. He speaks very little English, \_\_\_\_\_\_ I talked to him through an interpreter. 9. He looked \_\_\_\_\_\_ young \_\_\_\_\_\_ everyone took him for a student. 10. The study was in \_\_\_\_\_\_ a mess \_\_\_\_\_\_ it took three hours to tidy. 11. It proved to be \_\_\_\_\_\_ a difficult problem \_\_\_\_\_\_ nobody could solve it. 12. The atmosphere in the company got tense \_\_\_\_\_\_ the management was forced to hold a general meeting. 13. Peter Croftson is also guilty, \_\_\_\_\_\_ he knew about their plans to sell that information. 14. Violence increased \_\_\_\_\_\_ residents were afraid to leave their homes. 15. The research results will be successful, \_\_\_\_\_\_ one can draw conclusions from so little evidence.

(B) 1. I feel \_\_\_\_\_\_ everyone is laughing behind my back. 2. I entered the data into the computer, \_\_\_\_\_\_ I’d been told to do. 3. People are behaving \_\_\_\_\_\_ nothing had changed. 4. He did it \_\_\_\_\_\_ he usually does – badly. 5. She behaves \_\_\_\_\_\_ she does because you were unfair to her. 6. Our supervisor acts \_\_\_\_\_\_ he owned the company. 7. He complained about everything \_\_\_\_\_\_ I knew he would. 8. They work a five day week \_\_\_\_\_\_ we do. 9. They look very happy \_\_\_\_\_\_ they’ve got some good news. 10. I like freedom to plan my day \_\_\_\_\_\_ as I want.

**4. Study the following sentences and state the meaning of *while, since* and *as.***

1. They arrived *while* we were having a round-table discussion. 2. *While* teaching standards could be raised, more funding would also help. 3. Schools in the north of the country tend to be more equipped, *while* those in the south are relatively poor. 4. *Since* there was little evidence to support these observations, they were not influential. 5. We’ve been friends ever *since* we were at school together. 6. Many women have a career *since* financial realities now demand that the majority of mothers work. 7. We’d better leave things *as* they are. 8. *As* the time passed, the situation seemed to get worse. 9. I saw Peter *as* I was getting off the bus. 10. There is no simple answer, *as* is often the case in science. 11. *As* it was getting late, I closed the office and went home. 12. *As* I explained on the phone, your request will be considered at the next meeting. 13. Popular *as* he might be, the President hasn’t always managed to have his own way. 14. I asked Philip to make a report, *as* he knew the subject very well. 15. They want peace *as* much *as* we do.

**LESSON 2**

**Vocabulary 1**

**1. Look through the following international words and try to guess their meaning:** aristocrat *n*, advocate *n*, monopoly *n*, dominant *a*, ignore *v*, tariff *n*. **Translate the sample sentences.**

1. The world-famous advocate of human rights went on to win the Nobel Peace Prize. 2. At the same time, The United States alleges that China’s virtual monopolyon the minerals is used to benefit local companies and drive up prices for others. 3. Unemployment will be a dominant issue at the next election. 4. Safety regulations are being ignored by company managers in the drive to increase profits. 5. In February the European Union lifted import tariffson Moroccan olive oil, putting it in direct competition with Spain. 6. The new tariffs of around 30 percent, much bigger than had been expected, were set on Thursday by the U.S. 7. The company received a substantial government subsidy.

**2. Complete the following sentences with the words from Exercise 1.**

1. Four national TV channels share the same owner and have a virtual \_\_\_\_\_\_ in TV broadcasting. 2. How can the government \_\_\_\_\_\_ the wishes of the majority? 3. The U.S. may announce “anti-dumping” \_\_\_\_\_\_ on Chinese solar panels. 4. An \_\_\_\_\_\_ is someone from the ruling class, usually those with nobility, money, or both. 5. The Senator was a tireless \_\_\_\_\_\_ of campaign finance reform. 6. A \_\_\_\_\_\_ is money that is paid by a government or other authority in order to help an industry or business, or to pay for a public service.

**Reading and Speaking**

**1.** **The key word of the text given below is “efficiency”. Make suggestions why it plays a vital role in up-to-date economy.**

**2. Read the text, then complete Paragraphs 1–6 with their initial sentences a–f.**

a. This class of owners adopted a new economic philosophy – a belief in free competition and *laissez faire.*

b. In the United States, *laissez faire* became less a hands-off policy than one of government giving special help to business.

c. Because all human societies have needed food and shelter, economic systems have always existed.

d. In some ways, the free enterprise system worked well, industry flourished.

e. The industrial revolution caused drastic changes in the systems of production and distribution of goods and paved the way for modern economies.

f**.** Adam Smith ignored the possibility that the strongest competitors would tend to wipe out competition and monopolize certain industries.

**Modern Economic systems**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ But in modern, industrial societies, economies are very different from the simple food sharing of primitive societies or village markets and bartering of predominantly agricultural societies.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The industrial revolution began in the late eighteenth century when labour started to shift from home to factory and from handicraft to the use of power-driven machinery. Along with the changes in production came a new class of owners – of mines, factories, and transportation facilities, a class that replaced the old landowning aristocrats as the dominant economic class.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Meaning literally “leave alone”, *laissez faire* was a policy of keeping government out of business. The most famous early advocate of a *laissez faire* or free enterprise system was Adam Smith. Smith argued that if everyone were allowed to compete freely in the market economy, those who produced the best goods at the lowest prices would prevail and society as a whole would gain. Inefficient industries would be wiped out: efficiency would prevail. He supposed that all the right goods and services would be produced as though the system were guided by an “unseen hand”. Before his time, government had often granted monopolies to preferred trading companies. Smith opposed such special favours as well as regulations on business. He also opposed labour unions, despite the fact that labour at this time received cruel treatment. Labourers, he said, should sell their services for the best price they could get, just as manufacturers should sell their goods for the best price they could get.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ His picture of the world was of small business, small shopkeepers, and small farmers. Smith failed to foresee that the new industrialists might grow just as powerful as the old landowning class had been and look to government for special favours.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tariffs (taxes on imports) protected American manufacturers from foreign competition. Large subsidies were given to shippers and railroad owners. In Western states, railroads sometimes got land grants of fifteen miles on both sides of the tracks. Until the late nineteenth century, government sided with industry against labour.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The gross national product constantly increased. A continent was spanned by railroads and small settlements in less time than the Founding Fathers had ever imagined possible. The system also bred inventiveness, with new industrial processes and labour-saving devices rapidly replacing individual owners and partnerships. There were problems, though: frequent depressions and unemployment, carelessness toward resources and environment, indifference to workers’ health and safety, and monopolistic tendencies in many fields. As a result, society has moved away from *laissez faire* and toward an economic system that mix free enterprise with government regulation and spending.

**4. Answer the following questions:**

a. What challenges did the late 18th century bring?

b. Did Adam Smith support the idea that monopolies played an essential part in a society?

c. How did American producers manage to remain competitive?

d. How easy was it to replace partnerships and individual owners with new inventions?

**5. Why do you think the philosophy of “leaving alone” seemed to be more favourable for the new class of owners?**

**6. Focus on A. Smith’s vision of future. Have his predictions come true?**

**7. Find the facts in the text proving that “free enterprise system worked well”.**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ity, -tion, -ist, -ness, -ment*) give the nouns related for the following:** careless, inventive, revolve, produce, distribute, compete, govern, regulate, possible, industrial, environ.

**2. Using the suffixes *-ent, -ic, -ous*, -*less* give the adjectives related for the following:** fame, monopoly, tire, differ.

**3. Using the prefixes *in-, un-* give negatives related for the following:** employment, difference, efficient, seen.

**4. Using the information in the text say what verbs and adjectives can be used with the following nouns:** society, revolution, economy, machinery, philosophy, industry, device.

**5. From the following words make seven noun-noun partnerships which occur in the text:** transportation, labour, market, owners, facilities, regulation, economy, unions, government, railroad.

**6. Match the key words of the unit to their definitions:**

|  |  |
| --- | --- |
| 1) drastic  2) handicraft  3) *laissez faire*  4) prevail  5) wipe out  6) labourer  7) side with  8) flourish  9) breed  10) power-driven | a) give rise to; cause to happen or occur;  b) to support one person or group in an argument;  c) violent, forceful, and extreme;  d) be larger in number, quantity, power, status or importance, prove superior;  e) a policy of complete non-intervention by governments in the economy, leaving all decisions to the market;  f) to grow or develop successfully, make steady progress;  g) eliminate completely and without a trace;  h) a person who does unskilled physical work, someone engaged in manual labor;  i) powered by a motor;  j) a work produced by hand labor. |

**7. Complete the sentences with the key words of the Unit.**

1. In spite of injuries, our team \_\_\_\_\_\_ and went on to win. 2. This is the perfect environment for our company to \_\_\_\_\_\_ and expand in. 3. Nearby, stalls selling \_\_\_\_\_\_ – leather bags, chess sets, painted tea glasses – mixed with juice vendors and kebab grills. 4. \_\_\_\_\_\_ means non-intervention, non-interference. 5. [We](http://www.macmillandictionary.com/search/american/direct/?q=we) [hope](http://www.macmillandictionary.com/search/american/direct/?q=hope) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [common](http://www.macmillandictionary.com/search/american/direct/?q=common) [sense](http://www.macmillandictionary.com/search/american/direct/?q=sense) [will](http://www.macmillandictionary.com/search/american/direct/?q=will) \_\_\_\_\_\_ [prevail](http://www.macmillandictionary.com/search/american/direct/?q=prevail) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) arrangement [will](http://www.macmillandictionary.com/search/american/direct/?q=will) [soon](http://www.macmillandictionary.com/search/american/direct/?q=soon) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [reached](http://www.macmillandictionary.com/search/american/direct/?q=reached). 6. In the desert there’s a \_\_\_\_\_\_ change in temperature from day to night. 7. [We](http://www.macmillandictionary.com/search/american/direct/?q=we) [want](http://www.macmillandictionary.com/search/american/direct/?q=want) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) \_\_\_\_\_\_ [world](http://www.macmillandictionary.com/search/american/direct/?q=world) [hunger](http://www.macmillandictionary.com/search/american/direct/?q=hunger) [by](http://www.macmillandictionary.com/search/american/direct/?q=by) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [year](http://www.macmillandictionary.com/search/american/direct/?q=year) 2020. 8. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [company](http://www.macmillandictionary.com/search/american/direct/?q=company) [will](http://www.macmillandictionary.com/search/american/direct/?q=will) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [taking](http://www.macmillandictionary.com/search/american/direct/?q=taking) \_\_\_\_\_\_ [measures](http://www.macmillandictionary.com/search/american/direct/?q=measures) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [reduce](http://www.macmillandictionary.com/search/american/direct/?q=reduce) [its](http://www.macmillandictionary.com/search/american/direct/?q=its) [debt](http://www.macmillandictionary.com/search/american/direct/?q=debt). 9. Rising costs over the past four years \_\_\_\_\_\_their profits and sent them deeply into debt. 10. Why is it that you always \_\_\_\_\_\_ him when he and I argue? 11. I never \_\_\_\_\_\_ anybody. I form my own opinions.

**LANGUAGE REVIEW**

**Sentence structure: relative adjective clauses**

**1**. **Read the sentences and** **put in *who* or *which***.

1. Look at the man \_\_\_\_\_\_ is standing near the entrance door. Do you recognize him? 2. I don’t know \_\_\_\_\_\_ is the most sensible project to follow. 3. Here are the papers \_\_\_\_\_\_ you haven’t looked through yet. 4. She is the person \_\_\_\_\_\_ will help you whenever you require help. 5. There is a man here \_\_\_\_\_\_ wants to sell us something. 6. This is the gift \_\_\_\_\_\_ I bought for my son when I was on a business trip. 7. She has already read the book \_\_\_\_\_\_ we gave her last Friday. 8. Do you know the people \_\_\_\_\_\_ have just arrived? 9. Harry Smith, \_\_\_\_\_\_ is 55, is unemployed.

**2. Complete each sentence using*****who, whom, which* or *whose.***

1. What’s the name of the woman \_\_\_\_\_\_ photo you took? 2. A pacifist is a person \_\_\_\_\_\_ believes that all wars are wrong. 3. There are a lot organizations \_\_\_\_\_\_ don’t have a strict dress code. 4. A few days ago I met someone \_\_\_\_\_\_ brother I went to school with. 5. Was that the place to \_\_\_\_\_\_ you normally go? 6. This school is only for children \_\_\_\_\_\_ first language is not English. 7. The company \_\_\_\_\_\_ has laid off thousands of workers owns Greenway Supermarkets. 8. There are a lot of children here \_\_\_\_\_\_ parents have divorced. 9. The man to \_\_\_\_\_\_ they wrote didn’t answer them. 10. The scientist \_\_\_\_\_\_ has won the Nobel Prize discovered a new planet.

**3. Use your own ideas to complete the sentences.**

1. I clearly remember the date \_\_\_\_\_\_. 2. The reason \_\_\_\_\_\_ was that I didn’t know their address. 3. Unfortunately, we weren’t at home the evening \_\_\_\_\_\_. 4. Do you know the country \_\_\_\_\_\_? 5. Is there a shop near here \_\_\_\_\_\_? 6. The reason \_\_\_\_\_\_ is that they don’t need one. 7. You’ll never forget the time \_\_\_\_\_\_. 8. 2008 was the year \_\_\_\_\_\_. 9. A university is a place \_\_\_\_\_\_. 10. The reason \_\_\_\_\_\_ was that he wanted to see the manager.

**4. Put in*****who****,* ***which*****or*****that*****only if you have to.**

1. The man \_\_\_\_\_\_ repaired our computer is a real expert. 2. Somewhere I’ve got photos of the places \_\_\_\_\_\_ I visited on my holidays. 3. The man \_\_\_\_\_\_ answered the phone told me you were away. 4. The meeting \_\_\_\_\_\_ Mark had to attend went on for three hours. 5. The office \_\_\_\_\_\_ was destroyed by the fire has now been rebuilt. 6. Is there anything \_\_\_\_\_\_ I can do? 7. The dictionary is the book \_\_\_\_\_\_ gives you the meaning of words. 8. I don’t like people \_\_\_\_\_\_ are never on time. 9. The bus \_\_\_\_\_\_ goes to the airport runs every half hour. 10. Margaret works for a company \_\_\_\_\_\_ makes electronic equipment.

**LESSON 3**

**Vocabulary 1**

**1. State the meaning of the following international words from the text, then translate the example sentences:**

a) analyze *v*, credit *n*, service *n*, total *adj*, balance *v*, segment *n*, farm *n*, latent *adj*, investment *n*, theorize *v*, series *n*, pension *n*, radical *adj*,

b) perspective *adj*, cooperative *adj*.

1. Water samples taken from streams were analyzed for contamination by chemicals. 2. [Recent](http://www.macmillandictionary.com/search/american/direct/?q=recent) [immigrants](http://www.macmillandictionary.com/search/american/direct/?q=immigrants) [make](http://www.macmillandictionary.com/search/american/direct/?q=make) [up](http://www.macmillandictionary.com/search/american/direct/?q=up) [less](http://www.macmillandictionary.com/search/american/direct/?q=less) [than](http://www.macmillandictionary.com/search/american/direct/?q=than) 3 % [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [total](http://www.macmillandictionary.com/search/american/direct/?q=total) [population](http://www.macmillandictionary.com/search/american/direct/?q=population). 3. [These](http://www.macmillandictionary.com/search/british/direct/?q=these) [creatures](http://www.macmillandictionary.com/search/british/direct/?q=creatures) [have](http://www.macmillandictionary.com/search/british/direct/?q=have) [upset](http://www.macmillandictionary.com/search/british/direct/?q=upset) [the](http://www.macmillandictionary.com/search/british/direct/?q=the) [delicate](http://www.macmillandictionary.com/search/british/direct/?q=delicate) [ecological](http://www.macmillandictionary.com/search/british/direct/?q=ecological) [balance](http://www.macmillandictionary.com/search/british/direct/?q=balance) [in](http://www.macmillandictionary.com/search/british/direct/?q=in) [the](http://www.macmillandictionary.com/search/british/direct/?q=the) [lake](http://www.macmillandictionary.com/search/british/direct/?q=lake). 4. We returned the clothes and got a store credit. 5. Total grain exports have increased. 6. We stopped at the services to get petrol. 7. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [decision](http://www.macmillandictionary.com/search/american/direct/?q=decision) [was](http://www.macmillandictionary.com/search/american/direct/?q=was) [very](http://www.macmillandictionary.com/search/american/direct/?q=very) [popular](http://www.macmillandictionary.com/search/american/direct/?q=popular) [among](http://www.macmillandictionary.com/search/american/direct/?q=among) [certain](http://www.macmillandictionary.com/search/american/direct/?q=certain) [segments](http://www.macmillandictionary.com/search/american/direct/?q=segments) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [population](http://www.macmillandictionary.com/search/american/direct/?q=population). 8. Latent ethnic tensions exploded into the open yesterday. 9. Stocks are regarded as good long-term investments. 10. It is easy to “theorize” about implementing new “products.” 11. A series of scandals over the past year has not helped public confidence in the administration. 12. Comparative religion is a three-credit course.

**2. Complete the following sentences with the words from Exercise 1.**

1. The bank offers small businesses \_\_\_\_\_\_. 2. People over the age of 85 make up the fastest-growing population \_\_\_\_\_\_. 3. Researchers \_\_\_\_\_\_ the purchases of 6300 households. 4. My brother runs a car \_\_\_\_\_\_ (business that rents cars with drivers). 5. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [\_\_\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=total) [cost](http://www.macmillandictionary.com/search/american/direct/?q=cost) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [project](http://www.macmillandictionary.com/search/american/direct/?q=project) [came](http://www.macmillandictionary.com/search/american/direct/?q=came) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [about](http://www.macmillandictionary.com/search/american/direct/?q=about) $ 700,000. 6. The index is compiled from data collected from 600 companies in the \_\_\_\_\_ sector. 7. During bad economic times, \_\_\_\_\_\_ steps may be necessary to restore the confidence of the consumer. 8. New tax measures are designed to redress the \_\_\_\_\_\_ (make the situation more equal) between rich and poor. 9. [\_\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=investment) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [new](http://www.macmillandictionary.com/search/american/direct/?q=new) [technology](http://www.macmillandictionary.com/search/american/direct/?q=technology) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [critical](http://www.macmillandictionary.com/search/american/direct/?q=critical) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [our](http://www.macmillandictionary.com/search/american/direct/?q=our) [success](http://www.macmillandictionary.com/search/american/direct/?q=success). 10. Recent developments in the area have brought \_\_\_\_\_\_ ethnic tension out into the open. 11. She gave a \_\_\_\_\_\_ of lectures at Warwick University last year on contemporary British writers.

**Reading and Speaking**

**1. Before reading the text, outline the economist’s and the sociologist’s objects of research. How do you think their spheres of interests are interconnected?**

**2. Read the text. The following statements are the answers. Make up the possible questions.**

a. Goods and services produced by a society.

b. It has changed the work structure.

c. Such rich families as the Fords, Morgans, Du-Ponts, etc. belong to it.

e. The knowledge of market conditions.

f. Because this type is the most efficient.

**Sociology and Economics**

Economists and sociologists study the economic system in different ways. Economists mathematically analyze supplies of money and credit, goods used in production, goods and services people buy, and the amounts that governments take in taxes. Economists are interested in the total value of goods and services (called the gross national product) that a society produces, trends in production, the stock market, productivity of labour, rates of savings and investment, and the international balance of trade. Their knowledge of market conditions and probable future makes them valuable as advisers to business and government.

Sociologists, on the other hand, want to know how economics is intertwined with all other segments of the society. They are interested in how the economic system affects people. For example, a modern industrial society affects the family, changing it from the cooperative work unit that it had been in the days of small farms and shops. We have seen how the economic requirements of the job market call for generally higher levels of education and leave behind the uneducated and unskilled.

Besides functioning primarily to produce and distribute goods and services, an economic system has a number of latent functions of particular interest to sociologists. The economic system is the major determinant of the social-class system. The highest social class in American society, for instance, contains families like the Fords, Mellons, Morgans, and du-Ponts, each with assets in the hundreds of million of dollars – so much money that just the interest on their investments brings them from $1000,000 to $200,000 per day for eternity. In the lowest social class are people with marketable skills and no jobs, or jobs that bring too little to support a family.

One latent function of the economy is to create desire for its goods, many of which people could live without quite comfortably. Advertising creates this desire, it helps people to rate themselves and others in terms of economic system. It has been theorized that this rating leads people to find new and dishonest means to success. Maintaining social classes and creating demand for products are two of the little-noticed functions of modern economic systems.

Modern industrial economies of the non-communist world, including that of the United States, are often called mixed economies. Such economies combine giant corporations, small businesses, and considerable government regulation, as well as social security and welfare measures. Mixed economies differ widely in their type of “mix”. Britain socialized certain industries – coal and railroads among them – whereas the United States has not. The Scandinavian countries provide more social security and welfare than the United States.

In functional terms, the economy becomes a mixed system because this is the only arrangement that works. If people are out of work and penniless, they can’t buy goods, and a chain reaction begins. Poor people cannot buy clothes and so clothing stores and producers lay off workers who cannot buy cars, causing unemployment for autoworkers, which, in turn, leads to other job losses. To prevent or contain this series of events the government insists that employers should contribute to unemployment insurance and pension funds, and it provides welfare and social security to ensure a minimum of purchasing power.

In conflict perspective some people argue that such government policies reflect a fear of the poor. If working people grow too destitute, they might become politically radical and want to change the mixed economic system to some form of socialism.

**3. Read the text in detail and find the paragraph which**

a) confirms the necessity to practise various types of economic systems;

b) shows the importance of having higher education;

c) gives at least one reason for a mixed economic system to exist and to be changed;

d) points out the challenge of economy under the particular conditions.

**4. Choose the best answers from the text.**

a. Why is the economic system thought to be the major dominant of the social-class society?

b. What latent functions of economy are mentioned in the text?

c. In what ways do mixed economies differ?

**5. In groups/pairs, speak about “a chain reaction” of job absence. Give examples that support your opinion.**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-er,-ity, -tion, -ist, -ness, -ment*) give the nouns related for the following:** produce (3 words), advise, require, eternal, regulate, secure.

**2. Using the suffixes *-al, -able, -less, -ant* give the adjectives related for the following:** determine, market, function, penny.

**3. Using the prefixes *dis-, non-, un-* give negatives related for the following:** educated, skilled, communist, honest, employment.

**4. Match the key words of the unit to their definitions; then complete the sentences with the key words:**

|  |  |
| --- | --- |
| 1) goods *n*  2) savings *n*  3) taxes *n*  4) assets *n*  5) welfare *n*  6) insurance *n* | 1) an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.  2) money paid to the government, which is based on your income or the cost of goods or services you have bought;  3) help given, especially by the state or an organization, to people who need it, especially because they do not have enough money;  4) something valuable belonging to a person or organization which can be used for the payment of debts;  5) the money you keep, esp. in a bank or other financial organization;  6) things for sale, or the things that you own. |

1. This national fund pays for \_\_\_\_\_\_ benefits such as unemployment and sickness pay. 2. [The](http://www.macmillandictionary.com/search/british/direct/?q=the) [business](http://www.macmillandictionary.com/search/british/direct/?q=business) [has](http://www.macmillandictionary.com/search/british/direct/?q=has) \_\_\_\_\_\_ [totalling](http://www.macmillandictionary.com/search/british/direct/?q=totalling) £ 5.1 [million](http://www.macmillandictionary.com/search/british/direct/?q=million). 3. There is a 25 % discount on all electrical \_\_\_\_\_\_ until the end of the week. 4. He spent all his \_\_\_\_\_\_ on an expensive car. 5. A company’s \_\_\_\_\_\_ can consist of cash, investments, buildings, machinery, specialist knowledge or copyright material such as music or computer software. 6. [They](http://www.macmillandictionary.com/search/american/direct/?q=they) [provide](http://www.macmillandictionary.com/search/american/direct/?q=provide) [free](http://www.macmillandictionary.com/search/american/direct/?q=free) \_\_\_\_\_\_ [against](http://www.macmillandictionary.com/search/american/direct/?q=against) [loss](http://www.macmillandictionary.com/search/american/direct/?q=loss) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [damage](http://www.macmillandictionary.com/search/american/direct/?q=damage) [up](http://www.macmillandictionary.com/search/american/direct/?q=up) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) $ 5,000. 7. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [government](http://www.macmillandictionary.com/search/american/direct/?q=government) [has](http://www.macmillandictionary.com/search/american/direct/?q=has) [promised](http://www.macmillandictionary.com/search/american/direct/?q=promised) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [lower](http://www.macmillandictionary.com/search/american/direct/?q=lower) \_\_\_\_\_\_ [after](http://www.macmillandictionary.com/search/american/direct/?q=after) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [election](http://www.macmillandictionary.com/search/american/direct/?q=election).

**5. Complete the sentences with the active vocabulary, using the verbs from the box (you may have to change the form of some words):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| intertwine *v* | affect *v* | call for *v* | rate *v* | destitute *a* | ensure *v* |

1. [She](http://www.macmillandictionary.com/search/british/direct/?q=she) [is](http://www.macmillandictionary.com/search/british/direct/?q=is) \_\_\_\_\_\_ [very](http://www.macmillandictionary.com/search/british/direct/?q=very) [highly](http://www.macmillandictionary.com/search/british/direct/?q=highly) [by](http://www.macmillandictionary.com/search/british/direct/?q=by) [her](http://www.macmillandictionary.com/search/british/direct/?q=her) [colleagues](http://www.macmillandictionary.com/search/british/direct/?q=colleagues). 2. [Personal](http://www.macmillandictionary.com/search/british/direct/?q=personal) [and](http://www.macmillandictionary.com/search/british/direct/?q=and) [business](http://www.macmillandictionary.com/search/british/direct/?q=business) [relationships](http://www.macmillandictionary.com/search/british/direct/?q=relationships) [are](http://www.macmillandictionary.com/search/british/direct/?q=are) [closely](http://www.macmillandictionary.com/search/british/direct/?q=closely) \_\_\_\_\_\_ [in](http://www.macmillandictionary.com/search/british/direct/?q=in) [Japan](http://www.macmillandictionary.com/search/british/direct/?q=japan). 3. It is a disease which \_\_\_\_\_\_ mainly older people. 4. The role of the police is to \_\_\_\_\_\_ that the law is obeyed. 5. These groups gathered clothing, schoolbooks, and medical supplies for the \_\_\_\_\_\_ flood victims. 6. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [present](http://www.macmillandictionary.com/search/american/direct/?q=present) [crisis](http://www.macmillandictionary.com/search/american/direct/?q=crisis) \_\_\_\_\_\_ [mature](http://www.macmillandictionary.com/search/american/direct/?q=mature) [judgment](http://www.macmillandictionary.com/search/american/direct/?q=judgment) [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [part](http://www.macmillandictionary.com/search/american/direct/?q=part) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [our](http://www.macmillandictionary.com/search/american/direct/?q=our) [leaders](http://www.macmillandictionary.com/search/american/direct/?q=leaders). 7. The floods left thousands of people \_\_\_\_\_\_.

**LANGUAGE REVIEW**

**Sentence structure: relative noun clauses**

**1. Complete the sentences with an appropriate conjunction. Choose from the following: *that, whether, if, how, how many* (*much/far/long/often*), *who*(*ever*)*, what*(*ever*), *which(ever), when*(*ever*)*; where*(*ever), why.* In some sentences more than one answer is possible.**

(A) 1. \_\_\_\_\_\_ he could be mistaken wasn’t possible. 2. \_\_\_\_\_\_ I’ll be able to come depends on a number of things. 3. \_\_\_\_\_\_ they’re going to enforce the law isn’t clear. 4. \_\_\_\_\_\_did it doesn’t matter. 5. \_\_\_\_\_\_ he comes makes no difference. 6. \_\_\_\_\_\_ you have to do is to choose five companies to invest in. 7. \_\_\_\_\_\_ she does will determine the future of her administration. 8. It was easy to see \_\_\_\_\_\_ it could have happened. 9. It’s hard to say \_\_\_\_\_\_ they are coming or not. 10. Is it known \_\_\_\_\_\_\_ people they are going to invite?

(B) 1. The result is \_\_\_\_\_\_ no one knows what to do. 2. He is \_\_\_\_\_\_ is generally called a traitor. 3. The problem is \_\_\_\_\_\_\_ we’ll be able to convince him. 4. He thinks that hard work and determination is \_\_\_\_\_\_ you get success in life. 5. A nice cup of tea and a good rest is \_\_\_\_\_\_ you really need. 6. Poor working conditions and bad pay is \_\_\_\_\_\_ they refuse to do this job. 7. ANT is \_\_\_\_\_\_ I want to work. 8. The question was \_\_\_\_\_\_ it would be better to start. 9. The problem is \_\_\_\_\_\_ we are going to charge with this task. 10. The advantage of this approach is \_\_\_\_\_\_ it gives you more accurate results.

(C) 1. The figures show \_\_\_\_\_\_ the population has increased. 2. I wonder \_\_\_\_\_\_ that’s a good idea. 3. They didn’t like \_\_\_\_\_\_ he told them. 4. They didn’t tell us \_\_\_\_\_\_ they are going to stay. 5 Can they inform us \_\_\_\_\_\_ the interview will start? 6. Choose \_\_\_\_\_\_ one of these methods you want. 7. We regret \_\_\_\_\_\_ you didn’t find our service satisfactory. 8. Did he tell \_\_\_\_\_\_ from the office he lives? 9. We don’t know \_\_\_\_\_\_ he doesn’t want to participate. 10. Could you find out \_\_\_\_\_\_ she needs to use the library?

**2. Read the sentences and put in** **either *that* or *what*.**

1. Everything \_\_\_\_\_\_ happened was your fault. 2. She thinks \_\_\_\_\_\_ happened was your fault. 3. We gave her all the information \_\_\_\_\_\_ we had. 4. Did you hear \_\_\_\_\_\_ they said? 5. Tell me \_\_\_\_\_\_ you want and I’ll try to get it for you. 6. Why do you blame me for everything \_\_\_\_\_\_ goes wrong? 7. I won’t be able to do much but I’ll do the best \_\_\_\_\_\_ I can. 8. Everything \_\_\_\_\_\_ they said was true. 9. We don’t trust him. We don’t believe anything \_\_\_\_\_\_ he says. 10. I don’t agree with \_\_\_\_\_\_ you’ve just said.

**3. Complete the sentences with *what, that* or*****which****.*

1. Try to decide \_\_\_\_\_\_ you want most. 2. Nobody will believe \_\_\_\_\_\_ it’s true. 3. Where are the letters \_\_\_\_\_\_ were in the tray? 4. Did you hear \_\_\_\_\_\_ I said? – No, \_\_\_\_\_\_ was it? 5. We believe \_\_\_\_\_\_ she speaks the truth. 6. The book says one thing and you say another. I don’t know \_\_\_\_\_\_ to believe. 7. Why do you blame me for all things \_\_\_\_\_\_ go wrong? 8. People are \_\_\_\_\_\_ they think they are. 9. We don’t have the journal \_\_\_\_\_\_ you are looking for. 10. Don’t worry! I’ll do \_\_\_\_\_\_ I can.

**Unit 2**

**Social Stratification**

**LESSON 1**

**Vocabulary 1**

**1. Look up the pronunciation of the following words in the dictionary:** utopian *adj*, prestige *n*, hierarchy *n*, Hinduism *n*, caste *n*, barrier *n*. **Give words of the same root in Ukrainian.**

**2. Complete the following sentences with the words from Exercise 1.**

1. Intolerance is a \_\_\_\_\_ to understanding. 2. \_\_\_\_\_ is an ancient religion with Indian origins whose characteristics include the belief that when a person dies his spirit returns to life in another body. 3. Honesty is put first in her \_\_\_\_\_ of values. 4. Some 40 \_\_\_\_\_ communities based their organization on the ideas of the French theorist Charles Fourier, who hoped to eliminate poverty through the establishment of scientifically organized cooperative communities called “phalanxes.”5. The Indian government banned \_\_\_\_\_ discrimination at independence from Britain in 1947. 6. He wanted to achieve power and \_\_\_\_\_. 7. He quickly rose through the management \_\_\_\_\_: at 36 he was the youngest member of the board of directors.

**Reading AND SPEAKING**

**1. Before reading the text think of the answers to the following questions.**

a. Some members of a contemporary society receive greater rewards than others, don’t they? Is that a fair society?

b. Do people want to stand higher in social rankings?

c. Why do some people feel like social inferiors?

d. Can social life be organized without structured inequality?

**2. Read the text and find the answers for the following questions.**

1. Is social inequality a new problem or has it existed long before?
2. What does the term “social inequality” mean?
3. Does social inequality exist in every society? In your country?
4. What does the term “slavery” mean?
5. Slavery has been practiced differently in various countries, hasn’t it?
6. What are the reasons for cast membership?
7. What is peculiar about “untouchables”?
8. How does cast system develop in modern India?
9. According to what characteristics are people divided into classes?
10. What are the features of a class system in the USA?
11. Does the USA class system differ from that of the Ukraine?

**Systems of Stratification**

The questions concerning social inequality have been debated for centuries, especially among political activists. Utopian socialists, religious minorities, and members of recent countercultures have all attempted to establish communities that, to some extent or other, would abolish inequality in social relationships.

Ever since people first began to speculate about the nature of human society, their attention has been drawn to the differences between individuals and groups within any society. The term social inequality describes a condition in which members of a society have different amounts of wealth, prestige, or power. Some degree of social inequality characterizes every society.

When a system of social inequality is based on a hierarchy of groups, sociologists refer to it as stratification: a structured ranking of entire groups of people that perpetuates unequal economic rewards and power in a society.

Stratification inevitably results in social inequality because certain groups of people stand higher in social rankings, control scarce resources, wield power, and receive special treatment.

Slavery. The most extreme form of legalized social inequality for individuals or groups is slavery. What distinguishes this oppressive system of stratification is that enslaved individuals are owned by other people. They treat these human beings as property, just as if they were household pets or appliances.

Slavery, an ascribed status, has varied in the way it has been practiced. In ancient Greece, the main source of slaves consisted of captives of war and piracy. But the slave status was not permanent and all citizens had the potential of being granted freedom under certain circumstances. By contrast, in the United States and Latin America, racial and legal barriers were established to prevent the freeing of slaves.

Castes. Castes are hereditary systems of rank, usually religiously dictated, that tend to be fixed and immobile. The caste system is generally associated with Hinduism in India and other countries. In India there are four major castes, called varnas. A fifth category of out-castes, referred to as untouchables, is considered to be so lowly and unclean as to have no place within this system of stratification. There are also many minor castes. Caste membership is an ascribed status (at birth, children automatically assume the same position as their parents). Each caste is quite sharply defined, and members are expected to marry within that caste.

In recent decades, industrialization and urbanization have taken their toll on India’s rigid caste system. Many villagers have moved to urban areas where their low-caste status is unknown. Schools, hospitals, factories, and public transportation facilitate contacts between different castes that were previously avoided at all costs.

Social Classes. A class system is a social ranking based primarily on economic position in which achieved characteristics can influence mobility. In contrast to slavery and caste systems, the boundaries between classes are imprecisely defined, and one can move from one stratum, or level, of society to another. Income inequality is a basic characteristic of a class system.

Sociologist Daniel Rossides (1997) has conceptualized the class system of the United States using a five-class model. Rossides categorized about 1 to 2 percent of the people of the United States as upper-class, a group limited to the very wealthy. By contrast, the lower class, consisting of approximately 20 to 25 percent of the population, disproportionately consists of Blacks, Hispanics, single mothers with dependent children, and people who cannot find regular work. This class lacks both wealth and income and is too weak politically to exercise significant power.

Both of these classes, at opposite ends of the nation’s social hierarchy, reflect the importance of ascribed status and achieved status. Those born into extreme wealth or poverty will often remain in the same class position they inherited from their parents. Age and gender are also ascribed statuses that influence a person’s wealth and social position.

The upper-middle class, the lower-middle class and the working class are sandwiched between the upper and lower classes in Rossides’s model. The upper-middle class, numbering about 10 to 15 percent of the population, is composed of professionals such as doctors, lawyers, and architects. They participate extensively in politics and exercise leadership roles in voluntary associations. The lower-middle class, which accounts for approximately 30 to 35 percent of the population, includes less affluent professionals (such as elementary school teachers and nurses), owners of small businesses, and a sizable number of clerical workers. While not all members of this varied class hold degrees from a college, they share the goal of sending their children there.

**3. Using the information in the text mark the following statements true (T) or false (F). Correct the false sentences.**

1. Utopian socialists tried to create communities where people were equal in social relationships.

2. Stratification leads to unequal distribution of socially valued rewards within human societies.

3. In the United States and Latin America there were legal opportunities for the easy freeing of slaves.

4. People can easily shift from one caste to another since caste membership is an achieved status.

5. The caste system today is not so strict as it used to be before.

6. The boundaries between classes are strict and it’s impossible for a person to shift from one level of society to another.

7. People belonging to different classes have equal power to influence the development of the state.

**4. Identify the characteristics of the following systems of stratification: slavery, castes, and social class.**

**5. Occupying a place of a higher status in a society certainly has its benefits. List some of the benefits that you may have because of your age, gender, race, income, or education.**

**6. Differentiate between *class, status group,* and *power*.**

**Vocabulary 2**

**1. From the words given below pick up those having the synonymic meaning:** to abolish, to speculate, to help, to modify, to think, might, to destroy, scarce, regular, to facilitate, systematic, power, insufficient, to vary, stratum, model, level, pattern.

**2. From the words in the lists a) and b) pick up those having the antonymic meaning:**

a) wealth, special, to prevent, fixed, difference;

b) similarity, to permit, movable, poverty, normal.

**3. Using the prefixes *dis-, im-, un-, in-* give negatives related for the following:** equality, equal, mobile, touchable, clean, proportionately.

**4. Using the suffix *-ize* give verbs related for the following:** character, legal, industrial, urban, conceptual, category.

**5. Using the information in the text say what adjectives can be used with the following nouns (more than one combination is possible):** inequality, minority, system, barrier, status, ranking, power, class, membership, work, reward.

**6. Look through the text and find the nouns that go with the following verbs:** establish, abolish, control, wield, facilitate, lack, share.

**7. Find the sentences where the following conversed words are used:** result, ranking, exercise; sandwich; account; influence. **What part of speech do they belong to?**

**8. Complete the sentences with the words from the box:**

|  |  |  |
| --- | --- | --- |
| reward *n* | stratification *n* | exercise *v* |
| ranking *n* | inequality n | facilitate *v* |
| sandwich *v* | wealth *n* | power *n* |

1. The schedule was so tight that I had to \_\_\_\_\_ an appointment between two board meetings. 2. I \_\_\_\_\_ my democratic right by not voting in the election. 3. We will actively \_\_\_\_\_ business contacts and develop them whenever they benefit the people of Northern Ireland. 4. Last year Wiseman rose from 266 to 35 in the tennis world \_\_\_\_\_. 5. The Prime Minister wants to reduce social \_\_\_\_\_ and make the country a classless society. 6. The growing \_\_\_\_\_ between rich and poor is characteristic of a global society. 7. His \_\_\_\_\_ is so great that money doesn’t mean much to him. 8. We also have world-class artisans who deserve fair \_\_\_\_\_ for their creativity. 9. Does the President have more \_\_\_\_\_ than the Prime Minister?

**LANGUAGE REVIEW**

**Sentence structure: reported statements**

**1. Study the following sentences and say what the actual words of the speaker were.**

1. The editor admitted that the journalist liked to ask personal questions. 2. She remarked that during that period young people were becoming more and more politically aware. 3. They denied that they had ever seen that man. 4. He answered that he had been living there for just a few weeks. 5. He told us that he had done that test before. 6. She said that when Professor Jones retired in a month, he would have been teaching for 45 years. 7. She thought she would probably see me on Monday. 8. You promised you would be waiting for us at the entrance. 9. He informed us that in two weeks’ time he would have finished his training. 10. They announced that they were going to take some important steps to improve the situation.

**2. Report the statements using the sequence of tenses. Choose an appropriate reported verb for each sentence.**

1. The engineer: “The equipment is checked before each experiment.” 2. The office manager: “The office is being redecorated now.” 3. My colleague: “We have been invited to their seminar.” 4. The supervisor: “They were not given permission to enter that part of the factory.” 5. The secretary: “The printer was being repaired the whole day yesterday.” 6. Her friend: “She had been told the news by then.” 7. The clerk: “The answer will be given tomorrow.” 8. The operator: “The texts will have been typed by three o’clock.” 9. The government official: “A new social programme is being introduced to help these families.” 10. The commission member: “Everybody’s opinion will be taken into account.”

**3. Put the verbs in brackets into the correct form.**

1. He answered that he (leave) the next morning. 2. The delegates were told that the guide just (go) out and (be) back in ten minutes. 3. She explained that they (look for) the papers for two days. 4. She replied that the following week she (work) for that firm for fifteen years. 5. He ended by saying that he (think) he (make) a mistake. 6. We knew they (discuss) the problem at the next meeting. 7. He couldn’t understand why people (not/want) to change. 8. Some visitors complained to the manager that the staff (be) rude to them. 9. I was sure that he (not/agree) to our plan. 10. He swore that he (study) in the library from 8 till 10 p.m. 11. She told us she already (find) the book. 12. She said she (can) not tell us the right time, her watch (be) wrong. 13. He replied that he (get back) as soon as he (get through) with his business. 14. I was surprised you (know) my name. 15. David said that he (ask) permission from the director for me to watch the ceremony.

**LESSON 2**

**Vocabulary 1**

**1. Check if you understand the following sociological terms (a-e) occurring in the text, then match them to the correct definitions (1-5):**

|  |  |  |
| --- | --- | --- |
| a) sociological perspective | c) conflict theorist | e) dominant ideology |
| b) functionalist | d) the status quo |  |

1. the existing state of affairs;
2. a social theorist that assumes that social behavior is best understood in terms of conflict or tension between competing groups;
3. a social theorist that focuses on the way various parts of the social system contribute to the continuity of society as well as the affect the various parts have on one another;
4. the way of defining and looking at society used by social scientists, a point of view that focuses not on individuals but their group;
5. a set of cultural beliefs and practices that helps to maintain powerful social, economic, and political interests.

**2. Be sure you are familiar with the following economic terms (a-f). Match them to** **the correct definitions (1-6).**

|  |  |  |
| --- | --- | --- |
| a) mode of production | c) capitalism | e) bourgeoisie |
| b) feudalism | d) means of production | f) proletariat |

1. the class of wage-earners, especially industrial workers, in a capitalist society, whose only possession is their labour;
2. an [economic](http://en.wikipedia.org/wiki/Economic_system) and [social system](http://en.wikipedia.org/wiki/Social_system) in which most [trade](http://en.wikipedia.org/wiki/Trade), [industry](http://en.wikipedia.org/wiki/Industry) and the [means of production](http://en.wikipedia.org/wiki/Means_of_production) are [privately controlled](http://en.wikipedia.org/wiki/Private_property) and operated for a [profit](http://en.wikipedia.org/wiki/Profit_%28economics%29);
3. a social and political system existing in Europe during the Middle Ages, based on the relationship between lord and vassal, when the people provided labour and military service to a lord in return for the use of his land;
4. things used by human labourers to create products, including [machines](http://simple.wikipedia.org/wiki/Machine), tools, materials, plant and [equipment](http://simple.wiktionary.org/wiki/equipment), [land](http://simple.wikipedia.org/wiki/Land_%28economics%29), [raw materials](http://simple.wikipedia.org/wiki/Raw_material), [money](http://simple.wikipedia.org/wiki/Money), power generation, and so on;
5. the ruling class of the two basic classes of capitalist society, consisting of capitalists, manufacturers, bankers, and other employers;
6. a specific combination of [productive forces](http://en.wikipedia.org/wiki/Productive_forces) and [relations of production](http://en.wikipedia.org/wiki/Relations_of_production).

**Reading and speaking**

**1. Read the text and find the answers to the following questions:**

a. In Marx’s opinion, why was it necessary to make changes in the class structure?

b. What is the basic reason for conflict between classes?

c. In what way do classes differ within capitalism?

d. What is the core idea of the functionalist view on the class system?

e. How do conflict theorists view the reasons for social inequality?

f. According to conflict theorists, who does the dominant ideology serve to?

**Karl Marx’s View of Class Differentiation**

Marx was concerned with stratification in all types of human societies, beginning with primitive agricultural tribes and continuing into feudalism. But his main focus was on the effects of class on all aspects of nineteenth-century Europe. The plight of the working class made him feel that it was imperative to strive for changes in the class structure of society.

In Marx’s view, social relations during any period of history depend on who controls the primary mode of economic production. Differential access to scarce resources shapes the relationship between groups. Thus, under the feudal estate system, most production was agricultural, and the land was owned by the nobility. Peasants had little choice but to work according to terms dictated by those who owned the land.

Using this type of analysis, Marx examined social relations within capitalism – an economic system in which the means of production are largely in private hands and the main incentive for economic activity is the accumulation of profits. Marx focused on the two classes that began to emerge as the estate system declined – the bourgeoisie and the proletariat. The bourgeoisie, or capitalist class, owns the means of production, such as factories and machinery, while the proletariat is the working class. In the process of maximizing profit the bourgeoisie exploits workers, who must exchange their labour for subsistence wages. According to Marx, exploitation of the proletariat will inevitably lead to the destruction of the capitalist system. The proletariat will overthrow the rule of the bourgeoisie and the government representing the interests of capitalists and will eliminate private ownership of the means of production. In his rather utopian view, classes and oppression will cease to exist in the post-revolutionary workers’ state.

Functionalist and conflict sociologists offer contrasting explanations for the existence and necessity of social stratification.

Functionalists maintain that a differential system of rewards and punishments is necessary for the efficient operation of society.

Society must distribute its members among a variety of social positions. It must not only make sure that these positions are filled but also see that they are staffed by people with the appropriate talents and abilities. Rewards, including money and prestige, are based on the importance of a position and the relative scarcity of qualified personnel. Yet this assessment often devalues work performed by certain segments of society, such as women’s work as homemakers or occupations traditionally filled by women.

Social inequality is necessary so that people will be motivated to fill functionally important positions. Society must use some type of reward to motivate people to enter unpleasant or dangerous jobs. But this approach doesn’t explain the high salaries our society offers to professional athletes or entertainers on the basis of the importance of these jobs to the survival of society. It also does not explain the wide disparity between the rich and the poor.

Conflict theorists argue soundly that competition for such scarce resources as wealth, status, and power results in significant political, economic, and social inequality.

The powerful of today want society to run smoothly so that they can enjoy their privileged positions. Because the status quo suits those with wealth, status, and power, they have a clear interest in preventing, minimizing, or controlling societal conflict.

One way for the powerful to maintain the status quo is to define and disseminate the society’s dominant ideology. From a conflict perspective, the social significance of the dominant ideology is that a society’s most powerful groups and institutions not only control wealth and property, but, even more important, they control the means of producing beliefs about reality through religion, education, and the media.

The powerful, such as leaders of government, also use limited social reforms to buy off the oppressed and reduce the danger of challenges to their dominance. For example, minimum wage laws and unemployment compensation unquestionably give some valuable assistance to needy men and women. In the view of conflict theorists, such maneuvers can never entirely eliminate conflict, since workers will continue to demand equality, and the powerful will not give up their control of society.

**2. Using the information in the text say what is true (T) and what is false (F). Correct the false statements.**

1. Class is a group of persons sharing the same relationship to the means of production.

2. Society is based on an unequal distribution of advantage.

3. The more profit the capitalists accumulate, the less reasons the proletariat has to overthrow the rule of the bourgeoisie.

4. Rewards including money and prestige should be obtained by every member of a society no matter how important his social position is.

5. The more functionally important position a person occupies the higher salary he gets as is the case with professional athletes or entertainers.

6. Conflict theorists don’t agree that competition for wealth, status, and power leads to significant political, economic, and social inequality.

7. The capitalists are not interested in developing societal conflict.

8. The powerful shape people’s ideas about world and society through different social institutions and mass media.

9. The easy way to eliminate conflict for a government is to raise minimum wage and pay unemployment compensation.

10. In the view of conflict theorists social reforms won’t remove the antagonisms between classes.

**3. What scarce resources are mentioned in the text? Think of some more.**

**4. Examine stratification from the functionalist and conflict perspectives.**

**5. Why has social inequality developed in human societies?**

**6. How much is differentiation among people actually essential?**

**Vocabulary 2**

**1. Using the appropriate suffixes give the nouns related for the following:**

a) *-tion, -ment, -al, -ance*

to stratify, to produce, to accumulate, to exploit, to govern, to explain, to punish, to operate, to assess, to survive, to compete, to signify, to dominate, to assist;

b) *-ity*

noble, active, various, able;

c) *-ship, -ism*

relation, capital, owner.

**2. Using the suffixes *-al, -ic, -ent, -ous, -ant, -ful* give the adjectives related for the following:** agriculture, to differentiate, economy, efficiency, danger, significance, politics, society, dominance, power.

**3. Find the following words in the text and determine parts of speech they belong to:** primitive, imperative, incentive.

**4. Using the prefixes *dis-, de-, un-* give negatives related for the following:** to value, pleasant, parity, employment, questionably.

**5. Match the right and the left hand columns to make noun-noun partnerships which occur in the text:**

|  |  |
| --- | --- |
| class  estate  subsistence  conflict  wage  unemployment | system  perspective  compensation  structure  wages  laws |

**6. Combine as many words listed below into meaningful two or three word expressions as possible:** agricultural, high, dominant, disparity, primitive, ideology, dangerous, resources, qualified, jobs, scarce, tribes, wide, salaries, personnel, unpleasant.

**7. Look through the text and find the nouns that go with the following verbs:** to strive for, to shape, to own, to maximize, to exploit, to overthrow, to staff, to fill, to buy off, to reduce, to eliminate, to demand.

**8. Complete the sentences with the active vocabulary. Use the word combinations from the box:**

|  |  |  |
| --- | --- | --- |
| scarce resources | subsistence wage | unemployment compensation |
| bourgeoisie | means of production | sociological perspectives |
| wide disparity | mode of production |  |

1. There are three \_\_\_\_\_ on social problems: functionalism, conflict theory, and interactionism. 2. A survey of the 251 largest law firms found \_\_\_\_\_ in women’s presence at firms. 3. Water and air can be related to \_\_\_\_\_ in the sense that they will eventually run out. 4. Artisans get more than \_\_\_\_\_, they are paid enough to cover food, shelter; their children can go to school and have access to medical care. 5. We have distributed over $4 million of \_\_\_\_\_ recently – money that directly helps unemployed families pay for housing, food and other necessities. 6. \_\_\_\_\_\_ is the way in which a society goes about producing goods and services, consisting of the forces and relations of production. 7. \_\_\_\_\_ form the economic basis of a society. 8. The need of a constantly expanding market for its products chases the \_\_\_\_\_ over the entire surface of the globe.

**LANGUAGE REVIEW**

**Sentence structure: reported questions**

**1. Study the following sentences and say what the actual words of the speaker were.**

1. She asked which books were read more often. 2. I was interested to know whose report was being discussed then. 3. The visitors would like to know when they would be given the definite answer. 4. We asked how that had happened. 5. You inquired how often our company’s cars were serviced. 6. The supervisor demanded to know if anything was being done to solve the problem. 7. They wondered whether the project would have been approved by January. 8. She wanted to know whether or not she would be allowed to participate in the discussion. 9. He asked if I had been given the questionnaire. 10. The interviewer wanted to know whether I was married.

**2.****Write these sentences as reported questions using the prompts in brackets. Make any changes you may find necessary.**

* “What’s your name?” he asked (wanted to know). *– He wanted to know what my name was.*

1. “Who do you want to talk to?” she said (asked). 2. “When does the lecture begin?” I asked. (asked) 3. “Why won’t you let me in?” he shouted. (demanded to know) 4. “Who did you see at the conference?” my colleague said. (wondered) 5. “Where are you going?” his friend asked. (was interested to know) 6. “Why didn’t the police report the crime?” the judge asked. (inquired) 7. “How long have you been studying German?” the teacher asked. (wondered) 8. “What were they working at last month?” the boss asked. (wanted to know) 9. “How many pages had she typed by the end of the day?” the manager asked. (asked) 10. “How often have you checked your assistant’s reports?” the inspector asked. (inquired)11. “Why are you so late?” the manager asked (demanded to know). 12. “When are you seeing the director?” he asked (wanted to know). 13. “Which topic did you choose?” I asked (wondered). 14. “How long have you worked here?” she asked (was interested to know). 15. “Which problem were you discussing when I came in?” he said (asked). 16. “By what time will they have finished?” we asked (wanted to know). 17. “What will you be doing from 9 till 11 tomorrow morning?” they asked (wondered). 18. “Since when have you been living here?” the reporter asked. (was interested to know)

**3. Put the verbs in brackets into the correct form.**

1. I asked the man if he ever (take) part in such surveys. 2. She wondered whether we (remember) that incident. 3. He’d like to know whether our children (go) to the university after leaving school. 4. The interviewer asked how long I (practice) that sport. 5. The TV viewers wondered why the yesterday’s show (cancel). 6. They wanted to know when the exam results (announced). 7. The police inquired why the door of their office (not/lock) the previous evening. 8. We were interested to know since when he (write) that book. 9. She asked whether that woman still (wait) to see the boss. 10. The reception girl asked whether we (be going) to wait or (like) to come later. 11. I asked my neighbour if he ever (travel) by air before. 12. He asked me whether I (intend) to go to the university.

**LESSON 3**

**Vocabulary 1**

**1. Look through the following international words and try to guess their meaning:** resource *n*, chance *n*, prestigious *adj*, mobility *n*, horizontal *adj*, vertical *adj*, dramatic *adj*.

**2. Complete the following sentences with the words from Exercise 1.**

1. Society has to give prisoners a second \_\_\_\_\_ when they come out of jail. 2. Upward \_\_\_\_\_ is the sign of a successful society. 3. The government doesn’t have the \_\_\_\_\_ to hire the number of teachers needed. 4. The famous writer has been given a \_\_\_\_\_ literary award.

**3. Translate the following sentences paying attention to the word “*dramatic*” which is a “false friend”.** (Remember that a “false friend” is a word in a second language that closely resembles a word in somebody’s first language but means something different.)

1. In another dramatic storm on June 12, lightning struck a home at Willow Springs Road, zapping electronics and starting a fire. 2. A three-year-old boy survived a dramatic three-story fall from an open hotel window Thursday afternoon, landing on a hedge below. 3. Millions of Americans are making dramatic career turnabouts in this withering recession. 4. TP Materiels says its recently launched new website has attracted a dramatic increase in sales, defying (ignoring) the current economic downturn. 5. Many people experience dramatic weight loss of anything up to 30 pounds in 1 month when take acai berry pills. 6. The demographic composition and preferred lifestyle of religious communities in the US are undergoing dramatic changes.

**Reading AND SPEAKING**

**1. Before reading the text think of the following.**

a. Do you think that people belonging to different classes have the same life chances?

b. Is the social mobility in the class society possible?

**2. Read the text and answer the following questions.**

1. What is understood by life chances?

2. Do the poor and the rich have the same life chances?

3. Are different spheres of life affected by the person’s class position? Give the examples from the text to prove your idea.

4. What examples of social mobility in a class society are given in the text?

5. In what way do open class system and closed class system influence the amount of social mobility in a society?

6. What types of social mobility are described in the text?

7. What examples of intergenerational and intragenerational mobility are given in the text?

**Class position**

According to Max Weber people’s life chances are their opportunities to provide themselves with material goods, positive living conditions, and favourable life experiences. Life chances are reflected in such measures as housing, education, and health. Occupying a higher position in a society improves your life chances and brings greater access to social rewards. By contrast, people in the lower social classes are forced to devote a larger proportion of their limited resources to the necessities of life.

The affluent and powerful not only have more material possessions than others; they also benefit in many nonmaterial ways. For example, children from higher-income families in the United States are much more likely to attend prestigious college than are children from less affluent families.

Class position also affects health in important ways. Indeed, class is increasingly being viewed as an important predictor of health, as the affluent avail themselves of improved health services while such advances bypass poor people. The chances of a child’s dying during the first year of life are much higher in poor families than among the middle class. There are also differences in the death rates of the poor and the affluent. Studies on health data in the United States document the impact of class on mortality.

Like disease, crime can be particularly devastating when it attacks the poor. People in low-income families are more likely to be assaulted, raped, or robbed than were the most affluent people. Furthermore, if accused of a crime, a person with low income and status is likely to be represented by an overworked public defender. Whether innocent or guilty, such a person may sit in jail for months, unable to raise bail.

Wealth, status, and power may not ensure happiness, but they certainly provide additional ways of coping with one’s problems and disappointments. For this reason, the opportunity for advancement is of special significance to those who are on the bottom of society looking up. These people want the rewards and privileges that are granted to high-ranking members of a culture.

**Social Mobility**

But how significant – how frequent, how dramatic – is mobility in a class society such as the United States? Ronald Reagan’s father was a barber, and Jimmy Carter began as a peanut farmer, yet each man eventually achieved the most powerful and prestigious position in our country. The rise of a child from a poor background to the presidency – or to some other position of great prestige, power, or financial reward – is an example of social mobility. The term social mobility refers to movement of individuals or groups from one position of a society’s stratification system to another.

Sociologists use the terms open class system and closed class system to indicate the amount of social mobility in a society. Аn open system implies that the position of each individual is influenced by the person’s achieved status. An open class system encourages competition between members of society, reduces barriers to mobility faced by women, racial and ethnic minorities, and people born in lower social classes. At the other extreme of social mobility is the closed system, in which there is little or no possibility of moving up. The slavery and caste systems of stratification are examples of closed systems. In such societies, social placement is based on ascribed statuses, such as race or family background, which cannot be changed.

There several types of social mobility. An airline pilot who becomes a police officer moves from one social position to another of the same rank. Each occupation has the same prestige ranking: 60 on a scale ranging from a low of 0 to a high of 100 (see table below). Sociologists call this kind of movement horizontal mobility. However, if the pilot were to become a lawyer (prestige ranking of 75), he or she would experience vertical mobility, the movement from one social position to another of a different rank. Vertical mobility can also involve moving downward in a society’s stratification system, as would be the case if the airline pilot becomes a bank teller (ranking of 43).

|  |  |  |  |
| --- | --- | --- | --- |
| **Occupation** | **Score** | **Occupation** | **Score** |
| Physician | 86 | Secretary | 46 |
| Lawyer | 75 | Insurance agent | 45 |
| Dentist | 74 | Bank teller | 43 |
| College professor | 74 | Nurse’s aide | 42 |
| Architect | 73 | Farmer | 40 |
| Clergy | 69 | Correctional officer | 40 |
| Pharmacist | 68 | Receptionist | 39 |
| Registered nurse | 66 | Barber | 36 |
| High school teacher | 66 | Child care worker | 35 |
| Accountant | 65 | Hotel clerk | 32 |
| Airline pilot | 60 | Bus driver | 32 |
| Police officer and detective | 60 | Truck driver | 30 |
| Prekindergarten teacher | 55 | Salesworker (shoes) | 28 |
| Librarian | 54 | Garbage collector | 28 |
| Firefighter | 53 | Waiter and waitress | 28 |
| Social worker | 52 | Bartender | 25 |
| Electrician | 51 | Farm worker | 23 |
| Funeral director | 49 | Janitor | 22 |
| Mail carrier | 47 | Newspaper vendor | 19 |

One way of examining vertical social mobility is to contrast intergenerational and intragenerational mobility. Intergenerational mobility involves changes in the social position of children relative to their parents. Thus, a plumber whose father was a physician provides an example of downward intergenerational mobility. A film star whose parents were both factory workers illustrates upward intergenerational mobility.

Intragenerational mobility involves changes in social position within a person’s adult life. A woman who enters the paid labour force as a teacher’s aide and eventually becomes superintendent of the school district experiences upward intragenerational mobility. A man who becomes a taxicab driver after his accounting firm goes bankrupt undergoes downward intragenerational mobility.

**3. Using the information in the text say what is true (T) and what is false (F). Correct the false statements.**

1. All the people have equal life chances regardless of their belonging to a definite class.

2. A person should occupy a higher position in a society to provide for the best education of his children.

3. People belonging to different classes have the same opportunities in the health sphere.

4. The mortality rate is higher among poor people.

5. A person with low income and status is likely to commit crimes more often.

6. Wealth, status, and power guarantee happiness.

7. An open class system complicates social mobility.

8. If the son of an unskilled worker becomes an accountant, he is socially mobile in terms of intergenerational mobility.

9. If a person begins her or his working life as an unskilled manual worker and ten years later is employed as an accountant, she or she is socially mobile in terms of intergenerational mobility.

**4. The occupations in the table are listed according to the prestige assigned by persons taking part in the surveys. Think and answer.**

a. In what ways are your rankings similar to the rankings in the table?

b. Why are particular occupations consistently ranked higher than others?

c. What factors do you think might affect prestige rankings within the next decade?

d. Do you think that some of the “lower ranked” occupations might increase in prestige? Why or why not?

**5. Go through the following list, writing down for each one:**

* upward mobility;
* downward mobility;
* no change;
* intergenerational;
* intragenerational.

1) a nurse who decides to become a labourer on a building site;

2) a daughter of a miner who becomes a bank manager;

3) a teacher who decides to retrain as a social worker;

4) a doctor’s son who becomes a taxi driver;

5) an immigrant from a poor farming background in Africa who gets a job in Britain as a farm labourer;

6) the daughter of a skilled manual worker who becomes a routine clerical worker;

7) a postal worker who becomes a traffic warden;

8) a pilot whose son becomes a police constable;

9) the owner of a small shops whose daughter becomes an assistant manager in a large supermarket;

10) a sales assistant in a shop who becomes a priest.

**Vocabulary 2**

**1. From the words given below in a) and b) pick up those having the synonymic meaning:**

a) opportunity *n*, take advantage, influence *n*, mean *v*, thieve *v*, make use of, frustration *n*, experience *v*;

b) benefit *v*, avail of *v*, imply *v*, impact *n*, chance *n*, undergo *v*, rob *v*, disappointment *n*.

**2. From the following words make seven noun-noun partnerships which occur in the text:** chance, rate, stratification, life, system, family, experience, health, background, death, data, race.

**3. Using the information in the text say what verbs and adjectives can be used with the following nouns:** conditions, competition, problems, rewards, barriers, position, example, life.

**4. Find all the phrases with the word *mobility*. Explain their meaning.**

**5. Comment on the meaning of the prefixes *over-, non-, un-*. Using them give the words related for the following:** material, to work, able.

**6. Using the suffixes *-or, -er* give the nouns related for the following:** to predict, to barb, to farm, to defend. **Comment on the meaning of these suffixes.**

**7. Explain the use of the articles with the following words, then translate the words:** the affluent, the poor, the powerful.

**8. See how many words you have learned from the text. Use the clues to complete the puzzle.**

**Across:** 5) to avoid (something) by going around it (para 3)

6) the right to enter (para 1)

9) promotion, as to a higher rank; progress (para 5)

10) to give all of your time and energy to something (para 1)

12) having a lot of money or owning a lot of things; rich (para 2)

**Down:** 1) to say that someone has done something morally wrong, illegal or unkind (para 4)

2) advantageous (para 1)

3) not guilty of a particular crime (para 4)

4) to make a sudden, violent attack on (para 4)

7) something given in exchange for a useful idea, good behavior, excellent work, etc. (para 1)

8) having good reputation; respected (para 2)

11) responsible for breaking a law (para 4)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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|  | | | | | | | | **2** | **3** |  |  | |  | **4** |  |
| **5** | |  | |  | |  |  | |  |  |  |  | **6** |  |  |  |  |  |
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| **10** |  | |  | |  | |  |  |  |  | **11** |
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| **12** | |  |  |  |  |  |  |  |
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**9. Use the words from the puzzle to complete the sentences.**

1. Visitors to the 192.com site can now \_\_\_\_\_ a company’s credit report from most business search results or directly through a dedicated portal. 2. Posting news on the Internet \_\_\_\_\_ traditional news sources such as radio and TV. 3. All she was interested in was the \_\_\_\_\_ of her own career. 4. She has \_\_\_\_\_all her energies to the care of homeless people. 5. The 23-year-old victim was seriously \_\_\_\_\_ by three men: he was punched and kicked on the head and body and had to be taken to Edinburgh Royal Infirmary by ambulance. 6. “Midland” targets the excellent potential and the \_\_\_\_\_ investment climate of Quebec to make the discovery of new world-class deposits of gold. 7. The British actress was named best actress on Saturday, at the \_\_\_\_\_ ceremony in Barcelona. 8. The \_\_\_\_\_ of motherhood outweigh the difficulties. 9. The jury has to decide whether a person is \_\_\_\_\_ or \_\_\_\_\_ of a crime. 10. “It wasn’t my fault.” “Don’t worry, I’m not \_\_\_\_\_ you.” 11. These are highly \_\_\_\_\_ neighborhoods – 3 times more people than average earn over £ 40,000 per annum.

**LANGUAGE REVIEW 1**

**Sentence structure: reported orders, requests and instructions**

**1. Study the following sentences and say what the actual words of the speaker were.**

1. She advised them to phone the police. 2. They invited me to have dinner with them. 3. He ordered me to fetch the documents. 4. They persuaded us to stay for the night. 5. We were forbidden to enter his study. 6. They were instructed not to touch those things. 7. His parents taught him not to speak with strangers. 8. She warned them to keep away from her house. 9. They encouraged the graduates to take up research. 10. The doctor urged her to go to hospital.

**2. Write these sentences in reported speech. Make all necessary changes.**

1. Have your passports ready, please. (The customs officer told us) 2. Finish the job tonight, please. (My boss asked me) 3. Leave your keys on the desk, please. (The receptionist reminded us) 4. Come to work in time, will you? (My colleague asked) 5. Will you open the door for me? (The old lady asked) 6. Would you proofread my report, please? (I asked my fellow student) 7. Do sit down! (The hostess asked us) 8. Don’t use the telephone for personal calls. (The manager warned the staff) 9. Don’t shoot! (The police officer ordered) 10. Don’t ever press this button. (He instructed us).

**LANGUAGE REVIEW 2**

**Sentence structure: reportedsuggestions and offers**

**1. Report the following sentences.**

1. Let me explain to you how to use the photocopier. 2. Shall I give you a lift into town? 3. I’ll get all your papers ready for the meeting, shall I? 4. Let me call you when I’m a bit less busy. 5. Shall I have them make all the arrangements for the seminar? 6. Let’s turn on the radio to listen to the news. 7. Let’s take up that issue a bit later, shall we? 8. Shall we listen to one more report? 9. Let’s consider it but don’t let’s make any promises. 10. Don’t let’s start arguing until we get all information. 11. Don’t let’s underestimate the opponents’ arguments. 12. Why not take part in the “round table” discussion? 13. How about speaking to the manager after the meeting? 14. How about going to this lecture? 15. Why not sort out the problem right now?

**Final Tests**

1. **Read each question carefully and then select the best answer.**

1. The most extreme form of legalized inequality for individuals or groups is what?

|  |  |
| --- | --- |
| a) castes | c) slavery |
| b) social class | d) indentured servitude |

2. Which stratification system is a social ranking based primarily on economic position in which achieved characteristics can influence social mobility?

|  |  |
| --- | --- |
| a) castes | c) slavery |
| b) social class | d) indentured servitude |

3. Which stratification system generally determines one’s occupation or role as a religious functionary?

|  |  |
| --- | --- |
| a) castes | c) slavery |
| b) social class | d) indentured servitude |

4. Sociologist Daniel Rossides places elementary school teachers and nurses – in which social class?

|  |  |
| --- | --- |
| a) upper-middle | c) lower |
| b) lower-middle | d) working |

5. No theorist stressed the significance of class for society – and for social change – more strongly than whom?

|  |  |
| --- | --- |
| a) Max Weber | c) Karl Marx |
| b) Daniel Rossides | d) Kingsley Davis |

6. According to Marx, exploitation of the proletariat will inevitably lead to

|  |  |
| --- | --- |
| a) the emergence of capitalism | c) the emergence of socialism |
| b) the destruction of capitalism | d) the destruction of socialism |

7. Which sociological perspective maintains that a differential system of rewards and punishments is necessary for the efficient operation of society?

|  |  |
| --- | --- |
| a) functionalist | c) feminist |
| b) conflict | d) interactionist |

8. Hereditary systems of rank, usually religiously dictated and tending to be fixed and immobile, are referred to as

|  |  |
| --- | --- |
| a) social classes | c) socioeconomic groups |
| b) class divisions | d) castes |

9. \_\_\_\_\_\_\_\_\_\_ mobility involves changes in social position within a person’s adult life.

|  |  |
| --- | --- |
| a) Intragenerational | c) Horizontal |
| b) Intergenerational | d) Vertical |

10. Airline pilot and police officer have the same occupational prestige ranking. Suppose that a former airline pilot becomes a police officer. Sociologists call this kind of movement \_\_\_\_\_\_\_\_\_\_ mobility.

|  |  |
| --- | --- |
| a) vertical | c) intragenerational |
| b) intergenerational | d) horizontal |

**2. Mark the following statements true (T) or false (F).**

1. Castes are hereditary systems of rank, usually religiously dictated, which tend to be fixed and immobile.

2. Caste membership is an achieved status.

3. The boundaries between social classes are precisely defined.

4. Marx’s analysis focused on the two classes that began to emerge as the estate system declined – the bourgeoisie and the proletariat.

5. No theorist stressed the significance of class for society, and for social change, more strongly than Max Weber.

6. In the view of both Karl Marx and Max Weber, society must distribute its members among a variety of social positions.

**Topics for Project**s

1. Complete your family tree looking at social mobility among your own family.

2. Compare the social mobility in the United States with the one in Ukraine.

3. Make up a list of 20 occupations representing the kinds of jobs that you and your classmates are likely to be doing after graduation. Give this list to several friends and ask them to rank all 20 occupations from 1 (most prestigious) to 20 (least prestigious). How much agreement is there regarding the prestige rankings of these jobs? What do your results indicate about the *structured* aspect of stratification?

4. Write a short essay in which you compare the everyday lives of two fictitious characters: a 25-year-old man who possesses extraordinary wealth *versus* a 25-year-old man who experiences extreme poverty. Specifically, compare them on such things as (a) what they are likely to do at leisure, (b) where they are likely to live, (c) their family lives, (d) health care, and (e) their jobs. Explain how each man – the wealthy and the poor – got that way and what the poverty-stricken man might do to improve his social position.

**Internet Connection**

1. Visit the Economic Policy Institute’s website (<http://www.epi.org/>). Click on “About” to find out the aim of creating this organization. Then return to the homepage and click on “Jobs, Wages and Living Standards” and “Labor Policy”. Using information of the site, comment on waging inequality in the USA. Click on EPI In The News, [Latest Research](http://www.epi.org/latest_research/) [Analysis,](http://www.epi.org/analysis_and_opinion/) [Economic Snapshot](http://www.epi.org/#tab4) (pay attention to More Snapshots in the right sidebar). Find out data closely connected with the topic of the Module. Summarize information and be ready to present it in the group.

2. CEOs of U.S. corporations are handsomely compensated relative to CEOs in other industrialized nations. The AFL-CIO maintains an extensive database of the compensation companies offer their executives (<http://www.aflcio.org/Corporate-Watch/CEO-Pay-and-You>). Visit the site to find out what CEOs are making at companies familiar to you.

a. Click on “Trends in CEO Pay”. Find out what’s behind growing CEO pay. Summarize the arguments presented.

b. Click on “Case Studies” to find out more about CEO pay in the world-known companies.

c. Return to the main page and select “CEO Pay Database” in the left sidebar. Select a company. Find out how the pay package of the CEO of this company compares with yours or someone in your family.

**SELF-STUDY**

**GRAMMAR REFERENCE**

**I**

**SENTENCE STRUCTURE**

**Complex sentences**

Sentences containing a main clause and one or more subordinate clauses are called complex sentences. There are three main kinds of subordinate clause: adverbial clauses, relative clauses and reported clauses.

**1. Adverbial clauses**

There are eight types of adverbial clause.

|  |  |
| --- | --- |
| **Kind of clause** | **Main conjunctions** |
| Time clauses | when, whenever, before, after, since, while, as, once, till, until |
| Conditional clauses | if, unless, as long as, provided/providing that, on condition that |
| Purpose clauses | in order to, so that |
| Reason clauses | because, since, as, in case |
| Result clauses | so (that), so \_\_\_ that, such \_\_\_ that |
| Concessive clauses (contrast and exceptions) | although, (even) though, while, even if, whereas, except that |
| Place clauses | where, wherever |
| Clauses of manner (manner and comparisons) | as, (in) the way, as if/though |

**Use of tenses in adverbial clauses**

**(A) Time clauses:**

When we are talking about the past or the present, the verb in a time clause has the same tense that it would have in a main clause or in a simple sentence.

*Once the environmental damage is done, it takes many years for the system to recover.*

*Her father left the family when she was young.*

However, if the time clause refers to something that will happen or exist in future, we use the *Present Simple.*

*When he comes, I will show him round.*

If we mention an event in a time clause which will happen before an event referred to in the main clause, we use the *Present Perfect.*

*We won’t start the project until we have raised enough money.*

**(B) Conditional clauses**

When we are talking about a possible future occurrence, we use the *Present Simple* in the subordinate clause, and the *Future Simple* in the main clause.

*Some men will be a failure in life unless they are pushed.*

**(C) Purpose clauses**

If the verb in the main clause is in a present tense, we usually use one of the modals (*can, may, will*) in the sub-clause.

*It’s best to be as short and clear as possible in order that there may be no misunderstanding.*

If the verb in the main clause is in a past tense, we usually use *could, might, should* or *would* in the sub-clause.

*He said he wanted the repot ready by twelve so that he could take it to the briefing.*

Note: In formal English, *lest* is sometimes used to say what action someone intends to prevent.

*He left without saying good-bye lest anybody should stop him.* (*= He left without saying good-bye so that nobody would stop him*).

**(D) Reason clauses**

When talking about a possible future situation which is someone’s reason for doing something, we use *(just) in case* andthe *Present Simple* in the reason clause.

*I am here just in case anything out of the ordinary happens.*

When we are talking about someone’s reason for doing something in the past, we use the *Past Simple*.

*He took an overcoat in case the wind rose.*

**(E) Result clauses**

Result clauses always come after the main clause. Verb tenses are used according to general rules.

*The young do not have the money to save and the old are consuming their savings, so it is mainly the middle-aged who are saving.*

*Explain it so that a 10-year-old could understand.*

*We found so much to talk about that it was late at night when we remembered the time.*

*It was such an interesting report that everyone listened carefully.*

**(F) Concessive clauses**

Concessive clauses can be used to show contrast or exceptions. Verb tenses are used according to general rules.

*I used to read a lot although I don’t have much time for books now.*

*To every child adult approval means love, whereas disapproval means hate.*

*Nobody said a thing except that one or two asked me if I was better.*

**(G) Place clauses**

Verb tenses are used according to general rules.

*Wherever we went, people were very friendly.*

**(H) Manner clauses**

Manner clauses are used when we want to talk about someone’s behaviour, the way something is done, or to compare the way something is done with the way someone else does it.

*I don’t understand why he behaves as he does.*

*We have to make it work in the way that we want to.*

We use a past tense in the manner clause even when we are talking about the present, to emphasize that the information is not true. In formal English, *were* is used instead of *was*.

*She treats us as though we were her servants or slaves.*

*You feel as if you were the centre of the universe.*

**2. Relative adjective clauses**

**(A) Relative clauses with *who,* *which, that* and *whose***

Relative clauses identify which person or thing we are talking about. The relative pronouns *who, which* and *that* go after the noun and at the beginning of the relative clause.

*Who* refers to people.You can also use*that*, but it is less usual:

*The person whom the police were questioning has now been released. The people that live next door are not very friendly.*

*That* and *which* refer to things. *That* is more usual than *which*, especially in conversation. *Which* can be a little formal:

*The postcard that came this morning was from Professor Eastwood.*

*Is Phoenix the product which was the market leader last year?*

*Electronics is a subject about which I know very little.*

A relative pronoun can be either the subject or the object of the relative clause.*Whom*is used in formal English when the object of the relative clause is a person:

*The man who spoke to us is Sarah’s boss.*

*The man who*(*m*) *we saw at the reception is Sarah’s boss.*

*The manager is the person from whom I obtained the figures*

You can leave out the relative pronoun when it is the object of the clause:

*The man we saw at the reception is Sarah’s boss.*

*Is this the article you were interested in?*

Note: The relative pronoun *what***,** which means *“the thing*(*s*) *that”*, is used to introduce a relative noun clause:

*What we saw gave us quite a shock.*

*The shop didn’t have what we wanted.*

*Whose* is used in relative clauses instead of *his, her, their*and sometimes*its***:**

*The other day I met a man whose wife works in television.*

*Which is the European country whose economy is growing the fastest?*

**(B) Relative clauses with*, where, when and why***

You can use the relative adverb *where*in a relative clause to talk about a place:

*I recently went back to the town where I was born* (= *the town* (*that*) *I was born in*)*.*

*This is the place where the accident happened.*

*When* is used to talk about time and *why*to give reason. You can leave out therelative adverb*when*or *why*, or you can use the relative pronoun *that:*

*Do you remember the day* (*when/that*) *we first met?*

*The reason* (*why/that*) *I’m phoning is to inquire about the date of the meeting.*

**3. Relative noun clauses**

A relative noun clause begins with *that*, *a wh-word*, or *if/whether.* Noun clauses can be the subject, the object, or the complement (part of the verb phrase).

**(A) Subject clauses**

We sometimes use a noun clause as the subject of a sentence. But it is more usual to put the subject clause at the end of the sentence. We cannot leave out *that* when the clause is the subject.

*That you want to be independent is only natural. – It’s only natural that you want to be independent.*

Note: We can use *whether*(but not *if*) when the clause is the subject.

*Whether they are going to agree is not yet clear.*

**(B) Object clauses**

In informal English we can often leave out *that.*

*I can’t believe (that) anyone would be so stupid.*

**(C) Complement (predicative) clauses**

A noun clause can be part of a verb phrase (predicative), i.e. a complement after *be*.

*The truth is that I don’t get on well with my fellow students.*

**4. Reported Clauses**

One way of reporting what someone has said is to repeat their actual words.

*“It’s out of the question,” she said.*

Sentences like this are called *direct speech*. But such structures are used more in stories than in conversation. In conversation, you normally give an idea of what someone said using your own words.

*She said that it was out of the question.*

Sentences like this are called *reported (*or*indirect) speech*. You usually use a past tense of the reporting verb when you are reporting something said in the past.

*Mrs Brighton asked what happened.*

However, you can use a present tense of the reporting verb, especially if you are reporting something that is still true.

*He says he wants to see you this afternoon.*

If you are using a present tense of the reporting verb, you use the same tense in the reported clause as for an ordinary direct statement.

*The secretary says the manager hasn’t arrived**yet.* (*“The manager hasn’t**arrived**yet,” the secretary said.*)

If you are using a past tense of the reporting verb, you usually put the verb in the reported clause into the appropriate past tense.

*The secretary said the manager hadn’t arrived**yet.*

A present tense is sometimes used to emphasize that the situation still exists or to report general truths.

*I told him that I prefer speaking face-to-face.*

*At our physics lessons we learned that water freezes at 100 degrees Centigrade.*

Below is the table showing the shift of tenses in reported clauses:

|  |  |
| --- | --- |
| **Tense of verb in direct speech** | **Tense of verb in reported speech** |
| Present Simple | Past Simple |
| Present Continuous | Past Continuous |
| Present Perfect | Past Perfect |
| Present Perfect Continuous | Past Perfect Continuous |
| Past Simple | Past Perfect |
| Past Continuous | Past Perfect Continuous |
| Past Perfect | Past Perfect |
| Past Perfect Continuous | Past Perfect Continuous |
| Future Simple | Future Simple-in-the Past |
| Future Continuous | Future Continuous-in-the Past |
| Future Perfect | Future Perfect-in-the Past |
| Future Perfect Continuous | Future Perfect Continuous-in-the Past |

**(A) Reported Statements**

There are several types of reported clause. A reported clause beginning with *that* is used to report a statement or someone’s thoughts. Some common reporting verbs used in front of a that-clause are: *admit; agree; announce; answer; argue; assume; believe; claim; complain; confess; decide; deny; discover; expect; explain; feel; hint; hope; imagine; imply; insist; know; mention; notice; predict; promise; realize; remark; remember; reply; report; say; suggest; swear; think; warn.*

*They announced that the government would hold an enquiry.*

*He thought there was something wrong.*

After some reporting verbs, the hearer must be mentioned:*assure, convince, inform, notify, persuade, reassure, remind, tell.*The following verbs need the preposition *to* if you mention the hearer: *admit, announce, complain, confess, explain, hint, mention, report, suggest, swear.*

*She told me that she was a social worker.*

*I informed her that I couldn’t come to the reception.*

*I mentioned to you that I was thinking of working in that sector.*

**(B) Reported Questions**

The word order in a reported question is the same as that of a statement. To report a question the following reporting verbs and phrases can be used**:** *ask, enquire/inquire, wonder, want to know, demand to know, be interested to know, would like to know.*

**Wh-questions**

A reported clause beginning with a *wh-word* is used to report a *wh-question*.

*He asked what we lived on.*

*She enquired why I was so late.*

**Yes/no questions and alternative questions**

An *if-clause* or a *whether-clause* is used when reporting *yes/no questions*. *Whether* is used especially if there is a choice of possibilities.

*I wondered if he was going to retire soon.*

*They wanted to know whether I wanted to stay at a hotel or at their home.*

**(C) Reported Orders, Requests and Instructions**

A *to-infinitive clause* is used to report an order, a request, an instruction, a piece of advice or a warning. The most commonly used reporting verbs are: *advise, ask, beg, command, encourage, forbid, instruct, invite, order, persuade, remind, teach, tell, urge, warn****.*** The reporting verb can also be in the passive.

*“Would you give me some money?” he asked. – He begged us to give him some money.*

*“Don’t leave your car here.” – You were advised not to leave your car there.*

**(D) Reported Suggestions and Offers**

When someone makes a suggestion about what someone else should do, you report it by using a *that-clause* containing a modal *should***,** which can be omitted in formalspeech. These reporting verbs can be followed by a *that-clause* containing a modal: *advise, demand, insist, propose, recommend, suggest, urge.*

*Someone suggested that they should break in small groups.*

*He proposes that the government hold an inquiry.*

When someone makes a suggestion about what they themselves and someone else should do, you can report it using an *ing-clause* and the reporting verbs *advise, suggest, propose* or *recommend.*

*Barbara said: “Let’s hold the conference in May.” – Barbara suggested holding the conference in May.*

*The committee: “We’d better give up the original plan.” – The committee recommended giving up the original plan.*

To report an offer you can use a *to-infinitive clause* and the reporting verb *offer***.**

*“Let me carry your bag,” he said. – He offered me to carry my bag.*

**Reading**

**I**

**The Evolutionary Model**

The thinking of early sociologists was dominated by a conception of man and society seen progressing up definite steps of evolution leading through ever greater complexity to some final stage of perfection. The general evolutionary model of society is represented by a large number of specific theories. Comte, for example, delineated three great stages through which all societies must go – those of conquest, defense, and industry. For each he enunciated a parallel step in the development of man’s thought, which he conceived as progressing from the theological through the metaphysical to arrive ultimately at the perfection of Comte’s own Positive Philosophy. While Spencer’s scheme of evolution was much less grandiose, he too took the position that sociology is “the study of evolution in its most complex form.”

The evolutionary model treated society as if there were an imminence inherent in man’s social development which requires that each stage appear in turn to play its role according to “natural law.” This conception understandably tempted the promulgators of social philosophies to capture the evolutionary theory and to use it in support of their political positions. The American sociologist William Graham Sumner, for example, justified the privileges of the advantaged classes over the disadvantaged on the grounds that such differentiation was a law of nature in keeping with the principle of the survival of the fittest. Sumner, who has been labeled a “Social Darwinist,” used the idea of evolution, as had Spencer, to block efforts at reform and social change, arguing that social evolution must follow its own course, dictated by nature. “That is why,” he said,” it is the greatest folly of which a man can be capable, to sit down with a slate and pencil to plan out a new social world.”

The evolutionary approach to societal development was also used to support the arguments of the extreme left in politics. Marx and Еngels were greatly influenced by the work of the anthropologist L. H. Morgan, who sought to prove that all societies went through fixed stages of development, ground for the next. It contained within itself “the seeds of its own destruction,” and would inevitably be succeeded by that stage next “higher” on the scale of evolution. On this basis they argued that the “stage” of capitalism had so far advanced the rationalization of production and its concentration in large units as to make socialism and planning historically necessary and inevitable. They also added the idea that each era resisted the birth of the new, and concluded that the next step in social evolution could be attained only by violent revolution.

The *universal theory* of evolution grants that *every* society does not necessarily go through the same fixed stages of development. It argues, rather, that the culture of *mankind,* taken as a whole, has followed a definite line of evolution. Principles of this type are found clearly enunciated in the work of Spencer, as when he said that mankind had progressed from small groups to large and from simple to compound and doubly compound, or, in more general terms, from the homogeneous to the heterogeneous. The anthropologist Leslie White has been a leading exponent of this conception.

Still another type of evolutionary theory, which we may call the *multilinear,* has more recently emerged. Those who share this perspective attempt to explain neither the straight-line evolution of each society, nor the progress of mankind as a whole, but rather concentrate on much more limited sequences of development.

Contemporary sociologists generally look on this as rather an empty game – a kind of playing with boxes. One consequence of their neglect of history has been that sociologists played only a minor role in shaping the study of new forms of society, such as the totalitarian systems of Europe and the “new nations” emerging from tribal and colonial conditions in Asia and Africa.The growing interest of younger sociologists in the consequences of industrialism and in the resultant forms of industrial society may, however, be the path by which some types of work earlier fostered by the evolutionary perspective may be restored to a place of importance in contemporary sociology.

**Reading Comprehension**

1. Compare the evolutionary theories presented in the text and show their differences. Do they have anything in common?
2. Find the paragraph proving the fact that in any community development every previous phase is followed by a more progressive one.
3. Who of the philosophers believed it was impossible for the man to direct laws of nature?
4. Summarize the text in your own words.

**II**

**The Organismic Model: Structural-Functionalism**

Analogies between society and living organisms are as old as social thought. Plato spoke of the three different elements of society as the thinking, or rational; the feeling, or spirited; and the appetitive parts, each represented by a particular social class. The organic analogy was widely prevalent in pre-Comteian thought, and it is not surprising that it appeared very early in sociology’s history. The most important manifestation of this pattern has been in the linked concepts of “structure” and “function,” which already appear in Spencer, were used by Durkheim, and figured prominently in the work of the great sociologically oriented British anthropologists, Malinowski and Radcliffe-Brown. Through these and other channels this perspective came to have substantial influence in American sociology, particularly among students and followers of Talcott Parsons, and it is now generally known as the structural-functional school of sociology.

There are, of course, variations among structural-functionalists in emphasis, and in the completeness of their devotion to an organismic analog of society. The basic perspective of the structural-functional point of view emerges in its prime emphasis on society, and on the interrelations of its institutions, rather than on the individual or groups such as the family.

The evolutionary and functional views are not opposed to each other, but their interests and emphases are different. The evolutionary perspective is similar to Comte’s idea of “social dynamics,” whereas the structural-functional approach is a contemporary relative of his “social statics.” The evolutionist is concerned with the classification of societies according to an established evolutionary scale. Time, stages of development, and change are, therefore, central to his interest. The structural-functional approach involves a more limited time perspective. It stops the motions of the system at a fixed point in time, in order to understand how, at that moment, it works as a system. When considering a particular institution, those guided by the evolutionary perspective try to understand how the evolutionary stage of the society as a whole shapes the form of the institution. The structural functionalists will emphasize more how the institution contributed to keeping the society in operation. It is readily apparent that this approach could easily lead the functionalist to neglect the process of change – a point to which we will return shortly.

The structural-functional point of view has undoubtedly contributed significantly to the development of sociological thought and research. Many features of society which otherwise are puzzling and seem to have no reason for existence become comprehensible when seen in relation to their “function” (i.e., their contribution to the flow of social life). Thus, from a functionalist point of view, rather violent, and even individually harmful *rites de passage* may be treated as useful training in the sort of publicly sanctioned bravery and endurance which is required in a society which relies on hunting scarce or dangerous game as its chief source of food. Or the romantic love complex in our own society may be seen as serving the function of providing the “push” required to free young people from the dependence encouraged by our family system, thus getting them to accept the responsibilities of marriage.

Considering its potential universal appeal, it is interesting that the structural-functional approach is the object of regular and intense criticism. In part this criticism rests on the difficulties cited above – such as the tendency to invent functions for everything in sight. In part it rests on the tendency of those who emphasize structural-functional analysis to act as if they have themaster key to sociology. Perhaps the greatest challenge to this point of view, however, comes from those who prefer what they call a “conflict model” of society. They place “conflict” in opposition to “equilibrium,” which, in their opinion, is the most important concept for those sharing the structural-functional approach.

**Reading Comprehension**

1. What trend in sociology shows the connection between structure and function?
2. Find the essential characteristics of social structural-functional school.
3. What concepts is the criticism of the approach mentioned above based on?
4. Summarize the text in your own words.

**III**

**Equilibrium vs Conflict Models**

The equilibrium model of society is a special version of the functionalist approach. Its critics claim that it deflects attention from the facts of social tension and conflict, and therefore serves as a politically conservative influence in sociological thinking. Conservatism is not a condition inherent in the structural-functional perspective, which is quite well able to handle most problems of change. Indeed, the theory explicitly states that prolonged failure to meet certain functions will bring a dissolution of society, that a change in structure will influence ability to perform function, and that a change in one sub-structure will generally affect other sub-structures in the same system. In the special case of the equilibrium model, however, the problem of change does tend to drop out of sight in favour of concentration on the “steady state” of the system. This defect is not an inescapable characteristic of the equilibrium model, but in practice it tends to develop rather consistently.

As a special case of structural-functional analysis, the equilibrium model has some of the virtues of the former. The analogy suggested by D. Cannon’s studies does not bring anything important to what structural-functional analysis already contained, and the newly added defects are fairly obvious. First, there is no end of historical evidence that societies regularly fail to control what happens to them; they change radically and very often simply die out. Second, to apply the analogy of physiological homeostasis, we must know just what the optimal state of the system to which it should return when disturbed is. This may be clear with regard to human temperature, but it is not nearly so obvious with regard to social climate. Third, we need to know what brings the process about. In Cannon’s model the necessary adjustments are clearly built into the cell structure, the organs, and the body chemistry of the human organism, but we cannot, with equal preciseness, point out the specific “guardians of equilibrium” in society.

The sharpest criticism of the equilibrium model is launched by those who oppose to it what they call a conflict model of society. It is an illusion, they say, to believe that society, especially modern society, is in some sort of harmonious balance to the preservation of which everyone and everything is devoted. The critics of the equilibrium theory argue that far from being in a state of harmonious balance, most societies are usually experiencing conflict, particularly a conflict of interests. In other words, they maintain that rather than consensus, the basic condition of social life is dissension, arising through the competition for power and advantage between the different groups. The dominant social process, therefore, is not the steady effort to restore harmony or equilibrium, but the endless struggle between those without advantages, who wish to secure them, and those with privileges who wish either to get more or to prevent others from taking what is available. The equilibrium model, say the proponents of the conflict theory, consciously or unwittingly, becomes a support for the status quo. Instead of being a lens which sharpens our perspective and puts social reality in focus, it becomes a pair of rose-coloured glasses which distort reality, screening out the harsh facts about conflict of purpose and interest in human affairs.

Other analysis of the problem by S. Stouffer showed how we could predict the observed population movements much better by introducing the idea of “intervening opportunities.” Stouffer reasoned that the chance that people moving from a given city would settle in some other distant city should be influenced by the opportunities along the way which might initially attract the migrant and then keep him from going on.

The precise details of this study are not important to us at this point. What is relevant is the failure of a simple physical formula to account satisfactorily for a social phenomenon to which it seemed maximally applicable. The principle of least effort involves no sociological concepts – it deals with social phenomena entirely in terms of physical units – number of persons, distance, and the like.

**Reading Comprehension**

1. What challenges does the equilibrium model of society involve?
2. Focus on the model suggested by D. Cannon. Could it be obviously accepted by us?
3. Give pros and cons of “a conflict theory”.
4. Summarize the text in your own words.

**IV**

**Models, Propositions, and Truth**

Even within sociology the models of society are numerous and diverse. Naturally, the question arises: which are correct, which true, which false? The question cannot be answered. Indeed, the question itself must be rejected. All are correct, in part. Each holds a piece of the truth. No one is more nearly the absolute truth, because there is no absolute truth. To ask which is truer is to fail to understand the proper function of such models. They are devices for focusing our attention. They point to problems; they suggest relevant data; they imply appropriate techniques by which the data may be collected and methods by which they may be analyzed. A particular proposition or hypothesis may be true or false. Sometimes, of course, a model is specific enough to constitute a precise hypothesis. The unilinear theory of evolution was of that type. Most models, however, provide more general perspectives. Such models can only be useful or useless, stimulating or uninteresting, fruitful or sterile, but not true or false. To say this may seem to be admitting that sociology is not, and never can be, a science. That depends, of course, on one’s conception of science. Many people have an image of science as much more orderly, precise, and unified than it actually is. What any science knows is ordinarily summed up in a set of theories which are only partially integrated and are sometimes quite divorced one from the other. Alfred North Whitehead notes in *Science and the Modern World* that Huyghen’s wave theory of light, although it opened great vistas, failed to account for the shadows cast by obstructing objects. This the corpuscular theory of light, favored by Newton, did quite well. Whitehead says of these competing theories that since they were formulated both have had their “periods of triumph.”

Sociologists’ models are such clues. They should, therefore, not be confused with the knowledge itself to which they hopefully will lead. But since the world is endlessly diverse, there is room for many models, each a different potential clue to knowledge.

To urge that we hold to a system of open competition between different models of man and society is not to suggest that it makes no difference which one is chosen. Each model has its special time, its “period of triumph.” What makes one model suddenly productive, capable of generating studies which, one after another, excite us and spur on our research, is a complex question we cannot go into. Models seem like mines. The rich veins are quickly exhausted. Those who prefer to work in the old diggings still get some ore out, but the yield is meager. Then someone makes a strike elsewhere. A new gold rush is on as everyone dashes to the fresh field. Yet there are always the lone prospectors, following odd maps, poking around in seemingly unpromising country, one of whom may nevertheless make the next great strike.

To have too many models may, of course, be as bad as being restricted to only one. We then exchange a narrow prison cell for the soaring Tower of Babel. It is not the uses of models, however, but their abuses which should most concern us. Sociologists tend toward dogged intellectual loyalties, favouring one or another approach to the exclusion of all others. The models they prefer often become Procrustean beds from which the blithely hack away all observations which do not fit, or racks on which the facts are tortuously stretched until they take the form the model says they should have.

We must be careful to distinguish between the selective focusing of attention induced by following a particular model, and the distortion of facts perceived under its influence. Selective perception is inevitable, and probably desirable. Without it not only art, but science, could not exist. Distorted perception, however, is a more serious matter. Darwin long ago warned that false observations are a greater danger to scientific advance than false theories.

**Reading Comprehension**

1. What do you see as a major problem arising from the existing society models?
2. How does the author support his belief that theories and models have their “periods of triumph”?
3. Is there any danger in observing the models of society? Find the suitable words and phrases in the text to define it.
4. Summarize the text in your own words.

**Module 6**

**Differentiation and Inequality in the Society**

**Unit 1**

**Stratification by Gender**

**LESSON 1**

**Vocabulary 1**

**1. Study the following international words and complete the sentences below:** gender *n*,urbanize *v*,identity *n*,structure *v*,biological *adj*,genetic *adj*, physiological *adj*.

1. Deaths were down dramatically due to advances in \_\_\_\_\_ medicine. 2. [If](http://www.macmillandictionary.com/search/american/direct/?q=if) [you](http://www.macmillandictionary.com/search/american/direct/?q=you) [work](http://www.macmillandictionary.com/search/american/direct/?q=work) [at](http://www.macmillandictionary.com/search/american/direct/?q=at) [home](http://www.macmillandictionary.com/search/american/direct/?q=home), [you](http://www.macmillandictionary.com/search/american/direct/?q=you) [need](http://www.macmillandictionary.com/search/american/direct/?q=need) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [able](http://www.macmillandictionary.com/search/american/direct/?q=able) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) \_\_\_\_\_ [your](http://www.macmillandictionary.com/search/american/direct/?q=your) [days](http://www.macmillandictionary.com/search/american/direct/?q=days). 3. She decided to search for her \_\_\_\_\_ mother after her adoptive parents died. 4. The informant was given a new \_\_\_\_\_ (a different name and new official documents) for protection. 5. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [drug](http://www.macmillandictionary.com/search/american/direct/?q=drug) [produced](http://www.macmillandictionary.com/search/american/direct/?q=produced) [no](http://www.macmillandictionary.com/search/american/direct/?q=no) [obvious](http://www.macmillandictionary.com/search/american/direct/?q=obvious) \_\_\_\_\_ [response](http://www.macmillandictionary.com/search/american/direct/?q=response). 6. I think both \_\_\_\_\_ are capable of looking after children. 7. Energy use will continue growing in China and India as cities \_\_\_\_\_\_. 8. The newspaper photo apparently showed him in Rome but it was a case of mistaken \_\_\_\_\_ (it was the wrong person). 9. Discrimination on the basis of race, \_\_\_\_\_, age or disability is not allowed. 10. Women also received better schooling, and as Mexico continued to \_\_\_\_\_ and industrialize they entered the workforce in much higher numbers. 11. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [job](http://www.macmillandictionary.com/search/american/direct/?q=job) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [open](http://www.macmillandictionary.com/search/american/direct/?q=open) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [all](http://www.macmillandictionary.com/search/american/direct/?q=all) [applicants](http://www.macmillandictionary.com/search/american/direct/?q=applicants) [regardless](http://www.macmillandictionary.com/search/american/direct/?q=regardless) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [age](http://www.macmillandictionary.com/search/american/direct/?q=age), [race](http://www.macmillandictionary.com/search/american/direct/?q=race), [or](http://www.macmillandictionary.com/search/american/direct/?q=or) \_\_\_\_\_ .

**Reading and Speaking**

**1. Before reading the text, work in small groups and discuss the following points concerning gender:**

a) sex discrimination;

b) women’s social interests;

c) sexist views on a women’s role;

d) feminists’ movements.

**2. Read the text and choose the statement from the text which best expresses its main idea:**

a) modern life enables people to have many identities;

b) gender isnot simply a characteristic ofindividuals, but occurs atall levels of thesocial structure;

c) there are some important biological or genetic differences between women and men;

d) males and females encountered social life and culture through socialization.

**What is gender?**

Why study gender? Gender matters all social life – it is one of the organizing principles of the social world: it urbanizes our identities and self-concepts, structures our interactions, and is one basis upon which power and resources are allocated. Moreover, genderis a tenacious and pervasive force, its existence extending across spaceand time. Gender matters because it shapes the identities and behavioral dispositions of individuals. Researchers disagree over the means by which these characteristics are acquired and precisely how they become a part of the person, but they agree that gender enters into how people see themselves, the ways they behave, and how they view others. While modern life enables people to have many identities, gender identity may be among the most influential in shaping the standards people hold for themselves.

What is gender? Gender used to be seen as the psychological, social, and cultural aspects of maleness and femaleness – in other words, it represented the characteristics taken on by males and females as they encountered social life and culture through socialization. While a start, this conception of gender is much too narrow. Eventhose who believe that there are some important biological or genetic differences between women and men agree that the natural (i.e. biological, physiological, or genetic) and the social cannot be cleanly separated. Scientists of all kinds are discovering that these are not discrete realms. A second problem with this gender conception is the tendency to assume that gender is an exclusively individual characteristic. In this view, gender is seen as sets of traits or behavioral dispositions that people come to possess based on their assignment to a particular sex category. More often, gender is viewed asa system ofsocial practices**;** this system creates and maintains gender distinctions and it organizes relations ofinequality on thebasis ofthese distinctions. In this view, gender involves thecreation of both differences andinequalities. But which social practices aremost important in creating gender distinctionsand inequalities, and howdo these practices operate?

The features ofgender definition areimportant tokeep in mind. First, gender is asmuch a process asa fixed state. This implies thatgender is beingcontinually produced and reproduced. Stated differently, wecould saythat gender isenacted or“done”, not merely expressed. Understanding themechanisms through which this occurs is an important objective. Second, gender isnot simply a characteristic ofindividuals, but occurs at all levels of thesocial structure. This iscontained in theidea ofgender as a system ofpractices that are far-reaching, interlocked, and thatexist independently of individuals. Gender thus isa multilevel phenomenon. This insight enables us toexplore how social processes, suchas interaction, and social institutions, such aswork, embody and reproducegender. Third, this definition of gender refers to itsimportance organizing relations of inequality. Whether gender differentiation must necessarily lead togender inequality isstill a subject of debate. For now, however, theimportant point is that, asa principle of social organization, gender isone critical dimension upon which socialresources are distributed.

**3. Answer the following questions based on the text.**

1. How do scientists define gender?

2. Why is gender one of the influential forces in people’s lives?

3. What are the most important characteristics of gender?

4. What social processes are closely connected with it?

5. Why is it important to understand themechanisms through which gender is enacted?

**4. Using the information in the text mark the following statements true (T) or false (F). Correct the false statements.**

1. The way a person behaves is directly connected with gender.

2. It was assumed that social and natural differences between men and women can be viewed separately.

3. Gender is often described as a process not as a fix state.

4. Sets of traits taken on by females or males are characteristics of individuals.

5. Power and resources are allocated on the basis of reproductive principles.

6. Asfor social organization, inequality isa particular sex category.

**5. In pairs, speak of the gender issues that are still being discussed by researchers.**

**6. Focus on the features of** **gender definition. What three reasons are given for looking at gender as a multilevel phenomenon?**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ity, -ness*) give the nouns related for the following:** identical, male, female.

**2. Using the prefixes *inter-, em-, multy-, re-, dis-*, *in-* give the words related for the following:** produce, level, action, body, locked, agree, equality. **Comment on the meaning of the prefixes.**

**3. Using the suffixes *-ous, -al, -ive* give the adjectives related for the following:** behavior, influence, tenacity, pervade.

**4. Study the key words of the lesson and complete the sentences that follow:** matter *v*, allocate *v*, tenacious *adj*, pervasive *adj*, disposition *n*, male *n*, female *n*, distinction *n*, insight *n*, dimension *n*.

1. Please specify the \_\_\_\_\_ (the height, length and width) of the room. 2. [Until](http://www.macmillandictionary.com/search/american/direct/?q=until) [recently](http://www.macmillandictionary.com/search/american/direct/?q=recently), [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [sport](http://www.macmillandictionary.com/search/american/direct/?q=sport) [has](http://www.macmillandictionary.com/search/american/direct/?q=has) [been](http://www.macmillandictionary.com/search/american/direct/?q=been) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [predominantly](http://www.macmillandictionary.com/search/american/direct/?q=predominantly) [male](http://www.macmillandictionary.com/search/american/direct/?q=male) [preserve](http://www.macmillandictionary.com/search/american/direct/?q=preserve). But the number of \_\_\_\_\_ competing in college sports has increased. 3. This company makes no \_\_\_\_\_ between the sexes.4. \_\_\_\_\_ and female soldiers serve in the same units. 5. Reforms are being undermined by the \_\_\_\_\_ corruption in the country. 6. The \_\_\_\_\_ of the matter came at an ideal time for the company. 7. IT is very much a \_\_\_\_\_ -dominated industry. 8. [People](http://www.macmillandictionary.com/search/american/direct/?q=people) [need](http://www.macmillandictionary.com/search/american/direct/?q=need) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [realize](http://www.macmillandictionary.com/search/american/direct/?q=realize) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [education](http://www.macmillandictionary.com/search/american/direct/?q=education) \_\_\_\_\_. 9. The social \_\_\_\_\_ of the problem must also be taken into account. 10. What percentage of the adult \_\_\_\_\_ population is unemployed? 11. The committee \_\_\_\_\_ a portion of the funds to a social event. 12. The company has a \_\_\_\_\_ hold on the market. 13. It was an interesting book, full of fascinating \_\_\_\_\_ into human relationships. 14. “What did you say?” “Oh, it doesn’t \_\_\_\_\_.” 15. She was voted the best \_\_\_\_\_ vocalist.

**LANGUAGE REVIEW 1**

**Real conditional sentences: factual conditionals**

**1. Choose appropriate examples to illustrate the rules.**

**Factual conditionals (Type 0):** ***What happens if*** \_\_\_\_\_***?/ What happened if*** \_\_\_\_\_***?***

We use factual conditionals to describe typical patterns in the present or the past.

1. What happens if there’s no demand? If demand falls, prices go down too.

2. What happened if there were no funds? If there were no funds, research stopped.

Type 0 conditionals are used to express rules (\_\_\_\_\_), habits (\_\_\_\_\_) and correlations, such as scientific observations (\_\_\_\_\_). We can also use them with imperative forms in the main clause when we are giving instructions or explaining how to do something (\_\_\_\_\_).

3. If she gets an extra sum of money, she spends it in no time.

If I had a day off, I always went to that Internet café.

4. If you want to change your tariff scheme, press 1.

If you need customer service, press 2.

If you want to talk to the operator, press 3.

5. If you come to work late, you lose your day pay.

If you guess the answer, you get one point.

6. If people earn more, they spend more.

If a group has no leader, it soon breaks up.

**2. Match the sentences in Column A with those in Column B to make correct Type 0 conditionals as in the model.**

* *0–f. If you add two and three, you get five.*

|  |  |
| --- | --- |
| 0. Add two and three.  1. Motivate people.  2. Be kind and sincere.  3. Criticize your subordinates.  4. Press this button.  5. Prepare carefully.  6. You get promoted.  7. You lose your credit card.  8. You don’t pay the bill.  9. Someone enters the building.  10. You’re late with your report. | a) Your salary goes up.  b) They begin to hate you.  c) They study and work better.  d) You have to ring the bank.  e) The alarm goes off.  f) You get five.  g) You get a warning letter.  h) You get better results.  i) You don’t get a bonus.  j) Children feel it.  k) The printer starts working. |

**3. Match the beginnings (1-6) with the endings (a-f). Choose the correct verb.**

|  |  |
| --- | --- |
| 1. If the task ***is/was*** difficult, \_\_\_\_\_  2. If the students ***come/came*** to us, \_\_\_\_  3. If the test ***is/will be*** difficult, \_\_\_\_  4. If there ***is/was*** a lot to do, \_\_\_\_\_  5. If you ***don’t/didn’t want*** to study, \_\_\_  6. If it ***is/was*** cold and wet, \_\_\_\_\_  7. Even if there ***is/was*** no news, \_\_\_\_ | 1. she won’t do well. 2. we can’t make you do it. 3. she goes to work by bus. 4. we can usually help them. 5. he refused to do it. 6. we didn’t worry. 7. we asked somebody to help us. |

**LANGUAGE REVIEW 2**

**Real conditional sentences: predictive conditionals**

**1. Choose appropriate examples to illustrate the rules.**

**Predictive conditionals (Type 1): *What will happen if*** \_\_\_\_\_***?***

We use predictive conditionals to describe possibilities.

1. What will happen if the situation gets worse? If things get worse, we’ll have to sell the business.

Type 1 conditionals are used for making plans (\_\_\_\_\_), predictions (\_\_\_\_\_), suggestions (\_\_\_\_\_) or offers (\_\_\_\_\_). We can use them with questions in the main clause to ask for advice (\_\_\_\_\_) or about future events (\_\_\_\_\_) and to make requests (\_\_\_\_\_).

2. I’m sure that if Andrew collects himself, he’ll answer the interviewer’s questions easily.

3. If I should come across this book, I’ll buy it for you.

4. If you have a moment, will you check this for me?

5. If you have time later, shall we go to the concert together?

6. If the factory closes down, where will the workers go?

7. What shall we do if this happens again?

8. If I come from work earlier today, I’ll take the children to the park.

**2. Put the verbs in brackets into the correct tense.**

1. If Sarah (call), can you say I (ring) back? 2. If we (be) late tonight, we can get a taxi. 3. If it (rain), (you/lend) me your umbrella? 4. If I (ask) my boss, he (give) me some time off work. 5. If there (be) enough people to go for the excursion, we can hire a minibus. 6. If we all (share) the transport costs, it (not/cost) much. 7. If Pamela (arrive) a bit early, she can help Tom to get things ready. 8. If the party (go) on all night, no one (want) to do any work tomorrow. 9. If Emma (miss) the train, she can get the next one. 10. If I should see the others later on tonight, I (ask) them to join us.

**3. Choose the appropriate conjunction to make up correct Type 1 conditional sentences.**

1. *Unless/Providing* you help me,

a) I won’t finish on time.

b) I’ll be able to finish on time.

2. *As long as/unless* you promise to be careful with my notebook,

a) you can’t borrow it.

b) you can use it.

3. \_\_\_\_\_ *even if/on condition that* he is paid overtime.

a) He won’t agree to work Sundays

b) He’ll agree to work Sundays

4. *Supposing/even if* youare fired,

a) what will you do?

b) you can always find a job.

5. *Provided that/unless* they are given enough time

a) they will cope with the task.

b) they won’t be able to cope with the task.

**LESSON 2**

**Vocabulary 1**

**1. Study the following international words and translate the sentences below:** contextual *adj*, focus *v*, limit *v*, selective *adj*, combine *v*, vision *n*, navigate *v*, individualist *n*, institutional *adj*, extensively *adv*, empirically *adv*.

1. Institutions can bring together disciplines such as business and liberal arts to provide more contextual learning. 2. The school is very selective and accepts only those students who are extremely motivated. 3. We see in his novels his apocalyptic vision of the future. 4. Their website is fairly plain, but very easy to navigate. 5. “Our reality is very complex. We are one country with two alphabets, three religions, four languages, five nationalities, six republics and 23 million incorrigible individualists.” (Ante Markovic, [last Premier of Yugoslavia](http://www.google.com.ua/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&ved=0CCoQFjAB&url=http%3A%2F%2Frssbroadcast.com%2F%3Fp%3D104357&ei=xWaJUOrrGqWl4gTPyoGoBw&usg=AFQjCNFDi8mVjU4hA9vFQyDie2IeG1p_VQ&sig2=mTBsfurRWGzOW8f9aQ1pNQ)) 6. Institutional investor is a large organization, such as a bank, pension fund, labor union, or insurance company, that makes substantial investments on the stock exchange 7. The studies show empirically that some forms of alternative medicine are extremely effective. 8. This theory needs to be backed up empirically with solid data and evidence.

**2. Complete the sentences with the words from Exercise 1.**

1. *When blue and yellow* \_\_\_\_\_*, they make green.* 2. An \_\_\_\_\_ is a person who steadfastly refuses to do what everyone else is doing. *3.* [We](http://www.macmillandictionary.com/search/american/direct/?q=we) [will](http://www.macmillandictionary.com/search/american/direct/?q=will) \_\_\_\_\_ [upon](http://www.macmillandictionary.com/search/american/direct/?q=upon) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [dangers](http://www.macmillandictionary.com/search/american/direct/?q=dangers) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [nuclear](http://www.macmillandictionary.com/search/american/direct/?q=nuclear) [reactors](http://www.macmillandictionary.com/search/american/direct/?q=reactors) 4. Cyberspace is an environment in which computers \_\_\_\_\_. 5. I’ve been asked to \_\_\_\_\_ my speech to ten minutes maximum. 6. The side effects of the new drug are being \_\_\_\_\_ researched. 7. This is, as yet, a mere hypothesis, to be tested \_\_\_\_\_ without any preconceptions. 8. Your \_\_\_\_\_ of a future situation or society is what you imagine or hope it would be like, if things were very different from the way they are now.

**Reading and Speaking**

**1. Before reading the text, tell your fellow-students what gender socialization involves.**

**2. Think of areas where the notion “framework” is common. Explain its meaning and give examples.**

**3. Read the text and answer the following questions.**

1. How many approaches are there to look at gender from a social point of view?

2. When did frameworks appear?

3. Why is social interaction worth being paid close attention to?

4. How do frameworks function?

5. Which of the frameworks has emerged lately?

6. What differences and perspectives of gender does each framework contain?

**Three Frameworks for Understanding Gender**

Corresponding to the definition of gender supplied above, three broad frameworks will be studied in this text.They refer generally to where the “sociological action” is with respect to the social practices that produce gender. For some, this action resides in individuals – their personalities, traits, emotions, etc. The social practice most closely associated with this framework is socialization. For others, gender is created through social interaction and is inherently contextual in its impact. This implies that gender cannot be reduced to an identity or set of personality traits. Still others argue that gender is embedded in the structures and practices of organizations and social institutions, which appear on the surface to be gender-neutral. We look at these latter two approaches as “contextual,” as they locate the forces producing gender outside the person.

Each framework focuses attention on different aspects of the social world. As a result, each asks different kinds of questions and draws different kinds of conclusions being somewhat like lenses; some of them bring certain issues into sharp focus, while others remain outside the field of vision and are ignored or overlooked. A particular framework thus may enable its users to perceive something they may not have noticed using another framework. At the same time as frameworks enable perception, however, they also limit what is seen by excluding other issues from view.

The fact that all frameworks are necessarily partial and selective is the basis for gender scholars’ growing awareness that one alone is insufficient for understanding a topic as complex as gender. Fundamentally, gender is a multilevel system whose effects can be seen at all levels of social life. This does not mean that the frameworks fit together like pieces of a single puzzle, with the truth revealed in the whole. Pieces of one framework may be compatible with pieces of another, though this is not necessarily the case. Moving between frameworks or combining them in creative ways requires intellectual effort. What we can do here is examine the different angles of vision sociologists have used to address gender, explore the knowledge each has produced and the questions each leaves unanswered, and develop ways to navigate between perspectives.

The three frameworks for understanding gender include individualist, interactional, and institutional approaches. While each framework contains within it a range of viewpoints, it’s clear that the differences between frameworks are more salient than differences among perspectives within each framework. For example; although each framework contains some recent and some more classic perspectives on gender, the frameworks generally tended to emerge at different historical moments. As such, some have been used more extensively than others. Individualist approaches to gender have been used extensively by gender scholars throughout the social sciences and have most in common with lay underfundings of gender. Included among individualist perspectives are theories drawn from psychology as well as from sociology. More recently, many theorists and researchers have moved toward a more relational understanding of gender, turning their attention to social interaction and social relations. Interactionists tend to draw on perspectives like ethnomethodology that focus on social situations. “Gendered institutions” is the most recent framework to emerge and thus is somewhat less theoretically developed than the others. Those with an institutional orientation often draw from more “macrostructural” sociological traditions.

Is one perspective more “true” than another? While specific claims made by proponents of each perspective may be empirically tested and more (or less) supported by the evidence, the perspectives themselves cannot be judged as “true” or “false”. Rather, as perspectives on a multilevel phenomenon, they should be viewed as providing guidelines for analysis and investigation. Perspectives tell us what we should most carefully attend to and what we can downplay or ignore. They emphasize different domains of social life and each alerts students of gender to the ways that gender operates in that domain.

**4. State which of the frameworks is likely to be the key indicator for sociologists to have more data about gender. Compare the results and discuss them in small groups.**

**5. According to the text, gender can’t be thought of as an identity or a set of personality features. Agree or disagree. Express your opinion on the issue.**

**6. Outline the text in 5-6 sentences.**

**Vocabulary 2**

**1. Using the appropriate suffixes *(-ity, -ness, -ence, -tion, -ist)* give the nouns related for the following:** personal, salient, percept, aware, interaction, theory, individual.

**2. Using the prefixes *macro-, un-, multi-, in-* give the words related for the following:** answered, structural, level, sufficient. **Comment on the meaning of the prefixes.**

**3. Using the suffixes *-ic, -al* give the adjectives related for the following:**

context, part, institution, specify.

4. **Study the key words of the lesson and see how they are used in the sentences below:** framework *n*, reside *v*, inherently *adv*, embed *v*, compatible *adj*, angle *n*, emerge *v*, downplay *v*, domain *n*, alert *v*.

1. They’re operating within the framework of a military bureaucracy. 2. The power to change policy resides with Congress. 3. Laissez-faire is an inherently unattractive idea to politicians, including Conservatives. 4. New technologies help cellular phone manufacturers speed up new embedded services. 5. The press was looking for a fresh angle on the situation. 6. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [country](http://www.macmillandictionary.com/search/american/direct/?q=country) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [slowly](http://www.macmillandictionary.com/search/american/direct/?q=slowly) [emerging](http://www.macmillandictionary.com/search/american/direct/?q=emerging) [from](http://www.macmillandictionary.com/search/american/direct/?q=from) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [recession](http://www.macmillandictionary.com/search/american/direct/?q=recession). 7. This report downplays the seriousness of global warming; it makes it less important than it really is. 8. [This](http://www.macmillandictionary.com/search/american/direct/?q=this) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [subject](http://www.macmillandictionary.com/search/american/direct/?q=subject) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [has](http://www.macmillandictionary.com/search/american/direct/?q=has) [now](http://www.macmillandictionary.com/search/american/direct/?q=now) [moved](http://www.macmillandictionary.com/search/american/direct/?q=moved) [into](http://www.macmillandictionary.com/search/american/direct/?q=into) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [political](http://www.macmillandictionary.com/search/american/direct/?q=political) [domain](http://www.macmillandictionary.com/search/american/direct/?q=domain). 9. The couple broke up when they realized that their lifestyles were not compatible with one another.

**5. Complete the sentences with the words from Exercise 4:**

1. The company's new computer operating system is not \_\_\_\_with any of the old software, so we'll have to upgrade to all new software. 2. These documents are available to everybody; they are in the public \_\_\_\_\_ now. 3. [Cities](http://www.macmillandictionary.com/search/american/direct/?q=cities) [like](http://www.macmillandictionary.com/search/american/direct/?q=like) [Atlanta](http://www.macmillandictionary.com/search/american/direct/?q=atlanta) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=emerging) [as](http://www.macmillandictionary.com/search/american/direct/?q=as) [important](http://www.macmillandictionary.com/search/american/direct/?q=important) [new](http://www.macmillandictionary.com/search/american/direct/?q=new) [financial](http://www.macmillandictionary.com/search/american/direct/?q=financial) [centers](http://www.macmillandictionary.com/search/american/direct/?q=centers). 4. He is a very modest person: he \_\_\_\_\_ his own contributions to the festival's success. 5. [Organic](http://www.macmillandictionary.com/search/american/direct/?q=organic) [foods](http://www.macmillandictionary.com/search/american/direct/?q=foods) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [no](http://www.macmillandictionary.com/search/american/direct/?q=no) [longer](http://www.macmillandictionary.com/search/american/direct/?q=longer) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [sole](http://www.macmillandictionary.com/search/american/direct/?q=sole) [\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=domain) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [health](http://www.macmillandictionary.com/search/american/direct/?q=health) [fanatics](http://www.macmillandictionary.com/search/american/direct/?q=fanatics). More and more people become concerned with these problems. 6. Someone warned the police: an anonymous letter \_\_\_\_\_ them to the possibility of a terrorist attack at the airport. 7. Nuclear power is \_\_\_\_\_risky, and failures, accidents and close calls happen all the time.8. The agreement outlines a \_\_\_\_\_and schedule for resolving the issues.

**LANGUAGE REVIEW 1**

**Unreal conditional sentences: hypothetical conditionals**

**1. Choose appropriate examples to illustrate the rules.**

**Hypothetical conditionals (Type 2): *What would happen if*** \_\_\_\_\_***?***

We use hypothetical conditionals to describe imaginary or fictional; situations.

1. What would happen if there was a crisis? If there was a crisis, a lot of people would lose their jobs.

Type 2 conditionals are used to describe the potential outcomes of a course of action (\_\_\_\_\_) or to talk about completely imaginary situations (\_\_\_\_\_). We can also use them when we want to express willingness to do something, despite lack of ability (\_\_\_\_\_).

2. If I was/were the Minister of Education, I would exclude some subjects from the curriculum.

3. If they agreed to make groups smaller, we could give each student more attention.

4. If he didn’t have to replace his colleague, he would have time to help you.

**2. Put the verbs in brackets into the correct tense to make up Type 2 conditional sentences.**

1. If your working place (be) tidy, you (can) find things easily. 2. If the phone (work), I (can) call you. 3. If Steve (be) here, he (know) what to do. 4. If the manager (receive) a delegation now, we (can/not) discuss the problem with him. 5. If I (know) anything, I (tell) you. 6. What (you/do) if you (find) a lot of money? 7. (Be) I you,Ifirst (ask) permission.8. How (she/react) if the boss (shout) at her? 9. (Be**)** he more careful, he (make) fewer mistakes. 10.If I (not/have) to work such long hours, I (not/be) so tired.

**3. Look at these Type 1 and Type 2 conditional sentences. Write a sentence to explain what the *If -*clause means.**

* If we are late for the seminar this afternoon, we can ask Ron to give us a lift. – *We might be late this afternoon.*

If the printer was working, I could make you a copy. *– The printer isn’t working now.*

1. If Martha asks about this, can you say you don’t know? 2. If she had a million pounds, she’d probably help poor people. 3. If David wasn’t so clumsy, he wouldn’t have so many accidents. 4. If I hear from them, I’ll let you know. 5. If Rachel weren’t speaking so loudly, it would be very quiet here. 6. If you should come across this book, you’d better buy it.

**LANGUAGE REVIEW 2**

**Unreal conditional sentences: counterfactual conditionals**

**1. Choose appropriate examples to illustrate the rules.**

**Counterfactual conditionals (Type 3): *What would have happened if*** \_\_\_\_\_***?***

We use counterfactual conditionals to imagine past events happening in a different way and having different outcomes.

1. What would have happened if the truth had been revealed? If the truth had been revealed, we all would have had to leave the company.

Type 3 conditionals can be used to explain why something hadn’t been done (\_\_\_\_\_) and to express regret (\_\_\_\_\_) or criticism (\_\_\_\_\_).

2. If you had listened to their advice, we wouldn’t have lost all our money.

3. If we had warned him about the consequences, he might not have got into trouble.

4. If I’d had any idea where she might have been, I would have told you.

**2. Put the verbs in brackets into the correct tense to make up Type 3 conditional sentences.**

1. The view was wonderful. If I (have) a camera, I (take) some photographs. 2. I wasn’t tired last night. If I (be) tired, I (go) home earlier. 3. I took a taxi to the hotel but the traffic was very bad. It (be) quicker if I (walk). 4. We (can give) you a lift if we (know) you were coming that way. 5. The holiday was OK, but I (enjoy) it more if I (not/take) my parents with me. 6. Robert got to the station in time to catch his train. If he (miss) it, he (be) late for his interview. 7. Ken hurt himself when he fell down yesterday. If he (look) where he was going, he (not fall) down. 8. It’s good that you reminded us about Ann’s graduation. We (forget) if you (not/remind) us. 9. Luckily, nothing awful happened. But if he (drop) the scanner, it (be) a disaster. 10. Why didn’t you ask the librarian? (she/be asked), she (give) her permission.

**3. Complete each unreal conditional sentence (Type 2 or Type 3) using the prompt sentences.**

* I don’t have extra pens. I won’t give you one. *– If I had extra pens, I would give you one.*

1. I don’t know Jack’s phone number. I can’t tell him what happened. – *If I knew Jack’s number,* \_\_\_\_\_2. She didn’t prepare for the test. She didn’t pass. – *If she had prepared for the test,* \_\_\_\_\_3. You didn’t warn me about the meeting. I didn’t bring my report. – *If* \_\_\_\_\_*, I would have brought my report.* 4. I’m not in your situation. I’ll start looking for another job. – *If* \_\_\_\_\_*, I would start looking for another job.* 5. We don’t visit you very often because you live so far away. – *If you* \_\_\_\_\_*, we* \_\_\_\_\_6. He doesn’t speak very clearly – that’s why people don’t understand him. – *If he* \_\_\_\_\_*, people* \_\_\_\_\_7. I was able to interview all those applicants because Jim and Mary helped me. – *I* \_\_\_\_\_ *if Jim and Mary* \_\_\_\_\_ 8. We don’t go out very often because we can’t afford it. – *We* \_\_\_\_\_ *if we* \_\_\_\_\_ 9. He didn’t get a taxi because he didn’t have any money on him. – *He* \_\_\_\_\_ *if he*\_\_\_\_\_10.I have to work tomorrow, so I can’t meet them. – *I* \_\_\_\_\_ *if I* \_\_\_\_\_*,*

**LESSON 3**

**Vocabulary 1**

**1. Study the following international words and translate the sentences below:** critique *v*, segregation *n*, composition *n*, intuitively *adv* (intuitive *adj*), quintessentially *adv* (quintessential *adj*), graphically *adv*, idiom *n*.

1. The class convened to **critique** the student’s latest painting. 2. **Segregation** is [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [policy](http://www.macmillandictionary.com/search/american/direct/?q=policy) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [keeping](http://www.macmillandictionary.com/search/american/direct/?q=keeping) [people](http://www.macmillandictionary.com/search/american/direct/?q=people) [from](http://www.macmillandictionary.com/search/american/direct/?q=from) [different](http://www.macmillandictionary.com/search/american/direct/?q=different) [groups](http://www.macmillandictionary.com/search/american/direct/?q=groups), [especially](http://www.macmillandictionary.com/search/american/direct/?q=especially) [different](http://www.macmillandictionary.com/search/american/direct/?q=different) [races](http://www.macmillandictionary.com/search/american/direct/?q=races), [separate](http://www.macmillandictionary.com/search/american/direct/?q=separate). 3. The **composition** of the city’s population has changed dramatically in the past 20 years. 4. The inventors seem to have chosen **intuitively** a combination of explosive and aggressive sounds as warning signals to be used on automobiles. 5. This software is so **intuitive** and easy to use, even my technologically inept mother was able to use it. 6. Sitting at a sidewalk café with a view of the Eiffel Tower is a **quintessential** Parisian experience. 7. I felt that I knew Spanish pretty well until I went to Guatemala and was faced with interpreting at least one new **idiom** a day for several weeks. 8. The incident **graphically** illustrates just how dangerous the situation in the war zone has become.

**2. Complete the sentences with the words from Exercise 1.**

1. “It’s like shooting fish in a barrel” is an \_\_\_\_\_ that means it will be really easy to do. 2. It is necessary to include a diagram that represents this data \_\_\_\_\_. 3. A mother’s understanding of her child’s needs is often \_\_\_\_\_. 4. It was a \_\_\_\_\_ Italian meal: his Italian mom served us five courses and insisted we eat every bite. 5. The verb \_\_\_\_\_ means [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [express](http://www.macmillandictionary.com/search/american/direct/?q=express) [your](http://www.macmillandictionary.com/search/american/direct/?q=your) [opinion](http://www.macmillandictionary.com/search/american/direct/?q=opinion) [about](http://www.macmillandictionary.com/search/american/direct/?q=about) [something](http://www.macmillandictionary.com/search/american/direct/?q=something) [after](http://www.macmillandictionary.com/search/american/direct/?q=after) [examining](http://www.macmillandictionary.com/search/american/direct/?q=examining) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [judging](http://www.macmillandictionary.com/search/american/direct/?q=judging) [it](http://www.macmillandictionary.com/search/american/direct/?q=it) [carefully](http://www.macmillandictionary.com/search/american/direct/?q=carefully) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [detail](http://www.macmillandictionary.com/search/american/direct/?q=detail). 6. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [chemical](http://www.macmillandictionary.com/search/american/direct/?q=chemical) \_\_\_\_\_[of](http://www.macmillandictionary.com/search/american/direct/?q=of) [stars](http://www.macmillandictionary.com/search/american/direct/?q=stars) is of great interest for physics. 7. [Racial](http://www.macmillandictionary.com/search/american/direct/?q=racial) \_\_\_\_\_ [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [schools](http://www.macmillandictionary.com/search/american/direct/?q=schools) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [no](http://www.macmillandictionary.com/search/american/direct/?q=no) [longer](http://www.macmillandictionary.com/search/american/direct/?q=longer) [legal](http://www.macmillandictionary.com/search/american/direct/?q=legal) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [U](http://www.macmillandictionary.com/search/american/direct/?q=u).[S](http://www.macmillandictionary.com/search/american/direct/?q=s).

**Reading and Speaking**

**1. Before reading the text, find out what sex segregation implies.**

**2. Think of jobs which only women/men can do well.**

**3. Read the text and answer the following questions.**

1. Why did classical sociologists treat work as gender-neutral?

2. How does gender shape the “worth” of jobs?

3. What does segregation refer to?

4. What two jobs can be performed by one particular sex?

5. When did women successfully fill the jobs previously performed by men?

**Gendered Jobs and Gendered Workers**

Classical sociologists Karl Marx and Max Weber had much to say about the industrial capitalist workplace. For Marx, capitalist means of production unleashed tremendous productivity, but the social relations of work were exploitative and alienating for workers. Weber called attention to the forces of bureaucratization that were transforming all institutions, including the institution of work. Marx and Weber’s observations have long served as the foundation for sociological analyses of the workplace.

Neither theorist, however, had much to say about gender. Rather, both seemed to suggest that the processes they described were gender-neutral, meaning that they were somehow generic and general, unaffected by and separate from gender meanings and distinctions. Many have critiqued these understandings of work for their assumption of gender neutrality and suggested that gender is embedded in, not separate from, organizational processes.

There are three ways in which gender may be incorporated into the workings of employment. First, gender shapes the social organization of work, expressed primarily in the sex segregation of occupations, jobs, and firms. Second, gender shapes the meanings people assign to particular occupations, jobs, and work activities, leading us to see some as more appropriate for women and some as more appropriate for men. Third, gender shapes the “worth” of jobs, leading some jobs to be more valued and paid more than other jobs.

Recall that sex segregation refers to the concentration of women and men into different jobs, occupations, and firms. The levels of sex segregation are usually looked at over time and place. Let’s shift the focus to understanding the factors that best explain why women and men work in different jobs, occupations, and firms. Individualist, interactionist, and institutional perspectives offer somewhat differ views on this issue. Examining these views allows us to revisit each perspective and look closely at the different ways they approach the study of gender. Because sex segregation does not have a single cause or explanation, each perspective has something to contribute. There are several ways we might expect male and female workers’ characteristics to contribute to sex segregation. First, it may be that the sex composition of an occupation or job is a function of sex-specific preferences, skills, and abilities. If women and men possess different “bundles” of these characteristics, they may end up in – and be best suited for – different kinds of work. In this view, then, women and men are not really “substitutable” for one another.

While intuitively appealing, however, this argument receives limited empirical support. With the exception of two jobs that can *only* be performed by one particular sex (i.e., wet nurse and sperm donor!), there is scant evidence that women and men are incapable of doing jobs typically performed by the other sex. Historical research on the Second World War, for example, shows that when men were unavailable, women filled many jobs that were performed almost exclusively by men prior to the war. Jobs that had previously been viewed as quintessentially masculine were suddenly endowed with femininity and glamour for the duration. The war mobilization era not only illustrates the resilience of job segregation by sex, but also graphically demonstrates how idioms of sex-typing can be flexibly applied to whatever jobs women and men happen to be doing. Hence, “masculine” jobs that had been filled by men prior to the war were relabeled as appropriate for women during wartime when female workers were in demand.

**4. Choose the best variant from the three to complete the sentences.**

1. Karl Marx and Max Weber believed that

a) gender is embedded in organizational processes;

b) each perspective has something to contribute into this issue;

c) the working processes were gender-neutral.

2. The sex composition of an occupation or a job

a) functions as idioms of sex-typing;

b) depends on specific skills and abilities of women and men;

c) transforms all institutions of work.

3. During the Second World War

a) women and men were not substitutable for one another;

b) the level of sex segregation was looked at over time;

c) female workers were in demand.

**5. Prove that having both men and women of one profession gives good results.**

**6. What jobs do you think are dangerous for women’s health?**

**VOCABULARY 2**

**1. Using the appropriate suffixes (*-ity, -ence, -tion*) give the nouns related for the following:** bureaucrat, prefer, feminine, neutral.

**2. Using the prefixes *un-, in-* give negatives related for the following:** leash, affected, capable, available.

**3. Using the suffixes *-able, -ive* give the adjectives related for the following:** exploit, substitute.

**4. Using the prefix *re-* give the words related for the following:** visit, label. **Comment on the meaning of the prefix.**

**5. Study the key terms of the lesson and the example sentences below. Match the terms to their definitions:**

|  |  |
| --- | --- |
| 1) sex typing  2) masculine  3) femininity | a) acting, or having qualities which are traditionally considered to be suitable for a woman;  b) the stereotypical categorization of people, or their appearance or behaviour, according to conventional perceptions of what is typical of each sex;  c) having characteristics that are traditionally thought to be typical of or suitable for men. |

1. Long hair was traditionally regarded as a sign of *femininity*. 2. She managed to become a CEO without sacrificing her *femininity.* 3. It was a movie likely to appeal to a *masculine* audience. 4. The living room is decorated in a more *masculine* style than the bedroom. 5. Distinctly *masculine,* this fragrance is for sensible and confident men. 6. What may be considered *masculine* in one culture, in another may be the opposite.

**4. Study the key words of the lesson and complete the sentences that follow:**

|  |  |  |  |
| --- | --- | --- | --- |
| unleash*v* | incorporate*v* | contribute*v* | endow*v* |

1. Although we are currently a small business, I think that we should \_\_\_\_\_ to allow for the growth of our company. 2. [Davis](http://www.macmillandictionary.com/search/american/direct/?q=davis) [didn’t](http://www.macmillandictionary.com/search/american/direct/?q=didn't) [really](http://www.macmillandictionary.com/search/american/direct/?q=really) \_\_\_\_\_ [much](http://www.macmillandictionary.com/search/american/direct/?q=much) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [game](http://www.macmillandictionary.com/search/american/direct/?q=game) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [second](http://www.macmillandictionary.com/search/american/direct/?q=second) [half](http://www.macmillandictionary.com/search/american/direct/?q=half). 3. I would like to \_\_\_\_\_\_ this institution with the money it needs to make the necessary improvements. 4. The company wants to \_\_\_\_\_\_ its various advertising strategies into one, cohesive marketing campaign. 5. Her family have \_\_\_\_\_ £50,000 to the fund. 6. She was \_\_\_\_\_ with superior intelligence and was accepted at all the universities to which she applied. 7. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [U](http://www.macmillandictionary.com/search/american/direct/?q=u).[K](http://www.macmillandictionary.com/search/american/direct/?q=k). [will](http://www.macmillandictionary.com/search/american/direct/?q=will) [\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=contribute) 8,000 [troops](http://www.macmillandictionary.com/search/american/direct/?q=troops) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [NATO](http://www.macmillandictionary.com/search/american/direct/?q=nato) [operation](http://www.macmillandictionary.com/search/american/direct/?q=operation). 8. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [new](http://www.macmillandictionary.com/search/american/direct/?q=new) [tax](http://www.macmillandictionary.com/search/american/direct/?q=tax) [laws](http://www.macmillandictionary.com/search/american/direct/?q=laws) [have](http://www.macmillandictionary.com/search/american/direct/?q=have) [\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=unleashed) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [storm](http://www.macmillandictionary.com/search/american/direct/?q=storm) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [criticism](http://www.macmillandictionary.com/search/american/direct/?q=criticism). 9. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [scandal](http://www.macmillandictionary.com/search/american/direct/?q=scandal) [certainly](http://www.macmillandictionary.com/search/american/direct/?q=certainly) \_\_\_\_\_ [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [their](http://www.macmillandictionary.com/search/american/direct/?q=their) [defeat](http://www.macmillandictionary.com/search/american/direct/?q=defeat) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [last](http://www.macmillandictionary.com/search/american/direct/?q=last) [election](http://www.macmillandictionary.com/search/american/direct/?q=election). 10. [Many](http://www.macmillandictionary.com/search/american/direct/?q=many) [local](http://www.macmillandictionary.com/search/american/direct/?q=local) [businesses](http://www.macmillandictionary.com/search/american/direct/?q=businesses) [offered](http://www.macmillandictionary.com/search/american/direct/?q=offered) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [\_\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=contribute) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [school](http://www.macmillandictionary.com/search/american/direct/?q=school) [rebuilding](http://www.macmillandictionary.com/search/american/direct/?q=rebuilding) [fund](http://www.macmillandictionary.com/search/american/direct/?q=fund). 11. At worst, nuclear war could be \_\_\_\_\_.

**LANGUAGE REVIEW 1**

**Mixed conditionals**

**1. Choose appropriate examples to illustrate the rules.**

In **mixed conditionals**, we can use a mixture of types depending on the meaning we want to express. Below are some examples of **mixed real conditionals.**

In **factual conditionals** we sometimes use a mixture of past and present tenses in the clauses (\_\_\_\_\_). Some factual conditionals are used to describe habits in the past with *would* (*= used to*)(\_\_\_\_\_).

1. When I worked for their company, if there was a lot of work, all the staff would stay in the office till eight o’clock.

2. If you listened to the lecture carefully, you can answer these questions.

In **predictive conditionals**, we can use the Past Simple in the *if-*clause (\_\_\_\_\_). We can include *would* with verbs of “liking” or “not liking” and *would rather* in the main clause to express a preference (\_\_\_\_\_).

3. If Mr Porter is in, we’d like to have a talk with him. If it’s OK with you, I’d rather wait for him here.

4. If you studied for the test you won’t have any problems.

The following are the examples of **mixed unreal conditionals.**

In **hypothetical conditionals**, we can connect an imaginary event to a possible past event (\_\_\_\_\_). In **counterfactual** **conditionals**, we can connect an imaginary past event to a present event or situation (\_\_\_\_\_).

5. If we were rich, we would have offered to help those jobless and homeless people.

6. If your parents hadn’t met, you wouldn’t be sitting here now.

**2. Combine the sentences to form one mix conditional sentence.**

1. You woke me up in the middle of the night. I am tired now. 2. You aren’t sensible. You shouldn’t have spoken to your boss like that! 3. I didn’t pay my electricity bill last month. I’m sitting in the dark now. 4. You don’t respect your aunt. You forgot about her birthday. 5. She didn’t study hard. She won’t pass her exams. 6. She isn’t well-qualified. She didn’t get the gob. 7. We didn’t go to that restaurant. We don’t like fast food. 8. I don’t know them very well. I didn’t go to the party. 9. You didn’t wake me up. Now I’m late for my appointment.10. They missed their flight. They won’t arrive until tomorrow. 11. He didn’t reserve a table. He has to wait for an hour. 12. I didn’t buy tickets. We can’t go to the theatre tonight. 13. He isn’t at the lecture. He wasn’t told about it. 14. They didn’t take a map with them. They are lost now. 15. She forgot to go to the bank. Now she can’t go shopping.

**3. Write a second sentence (Type 0, 1, 2, 3, or mixed conditional) so that it has a similar meaning to the first.**

* We haven’t got permission, so we can’t enter this part of the building. – *If we had permission, we could enter this part of the building.*

1. Tell somebody about something today and tomorrow everybody knows about it. 2. You may want a chat, so just give me a ring. 3. Nigel hasn’t got satellite TV, so he can’t watch this show. 4. They didn’t tell me they were coming, so I couldn’t see them. 5. She’s not rich or she’d have given up working long ago.

**LANGUAGE REVIEW 2**

**Conditionals: general revision**

**1. Match the examples of conditional sentences (a-e) with definitions of their use (1–5).**

|  |  |
| --- | --- |
| 1) a general truth or fact (Type 0)  2) an action in the present with a predictable result in the future (Type 1)  3) an action in the present with an unlikely result in the future (Type 2)  4) an unreal condition and result entirely in the past (Type 3)  5) an unreal past event with an unreal present result (Mixed Type) | a. If you’d had the same determination, you’d be as rich and famous today.  b. If you’d been more careful, you wouldn’t have made so many mistakes.  c. If you press this switch, the computer comes on.  d. If the office is closed, Mark won’t be able to get in.  e. If I wasn’t so busy, I would write to my relatives more often. |

**2. Study the following conditional sentences and say what type each group of sentences belongs to.**

1. Tom will be upset if you don’t come.

If you should need my help, just ask.

If you drink, don’t drive.

Should you come across this journal, will you buy one copy for our office?

2. If you don’t arrange events properly, they go wrong.

If you rang this number, no one answered.

If you mix red and yellow you get orange.

3. If I had seen you, of course I would have said hello.

If he had been studying for the last two months, he would have passed his exams.

Had there been an alternative, we wouldn’t have abandoned the project.

4. If John had booked a table, we wouldn’t be standing here in a queue.

Were Trevor practical, he would have been able to change the cartridge.

If she got back late last night, she won’t come to work today.

5. People would speak with him if he wasn’t such a boring person.

If we had a good map, we could find our way.

Were I you, I would act differently.

**3. Paraphrase the sentences using an appropriate conditional sentence.**

* In case of a fire, sound the alarm. – *If there is a fire, sound the alarm.*

1. I’d better write the address down, otherwise I’ll forget it. 2. With a bit more time, we could do a proper job. 3. In the event of a major emergency, local hospitals would be alerted. 4 But for the climate, Edinburgh would be a perfect place to live. 5. Without my mobile, I would have been in big trouble. 6. “I’ll come to work an hour later tomorrow.” – What if the boss learns about it? 7. In case of failure, try another alternative. 8. Don’t do that again or else I punish you. 9. Do that again and I’ll report it to the manager. 10. But for your advice, I wouldn’t have been able to solve my problems.

**4. Use the ideas to write conditional sentences as in the model. Say what type each sentence belongs to.**

* Staff should be given more responsibility. Then they are better motivated. – *If staff are given more responsibility, they are better motivated.* (*Type 0*)

1. Dan missed the bus this morning. He was late for work. 2. I must finish my essay first. Then I’ll come to the cinema with you. 3. The manager is still busy. You can’t speak to him. 4. I often asked him for help. He always refused to give any. 5. You may meet Darren. Give him my regards. 6. It’s raining. We can’t receive guests outdoors. 7. You can’t enter the country. You have no visa. 8. Bertha passed her driving test. Her father let her borrow his car. 9. I left my wallet at home. I didn’t buy the book. 10. Harry wasn’t able to hire a car. He didn’t have a driving licence. 11. You are not allowed into the building. You don’t have a security pass. 12. I might come across this book. I will buy it for you. 13. We are making no steps to improve the situation. It’s getting worse. 14. I didn’t accept their offer. I am not the head of the department. 15. You didn’t plan things at the start. We are in this mess now. 16. People left so much litter. The place doesn’t look tidy. 17. Nick isn’t sensible enough. He didn’t wear a suite to the interview. 18. I didn’t go out for the day. I have all this work to do myself. 19. She took the 7.30 bus. She is at home already. 20. You needed help. Why didn’t you ask me?

**5. In the following sentences use one of the following modal verbs instead of *will* or *would*: *can, could, may, might, should.***

* If he hears any news, he (phone) you. – *If he hears any news he can phone you.*

1. If you haven’t learned how to use the computer and the internet, you (not/get) that job. 2. If Matthew is going to a gob interview today, he (wear) a tie. 3. If Harry practised regularly, he (give) very good presentations. 4. If you needed a ticket, I (get) you one. 5. If you go on like this with your work, you (make) yourself ill. 6. If he hadn’t apologized, we never (speak) to him again. 7. If we had a calculator, we (work) this out a lot quicker. 8. If we had stopped to buy a paper, we (miss) the train. 9. If you felt like seeing the sights, we (take) a bus tour. 10. If I’d had my mobile yesterday, I (contact) you. 11. If Rachel worked harder, she (do) even better at her studies. 12. If Ann hadn’t fallen ill and missed the interview, she (get) the job. 13. Rita (go) to last Friday’s presentation if she had known about it.

**LESSON 4**

**Vocabulary 1**

**1. Be sure you know the meaning of the following international words, study the examples of their usage:** hypothesize *v*, hypothesis *n*, cohort *n*, major *n*, major *adj*.

1. If we **hypothesize** that current population trends continue for the next 50 years then some demographic forecasts can be made. 2. Several **hypotheses** for global warming have been suggested. 3. [Our](http://www.macmillandictionary.com/search/american/direct/?q=our) [findings](http://www.macmillandictionary.com/search/american/direct/?q=findings) [support](http://www.macmillandictionary.com/search/american/direct/?q=support) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [**hypothesis**](http://www.macmillandictionary.com/search/american/direct/?q=hypothesis) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [these](http://www.macmillandictionary.com/search/american/direct/?q=these) [patients](http://www.macmillandictionary.com/search/american/direct/?q=patients) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [at](http://www.macmillandictionary.com/search/american/direct/?q=at) [increased](http://www.macmillandictionary.com/search/american/direct/?q=increased) [risk](http://www.macmillandictionary.com/search/american/direct/?q=risk) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [heart](http://www.macmillandictionary.com/search/american/direct/?q=heart) [disease](http://www.macmillandictionary.com/search/american/direct/?q=disease). 4. The study followed a **cohort** of students over their college career and was able to prove that a better vocabulary improves one’s chance for success. 5. There are two problems with this situation, one **major**, one minor. 6. He chose history as his **major** and French as his minor. 7. What was your **major** in college? 8. The United States has a **major** influence in the United Nations. 9. The candidate’s main support comes from a **cohort** of senior citizens who feel that he understands the needs of people in their age group.

**2. Guess the meaning of the following international words and complete the sentences that follow:** preference *n*, socioeconomic *adj*, stable *adj*, respondent *n*.

1. Public health researchers have long known that lower \_\_\_\_\_ status correlates with worse health, including higher levels of obesity. 2. We give \_\_\_\_ to those who have worked with us for a long time. 3. The country needs a \_\_\_\_ government that is free of corruption. 4. [Sixty-four](http://www.macmillandictionary.com/search/american/direct/?q=sixty-four) [percent](http://www.macmillandictionary.com/search/american/direct/?q=percent) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) \_\_\_\_ [reported](http://www.macmillandictionary.com/search/american/direct/?q=reported) [side](http://www.macmillandictionary.com/search/american/direct/?q=side) [effects](http://www.macmillandictionary.com/search/american/direct/?q=effects) [from](http://www.macmillandictionary.com/search/american/direct/?q=from) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [drug](http://www.macmillandictionary.com/search/american/direct/?q=drug). 5. Special \_\_\_\_ were offered initially to encourage investment.

**Reading and Speaking**

**1. Before reading the text, say when socialization occurs and if it’s helpful for members of a society.**

**2. Do you think socialization is the same as human contacts?**

**3. Read the text and answer the following questions.**

1. Why do men and women make different preferences in choosing jobs?

2. What happened to traditional gender roles over time?

3. What does sex segregation reflect?

4. Whose occupational aspirations showed relative stability?

5. How did women and men who participated in the survey rank work values?

**Gender Socialization**

The process of gender socialization is another kind of individualist explanation for sex segregation. A socialization perspective emphasizes the ways in which men and women develop different traits, abilities, values, and skills. To the extent that this occurs, men and women would be expected to approach work differently, make different kinds of choices, and consequently end up in different kinds of occupations.

Research by Tomaskovic-Devey sheds light on socialization accounts of employment. He hypothesized that because traditional gender roles have loosened somewhat over time, younger workers would be less likely than older workers to choose more sex-typical occupations. In other words, as socialization practices change, so, too, should occupational choices. It was found that his hypothesis received support among women, but not among men. Younger women are more likely than older women to be employed in sex-integrated jobs, but this is not the case among men.

Empirically, socialization explanations for women’s and men’s different occupational locations receive very mixed support. For example, while children’s occupational aspirations are highly gender-typed, these differences get smaller as children age and enter adulthood. A qualitative study of two kindergartens found that girls preferred traditional female careers. Research on older cohorts, however, finds little evidence for these preferences. Another study showed that young women’s occupational aspirations have changed dramatically over time. Younger women were less likely than older women to aspire to predominantly female occupations and were more likely to aspire to occupations with higher earnings’ potential. These changes occurred among all social classes and racial groups, to some extent, though were particularly strong among women from higher socioeconomic backgrounds. Men’s occupational aspirations remained relatively stable across the birth cohorts.

Finally, it is doubtful that the link between young people’s aspirations and later employment is a strong one. Research on individual careers also challenges the notion that sex segregation reflects sex differences in capabilities and skills. It was stated, for example, that women’s and men’s aspirations, college majors, and occupations show considerable “sex-type mobility.” Moreover, among both women and men who change aspirations, college majors, or occupations, there is only a weak relationship between the sex-type of the original position and the destination position. In other words, while women’s and men’s occupational aspirations, skills, and choices may be influenced by sex, sex-typed preferences are fluid and not strongly linked to the sex composition of a worker’s job.

Research by sociologist Kathleen Gerson also supports this claim. Her interest in women’s and men’s work and family decisions led her to explore the role people’s childhood experiences played in their lives. Not surprisingly, given our previous discussion, she found that childhood plans and experiences, while not insignificant, explained very little about people’s adult lives. Describing a group of men whose lives she explored, Gerson explains: “Among the men whose life paths we will trace, some recreated the patterns of their childhood environment but most did not. Over time, these men had experiences that led them to reassess the meaning of their parents’ lives and their own early outlooks. Childhood experiences neither prepared them for the obstacles and challenges of adulthood in a rapidly changing world nor determined how they would react. The childhood context simply provided them with a point of departure”.

Do women and men have different work-related values? Empirical support for sex differences in this domain is weak. In a recent study of this issue, survey respondents were asked to rank five work values, ranging from most to least preferred in a job. Contrary to predictions from socialization theory, it was turned out that women and men ranked each value in exactly the same order of preference: feeling of accomplishment, high income, chance for advancement, job security, and short working hours (from most to least preferred). Moreover, the researchers found no real changes over time in the magnitude of sex differences. Work values, as measured in this study, had more to do with factors such as age, education, and occupational prestige than sex.

**4. Using the information in the text mark the following statements true (T) or false (F). Correct the false statements.**

1. Sociologist Kathleen Gerson investigated the role of childhood experiences in respondents’ lives.

2. The respondents were asked to emphasize the ways they developed different abilities and skills.

3. As a rule, children change their mind towards the job choice when they get older.

4. Traditional gender roles in employment have become stronger.

5. Work values helped adults overcome difficulties and solve problems successfully.

6. According to the survey results, most of the men’s dreams didn’t come true.

7. Sex segregation reflects sex differences in occupational locations.

8. Younger women showed the desire to earn more money for their job.

**5. In pairs, discuss why men and women are expected to approach work differently.**

**6. Speak of “challenges of adulthood in a rapidly changing world”. Express your own point of view on the problem.**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ment, -hood, -tion*) give the nouns related for the following:** child, adult, predict, accomplish, advance.

**2. Make adverbs from the following adjectives:** different, consequent, predominant, surprising.

**3. Using the suffixes *-ful, -ive* give the adjectives related for the following:** quality, doubt.

**4. Using the prefixes (*in-, re-, pre-*) give words related for the following:** create, significant, assess, dominantly. **State the meaning of the prefixes.**

**5. From the following words make all possible noun-noun partnerships which occur in the text:** gender, sex, occupation, socialization, segregation, perspective, role, career, college, work, experiences, values, female, differences, major, childhood.

**6. Look through the text and find the nouns that go with the following verbs:** shed, receive, enter, aspire, reflect, explore, recreate, rank.

**7. Match the key words of the unit to their definitions:**

|  |  |
| --- | --- |
| 1) approach *v*  2) loosen *v*  3) aspiration *n*  4) fluid *adj*  5) explore *v*  6) obstacle *n*  7) prediction *n*  8) magnitude *n* | a) to make or become less tight, fixed, etc;  b) not fixed and likely to change, often repeatedly and unexpectedly;  c) when you say what will happen in the future;  d) [to](http://www.macmillandictionary.com/search/british/direct/?q=to) [deal](http://www.macmillandictionary.com/search/british/direct/?q=deal) [with](http://www.macmillandictionary.com/search/british/direct/?q=with) [a](http://www.macmillandictionary.com/search/british/direct/?q=a) [situation](http://www.macmillandictionary.com/search/british/direct/?q=situation) [or](http://www.macmillandictionary.com/search/british/direct/?q=or) [problem](http://www.macmillandictionary.com/search/british/direct/?q=problem) [in](http://www.macmillandictionary.com/search/british/direct/?q=in) [a](http://www.macmillandictionary.com/search/british/direct/?q=a) [particular](http://www.macmillandictionary.com/search/british/direct/?q=particular) [way](http://www.macmillandictionary.com/search/british/direct/?q=way);  e) a strong hope or wish for achievement or success;  f) to try to discover; learn about;  g) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [difficulty](http://www.macmillandictionary.com/search/american/direct/?q=difficulty) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [problem](http://www.macmillandictionary.com/search/american/direct/?q=problem) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [prevents](http://www.macmillandictionary.com/search/american/direct/?q=prevents) [you](http://www.macmillandictionary.com/search/american/direct/?q=you) [from](http://www.macmillandictionary.com/search/american/direct/?q=from) [achieving](http://www.macmillandictionary.com/search/american/direct/?q=achieving) [something](http://www.macmillandictionary.com/search/american/direct/?q=something);  h) large extent, size, or quantity; the significance, importance, or quality of something. |

**8. Complete the sentences with the words from Exercise 7.**

1. Despite repeated warnings by others, they did not realize the \_\_\_\_\_ of the problem until it was too late. 2. No one believed her \_\_\_\_\_ that the world would end on November 3. [Disabled](http://www.macmillandictionary.com/search/american/direct/?q=disabled) [people](http://www.macmillandictionary.com/search/american/direct/?q=people) [succeed](http://www.macmillandictionary.com/search/american/direct/?q=succeed) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [overcoming](http://www.macmillandictionary.com/search/american/direct/?q=overcoming) [many](http://www.macmillandictionary.com/search/american/direct/?q=many) \_\_\_\_\_ [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [everyday](http://www.macmillandictionary.com/search/american/direct/?q=everyday) [life](http://www.macmillandictionary.com/search/american/direct/?q=life). 4. We have to \_\_\_\_\_ new ways to market our products. 5. The situation remains \_\_\_\_\_. It’s likely to change every moment. 6. He has political \_\_\_\_\_, and hopes to run for Congress some day. 7. When immigration laws were \_\_\_\_\_, the number of immigrants shot up. 8. In my opinion, no other composers even begin to \_\_\_\_\_ (come near in quality to) Mozart. 9. [Governments](http://www.macmillandictionary.com/search/british/direct/?q=governments) [tend](http://www.macmillandictionary.com/search/british/direct/?q=tend) [to](http://www.macmillandictionary.com/search/british/direct/?q=to) \_\_\_\_\_ [the](http://www.macmillandictionary.com/search/british/direct/?q=the) [issue](http://www.macmillandictionary.com/search/british/direct/?q=issue) [from](http://www.macmillandictionary.com/search/british/direct/?q=from) [different](http://www.macmillandictionary.com/search/british/direct/?q=different) [angles](http://www.macmillandictionary.com/search/british/direct/?q=angles).

**LANGUAGE REVIEW**

**Wish - clauses**

**1. Study the *wish-*structures and sample sentences (a-d); then complete the rules (1-4) below.**

1. This structure is used when we want to say that we would like something to be different in the present. (*If only* is stronger and more emphatic than *wish*.) We can use *were* instead of *was*.

2. This structure is used to express regret that something happened or did not happen in the past.

3. This structure is used: a) for polite imperative; b) to express our desire for a change in a situation or someone’s behaviour.

4. If the subjects in the main clause and the sub-clause are the same, we use *could* instead of *would*.

a) *I wish I + could + base form of the verb*

I wish I could travel abroad.

Don’t you sometimes wish (that) you could fly?

b) *wish/if only + Past Simple/Past Continuous*

If only I didn’t have to take the train to work every day.

She wishes she was/were having a holiday now.

c) *wish/if only + Past Perfect*

If only we hadn’t taken up that project.

d) *wish/if only + would + base form of the verb*

I wish you would pay more attention! (=Will you pay more attention, please?)

If only he wouldn’t give me so much work.

**2. Your colleague Daisy Smith is fed up with everything. Write what she is saying.**

* She is so tired. – *I wish I wasn’t/weren’t so tired.*

1. Life is so complicated. 2. Her work isn’t going well. 3. She gets bad headaches. 4. She can’t think straight. 5. She can’t concentrate. 6. People are so boring. 7. The weather is hot. 8. She often works overtime. 9. She doesn’t have any reliable friends. 10. She never has enough free time.

**3.** **Complete the sentences using the prompts in brackets.**

* David has broken the printer again. He wishes \_\_\_\_\_ (be careful). – *He wishes he had been more careful.*

1. I spent all my money. I wish now that \_\_\_\_\_ (save). 2. We missed the train. We really wish \_\_\_\_\_ (catch). 3. It was a good photo. I wish \_\_\_\_\_ (not/lose). 4. She didn’t know about the lecture. She wishes \_\_\_\_\_ (tell). 5. Your friend left the party early. You wish \_\_\_\_\_ (stay). 6. Kate refused the offer. But her parents wish \_\_\_\_\_ (accept). 7. I looked everywhere for the key. I wish \_\_\_\_\_ (find). 8. Vicky is behind with everything today. She wishes \_\_\_\_\_ (get up early). 9. I have a headache. I wish \_\_\_\_\_ (not/work so much). 10. There was a job advertisement in the newspaper, which Alex ignored. Now he wishes \_\_\_\_\_ (apply for).

**4. Complete the wishes and make mix conditional sentences, as in the model.**

* I should have got up earlier. I wish \_\_\_\_\_ (not be late now). – *I wish I had got up earlier.* *If I had got up earlier, I wouldn’t be late now.*

1. You should have warned us beforehand. We wish \_\_\_\_\_ (know what to do now). 2. He should have practised English more. He wishes \_\_\_\_\_ (speak more fluently now). 3. She shouldn’t have quarrelled with everybody. She wishes \_\_\_\_\_ (be able to ask somebody for help now). 4. I shouldn’t have followed his advice. (be in such a mess now). 5. They should have waited a bit longer. They wish \_\_\_\_\_ (know the results now).

**5. What might you say in these situations?**

* Someone never answers your emails. *– I wish you’d answer my emails.*

1. Someone makes critical remarks about you. 2. Someone won’t hurry up. 3. Someone never closes the door. 4. Someone always leaves the window open when leaving the office. 5. Someone isn’t telling you the whole story. 6. Someone won’t tell you what he is thinking. 7. Someone is making much noise when you are working. 8. Someone is smoking in your presence. 9. Someone won’t keep their working place tidy. 10. Someone never listens to what you say.

**6. Match the items in Column A with those in Column B to make complaints using *would, could* or *wouldn’t*. Then, decide which person from the list below is making each complaint.**

***Winner, shop-assistant, manager, traffic warden, flight attendant, campsite owner, foreman, teacher, employee, applicant, criminal.***

* ***0-k “I wish my staff would get to work on time”, says the manager.***

|  |  |
| --- | --- |
| **A** | **B** |
| 0. I wish my staff \_\_\_\_\_ | 1. be more polite. |
| 1. I wish my students \_\_\_\_\_ | 1. get this job. |
| 2. I wish this moment \_\_\_\_\_ | 1. put their luggage in the lockers. |
| 3. If only drivers \_\_\_\_\_ | 1. be found so easily. |
| 4. I wish passengers \_\_\_\_\_ | 1. try harder with their homework. |
| 5. If only I \_\_\_\_\_ | 1. always follow the safety regulations. |
| 6. I wish campers \_\_\_\_\_ | 1. last forever. |
| 7. I wish our workers \_\_\_\_\_ | 1. light fires in the forest. |
| 8. If only the customers \_\_\_\_ | 1. park illegally. |
| 9. I wish I \_\_\_\_\_ | 1. be so strict . |
| 10. I wish the boss \_\_\_\_\_ | 1. get to work on time. |

**Additional texts**

**I**

**Determining the worth of jobs**

Why do women earn less than men? Sociologists’ and economists’ interest in this question reflects a desire to know what determines the “worth” of jobs and why some jobs pay more than others. Understanding how wages are attached to jobs is a complicated topic and there are many different approaches to this issue.

Sociologists argue that the wages attached to jobs are a function of several kinds of characteristics. One important set of characteristics includes the skill level of the job. For neo-classical economists, skill reflects productivity, in that more skilled workers add more value to the firm than those with fewer skills. Workers acquire skills by investing in activities that make them more productive. While this investment may be costly initially, it is done for the sake of a future pay-off. The portfolio of skills that workers acquire through these means represents their human capital. Human capital theoretically consists of anything that increases a worker’s productivity. The most common measures of human capital, however, include easily measured investments, such as years of schooling and various types of on-the-job-training. According to the theory of human capital, then, jobs requiring more investment by workers (e.g., college education, technical training, etc.) pay more than other jobs because otherwise workers would not invest in the required training. Higher pay for these jobs thus is a means to compensate workers for their investment. At the same time, employers can also benefit from workers’ human capital because these workers are assumed to be more productive than workers with less human capital.

Compensating workers for their investments in human capital is undoubtedly important to employers’ assessments, but this is not the only consideration. Employers may also consider other factors when setting wages. In particular, they must consider the relative supply of workers available at a given skill level. For any particular job at a given skill level, supply is affected by opportunities outside this job for people with the same skills (e.g., wages of alternative jobs), by how much investment in training a job requires, and by whether the worker finds doing the work in the job a “disamenity” – an unpleasantness – or an amenity. Regarding the latter point, employers may decide that jobs workers perceive as particularly onerous or unpleasant require higher wages than otherwise comparable jobs involving more desirable working conditions. Otherwise, workers will prefer the jobs with more desirable working conditions.

All employers must decide the relative worth of the jobs they offer to workers. Human capital theory offers a general understanding of the relations between skill and wage-setting that can help us delve more deeply into this process. Human capital theory’s emphasis on employers’ roles in assessing the skill level of jobs and their relative value is our starting point. Sociologists argue that the processes through which employers make these assessments and the resulting wages offered reflect social as well as economic considerations. In this view, skill is socially constructed. This implies that which jobs are defined as skilled and hence higher-paying is more than a technical exercise. In addition, the ways in which employers understand and respond to forces of labor supply also reflect the influence of social processes. Hence, while human capital theory provides a starting point for understanding wage-setting, economic arguments overlook the many ways in which social factors enter into this process.

**Reading Comprehension**

1. Find the paragraph explaining what human capital is. Point out the dependence of an employee’s contribution to the job upon the principle he/she is paid for it.

2. Compare the ways in which economists and sociologists view the skill level of the job.

3. List the problems facing an employer in setting worker’s wages. How can he benefit from higher pay?

4. Summarize the text in your own words.

**II**

**Job evaluation and the social**

**construction of skill**

Human capital theorists define skill in terms of productivity-enhancing investments. Jobs that require more skill thus should receive more pay than those requiring less skill. How employers decide upon the skill requirements of jobs and assess the other kinds of factors necessary to set pay levels is a subject which has received considerable attention from researchers. In particular, studies examine the ways in which employers use job evaluation techniques. Job evaluation is a method used to determine how pay is assigned to jobs and to justify (or critique) relative pay rates. Employers use job evaluation in order to decide how to compensate different jobs and feminists have used it to demonstrate gender bias in wage-setting. Hence, one way to illustrate how actual processes of wage-setting depart from the tenets of human capital theory is to examine the process of job evaluation.

Scientists provide a useful account of job evaluation: “In all methods of job evaluation, it is the requirements of the *job* that are evaluated, not the performance of a given *individual* within the job. It is taken for granted that within any one job, different individuals are paid different amounts because of differences in merit or seniority. However, each job generally has a pay range within which such individual variation is confined”. Jobs can be evaluated according to several different methods, ranging from a simple ranking of “payworthiness” to more sophisticated systems that assign wages based on a point system. All of these methods are based on the belief that it is possible to objectively rank jobs according to their worth to an employer. This ranking may be done by employers or their managers, by outside consulting firms, or by unions and worker representatives.

Although job evaluation is a technique long used by employers, it gradually began to be used by those interested in identifying and correcting gender bias in wage setting. State of Washington employees were among some of the first to use job evaluation in this manner. A job evaluation study conducted by an outside consulting firm for the state found that predominantly female jobs were systematically paid less than male jobs, even when they received the same number of evaluation points. When the state failed to rectify this situation, the union representing state employees filed a lawsuit against the state alleging sex discrimination. Though the union eventually lost their case in the courts, the state agreed to an out-of-court settlement that resulted in higher wages for predominantly female jobs.

Job evaluation techniques have been used in other state and local settings as well, including Oregon, New York State, and the city of San Jose, California. In all these cases, this technique was proposed as a way to correct perceived sex biases in the ways wages were attached to jobs. Most notably, job evaluation showed that jobs evaluated as comparable in terms of their skill requirements, working conditions, and the like were often compensated at different levels depending upon their sex composition. Predominantly female jobs tended to be devalued relative to jobs of comparable skill filled by men. These results called into question the notion that wages were set according to sex-neutral processes and instead revealed an important source of sex bias. In fact, if a single job evaluation plan is used to set pay throughout a firm or government, it nearly always gives women’s jobs higher wages relative tomen’s than most employers pay.

That jobs filled with women receive lower average wages than comparable jobs filled by men has become a well-established research finding. Note that the effect of the sex composition of jobs is net of other factors that could contribute to wage differences between women and men, such as differences in human capital, job characteristics and skill requirements, and firm resources.

**Reading Comprehension**

1. Use the information from the text to say what job evaluation is aimed at. Find examples showing its role in eliminating gender bias in industry.

2. Enumerate the existing methods to evaluate the job. According to the author, is any executive able to rank the jobs in a company/enterprise?

3. Focus on the results of research work obtained by American scientists. Why do you think the difference in wages between men and women still exists?

4. Summarize the text in your own words.

**III**

Public policies aiming to promote gender equality have evolved substantially in the last decades. Ever since 1975, when the United Nations established Women’s International Year, and most of the western nations started to acknowledge gender inequality – then known as “women’s discrimination” – as a public issue that deserved public intervention, the strategies and political instruments of those policies have been changing. Focus on sex discrimination (discrimination based on biological differences) and especially women’s discrimination has evolved to focus on gender (based on the cultural and social consequences of those biological differences). In addition to specific actions for women – positive actions – “gender mainstreaming” emerged as a new and necessary strategy for combating gender inequality in the long term. Gender mainstreaming means that, in addition to specific policies addressing gender discrimination – which are still necessary to deal with actual gender discrimination – there is a need to look for a gender perspective in all public policies.This strategy implies a much more complex and widespread political action, and a revolutionary change in the process of policy making.

In the early 90’s many authors spoke about “Western feminists” and “Eastern women” and described differences between them – or sometimes stressed the things they have in common. But in the publications the main category of comparison is the belonging to an either “Eastern” or “Western” country. Even researchers who called for a more differentiated approach (as C. Wallace or J. Šiklová) often ended up using “Easterners” and “Westerners” as their main categories of differentiating themselves. Within Gender Studies it is especially interesting to deal with the notions of “East” and “West”, as this is an international field of research that claims to be reflexive of differences and hierarchies. Within feminist theory and gender studies this issue is far from being a new one. Debates and critiques about hierarchical structures have a long history within this field. Women of color, feminists from the South, working class women or Lesbian feminists are only some of those who had criticized the hegemony of white Western middleclass concepts (and continue to do so). B. Hooks, P. H. Collins or A. Walker are only some of the most famous authors. After the fall of the “Iron curtain” contacts, discussions and co-operation between activists and researchers from countries that belonged to the “capitalist” sphere of Europe (or the USA, Canada, etc.) and the former “socialist” or “communist” countries became possible without state control and restrictions.

**Reading comprehension**

1. Think of the headline to the text.
2. List the signs showing gender inequality.
3. When did international cooperation in gender study become possible?
4. Summarize the text in your own words.

**IV**

Ukraine is among the states that have emerged after the breakup of the USSR and that are moving along the path towards what are generally defined as the free market and democratic institutions. The breakdown of the Soviet system, along with the destruction of a unitary “Soviet identity”, as it first seemed, opened the floodgates for diverse social initiatives and movements organized around cultural, national, religious and other values, and thereby for the formation and representation of new forms of identity. The growth in the number of women’s organizations and their activities, as well as the emergence of the first, and thus far singular, figures of women thriving in business and in politics also bears evidence of the successes of democratization. At first glance, the dynamics of these processes in post-socialist countries comply entirely with the global context of the growth of diversity, flexibility and plurality of social forms in the modern world. However, in western societies the appearance of “identity politics” is first and foremost a continuation of the long-term tradition of resistance to capitalism, market globalization and consumer society (and also evidence of the current collapse, impasse or disorientation of this tradition embodied in labour movements and the socialist left). At the same time, in the former socialist countries emerging new identities are “domesticated” by the authorities and used by political elites for their own interests in order to manipulate new social movements. In the former Soviet republics (especially in those as urbanized and industrialized as Ukraine), national, ethnic or religious traditions were so melted down in the boiler of “Soviet identity” that their contemporary political actualization usually arises on the basis of artificial simulation. Practically any cultural initiative, social movement or protest immediately proves to be a part of the existing social order, and gains authorization on behalf of the dominating ideology. The women’s movement, revived in Ukraine with the onset of the reforms, regardless of all its accomplishments, shares this sad fate – partly because it inherits the old state socialist, conformist movement, but mostly because new mechanisms of political manipulation have emerged. It is far from simple to determine today to what degree the creation of new women’s identities is a result of the increased freedom of self-expression and possibilities of political participation, and to what degree it is the result of identification with models produced by mass media and new ideologies of the free market and democratization. It is believed that the ideology of the free market plays a particular role in these processes. Although there are many reasons why, until now, a fully fledged market economy has not formed in Ukraine, the myth of a “free market” contributed to the delegitimization of the Soviet system and ideologically underpinned the beginning of the reform process. However, for women the new system of motivations turned out to be ambivalent. The universal right of private initiative, in effect, turned out to be gender specific for it reconstructed the traditional separation of the private and public spheres. The abandonment of state paternalism and the collapse of the system of social protection caused the end of the social contract between working women and the state and pushed them in search of new life strategies and identities. In response, mass culture offered an already existing set of western identification models, ranging from the thriving businesswoman to the ideal housewife. Significantly distinct at first glance by the degree of their “progressiveness”, these identities have in effect much in common, for they are ingrained in the consciousness by virtue of the mechanisms of the market and mass cultural consumption. The emergence of these new identities, professedly or implicitly based on the essentialist understanding of women’s destiny, contributes to the integration of the newly forming market society, thus creating opportunities for the social inclusion of women. However, this inclusion is simultaneously a form of exclusion and the basis for the creation of new forms of inequality.

**Reading comprehension**

1. Give the title to the text.
2. Pattern the grounds for success and failure of women’s movement in the post-Soviet space.
3. Comment on the appearance of new women’s identity.

4. Summarize the text in your own words.

**Unit 2**

**Racial and Ethnic inequality**

**Lesson 1**

**Vocabulary 1**

**1. Match the following sociological terms (1-4) to their definitions (a-d):**

|  |  |
| --- | --- |
| 1) ethnocentrism  2) racism  3) discrimination  4) prejudice | * 1. the process of denying opportunities and equal rights to individuals and groups because of prejudice or other reasons;   2. the tendency to assume that one’s own culture and way of life represent the norm or are superior to all others;   3. [an](http://www.macmillandictionary.com/search/british/?q=an) [unreasonable](http://www.macmillandictionary.com/search/british/?q=unreasonable) [opinion](http://www.macmillandictionary.com/search/british/?q=opinion) [or](http://www.macmillandictionary.com/search/british/?q=or) [feeling](http://www.macmillandictionary.com/search/british/?q=feeling), [especially](http://www.macmillandictionary.com/search/british/?q=especially) [the](http://www.macmillandictionary.com/search/british/?q=the) [feeling](http://www.macmillandictionary.com/search/british/?q=feeling) [of](http://www.macmillandictionary.com/search/british/?q=of) [not](http://www.macmillandictionary.com/search/british/?q=not) [liking](http://www.macmillandictionary.com/search/british/?q=liking) [a](http://www.macmillandictionary.com/search/british/?q=a) [particular](http://www.macmillandictionary.com/search/british/?q=particular) [group](http://www.macmillandictionary.com/search/british/?q=group) [of](http://www.macmillandictionary.com/search/british/?q=of) [people](http://www.macmillandictionary.com/search/british/?q=people);   4. the belief that one race is supreme and all others are innately inferior. |

**2. Complete the sentences using words from Exercise 1.**

1. [We’ve](http://www.macmillandictionary.com/search/british/?q=we%27ve) [been](http://www.macmillandictionary.com/search/british/?q=been) [working](http://www.macmillandictionary.com/search/british/?q=working) [hard](http://www.macmillandictionary.com/search/british/?q=hard) [to](http://www.macmillandictionary.com/search/british/?q=to) [overcome](http://www.macmillandictionary.com/search/british/?q=overcome) \_\_\_\_\_\_ [against](http://www.macmillandictionary.com/search/british/?q=against) [women](http://www.macmillandictionary.com/search/british/?q=women) [in](http://www.macmillandictionary.com/search/british/?q=in) [politics](http://www.macmillandictionary.com/search/british/?q=politics). 2. In fact, up until only about 160 years ago, the Japanese did business exclusively among themselves, a form of \_\_\_\_\_\_, and the presence of foreigners was the exception rather than the rule. 3. \_\_\_\_\_\_ continues to be a major issue in America despite the election of Barack Obama as President. 4. \_\_\_\_\_ [on](http://www.macmillandictionary.com/search/british/?q=on) [the](http://www.macmillandictionary.com/search/british/?q=the) [grounds](http://www.macmillandictionary.com/search/british/?q=grounds) [of](http://www.macmillandictionary.com/search/british/?q=of) [sex](http://www.macmillandictionary.com/search/british/?q=sex) [or](http://www.macmillandictionary.com/search/british/?q=or) [race](http://www.macmillandictionary.com/search/british/?q=race) [is](http://www.macmillandictionary.com/search/british/?q=is) [unlawful](http://www.macmillandictionary.com/search/british/?q=unlawful).

**Reading AND SPEAKING**

**1. Before reading the text think of the answers for the following questions.**

1. Are there any countries in the world where racism has the signs of the official ideology?

2. Do any forms of prejudice exist in Ukraine?

**2. Read the text and find the answers for the following questions.**

1. How do sociologists distinguish between racial and ethnic groups?

2. What are the basic features of a minority group?

3. What are the reasons for prejudice?

4. In what way does racism affect a society?

5. Do hate groups present any danger for a society?

6. Can you give any examples of institutional discrimination?

7. Can prejudice and discrimination be functional to a society?

8. What dysfunctions to a society are associated with racism?

9. What consequences do racial prejudice and discrimination have for society according to conflict theorists?

10. What does the term “contact hypothesis” denote?

**Racial and Ethnic Groups**

Sociologists frequently distinguish between racial and ethnic groups. The term racial group is used to describe a group that is set apart from others because of obvious physical differences. Whites, African Americans, and Asian Americans are all considered racial groups in the United States. While race turn on physical differences, it is the culture of a particular society that constructs and attaches social significance to these differences. Unlike racial groups, an ethnic group is set apart from others primarily because of its national origin or distinctive cultural patterns. In the United States, Puerto Ricans, Jews, and Polish Americans are all categorized as ethnic groups.

Sociologists have identified basic properties of a minority group. Members of a minority group experience unequal treatment as compared to members of a dominant group, share physical or cultural characteristics that distinguish them from the dominant group. Membership in a minority (or dominant) group is not voluntary; people are born into the group. Thus, race and ethnicity are considered ascribed statuses.

**Prejudice and Discrimination**

Prejudice is a negative attitude toward an entire category of people, often an ethnic or racial minority. Prejudice can result from ethnocentrism. Ethnocentric people judge other cultures by the standards of their own group, which leads quite easily to prejudice against cultures viewed as inferior.

One important and widespread form of prejudice is racism. When it prevails in a society, members of subordinate groups generally experience prejudice, discrimination, and exploitation.

In the world prejudice as reflected in organized hate groups appears to be increasing both in reality and in virtual reality. Several years ago, the USA Southern Poverty Law Center identified 474 hate groups that were involved in some form of racist behavior, ranging from vandalism to murder. The same organization also identified at least 163 Internet sites espousing racial hatred, including sites of neo-Nazi groups. The technology of the Internet allows race-hate groups to expand far beyond their place and to recruit millions.

Discrimination is practiced not only by individuals in one-to-one encounters but also by institutions in their daily operations. There exist various forms of institutional discrimination, including rules requiring that only English be spoken at a place of work, even when it is not a business necessity to restrict the use of other languages. Another example is a certain preference shown by law schools and medical schools in the admission of children of wealthy and influential alumni.

**Sociological perspectives**

Relations among racial and ethnic groups are analyzed from the three major perspectives of sociology. According to functionalist perspective racial prejudice and discrimination may be both functional and dysfunctional to a society. Functionalist theorists, while agreeing that racial hostility is hardly to be admired, point out that it indeed serves positive functions for those practicing discrimination. For example, they say that such views provide a moral justification for maintaining an unequal society that routinely deprives a minority of its rights and privileges. Racial myths introduce the argument that any major societal change (such as an end to discrimination) would only bring greater poverty to the minority and lower the majority’s standard of living.

But there are several dysfunctions associated with racism. Society fails to use the resources of all individuals: discrimination limits the search for talent and leadership to the dominant group. Moreover, it aggravates social problems such as poverty, delinquency, and crime.

Conflict theorists agree that racial prejudice and discrimination have many harmful consequences for society. Marxist class theory is used to explain the basis of racial subordination. The exploitation of the lower class is a basic part of the capitalist economic system. From a Marxist point of view, racism keeps minorities in low-paying jobs, thereby supplying the capitalist ruling class with a pool of cheap labor. Moreover, by forcing racial minorities to accept low wages, capitalists can restrict the wages of all members of the proletariat. Workers from the dominant group who demand higher wages can always be replaced by minorities who have no choice but to accept low-paying jobs.

Interactionists introduce the term “contact hypothesis” to denote interracial contact between people of equal status that makes them less prejudiced and help them to abandon previous stereotypes. People begin to see one another as individuals and discard the broad generalizations characteristic of stereotyping. This may be one hope of eliminating – or at least reducing – racial and ethnic stereotyping and prejudice.

**3. Using the information of the text say what is true (T) and what is false (F). Correct the false statements.**

1. There is no considerable difference between racial and ethnic groups.

2. Membership in a dominant group is due to an achieved status.

3. Ethnocentrism is one of the reasons for prejudice.

4. Ethnocentric people judge other cultures as superior.

5. Functionalist theorists admire racial hostility as it serves positive functions for the society.

6. Functionalist perspective approves of racial prejudice and other forms of discrimination in the society.

7. According to functionalist perspective those practicing discrimination benefit from racial hostility.

8. Conflict theorists do not justify racial prejudice and discrimination in the society.

9. The capitalist ruling class obviously benefits from the discrimination practices.

10. Interactionists are sure that when people belonging to different racial or ethnic groups work together there is no chance for them to stop experiencing prejudice.

**Vocabulary 2**

**1. From the words given below pick up those having the synonymic meaning:** meeting, frequently, entire, often, inferior, obvious, evident, construct, whole, superior, encounter, delinquency, crime, create, abandon, discard.

**2. Using the appropriate suffixes *(-tion, -ity, -ship;- ism)* give the nouns related for the following:**

a) justify, discriminate, exploit, subordinate, generalize;

b) minor, ethnic, real, hostile, major;

c) ethnocentric, race, vandal, leader.

**3. Look at the following words and determine parts of speech that are formed with the help of the suffix *-ist*:** interactionist, theorist, capitalist, sociologist, Marxist, functionalist.

**4. Using the suffixes *-ful, -ive, -al*, give the adjectives related for the following:** race, negation, influence, society, harm.

**5. Using the suffixes *-fy, -ize, -er* give the verbs related for the following:** low, category, organization, identity, analysis.

**6. Paraphrase the parts of the sentences in bold type using the words from the following list (you may have to change the form of some words):** voluntary *adj*, prevail *v*, restrict *v*, prejudice *n*, hostility *n*, aggravate *v*, inferior *adj*.

1. They showed obvious **unfriendly and aggressive behaviour** towards their new neighbours. 2. Red colour **dominates** in the Canadian flag. 3. More recently, she has experienced a lot of **unreasonable and unfair dislike** in the workplace culminating in her resignation a year ago. 4. Their action was completely **by free choice** – nobody asked them to do that. 5. It was clear the group were regarded as intellectually, morally and socially **lower in position and status.** 6. Attempts to restrict parking in the city centre have further **made** the problem of traffic jam **worse**. 7. Having small children really **keeps** your social life **within limits**.

**Speaking**

**1. Which situation (*a* or *b*) illustrates prejudice? In which situation can you be blamed in demonstrating prejudice? Ground your opinion.**

a. You resent your roommate because he or she is sloppy.

b. You immediately stereotype your roommate on the basis of such characteristics as race, ethnicity, or religion.

**2. Comment on the facts below. Answer the questions that follow.**

In recent years, college campuses across the United States have been scenes of bias-related incidents. Student-run newspapers and radio stations have ridiculed racial and ethnic minorities: threatening literature has been stuffed under the doors of minority students, and graffiti endorsing the views of White supremacist organizations such as the Ku Klux Klan have been scrawled on university walls.

Are you aware of any such incidents on your campus or other campuses nearby? If so, briefly describe the incident. How did the student body react to this kind of behaviour?

**3. Which sociological perspective is illustrated by the following?**

1. The movement to keep Chinese immigrants out of the United States became most fervent during the latter half of the nineteenth century, when Chinese and Whites fought over dwindling work opportunities.

2. Southern Whites justified slavery by believing that Africans were physically and spiritually subhuman and devoid of souls.

3. Japanese Americans were the object of little prejudice until they began to enter jobs that brought them into competition with Whites.

4. A Black woman is transferred from a job on an assembly line to a similar position working next to a White man. After a week, the growing tension between the two leads to a bitter quarrel. Yet, over time, each slowly comes to appreciate the other’s strengths and talents. A year after they begin working together these two workers become respectful friends.

5. Judicial systems sometimes insist on petty criminals directly helping the people they have hurt. Done well, this helps both parties.

6. As African Americans and other minorities slowly gain access to better-paying and more responsible jobs in the United States, the contact hypothesis may take on greater significance.

**LANGUAGE REVIEW 1**

**Should**

**1. Which sentence using *should*:**

**a) indicates the future in the past?**

**b) expresses the best course of action in someone’s opinion?**

**c) says that something is sensible or morally correct?**

**d) says that something is expected to happen in the normal course of events?**

**e) says that something is possible (though unlikely) to happen?**

**f) expresses a request or desire?**

**g) expresses surprise or disbelief ?**

1. We should leave now if we want to get there on time.

2. Your delivery is on its way. It should arrive just after lunch.

3. They insisted that she should have dinner with them.

4. It’s strange that he should be late. He’s usually on time.

5. I promised we should come a bit earlier to help with the preparations.

6. If Tom should phone while I’m out, tell him I’ll phone him later.

7. Multinational companies should pay local producers a fair price for their products.

**2. Study the following sentences and state the functions of *should.* Consult the self-study section if you need. Translate the sentences into your native language.**

1. We should celebrate your promotion. Let’s get a bottle of champagne. 2. I’ve bought three packages – that should be enough. 3. If you should decide to accept, please phone us. 4. The very first thing I should do would be to teach you how to use the Internet. 5. “We’ll be ready at 8.00.” – I told her that we should be ready at 8.00. 6. It was natural that they should want him to go to a good school. 7. She’s away but she should be back tomorrow. 8. If I had more time I should learn Japanese. 9. This device is worth a lot of money, I should say. 10. “Shall we come today?” – They asked me if they should come today. 11. Should I go and see the police, do you think? 12. She wrote down their phone number in case she should need expert advice. 13. Ten o’clock: she should have arrived in the office by now. 14. Tomorrow will be a difficult day. I should get to bed early if I were you. 15. It’s important that somebody should talk to the police. 16. I’m still sleepy. I should have gone to bed earlier. 17. I explained twice so that there should be no misunderstanding. 18. Applications should be sent before December 30th. 19. It’s very cold this morning. I should wear a coat when you go out. 20. I recommended that they should reduce their expenditure.

**3. Complete the sentences with one of the following structures:**

***should* (*n’t* *) + V/be Ved***

***should* (*n’t* ) *+ be Ving***

***should* (*n’t*) *+ have Ved/have been Ved***

***should* (*n’t* ) *+ have been Ving***

1. I’m tired. I (not/go) to bed so late. 2. Marry (pass) her exam; she’s been studying very hard. 3. They (interview) the candidates for three hours. 4. Why are you sitting here doing nothing? You (write) your report now. 5. I wonder why they’re late. They (be) here an hour ago. 6. We don’t see you enough. You (come) and see us more often. 7. The window (not/leave) open when there were nobody in the office. 8. I’m in a difficult position. What do you think I (do)? 9. It’s a difficult situation. What do you think (do)? 10. I posted the letter five days ago, so it (arrive) by now. 11. You (not play) computer games now. You (study). 12. We are sorry that we didn’t take your advice. Everything (do) the way you said. 13. She (not/listen) to our conversation. It was private. 14. The form (fill) in ink. 15. You missed a great party last night. You (come). Why didn’t you?

**4. Write a sentence that means the same as the first one.**

* “I think it would be a good idea to invite a consultant,” Jane said to us. – *Jane recommended that we should invite a consultant.*

1. “You really must change your attitude to people,” the psychologist said to me. – The psychologist insisted that I \_\_\_\_\_ 2. “Why don’t you visit the exhibition?” I said to them. – I recommended that they \_\_\_\_\_ 3. “You must apologise,” the manager said to Ken. – The manager demanded that Ken \_\_\_\_\_ 4. “We’d better postpone the meeting,” the secretary said. – The secretary proposed that the meeting \_\_\_\_\_ 5. “Why don’t we alter the schedule?” Carol said. – Carol suggested that the schedule \_\_\_\_\_

**5. Complete the sentences using *should* + one of these verbs: *work,* *listen, think, ask, say* (*2), be, worry, happen, leave, refuse, change.***

1. It’s shocking that something like this \_\_\_\_\_ 2. It’s only natural that parents \_\_\_\_\_ about their children no matter how old they are. 3. It’s very important that everybody \_\_\_\_\_ very carefully. 4. It’s astonishing that the place \_\_\_\_\_ so much in so little time. 5. It’s strange that she \_\_\_\_\_ late. She’s always on time. 6. It’s odd that she \_\_\_\_\_ that to you. 7. I was surprised that he \_\_\_\_\_ me for advice. What advice could I give him? 8. Isn’t it typical of Tom that he \_\_\_\_\_ without saying goodbye to anybody? 9. Do you think it’s normal that the child \_\_\_\_\_ so hard? 10. It’s funny that you \_\_\_\_\_ that. I was going to say the same thing. 11. It was surprising that they should \_\_\_\_\_ to join us. 12. I’m sorry you \_\_\_\_\_ I did it on purpose.

**LANGUAGE REVIEW 2**

**Would**

**1. Which sentence using *would*:**

**a) indicates the future-in-the-past?**

**b) describes a habitual activity in the past?**

**c) is a polite request?**

**d) expresses refusal?**

**e) expresses prediction?**

**f)** **indicates a preferred action?**

1. Would you send this brochure to our colleagues?

2. I wish you wouldn’t keep interrupting me.

3. He would look better without that awful beard.

4. In the past, they would work from dawn to dusk.

5. We asked Michael for help but he wouldn’t cooperate.

6. We decided we would submit our revised proposals as soon as possible.

**2. Study the following sentences and state the functions of *would.* Consult the self-study section if you need. Translate the sentences into your native language.**

1. Wouldn’t you like to come with me? 2. They said that they would help us. 3. Penelope, I would like you to get us the files. 4. I would have said no, but they talked me into staying at their place. 5. I’d say she’s about forty. 6. Don’t you wish they would invent a cheaper way to recycle things? 7. I’d sooner die than share a room with her. 8. She’d be stupid not to accept such an offer. 9. I’m fed up with this rain. I wish the sun would come out. 10. She didn’t think that he would do a thing like that. 11. He would be delighted if you went to see him. 12. When he was young, he would often walk in these woods. 13. Denial would have been useless. 14. If only he would listen to me. 15. She just wouldn’t do what I asked her. 16. I’m at a loss. I wouldn’t mind getting a piece of advice. 17. You WOULD say that. You always support him. 18. Most people would pay more for better health care. 19. I would have done more if I’d had the time. 20. Would you like some tea or coffee?

**3. Complete the sentences choosing between either** *should* **or** *would***. In which sentences both verbs are possible?**

1. Many years ago people \_\_\_\_\_ use traditional cures and remedies. 2. I really think you \_\_\_\_\_ reconsider your decision. 3. \_\_\_\_\_ you help me carry these boxes upstairs? 4. As long as we keep up the hard work, we \_\_\_\_\_ be on schedule for the end of the month. 5. We \_\_\_\_\_ organize a meeting with our overseas partners, but it is difficult to find a suitable date. 6. Yes, please, I \_\_\_\_\_ like to have a copy. 7. I \_\_\_\_\_ try to get there early if you can. 8. \_\_\_\_\_ you like tea or \_\_\_\_\_ you prefer coffee? 9. I \_\_\_\_\_ have phoned you, but there wasn’t time. 10. She said she \_\_\_\_\_ not take part in our surveys any more. 11. In 1995, I arrived in the town where I \_\_\_\_\_ spend ten years of my life. 12. What \_\_\_\_\_ have happened if I hadn’t been here? 13. I \_\_\_\_\_ rather stay in this evening, if that’s all right with you. 14. He \_\_\_\_\_ listen to his fellow students’ answers, but he didn’t like answering in front of the class himself. 15. I \_\_\_\_\_ be very surprised if he didn’t agree with me. 16. It is essential that each participant \_\_\_\_\_ be given clear instructions. 17. The forecast said the next day \_\_\_\_\_ be fine. 18. On summer evenings they \_\_\_\_\_ sit out in the garden. 19. \_\_\_\_\_ you mind waiting outside? 20. It was 4.15. The working day \_\_\_\_\_ end soon. 21. Why \_\_\_\_\_ n’t I do it if I want to? 22. What do you mean there are only ten tickets? There \_\_\_\_\_ be twelve. 23. I asked him very politely but he \_\_\_\_\_ n’t tell me. 24. I wish she \_\_\_\_\_ n’t take things so seriously. 25. Don’t ask me. Why \_\_\_\_\_ I know? 26. “Artistic people can be very difficult sometimes.” – “Well, you \_\_\_\_\_ know – you married one.” 27. I \_\_\_\_\_ n’t think they’ve managed to do more than we did. 28. I’m sorry I’m late. The car \_\_\_\_\_ n’t start again this morning. 29. Sometimes he \_\_\_\_\_ bring us little presents without saying why. 30. “She doesn’t like to hear us swearing in her presence.” – “I \_\_\_\_\_ think not.”

**Lesson 2**

**Vocabulary 1**

**1. Match the following sociological terms (1-6) to their definitions (a-f) (pay attention to the pronunciation of these international words):**

|  |  |
| --- | --- |
| 1) genocide  2) amalgamation  3) assimilation  4) segregation  5) pluralism  6) apartheid | a) [the](http://www.macmillandictionary.com/search/british/?q=the) [idea](http://www.macmillandictionary.com/search/british/?q=idea) [that](http://www.macmillandictionary.com/search/british/?q=that) [people](http://www.macmillandictionary.com/search/british/?q=people) [can](http://www.macmillandictionary.com/search/british/?q=can) [and](http://www.macmillandictionary.com/search/british/?q=and) [should](http://www.macmillandictionary.com/search/british/?q=should) [live](http://www.macmillandictionary.com/search/british/?q=live) [together](http://www.macmillandictionary.com/search/british/?q=together) [without](http://www.macmillandictionary.com/search/british/?q=without) [fighting](http://www.macmillandictionary.com/search/british/?q=fighting), [despite](http://www.macmillandictionary.com/search/british/?q=despite) [differences](http://www.macmillandictionary.com/search/british/?q=differences) [in](http://www.macmillandictionary.com/search/british/?q=in) [race](http://www.macmillandictionary.com/search/british/?q=race), [religion](http://www.macmillandictionary.com/search/british/?q=religion), [culture](http://www.macmillandictionary.com/search/british/?q=culture), [politics](http://www.macmillandictionary.com/search/british/?q=politics) [etc](http://www.macmillandictionary.com/search/british/?q=etc).;  b) the mixing or blending of different elements, races, societies, etc.; also, the result of such combination or blending; a homogeneous union;  c) the deliberate, systematic killing of an entire people or nation;  d) the conformity of members of ethnic groups to the culture of the dominant group, which results in a loss of initial ethnic identity;  e) physical separation of two groups of people in terms of residence, workplace, and social events;  f) the official policy of strict racial segregation and discrimination against nonwhites practiced in South Africa. |

**2. Complete the sentences using words from Exercise 1.**

1. The \_\_\_\_\_ of ethnic Germans in the US was accelerated by the two world wars. 2. The leaders of Turkey committed \_\_\_\_\_ against the Armenians. 3. [Racial](http://www.macmillandictionary.com/search/british/?q=racial) [\_\_\_\_\_](http://www.macmillandictionary.com/search/british/?q=segregation) [in](http://www.macmillandictionary.com/search/british/?q=in) [schools](http://www.macmillandictionary.com/search/british/?q=schools) [is](http://www.macmillandictionary.com/search/british/?q=is) [no](http://www.macmillandictionary.com/search/british/?q=no) [longer](http://www.macmillandictionary.com/search/british/?q=longer) [legal](http://www.macmillandictionary.com/search/british/?q=legal) [in](http://www.macmillandictionary.com/search/british/?q=in) [the](http://www.macmillandictionary.com/search/british/?q=the) [US](http://www.macmillandictionary.com/search/british/?q=us). 4. The system of racial segregation that used to exist in South Africa was called \_\_\_\_\_. 5. After years of state control, the country is now moving towards political, religious and cultural \_\_\_\_\_.

**Reading AND SPEAKING**

**1. Before reading the text think of the answers to the following questions.**

1. Is Ukraine a multinational state?

2. Is it difficult to build relations between racial and ethnic groups in a multinational state?

**2. Read the text and find the answers to the following questions.**

1. What examples of genocide does the text give?
2. What is the end result of amalgamation process?
3. What does assimilation process involve?
4. Does assimilation necessarily bring acceptance for the minority group individual?
5. What are the negative consequences of the assimilation process?
6. What are the distinctive features of the segregation policy?
7. Where did apartheid exist?
8. Is South Africa the only country in which segregation has been common?
9. What principles is the pluralism based on?
10. What example of pluralistic state is given?
11. Which country failed to achieve cultural pluralism?

**Patterns of Intergroup Relations**

Racial and ethnic groups can relate to one another in a wide variety of ways, ranging from friendships and intermarriages to genocide which is the devastating pattern of intergroup relations. This term is used to refer to the killing of one million Armenians by Turkey beginning in 1915. The term genocide is also appropriate in describing the United States’ policies toward Native Americans in the nineteenth century. Genocide is an extreme behaviour.

More typical intergroup relations as they occur in North America and throughout the world follow four identifiable patterns: (1) amalgamation, (2) assimilation, (3) segregation, and (4) pluralism. Each pattern defines the dominant group’s actions and the minority group’s responses. Intergroup relations are rarely restricted to only one of the four patterns, although invariably one does tend to dominate. Therefore, think of these patterns primarily as ideal types.

*Amalgamation*. Amalgamation describes the end result when a majority group and a minority group combine to form a new group. Through intermarriage over several generations, various groups in the society combine to form a new group. This can be expressed as A + В + С —> D, where A, B, and С represent different groups present in a society and D signifies the end result, a unique cultural-racial group unlike any of the initial groups.

*Assimilation*. Many Hindus in India complain about Indian citizens who copy the traditions and customs of the British. In the United States, some Italian Americans, Polish Americans, Hispanics, and Jews have changed their ethnic-sounding family names to names typically found among White, Protestant families.

Assimilation is the process by which a person forsakes his or her own cultural tradition to become part of a different culture. Generally, it is practiced by a minority group member who wants to conform to the standards of the dominant group. Assimilation can be described as an ideology in which A + В + С —> A. The majority A dominates in such a way that members of minorities В and С imitate A and attempt to become indistinguishable from the dominant group.

Assimilation can strike at the very roots of a person’s identity as he or she seeks to blend in with the dominant group. Name changes, switches in religious affiliation, and dropping of native languages can obscure one’s roots and heritage.

*Segregation*. Separate schools, separate seating sections on buses and in restaurants, separate washrooms, even separate drinking fountains – these were all part of the lives of African Americans in the South when segregation ruled earlier in the twentieth century. Generally, a dominant group imposes segregation on a minority group.

From 1948 (when it received its independence) to 1990, the Republic of South Africa severely restricted the movement of Blacks and other non-Whites by means of a wide-ranging system of segregation known as apartheid. Apartheid even included the creation of homelands where Blacks were expected to live. However, decades of local resistance to apartheid, combined with international pressure, led to marked political changes in the 1990s. Electing a prominent Black activist Nelson Mandela as South Africa’s president was widely viewed as the final blow to the oppressive policy of apartheid.

Until civil rights laws came into play in the latter half of the last century, segregation was the rule in many parts of the United States. There existed residential segregation and discriminatory practices in the housing and lending markets. The housing segregation is evident around the world: studies in Sweden, for example, document that migrants from Chile, Greece, and Turkey are confined to segregated areas of Swedish cities.

*Pluralism*. In a pluralistic society, a subordinate group does not have to forsake its lifestyle and traditions. Pluralism is based on mutual respect among various groups in a society for one another’s cultures. It allows a minority group to express its own culture and still to participate without prejudice in the larger society. We can describe pluralism as A + В + С —> A + В + С. All the groups are able to coexist in the same society.

Switzerland exemplifies a modern pluralistic state. The absence both of a national language and of a dominant religious faith leads to a tolerance for cultural diversity. In addition, various political devices safeguard the interests of ethnic groups. By contrast, Great Britain has found it difficult to achieve cultural pluralism in a multiracial society. East Indians, Pakistanis, and Blacks from the Caribbean and Africa are experiencing prejudice and discrimination within the dominant White British society. There is increasing pressure to cut off all Asian and Black immigration and to expel those non-Whites currently living in Britain.

**3. Using the information in the text say what is true (T) and what is false (F). Correct the false statements.**

1. Genocide is one of the most typical intergroup relations occurring in North America and throughout the world.
2. The cultural-racial group which appears as the end result of the amalgamation process strongly resembles one of the initial groups.
3. Many Italian and Polish Americans change their surnames because they think that will help them to find a better job.
4. In the process of assimilation members of minorities try to mix up with the dominant group.
5. Minority group members assimilate into the dominant society which means they seek to be different from the dominant group.
6. Segregation is the practice of restricting people to certain limited areas of residence.
7. Migrants from Chile, Greece, and Turkey can live wherever they want in Sweden.
8. In a pluralistic society, a subordinate group forsakes its own cultural tradition to become part of a different culture.
9. Nowadays Great Britain displays a tolerance for cultural diversity of its population.
10. In Switzerland, any minority group can express its own culture and still to participate without prejudice in the larger society.

**Vocabulary 2**

**1. From the words given in the lists a) and b) below pick up those having the antonymic meaning:**

a) mutual, respect, diversity, devastating, tolerance, identifiable;

b) contempt, individual, indefinite, discrimination, similarity, constructive.

**2. Using the appropriate suffixes give the nouns related for the following:**

**a) *-tion, -ment, -al, -ance***

assimilate, segregate, amalgamate, affiliate, resist, tolerate;

**b) *-ity***

identical, diverse;

**a) *-ship, -ism***

friend, plural.

**3. Using the suffixes *-al, -ive, -ous, -able* give the adjectives related for the following:** identify, religion, oppress, resident.

**4. Find the following words in the text and determine parts of speech they belong to:** document, safeguard.

**5. Using the prefixes *non-, in-, un-* give negatives related for the following:** variable, distinguishable, white, like.

**6. Comment on the meaning of the prefixes in the following words: inter**marriage, **inter**group, **co**exist, **multi**racial.

**7. Paraphrase the parts of the sentences in bold type using the words and phrases from the following list (introduce any necessary changes into the form of the words, sentence 8 should be paraphrased completely):**

|  |  |  |  |
| --- | --- | --- | --- |
| to obscure … from | intolerance | devastating | to impose … on |
| indistinguishable | resistance | to coexist | to blend in with |

1. Some models of interaction between different ethnic and racial groups are **painful and shocking**. 2. They have adopted local customs and tried to **look or seem** **the same as** the community. 3. Managers deliberately **made** the real situation **unclear for** federal investigators. 4. I don’t want them **to force** my son **to accept** their religious beliefs. 5. Some political groups reveal **opposition** to the idea of a united Europe. 6. There’s little hope that Bosnia’s ethnic groups can again **live together peacefully in the same place**. 7. Do not post comments which provoke religious or racial **prejudice** of any sort. 8. You wouldn’t **tell** photographs taken here from the originals.

**Speaking**

**1. Which pattern of intergroup relations is illustrated by the following? Ground your opinion.**

1. Nazi Germany is blamed for extermination of six million European Jews, as well as members of other ethnic minorities, during World War II.

2. In 1800, the Native American population of the United States was about 600,000; by 1850, it had been reduced to 250,000 through warfare with the cavalry, disease, and forced relocation to inhospitable environments.

3. The United States is thought as a “melting pot”, the image suggesting that the nation has a mission to amalgamate various groups into one people. However, in actuality, many residents are not willing to have Native Americans, Jews, African Americans, Asian Americans, and Irish Roman Catholics as a part of the melting pot.

4. Alphonso D’Abuzzo changed his name to Alan Alda.

5. In Australia, Aborigines who have become part of the dominant society refuse to acknowledge their darker-skinned grandparents on the street.

6. Housing practices still often force subordinate racial and ethnic groups into certain neighborhoods, usually undesirable ones.

**2. What patterns of intergroup relations are represented in Ukraine?**

**LANGUAGE REVIEW 1**

**Revision: conditionals**

**1. Put the verbs in brackets into an appropriate form. In some sentences more than one answer is possible.**

1. What (you/do), Martin, if you (be) in my shoes? 2. If you (not/agree) to their ridiculous conditions, we (not/be) in this awful situation now. 3. If I (be) you, I (ask) a lawyer for some advice. 4. If we (take) a car, we (have to) pay for parking. 5. If Carol (set) her alarm clock yesterday, she (not/oversleep). 6. If we (expect) visitors today, the flat (need) a good clean. 7. You know, David (not/have) so many accidents if he (not/be) so clumsy. 8. You (not/get) into a mess if you (plan) things properly. 9. If Daniel (have) any money, he (spend) it in no time. 10. I’m sorry, I (look) the word up if I (have) a dictionary. 11. If you (already/finish) with the computer, I (put) it away. 12. Ann (buy) the coursebook you recommended if anybody (lend) her the money. 13. It is generally accepted that if you (want) to succeed in life, you (have to) work hard. 14. Oh, George, nice to see you. If you (ring) me, I (come) to meet you at the station. 15. How annoying. I (take) a photo of this view if I (have) my camera.

**2. Use your own ideas to complete these sentences.**

1. If you don’t do your work properly and in time, \_\_\_\_\_. 2. If we met him in the street, \_\_\_\_\_. 3. Unless the situation changes for the better, \_\_\_\_\_. 4. If you should see Mark this evening, \_\_\_\_\_. 5. If you aren’t enjoying the party, \_\_\_\_\_. 6. If I had to make a report on this topic, \_\_\_\_\_. 7. If you hadn’t practised much, \_\_\_\_\_. 8. She won’t cope with the task \_\_\_\_\_. 9. We’ll have to cancel the meeting \_\_\_\_\_. 10. I would speak to them at the party \_\_\_\_\_. 11. I wouldn’t be talking to you now \_\_\_\_\_. 12. Alex couldn’t go abroad \_\_\_\_\_. 13. They couldn’t have continued their research \_\_\_\_\_. 14. We wouldn’t have got into trouble \_\_\_\_\_. 15. The supervisor would have been very angry \_\_\_\_\_. 16. Even if you’d apologized, \_\_\_\_\_. 17. Unless something unexpected happens, \_\_\_\_\_. 18. Supposing we miss the bus, \_\_\_\_\_. 19. Provided you had tried harder \_\_\_\_\_ 20. Should Annie phone, \_\_\_\_\_.

**LANGUAGE REVIEW 2**

**Revision: wish-clauses**

**1. Complete the mini-dialogues by putting the verbs in brackets into the correct tense.**

1. “If only we (have) a house in the country.” – “You can always rent one for the summer.” 2. “I wish I (not/argue) with the manager.” – “Yes. That was silly of you.” 3. “If only Sam (call) me.” – “Don’t worry. I’m sure he’ll phone soon.” 4. “I’m bored. I wish I (arrange) to go out this evening.” – “We’re going to the concert. Why don’t you come, too?” 5. We wish you (help) us to prepare for the seminar.” – What would you like me to do?” 6. “Are you going to Jane’s party on Saturday?” – “No. I wish I (go), but I’ve got some other engagement.” 7. “If only I (buy) that album I saw yesterday.” – “Why not go back and buy it tomorrow?” 8. “I wish I (be) back at university again.” – “Those were great days, weren’t they?” 9. “I wish I (have) my notebook with me.” – “Why not borrow mine. I’m not using it now.”10. “I wish Paul (tell) us what’s wrong with him.” – “Yes. He seems very upset, doesn’t he?”

**2.** **Fill in the gaps with an appropriate auxiliary verb.**

* He doesn’t have any information, but he wishes he *did*.

1. I don’t know many people, but I wish I \_\_\_\_\_. 2. He can’t drive, but he wishes he \_\_\_\_\_. 3. We asked him to fix our printer last week, but we wish we \_\_\_\_\_. 4. She’s not wealthy, but she wishes she \_\_\_\_\_. 5. They probably won’t help us, but we wish they \_\_\_\_\_. 6. He hasn’t got any friends, but he wishes he \_\_\_\_\_. 7. They don’t go out very often, but they wish they \_\_\_\_\_. 8. He won’t listen to my advice, but I wish he \_\_\_\_\_. 9. I don’t remember his address, but I wish I \_\_\_\_\_. 10. We often meet him at work, but we wish we \_\_\_\_\_.

**3. Complete the wishes and make mix conditional sentences, as in the model.**

* I should have got up earlier. I wish \_\_\_\_\_ (not be late now) – *I wish I had got up earlier.* *If I had got up earlier, I wouldn’t be late now.*

1. You should have warned us beforehand. We wish \_\_\_\_\_ (know what to do now) 2. He should have practised English more. He wishes \_\_\_\_\_ (speak more fluently now) 3. She shouldn’t have quarrelled with everybody. She wishes \_\_\_\_\_ (be able to ask somebody for help now) 4. I shouldn’t have followed his advice. (be in such a mess now) 5. They should have waited a bit longer. They wish \_\_\_\_\_ (know the results now).

**4. Comment on the situation using an *if*-clause.**

* Don’t you ever wish you worked somewhere else? – *If I worked somewhere else, I couldn’t probably earn enough money./ I could get promotion. / I had more free time.*

1. She wishes she knew a foreign language. 2. If only my life was more interesting. 3. He wishes he earned more money. 4. I wish I lived in a big city. It’s so boring in the country. 5. Now she wishes she had gone to university. 6. We wish we hadn’t followed his advice. 7. If only I hadn’t misplaced those papers. 8. The staff wishes the boss would retire. 9. Everybody wishes you would go home. 10. I wish it would stop raining.

**LANGUAGE REVIEW 3**

**Revision: *should* and *would***

**1. Which of the sentences given below (a – k) will go under the following rubrics?**

**SHOULD**

1**. Past intentions/expectations:** as the past tense of *shall* after *I* or *we* to say what you intended or expected to do.

2. **Right thing:** a) saying what is the right or sensible thing to do or b) what would have been right or sensible, but was not done.

3. **Correct thing**: saying what is the correct amount, the correct way of doing something etc.

4. **Advice/warning**: giving or asking for advice; giving a warning.

5. **Expected thing**: a) saying that you expect something to happen or be true or b) what was expected, but didn’t happen.

6. **Imagined situations**: (after *I* or *we*) a) talking about a possible situation that you imagine or want to happen; b) talking about something that did not happen, or a situation that cannot exist.

7. **Requesting/offering**(*formal, esp BrE):* asking politely for something, offering to do something, or saying that you want to do something.

8. **Orders** (*formal)*: in official orders and instructions.

9. **Possibility** (*in if-clauses*) talking about something that may possibly (though unlikely) happen or be true.

10. **After *that***(*BrE*): in that-clauses after particular adjectives, nouns and verbs.

11. **Idiomatic use**: expressing emotional reactions.

a. Just at that moment, who should walk in but old Jim himself!

You should have seen the look on her face when I told her I’d won first prize.

Why should anyone want to go to this lecture?

“I suppose there’ll be a lot of complaints?” – “I should imagine so.”

b. He shouldn’t be so selfish.

“I don’t care what people think.” – “Well, you should.”

Children shouldn’t be allowed to play in the street.

They should have called the police.

You shouldn’t have told anybody about it.

c. Naturally, he was nervous in case anything should go wrong.

What if I should fall sick and not be able to work?

Should you need any help, you can always phone me at the office.

d. If anyone treated me like that, I should complain to the manager.

We should have been surprised if many people had voted for him.

e. It should be a nice day tomorrow.

Try phoning Robert – he should be at home by now.

It was an easy test and he should have passed, but he didn’t.

f. It’s strange that you should say that.

The residents demanded that there should be an official inquiry.

They prefer that I should chair the meeting.

g. We knew that we should be leaving the next day.

h. Passengers should proceed to Gate 12.

i. I should be grateful if you could provide me with some information.

We should be delighted to help in any way we can.

I should like to thank you all for coming here tonight.

j. Every sentence should start with a capital letter.

White wine, not red, should be served with fish.

k. Should I trust him, do you think?

You should read his new book.

I should stay in bed if I were you.

They should follow the consulter’s advice if they don’t want the situation to get worse.

**2. Which of the sentences given below (a - j) will go under the following rubrics?**

**WOULD**

1. **Past intentions/expectations**: saying what someone intended to do or expected to happen.

2. **Imagined situations**: a) talking about a possible situation that you imagine or want to happen; b) talking about something that did not happen, or a situation that cannot exist.

3. **Past habits**: saying that something happened often or regularly in the past (=*used to*).

4. **Requesting**: asking someone politely to do something.

5. **Offering/inviting**: offering something to someone or inviting them somewhere politely.

6. **Expressing wants/preferences or choices**: saying that someone wants something or wants/prefers to do something.

7. **Refusal**: a) saying that someone refused to do something: b) saying that something didn’t happen, even though someone was trying to make it happen.

8. **Advice**: giving or asking for advice.

9. **Opinion**: giving your own opinion about something when you are not very sure about it.

10. **Typical behaviour**: saying that an action is typical or expected – usually used to show disapproval.

a. Everything would be very different if Jack was still working with us.

What would you do if you won a million dollars?

I would be amazed if he got the job.

The boss would never have found out if somebody hadn’t told him.

b. Would someone please tell me what is going on?

Would you mind standing up for a moment?

c. Claudia would have liked to refuse, but she didn’t dare.

I’d hate to disappoint you.

He wished we all would leave him alone.

I wish they would give up that idea.

Don’t you wish they’d come and visit us?

I’d rather not say what I think.

d. They wouldn’t give us any money for research.

The door wouldn’t open, no matter haw hard we pushed.

They couldn’t find anybody who would take the job.

e. They said they would meet us at 10.30 by the entrance.

I knew I would have a lot to do the next day.

In Berlin he first met the woman whom he would one day marry.

f. I would consult a specialist if I were you.

What would you do if you were in my position?

We’d like some advice, please.

g. When we worked in the same office, we would often have coffee together.

On Sundays when I was a child we would all get up early and go fishing.

h. We’re going to the theatre this evening. Would you be interested in coming?

Would you like some help?

i. You would go and spoil everything, wouldn’t you!

She insists that she did nothing wrong, but then she would say that, wouldn’t she?

That’s exactly like him – he would lose his key!

j. I would think she’d be happier in a different school.

“Will it cost a lot?” – “I would imagine so.”

**3. Besides its own specific meanings, the modal *should* can have similar meanings to the modal *ought to* and the modal *would.* In which of the following sentences *should* can be replaced by *a*) *ought to* or be) *would.***

1. We should be glad to have our own research facilities. 2. I think we shouldn’t be punished, because it wasn’t our fault. 3. We swore to him that we shouldn’t publish that information. 4. Someone suggested that we should break into small groups. 5. I shouldn’t like to tell them more than is absolutely unavoidable. 6. If I should find out anything important, I’ll let you know. 7. We should have heard from them by now. 8. We insisted that we should be informed immediately. 9. We should be doing something about it. 10. I should like to ask you one question. 11. We shouldn’t keep important documents on our desks. 12. I shouldn’t promise them anything if I were you. 13. I think we should try a different approach. 14. Should ministers decide to instigate an inquiry, we should welcome it. 15. I told them I should return in two days. 16. It is regrettable that we should be absent during negotiations. 17. I’m sure we should be there by dinner time. 18. We should like to make the following proposal. 19. If you know of a better method, I should be delighted to try it. 20. Humanitarian aid should not be tied to the purchase of goods from the donor country.

**Final tests**

**1. Read each question carefully and then select the best answer.**

1. What term do sociologists use to refer to a negative attitude toward an entire category of people, often an ethnic or racial minority?

|  |  |
| --- | --- |
| a) ethnocentrism | c) prejudice |
| b) discrimination | d) contact hypothesis |

2. Racism is a form of which of the following?

|  |  |
| --- | --- |
| a) ethnocentrism | c) prejudice |
| b) discrimination | d) both b and c |

3. The contact hypothesis has its roots in what sociological perspective?

|  |  |
| --- | --- |
| a) functionalist | c) interactionist |
| b) conflict | d) feminist |

4. Which sociological perspective emphasizes that cooperative interracial contacts can reduce hostility?

|  |  |
| --- | --- |
| a) functionalist | c) interactionist |
| b) conflict | d) feminist |

5. You have a new roommate. Suppose you stereotype him or her on the basis of race, ethnicity, or religion. Your behavior reflects a form of

|  |  |
| --- | --- |
| a) pluralism | c) ethnocentrism |
| b) discrimination | d) prejudice |

6. \_\_\_\_\_ leads people to judge other cultures by the standards of their own group, which leads quite easily to prejudice against cultures viewed as inferior

|  |  |
| --- | --- |
| a) Discrimination | c) Assimilation |
| b) Ethnocentrism | d) Racism |

7. Suppose that a white employer refuses to hire a Vietnamese American and selects an inferior white applicant. This illustrates an act of

|  |  |
| --- | --- |
| a) prejudice | c) discrimination |
| b) ethnocentrism | d) amalgamation |

8. Rules requiring that only English be spoken at a place of work, even when it is not a business necessity to restrict the use of other languages, reflect

|  |  |
| --- | --- |
| a) pluralism | c) assimilation |
| b) institutional discrimination | d) amalgamation |

9. Exploitation theory is also known as

|  |  |
| --- | --- |
| a) functionalist theory | c) Marxist class theory |
| b) the contact hypothesis | d) prejudicial theory |

10. One important and widespread form of prejudice is \_\_\_\_\_\_: the belief that one race is supreme and all others are innately inferior.

|  |  |
| --- | --- |
| a) racism | c) discrimination |
| b) ethnocentrism | d) genocide |

11. \_\_\_\_\_\_ states that interracial contact between people of equal status in cooperative circumstances will cause them to become less prejudiced and to abandon previous stereotypes.

|  |  |
| --- | --- |
| a) The conflict theory | c) Amalgamation |
| b) The contact hypothesis | d) Apartheid |

**2. Mark the following statements true (T) or false (F).**

1. Sociologists rarely distinguish between racial and ethnic groups.

2. The conflict perspective on race emphasizes that the dominant majority benefits from the subordination of racial minorities.

3. Race and ethnicity are considered ascribed statuses.

4. The tendency to assume that one’s culture and way of life represent the norm, or are superior to all others, is referred to as prejudice.

5. Racism is a form of prejudice.

6. Prejudiced attitudes can be equated with discriminatory behavior.

7. The contact hypothesis states that interracial contact between people of equal status in cooperative circumstances will cause them to become more prejudiced, and to reaffirm the stereotype they hold.

8. White ethnics and racial minorities have often become antagonistic to one another because of economic competition.

9. The distinction between racial and ethnic groups is always clear-cut.

**Topics for projects.**

1. Conflict theorists are criticized on the grounds that the exploitation theory is too limited to explain prejudice in its many forms. Find information and tell about prejudice for other than economic reasons.

2. In what way are basic properties of a minority group reflected in our country?

3. Find the facts to prove that the following trends exist within the intergroup relations.

a. Members of a minority generally marry others from the same group.

b. A member of a dominant group is often unwilling to marry into a supposedly inferior minority.

c. The minority group’s sense of solidarity encourages marriages within the group and discourages marriages to outsiders.

4. The text states that in the USA pluralism is more of an ideal than a reality. Can the community in which you grew up and the college you attend be viewed as genuine examples of pluralism? Examine the relations between dominant and subordinate racial and ethnic groups in your hometown and your college.

**Internet connection**

1. NativeWeb (<http://www.nativeweb.org/>) is a great resource for information about the world’s indigenous (native) peoples. For more topic-specific links, click on “Resource Center.” This part of the site also lists hundreds of indigenous groups under the heading “Nations Index.” Click on “Nations Index” on the left-hand side of the page and answer these questions.

a. Were you aware that there are so many Native American groups in the United States? If not, why do you think this is the case?

b. Are you aware of the geographical location of some of these groups? If not, why do you think this is so?

Click on the links to five different Native American groups and browse through some of the web links listed there. Describe the nature of the websites you see.

a. Are they educational?

b. Are they commercial?

c. Are they directed at Native Americans, or non-Native Americans?

d) Based on the links you see, do you think it is possible to learn a lot about Native American culture through the Internet? Why or why not?

2. Visit *Remember: Cybrary of the Holocaust* (http://remember.org) for an in-depth examination of life for Jewish people during and after Adolf Hitler’s rise to power in Germany. Here you can view photographs, read survivor accounts and poetry, explore a time line, and learn about the role played by liberators in World War II.

Make a list of 10 new facts you learned about the Holocaust.

1. Which of these facts surprised you the most? Why?
2. What are the lasting social, religious, and political impacts of the Holocaust today?

What similarities do you see between events in Nazi Germany in the 1930s and 40s and more recent “ethnic cleansings,” such as those in Bosnia or Cambodia?

**SELF-STUDY**

**GRAMMAR REFERENCE**

**I**

**SENTENCE STRUCTURE**

**Conditionals**

**1. Real conditionals**

**(A) Factual conditionals**

|  |  |
| --- | --- |
| **Condition (TYPE 0)** | **Result** |
| If (= whenever)+ Present Simple | Present Simple |

We use the factual conditional (also called the “zero conditional”)

* to describe a simple cause and effect;

*If the weather is bad, the reception takes place indoors.*

*Companies cannot operate effectively unless they are free from such interference.*

* to describe a scientific truth.

*If you mix blue with yellow, you get green.*

Note: When we talk about a past event or situation, we use a past tense in both clauses.

*If the weather was fine, there were more people in the park.*

**(B) Predictive Conditionals**

|  |  |
| --- | --- |
| **Condition (TYPE 1)** | **Result** |
| If + Present Simple | Future Simple |

We use the predictive conditional (also called the “first conditional”

* when we think it is likely that something will happen as the result of a future action.

*If they approve our proposition (condition), we’ll celebrate (result).*

* to make a promise, warning or threat.

*If you can’t meet our requirements, we****’****ll have**to find another consulter.*

As well as the *Present Simple*, we can use the *Present Continuous* or *Present Perfect* in the if-clause.

*If we are having a party, we’ll have to invite our colleagues.*

*If I’ve finished my work by four, I’ll probably join you.*

As well as *will*, we can also use other modal verbs or the imperative in the main clause, depending on the meaning we want to convey.

*If we change the time of the seminar, they may not be able to get in time.*

*If you’ve got a problem, ring our Helpline.*

A present tense in the if-clause can refer not only to the future but also to the present.

*If you think competition is a good thing, think again.*

*If the boss hasn’t come back yet, we can use his computer.*

Note 1:Use *when* and *as soon as* when the first action is sure to happen.

I**’**ll tell you when/as soon as we have some news.

Note 2: We don’t usually put *will* or *would*in the if-clause unlesswe want to make a polite invitation or request.

*If you’ll just follow me* (*= Will you follow me?*)*, I’ll take you to your room.*

*If you’ll call me tomorrow morning,* (*= Please, call me*) *I’ll take the book with me.*

*If you’ll just wait for a moment* (*=Please, wait for a moment*)*, I’ll find someone to help you.*

*If you’d like to come this way* (*=Would you come this way?*)*, the manager will see you now.*

**2. Unreal conditionals**

**(A) Hypothetical conditionals**

|  |  |
| --- | --- |
| **Condition (TYPE 2)** | **Result** |
| If + Past Simple | Would + base form of verb |

We use the hypothetical conditional(also called the “second conditional”)

* to describe a future event or outcome which we think is not very likely to happen;

*If the post were more reliable, we wouldn’t have to depend on couriers.*

*If he worked harder, they’d promote him.*

* to express something in the present or in the future which is entirely imaginary;

*If I owned the company, I’d run it differently.*

* to appear more polite when making a request or asking a favour;

*Would**you mind if I came to work an hour late on Monday?*

* to make a more delicate or indirect offer.

*What would you say if we improved our consulting services?*

As well as the *Past Simple*, the *Past Continuous* or *could* can be used in the if-clause.

*If the sun was shining, everything would be perfect.*

*If she could have her child looked after, she would go out to work.*

Other modals, such as *could, might* and *should* can be used instead of *would* in the main clause.

*If we could re-start the computer, that might solve the problem.*

**(B) Counterfactual conditionals**

|  |  |
| --- | --- |
| **Condition (TYPE 3)** | **Result** |
| If + Past Perfect | Would + perfect infinitive (have + Ved) |

We use counterfactual conditional (also called the “third conditional”)to talk about “unreal” or imaginary past situations.

*If I’d answered that question better, they would have given me the job.*

* to express regrets, wishes and missed opportunities.

*If he’d known the truth, he would have acted differently.*

We can use *could + perfect* in the if-clause.

*If I could have warned you in time, I would have done.*

As well as *would*, other modals, such as *could* and *might* can be used in the main clause.

*The plan might not have worked if we hadn’t had a piece of luck.*

**3. Mixed Conditionals**

**(A) Mixed real conditionals**

In factual conditional we sometimes use a mixture of past and present tenses in the clauses.

*If you saw the film, you know how it ends.*

*If they don’t understand what to do, they probably weren’t listening earlier.*

In predictive conditionals, we can use the Past Simple in the if-clause.

*If you studied for the test, you won’t have any problems.*

**(B) Mixed unreal conditionals**

The mixed unreal conditional commonly uses the third conditional in the if-clause and the second conditional in the result clause or the second conditional in the if-clause and the third conditional in the result clause.

*If Adrian was ambitious, he would have found himself a better job years ago.*

*If I were you, I would have never done that.*

*If your parents hadn’t met, you wouldn’t be sitting here now.*

*If we’d listened to his advice we wouldn’t be in this present mess.*

**4. Other ways of expressing condition**

* *Unless* meaning “if \_\_\_\_\_ not” can be used in the 1st conditional clause.

*Unless we send the letter now, they won’t receive it in time.*

Note: *Unless* has a similar meaning to *if* \_\_\_\_\_ *not*, in the sense of “*except if*”*.* *Unless* is not used when the meaning is more like *“because* \_\_\_\_\_ *not”*. Compare:

*So we’ll meet this evening at 7.00, unless my train is late.* (*= except if my train is late.*) *– My boss will be angry if I’m not at work by 8.00.* (*= because I’m not at work by 8.00*).

* *As long as****/****so long as/provided* (*that*)*/providing* (*that*)*/on condition* (*that*) make the condition stronger.

*I’ll lend you my notebook as long as you are careful with it.*

*The country would be given aid on condition that it signed a trade agreement.*

* Note the expressions *if* \_\_\_\_\_ *not for* and *but for* \_\_\_\_\_:

*I’d give up teaching if it wasn’t for the holidays.*

*If it hadn’t been for you, we’d have lost everything.*

*But for you, I hadn’t managed.*

**5. Inversion in conditional clauses**

The following types of clause are rather formal.

* We can use *should* in an if-clause to talk about something that might possibly happen. The verb *happen* can also be used.

*If you should see Peter, don’t tell him anything.*

*If I should learn anything, I’ll call you immediately.*

*If you* (*should*) *happen to fall ill, the company will pay your hospital expenses.*

*If I should be chosen as your representative, I would do my best for you.*

* There is a past subjunctive form *were*, which we sometimes use instead of *was* in the first and third person singular.

*It’s a good offer. If I were you, I’d rather accept it.*

* In a condition with *should*, *were* and *had* we can invert the subject and verb and leave out *if.*

*Should we not succeed, the consequences would be disastrous.*

*Were the decision to go against us, we would appeal.*

*Had you taken a taxi, you would have got here on time.*

**II**

**Wish-clauses**

We can use the verb *wish* in a *that-clause* (*that* is dropped in an informal style) to express regret that things are not different and describe situations that are unreal, impossible or unlikely. Tenses are similar to those used in *if-clauses*.

* The Past Simple and Past Continuous are used with a present or future meaning.

*I wish tomorrow was Sunday.* (*= It would be nice if tomorrow was Sunday.*)

*All the staff wish you weren’t leaving so soon.* (*= It would be nice if you weren’t leaving so soon.*)

*Were* can be used instead of *was* in this structure, especially in a formal style.

*She wishes that she were better looking.*

Note: wish-clauses are not generally used for wishes that seem possible in the future. The verb *hope* is used in this sense.

*I hope you feel better tomorrow.*

*We hope you pass your exam.*

* The Past Perfect and Past Perfect Continuous are used for wishes about the past.

*I wish you hadn’t said that.* (*= It would be nice if you hadn’t said that.)*

*He wishes he had been working with us a bit longer.*

* *Would* is very common in *wish-clauses* (much more common that it is in *if-clauses*). Sentences with *wish* \_\_\_\_\_ *would* express regret or annoyance that something will not happen. Sentences with *wish* \_\_\_\_\_ *wouldn’t* refer to things that do or will happen.

*I wish the postman would come soon.* (*But it looks as if he won’t.*)

*I wish you wouldn’t come late for meetings.* (*= You WILL come late*.)

The structure *wish* \_\_\_\_\_ *would*(*n’t*) can be like an order or a critical request. Compare the two sentences:

*I wish you didn’t work on Sundays.* (*= It’s a pity.*) *– I wish you wouldn’t work on Sundays.* (*= Why don’t you stop?*)

Note: We can use *if only* \_\_\_\_\_*!* to say that we would like things to be different. It means the same as *I wish* \_\_\_\_\_ but is more emphatic.

*If only I knew more people!*

*If only she hadn’t told the manager, everything would have been all right.*

*If only it would stop raining, we could go out.*

**III**

**SHOULD**

The modal auxiliary *should* has several different uses and meanings. Below, the most common ones are given.

* **Reported speech (Future-in-the- Past)**

When changing direct to reported (indirect) speech, *shall* (only with 1st person pronouns *I* and *we*, BE) becomes *should.*

*“We shall check all the figures carefully.” – We promised we should check all the figures carefully.*

*“Shall I open the window?” – She asked me if she should open the window.*

* **Advisability**

We can use *should + simple infinitive* (*base form of verb*) to advise somebody to do or not to do something, or to say that a certain action is sensible.

*I suppose you should tell the manager about the problem.*

*You shouldn’t let colleagues treat you like that.*

To talk about an action in the past that that would have been sensible but unfortunately did not happen, use *should + perfect infinitive* (*have + Ved*)*.*

*You should have told**the boss about the problem.*

* **Expectation**

Another use of *should + infinitive* is to say that we expect something to happen. Any form of infinitive can be used.

*Harry should arrive any minute now. He said he’d be here by ten.*

*They**should be sending**us the documents today.*

*The participants should have arrived by now. I’ll call and check.*

*They**should have been waiting**for the news all day long.*

* **Conditional meaning**

We can useshouldin if-clauses if we think something is possible to happen. Invery formal, written style, we can begin the conditional clause with *should* instead of *if*.

*If you should see Ann, please tell her to call me.*

*Should**you have any problems installing the program, please call our helpline.*

With similar meaning, we can also use *should* after *in case* in formal British English.

*I’ve brought my laptop in case we should need to check any old files.*

* **Structures with *that***

In formal English, some structures are typically followed by a subjunctive (base form of verb). Instead of the subjunctive, British English speakers often use *should*.

We can use *should* in structures with:

a) certain verbs (and corresponding nouns) involving requests and desires: *accept, agree, arrange, ask, beg, demand, ensure, insist, order, propose, recommend, suggest, request.*

*My boss**suggested that I be rewarded with some extra days off. (subjunctive) – My boss**suggested that I should be rewarded with some extra days off.*

*What do you think of Jana’s suggestion that I should buy a new computer?*

b) certain adjectives expressing necessity and advisability: *crucial, essential, best, imperative, important, necessary, vital.*

*It is best that we should be informed beforehand.*

c) certain adjectives expressing surprise or disbelief:*amazed, amazing, anxious, astonished, astonishing, disgusted, odd, strange, sorry, surprised, surprising.*

*It was surprising that they should have reacted like that.*

* **Idiomatic use**

*What should I see but sth/who should appear but sb etc*: used to show that you were surprised when you saw a particular thing, when a particular person appeared etc.

*What should I find under the desk but the papers we had been looking for!*

*You should have seen/heard sth*: used to emphasize how funny, strange, beautiful etc something was that you saw or heard.

*You should have heard her explanation of what had happened.*

*How/why should* \_\_\_\_\_*?*: used to express surprise that something has happened or that someone has asked you a particular question.

*Why ask me? How should I know?*

*I should think/imagine/hope*: a) used to say that you think or hope something is true, when you are not certain; b) used to emphasize that you are not surprised by what someone has told you because you have moral reasons to expect that.

*“He did apologize.”– “I should hope so, after the way he behaved.”*

**IV**

**WOULD**

The modal auxiliary *would* has several different uses and meanings. It is used as the past of *will* or a softer, less definite form of *will*.

* **Reported speech (Future-in-the- Past)**

When changing direct to reported (indirect) speech after past reporting verbs, *will* (for all persons) becomes *would.*

*“I will try to persuade him not to do it.” – I promised that I would try to persuade him not to do it.*

*Would* is also used to express the idea of “future in the past” – to talk about a past action which hadn’t yet happened at the time we are talking about.

*There was a chance that my letter would arrive on time.*

* **Prediction and assumption**

We use *would + simple infinitive* for describing a hypothetical situation.

*Even an illiterate person would understand that.*

*Would + perfect infinitive* is used for a prediction about an imaginary past event or situation.

*Life in the Middle Ages was harsh and cruel. You would have hated it.*

*Would* is also used after *you* for polite assumptions*.*

*You would agree that this can’t be always true.*

* **Willingness**

We use *would* for willingness in the future or in conditional sentences.

*Most people would pay more for better health care.*

*I would stay longer if they allowed me to.*

*Wouldn’t* is used to say that a person refused to do something or to talk about a thing that failed to perform its functions.

*She had a lot of money, but she wouldn’t lend us any.*

*The back door wouldn’t open.*

* **Preferences**

We use *would* with words expressing preferences (*like, love, prefer, hate, mind, rather, sooner).* In this sense, would is commonly used in polite requests and offers as a softer form of *will*.

*I would prefer not to discuss this question.*

*She’d rather be left alone.*

*He’d sooner die than apologize to her.*

*I wouldn’t mind being a manager.*

*Would you like some tea?*

*If you would come this way,* \_\_\_\_\_(*= Would you come this way?*)

If we want to say that someone wanted something to happen, although it didn’t happen, we use *would + perfect infinitive*.

*I would have liked to learn more about computers.*

We use *would* in *wish*-clauses when we are talking about preferred actions (but not states).

*Don’t you wish they would invent a cheaper way to recycle things?*

*I wish he wouldn’t smoke in my presence.*

* **Conditional meaning**

*Would* (for all persons) is often used as an auxiliary with full verbs to refer to uncertain or unreal situations.

*I would tell you if I knew myself.*

*It would have been nice if he had thanked you.*

* **Past habits**

We can use *would* as the past of *will* to describe typical behaviour or habitual actions in the past.

*He would sit for hours in front of television.*

Note:We say *used to* (not *would*) for past states.

*I used to have a good camera.*

Sentences with stressed *would* can be used to criticize people’s behaviour or a single past action – the meaning is “that’s typical of you”.

*He was a nice person, but he WOULD talk about himself all the time.*

*You WOULD tell Marry about the party – I didn’t want to invite her.*

**READING**

**I**

**Urbanization: the Growth of Cities**

For most of human history, the sights and sounds of great cities such as Hong Kong, Paris, and New York were simply unimaginable. Our distant ancestors lived in small, nomadic groups, moving as they depleted vegetation or hunted migratory game. The tiny settlements that marked the emergence of civilization in the Middle East some 12,000 years ago held only a small fraction of Earth’s people. Today, the largest three or four cities of the world hold as many people as the entire planet did back then.

Urbanization is the concentration of population into cities. Urbanization redistributes population within a society and transforms many patterns of social life. We will trace these changes in terms of three urban revolutions: the emergence of cities 10,000 years ago, the development of industrial cities after 1750, and the explosive growth of cities in poor countries today.

Cities are a relatively new development in human history. Only about 12,000 years ago did our ancestors begin founding permanent settlements, which paved the way for the first urban revolution. Hunting and gathering forced people to move all the time; however, once our ancestors discovered how to domesticate animals and cultivate crops, they were able to stay in one place. Raising their own food also created a material surplus, which freed some people from food production and allowed them to build shelters, make tools, weave cloth, and take part in religious rituals. The emergence of cities led to both higher living standards and job specialization.

The first city that we know of was Jericho, which lies to the north of the Dead Sea in what is now the West Bank. When first settled some 10,000 years ago, it was home to only 600 people. But as the centuries passed, cities grew to tens of thousands of people and became the centers of vast empires. By 3000 B.C., Egyptian cities flourished, as did cities in China about 2000 B.C. and in Central and South America about 1500 B.C. In North America, however, only a few Native American societies formed settlements; widespread urbanization had to await the arrival of European settlers in the seventeenth century.

European cities date back some 5,000 years to the Greeks and later the Romans, both of whom created great empires and founded cities across Europe, including Vienna, Paris, and London. With the fall of the Roman Empire, the so-called Dark Ages began as people withdrew into defensive walled settlements and warlords battled for territory. Only in the eleventh century did Europe become more peaceful; trade flourished once again, allowing cities to grow.

Medieval cities were quite different from those familiar to us today. Beneath towering cathedrals, the narrow and winding streets of London, Brussels, and Florence teemed with merchants, artisans, priests, peddlers, jugglers, nobles, and servants. Occupational groups such as bakers, carpenters, and metalworkers clustered together in distinct sections or “quarters”. Ethnicity also defined communities as residents tried to keep out people who differed from themselves. The term “ghetto” (from the Italian *borghetto*, meaning “outside the city walls”) was first used to describe the neighborhood in which the Jews of Venice were segregated. As the Middle Ages came to a close, steadily increasing commerce enriched a new urban middle class, or *bourgeoisie* (French, meaning “Townspeople”). With more and more money, the bourgeoisie soon rivaled the hereditary aristocracy.

By about 1750, the Industrial Revolution triggered a second urban revolution, first in Europe and then in North America. Factories unleashed tremendous productive power, causing cities to grow bigger than ever before. London, the largest European city, reached 550,000 people by 1700 and exploded to 6.5 million by 1900. Cities not only grew but changed shape as well. Older winding streets gave way to broad, straight boulevards to handle the increasing flow of commercial traffic. Steam and electric trolleys soon crisscrossed the expanding cities. Because land was now a commodity to be bought and sold, developers divided cities into regular-sized lots. The center of the city was no longer the cathedral but a bustling central business district filled with banks, retail stores, and tall office buildings.

With a new focus on business, cities became more crowded and impersonal. Crime rates rose. Especially at the outset, a few industrialists lived in grand style, but most men, women, and children barely survived by working in factories.

Organized efforts by workers to improve their lives eventually brought changes to the workplace, better housing, and the right to vote. Public services such as water, sewer systems, and electricity further improved urban living. Today, some urbanites still live in poverty, but a rising standard of living has partly fulfilled the city’s historical promise of a better life.

**Reading Comprehension**

1. Find the information in the text confirming that cities have existed for a relatively short period of human history.

2. Explain what urbanization is and what challenges the urban revolutions brought.

3. Enumerate facilities which substantially improved city dwellers’ lives. Say what public services could make the situation in a modern city much better.

4. Summarize the text in your own words.

**II**

**The Growth of U.S. Cities**

Most of the Native Americans who inhabited North America for thousands of years before the arrival of Europeans were migratory people who formed few permanent settlements. The spread of villages and towns came after European colonization. In I565, the Spanish built a settlement at Saint Augustine, Florida, and in 1607, the English founded Jamestown, Virginia. The first lasting settlement came in 1624, when the Dutch established New Amsterdam. New York and Boston (founded by the English in 1630) were tiny villages in a vast wilderness. They resembled medieval towns in Europe, with narrow, winding streets that still curve through lower Manhattan and downtown Boston. When the first census was completed in 1790, just 5 percent of the nation people lived in cities.

Early in the nineteenth century, as cities along the East Coast grew bigger, towns sprang up along the transportation routes that opened the American West. By 1860, Buffalo, Cleveland, Detroit, and Chicago were changing the face of the Midwest, and about one-fifth of the U.S. population lived in cities. Urban expansion was greatest in the northern states; New York City, for example, had ten times the population of Charleston, South Carolina. The division of the United States into the industrial-urban North and the agrarian-rural South was one major cause of the Civil War.

The Civil War (1861–1865) gave an enormous boost to urbanization as factories strained to produce weapons. Waves of people deserted the countryside for cities in hopes of finding better jobs. Joining them were tens of millions of immigrants, mostly from Europe, forming a culturally diverse urban mix.

In 1900, New York’s population soared past the 4 million mark, and Chicago, a city of only 100,000 people in 1860, was closing in on 2 million. Such growth marked the era of the metropolis (from the Greek, meaning “mother city”), a large city that socially and economicallydominates an urban area. Metropolises became the economic centers of the United States. By 1920, urban areas were home to a majority of the U.S. population.

Industrial technology pushed the urban skyline ever higher. In the 1880s, steel girders and mechanical elevators permitted buildings to rise more than ten stories high. In 1930, New York’s Empire State Building was hailed as an urban wonder, reaching 102 stories into the clouds. The industrial metropolis reached its peak about 1950. Since then, something of a turnaround – termed urban decentralization – has occurred as people have left downtown areas for outlying suburbs, urban areas beyond the political boundaries of a cit*y*. The old industrial cities of the Northeast and Midwest stopped growing, and some lost considerable population in the decades after 1950. At the same time, suburban populations increased rapidly.

Imitating the European aristocracy, some of the rich had town houses in the city as well as large country homes beyond the city limits. But not until after World War II did ordinary people find a suburban home within their reach. With more and more cars in circulation, new four-lane highways, government-backed mortgages, and inexpensive tract homes, the suburbs grew rapidly. By 1999, most of the U.S. population lived in the suburbs and shopped at nearby malls rather than in the older and more distant downtown shopping districts.

As many older cities of the Snowbelt – the Northeast and Midwest – lost higher-income taxpayers to the suburbs, they struggled to pay for expensive social programs for the poor who remained. Many cities fell into financial crisis, and urban decay became severe. Soon the inner city came to be synonymous with slums, crime, drugs, unemployment, poverty, and minorities.

The urban critic Paul Goldberger in 2002 pointed out that the decline of central cities also has led to a decline in the importance of public space. Historically, the heart of city life was played out on the streets. The French word for a sophisticated person is *boulevardier*, which literally means “street person.” However, this term has a negative meaning in the United States today. The active life that once took place on public streets and public squares now takes place in shopping malls, the lobbies of Cineplex theaters, and gated residential communities – all privately owned space. Further reducing the vitality of today’s urban places is the spread of television, the internet, and other media that people use without leaving home.

**Reading Comprehension**

1. When did colonial settlement of America begin?

2. How did the so-called “urban mix” appear?

3. Where had most of U.S. population lived by the time its society was industrialized?

4. Summarize the text in your own words.

**III**

**Urbanism as a Way of Life**

In the late nineteenth century, the German sociologist Ferdinand Tönnies (1855–1937) studied how life in the new industrial metropolis differed from life in rural villages. From this contrast, he developed two concepts that have become a lasting part of sociology’s terminology. Tönnies used the German word *Gemeinschaft* (meaning roughly “community”) to refer to a type of social organization in which people are closely tied by kinship and tradition. The *Gemeinschaft* of the rural village joins people in what amounts to a single primary group. By and large, argued Tönnies, *Gemeinschaft* is absent in the modern city. On the contrary, urbanization creates *Gesellschaft* (a German word meaning roughly “association”), a type of social organization in which people come together only on the basis of individual self-interest. In the *Gesellschaft* way of life, individuals are motivated by their own needs rather than by a desire to help improve the well-being of everyone. City dwellers have little sense of community or common identity and look to others mainly when they need something, Tönnies saw in urbanization a weakening of close, long-lasting social relations in favor of the brief and impersonal ties or secondary relationships typical of business.

The French sociologist Emile Durkheim agreed with much of Tönnies’s thinking about cities. However, Durkheim countered that urbanites do not lack social bonds; they simply organize social life differently than rural people. Durkheim described traditional, rural life as mechanical solidarity, social bonds based on common sentiments and shared moral values. With its emphasis on tradition, Durkheim’s concept of mechanical solidarity bears a striking similarity to Tönnies’s *Gemeinschaft*. Urbanization erodes mechanical solidarity, Durkheim explained, but it also generates a new type of bonding, which he called organic solidarity, social bonds based on specialization and interdependence. This concept, which parallels Tönnies’s *Gesellschaft*, reveals an important difference between the two thinkers. Both thought the growth of industrial cities weakened tradition, but Durkheim optimistically pointed to a new kind of solidarity. Whereas people had been joined by likeness (mechanical solidarity), Durkheim now saw them joined by difference (organic solidarity). For Durkheim, urban society offered more individual choice, moral tolerance, and personal privacy than people find in rural villages. In sum, Durkheim acknowledged that something is lost in the process of urbanization, but much else is gained.

The German sociologist Georg Simmel (1858–1918) offered a microanalysis of cities, studying how urban life shapes the everyday experience of individuals. According to Simmel, individuals perceive the city as a crush of people, objects, and events. To prevent being overwhelmed by all this stimulation, urbanites develop a blasé attitude, tuning out much of what goes on around them. Such detachment does not mean that city dwellers lack compassion for others; they simply keep the distance as a survival strategy so that they can focus their time and energy on the people and things that really matter to them.

Sociologists in the United States soon joined the study of rapidly growing cities. Robert Park, a leader of the first U.S. sociology program at the University of Chicago, sought to add a street level perspective by getting out and studying real cities. As he said of himself: “I suspect that I have actually covered more ground, tramping about in cities in different parts of the world, than any other living man”. Walking the streets, Park found the city to be an organize mosaic of distinctive ethnic communities, commercial centers, an industrial districts. Over time, he observed, these natural areas developed and changed in relation to one another. To Park, the city was a living organism – a human kaleidoscope.

Another major figure in the Chicago School of urban sociology was Louis Wirth (1897–1952). Wirth is best known for blending the ideas of Tönnies, Durkheim, Simmel, and Park into a comprehensive theory of urban life. Wirth began by defining the city as a setting with a large, dense, and socially diverse population. These traits result in an impersonal, superficial, and transitory way of life. Living among millions of others, urbanites come into contact with many more people than residents of rural areas. So when city people notice others at all, they usually know them not in terms of who they arebutwhat they do – as, for instance, the bus driver, the florist, or the grocery store clerk. Specialized urban relationships are pleasant for all concerned, but self-interest rather than friendship is usually the main reason for the interaction.

The impersonal nature of urban relationships, together with the great social diversity found in cities today, makes city dwellers more tolerant than rural villagers. Rural communities often jealously enforce their narrow traditions, but the heterogeneous population of a city rarely shares any single code of moral conduct.

**Reading Comprehension**

1. Analyze the research work of the early European and American sociologists. Who were more theoretical in their approach?

2. State the strengths and weaknesses of each theory.

3. Why do you think L. Wirth called urban relationships “impersonal”?

4. In your own words, explain what urban political economy theory teaches us about cities.

**IV**

**Looking Ahead: Toward a Sustainable**

**Society and World**

The demographic analysis points to some disturbing trends. We see, first, that Earth’s population has reached record levels because birth rates remain high in poor nations and death rates have fallen just about everywhere. Reducing fertility will remain a pressing need throughout this century. Even with some recent decline in the rate of population increase, the nightmare is still a real possibility. Further, population growth remains greatest in the poorest countries of the world, those without the means to support their present populations, much less their future ones. Supporting 74 million additional people on our planet each year, 70 million of whom are in low-income countries, will require a global commitment to provide not only food but housing, schools, and employment as well. The well-being of the entire world may ultimately depend on resolving the economic and social problems of poor, overly populated countries and bridging the widening gulf between “have” and “have-not” nations.

Urbanization is continuing, especially in poor countries. Throughout human history, people have sought out cities, in the hope of finding a better life. But the sheer numbers of people who live in the emerging global supercities – Mexico City, Sao Paulo (Brazil), Kinshasa (Democratic Republic of the Congo), Mumbai (India), Manila (Philippines) – have created urban problems on a massive scale.

Around the world, humanity is facing serious environmental challenge. Part of this problem is population increase, which is greatest in poor countries. But part of the problem is the high levels of consumption in rich nations. By increasing the planet’s environmental deficit, our present way of life is borrowing against the well-being of our children and their children. Globally, members of rich societies, who currently consume so much of Earth’s resources, are mortgaging the future security of the poor countries of the world.

The answer, in principle, is to create an ecologically sustainable culture, a way of life that meets the needs of the present generation without threatening the environmental legacy of future generations. Sustainable living depends on three strategies.

First, the world needs to bring population growth under control. The world’s current population is already straining the natural environment. Clearly, the higher the world’s population climbs, the more difficult environmental problems will become. Even if the recent slowing of population growth continues, the world will have 8 billion people by 2050. Few analysts think that the planet can support so many people; most argue that we must hold the line at about 7 billion, and some argue that we must decrease population in the coming decades.

A second strategy is to conserve finite resources. This means meeting our needs with a responsible eye toward the future by using resources efficiently, seeking alternative sources of energy and in some cases, learning to live with less.

A third strategy is to reduce waste. Whenever possible, simply using less is the best solution. Learning to live with less is not likely to come easily, but keep in mind the research that suggests that as our society has consumed more and more, people have not become happier. Recycling programs, too, are part of the answer, and recycling can make everyone part of the solution to our environment problems.

In the end, making all these strategies work depends on a basic change in the way we think about ourselves and our world. Our egocentric outlook sets our own interests as standards for how to live, but a sustainable environment demands an ecocentric outlook that helps us see how the present is tied to the future and why everyone must work together. Most nations in the southern half of the world are underdeveloped, unable to meet the basic needs of their people. At the same time, most countries in the northern half of the world are overdeveloped, using more resources than the planet can sustain over time. The changes needed to create a sustainable ecosystem will not come easily, and they will be costly. But the price of not responding to the growing environmental deficit will certainly be greater. Finally, consider that the great dinosaurs dominated this planet for some 160 million years and then perished forever. Humanity is far younger, having existed for a mere 250,000 years. Compared to the rather dimwitted dinosaurs, our species has the gift of great intelligence. But how will we use this ability? What are the chances that our species will continue to flourish 160 million years – or even 160 years – from now? The answer depends on the choices that will be made by one of the 30 million species living on Earth: human beings.

**Reading Comprehension**

1. What serious problems does the modern world face?

2. List the reasons given for emerging global supercities.

3. Analyze the measures that could help the Earth’s population to survive.

4. Summarize the text in your own words.

**Module 7**

**Sociology of Communication**

**Unit 1**

**Information policy in the information society**

**Lesson 1**

**Vocabulary 1**

**1. State the meaning of the following international words from the text then translate the sample sentences:** index *n*, bureaucrat *n*, dynamics *n*, potential *adj*, relevant *adj*, implicit *adj*, recipient *n*, extrapolation *n*, stimulus *n* (stimuli *pl*), elite *n*, manipulation *n*, quintessential *adj*, context *n*, process *v*.

1. Consumer spending is often a good index of public confidence in the economy. 2. It would not be hard, using their criteria, to compile an objective global index of democracy. 3. A bureaucrat is an administrative official who works for the government. 4. The fight for the leadership gave a fascinating insight into the group’s dynamics. 5. Jeffers is frequently described as the quintessentialCalifornia poet. 6. This was quintessential Midwestern farming country. 7. Many potential customers are waiting for a fall in prices before buying. 8. Google is now letting users sign up to see relevant Gmail messages alongside standard search results. 9. You can gain a better understanding of each person’s needs and motivations by practicing active listening and asking relevant questions. 10. Some reporters thought there was an implicit threat in the president’s speech. 11. He interpreted her comments as an implicit criticismof the government. 12. Mary Lund was the first female recipient of an artificial heart. 13. The youngest male recipient of the Nobel Peace Prize was Martin Luther King Jr. 14. Sophisticated computer simulations and empirical extrapolationspredict that ITER (International Thermonuclear Experimental Reactor) will reach and perhaps exceed its target performance. 15. [Lower](http://www.macmillandictionary.com/search/american/direct/?q=lower) [interest](http://www.macmillandictionary.com/search/american/direct/?q=interest) [rates](http://www.macmillandictionary.com/search/american/direct/?q=rates) [will](http://www.macmillandictionary.com/search/american/direct/?q=will) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [stimulus](http://www.macmillandictionary.com/search/american/direct/?q=stimulus) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [investment](http://www.macmillandictionary.com/search/american/direct/?q=investment). 16. The new farmers are receiving virtually no assistance from the government, which for years poured money into larger farms given to politically connected elites. 17. They have been accused of fraud and stock market manipulations.

**Reading and Speaking**

**1. Before reading the text find out if there is a difference between “information” and “knowledge”. In pairs, compare your opinions on the issue.**

**2. Why do you think it’s said that we live in information society?**

**3. Read the text and answer the following questions.**

1. According to the author, what does communication mean?
2. Who creates information?
3. Why is it impossible to control international data?
4. What allows officials to regulate individual’s behaviour?

**The nature of information**

The control of information is an index of power in contemporary societies since information allows policy-makers and bureaucrats to regulate markets, institutions and individual behaviour. It is the power implicit in the collection and processing of information about individuals, for example, which makes Tax File Numbers and Social Security data such important privacy issues, and which has seen the enactment of Freedom of Information legislation in many western countries. It was the need to control information relating to mass production, distribution and markets that set up the dynamic**s** for the control revolution, which eventually resulted in the development of information technology, and the establishment of an information society. Thus information can be seen as essentially related to power and control, as well as being the quintessential material of high-tech technoculture.

The concept of information implies a capacity to inform: once a piece of information has been communicated and is internalised as knowledge, it has fulfilled its informative potential. Consequently, what is information for one person may be existing knowledge to another, and even redundant. Similarly, what may be relevant information in one context may be an irritation or pollution in another. For a communication to be information, the recipient must be able to make sense of it, use it, and develop ideas, understanding and/or knowledge through it. Given that all communication involves patterns of perception and attention, it follows that an individual actively participates in the acquisition and incorporation of information as knowledge. By extrapolation, knowledge is an artefact, constructed by the individual as part of their paying attention to data, cues and stimuli in their environment, and using the raw material gathered via their senses in knowledge construction.

All information critical to an information society reflects the society that produces it. Like technology, information expresses the nature of the elites who create it, and who control it. The information society is predicated upon information as a commodity, and upon the lion’s share of paid employment involving information collection, dissemination and manipulation. It also marks the ascendancy of those individuals and elites who control information. The passing of the industrial society (with its economic foundation in the production of material goods) and the coming of the post-industrial society (with its informational foundation) coincide with electronic methods of information storage, retrieval, production and communication. As information becomes the pre-eminent commodity, so it becomes central to a plethora of control technologies designed to restrict access to it, to enhance its value, and to exercise power through it.

Relationships between individual citizens and their information are complex and reflexive. While the individual has some control over the information they provide, the information provided can then be used by bureaucracy and power elites in an attempt to control the behaviour of that individual. The choice – whether or not to communicate information – has implications for the future, according to potential uses for the information. Whereas the individual can resist or object to the collection of information at the personal level (on a form, by interview, in having to show an identity card), the national and international data flows are not controllable by individuals. Once it has been shared, it is almost impossible to control, follow or retrieve information. One of the most difficult facts to be faced in privacy issues is that information divulged for one purpose to one agency is then used in quite a different context by another agency, often without any record of its transfer.

**4. Using the information in the text mark the following statements true (T) or false (F). Correct the false statements.**

1. To limit access to information, control technologies have been developed.

2. Privacy problems include mass production, distribution and markets.

3. We should take an active part in gathering and processing information in order to possess knowledge.

4. An individual citizen produces the society and reflects it.

5. The need to control information led to the information technologies development.

**5. Use the data from the text to characterize the relations between power, control and information.**

**6. Explain why information has become “the pre-eminent commodity”.**

**7. What sort of challenge do you think is a control revolution?**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ship, -al, -cy, -tion*) give the nouns related for the following:** collect, private, distribute, irritate, pollute, acquire, retrieve, relation.

**2. Make adverbs from the following adjectives:** consequent, similar, eventual, essential.

**3. Using the suffixes *-able, -al, -ive* give the adjectives related for the following:** critic, reflex, person, control.

**4. The prefixes in the following words don’t have their usual meaning. Use the dictionary to find words with the same prefixes in their general meaning:** enactment, coincide, pre-eminent, incorporation.

**5. a. From the following words make all possible noun-noun partnerships which occur in the text:** privacy, construction, issue, identity, flow, control, knowledge, technology, revolution, card, data.

**b. Find nine noun-noun partnerships with the word “information” which occur in the text.**

**6. Using the information in the text say what adjectives can be used with the following nouns:** society, country, potential, information.

**7. Look through the text and find the nouns that go with the following verbs:** regulate, control, restrict, enhance, exercise, communicate, follow, retrieve.

**8.** **Match the key words of the unit to their definitions:**

|  |  |
| --- | --- |
| 1) legislation *n*  2) redundant *adj*  3) perception *n*  4) dissemination *n*  5) plethora *n*  6) implication *n*  7) ascendancy *n* | a) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [possible](http://www.macmillandictionary.com/search/american/direct/?q=possible) [effect](http://www.macmillandictionary.com/search/american/direct/?q=effect) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [result](http://www.macmillandictionary.com/search/american/direct/?q=result);  b) no longer needed or useful; superfluous, excessive;  c) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [advantage](http://www.macmillandictionary.com/search/american/direct/?q=advantage), [power](http://www.macmillandictionary.com/search/american/direct/?q=power), [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [influence](http://www.macmillandictionary.com/search/american/direct/?q=influence) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [one](http://www.macmillandictionary.com/search/american/direct/?q=one) [person](http://www.macmillandictionary.com/search/american/direct/?q=person) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [group](http://www.macmillandictionary.com/search/american/direct/?q=group) [has](http://www.macmillandictionary.com/search/american/direct/?q=has) [over](http://www.macmillandictionary.com/search/american/direct/?q=over) [another](http://www.macmillandictionary.com/search/american/direct/?q=another);  d) the act of spreading something, especially information, widely;  e) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [greater](http://www.macmillandictionary.com/search/american/direct/?q=greater) [amount](http://www.macmillandictionary.com/search/american/direct/?q=amount) [than](http://www.macmillandictionary.com/search/american/direct/?q=than) [you](http://www.macmillandictionary.com/search/american/direct/?q=you) [need](http://www.macmillandictionary.com/search/american/direct/?q=need) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [want](http://www.macmillandictionary.com/search/american/direct/?q=want);  f) a law suggested by a government and made official by a parliament;  g) a belief or opinion, often held by many people and based on how things seem, a way of regarding or interpreting something. |

**9. Use the words from Exercise 8 instead of their synonyms in bold.**

1. [Computers](http://www.macmillandictionary.com/search/american/direct/?q=computers) [have](http://www.macmillandictionary.com/search/american/direct/?q=have) [made](http://www.macmillandictionary.com/search/american/direct/?q=made) [our](http://www.macmillandictionary.com/search/american/direct/?q=our) [paper](http://www.macmillandictionary.com/search/american/direct/?q=paper) [records](http://www.macmillandictionary.com/search/american/direct/?q=records) **unnecessary**. 2. I can’t believe she bought another pair of shoes when she already has **an excessive amount** of them. 3. These photographs will affect people’s **understanding** of war. 4. The Internet makes the **diffusion** of information faster. 5. The government has promised to introduce **a set of laws** tolimit fuel emissions from cars. 6. [We](http://www.macmillandictionary.com/search/american/direct/?q=we) [believe](http://www.macmillandictionary.com/search/american/direct/?q=believe) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [genetically](http://www.macmillandictionary.com/search/american/direct/?q=genetically) [modified](http://www.macmillandictionary.com/search/american/direct/?q=modified) [crops](http://www.macmillandictionary.com/search/american/direct/?q=crops) [will](http://www.macmillandictionary.com/search/american/direct/?q=will) [have](http://www.macmillandictionary.com/search/american/direct/?q=have) [serious](http://www.macmillandictionary.com/search/american/direct/?q=serious) environmental **effects**. 7. The dictator’s **rule** over the country was cut short by the revolution. 8. Our decision to purchase this house will have serious **consequences** for our financial future.

**10. Paraphrase the parts of the sentences in bold type** **using the verbs from the box (introduce any necessary changes into the form of the words):**

|  |  |  |  |
| --- | --- | --- | --- |
| divulge *v* | retrieve *v* | predicate *v* | internalize *v* |

1. More and more consumers are using their smart phones and tablets to search and **recover** information. 2. If the contents of the report are **disclosed** to the public, the results could be disastrous for our company. 3. He had not expected the people so readily to **accept and absorb** the values of democracy. 4. A true friend is one to whom you can **tell** information with complete trust. 5. This is **based** upon my confidence in his ability. 6. You shouldn’t **reveal** other people’s secrets. 7. IT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and securely **restore** information.

**LANGUAGE REVIEW 1**

**Participle: forms and uses**

**1. State the form and function of the participles in the sentences bellow:**

**a) part of the verb phrase;**

**b) substitute for a relative clause;**

**c) substitute for an adverbial clause.**

1. We are now developinga new programme. 2. We came across this problem, developing a new programme. 3. The developing science raises more and more important questions. 4. A new series of experiments is being conducted in their laboratory. 5. A new series of experiments being conducted in their laboratory has attracted much attention. 6. Being conducted in better conditions, the experiment has already shown some positive results. 7. The data obtained were published in *Science News*. 8. Obtained from only one source, the information cannot be reliable. 9. Some new data have been obtainedrecently. 10. Having looked through all the necessary material he started writing his report. 11. Having been published in several scientific journals, those findings generated fierce polemics. 12. They couldn’t agree with his point of view expressed so illogically. 13. They think that the observations being made will help to find the cause of the problem. 14. We have used the simpler method, eliminating questioning. 15. Some theoretical considerations only touched upon in the last chapter will be considered in detail in another work.

**LANGUAGE REVIEW 2**

***-Ed* forms: Past Simple or Participle II**

**1. Read the following sentences and determine the function of *-ed* forms (Past Simple or Participle II).**

1. They installed modernized equipment. 2. Automatized information processing radically modified the method devised. 3. The method applied increased the accuracy of the results. 4. They studied the process of communication between the people involved. 5. After a heated discussion they applied the procedure improved by Dr. Thompson. 6. We theoretically predicted complicated interaction between the components involved in the process. 7. The statement made concerned a new way of investigating. 8. Simplified techniques developed in the last decade produced a good effect in a number of studies. 9. For some time scientists remained interested in the phenomenon. 10. The hypothesis proposed agreed with the experimental observation. 11. At that time the method used presented increased danger and encountered opposition from most scientists concerned. 12. The results obtained disagreed with earlier data reported by Prof. Atkins. 13. The model suggested described adequately the peculiarities studied by Dr. Hyson. 14. The survey conducted revealed some similarities in these groups’ behaviour. 15. The method used facilitated the whole procedure.

**LANGUAGE REVIEW 3**

***-Ed* and *-ing* forms: participle adjectives**

**1. Complete the pairs of sentences with a word ending in *-ing* or *-ed*. Use the prompts.**

1. **confus-**: This computer has some very \_\_\_\_\_ instructions. I got very \_\_\_\_\_ trying to make sense of the instructions.
2. **puzzl-**: I must say I’m \_\_\_\_\_. I can’t understand anything. I just don’t understand. I find the whole thing rather \_\_\_\_\_
3. **shock-**: I think the way Jessica behaved was quite \_\_\_\_\_ I was quite \_\_\_\_\_ to see Jessica behaving like that.
4. **surpris-**: We were \_\_\_\_\_ at the test results. The test results were \_\_\_\_\_.
5. **disappoint-**: The lecture was \_\_\_\_\_. I expected it to be much better. I was \_\_\_\_\_ with the lecture.
6. **Choose the correct word to complete the sentences.**

|  |  |
| --- | --- |
| exhausting/exhausted | amazing/amazed |
| annoying/annoyed | amusing/amused |
| depressing/depressed | confusing/confused |
| boring/bored | exciting/excited |
| embarrassing/embarrassed | astonishing/astonished |

1. Diana teaches young children. It’s a very hard job. At the end of the day’s work she is often \_\_\_\_\_. 2. It’s been raining for two days. This wet weather makes me so \_\_\_\_\_. 3. Clare is going to the United States next month. She has never been there before. It will be an \_\_\_\_\_ experience for her. 4. The instructor’s explanation was \_\_\_\_\_. Most of the trainees didn’t understand it. 5. It’s sometimes \_\_\_\_\_ when you have to ask people for money. 6. I had never expected to get the job. I was really \_\_\_\_\_ when I was offered it. 7. Pat has really learnt very fast. She has made \_\_\_\_\_ progress. 8. Why do you look so \_\_\_\_\_? Is your life really so \_\_\_\_\_? 9. There’s no need to get \_\_\_\_\_ just because I’m a few minutes late. 10. I didn’t find the situation funny. I was not \_\_\_\_\_.

**LANGUAGE REVIEW 4**

**Participles used instead of relative clauses**

**1. Replace the underlined parts of these sentences with a Participle II from one of the following verbs: *concern, charge, provide, cause, allocate, quote, use, assemble, propose, submit.***

1. There was a weakness in the methods that were employed. 2. We couldn’t afford to pay the fees that were asked for. 3. The university asked for more money. In fact, five times the amount that was given to them as their share. 4. After she had read the article, she checked all the examples that were referred to. 5. The teacher wasn’t impressed with the quality of the work that was handed in. 6. There have been demonstrations against the changes that the government intends to make. 7. They decided to close the factory, regardless the suffering that resulted. 8. They were to study the evidence that was gathered. 9. The party was excellent, and I’d like to thank all the people who took part in it. 10. Have you used all the equipment that was given to you?

**Lesson 2**

**Vocabulary 1**

**1. State the meaning of the following international words from the text:**

a) futuristic *adj*, accreditation *n*, licensing *n*, authentication *n*, repository *n*, imperative *n*, accelerating *n*, competency *n*, infrastructure *n*;

b) expertise *n*, collaborate *v*;

c) voluntary *adj*, conduit *n*.

**Translate the sample sentences.**

1. The hospital was threatened with the loss of accreditation if it did not improve the quality of its care. 2. The United States government, through trade pressure and trade agreements, has also tried to limit use of compulsory licensing. 3. Passwords simply no longer can be used as means of authentication or protection. 4. The nuclear waste repository was dangerously close to the town. 5. It is imperative that we meet this deadline so the client knows we are dependable. 6. Inflation is likely to accelerate this year, adding further upward pressure on interest rates. 7. America’s core competency is its ability to attract, develop and unleash creative talent. 8. You can lock down your Google account with [two-step authentication](http://www.mattcutts.com/blog/google-two-step-authentication/).

**2. Complete the sentences. Use the words from Exercise 1 a).**

1. We have an online database that serves as a \_\_\_\_\_ for all the information you requested. 2. The \_\_\_\_\_ will be awarded to suppliers that provide good quality, competitively priced IT goods. 3. Microsoft is forcing Android phone providers to pay patent \_\_\_\_\_ fees. 4. Her latest novel is a \_\_\_\_\_ thriller, set some time in the late twenty-first century. 5. The war has badly damaged the country’s \_\_\_\_\_ infrastructure. 6. They use special chemicals to \_\_\_\_\_ the growth of crops. 7. Great customer service is just as \_\_\_\_\_ today as when we founded this company.

**3. Read the following sentences containing the words from Exercise 1 b) and c). Explain the meaning of the “false friends” and semi-false cognates (words that can only sometimes be translated by the similar word in the other language). Words and phrases in the brackets may be helpful.**

1. I have no expertise ([*special*](http://www.macmillandictionary.com/search/american/direct/?q=special)[*skill*](http://www.macmillandictionary.com/search/american/direct/?q=skill)[*or*](http://www.macmillandictionary.com/search/american/direct/?q=or)[*knowledge*](http://www.macmillandictionary.com/search/american/direct/?q=knowledge)[*that*](http://www.macmillandictionary.com/search/american/direct/?q=that)[*you*](http://www.macmillandictionary.com/search/american/direct/?q=you)[*get*](http://www.macmillandictionary.com/search/american/direct/?q=get)[*from*](http://www.macmillandictionary.com/search/american/direct/?q=from)[*experience*](http://www.macmillandictionary.com/search/american/direct/?q=experience)*,* [*training*](http://www.macmillandictionary.com/search/american/direct/?q=training)*,* [*or*](http://www.macmillandictionary.com/search/american/direct/?q=or)[*study*](http://www.macmillandictionary.com/search/american/direct/?q=study)) in handling sales. 2. He was widely known for his expertise as a trial lawyer. 3. International spies must retain loyalty to their own country while collaborating (*cooperating, fraternizing*) with the enemy. 4. With instant messaging, it was convenient for us to collaborate (*co-produce, cooperate*) on the project. 5. Employees can make voluntary (*compare with* *“volunteer”*) contributions to the savings plan of up to 25% of their earnings. 6. Karyn leads after-school workshops that students attend on a voluntary basis. 7. The engineers designed a complex system of conduits (*cables, wires*) for the space station. 8. The undercover police officer had a few trusted conduits (*conveyers, messengers*) of information upon whom he relied.

**Reading and Speaking**

**1. Before reading the text, define the place of education in a society.**

**2. Give your vision of “lifelong learning”.**

**3. Match parts of the initial sentences a-e to the paragraphs 1–5.**

a. These concerns are all “information age” technoculture issues \_\_\_\_\_.

b. Along with the growth of the Internet, and as part of a different perspective for the future \_\_\_\_\_.

c. Education is not a stand-alone industry, but is central to the operations of culture and society \_\_\_\_\_.

d. According to information scientist Julie Johnson, \_\_\_\_\_.

e. While education systems move towards being just in time, \_\_\_\_\_.

**Information and education**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the 1990s witnessed the burgeoning of new ways of looking at education. “Just in time training” and the “flexible delivery” of “open learning systems” are all shorthand for saying that educational institutions face radical change. The old ways of doing things are becoming extinct. It is no longer appropriate to identify three years of degree study as preparing someone for 35–55 years of work (the 55 year upper limit time frame is used because we have yet to learn the effect of baby boomer retirees, and voluntary retirement policies.) “Open learning” suggests universal access without unnecessary prerequisites, with people able to achieve recognition for working at their own level. “Flexible delivery systems” use relevant technologies to provide access to information and education at the point where it is needed. They effectively reposition the education system as a high-tech technoculture. One futuristic vision of this principle in operation is included in *The Matrix,* where the knowledge Trinity needs to fly a helicopter is delivered intracranially, via an uploaded computer file, a split second before the skills are required.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_, they also need to embrace the idea of flexibility. Here the issue is accepting individuals as already having diverse skills and expertise, auditing those skills, identifying gaps and providing education and training to plug those gaps. In principle, policies which recognize prior learning free people from having to relearn skills which have already been mastered, and speed up the educational process. They also mean that educational products need to be tailored more specifically to the needs of the individual student. Higher education is likely to be provided in the future by education brokers.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the education broker brings together course offerings from a range of providers, negotiates accreditation of the selected materials with an educational institution or professional association and handles the copyright, licensing, authentication, security and electronic payment processes. Students build their course of study from a repository of course materials drawn from a variety of countries and institutions. They collaborate electronically with teachers and other students who may or may not be completing the same course of study and who could be physically located anywhere.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These concerns are all “information age” technoculture issues about the need for “lifelong learning” and the “flexible delivery” of education and training. They also address citizens’ abilities to contribute to the development, extension and diffusion of high-tech technoculture. In an era when workers are likely to occupy at least three to five different jobs during their working lives, “lifelong learning” becomes an absolute imperative. A European Parliament reports arguing that only 30 per cent of knowledge and skills in the workforce remain relevant over a seven-year period. An uneducated workforce is an obsolete workforce. Governments, teachers and students grapple with the twin pressures of the necessity of continuing education, and its accelerating redundancy.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as well as being a major conduit for the dissemination of technological skills and competencies. Digital culture is integral to the future development of the education sector in information societies. Not only is education one of the largest sectors of the information economy, it operates as the powerhouse for driving the skills and training through which the rest of the information infrastructure develops.

**4. Ask the questions for the following answers.**

a. It suggests universal access without unnecessary prerequisites.

b. He handles the whole process of preparatory work for education.

c. To help high-tech technoculture develop and extend.

d. They remain relevant over a seven-year period.

e. Educational establishments face radical changes.

**5. Add your comments on the statement that education “is not only one of the largest sectors of the economy”.**

**6. Say whether “information economy” is equal to “information society”. Discuss this point in groups/pairs.**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ee, -er, -y, -tion, -ment*) give the nouns related for the following:** deliver, boom, retire (x2), extend, diffuse.

**2. Make adverbs from the following adjectives:** effective, specific, physical, electronic.

**3. Using the prefixes (*un-, re-*) give words related for the following:** position, learn, educated. **State the meaning of the prefixes.**

**4. Look through the text and find the nouns that go with the following verbs:** face,learn,achieve,provide,fly**,** embrace**,** free**,** relearn**,** speedup**,** handle**,** build**,** occupy**,** grapple**,** collaborate.

**5. Learn the key words of the lesson:**

|  |  |  |
| --- | --- | --- |
| shorthand *n*  embrace *v*  copyright *n*  grapple with *v* | appropriate *adj*  gap *n*  contribute *v*  [stand-alone](http://www.macmillandictionary.com/search/american/direct/?q=stand-alone) *adj* | extinct *adj*  negotiate *v*  obsolete *adj*  access *n* |

**a) Complete the sentences with the words from the box. Use the explanation in the brackets:**

1. [Each](http://www.macmillandictionary.com/search/american/direct/?q=each) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [our](http://www.macmillandictionary.com/search/american/direct/?q=its) [factories](http://www.macmillandictionary.com/search/american/direct/?q=factories) [operates](http://www.macmillandictionary.com/search/american/direct/?q=operates) [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) \_\_\_\_\_ [basis](http://www.macmillandictionary.com/search/american/direct/?q=basis). (*Our factories operate independently, they are not connected to anything else*.) 2. Many tribes became\_\_\_\_\_ when they came into contact with Western illnesses. (*Many tribes do* [*not*](http://www.macmillandictionary.com/search/american/direct/?q=not)[*exist*](http://www.macmillandictionary.com/search/american/direct/?q=exist)[*any*](http://www.macmillandictionary.com/search/american/direct/?q=any)[*longer*](http://www.macmillandictionary.com/search/american/direct/?q=longer) *because they came into contact with Western illnesses*.) 3. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [government](http://www.macmillandictionary.com/search/american/direct/?q=government) [continued](http://www.macmillandictionary.com/search/american/direct/?q=continued) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) \_\_\_\_\_ [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [issue](http://www.macmillandictionary.com/search/american/direct/?q=issue) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [public](http://www.macmillandictionary.com/search/american/direct/?q=public) [transportation](http://www.macmillandictionary.com/search/american/direct/?q=transportation). ([*The*](http://www.macmillandictionary.com/search/american/direct/?q=the)[*government*](http://www.macmillandictionary.com/search/american/direct/?q=government)[*tr*](http://www.macmillandictionary.com/search/american/direct/?q=try)*ied* [*hard*](http://www.macmillandictionary.com/search/american/direct/?q=hard) [*to*](http://www.macmillandictionary.com/search/american/direct/?q=to)[*solve*](http://www.macmillandictionary.com/search/american/direct/?q=solve)[*a*](http://www.macmillandictionary.com/search/american/direct/?q=a)[*difficult*](http://www.macmillandictionary.com/search/american/direct/?q=difficult)[*problem*](http://www.macmillandictionary.com/search/american/direct/?q=problem)[*of*](http://www.macmillandictionary.com/search/american/direct/?q=of)[*public*](http://www.macmillandictionary.com/search/american/direct/?q=public)[*transportation*](http://www.macmillandictionary.com/search/american/direct/?q=transportation).) 4. Some people read to fill in \_\_\_\_\_ in their education. (*Some people read to overcome the lack of knowledge*.) 5. [Many](http://www.macmillandictionary.com/search/american/direct/?q=many) [jobs](http://www.macmillandictionary.com/search/american/direct/?q=jobs) [have](http://www.macmillandictionary.com/search/american/direct/?q=have) [become](http://www.macmillandictionary.com/search/american/direct/?q=become) \_\_\_\_\_ [with](http://www.macmillandictionary.com/search/american/direct/?q=with) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [advent](http://www.macmillandictionary.com/search/american/direct/?q=advent) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [computers](http://www.macmillandictionary.com/search/american/direct/?q=computers) and the development of technology. ([*Many*](http://www.macmillandictionary.com/search/american/direct/?q=many)[*jobs*](http://www.macmillandictionary.com/search/american/direct/?q=jobs) *do* [*not*](http://www.macmillandictionary.com/search/american/direct/?q=not)[*exist*](http://www.macmillandictionary.com/search/american/direct/?q=exist)[*any*](http://www.macmillandictionary.com/search/american/direct/?q=any)[*longer*](http://www.macmillandictionary.com/search/american/direct/?q=longer)[*with*](http://www.macmillandictionary.com/search/american/direct/?q=with)[*the*](http://www.macmillandictionary.com/search/american/direct/?q=the)[*advent*](http://www.macmillandictionary.com/search/american/direct/?q=advent)[*of*](http://www.macmillandictionary.com/search/american/direct/?q=of)[*computers*](http://www.macmillandictionary.com/search/american/direct/?q=computers) *and the development of technology*.)

**b) Replace the phrases in the bold with the key words from the box. You may have to change the form of some words.**

1. The government has refused **to have formal discussions with** the strikers in order to reach an agreement with them. 2. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [phrase](http://www.macmillandictionary.com/search/american/direct/?q=phrase) “[spin](http://www.macmillandictionary.com/search/american/direct/?q=spin) [doctor](http://www.macmillandictionary.com/search/american/direct/?q=doctor)” [became](http://www.macmillandictionary.com/search/american/direct/?q=became) [**a**](http://www.macmillandictionary.com/search/american/direct/?q=an) **short simple phrase which is used instead of a longer and more complicated phrase** [for](http://www.macmillandictionary.com/search/american/direct/?q=for) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [political](http://www.macmillandictionary.com/search/american/direct/?q=political) [aides](http://www.macmillandictionary.com/search/american/direct/?q=aides) [who](http://www.macmillandictionary.com/search/american/direct/?q=who) [surround](http://www.macmillandictionary.com/search/american/direct/?q=surround) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [president](http://www.macmillandictionary.com/search/american/direct/?q=president). 3. Gas lamps became **unused** when electric lighting was invented. 4. Our client **enthusiastically accept** our suggestions for the new advertising campaign. 5. The symbol © shows that something is protected by **the legal right to control the production and selling of a book, play, film, photograph or piece of music**. 6. Her family have **given** £50,000 to the fund. 7. Shakespeare can be hard to read because the language of his time is now largely **old-fashioned and archaic**. 8. The only **possibility of getting near to** a village is by boat.

**LANGUAGE REVIEW 1**

**Participle clauses used instead of relative clauses**

**1. Complete the sentences using Participle I formed from the following verbs: *begin, tell, work, sit, block, live, wait, read.***

1. Life must be unpleasant for people \_\_\_\_ near busy airports. 2. When I entered the reception room it was empty except for a young man \_\_\_\_ by the window \_\_\_\_ a magazine. 3. Jim has a brother \_\_\_\_ in a research centre. 4. Look if there is anybody \_\_\_\_. 5. There is an English course \_\_\_\_ next Monday. 6. An instruction is a statement \_\_\_\_ you what to do. 7. An obstacle is something \_\_\_\_ your way.

**2. Make one sentence from two using Participle I. Put the participle clause either in the middle or at the end of the new sentence.**

1. People have marched to London. They are protesting against pollution. 2. The bus broke down. It was taking us to the airport. 3. I didn’t talk much to the man. He was sitting next to me on the plane. 4. We were interrupted by somebody. They were knocking at the door. 5. I live in a nice room. It overlooks the garden. 6. A new factory has just opened in the town. It employs 500 people. 7. At the back of the administrative building there is a narrow path. It leads to the warehouse. 8. The company sent me a brochure. It contained all the information I needed. 9. A few days after the interview, I received a letter. It offered me the job. 10. Robert has got a brother. He studies economics at university in Manchester.

**3. Make one sentence from two using Participle II. Begin as shown.**

1. A number of goods are produced in this factory. Most of them are exported. – Most of the goods \_\_\_\_\_.

2. A number of suggestions were made at the meeting. Most of them were not very practical. – Most of the suggestions \_\_\_\_\_.

3. A lot of people have been invited to the seminar. Some of them can’t come. – Some of the people \_\_\_\_\_.

4. A man phoned while you were out. He was called Jack. – Somebody \_\_\_.

5. A factory worker was injured in the accident. He was taken to hospital. – The factory worker \_\_\_\_\_.

**4. Change the relative clause in these sentences to a participle clause. Use Participle I or Participle II as appropriate.**

1. The people who are being asked to take early retirement are all over the age of 60. 2. I ran through the crowd of people who were hurrying to get to work. 3. The people who are being chosenfor the team are under 25. 4. An agreement has been signed to protect the forests which are being cut all over the world. 5. The children who are being moved to another school all have learning difficulties. 6 The man who was operating the equipment was dressed in protective clothing. 7. The road repairs which were carried out on the motorway delayed the traffic. 8. The decisions that are made at our meetings will affect all of us. 9. The book that was published last week is his first work that was writtenfor children. 10. The public opinion poll which was conducted on the basis of the latest methods gave positive results.

**5. Translate the following sentences into Ukrainian.**

(A) 1. Discussion *following* the speaker’s report helps to check the audience’s understanding. 2. The report *followed* by discussion aroused much interest among the audience. 3. Let’s now consider some factors *affecting* our life in global society. 4. Let’s now look at how our life changes when *affected* by these factors. 5. They are now studying phenomena *influencing* public opinion. 6. They are now studying changes of public opinion *influenced* by these phenomena.

(B) 1. The discovery followed by further experimental work stimulated research in this field. 2. They were asked questions formulated and agreed upon by a group of sociologists. 3. The conference attended by scientists from different countries discussed new trends and methods in this field of research. 4. One of the rights enjoyed by University scientists is that of combining research with teaching. 5. The subjects dealt with under this topic aroused a heated discussion. 6. His eloquence substituted for logical argumentation failed to win the audience over. 7. Many companies badly affected by the recession went bankrupt. 8. Techniques universally thought of as simple sometimes cause trouble. 9. He drew their attention to more efficient use of resources allowed by the new system. 10. She mentioned the theory referred to in many papers. 11. This is the book so much spoken about. 12. Numerous questions answered by the speaker were related to corporate culture. 13. The faculty joined by Dr Robinson was established half a century ago. 14. The problems attacked at their laboratory are of utmost interest. 15. We studied deviations from normal people’s behaviour accounted for by pressure at work.

**LANGUAGE REVIEW 2**

**Participle clauses with adverbial meaning**

**1. Complete the sentences with Participle I or Participle II preceded by one of the following conjunctions: *when, while, if, unless, as, though, once, until.* In some sentences more than one answer is possible.**

* (otherwise/state), the conditions of both experiments will be considered similar. – Unless otherwise stated, the conditions of both experiments will be considered similar.

1. He always wears glasses except (practise) sports. 2. I met Andy (work) on the joint project. 3. (be angry) count a hundred. 4. He won’t do anything (tell) personally. 5. (ask) about his opinion he just shrugged his shoulders and said nothing. 6. (mention) above the experiment was a success. 7. The idea can be pronounced true (test) by experience. 8. (install) the new software will enable customers to place orders over the Internet. 9. (consider) reliable the method cannot be used in this particular case. 10. (otherwise/specify), by ‘peers’ I mean work colleagues.

**2. Match the sentence halves and write new ones beginning with a participle clause. Use either Participle I or Perfect Participle.**

|  |  |
| --- | --- |
| 1. I didn’t expect anyone to be in the office at such an hour \_\_\_\_\_  2. He doesn’t speak Italian \_\_\_\_\_  3. Bob was unemployed \_\_\_\_\_  4. Barbara had been a teacher for 15 years \_\_\_\_\_  5. The hall had been painted in dark colours \_\_\_\_\_  6. Diana didn’t know French \_\_\_  7. Trevor had studied the map \_\_\_  8. Vicky didn’t want to be late for the interview \_\_\_\_\_  9. Andrew had finished the book \_\_\_\_\_  10. Sarah hadn’t seen her classmate for a long time \_\_\_\_\_ | a) she ran to the bus stop.  b) she could hardly recognize him.  c) I decided to come the next day.  d) he took it back to the library.  e) he found life in Sicily difficult.  f) he knew which way to go.  g) she found it hard to communicate.  h) he had time to consider what job he really wanted.  i) the hall needed some bright lights.  j) she knew how to keep children interested. |

**3.** **Complete the sentences by putting the correct form of the Perfect Participle (active or passive).**

1. (achieve) certain success in his life he decided to get married. 2. (finish) one experiment they started another with the children as the subjects. 3. (recognize) as the leading principle the statement was included into his theory. 4. (invite) to the scientific conference he wrote a report on his latest research. 5. (analyze) all the data thoroughly she understood the real picture of the phenomenon. 6. (analyze) thoroughly the data helped to understand the real picture of the phenomenon. 7. (conduct) in the southern regions the poll was transferred to the north regions. 8. (conduct) the poll in the southern regions the sociologists then transferred it to the north regions. 9. (evaluate) the survey results we shall next turn to their interpretation. 10. (evaluate) the survey results need to be interpreted.

**4. Rewrite the sentences beginning with a participle clause. Use Participle I, Participle II or Perfect Participle.**

1. After he had worked as a clerk, painter and bus driver, Nick decided to go back to university. 2. As we didn’t want to offend him, we said nothing about his report. 3. As they had spent all morning working in the laboratory, they decided to take a short lunch break. 4. As he glanced over his shoulder, Alan could see his friends waving to him. 5. Because he had arrived early for his appointment, Ron spent some time looking at some magazines. 6. Marie left work early because she didn’t feel too well. 7. He had acquired the money through hard work, so he was reluctant to give it away. 8. Because he had started the course, Alex was determined to complete it. 9. As I haven’t seen all the evidence, I am reluctant to make any judgement. 10. The manager was impressed by Jane’s work, so he extended her contract for a year.

**LESSON 3**

**Vocabulary 1**

**1. Say why the international words below are divided into 3 groups:**

1. concept, interest, structure, distribution, resources,minimum,element, regulate, priority, urgent, physiological, hierarchy;
2. perspective,public, progression;
3. fabric, prospect.
4. **Complete the sentences with the words from group a).**

1. I’ve always had an \_\_\_\_\_ in astronomy. 2. The \_\_\_\_\_ of this protein is particularly complex. 3. The Channel Tunnel improved the \_\_\_\_\_ of goods between the British Isles and mainland Europe. 4. You have to learn to get your \_\_\_\_\_ right. In other words you should decide which are the most important jobs or problems and deal with them first. 5. They have a very old-fashioned management \_\_\_\_\_. 6. Wage increases are being kept to a \_\_\_\_\_ because of the recession. 7. This is a map showing \_\_\_\_\_ of global population. 8. Britain’s mineral \_\_\_\_\_ include oil, coal and gas deposits. 9. We weren’t even taught the \_\_\_\_\_ of physics at school. 10. You can \_\_\_\_\_ the temperature in the house by adjusting the thermostat. 11. A terrible earthquake occurred here last month. Many people were in \_\_\_\_\_ need of food and water. 12. Scientists already know that when people feel a threat, certain \_\_\_\_\_ changes occur. 13. It is very difficult to define the \_\_\_\_\_ of beauty. 14. Having a second income is an important \_\_\_\_\_ for most home buyers. 15. He rose quickly through the political \_\_\_\_\_ to become party leader. 16. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [drug](http://www.macmillandictionary.com/search/american/direct/?q=drug) [produced](http://www.macmillandictionary.com/search/american/direct/?q=produced) [no](http://www.macmillandictionary.com/search/american/direct/?q=no) [obvious](http://www.macmillandictionary.com/search/american/direct/?q=obvious) \_\_\_\_\_ [response](http://www.macmillandictionary.com/search/american/direct/?q=response). People felt no changes in the state of their health at all. 17. India’s caste system is an ancient social \_\_\_\_\_, which places people into different categories by birth.

**3. Translate the following sentences which illustrate how the words from groups b) and c) are used:**

1. [Career](http://www.macmillandictionary.com/search/american/direct/?q=career) [progression](http://www.macmillandictionary.com/search/american/direct/?q=progression) [from](http://www.macmillandictionary.com/search/american/direct/?q=from) [trainee](http://www.macmillandictionary.com/search/american/direct/?q=trainee) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [junior](http://www.macmillandictionary.com/search/american/direct/?q=junior) [management](http://www.macmillandictionary.com/search/american/direct/?q=management) [levels](http://www.macmillandictionary.com/search/american/direct/?q=levels) [can](http://www.macmillandictionary.com/search/american/direct/?q=can) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [rapid](http://www.macmillandictionary.com/search/american/direct/?q=rapid). 2. Arithmetic progression is [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [series](http://www.macmillandictionary.com/search/american/direct/?q=series) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [numbers](http://www.macmillandictionary.com/search/american/direct/?q=numbers) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [which](http://www.macmillandictionary.com/search/american/direct/?q=which) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [same](http://www.macmillandictionary.com/search/american/direct/?q=same) [number](http://www.macmillandictionary.com/search/american/direct/?q=number) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [added](http://www.macmillandictionary.com/search/american/direct/?q=added) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [each](http://www.macmillandictionary.com/search/american/direct/?q=each) [number](http://www.macmillandictionary.com/search/american/direct/?q=number) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [produce](http://www.macmillandictionary.com/search/american/direct/?q=produce) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [next](http://www.macmillandictionary.com/search/american/direct/?q=next), [for](http://www.macmillandictionary.com/search/american/direct/?q=for) [example](http://www.macmillandictionary.com/search/american/direct/?q=example) [3](http://www.macmillandictionary.com/search/american/direct/?q=3), [6](http://www.macmillandictionary.com/search/american/direct/?q=6), [9](http://www.macmillandictionary.com/search/american/direct/?q=9), [12](http://www.macmillandictionary.com/search/american/direct/?q=12). 3. Is it really in the public interest to publish this information? 4. The newspapers publish the stories they know their public wants to read. 5. His ideas have very little public support. 6. Our cultural differences caused us to have different perspectives on world issues. 7. We’ll have a beautiful perspective of the valley from atop that mountain. 8. He writes from a Marxist perspective. 9. Because of its geographical position, Germany’s perspective on the situation in Eastern Europe is rather different from Britain’s. 10. From a social perspective, I am very much a liberal, although my economic policies are very conservative. 11. Extreme social activism might rip apart the social fabric. 12. Wash delicate fabrics by hand. 13. His prospects for getting the job are excellent; he really is the best candidate. 14. Prospects of employment remain bleak for most people in the area.

**Reading and Speaking**

**1. Before reading the text give a brief list of social needs for poor and wealthy nations. What level could they be referred to?**

**2. Read the text and find the paragraph which:**

1. describes various models of public interest;
2. considers the part a state once played in social life;
3. gives the forecasts as for the future of the society’s interests;
4. defines some concepts included in public interest;
5. emphasizes the principle of relativity in access to information;
6. mentions the famous hierarchy of people’s needs in any society.

**The public interest**

The concept of *the public interest* has an increasingly out-of-date feel to it – an association with nanny statehood, where the state looks after citizens incapable of looking after themselves. It suggests that the role of government might be more than simply balancing the books and determining a taxation structure; that social and community concerns are relevant and that the state has a part to play in promoting and nurturing these. The public interest was once perceived as an obligation to consider social costs and benefits wider than company profitability or government efficiency, but times have changed.

The public interest is one justification for policies that promote universal access to information, computers in the classroom and well-stocked public libraries. It is the concept of the public interest that opens high-tech technoculture debates to wide participation. This perspective asserts that the whole of society benefits from addressing inequalities in the distribution of technological and other resources, and from providing a quality education. The public interest includes concepts such as *minimum service provision* (MSP) and *community service obligations* (CSO), and suggests that these are important elements of the social fabric and should be instituted even where there is no prospect of service delivery at a profit. Public service privileges the needs of “the public” regardless of their financial status, whereas customer service considers the needs of people rich enough to be customers.

In the twenty-first century, consumer society policy-makers are increasingly likely to argue that “small government” is in the public interest, and market forces should regulate access to information and services as much as possible to ensure efficiency and competitiveness. Differences between a social equity model and a market-driven model of public service centre upon a belief as to whether or not the market can provide all that society needs. Market-driven models of the public interest suggest that those who are not motivated (or financially able) to participate in the market may be responsible themselves for their resulting disempowerment and reduced access to resources. The discussion so far has foregrounded public interest and policy development discussions in the wealthy nations of the First World. The issues of information and communication access are relevant in all societies, but in poorer societies there are pressing health, education and welfare priorities with a more urgent claim upon the national purse. It is conceivable that a “Maslow’s hierarchy” of needs/priorities can be developed which charts a policy progression for Third World nations. This would likely include pure water, food and shelter at the physiological level, and health and security at the level of safety. Education might equate to social needs, while a communications and information infrastructure could be included at that level, or considered as an “ego” need required for integration and development.

Communications researchers believe that there are two primary elements to debateabout the public interest: one is the perspective of the groups in society that may be significantly affected by the policies adopted, but which do not have a sufficiently organized financial vested interest to mount a representation, e.g. users of the public telephone service, children’s interests in television or probable victims of technological change. The second perspective is that of society as a whole, focusing directly on the overall structure of benefits, costs and consequences for society. This would include an evaluation of economic externality, public good, social and cultural consequences of policy options.

**3. Read the text again and answer the following questions.**

1. Why market forces should regulate access to information service?

2. What does public service provide?

3. Is the term “public interest” popular among policy-makers?

4. What pressure do Third World nations suffer from?

**4. What two ideas are contrasted in a market-driven model and in a social equity model?**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ee, -er, -y, -tion, -ment*) give the nouns related for the following:** state, tax, profitable, efficient, justify, competitive.

**2. Make adverbs from the following adjectives:** increasing, financial, sufficient, significant, direct.

**3. Using the prefixes (*dis-, in-*) give words related for the following:** equality, empowerment. **State the meaning of the prefixes.**

**4. Look through the text and find the nouns that go with the following verbs:** promote, open, include, privilege, regulate, ensure, foreground, mount, focus.

**5. From the following words make all possible noun-noun partnerships which occur in the text:** profitability, customer, telephone, efficiency, service, community, education, concerns, company, government, technoculture, debates, quality, service, researchers, communications.

**6. The following phrases contain only nouns. Which nouns are the main words and which are the attributes?**

Minimum service provision,consumer society policy-makers,community service obligations,information and communication access,social equity model,education and welfare priorities,policy development discussions,communications and information infrastructure.

**7. Find the following words in the text, analyze the sentences, state the parts of speech these words belong to:** feel, looks, concerns, play, benefits, benefits, privileges, needs, centre, needs.

**8.** **Match the key words of the unit to their definitions:**

|  |  |
| --- | --- |
| 1) community *n*  2) nurture *v*  3) assert *v*  4) institute *v*  5) foreground *v*  6) claim *n*  7) conceivable *adj*  8) chart *v* | a) to give the most importance to a particular subject, etc;  b) to start or cause a system, to put into effect;  c) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [state](http://www.macmillandictionary.com/search/american/direct/?q=state) [firmly](http://www.macmillandictionary.com/search/american/direct/?q=firmly) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [something](http://www.macmillandictionary.com/search/american/direct/?q=something) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [true](http://www.macmillandictionary.com/search/american/direct/?q=true), to state, declare, pronounce, postulate;  d) to help a plan or a person to develop and be successful;  e) the people living in one particular area or people who are considered as a unit because of their common interests, social group or nationality  f) to watch something with careful attention or to record something in detail;  g) possible to imagine or to believe;  h) a statement that something is true or is a fact, although other people might not believe it. |

**9. Complete the sentences with the words from the box (introduce any necessary changes into the form of the words):**

|  |
| --- |
| community *n* nurture *v* assert *v* institute *v*  foreground *v* claim *n* conceivable *adj*  chart *v* |

1. He’s well-known in the local \_\_\_\_\_\_. Everyone here respects him. 2. She is threatening to \_\_\_\_\_\_ legal proceedings against the hospital. 3. As a record company director, his job is to \_\_\_\_\_\_ young talents, promote them and help them be successful. 4. These are some of the safety guidelines we’ve \_\_\_\_\_\_in our hotels. We arranged the whole system of measures to make our guests feel comfortable and safe. 5. [I](http://www.macmillandictionary.com/search/american/direct/?q=i) [don’t](http://www.macmillandictionary.com/search/american/direct/?q=don't) [believe](http://www.macmillandictionary.com/search/american/direct/?q=believe) [his](http://www.macmillandictionary.com/search/american/direct/?q=his) \_\_\_\_\_\_ [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [he](http://www.macmillandictionary.com/search/american/direct/?q=he) [fought](http://www.macmillandictionary.com/search/american/direct/?q=fought) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [Vietnam](http://www.macmillandictionary.com/search/american/direct/?q=vietnam). He definitely lies. Nobody believes him. 6. A global study has just been started to \_\_\_\_\_\_ the effects of climate change. When the project is over, we’ll be able to watch basic tendencies. 7. There’s a large Jewish \_\_\_\_\_\_ living in this area. 8. He never misses an opportunity to \_\_\_\_\_\_ his political opinions. He always declares his views clearly. 9. His speech \_\_\_\_\_\_the history of the decision. It was the main point of his message. 10. The government’s \_\_\_\_\_\_ that it would reduce taxes proved false. 11. Books on every \_\_\_\_\_\_ subject lined one wall. You could find whatever you wanted there.

**LANGUAGE REVIEW 1**

**Participle constructions: Complex Object**

**1. Complete the sentences with participles (Pattern with *Verb + object + participle*) formed from the verbs suggested: *explain,* *rain, mention, burn, carry, look, exercise, interview, register, hold.***

1. Can’t you smell something\_\_\_\_\_?2. When I woke up in the middle of the night, I could hear it \_\_\_\_\_. 3. We found Michael \_\_\_\_\_ in the gym. 4. They observed the elections \_\_\_\_\_. 5. We watched the applicants \_\_\_\_\_. 6. Everybody saw the injured man \_\_\_\_\_ away by the ambulance. 7. I have just heard your name \_\_\_\_\_. 8. I felt somebody \_\_\_\_\_ at me. 9. Just listen to him \_\_\_\_\_ his behaviour at the party. 10. We watched the participants \_\_\_\_\_.

**2. Use the words in brackets to complete the sentences.**

**(A) Pattern with *have/get + object + P II***

1. I lost my key. I’ll have to (another key/make). 2. (you/a newspaper/deliver) to your house or do you go to the shop to buy one? 3. I think we should (the lecture room/clean). 4. How often (you/your car/service)? 5. When was the last time you (the room/paint)? 6. We (a new laboratory/build) at the moment. 7. We (a new system/already/install). 8. When are you going (the cartridge/change)? 9. Helen (her bag/steal) on a train last night. 10. Last week Harry (his passport/take away) from him by the police.

**(B) Pattern with *have + object + P I***

1. The instructor had (the participants/role-play) the situation. 2. I’ll have (you all/speak) English in a couple of weeks. 3. The boss was furious and promised to have (the whole department/work) like slaves. 4. He had (us/laugh) all through the lecture. 5. I won’t have (you/tell) me what to do.

**LANGUAGE REVIEW 2**

**Participle constructions: Complex Subject**

**1. Complete the sentences with participles (Pattern with** ***Subject + Passive Verb + participle*) formed from the verbs suggested:** ***wait, have, repeat, exist, include, lose, cheat, consist, lie, attend.***

1. Such groups are defined as \_\_\_\_\_ similar characteristics. 2. Teenagers have been often observed \_\_\_\_\_ such concerts. 3. An ideal family should be regarded as \_\_\_\_\_ of equal partners. 4. To the writer’s knowledge similar phenomena have not been reported as \_\_\_\_\_ elsewhere. 5. Such teams were shown as \_\_\_\_\_ a different number of members. 6. A student has been caught \_\_\_\_\_ in the exam. 7. He was kept \_\_\_\_\_ for an hour and a half in the reception. 8. The papers were left \_\_\_\_\_ on the desk. 9. The documents were considered as \_\_\_\_\_ for ever. 10. His name was heard \_\_\_\_\_ several times.

**LANGUAGE REVIEW 3**

**Participle constructions: Absolute Participle Construction**

**1. Determine the meaning of the participle clauses in the following sentences and translate them into your native language.**

1. The art of talking being a universal means of conversation, it would be a good idea to learn it. 2. People’s characteristics differ greatly, with positive traits prevailing over negative ones. 3. They discussed a lot of interesting issues, the problem of nonverbal communication being one of them. 4. There are many people throughout the world experiencing loneliness, teenagers and young adults comprising a larger group among them. 5. Time permitting, they will proceed with the discussion. 6. The problem can be solved immediately, with specific techniques being applied. 7. The signal given,the teams start working. 8. The definite decision having been taken, they started discussing the details. 9. He experienced a lot of troubles in his life, all these sorrows having made him only stronger. 10. The question of their departure having been solved, they ordered tickets by telephone. 11. The envelope having been sealed, the manager locked it the safe. 12. I can’t concentrate with you talking all the time. 13. With the laboratory having been closed, there was nowhere to do further research. 14. She was rather friendly, with many people surrounding her almost all the time. 15. It was a large room, with bookshelves covering most of the walls.

**Unit 2**

**Communication theory**

**Lesson 1**

**Vocabulary 1**

**1. State the meaning of the following international words from the text:** interactive *adj*, scenario *n*, normalization *n*, global *adj*, phenomenon *n*, convergence *n*, urban *adj*, commentator *n*, privatize *v*, final *adj*, declaration *n*, animation *n*.

**2. Complete the sentences with the words from Exercise 1.**

1. The two countries have been taking certain steps toward \_\_\_\_\_ of relations in recent months. 2. The telephone survey was conducted last month in 27 \_\_\_\_\_ areas. 3. Can watching video lessons or using \_\_\_\_\_ software make people smart? 4. Members of Parliament must make a \_\_\_\_\_ of their business interests. 5. There’s a \_\_\_\_\_ of interests among the US, Canada, and Latin America. 6. The worst-case \_\_\_\_\_ is the worst situation that can be imagined. In the worst-case \_\_\_\_\_, the whole coast would be under water. 7. We hope an era of peace and \_\_\_\_\_cooperation has begun. 8. Gravity is a natural \_\_\_\_\_. 9. Kidnappings and robberies are common in \_\_\_\_\_ areas. 10. If a government \_\_\_\_\_ an industry, company or service that it owns and controls, it sells it so that it becomes privately owned and controlled. 11. As witnesses to the accident, we were asked to make written \_\_\_\_\_ of what we had seen. 12. The company made a \_\_\_\_\_ of intent to follow an equal opportunities policy.

**3. Find the definitions from a–e for the following international words:** silicon *n*, terminal *n*, decade *n*. **More than one definition is possible:**

a) a piece of equipment used for communicating with a computer, esp. a keyboard and screen;

b) a period of ten years;

c) the [point](http://dictionary.cambridge.org/search/british/direct/?q=point) at which a [connection](http://dictionary.cambridge.org/search/british/direct/?q=connection) can be made in an [electric](http://dictionary.cambridge.org/search/british/direct/?q=electric) [circuit](http://dictionary.cambridge.org/search/british/direct/?q=circuit);

d) a grey element which is found combined with oxygen in a large number of common minerals, and which has unusual electrical characteristics;

e) the area or building at a station, airport or port which is used by passengers leaving or arriving by train, aircraft or ship.

**Reading and Speaking**

**1. Before reading the text tell your fellow-students what means of communication you know. How often do you use all/some of them?**

**2. Read the text and number the facts described in it in the correct order.**

a. The discussion is being made of the part the Internet plays in a person’s life.

b. Meeting people to communicate and solve problems is not necessary today.

c. Mass media is considered to be loosing its impact on people.

d. It’s very essential to use communication technologies for interaction.

f. Nowadays we all depend on the latest information devices and inventions.

**A second media age?**

People who live in information societies not only encounter and “use” information and communication technologies; rather, increasingly, their modes of action are enframed by these technologies. Since 1992, over a silicon century has passed, in which time a range of interactive communication technologies have becоme meaningful in our daily life. To this scenario should be added the emergencе of digital, optic-fibre and packet-watching technologies which have made the Internet possible, and the normalization of satellite-based and information devices like satellite phones and global positioning systems. The lack of awareness of the extent to which these technical systems precondition the simplest of activities does not signal that we have become “overloaded” with information, images or technology, as subscribers to the “saturation” thesis suggest. In fact, attachment to media can be very personal and as meaningful as embodied relationships.

The exponential explosion in webs of CITs (communication and information technologies) has shifted the orientation many of us have to “object” to an extent that can change our sense of otherness. As face-to-face relations are replaced by “interface” with technological terminals of communication, electronic devices acquire a life of their own.

Outside our own bodies the world fills an animation which might compete with the human, with objects that are also animated, – as suggested by Sherry Turkle’s notion of the computer screen as a “second self” in 1984. While the non-human might be competing with the human, individuals themselves increasingly find that they are the part of contexts in which they are “objectualized”. The studies conducted on these phenomena show high degree of attachment to media and communication technologies, whether this be people’s need to have a television on in the background even if they aren’t actually watching it, the near desperation that many Internet users have in downloading their email, or individuals who find security in having a mobile phone even if they use it only seldom.

In the last years, there has been the remarkable convergence between technologies of urban life and new communication technologies. It has even led some commentators to argue that the privatizing concentration ofso many context-worlds, be they electronic, architectural or automobile-derived, is what really amounts to “cyberspace”. This convergence is perhaps nowhere more powerfully represented than it is by the Internet, which is itself a network as well as a model for “cyberspace” relations.

It was in the final decade of the twentieth century that the emergence of global interactive technologies, exemplified by the Internet, in the everyday sphere of advanced nations dramatically transformed the nature and scope of communication medium. These transformations heralded the declaration of a “second media age”, which is seen as a departure from the dominance of broadcast forms of media such as newspapers, radio and television. Significantly, the heralding of a second media age is almost exclusively based on the rise of interactive media, most especially the Internet, rather than the decline of broadcast television. The arrival of what is called as “the second media age” has two important consequences: one practical and the other theoretical. The extent and complexity of practical ones concern the implication which “the second media age” has for contemporary social integration. The theoretical consequence is that it has necessitated a radical revision of the sociological significance of broadcast media as addressed by traditions of media studies.

**3. Read the text again and answer the following questions.**

a. What made the Internet possible?

b. Are people in an information society overloaded with information?

c. What has replaced face-to-face relations?

d. When did globalization happen?

e. What are the consequences of “the 2nd media age”?

**4. Give arguments in favour of changing communication radically.**

**5. Determine the place of media and communication in your everyday life.**

**Vocabulary 2**

**1. Using the appropriate suffixes (-*ship, -ture, -ment, -ance, -tion, -ity,***

***-ness*) give the nouns related for the following:** aware, active, attach, relation, secure, concentrate, complex, revise, depart, dominant.

**2. Using the appropriate suffixes (*-ate, -fy*) give the verbs related for the following:** necessity, example.

**3. Make adverbs from the following adjectives:** significant, exclusive, powerful.

**4. Using the suffixes *-al, -ful* give the adjectives related for the following:** meaning, person, architect, practice, theory.

**5. Using the information in the text say what adjectives can be used with the following nouns:** century, technology, life, phone, system, scale, media, explosion, relations, terminal, device, phone, convergence, life, decade, integration, revision, significance.

**6. Using the prefixes (*en-, re-, over-, inter-, em-*) give words related for the following:** load, frame, counter, body, courage, present, active. **State the meaning of the prefixes.**

**7. Using the prefixes *im-, non-, un-* give negatives related for the following:** mediated, personal, human.

**8. Look up the following key words in the dictionary and learn them:** enframe *v*, encounter *v*, menace *v*, embody *v*, exemplify *v*, herald *v*, precondition *n,* amount *v*. **Translate the sentences that follow.**

1. He was shocked by the hostility he encountered. 2. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [rebels](http://www.macmillandictionary.com/search/american/direct/?q=rebels) [encountered](http://www.macmillandictionary.com/search/american/direct/?q=encountered) [no](http://www.macmillandictionary.com/search/american/direct/?q=no) [opposition](http://www.macmillandictionary.com/search/american/direct/?q=opposition) [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [their](http://www.macmillandictionary.com/search/american/direct/?q=their) [march](http://www.macmillandictionary.com/search/american/direct/?q=march) [into](http://www.macmillandictionary.com/search/american/direct/?q=into) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [city](http://www.macmillandictionary.com/search/american/direct/?q=city). 3. The words enframethe world in different ways, or to use another metaphor, they light the world in differing ways that evoke different dispositions toward the world. 4. The President of the European Parliament Martin Schulz announced that Turkey’s integration into Europe is preconditioned by the recognition of the Armenian Genocide. 5. Hurricane Hugo menaced the US coast for a week. 6. Not long ago, American nightclubs from Las Vegas to New York cultivated a thriving, emphatically macho lounge tradition embodied by Frank Sinatra and his followers. 7. He embodiedthe next generation of greed in Wall Street 2: Money Never Sleeps. 8. Martin exemplifies the leadership skills that we need in our new president. 9. The trade agreement heralded a new era of economic development. 10. The annual cost of income support to unmarried mothers amounted to £700 million in that year.

**9. Find the following words in the text, state the part of speech they belong to:** use, range, signal, view, object, human, rise, broadcast, study.

**10. Match the key words of the lesson to their definitions, then complete the sentences with these words:**

|  |  |
| --- | --- |
| 1) emergence  2) [saturation](http://www.macmillandictionary.com/search/american/direct/?q=situation)  3) explosion  4) desperation  5) exponential | a) when [something](http://www.macmillandictionary.com/search/american/direct/?q=something) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [so](http://www.macmillandictionary.com/search/american/direct/?q=so) [full](http://www.macmillandictionary.com/search/american/direct/?q=full) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [particular](http://www.macmillandictionary.com/search/american/direct/?q=particular) [type](http://www.macmillandictionary.com/search/american/direct/?q=type) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [thing](http://www.macmillandictionary.com/search/american/direct/?q=thing) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [nothing](http://www.macmillandictionary.com/search/american/direct/?q=nothing) [more](http://www.macmillandictionary.com/search/american/direct/?q=more) [can](http://www.macmillandictionary.com/search/american/direct/?q=can) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [added](http://www.macmillandictionary.com/search/american/direct/?q=added);  b) the feeling that you have when you are in such a bad situation that you are willing to take risks in order to change it;  c) when something becomes known or starts to exist;  d) when the number of something increases very quickly;  e) describes a rate of increase which becomes quicker and quicker as the thing that increases becomes larger. |

1. There has been an \_\_\_\_\_ increase in the world population this century.2. There are [indications](http://www.macmillandictionary.com/search/american/direct/?q=indications) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [market](http://www.macmillandictionary.com/search/american/direct/?q=market) [has](http://www.macmillandictionary.com/search/american/direct/?q=has) [reached](http://www.macmillandictionary.com/search/american/direct/?q=reached) \_\_\_\_\_. 3. We are looking for \_\_\_\_\_ growth in our investment. 4. There was a note of \_\_\_\_\_ in his voice. 5. The government has had to take measures to halt the population \_\_\_\_\_. 6. In \_\_\_\_\_ they jumped out of the window to escape the fire. 7. We’ve been observing China’s \_\_\_\_\_ as an economic power lately.

**LANGUAGE REVIEW 1**

**Gerund: forms and functions**

**1. State the form of the gerunds in the sentences bellow:**

* **Simple, active/passive, positive/negative;**
* **Perfect, active/passive, positive/negative.**

1. ***Being*** friends with a famous person is rather exciting. 2. Such people love ***being praised.*** 3. ***Not knowing*** about the meeting is not an excuse for your absence. 4. The main thing was ***not being noticed*** by anybody. 5. The art of ***pleasing*** consists in ***being pleased***. 6. Everybody denies ***having taken*** the documents. 7. ***Having been bred*** in that communion was like being born an Englishman. 8. I regret ***not having learned*** the language. 9. She’s angry about ***not having being invited****.*

**2. Complete the sentences by choosing the correct alternative. Say in which sentences both variants are possible.**

1. We avoid (seeing/being seen) by him. 2. He avoided (telling/being told) me the truth. 3. He enjoys (reading/being read) a book before going to sleep. 4. I hate (repeating/being repeated) the same thing again. 5. People polluting the environment deserve (punishing/being punished) severely. 6. He got angry about (not having invited/not having been invited) to the conference. 7. You will regret (having given up/having been given up) your research. 8. They told us about (having been visited/having visited) by the reporters last week. 9. He imagined (having been forgotten/having forgotten) his speech. 10. She denied (having informed/having been informed) about the seminar.

**3. After some verbs a perfect gerund can often be used alongside a simple form to describe an action preceding that of the main verb. Replace simple gerunds by perfect forms.**

1. He admitted breaking the printer. 2. Shall we celebrate winning the prize? 3. When I challenged her, she denied telling lies. 4. They mentioned having problems with the computer two days before. 5. She couldn’t recall meeting him before. 6. Several people reported seeing that man enter the office.

**4. Study the following sentences paying attention to the syntactical functions of gerunds. Translate the sentences into your native language.**

**The subject**

1. Travellingis my favourite occupation when on holiday. 2. Beingsearched by customs officers is unpleasant. 3. Having worked in the company for ten years made him a good specialist in marketing. 4. Sorry, there is no smoking in the waiting room. 5. It’s no use buying a lottery ticket.

**Part of the verb phrase (predicative)**

1. I had to attend a certain number of seminars to get the certificate, and this meant travelling a lot. 2. The worst part was knowing that nothing could be changed. 3. Most interesting hobbies are making things and learning things. 4. His principle was paying his debts on time. 5. His next step was being employed as soon as possible.

**An object (direct or prepositional)**

1. I don’t fancy goingall that way in such bad weather. 2. They can’t bear being humiliated or talked about. 3. Their quarrel looked like going on for ever. 4. It doesn’t seem impossible that scientists will in the future succeed in creating life in the laboratory. 5. This prevents people from seeing things from any point of view but their own.

**An attribute**

1. They have been sitting in the waiting room for two hours. 2. I don’t want any of the staff to make a habit of coming late to work. 3. Was there any sense in concealing the truth? 4. What is your objection to joining them for the trip? 5. He showed no surprise at seeing us. 6. Do you feel the need for discussing this matter again? 7. The man gave no sign of having understood**.**

**An adverbial**

**(A) Time:** 1. After staying away for eighteen years he could hardly expect his relations to be very anxious to see him. 2. Since retiring from the Army he has been working as an instructor. 3. On arriving at the office we had found it locked. 4. At hearinghis name Robert turned round. 5. In crossing the street one should be careful. 6. Think twice before having anything to do with such offers.

**(B) Manner**: 1. In doing so you positively help them instead of hindering them. 2.We celebrated her birthday by going out to a restaurant. 3. Frank got into trouble through cheating at an exam.

**(C) Reason:** 1. On account of being a stranger there he couldn’t show them the way. 2.Because of beingnervous I couldn’t explain anything to them. 3. We can’t understand you for not telling us the truth. 4. The children looked neglected and unloved but not only from being dressed in rags. 5. We didn’t mention it for fear of offending him. 6. Without having true friends you may feel lonely. 7. He couldn’t find their office through being misdirected. 8. Owing to being conservative he is slow to respond to new ideas.

**(D)** **Attendant Circumstances:** 1. Instead of making an effort to do the work he usually gives up before he begins. 2. Besides teaching me something about the subject my training furnished me with an elementary knowledge of science and scientific method. 3. You went out without tellingme anything.

**(E) Concession:** 1. In spite of knowing nothing about business he wanted to supervise everything. 2. He recognized her at once despite not having seen her for twenty years.

**(F) Condition:** 1. I won’t be long in case of going there myself. 2.But for having learnedEnglish when a student I wouldn’t have got that job. 3. In the event of getting a letter from them let us know about it. 4. Should you be satisfied without taking advantage of that?

**(G) Purpose:** 1. With a view of improving his ability to speak French, he spends most of his holidays in France. 2. I can only use the computer for typing a text. 3. Did you come to London for the purpose of seeing your family or for some other purpose? 4. He hunted for a creative job with the object of doing what he liked.

**Lesson 2**

**Vocabulary 1**

**1. Guess the meaning of the following international words:** monitor *v*, demographic *adj*, associate *v*, local *adj*, distant *adj*, teenager *n*, transform *v*.

**2. Complete the sentences with the words from Exercise 1. You may need to change the form of some words.**

1. The new findings suggest that women ought \_\_\_\_\_ their cholesterol levels. 2. Our children all go to the \_\_\_\_\_ school. 3. Whenever a camera was pointed at her, Marilyn would instantly \_\_\_\_\_ herself into a radiant star. 4. Current \_\_\_\_\_ trends suggest that there will be fewer school leavers coming into the workforce in ten years’ time. 5. Most of the \_\_\_\_\_ population depend on fishing for their income. 6. Most people \_\_\_\_\_ this brand with good quality. 7. The CIA were secretly \_\_\_\_\_ his phone calls. 8. Many \_\_\_\_\_ shops will be forced to close if the new supermarket is built. 9. She dreamed of traveling to \_\_\_\_\_ lands. 10. The reorganization will \_\_\_\_\_ the British entertainment industry. 11. The magazine is aimed at \_\_\_\_\_ and young adults. 12. We could hear the sound of \_\_\_\_\_ thunder. 13. There have been monumental social and \_\_\_\_\_ changes in the country.

**Reading and Speaking**

**1. Before reading the text, agree or disagree with the following statement: “The internet would mean many different things to many different participants”.**

**2. Read the text. The following sentences are the answers. Make up the possible questions.**

a. In order to elicit how the internet influences a person.

b. They spoke about increasing loneliness, depression and disengagement from a real life.

c. Individual’s social activity is replaced by watching TV and surfing on internet.

d. It helps family members solve problems and take decisions.

e. The opportunity to design web pages.

f. It was held in the middle of 1990s.

**Transforming the process of self-formation**

How individuals might deploy the internet to enrich and transform their processes of self-formation? Is the internet improving social involvement and psychological well-being or harming it? To answer these questions, a two-year study, the HomeNet project, was conducted in the middle of 1990s. It involved 169 individuals in 73 households. Research of this nature is crucial if we are to form theunderstanding of the impact of the internet on the self and experience.

The families participating in the study come from eight diverse neighbourhoods in Pittsburgh, Pennsylvania. They were given a computer, software, a phone line and free access to the internet. At least two family members were given training in the use of the computer, electronic mail and the World Wide Web. In return, the families allowed the researchers to monitor their internet use and they agreed to participate in a number of interviews. Demographic characteristics, social involvement and psychological well-being were measured at the outset, and later were remeasured to make a comparison over time. During this period, internet use was monitored automatically using a logging program.

According to the research findings, greater use of the internet was associated with subsequent declines in family communication and also in the size of both the local and the distant social circle. Individuals who made more intensive use of the internet also reported larger increases in loneliness, depression and disengagement from real life. The study also showed that the experiences of the families studied might change over time. They discovered, for example, that for some teenagers the internet lost its appeal when they became immersed in the more serious work of college. The internet is continually changing too – ICQ, for example, was not available during the early days of their study. ICQ is a programme which allows individuals to monitor the presence of selected other users and may have benefited users in finding online friends and acquaintances.

If to compare the internet with earlier communication technologies such as television and the telephone, it is argued that television reduced social participation as it kept people home watching the set. That is, the time people spend watching TV is time they are not actively socially engaged. The internet, when used for obtaining information via the World Wide Web, is similar to television. Both television and the internet thus displace other forms of social activity. On the other hand, when the internet is used for interpersonal communication, the impact of the internet may be more like that of the telephone. The telephone turned out to be far more social than television. Television may act as a facilitator of communication. It might, for example, provide illustrations for discussing experiences, give participants a common ground for conversation and set an agenda for talk**.** Further relational use of television concerns social learning. Its use may help people solve problems or legitimize certain decisions and often involves households having to negotiate what they want to watch, a process that sometimes ends in conflicts, reinforcing or challenging patterns of authority.

While participants received some form of training, this did not include training of how to construct webpages. The opportunity to build webpages is very important for the way in which individuals might use the internet to communicate and enrich and transform the nature of the self and experience in everyday life.

The researchers advise people not to spend too much time on the internet. Yet if someone makes friends with a person living some distance away, but lacks the means to travel and meet up with them face to face, is that a problem caused by the internet? The individuals using the internet to communicate with others discovered information which allowed them to see their own lives in a new light.

**3. Read the text in detail and answer the following questions.**

1. Why was it necessary to conduct the Home Net project?

2. Is there any evidence that people are successfully mobilizing the internet to communicate?

3. What new possibilities do communication technologies open?

**4. Work in pairs/groups. Explain the internet paradox: loneliness and depression versus friendship and happiness.**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-or, -ion, -ness, -hood*) give the nouns related for the following:** neighbor, lonely, depress, facilitate.

**2. Using the suffix *-ize* give the verbs related for the following:** legitimate, mobile.

**3. Using the suffixes *-able, -ive, -al* give the adjectives related for the following:** psychology, intense, avail, active, relation.

**4. Make noun + noun phrases from the following words:**

|  |  |
| --- | --- |
| phone  internet  family (x2)  research  communication | members  use  line  technologies  findings  communication |

**5. Using the prefixes (*en-, re-, dis-, inter-, trans-*) give words related for the following:** measure, engagement, place, personal, rich, form. **State the meaning of the prefixes.**

**6. Look up the following key words in the dictionary and learn them, then complete the sentences that follow:** deploy *v*, enrich *v*, immerse *v*, challenge *v*, lack *v*, benefit *v/n*, engage *v*, ground *v*. **Make any changes you need in the form of the words.**

1. The heritage of Africa has greatly \_\_\_\_\_ American life. 2. She got some books out of the library and \_\_\_\_\_ herself inJewish history and culture. 3. We \_\_\_\_\_ three members of staff due to illness. 4. Fertilizer helps to \_\_\_\_\_ the soil. 5. How can we \_\_\_\_\_ those who most need our help? 6. Most phobias are \_\_\_\_\_ in childhood experiences. 7. The company is reconsidering the way in which it \_\_\_\_\_ its staff. 8. The other candidates \_\_\_\_\_ the president to take part in a debate. 9. The debate about food safety has \_\_\_\_\_ the whole nation. 10. The long-term \_\_\_\_\_ is ensuring that America remains competitive in a global economy. 11. Uranium is \_\_\_\_\_ for use in nuclear reactors.

**7. Match the key words of the lesson to their definitions, then complete the sentences with these words:**

|  |  |
| --- | --- |
| 1) crucial  2) diverse  3) facilitator  4) agenda | a) a list of aims or possible future achievements;  b) extremely important or necessary;  c) someone who helps a person or organization do something more easily or find the answer to a problem, by discussing things and suggesting ways of doing things;  d) varied or different. |

1. New York is a very culturally \_\_\_\_\_ city. 2. Education was placed firmly on the political \_\_\_\_\_ in the Prime Minister’s weekend speech. 3. Students from countries as \_\_\_\_\_ as Colombia and Lithuania use Cambridge textbooks. 4. Her work has been \_\_\_\_\_ to the project’s success. 5. I see my role as that of a \_\_\_\_\_, enabling other people to work in the way that suits them best. 6. Women’s rights have been put back on the \_\_\_\_\_ 7. The subject of safety must be placed high at the top of the \_\_\_\_\_ 8. It is \_\_\_\_\_ that the problem is tackled immediately.

**LANGUAGE REVIEW 1**

**Patterns with gerunds**

**1. Complete each sentence with one of these verbs: *a)* *work, be, wake up, feel****,* ***mention, publish, live, think, have to, kill; b) lose, see, calculate, travel, start, deliver, spend, apply***, ***meet, have to.***

* **Pattern: verb + gerund**

(A) 1. Dana admitted \_\_\_\_\_ hurt by what I had said. 2. He wisely avoided \_\_\_\_\_ the incident to the boss. 3. How can you defend \_\_\_\_\_ animals for scientific purposes? 4. The government delayed \_\_\_\_\_ the report until after the election. 5. She detests \_\_\_\_\_ to talk to people at parties. 6. I dislike \_\_\_\_\_ early on Sundays. 7. He enjoys \_\_\_\_\_ on his own. 8. Fancy \_\_\_\_\_ in this heat every day! 9. I can’t help \_\_\_\_\_ that we’ve made a big mistake. 10. It’s hard to imagine \_\_\_\_\_ in a place where there are no cars.

(B) 11. The job involves \_\_\_\_\_ abroad for three months each year. 12. How can you justify \_\_\_\_\_ so much money? 13. I don’t want to miss \_\_\_\_\_ that documentary on television tonight. 14. This change will necessitate \_\_\_\_\_ all over again. 15. I resent \_\_\_\_\_ get his permission for everything I do. 16. By criticizing his boss he risked \_\_\_\_\_his job. 17. Ann dreaded \_\_\_\_\_ a lecture to such sophisticated audience. 18. I considered \_\_\_\_\_ for the job but in the end I decided against it. 19. Have you finished \_\_\_\_\_ the figures yet? The manager would like to have a look at them. 20. He still couldn’t recall\_\_\_\_\_ us.

**2. Choose the correct preposition.**

* **Pattern: Verb + preposition + gerund**

1. I don’t agree (on/with) being closely supervised and constantly controlled at work. 2. I apologized (in/for) losing my temper. 3. We are thinking (of/to) starting our own business. 4. These policies are aimed (at/to) achieving full employment. 5. You’ll be employed to assist (at/in) carrying out public opinion polls. 6. The school believes (for/in) letting children learn at their own pace. 7. The whole nation benefits (from/for) having an educated and skillful workforce. 8. Can you boast (about/of) achieving any success? 9. She often complaints (of/about) not feeling appreciated at work. 10. He confessed (to/about) having the greatest respect for his opponent’s work. 11. We are all counting (at/on) winning this contract. 12. He didn’t feel (about/like) seeing the boss at the beginning of the working day. 13. I wouldn’t dream (by/of) telling you how to do things. 14. If we can’t get any funding we might well forget (about/of) doing research. 15. Paul insisted (in/on) checking everything himself. 16. We are looking forward (for/to) meeting you and your team at the seminar. 17. I objected (to/against) having to rewrite the article. 18. It seems you’ve only succeeded (at/in) quarrelling with everybody. 19. Please concentrate (into/on) listening to the participants carefully and refrain (with/from) criticizing. 20. Don’t worry (about/of) typing the report – I’ll do it later myself.

**3. Match the halves of the sentences and put in the correct preposition. Choose from the following: *about, against, for, from (2), in, into, of, on, with.***

* **Pattern: verb + object + preposition + gerund**

|  |  |
| --- | --- |
| 1. They accused the professor \_\_\_\_\_ | a) from falling asleep. |
| 2. We managed to talk him \_\_\_\_\_  3. The lecture was so boring, I could hardly keep myself \_\_\_\_\_  4. We warned them \_\_\_\_\_  5. Most respondents criticized the government \_\_\_\_\_  6. My father is a lawyer and he discouraged me \_\_\_\_\_  7. I’d like congratulate you \_\_\_\_\_  8. We should try to involve more students \_\_\_\_\_  9. They informed us \_\_\_\_\_  10. They charged him \_\_\_\_\_ | b) failing to invest enough in the health service.  c) doing research.  d) starting their experiments the following year.  e) mixing with such people.  f) stealing his assistant’s ideas and publishing them.  g) giving away government secrets.  h) entering this field.  i) coming of age.  j) taking part in the discussion. |

**4. Complete the sentences using one of the following nouns: *reputation, difficulty, interest, difference, purpose (2), reasons, excuse, success, objections.***

* **Pattern: noun + preposition + gerund**

1. There is a big \_\_\_\_\_ between knowing that something is true and being able to prove it. 2. They had great \_\_\_\_\_ in finding a replacement for John. 3. What’s your \_\_\_\_\_ for being late this time? 4. I have no \_\_\_\_\_ in continuing this conversation. 5. Local residents raised strong \_\_\_\_\_ to closing the factory. 6. My \_\_\_\_\_ in writing this article was to draw attention to some urgent social problems. 7. People give different \_\_\_\_\_ for wanting to change jobs. 8. Did you have any \_\_\_\_\_ in persuading Alan to come? 9. Professor Gibson has a \_\_\_\_\_ for being strict but fair. 10. Making money is not the only \_\_\_\_\_ of conducting business.

**5. Put in the correct preposition.**

* **Pattern: adjective + preposition + gerund**

1. We were accustomed \_\_\_\_\_ working together in a team. 3. I didn’t tell the news because I was afraid \_\_\_\_\_ upsetting you. 4. He’s perfectly capable \_\_\_\_\_ looking after himself. 5. I had quarreled with the head of the department and was close \_\_\_\_\_ quitting the job. 6. She is actively engaged \_\_\_\_\_ shaping the company’s policy. 7. Ann left because she got fed up \_\_\_\_\_ waiting. 8. My previous boss was fond \_\_\_\_\_ handing out advice to everybody he met. 9. I’m not happy \_\_\_\_\_ having to stay after work on Friday. 10. She was intent \_\_\_\_\_ pursuing a teaching career. 11. Sheila is interested \_\_\_\_\_ starting her own business. 12. Most people don’t realize the amount of effort involved \_\_\_\_\_ carrying out scientific research. 13. I wasn’t keen \_\_\_\_\_ doing all that work by myself. 14. I’m not bad \_\_\_\_\_ writing reports but not good \_\_\_\_\_ making speeches, I’m afraid. 15. Were you successful \_\_\_\_\_ persuading him to change his mind? 16. I’m tired \_\_\_\_\_ sorting out all these papers. Let’s have a break. 17. I’m nervous \_\_\_\_\_ saying the wrong thing during the interview. 18. She was grateful \_\_\_\_\_ for getting the chance to work with the famous scientist. 19. He’s responsible \_\_\_\_\_ recruiting and training new staff. 20. What’s wrong \_\_\_\_\_ borrowing a little money and buying your own notebook?

**LANGUAGE REVIEW 2**

**Gerund Complexes: noun/pronoun + gerund**

**1. Translate the following sentences into your native language.**

1. It’s no good ***my saying*** I’m sorry; that would be hypocritical. 2. ***The boss’s shouting*** gets on my nerves. 3. ***John’s going*** to sleep during the reception was rather embarrassing. 4. ***Your coming*** in late is a bit inconvenient. 5. At first I hadn’t been sure that ***my coming*** there had been a good thing.6. It makes no difference ***your agreeing*** or not. 7. Will his parents mind ***his having married*** that girl? 8. 9. Do you remember ***his asking*** you that same question? 10. I dislike ***their asking*** me personal questions. 11. Fancy ***her saying*** a thing like that! 12. Do you mind ***the window being*** open? 13. Fred got into trouble ***through his partner cheating*** him. 14. He asked me to look after the visitors ***in the event of*** ***his being late***. 15. Not a day had passed ***without*** ***their being given*** explanations to the boss. 16. What I am annoyed with is ***Sarah’s laughing*** at my accent. 17. ***In spite of the book having been published*** we couldn’t buy it anywhere. 18. What can the company do to prevent ***these rumours spreading?*** 19. The delegation was late because they cancelled the train ***owing to the railway being blocked***. 20. I can’t count on ***someone helping*** me.

**Lesson 3**

**Vocabulary 1**

**1. Say why the international words below are divided into two groups:**

a) archive *v*, holographic *adj*, electrode *n*, migrate *v*, virtual *adj*, arena *n*;

b) privacy *n*, delicate *adj*, accuracy *n*, manifest *v*.

**2. Complete the sentences with the words from group a):**

1. [Students](http://www.macmillandictionary.com/search/american/direct/?q=students) [would](http://www.macmillandictionary.com/search/american/direct/?q=would) [get](http://www.macmillandictionary.com/search/american/direct/?q=get) [their](http://www.macmillandictionary.com/search/american/direct/?q=their) [degrees](http://www.macmillandictionary.com/search/american/direct/?q=degrees) [from](http://www.macmillandictionary.com/search/american/direct/?q=from) \_\_\_\_\_ [universities](http://www.macmillandictionary.com/search/american/direct/?q=universities). 2. Fuel cells are technically similar to batteries. Both contain three main parts – two \_\_\_\_\_ separated by a liquid, called electrolyte. 3. Some drug companies use \_\_\_\_\_ to distinguish their medicines, but so can counterfeiters. 4. In September these birds \_\_\_\_\_ south. 5. This software helps firms \_\_\_\_\_ and retrieve emails. 6. If several bubble screens are put together, viewers get a 3D effect and even a \_\_\_\_\_ projection. 7. A \_\_\_\_\_ community is [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [group](http://www.macmillandictionary.com/search/american/direct/?q=group) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [people](http://www.macmillandictionary.com/search/american/direct/?q=people) [with](http://www.macmillandictionary.com/search/american/direct/?q=with) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [same](http://www.macmillandictionary.com/search/american/direct/?q=same) [interest](http://www.macmillandictionary.com/search/american/direct/?q=interest) [who](http://www.macmillandictionary.com/search/american/direct/?q=who) [share](http://www.macmillandictionary.com/search/american/direct/?q=share) [their](http://www.macmillandictionary.com/search/american/direct/?q=their) [ideas](http://www.macmillandictionary.com/search/american/direct/?q=ideas) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [opinions](http://www.macmillandictionary.com/search/american/direct/?q=opinions) [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [website](http://www.macmillandictionary.com/search/american/direct/?q=website). 8. [Today](http://www.macmillandictionary.com/search/american/direct/?q=today), [businesses](http://www.macmillandictionary.com/search/american/direct/?q=businesses) [must](http://www.macmillandictionary.com/search/american/direct/?q=must) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [able](http://www.macmillandictionary.com/search/american/direct/?q=able) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [compete](http://www.macmillandictionary.com/search/american/direct/?q=compete) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [international](http://www.macmillandictionary.com/search/american/direct/?q=international) \_\_\_\_\_ 9. Mexican farm workers \_\_\_\_\_ into the US each year to find work at harvest time.

**3. Translate the following sentences which illustrate how the words from group b) are used:**

1. The new law is designed to protect people’s privacy. 2. [Staff](http://www.macmillandictionary.com/search/american/direct/?q=staff) [members](http://www.macmillandictionary.com/search/american/direct/?q=members) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [entitled](http://www.macmillandictionary.com/search/american/direct/?q=entitled) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [certain](http://www.macmillandictionary.com/search/american/direct/?q=certain) [amount](http://www.macmillandictionary.com/search/american/direct/?q=amount) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [privacy](http://www.macmillandictionary.com/search/american/direct/?q=privacy) [when](http://www.macmillandictionary.com/search/american/direct/?q=when) [making](http://www.macmillandictionary.com/search/american/direct/?q=making) [personal](http://www.macmillandictionary.com/search/american/direct/?q=personal) [phone](http://www.macmillandictionary.com/search/american/direct/?q=phone) [calls](http://www.macmillandictionary.com/search/american/direct/?q=calls). 3. [They](http://www.macmillandictionary.com/search/american/direct/?q=they) [don’t](http://www.macmillandictionary.com/search/american/direct/?q=don't) [want](http://www.macmillandictionary.com/search/american/direct/?q=want) [their](http://www.macmillandictionary.com/search/american/direct/?q=their) [privacy](http://www.macmillandictionary.com/search/american/direct/?q=privacy) [invaded](http://www.macmillandictionary.com/search/american/direct/?q=invaded) [by](http://www.macmillandictionary.com/search/american/direct/?q=by) [reporters](http://www.macmillandictionary.com/search/american/direct/?q=reporters). 4. We can predict changes with a surprising degree of accuracy. 5. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [accuracy](http://www.macmillandictionary.com/search/american/direct/?q=accuracy) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [reports](http://www.macmillandictionary.com/search/american/direct/?q=reports) [cannot](http://www.macmillandictionary.com/search/american/direct/?q=cannot) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [verified](http://www.macmillandictionary.com/search/american/direct/?q=verified). 6. The workers chose to manifest their dissatisfaction in a series of strikes. 7. Lack of confidence in the company manifested itself in a fall in the share price. 8. Failure can manifest in many forms, including financial loss, professional setbacks and personal embarrassment. 9. The atomic clock enabled scientists to measure time with much greater accuracy. 10. It’s a \_\_\_\_\_ operation, and you want an experienced surgeon to do it.

**Reading and Speaking**

**1. Before reading the text say if you believe that the spread of computer technologies will give us more information at our disposal.**

**2. In groups, discuss the problems of information “overloading”.**

**3. Read the text. Assume that you are 20 years older, and mark the statements true (T) or false (F).**

a. Digital technologies are rare in everyday life.

b. The demand for home telephone devices is low.

c. General public still prefer face-to-face communication.

d. Unions are leading power in the society.

e. Children watch only 3D pictures.

f. Consumers have a vast variety of choices through internet.

g. Pupils attend school electronically via their computers.

h. Due to the Internet, people with disabilities are more independent.

**The Future of the Internet**

Our culture’s conception of the future of the internet illustrates how novel surveys can archive aspects of an individual’s personality – a new application that has begun to appear on the internet and may have much greater significance in the future.

Today, wireless digital systems have become standard, every house has a small satellite dish which provides TV, internet, and mail service. Almost every person has a personal communications device that he carries everywhere, performing the functions of phone, fax, pager, laptop, and message service. Interactive holographic imaging, producing lifelike three-dimensional pictures, has changed the way people are entertained and the way they communicate. Computer electrodes implanted in the scalp connects the brain to the world’s databases.

In the nearest future, computer-supported cooperative work will be increasingly common. With improved communication, it will become less necessary to meet in person, and therefore business trips will become less common. Videoconferencing, telecommuting and virtual internet meetings will be everyday occurrences. With the internet, people will enable to work in any company in the world without the need to migrate to another country and to collaborate on projects using computer technology.

Online business will be a major part of the economy. E-commerce will provide consumers around the world with the best products and services at the cheapest prices. E-mail will replace the postal system for letters. The telephone companies will be replaced by an expanded bandwidth internet.Publishing and libraries will migrate to the internet. Daily newspapers will disappear, replaced by internet delivery of news.

The creation and distribution of art and music will evolve. There will be virtual concerts where no one will actually sit in a concert hall with the musicians, who appear realistically in thousands of homes by courtesy of the computer. There will be great demand for writers and illustrators for internet publications. Education at all ages will change its form and content. It will be transformed from institutions based at single sites to networks manifesting themselves from time to time in cyberspace or at various public locations. Children will attend school in their own homes through interactive television. Centuries-old universities will be rendered obsolete by the internet, distance education will be the norm, not the exception, and dynamic professors will share their love of learning with millions of students around the world in virtual classrooms. Health services will improve. People will be able to locate and read any medical publication online. Delicate surgeries will be performed through computers, allowing the best surgeons to operate at a distance on patients. People іn nursing homes will have computers hooked up to the internet in order to communicate with those outside the nursing homes and thus not feel so isolated from the rest of the world.

Digital government will become a reality. The general public will have ready access to government information and services over their computers. The internet will be an agent for democracy, as each community has an electronic town hall. People will be liberated from political oppression*.* No government will be able to regulate the internet. Cybercommunities will grow in importance.People will belong to virtual towns made up of all their friends and family members far and wide. Religious services will be conducted on the internet. Many people will have more cyberfriends than real-life friends.

Loss of privacy will be among the dangers of the internet. Economic privacy and anonymous transactions will be increasingly difficult because digital currency will have replaced traditional cash. The government will be able to trace every purchase people make, every phone call they place, and every TV program they watch. Privacy will be a thing of the past as electronic systems of payment and information exchange monitor people’s every movement. There is great uncertainty about whether people will be able to handle all theinformation available. Finally, the internet could become an arena for many forms of conflict. Debates over internet privacy, freedom of speech, accuracy of information, and the safety of the internet for children will make internet regulation a hot field for lawyers, crimes against children will be greatly stimulated by pedophile internet news-groups and pornographic Web sites. Labour unions will be obsolete because individuals will compete for jobs on the internet. Wars will no longer be fought on the battlefield but rather in cyberspace with computer terminals.

**4. In small groups, discuss the situation with privacy.**

**5. Speak of government’s ability to regulate Internet.**

**6. What other problems are likely to appear in a global scale?**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-or, -er, -ion, -ity, -y, -ment, -ence, -ian*) give the nouns related for the following:** personal, occur, deliver, govern, real, democrat, private, transact, create, distribute, music, write, illustrate.

**2. Using the suffixes *-ive, -al* give the adjectives related for the following:** digit, interact, cooperate.

**3. Using the prefixes *en-, re-* give words related for the following, state the meaning of the prefixes:** able, place.

**4. Using affixes *un-, dis-, -less* give words related for the following, state the meaning of the affixes:** appear, wire, certainty.

**5. State the meaning of the prefixes *video-, tele-* (as in the words “videoconferencing”, “telecommuting” from the text). Give more words with these prefixes.**

**6. Make noun+noun phrases from the following words:**

|  |  |
| --- | --- |
| A | B |
| Satellite, mail, communications, message, computer (x2), internet (x6), bandwidth, distance, government. | Information, dish, service (x2), privacy, device, meetings, internet, delivery, publications, education, regulation, news-groups, terminals, electrodes. |

**7. Analyze the formation of the following complex adjectives a) and nouns b), then translate them:**

a) lifelike, three-dimensional, computer-supported, centuries-old, real-life;

b) database,bandwidth, newspaper, cyberspace, classroom,cybercommunity, cyberfriend, news-group, battlefield.

**8. Look up the following key words in the dictionary and learn them, then complete the sentences that follow:** novel *adj*, entertain *v*, scalp *n*, collaborate *v*,obsolete *adj*, surgery *n*, surgeon n, trace *v*.

1. Most children’s television programmes aim to educate and \_\_\_\_\_ at the same time. 2. No one has yet been able to \_\_\_\_\_ the source of the rumour. 3. Although much of today’s communication and correspondence takes place online, the postal service is not quite \_\_\_\_\_ 4. Cosmetic \_\_\_\_\_ – any medical operation that is intended to improve someone’s appearance rather than someone’s health. 5. His \_\_\_\_\_ ideas helped turn the company in a new, more successful direction. 6. The phone company were unable to \_\_\_\_\_ the call. 7. International spies must retain loyalty to their own country if they \_\_\_\_\_ with the enemy. 8. Some tribes used to collect \_\_\_\_\_ to prove how many of the enemy they had killed in battle. 9. I thought we would all \_\_\_\_\_ on the project, but I ended up doing the majority of the work myself. 10. He had undergone open-heart \_\_\_\_\_ two years ago. 11. After moving to the United States and becoming a \_\_\_\_\_ he developed innovative methods to treat diabetes and cancer patients. 12. We had a brainstorming session and came up with several \_\_\_\_\_ ideas for moving the company forward.

**LANGUAGE REVIEW 1**

**Revision: *-ing* and -*ed* forms**

**1. Study the meanings of the words in bold and translate the sample sentences paying attention to the functions of *-ing* and *-ed* forms.**

**Concern, *v* –** 1. If a story, book or report concerns something, it is about them: *The study* ***concerned*** *couples’ expectations of marriage.* 2. To make someone feel worried or upset: *Such issues* ***concerned*** *all the staff. People are* ***concerned*** *about the rise in crime.* 3. If an activity, situation, rule etc concerns you, it affects you or involves you: *The tax changes* ***concerned*** *large corporations rather than small businesses.*

**Concerned, *adj –*** 1. Involved in something or affected by it: *We are trying to reach an agreement with* ***all concerned****.* 2. Worried about something: *He called the police because he was* ***concerned*** *about the safety of documents.* 3. Believing that something is important: *Many politicians are more* ***concerned*** *with power and control than with the good of the people.* 4. If a book, story etc is concerned with a person, subject etc, it is about that subject: *This chapter is* ***concerned*** *with socio-economic issues.* 5. **as far as sb is concerned** – used to show what someone’s opinion on a subject is or how it affects them: ***As far as I’m concerned***(*=in my opinion*)*, this is the most important question.* 6. **as far as/where sth is concerned –** used to show which subject or thing you are talking about: ***As far as work is concerned****, he is hopeless.*

**Concerning, *prep –*** About or relating to: *There were calls from some passengers* ***concernin****g lost luggage.*

**Now complete the sentences with either -*ing* or -*ed*** **forms derived from the word *concern*. Translate the sentences into your native language.**

1. He has never been very \_\_\_\_\_ about what other people think of him. 2. The laws \_\_\_\_\_ youth education will need to be reviewed. 3. \_\_\_\_\_ parents approached the school about the problem. 4. The report \_\_\_\_\_ the drug traffic on the Mexican – US border. 5. Divorce is very painful, especially when children are \_\_\_\_\_ 6. The election was a formality as far as the ruling party was \_\_\_\_\_ 7. We’d like to speak to people \_\_\_\_\_ with children’s education. 8. Where money is \_\_\_\_\_, my partner and I always try to be very careful. 9. There was no evidence that he was \_\_\_\_\_ in any criminal activity. 10. Scientists are still studying the facts \_\_\_\_\_ those phenomena. 12. As far as I’m \_\_\_\_\_, the whole idea is crazy. 11. She refused to answer questions \_\_\_\_\_ her private life. 13. She is most \_\_\_\_\_ to solve this problem. 14. The article in the morning paper \_\_\_\_\_ a man who was wrongly imprisoned. 15. Pamela was \_\_\_\_\_ that her studies had deteriorated despite her hard work. 16. Police are anxious to hear any information \_\_\_\_\_ his whereabouts. 17. I’ll pass on your comments to the people \_\_\_\_\_ 18. The regulation \_\_\_\_\_ only some layers of population. 19. The story is \_\_\_\_\_ with a Russian family in the 19th century. 20. \_\_\_\_\_ your request, I am pleased to inform you that it will be considered this week.

**2. Complete the sentences with either -*ing* or -*ed*** **forms derived from the verbs in bold.**

**Assume** 1. \_\_\_\_\_ that you get a place at university, how are you going to finance your studies. 2. It is \_\_\_\_\_ that the country will eventually join the EU. 3. \_\_\_\_\_ current market conditions do not deteriorate further, the company can look forward to another year of growth. 4. Their theory \_\_\_\_\_ that all children learned in the same way. 5. I didn’t see your car, so I \_\_\_\_\_ that you had gone out.

**Consider** 1. Your suggestions will be carefully \_\_\_\_\_ 2. I’m \_\_\_\_\_ changing my job. 3. Have you \_\_\_\_\_ how difficult it is for the beginner? 4. We’ve decided to move but are still \_\_\_\_\_ where to go. 5. \_\_\_\_\_ that she’s been only studying English for six months, she speaks it very well. 6. A further increase in crime is now \_\_\_\_\_ unlikely. 7. People \_\_\_\_\_ him a bit strange. 8. That’s your \_\_\_\_\_ opinion, isn’t it? 9. He did very well in his exams \_\_\_\_\_ that he had studied so little. 10. Her paintings are well \_\_\_\_\_ abroad.

**Depend** 1. The organization \_\_\_\_\_ on the government for most of its funding. 2. The expenses can vary enormously \_\_\_\_\_ on travel distances involved. 3. The country \_\_\_\_\_ heavily on its tourist trade. 4. I was \_\_\_\_\_ on things going according to plan. 5. The starting salary will be between $10,000 and $12,000, \_\_\_\_\_ on experience.

**Except** 1. He answered all the questions \_\_\_\_\_ the last one. 2. The people at this party are really boring, present company \_\_\_\_\_, of course. 3. High technology equipment would be \_\_\_\_\_ from any trade agreement. 4. History \_\_\_\_\_, Peter has made good progress in all subjects this term. 5. Dogs are not allowed in the shop, \_\_\_\_\_ blind people’s guide dogs.

**Exclude** 1. Some of the data was \_\_\_\_\_ from the report. 2. There were thirty people in the hotel, \_\_\_\_\_ the hotel staff. 3. People under 21 are \_\_\_\_\_ from joining the club. 4. We have \_\_\_\_\_ labour costs from our calculations. 5. We \_\_\_\_\_ the possibility that someone of the family could take the money.

**Follow** 1. The film star walked to his car, \_\_\_\_\_ by a crowd of journalists. 2. The late-night movie \_\_\_\_\_ the 10 o’clock news. 3. Payments may be made in any of the \_\_\_\_\_ ways: by cash, by cheque or by credit card. 4. The girl is \_\_\_\_\_ in her father’s footsteps; she’s going to be a doctor. 5. \_\_\_\_\_ the speech, there will be a few minutes for questions. 6. The \_\_\_\_\_ is the summary of the President’s speech. 7. We \_\_\_\_\_ the road until we came to the hotel. 8. On the \_\_\_\_\_ day I was quite well again. 9. They \_\_\_\_\_ the speaker’s words with the greatest attention. 10. I think we are being \_\_\_\_\_.

**Owe** 1. He seemed to think the world \_\_\_\_\_ him a living. 2. Our flight was delayed, \_\_\_\_\_ to the bad weather. 3. How much is \_\_\_\_\_ to you? 4. She \_\_\_\_\_ her success to good luck.

**Provide** 1. You can borrow the car, \_\_\_\_\_ I can have it back at six o’clock. 2. Investing offshore is perfectly legal, \_\_\_\_\_ that all income is properly declared. 3. The hotel \_\_\_\_\_ a shoe-cleaning service for its residents. 4. Senior members of the government are \_\_\_\_\_ with research assistants.

**Regard** 1. She’s generally \_\_\_\_\_ as one of the best writers in the country. 2. I have always \_\_\_\_\_ him highly. 3. Please write if you require further information \_\_\_\_\_ this matter. 4. \_\_\_\_\_ your recent enquiry, I have enclosed a copy of our new brochure.

**Suppose** 1. The law was \_\_\_\_\_ to help the poor. 2. Her \_\_\_\_\_ wealth is in fact a very small sum. 3. I \_\_\_\_\_ he seemed unfriendly because he was shy. 4. These \_\_\_\_\_ experts don’t know anything. 5. Look, \_\_\_\_\_ you lost your job tomorrow, what would you do?

**LANGUAGE REVIEW 2**

**Participle vs Gerund**

**1. Participles and gerunds can be used in similar patterns and have the same functions in the sentence. Look at the sentences below and say whether the *-ing* form is a participle or a gerund.**

1. Now he is *travelling* round the world *collecting* useful information for his research. – His recent hobby is *travelling* round the world and *collecting* old manuscripts. 2. I feel you are *not telling* me the whole truth. – There is *no telling* what happens next. 3. The only thing he thoroughly enjoyed was *working* in his laboratory. – He was still *working* in the laboratory when we came back. 4. I’d like to speak to the people *conducting* this survey. – The idea of *conducting* this survey seems very interesting. 5. *Taking* a short break is quite necessary. – *Taking* a short break now and then you can always keep yourself bright and cheerful. 6. On Sundays there are a lot of people *walking* or *jogging* in the park. – I’ve bought myself new *walking* shoes for *jogging* in the park. 7. We can’t leave our office during *working* hours. – He spends a lot of hours *working* in his study. 8. He never hands in a test without *having checked* it over first. – *Having checked* the test over he handed it in. 9. In *doing* your research in sociology it’s necessary to collect information *carrying on* surveys and *interviewing* people. – While *doing* your research in sociology you will have to use such methods as *carrying on* surveys and *interviewing* people. 10. Some people *appearing* to be busy at first sight aren’t really *doing* any work. – He had a gift of *appearing* to be busy without *doing* any work.

**SELF-STUDY**

**GRAMMAR REFERENCE**

**I**

**PARTICIPLE**

**Participle: forms and uses**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Participle I** | **Participle II** | **Perfect Participle** |
| **Active** | Ving |  | having Ved |
| **Passive** | being Ved | Ved | having been Ved |

* Participles are commonly used to form the verb phrase of a sentence.

*They are conducting a new survey now*. (*P I, Active*)

*He was being interviewed in Room 31.* (*P I, Passive*)

*The delegation has already arrived.* (*P II*)

*We were not invited to the conference either.* (*P II*)

* Participles can be used instead of relative clauses beginning with *which, who, or that.*

*The sociologists dealing with the problem of migration made up a number of special questionnaires.*

*The data being discussed at the seminar are of particular importance.*

*Polls defined as the basic tool of sociology help scientists in their research.*

* We can also use participles instead of adverbial clauses of time, reason, or result. Conjunctions such as *when, while, if, unless* are often found before participle adverbial clauses.

*Conducting this research he came across some interesting phenomena. Not wanting to disturb anyone, Steve left the office silently.*

*Being imported, the goods were more expensive.*

*Faced with a bill for $10, 000, John has taken an extra job.*

*If desired the procedure may be used repeatedly.*

*Having driven**for five hours to the seminar, Don learned that it was postponed.*

*Having been expelled from the university, he had to change several jobs.*

Note**:** Participle I is used to talk about something that takes place at the same time or straight after the action in the main clause. If the action described is relatively long compared with the one described in the main clause, we use the Perfect Participle. Using a Perfect Participle clause we emphasize that something is completed before the action in the main clause begins.

*Coming into the room, he shook hands with everybody.*

*Having photocopied**all the papers, Sandra put them back in the file.*

Participle clauses make what we say or write more formal. They are used particularly in formal or literary writing. In spoken English, to talk about one action after another we use a sentence like this.

*Sandra photocopied all the papers and then put them back in the file.*

**Participle Adjectives**

**Participle adjectives** are *ing-* or *ed*-adjectives derived from participles. Compare the following adjective pairs:

*The book is full of information. It’s very**interesting.*

(The word *interesting* tells us what the book does to us – it interests us.);

*We’re very interested in the subject it deals with.*

(The word *interested* tells us how we feel about the book – we feel interested.).

**Participle Constructions**

**Complex Object: *verb + object + participle***

This structure is used with a number of verbs such as *see, notice, watch, observe, hear, listen to, feel, smell, find*. We use Participle I when we see an action in progress. Using Participle II we describe the complete action which we saw from beginning to end.

*I found**Susan in my room reading my diary.*

*We watched the goods being unloaded by the workers.*

*I saw that man arrested by the police.*

**Complex Object** is also commonly used with the verbs *have* and *get* (mainly in informal spoken English). We use the structure *have/get + object + Participle II* in two ways:

* to say that we arrange for somebody to do something for us;

*We are having our office redecorated at the moment.*

*When are you going to get the printer repaired?*

* to say that something (usually negative) happens to somebody or their belongings.

*Have you ever had your passport stolen?*

In the pattern *have + object + Participle I* the verb *have* can mean “cause someone to be doing something”.

*I won’t have people**treating this office like a hotel.*

**Complex Subject: *subject + passive verb + participle***

This structure is used with a number of verbs such as *assume, catch, consider, define, find, hear, keep, leave, observe, see, show, regard, report*. The conjunction *as* sometimes stands in front of the participle.

*They were seen in the corridor arguing about something.*

*The problem**should**be considered**as solved**when parallel discoveries are made.*

*He is regarded as having discovered**this law****.***

**Absolute Participle Construction: *(with) + noun phrase + participle clause***

A participle can sometimes have a noun phrase in front of it serving as its subject. (If there is no subject, then it is normally understood to be the same as in the main clause.) This type of participle clause is rather formal.

*The manager being away,**I had to take the decision myself.*

*Ann having got used to the new conditions of life,**nothing could knock her down.*

*All the items having been discussed, we sighed with relief.*

We can use *with* before such participle clause which makes the structure neutral in style.

*With prices going up so fast, there’s no point in trying to save money.*

*We continued our work, with our assistants helping us.*

All these participle clauses have an adverbial meaning and can express time, reason, condition or attending circumstances. A typical use of the participle clause at the end of the sentence is to add details to a description.

*There were scenes of celebration, with people dancing in the streets.*

**II**

**GERUND**

|  |  |  |
| --- | --- | --- |
| **FORM** | **Simple** | **Perfect** |
| **Active** | Ving | having Ved |
| **Passive** | being Ved | having been Ved |

Note 1: A gerund is sometimes referred to as an *-ing* form. But not all *-ing* forms are gerunds. (See Part III.)

On the whole, the simple form is more or less neutral with regard to expressing time relations. It is often possible to use a simple gerund instead of a perfect gerund.

*We remembered having visited/visiting the place before.*

However, the prevailing tendency is for the simple form to express permanent or repeated actions simultaneous with the action of the main verb. The perfect form expresses the priority of the action described by the gerund to that of the main verb.

*The man gave no sign of having understood.*

**FUNCTIONS**

The gerund has five main syntactic functions in the sentence. It may serve as:

* the subject (mainly in formal or literary English);

*Working nights is bad for you.*

*Living here is easy for those who use their heads.*

In subject position, the gerund is much more usual than the to-infinitive.

*Choosing the best candidate won’t be easy.* (*To choose the best candidate* is possible but less likely.)

We can also use *It* as the subject and put the gerund clause at or near the end of the sentence. But the to-infinitive is more usual after *It.*

*It won’t be easy choosing the best candidate.* (*It won’t be easy to choose* is better.)

Although we generally use to-infinitives rather than gerunds after the subject *It,* there are a number of expressions where gerunds are commonly used.

*It’s no good/use arguing. I’ve made up my mind.*

*It might**be worth taking a guided tour.*

*It wouldn’t be much use trying to persuade him.*

*It was quite an experience working abroad.*

*It’s a nuisance being without electricity.*

*It’s fun skiing down a mountain.*

* part of the verb phrase (predicative);

*The important part is helping people so that they can live normal lives.*

*What tired me most was being questioned by newspaper correspondents.*

The usual link verbs are *be* and *mean*. The gerund as predicative is found more often when it is preceded by *like*.

*I wondered how I had got myself mixed up in such a project; it was like starting to write a novel.*

* an object (either direct or prepositional);

*We’ll do what we can, if you don’t mind waiting a bit.*

*I tried to avoid being noticed.*

*I must apologize for having interrupted the conference.*

We can use *it* as a preparatory object for the gerund.

*I thought it pointless starting the meeting without you.*

These common verbs are normally followed by gerunds: *admit, appreciate, avoid, carry on, consider, delay, deny, dislike, enjoy, excuse, face, fancy, feel like, finish, forgive, give up, imagine, involve, keep (on), mention, mind, miss, postpone, practise, put off, resent, resist, risk, (can’t) stand, suggest, understand*.

*He tried to avoid answering my question.*

*I considered applying for the job but in the end I decided against it.*

Note 2: Some verbs can be followed by both gerunds and infinitives. In some cases there is a difference in meaning. Unfortunately, there is no easy way to decide which structures to use after a particular verb. It is best to check in a dictionary.

Note 3: After *desire,* *need*, *require* and *want* the gerund has a passive meaning.

*I don’t think his article deserves reading.* (=deserves to be read)

*The car wants servicing.*

*Your paper needs correcting.*

* an attribute;

*We agreed on starting and finishing**time.*

A preposition is normally used to connect the noun to the gerund in post-position.

*I hate the idea of getting old.*

*She’s very good at solving problems.*

*We had little hope of finding the answer.*

* an adverbial (after prepositions).

*We can’t solve our problems by discriminating against people because of colour, race or religion.*

*Then he left us without saying good-bye.*

*It was a lesson he had learned from having seen so many accidents.*

Note 4: Don’t confuse *to* used as a preposition with *to* used as an infinitive marker. When *to* is a preposition it is followed by the gerund, but not by the infinitive.

*I prefer driving to walking.*

*Do you object to doing work on Sunday?*

Note 5: Negative structures are formed with *not*.

*She is angry about not being invited.*

*No* is often used with gerunds to say that something is not allowed, or is impossible. This often happens in notices and after *there is*.

*NO SMOKING*

*NO PARKING*

*NO WAITING*

*She’s made up her mind; there’s no arguing with her.*

**Gerund Complexes**

***Noun/possessive pronoun + gerund***

A gerund clausecan have a “subject”, expressed by a noun or a possessive pronoun. *‘*Nouns denoting a person are in the possessive case.

*Miss Smith’s calling her to the office was a warning sign.*

*Do you mind my taking part in the project?*

*Sarah’s laughing at my accent is getting on my nerves.*

Note: Possessive forms are more formal and more likely to be found at the beginning of a sentence. In everyday speech, we usually use nouns in the nominative case and object pronouns.

*It’s a bit inconvenient you/your coming in late.*

*Do you mind me/my sitting here?*

*I’m fed up with Ann/Ann’s leaving the door open.*

**Expressions with *-ing* forms (gerunds or participles)**

* ***It’s no use/good***\_\_\_\_\_ *– It’s no good trying to persuade me.*
* ***There is no point (in)***\_\_\_\_\_ *– There’s no point in starting something we aren’t going to finish.*

*There was no point waiting any longer.*

* ***It’s (not) worth***\_\_\_\_\_*/*\_\_\_\_\_**(*not*) *worth***\_\_\_\_\_ *– I don’t think newspapers are worth reading.*
* **(*Have*) *difficulty/problem/fun***\_\_\_\_.
* ***There is no problem*** \_\_\_\_\_

*People often have great difficulty reading my writing.*

*You won’t have any problem parking.*

*There won’t be any problems parking.*

*We had fun skiing.*

* ***A waste of money/time***\_\_\_\_\_ *– It was a waste of time listening to his report.*
* ***Spend/waste time***\_\_\_\_\_ *– He spent hours making final calculations.*
* ***Be busy***\_\_\_\_\_ *– They were busy repairing the device.*
* ***Go/come* (*doing some activity*)** *– Why don’t you come jogging with us?*

**III**

***-Ing* forms**

*-Ing* forms have a number of meanings. They can be:

* participles (*working* people; *using* all one’s power; spend time *window-shopping*; go *sightseeing*);
* adjectives;

There are a large number of adjectives ending in *-ing*. Most of then are related in form to the Participle I, that is why they are sometimes called participial adjectives.

One group of adjectives describes the effect that something has on our feelings or ideas: *alarming, amazing, amusing, annoying, astonishing, bewildering, boring, challenging, charming, confusing, convincing, depressing, disappointing, disgusting, distracting, disturbing, embarrassing, encouraging, entertaining, exciting, frightening, humiliating, inspiring, interesting, intriguing, pleasing, refreshing, relaxing, rewarding, satisfying, shocking, startling, surprising, tempting, terrifying, threatening, thrilling, tiring, welcoming, worrying*.

These *-ing* adjectives have a similar meaning to the usual meaning of the related transitive verb and can be used in attributive (before a noun) or predicative (after a link verb, usually *be*) position.

*A surprising number of men stay bachelors.*

*There is nothing very surprising in this.*

*They can still show amazing loyalty to their party.*

*It’s amazing what they can do for it.*

The other main group of *-ing* adjectives are used to describe a process or state that continues over a period: *ageing, booming, decreasing, diminishing, dying, existing, increasing, living, prevailing, remaining, rising, ruling*.

These *-ing* adjectives have a similar meaning to the usual meaning of the related intransitive verb and are only used attributively.

*Oil and gas drillers are doing a booming business.*

*Would you like a life of increasing labour and decreasing leisure?*

The third group includes -*ing* adjectives which are not related to a common use of a a) transitive or b) intransitive verb:

a) *becoming, disarming, engaging, moving, pressing, promising, retiring*;

b) *acting, driving, gathering, going, leading, missing, running*.

*He thinks poverty is a more pressing problem than pollution.*

*The last page of the diary was missing.*

*Who is the acting manager of the department now?*

There is also a group of -*ing* adjectives which are not related to verbs: *appetizing, enterprising, impending, neighbouring.* Some adjectives are derived from a verb and a prefix: *forthcoming, incoming, oncoming, ongoing, outgoing, outstanding.*

*Some enterprising students are designing software.*

*Wouldn’t that cause a delay in outgoing mail?*

* gerunds;

*Playing* computer games is not my idea of fun.

* nouns(*beginning, being, building, drawing, feeling, finding, hearing, meaning, meeting, offering, painting, saying, setting, showing, sitting, suffering, turning, warning*)**;**

*Surveys conducted in other countries reported similar findings.*

*I sat down and read the book in one sitting.*

* conjunctions (*assuming, considering, presuming, providing, supposing*)**;**

*Supposing you heard that your friend had been fired, what would you feel?*

*I will take part in the seminar, providing that all of you take part too.*

* prepositions (*according to, barring, concerning, considering, depending on, excepting, excluding, following, including, owing, regarding*).

*Barring any last-minute problems* (*=if there are none*) *we should finish the job by tonight.*

***-Ed* forms**

*-Ed* formshave a number of meanings. They can be:

* verbs in the Past Simple;

*I wanted to ask you something.*

* participles (funds *used* inefficiently, if *prepared* carefully etc);
* adjectives;

Most *-ed* adjectives are related to a transitive verb and have a passive meaning. They refer to a person’s mental or emotional reaction to something: *alarmed, amused, astonished, confused, contented, delighted, depressed, deprived, disappointed, disgusted, disillusioned, distressed, embarrassed, excited, frightened, inhibited, interested, pleased, preoccupied, puzzled, satisfied, shocked, surprised, tired, troubled, worried*.

*He’s completely preoccupied with all the preparations for the conference.*

The other group of *-ed* adjectives refer to physical distinctions: *abandoned, blocked, closed, concentrated, divided, established, fixed, furnished, improved, integrated, licensed, painted, processed, reduced, required, trained, united, wasted*. Some of these adjectives have a different meaning from the most common meaning of the related verb: *advanced, marked, noted, pointed.*

*Competition from established businesses can be formidable.*

*Our city is noted for 18th century architecture.*

Some adjectives do not have a similar meaning to the usual meaning of the related verb: *animated, attached, determined, disposed, disturbed, inclined, mixed, strained*.

*He couldn’t stand the strained atmosphere at work any more.*

Some *-ed* adjectives do not make sense on their own, and an adverb is necessary to complete the sense: a *cautiously worded* statement, *strongly motivated* students, a *richly deserved* honour, a *highly developed* national press, a *well equipped* army, *perfectly formed* people.

A few *-ed* adjectives are related to intransitive verbs and have an active meaning: *accumulated, dated, escaped, retired*.

*She is the daughter of a retired army officer.*

Most *-ed* adjectives can be used both in front of a noun and as a complement of a link verb.

*The worried authorities decided to play safe.*

*We were all worried.*

A small number of *-ed* adjectives are normally used predicatively: *agreed, convinced, delighted, destined, dressed, interested, intrigued, involved, pleased, prepared, scared, thrilled, tired, touched.* Often, they are followed by a prepositional phrase, a *to-*infinitive clause, or a *that*-clause.

*They were all pleased* (*with the results*)*.*

*He is always prepared to account for his actions.*

Some -*ed* adjectives are formed from nouns; they are commonly used as the second part of compound adjectives (such as *open-minded)* to describe the feature that someone or something has: *detailed, gifted, mannered, pointed, principled, salaried, skilled.* There are also a number of adjectives in regular use which are not related to verbs or nouns in the ways described above: *ashamed, assorted, beloved, deceased, doomed, indebted, sophisticated*.

*More detailed information is available on request.*

*How do they explain the purchase of expensive sophisticated equipment?*

* Conjunctions (*granted that, provided that*)*.*

*Granted that* (*=even though*) *he should send money to help with the bills, it doesn’t mean he will.*

*Provided that there is no opposition, we will hold the meeting here.*

Note: There are set expressions with *-ing* and -*ed* forms serving as sentence adverbials (parenthesis), for example: *basically speaking, broadly speaking, generally speaking, frankly speaking, properly speaking, strictly speaking, roughly speaking, technically speaking, stated bluntly, put another way.*

*Basically speaking, my boss is a nice person, but doesn’t always show it.*

*Broadly speaking, I agree with you.*

*Generally speaking, things are getting better.*

*Frankly speaking, I don’t think your chances of getting the job are very good.*

*Properly speaking, a genius should be called a genius.*

*Strictly speaking, this cannot be called a technology, it is merely a technique.*

*Roughly speaking, I’d say 200 people have been interviewed.*

*He’s not a doctor, technically speaking.*

*Stated bluntly, he is as obstinate as a mule.*

*The method, put another way, is a magic wand in crisis situations.*

**Reading**

**I**

**The Sociology of Global Organizations**

Globalization can be thought of as worldwide integration in virtually every sphere achieved principally through markets. For some theorists this amounts to the financialization of the everyday, while others see it in terms of the Americanization of the world. While Goran Therborn has defined contemporary globalization in terms of a substitution of the global for the universal and of space for time, it is also necessary to consider that what is overwhelmingly being posited as the global is a production system of production in mass terms, which is American: American products, designs and politics dominate the global world – even when they are being manufactured by Japanese and Chinese companies. The US military dominates this world; it is the only global superpower. American consumption, especially of energy, dominates this world. If globalization is a process, what is increasingly being globalized are North American values, products, force and debt. America is not only hugely globalized; it is also massively indebted, with much of that debt held in Japanese banks. Thus, from a rational actor perspective, debt is unlikely to throw the behemoth off course as it would not be in the interests of a world so dominated any more than it would be the nature of that which is globalizing. However, what is global floats on a sea of oil and other energy resources that, according to some analysts, are at a tipping point in terms of exploitable reserves and existing price mechanisms. Future reserves will only be had at historically much higher prices.

It is perhaps better to think in terms of globalizing as a process rather than a noun.

In a seemingly inexorable fashion, increasing parts of the world’s social and economic life are being linked through a multiplicity of processes and flows which are linked in circuits of organizational production and consumption. In place of all nations converging on one narrative of progress, based on Western, liberal democratic models and functionalist bureaucracies, there will be a plurality of possible ways of becoming modern. Businesses organized on a transnational basis are global organizations coordinated temporally by digital technology with dispersed branch offices coordinating production and marketing capacities. The organization of their forms across spatial relations remains the last frontier for business to exploit and conquer, given the virtual capillaries of instantaneous communication and trade embedded in the Internet. The Internet allows for far less centralized modes of organization – and, indeed, in the present state of anxiety in society about terrorist attacks, organizations are likely to adopt more distribute and network structures, with responsible autonomy in each of their nodal points – if only to be sure that the organization can survive a cataclysmic event such as 9/11. It is evident that organizations that have distributed systems and networked leadership will better survive catastrophe. After all, that is precisely what the Internet was designed to do. Hence, contemporary globalization is actually undermining the organizational forms that first made the conquest of the globe possible.

Amidst the cacophony of opinions on economic globalization, there is a clear consensus that the business corporation – specifically the transnational corporation (TNC) – is thecentral actor: the primary shaper of the global economy. Indeed, there is a widely held view, on both the right and the left of the political spectrum, that we increasingly live in a world of global corporations, whose gargantuan footprints trample largely unhindered across national boundaries, emasculating the autonomy of nation-states. In reality, this is a highly misleading stereotype. The purpose of the main studies is to provide a more nuanced depiction and explanation of the nature and significance of TNCs in the processes of economic globalization, an approach that is firmly grounded in the empirical reality of a highly differentiated geography whilst, at the same time, providing a theoretical basis for understanding what is, indeed, a highly complex phenomenon. We focus on five related issues: (1) the scale and geographical distribution of TNCs in the global economy; (2) why and how corporations engage in transnational activities; (3) the geographical embeddedness of transnational corporations; (4) the “webs of enterprise” manifested in transnational production networks; (5) the power relationships between TNCs and other actors in the global economy.

**Reading Comprehension**

1. Why do some sociologists equal the term “globalization” to the word “americanization”?

2. What benefits do businesses expect from modern world’s globalization and the Internet?

3. What does the author refer “a highly complex phenomenon” to? Comment on the statement.

4. Summarize the text in your own words.

**II**

**FUTURE OF GLOBALIZATION**

Theories of globalization have been the dominant paradigm in sociology for at least two decades, but certain features of the globalization debate have been part of sociological discourse for much longer. In mainstream academic sociology, one of the earliest publications on the topic was by W. Moore in his “Global sociology: The world as a singular system”. He argued that sociology was becoming a global science and that “the life of the individual anywhere is affected by events and processes everywhere”. “Globalization” refers then to the process by which the world becomes a single place, and hence the volume and depth of social interconnectedness are greatly increased. Globalization is the compression of social space. The analysis of the future of globalization will have to address the consequences, both intended and more commonly unintended, of these processes of temporal and spatial compression.

In the 1960s Marshall McLuhan had introduced an influential vocabulary to describe the role of “the global village” in the analysis of culture and mass media in order to understand how the world was shrinking as a result of new technologies of communication. The globalization literature grew apace in the 1970s and 1980s, mainly within the sociology of religion where religious revivalism was increasingly seen as a global process. By the 1990s globalization had been identified as “the central concept” of sociology.

Although there is now a large and expanding body of literature on globalization, theories of these global processes are characterized by certain persistent deficiencies, especially in terms of explanatory power and precision. This discussion is concerned with the future of globalization processes rather than with the future of globalization theory, but of course the two issues are inevitably interconnected. If we are to think effectively about globalization’s futures, it is helpful intellectually to consider brief1y some of the difficulties and shortcomings of existing theories in the В. Тurner’s sociological literature. In this commentary, the range of the debate about the nature of globalization is extended through a sociological interpretation of its likely futures.

Because futurology is, generally speaking, merely an extrapolation from present trends, many of these social transformations are of course already upon us. Religious dimensions of globalization have been neglected, and most explanations focus broadly on technological and economic causes. For example, while Ulrich Beck clearly recognizes the importance of cultural globalization and “ideoscapes”, *What Is Globalization?* contains no discussion of fundamentalism, Islamic radicalism or religion in general. Sociologists have in addition had little to say about military globalization or about warfare. The impact of war and militarism on the origins and development of globalization has thus been neglected (Black 1998), and yet they have played a crucial part, especially with the rise of world wars, in transforming the international order into a global system. In the globalization literature, there has developed an unfortunate gap between sociological and international relations theory. Religion and military violence are therefore important causal aspects of globalization processes.

In mainstream sociology, the most influential writer on the importance of religion in globalization has been Roland Robertson who complained with some justification that analysts had overstated the economic nature of globalization (free trade, neoliberalism, financial deregulation, and integrated production and management systems) to the neglect of its social and cultural characteristics, especially its religious dimensions. Theories that emphasize the technological and economic causes of globalization (such as computerization of information and communication or economic and fiscal deregulation in the neoliberal revolution of the 1970s) show little appreciation of long-term cultural, religious and social conditions. These theories tend to be somewhat simple versions of technological determinism. Whereas Ulrich Beck and Anthony Giddens have approached globalization as an aspect of late modernity (and therefore as related to risk society and reflexive modernization), Robertson has been concerned with long-term cultural developments.

These include the unification of global time, the spread of the Gregorian calendar, the rise of world religions, the growth of human rights values and institutions and the globalization of sport. In short, we also need to attend to the various dimensions of globalization and their causal priority: such dimensions as the economic and technological (including global markets of goods, services and labour); the informational and cultural (such as global knowledge, religious revival movements and radical fundamentalism); the legal and political (human rights, legal pluralism and legal regulation of trade); and the medical and health aspects (such as epidemics). We can simplify this discussion by suggesting that globalization has four major dimensions: economic, cultural, technological and political. Any comprehensive analysis of the futures of globalization would have to consider all four dimensions and their interaction, but this overview has of necessity to be more selective in its treatment of issues. Furthermore, this analysis will be primarily concerned with the negative and unintended consequences of these four broad aspects of global society.

**Reading Comprehension**

1. Enumerate the main dimensions of globalization. What special aspects do they include?

2. Why couldn’t military side of globalization be taken into account?

3. Compare the scientific theories of globalization existence. Which of them have been the most important for modernity?

4. Summarize the text in your own words.

**III**

**THE RELATIONSHIP BETWEEN GLOBALIZATION AND CULTURE**

It may seem a rather obvious point to begin with, but to understand the meaning and character of “cultural globalization” we first have to understand some defining features of the two constituent terms. So let’s begin with globalization.

Virtually every serious scholar today would accept the broad general proposition that globalization is a *multidimensional* process, taking place simultaneously within the spheres of the economy, of politics, of technological developments – particularly media and communications technologies – of environmental change and of culture.

One simple way of defining globalization, without giving precedence or causal primacy to any one of these dimensions, is to say that it is a complex, accelerating, integrating process of *global connectivity*. Understood in this rather abstract, general way, globalization refers to the rapidly developing and ever-densening network of interconnections and interdependencies that characterize material, social, economic and cultural life in the modern world. At its most basic, globalization is quite simply a description of these networks and of their implications: of the “flows” around them – and across international boundaries – of virtually everything that characterizes modern life: flows of capital, commodities, people, knowledge, information and ideas, crime, pollution, diseases, fashions, beliefs, images and so forth.

This increasing connectivity is, in many ways, an obvious aspect of our lives. It is something we can all of us – at least if we live in the more developed parts of the world – recognize in everyday routine actions and experiences. Connectivity pretty much defines our use of communications technologies – mobile phones, computers, e-mail, the Internet – but it is also characteristic of the urban environments most of us inhabit and it increasingly influences the way we earn our living, the styles of food we eat, the music, cinema and television that forms our entertainment, and our experience of mobility and travel. In all these ways, it is quite clear that we are living in a much more globally connected world today than even 20 years ago, and in longer historical terms the level of global interdependence is without precedent.

So understanding globalization as a generalized process of increasing connectedness helps us to keep in mind the multidimensional *complexity* of the process. But there nonetheless remain a good many tacit assumptions as to the relative importance of each of these dimensions. And it is clear that chief amongst these assumptions is that it is the *economic* sphere, the institution of the global capitalist market, that is the crucial element, the *sine qua non* of global connectivity. This is the dimension that dominates the imagination and the language of corporate business, of politicians and of anti-globalization activists alike; it is the easy shorthand of the media discourse which forms most ordinary people’s immediate understanding of what globalization is all about.

There is no escaping the global dominance of the capitalist system and there is little to be gained by cultural analysts from understating its huge significance. But, having said this, we must resist the temptation to attribute it with causal primacy in the globalization process. There are several reasons for this, but here only two will be mentioned. First, because we are not dealing with straightforward empirical judgments about what specific practices drive everything else, but also with questions of the constitution of analytical categories: to what extent are economic practices also, intrinsically, *cultural* ones? Plausible answers to this question range between “somewhat” and “entirely”. What is *not* plausible – despite the constant rhetorical gestures of politicians towards the “hard economic realities” – is the assumption that the realm of the economic is that of a machine-like system operating independent of the wishes, desires and aspirations of human agents, and thus entirely outside of the influence of culture. So the first reason to resist the temptation to economic reductionism is that it operates on an unrealistically narrow conception of the economic.

**Reading Comprehension**

1. According to the author, what specific features does the modern world possess?

2. The text presents several components of globalization as a complex process. Which do you think is number one? Rank the others in order.

3. How has the development of information and communication technologies influenced all spheres of our social life?

4. Summarize the text in your own words.

**IV**

**Globalization and Public Policy**

Public policy is what governments do with the authority they have; their commitment of resources to what they see as public problems or challenges. The scope is enormous, from defense and foreign policy, to social policies for healthcare, education or tackling crime, to policies for science and technology, and the regulation of a range of activities from advertising to scientific experimentation. Globalization is creating a new environment for these concerns and activities; one in which interconnectedness is of fundamental importance, both as a source of opportunity and as a source of risk.

For there to be a policy there needs to be a problem, but how something gets to be recognized as a problem depends on societal values, dominant ideologies and ideas and political interests. Whether globalization is a problem is hotly contested, just as any solution depends on what sort of problem globalization may be. Public policy makes sense of globalization in a particular way, framing the action that follows, whether through regulation, fiscal measures, investment and spending decisions or trade agreements. If there is a thread that can be traced through the policy process of a government as it engages with an issue like globalization it is coherence around values. Policy decisions mobilize some values and exclude others, validate some actions and invalidate others, and include some interests while excluding others. This is rarely a rational process but one of complex interactions and overlapping interests.

Globalization, for example, is not “out there” but has key features that are actively constructed by and between governments, as well as by companies and through the global networks of immigrants and diaspora, of cyberspace or of the international drugs trade. How governments exercise their relative power to frame a phenomenon like globalization makes it easier for some, and more difficult for others, to participate in the process. For a growing number of governments the problem is how to keep benefiting from the expanding commerce generated by economic globalization. For others, this expansion is not a benefit but a threat, whether to indigenous cultures drowned by the products of homogenizing global companies and “Americanization”, or to their very economic survival as their share of world trade declines. While public policy spans a huge range of governmental activities, it is social policy that faces the severest test from economic globalization.

The world, according to a recent United Nations report, faces an “inequality predicament.” This, the report argues, is a result of asymmetric globalization whereby the social agenda is marginalized by a preoccupation with economic growth. Eighty per cent of the world’s gross domestic product (GDP) belongs to one billion people living in the developed world; the five billion people living in developing countries have to make do with the other 20 per cent. This situation is getting worse, not better. But whether economic globalization is the problem is not clear. Extreme poverty is in retreat and has halved recently.

Among developed countries unemployment has fallen in recent years. There have been advances in rights for indigenous peoples and people with disabilities, and over the last century as a whole there has been a large increase in the number of democratic states. In the round, the world has never been better off in material terms, and ever-increasing levels of technical, scientific and medical expertise are bringing huge benefits for billions of people. Yet poverty and inequality continue to exist on a massive scale and are deepening in large parts of the world.

**Reading Comprehension**

1. Make a list of activities that public policy involves. Do you agree that they are dependent on the process of globalization?

2. Why are policy decisions considered to be “rarely a rational process”?

3. What benefits do people expect from economic globalization?

4. Summarize the text in your own words.

**Module 8**

**Changing Society**

**Unit 1**

**Social Change**

**Lesson 1**

**Vocabulary 1**

**1. State the meaning of the following international words, then translate the example sentences:** positive *adj*, negative *adj*, transformation *n*, material *adj*, genetic *adj*, standard *n*, pioneer n, automobile *n*, television *n*, diffusion *n*, conflict *n*, era *n*.

1. Farmers are more interested than ever in innovations that include improved farming practices, better plant-breeding techniques and even – most controversially – genetic engineering. 2. Alan Turing is one of the most influential British scientists of the 20th Century. He is best known for his work as a cryptographer, cracking the Germans’ secret codes during the Second World War at Bletchley Park. He is also regarded as one of the pioneers of computer technology. 3. Since World War II, American society has been organized around the automobile in eating, working and entertainment. 4. Global positioning systems, cell-phones and cable television satellites that fly near the belts are especially at risk of malfunctioning. 5. Ideals once formed advance at very different rates, though the tendency to divergence is always being corrected by the diffusion of ideas. 6. Top designers have been creating masstige (goods of high style but affordable for a wide range of customers) lines, also known as diffusion and bridge brands, for decades. 7. Password-based security mechanisms – which can be cracked, reset, and socially engineered – no longer suffice in the era of cloud computing.

**2. Complete the following sentences with the words from Exercise 1. Change the form of the words if necessary.**

1. The researchers were looking for telltale variants in the \_\_\_\_\_ code that could help explain differences between individuals and populations. 2. This plan means a complete \_\_\_\_\_ of our organization. 3. \_\_\_\_\_ wealth never interested her. 4. Known \_\_\_\_\_ diseases are often hard to treat and always incurable. 5. We were very much disappointed to receive a \_\_\_\_\_ answer to our request. 6. There was a very \_\_\_\_\_ response to our new design – people seemed very pleased with it. 7. The two men are the product of very different \_\_\_\_\_. 8. He was a \_\_\_\_\_ in big-band jazz. 9. Durable goods are longer-lived, such as \_\_\_\_\_, computers and industrial equipment that will last for years. 10. Your problem is that you watch too much \_\_\_\_\_. 11. It was an unpopular policy and caused a number of \_\_\_\_\_ within the party. 12. We have very high safety \_\_\_\_\_ in this laboratory.

**Reading and Speaking**

**1. The text you are going to read is about social changes. Do you suppose they are always positive? Share your opinion with your fellow-students.**

**2. Read the text. Which of the four characteristics of social change do these points refer to?**

1. impact of information technologies on human life;
2. impossibility to forecast how motor cars could influence people;
3. types of societies and speed of social changes;
4. positive and negative results of industrial development.

**What is social change?**

Social change is not all positive. Even changes for the better can have negative consequences, creating unexpected new problems. The one thing that is clear is that, for better and worse, the rate of change has never been faster than it is now. Social change is the transformation of culture and social institutions over time.

The process of social change has four major characteristics:

1. Social change happens all the time. Still, some societies change faster than others. Hunting and gathering societies change quite slowly; members of today’s high-income societies, by contrast, experience significant change within a single lifetime. It is also true that in a given society, some cultural elements change faster than others; material culture (things) usually changes faster than nonmaterial culture (ideas and attitudes). For example, the genetic technology that allows scientists to alter and perhaps even create life has developed more rapidly than our ethical standards for deciding when and how to use it.

2. Social change is sometimes intentional but often unplanned. Industrial societies actively promote many kinds of change. For example, scientists seek more efficient forms of energy. Yet, rarely can anyone envision all the consequences of the changes that are set in motion.

Back in 1900, many people looked ahead to motorized vehicles that would carry them in a single day distances that used to take weeks or months. But no one could see how much the mobility provided by automobiles would alter life in the world, scattering family members, threatening the environment, and reshaping cities and suburbs. Nor could automobile pioneers have predicted that more than 42000 deaths occur in car accidents each year in the USA alone.

3. Social change is controversial. The history of the automobile shows that social change brings both good and bad consequences. Capitalists welcomed the Industrial Revolution because new technology increased productivity and swelled profits. However, workers feared that machines would make their skills obsolete and resisted the push toward “progress”.

4. Some changes matter more than others. Some changes (such as clothing fads) have only passing significance; others (like the invention of computers) may change the world. Will the Information Revolution turn out to be as important as the Industrial Revolution? Like the automobile and television, the computer has both positive and negative effects, providing new kinds of jobs while eliminating old ones, isolating people in offices while linking them in global electronic networks, offering vast amount of information while threatening personal privacy.

Social change has many causes. Invention, discovery and diffusion are three important sources of cultural change. Inequality and conflict in a society also produce change. Karl Marx saw class conflict as the engine that drives societies from one historical era to another. Max Weber agreed that conflict could bring about change, but he traced the roots of most social change to ideas. He believed ideas to direct social movements. He explained how change occurs when people join together in the pursuit of a common goal, such as cleaning up the environment or improving the lives of oppressed people.

A central concept in the study of social change is modernity, social patterns resulting from industrialization. Sociologists include in this catchall concept all of the social patterns set in motion by the Industrial revolution, which began in Western Europe in the 1750s. Modernization, then, is the process of social change begun by industrialization. Early European and U.S. sociologists tried to analyze the rise of modern society and its consequences.

**3. Using the information in the text mark the following statements true (T) or false (F). Correct the false sentences.**

1. Scientists can easily predict the consequences of social changes.

2. Information Revolution will affect a person’s life globally.

3. There exist a lot of reasons for social changes.

4. Employees welcomed changes in industry.

5. Ideas and attitudes are considered to be material culture.

6. It is known that modernization was followed by industrialization.

7. Industrial Revolution brought progress and benefits.

**4. Comment on the phrase “Inequality and conflict in a society also produce change”. Give your examples and discuss your ideas in pairs.**

**5. Say why social changes inevitably result in “both good and bad” consequences.**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ship, -al, -cy, -tion*) give the nouns related for the following:** industrialize, motor, threat, controversy, productive, invent, private, modern.

**2. Using the prefixes *sub-, in, -un-, non-* give the words related for the following:** material, planned, equality, urban, shape, expected. **Comment on the meaning of the prefixes.**

**3. Match the verbs to the prepositions or phrases, translate the example sentences:**

|  |  |
| --- | --- |
| set  look  turn  clean  bring | up  ahead  out  about  in motion |

1. A machine can be set in motion only when the forces acting on it can perform work. 2. We are trying to look ahead and see what our options are. 3. [It](http://www.macmillandictionary.com/search/american/direct/?q=it) [all](http://www.macmillandictionary.com/search/american/direct/?q=all) [turned](http://www.macmillandictionary.com/search/american/direct/?q=turned) [out](http://www.macmillandictionary.com/search/american/direct/?q=out) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [mistake](http://www.macmillandictionary.com/search/american/direct/?q=mistake). 4. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [tape](http://www.macmillandictionary.com/search/american/direct/?q=tape) [turned](http://www.macmillandictionary.com/search/american/direct/?q=turned) [out](http://www.macmillandictionary.com/search/american/direct/?q=out) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [contain](http://www.macmillandictionary.com/search/american/direct/?q=contain) [vital](http://www.macmillandictionary.com/search/american/direct/?q=vital) [information](http://www.macmillandictionary.com/search/american/direct/?q=information). 5. The truth turned out to be stranger than we had expected. 6. [We](http://www.macmillandictionary.com/search/american/direct/?q=we) [need](http://www.macmillandictionary.com/search/american/direct/?q=need) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [systematic](http://www.macmillandictionary.com/search/american/direct/?q=systematic) [plan](http://www.macmillandictionary.com/search/american/direct/?q=plan) [for](http://www.macmillandictionary.com/search/american/direct/?q=for) [identifying](http://www.macmillandictionary.com/search/american/direct/?q=identifying) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [cleaning](http://www.macmillandictionary.com/search/american/direct/?q=cleaning) [up](http://www.macmillandictionary.com/search/american/direct/?q=up) [waste](http://www.macmillandictionary.com/search/american/direct/?q=waste) [sites](http://www.macmillandictionary.com/search/american/direct/?q=sites). 7. A lot of [social](http://www.macmillandictionary.com/search/american/direct/?q=social) [changes](http://www.macmillandictionary.com/search/american/direct/?q=changes) [have](http://www.macmillandictionary.com/search/american/direct/?q=have) [been](http://www.macmillandictionary.com/search/american/direct/?q=been) [brought](http://www.macmillandictionary.com/search/american/direct/?q=brought) [about](http://www.macmillandictionary.com/search/american/direct/?q=about) [by](http://www.macmillandictionary.com/search/american/direct/?q=by) [new](http://www.macmillandictionary.com/search/american/direct/?q=new) technologies.

**4. Complete the sentences with the key words from the box:**

|  |  |  |
| --- | --- | --- |
| consequence *n* | rate *n* | significant *adj* |
| intentional *adj* | obsolete *adj* | pursuit *n* |

1. Scientists think it unlikely that any species will actually become extinct as a \_\_\_\_\_ of the oil spill. 2. The taxi was going at a tremendous \_\_\_\_\_. 3. The robbers fled the scene of the crime, with the police in \_\_\_\_\_. 4. There has been a \_\_\_\_\_ increase in the number of women students in recent years. 5. Did you leave his name out by accident or was it \_\_\_\_\_? 6. Gas lamps became \_\_\_\_\_ when electric lighting was invented. 7. Three people have been killed in high-speed \_\_\_\_\_ by the police recently. 8. Although she’s recovering from her illness, her \_\_\_\_\_ of progress is quite slow.

**5. Paraphrase the parts of the sentences in bold type using the words from the box** (**make any** **changes you need in the form of the words):**

|  |  |  |  |
| --- | --- | --- | --- |
| hunt *v* | gather *v* | envision *v* | alter *v* |
| scatter *v* | swell *v* | eliminate *v* | occur *v* |

1. The incident **took place** shortly after the plane took off. 2. Jack and Charlie like to **chase and kill animals for sport** at weekends. 3. You can never totally **exclude** the possibility of human error. 4. Although long-distance phone calls are going up, the charge for local calls will not **change.** 5. The company **expects** adding at least five stores next year. 6. The protesters **moved apart in many directions** at the sound of gunshots. 7. Immigrants **increased** the city’s population. 8. She **collected** the newspapers that were **thrown in different directions** around the floor. 9. Some animals [**catch**](http://www.macmillandictionary.com/search/american/direct/?q=catch)[**and**](http://www.macmillandictionary.com/search/american/direct/?q=and)[**eat**](http://www.macmillandictionary.com/search/american/direct/?q=eat)[**other**](http://www.macmillandictionary.com/search/american/direct/?q=other)[**animals**](http://www.macmillandictionary.com/search/american/direct/?q=animals) at night.

**LANGUAGE REVIEW 1**

**Infinitive: forms and functions**

**1. Study the sentences below and state (A) the form and (B) the function of the infinitives.**

**(A)** 1. We were happy **to be starting** a new project. 2. I seem **to have left** my briefcase behind. 3. It’s awful **to be criticized** in public. 4. He ought **to have been studying** for an hour. 5. You are **to start** working at eight sharp. 6. I want the conference hall **to have been tidied up** by the time I get back.

(B) 1.**To know** everything is **to know** nothing. 2. We asked her **to explain** everything. 3. The armchair was very comfortable **to sit** in. 4. It is a great mistake **not to take** a holiday now and then. 5. We’ll have **to ask** whether **to go** on ahead with the project. 6. Needless **to say**, we hope that you use this money to further your research. 7. Don’t you have a friend **to rely on**? 8. The problem was who **to turn to** for advice. 9. I have no idea how **to find** the answer. 10. You are lucky **to be living** in such a nice place. 11. It was typical of him **to behave** like that. 12. Why did you find it necessary **to invite** her? 13. I left a message **to tell** her about Peter’s call. 14. We had nothing **to lose**. 15. They never know what **to do** but they teach everyone how **to do** things. 16. **To crown** it all, he lost his job. 17. The journey was too long **to enjoy** it. 18. They used **to meet** outside the office. 19. Is there any way **to keep** drugs out of this country? 20. In order **to have** economic democracy you should think of having equal access to property.

**LANGUAGE REVIEW 2**

**The to-infinitive used as the subject**

**1. Paraphrase the sentences beginning them with *It*.**

* To compare the functions of a manager with those of a commander used to be quite common. – *It used to be quite common to compare the functions of a manager with those of a commander.*

1. To fulfill this condition was hopelessly out of my power. 2. To say that I was very surprised is an understatement. 3. To take him seriously would be absurd. 4. To tackle such a problem before the advent of the computer would have been pointless. 5. To avoid making mistakes is always very difficult because to err is human.

**LANGUAGE REVIEW 3**

**The to-infinitive used as part of the verb phrase**

**1. Put in one of the following verbs to make up meaningful sentences: *stick, interpret, be found, foretell, take, determine, apply, understand, tell, get, admit, find, produce, calculate, try.***

1. My advice to you is not to \_\_\_\_\_ it to heart and keep cool. 2. The next step will be to \_\_\_\_\_ a diagram of the system. 3. The experimental results were few and not easy to \_\_\_\_\_ 4. Our purpose has been to \_\_\_\_\_ the effect of such factors on people’s behaviour in a group. 5. Now the only thing to do is to \_\_\_\_\_ the error. 6. These theories are often difficult to \_\_\_\_\_ in practice. 7. The exact figures are hard to \_\_\_\_\_ 8. The latest paper by Prof Whittler is rather difficult to \_\_\_\_\_ without adequate knowledge of the subject. 9. The least we can do is to \_\_\_\_\_ and understand it. 10. All we can do is to \_\_\_\_\_ to our position. 11. His only wish was to \_\_\_\_\_ them everything. 12. We searched everywhere but the document was nowhere to \_\_\_\_\_ 13. How are we to \_\_\_\_\_ out of the present crisis? 14. We are to \_\_\_\_\_ the general tendency rather than a particular development. 15. The problem is to \_\_\_\_\_ the time for getting things done.

**2. Read the following sentences and say whether the verb *be* is used as a link verb or as a modal verb?**

1. The task of natural science *is* to give a true picture of the surrounding matter. 2. This discovery *was* to have a major effect on different fields of science. 3. We *are* to study the main economic laws functioning in modern society. 4. All we wanted to do *was* to help you in any possible way. 5. If we *are* to succeed in this investigation, we should plan everything carefully. 6. Our present concern *will be* to discuss the information obtained during the interviews. 7. In our experiment we *were* to compare four groups of people. 8. Our aim *was* to reduce the number people on the waiting list. 9. The object of this experiment *was* to find the connection between the following factors. 10. Scientists claim that some new sources of cheap energy *are* to be found in the near future.

**Lesson 2**

**Vocabulary 1**

**1. Study the following international words. Match them to their definitions:** anonymous *adj*, modernization *n*, solidarity *n*, rationalization *n*, rational *adj*, erode *v*, center *v*, egalitarian *adj*.

1. [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [place](http://www.macmillandictionary.com/search/american/direct/?q=place) [something](http://www.macmillandictionary.com/search/american/direct/?q=something) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [center](http://www.macmillandictionary.com/search/american/direct/?q=center) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [space](http://www.macmillandictionary.com/search/american/direct/?q=space) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [area](http://www.macmillandictionary.com/search/american/direct/?q=area);
2. believing that all people are equally important and should have the same rights and opportunities in life;
3. to gradually reduce the strength or importance of something;
4. made or done by someone whose name is not known or not made public;
5. agreement between and support for the members of a group, especially a political group;
6. making something more modern;
7. [based](http://www.macmillandictionary.com/search/american/direct/?q=based) [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [sensible](http://www.macmillandictionary.com/search/american/direct/?q=sensible) [practical](http://www.macmillandictionary.com/search/american/direct/?q=practical) [reasons](http://www.macmillandictionary.com/search/american/direct/?q=reasons) [instead](http://www.macmillandictionary.com/search/american/direct/?q=instead) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [emotions](http://www.macmillandictionary.com/search/american/direct/?q=emotions);
8. the cognitive process of making something seem logical or based on reason to apply logic or reason to (something).

**2. Complete the sentences with the words from Exercise 1.**

1. The money was donated by an \_\_\_\_\_ benefactor. Nobody knew his name. 2. His behaviour was rather chaotic, it lacked logic. We saw no \_\_\_\_\_ explanation for his actions. 3. The lecturers joined the protest march to show \_\_\_\_\_ with their students. That contributed to arising mutual respect. 4. For reasons of personal safety, the informant wishes to remain \_\_\_\_\_ 5. [It](http://www.macmillandictionary.com/search/american/direct/?q=it) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [feared](http://www.macmillandictionary.com/search/american/direct/?q=feared) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [international](http://www.macmillandictionary.com/search/american/direct/?q=international) [institutions](http://www.macmillandictionary.com/search/american/direct/?q=institutions) [may](http://www.macmillandictionary.com/search/american/direct/?q=may) have too much influence over national state and thus \_\_\_\_\_ [national](http://www.macmillandictionary.com/search/american/direct/?q=national) [sovereignty](http://www.macmillandictionary.com/search/american/direct/?q=sovereignty). 6. He received an \_\_\_\_\_ letter threatening to disclose details of his affair if he didn’t pay the money. He doesn’t know the author of the letter. 7. Despite \_\_\_\_\_ and industrialization, we are still poor states. 8. The dispute \_\_\_\_\_ on an accounting practice. The issues discussed are critically important for managing company’s finance. 9. The world’s major religions generally teach \_\_\_\_\_ philosophy that all people are created equal and should be loved and respected equally. 10. China has been building new submarines, surface ships and anti-ship ballistic missiles as part of its naval \_\_\_\_\_ 11. \_\_\_\_\_ means applying logic or reason to something. 12. The \_\_\_\_\_ belief is that all people are created equal and should have equal opportunities to be successful.

**3. Study the “false friends” and "semi-false cognates” (words that can only sometimes be translated by the similar word in the other language) below, the definitions may be helpful to state their meaning:**

fabric: (a type of) cloth or woven material;

modern: designed and made using the most recent ideas and methods;

sentiment: an idea based on feeling; a shared belief or feeling of a group; deep feeling;

cite: to mention something as proof for a theory or as a reason why something has happened; to speak or write words taken from a written work;

progressive: developing or happening gradually, describes ideas or systems which are new and modern.

**4. Translate the sentences containing the words from Exercise 3.**

1. Splunk collects, indexes and harnesses all the fast moving machine data generated by your applications, servers and devices. No longer is Splunk described only as “IT search” or “[Google](http://www.forbes.com/companies/google/) for machine data”. Instead, you have started using worlds like data fabric and operational intelligence. 2. Some foreign companies have become ingrained in the fabric of Indian culture. 3. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [program](http://www.macmillandictionary.com/search/american/direct/?q=program) [examines](http://www.macmillandictionary.com/search/american/direct/?q=examines) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [role](http://www.macmillandictionary.com/search/american/direct/?q=role) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [women](http://www.macmillandictionary.com/search/american/direct/?q=women) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [modern](http://www.macmillandictionary.com/search/american/direct/?q=modern) [society](http://www.macmillandictionary.com/search/american/direct/?q=society). 4. [These](http://www.macmillandictionary.com/search/american/direct/?q=these) [techniques](http://www.macmillandictionary.com/search/american/direct/?q=techniques) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [not](http://www.macmillandictionary.com/search/american/direct/?q=not) [used](http://www.macmillandictionary.com/search/american/direct/?q=used) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [modern](http://www.macmillandictionary.com/search/american/direct/?q=modern) [medicine](http://www.macmillandictionary.com/search/american/direct/?q=medicine). 5. The sentiment at the company is that we should all be paid more for our work. 6. Nationalist sentiment has increased in the area since the bombing. 7. He told me he was against the idea, and I share his sentiment. 8. The company cited a 12% decline in new orders as evidence that overall demand for its products was falling. 9. He cited a study of the devices as proof that the company knew they were dangerous. 10. Scientists cite this experiment as their main support for this theory. 11. If you cite too many writers, readers will wonder if you have any ideas of your own. 12. There’s been a progressive decline in the standard of living over the past few years. 13. The left of the party is pressing for a more progressive social policy.

**Reading and Speaking**

**1. Before reading the text tell the group what “modernity” means. Does it imply the same as “modern society”?**

**2. Read the text and answer the following questions.**

1. Why did the social role of family decrease?

2. What concept did F. Tönnies put forward?

3. What does the labour division involve?

4. Who connected modern society with rationalization?

5. Where did market system develop?

**Ferdinand Tönnies: The Loss of Community**

The German sociologist Ferdinand Tönnies’s (1855–1937) theory is the most widely cited model of modernization. Tönnies viewed modernization as the progressive loss of Gemeinschaft, or human community. As Tönnies saw it, the Industrial Revolution weakened the social fabric of family and tradition by introducing a businesslike emphasis on facts, efficiency, and money. European and North American societies gradually become rootless and impersonal as people came to associate mostly on the basis of self-interest – the state Tönnies termed Gesellschaft.

Early in the twentieth century the European and North American societies could be described using Tönnies’s concept of Gemeinschaft. Families that had lived for generations in small villages and towns were bound together in a hard-working, slow-moving way of life. Telephones were rare. Living without television, families entertained themselves often gathering with friends in the evening to share stories, sorrows, or song. Inevitable tensions and conflicts divided these communities of the past. But according to Tönnies, because of the traditional spirit of Gemeinschaft people were “essentially united in spite of all separating factors”.

Modernity turns societies inside out so that, as Tönnies put it, people are “essentially separated in spite of uniting factors”. This is the world of Gesellschaft, where, especially in large cities, most people live among strangers and ignore the people they pass on the street. Trust is hard to come by in a mobile and anonymous society.

For French sociologist Emile Durkheim modernization is defined by an increasing division of labour, or specialized economic activity. Durkheim explained that preindustrial societies are held together by mechanical solidarity, or shared moral sentiments. With modernization, the division of labour becomes more and more pronounced. To Durkheim, this change means less mechanical solidarity but more of another kind of tie: organic solidarity, or mutual dependency between people engaged in specialized work. Put simply, modern societies are held together not by likeness but by difference. All of us must depend on others to meet most of our needs.

Durkheim labeled modern society “organic” arguing that modern society is no less natural than any other. He described traditional societies as “mechanical” because they are so regimented. Durkheim viewed modernization not as a loss of community but as a change from a community based on bonds of likeness to community based on economic interdependence.

For Max Weber modernity meant replacing a traditional worldview with a rational way of thinking. Echoing Tönnies and Durkheim who held that industrialization weakens tradition, Weber declared modern society to be “disenchanted”. The unquestioned truths of an earlier time had been challenged by rational thinking. In short, modern society turns away from the gods.

Compared with Tönnies and Durkheim Weber was very critical of modern society. He knew that science could produce technological and organizational wonders but warned that science was turning us away from more basic questions about the meaning and purpose of human existence. Weber feared that rationalization would erode the human spirit with endless rules and regulations.

For Karl Marx modern society was synonymous with capitalism. The bourgeoisie gradually displaced the feudal aristocracy as the Industrial Revolution gave it a powerful new productive system. Capitalism, according to Marx, draws population from farms and small towns into an ever-expanding market system centered in cities; specialization is needed for efficient factories; and rationality is exemplified by the capitalists’ endless pursuit of profit. Unlike Weber, who viewed modern society as an “iron cage” of bureaucracy, Marx believed that social conflict in capitalist societies would sow seeds of revolutionary change, leading to an egalitarian socialism.

**3. Read the text in detail and choose the best option of the three:**

1. Specialized economic activity means

a) division of labour;

b) ever-expanding market;

c) seeds of revolutionary changes.

2. The German sociologist defined modernization as

a) rational thinking;

b) progressive loss of human community;

c) the feudal aristocracy behaviour.

3. The Industrial Revolution and capitalism made people

a) move to cities;

b) produce technological wonders;

c) share moral sentiments.

4. Science was turning us away from

a) an “iron cage” of bureaucracy;

b) social conflicts;

c) important issues of life.

5. In many countries societies gradually become rootless and impersonal

a) according to Karl Marx ;

b) because preindustrial societies are held together by mechanical solidarity;

c) as self-interest dominate people’s other attitudes.

6. Meeting with friends and arranging parties took place due to

a) weak family tradition;

b) absence of television;

c) endless pursuit of profit.

**4. What benefits did sociologists see in modernization?**

**5. Can we say that the title of the text brings a negative meaning?**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ity, -cy, -ness*) give the nouns related for the following:** depend, like, modern, aristocrat, rational.

**2. Using the prefixes *im-, dis-, un-* give negatives related for the following:** enchanted, questioned, personal, place.

**3. Using the suffixes *-able, -al, -ive* give the adjectives related for the following:** progress, root, synonym, anonym, end.

**4. Using the prefixes *in-, pre-* give the words related for the following, comment on the meaning of the prefixes:** dependence, industrial.

**5. Using the suffixes *-ize, -en* give the verbs related for the following:** weak, special, modern, rational, industrial.

**6. Explain how the following compound words are formed:** hard-working, slow-moving, businesslike, self-interest, ever-expanding, worldview.

**What part of speech are they?**

**7. Study the following collocations and state their meaning:** bind together, turn inside out, turn away from**. Translate the sample sentences**.

1. The simple to use app lets users gather, arrange in order, enlarge, caption, and bind together pictures downloaded from photo sharing sites and saved on a camera. 2. We must bind the members of the club together in loyalty. 3. I felt like the explosion was going to turn me inside out. 4. Ken turned his pockets inside out. 5. It’s as if everything I thought I knew about my family has been turned inside out. 6. I feel our lives have been completely turned inside out by what has happened. 7. Turn away from something means to [refuse](http://www.macmillandictionary.com/search/american/direct/?q=refuse) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [accept](http://www.macmillandictionary.com/search/american/direct/?q=accept) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [use](http://www.macmillandictionary.com/search/american/direct/?q=use) [something](http://www.macmillandictionary.com/search/american/direct/?q=something) [any](http://www.macmillandictionary.com/search/american/direct/?q=any) [longer](http://www.macmillandictionary.com/search/american/direct/?q=longer). 8. [Many](http://www.macmillandictionary.com/search/american/direct/?q=many) [shoppers](http://www.macmillandictionary.com/search/american/direct/?q=shoppers) [turned](http://www.macmillandictionary.com/search/american/direct/?q=turned) [away](http://www.macmillandictionary.com/search/american/direct/?q=away) [from](http://www.macmillandictionary.com/search/american/direct/?q=from) [products](http://www.macmillandictionary.com/search/american/direct/?q=products) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [were](http://www.macmillandictionary.com/search/american/direct/?q=were) [not](http://www.macmillandictionary.com/search/american/direct/?q=not) [environmentally](http://www.macmillandictionary.com/search/american/direct/?q=environmentally) [friendly](http://www.macmillandictionary.com/search/american/direct/?q=friendly).9. This fear causes a person to turn away from the world and stay in their home because that’s the only place they can truly control.

**8. Complete the sentences with the key words from the box.**

|  |
| --- |
| emphasis *n* tension *n* pronounced *adj*  regimented *adj*  disenchanted *adj* existence *n* |

1. Things he would be happy to live without: long meetings, press conferences and a \_\_\_\_\_ schedule. 2. Many voters have become \_\_\_\_\_ with the government. That’s why they voted negatively. 2. [Symptoms](http://www.macmillandictionary.com/search/american/direct/?q=symptoms) [include](http://www.macmillandictionary.com/search/american/direct/?q=include) [nervous](http://www.macmillandictionary.com/search/american/direct/?q=nervous) \_\_\_\_\_, [depression](http://www.macmillandictionary.com/search/american/direct/?q=depression), [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [insomnia](http://www.macmillandictionary.com/search/american/direct/?q=insomnia). 3. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [main](http://www.macmillandictionary.com/search/american/direct/?q=main) \_\_\_\_\_ [should](http://www.macmillandictionary.com/search/american/direct/?q=should) [be](http://www.macmillandictionary.com/search/american/direct/?q=be) [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [quality](http://www.macmillandictionary.com/search/american/direct/?q=quality) [rather](http://www.macmillandictionary.com/search/american/direct/?q=rather) [than](http://www.macmillandictionary.com/search/american/direct/?q=than) [quantity](http://www.macmillandictionary.com/search/american/direct/?q=quantity). 4. The need for strong leadership is more \_\_\_\_\_ and clearer during wartime. 5. My Sundays in New York are really \_\_\_\_\_ but for a good reason: I pack a lot of activities in. 6. I don’t watch political live shows anymore because I have become \_\_\_\_\_ with politics. 7. Many people question the \_\_\_\_\_ of God. 8. Rising sea levels have threatened the \_\_\_\_\_ of small island states, including the Marshall Islands and the Maldives. 9. There is a growing \_\_\_\_\_ between the two ethnic groups. 10. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [North-South](http://www.macmillandictionary.com/search/american/direct/?q=north-south) [divide](http://www.macmillandictionary.com/search/american/direct/?q=divide) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [becoming](http://www.macmillandictionary.com/search/american/direct/?q=becoming) [more](http://www.macmillandictionary.com/search/american/direct/?q=more) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [more](http://www.macmillandictionary.com/search/american/direct/?q=more) \_\_\_\_\_ 11. [We](http://www.macmillandictionary.com/search/american/direct/?q=we) [place](http://www.macmillandictionary.com/search/american/direct/?q=place) [great](http://www.macmillandictionary.com/search/american/direct/?q=great) \_\_\_\_\_ [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [employee](http://www.macmillandictionary.com/search/american/direct/?q=employee) [development](http://www.macmillandictionary.com/search/american/direct/?q=development) because having the qualified workforce is critical for the company success.

**LANGUAGE REVIEW 1**

**The to-infinitive used as an object**

**1. Complete the sentences with one of the following verbs:**

***a) afford; agree; aim, ask; attempt* (*=try*); *choose, desire; fail, help; hesitate.***

1. I had to \_\_\_\_\_ to drive me home. 2. I think they’ll \_\_\_\_\_ to resign rather than work for the new manager. 3. They haven’t got used to living here and now \_\_\_\_\_ to go back home. 4. Jimmy \_\_\_\_\_ ed to arrive on time. 5. There’s a lot to do. We can’t \_\_\_\_\_ to waste any time. 6. I’ll \_\_\_\_\_ to organize the party; you won’t be able to cope by yourself. 7. They \_\_\_\_\_ ed to meet again the following day. 8. Don’t \_\_\_\_\_ to phone if you have any problems. 9. When do you \_\_\_\_\_ to start the project? 10. Don’t even \_\_\_\_\_ to argue with him.

***b) arrange, care* (*=like*)*, decline* (*=refuse*)*, hope, learn, manage, need, offer, plan, wish.***

11. Unfortunately, they \_\_\_\_\_ ed to comment about the progress of the talks. 12. The newspaper was \_\_\_\_\_ ed to apologize for the article. 13. I \_\_\_\_\_ to make a complaint about one of your assistants. 14. You \_\_\_\_\_ to plan your work more carefully. 15. She \_\_\_\_\_ ed to meet Stuart after work. 16. However did you \_\_\_\_\_ to find that manuscript? 17. We are \_\_\_\_\_ing to arrive at about for o’clock. 18 Would you \_\_\_\_\_ to leave a message? 19. Where did you \_\_\_\_\_ to type so fast? 20. I’m \_\_\_\_\_ ing to hear from you soon.

***c) decide,* *demand, cant wait, consent* (*=agree*)*, prepare, pretend, promise, refuse, seek* (*=try*)*, swear, tend, threaten, volunteer, vote, want.***

21. I \_\_\_\_\_ to open this parcel. I’m just dying to do it. 22. He \_\_\_\_\_ ed to listen to what I was saying. 23. He walked into the office and \_\_\_\_\_ ed to see the manager. 24. We met Carol in the street the other day but she \_\_\_\_\_ ed not to see us. 25. We’ve \_\_\_\_\_ ed not to invite Isabel. 26. He rarely \_\_\_\_\_ s to do interviews. 27. They are still \_\_\_\_\_ ing to find a peaceful solution to the conflict. 28. Congress \_\_\_\_\_ ed to increase foreign aid by 10%. 29. They were busy \_\_\_\_\_ ing to go on holiday. 30. Do you \_\_\_\_\_ to pay by cheque or by credit card? 31. Luckily, one of our colleagues \_\_\_\_\_ ed to take us all in his car. 32. The manager \_\_\_\_\_ ed to fire him for being constantly late. 33. The finance minister has \_\_\_\_\_ ed to bring down the rate of inflation by the end of the year. 34. Women \_\_\_\_\_ to live longer than men. 35. When you give evidence in court you have to \_\_\_\_\_ to tell the truth.

**LANGUAGE REVIEW 2**

**The to-infinitive used as an attribute**

**1. Translate the following sentences into your native language.**

1. The terms to be insisted on are as follows. 2. The lecture to be attended by the delegation will take place in the main hall. 3. The explanation of these phenomena will probably be considerably modified in the years to come. 4. The procedure to be followed is described below. 5. Here are some more figures to be referred to later. 6. The particular method to be employed must be determined by cost and convenience. 7. This theory will be adequate for practical applications through centuries to come. 8. There are many problems to be solved. 9. There are enough examples to illustrate the rule. 10. There are some other pointes to be considered. 11. There was not very much data on which to base a decision between these two possibilities. 12. There have been some other cases to be mentioned. 13. The first scientist to discover this phenomenon was Dr Leibnitz. 14. She was the last to join the group. 15. He was not the first to deduce scientifically a theory from experimental data.

**2.** **Compare the functions of infinitives in the sentences below.**

**Attribute vs part of the verb phrase**

1. These methods are *to be described* in the next chapter. – The methods *to be described* next were widely used some twenty years ago. 2. Which technique is *to be chosen* in this case? – The technique *to be chosen* in any particular case depends on a number of factors. 3. If the study is *to be continued*, you should reconsider the objectives. – We should discuss the stages of the study *to be continued.*

**Lesson 3**

**Vocabulary 1**

**1. Guess the meaning of the following international words, complete the sentences that follow:** tolerate *v*, romanticize *v*, liberal *n*, radical *n*. **You may have to make changes in the form of the words.**

1. \_\_\_\_\_ Islamists across the region started storming U.S. embassies. 2. Athletes often have to \_\_\_\_\_ a lot of pain. 3. [A](http://www.macmillandictionary.com/search/american/direct/?q=a) [lot](http://www.macmillandictionary.com/search/american/direct/?q=lot) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [people](http://www.macmillandictionary.com/search/american/direct/?q=people) \_\_\_\_\_ [marriage](http://www.macmillandictionary.com/search/american/direct/?q=marriage). But in reality they find it to be rather prosaic. 4. \_\_\_\_\_ is a person who favors an economic theory of laissez-faire and self-regulating markets. 5. [They](http://www.macmillandictionary.com/search/american/direct/?q=they) [have](http://www.macmillandictionary.com/search/american/direct/?q=have) \_\_\_\_\_ [poor](http://www.macmillandictionary.com/search/american/direct/?q=poor) [working](http://www.macmillandictionary.com/search/american/direct/?q=working) [conditions](http://www.macmillandictionary.com/search/american/direct/?q=conditions) [for](http://www.macmillandictionary.com/search/american/direct/?q=for) [too](http://www.macmillandictionary.com/search/american/direct/?q=too) [long](http://www.macmillandictionary.com/search/american/direct/?q=long). 6. [A](http://www.macmillandictionary.com/search/american/direct/?q=a) [group](http://www.macmillandictionary.com/search/american/direct/?q=group) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [young](http://www.macmillandictionary.com/search/american/direct/?q=young) \_\_\_\_\_ [within](http://www.macmillandictionary.com/search/american/direct/?q=within) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [party](http://www.macmillandictionary.com/search/american/direct/?q=party) seeks to overthrow the social order. 7. He \_\_\_\_\_ the life of a spy, not knowing how boring and lonely it can be. 8. The \_\_\_\_\_ think that the government should [gradually](http://www.macmillandictionary.com/search/american/direct/?q=gradually) make [social](http://www.macmillandictionary.com/search/american/direct/?q=social) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [political](http://www.macmillandictionary.com/search/american/direct/?q=political) [changes](http://www.macmillandictionary.com/search/american/direct/?q=changes) and do more to create jobs for the unemployed. 9. The Islamic \_\_\_\_\_ are increasing their manpower by offering over a thousand dollars a month to local teenagers who will join. They assign hard core members of their organization to supervise the young recruits, and beat or kill any who resist or try to desert. 10. I will not \_\_\_\_\_ that sort of behaviour in my class. 11. This policy is supported both by \_\_\_\_\_ and conservatives in Congress.

**2. Study the following terms and their explanations:**

**anomie *n***: lack of the usual social or ethical standards in an individual or group; a condition characterized by the absence or confusion of social norms or values in a society or group;

**coherent *adj***: capable of consistent thought or expression, logically or aesthetically consistent and holding together as a whole capable of thinking and expressing yourself in a clear and consistent manner. If an argument, set of ideas or a plan is coherent, it is clear and carefully considered, and each part of it connects or follows in a natural or sensible way;

**homogeneous *adj***: consisting of similar or uniform parts or elements.

**3. Complete the sentences with the words from Exercise 2. You may find helpful the explanations in the brackets.**

1. When you visit New York city, you quickly realize that we are definitely not a \_\_\_\_\_ (*standardized, uniform*) society, but rather a heterogeneous melting pot. 2. When a social system is in a state of \_\_\_\_\_, common values and common meanings are no longer understood or accepted, and new values and meanings have not developed. 3. The speechwriter prided himself on his ability to diplomatically relate facts in a \_\_\_\_\_ (*articulate, logical*) manner. 4. If a culture is isolated and does not mix with the outside world, it will remain remarkably \_\_\_\_\_ (*uniform, unchanged*). 5. According to Durkheim, when a society is in a state of \_\_\_\_\_ it produces, in many of its members, psychological states characterized by a sense of futility, lack of purpose, and emotional emptiness and despair. Striving is considered useless, because there is no accepted definition of what is desirable. 6. She gave a very compelling and \_\_\_\_\_ (*logical, consistent*) argument, which helped her win the case.

**Reading and Speaking**

**1.** **Before reading the text make sure you understand “mass” in the following word combinations: mass production, mass meeting, mass market, mass society, mass art. What words have the opposite meaning?**

**2. Read the text and answer the following questions.**

1. If you are looking for a general picture of modern societies, what features would you consider first?

2. What are the problems facing a modern society?

3. Who are the deep supporters of a class-society theory?

4. Why, according to the text, is a person uncertain in his/her future?

5. What critics’ projections concerning mass society theory are given by the author?

**Theoretical Analysis of Modernity**

The rise of modernity is a complex process involving many dimensions of change. Sociologists have developed two broad explanations of modern society, one guided by the structural-functional approach and the other based on social-conflict theory.

One broad approach – drawing on the ideas of Tönnies, Durkheim and Weber – understands modernization as the emergence of mass society. A mass society is a society in which prosperity and bureaucracy have weakened traditional social ties. A mass society is highly productive; on average, people have more income than ever. The growing scale of modern life certainly has positive aspects, but only at the price of losing some of our cultural heritage. Modern societies increase individual rights, tolerate greater social differences, and raise standards of living. But they are prone to what Weber feared most – excessive bureaucracy – as well as Tönnies’s self-centeredness and Durkheim anomie. Modern society’s size, complexity, and tolerance of diversity all but doom traditional values and family patterns, leaving individuals isolated, powerless, and materialistic. Mass society is marked by weak kinship and impersonal neighbourhoods. Although many people have material plenty, they are spiritually weak and often experience moral uncertainty about how to live.

Critics sometimes say that mass society theory romanticizes the past. This approach also ignores problems of social inequality.

The second interpretation of modernity derives largely from the ideas of Karl Marx. From a social-conflict perspective, modernity takes the form of a class society, a capitalist society with pronounced social stratification. That is this approach views the heart of modernization as an expanding capitalist economy, marked with inequality.

According to Marx, capitalism rests on “naked self-interest”. This self-centeredness weakens the social ties that once united small communities. Capitalism also treats people as commodities: a source of labour and a market for capitalists’ products.

Capitalism supports science, not just as the key to greater productivity but as an ideology that justifies the status quo. That is, modern societies encourage people to view human well-being as a technical puzzle to be solved by engineers and other experts rather than through the pursuit of social justice. For example, a capitalist culture seeks to improve health through scientific medicine rather than by eliminating poverty, which is a core cause of poor health.

Business also raises the banner of scientific logic, trying to increase profits through greater efficiency. Today’s capitalist corporations have reached enormous size and control unimaginable wealth as a result of globalization.

The class-society interpretation of modernity enjoys widespread support among liberals and radicals who favour greater equality and call for extensive regulation of the capitalist marketplace.

A basic criticism of class-society theory is that it overlooks the increasing prosperity of modern societies and the fact that discrimination based on race, ethnicity, and gender is now illegal and is widely regarded as a social problem.

Modernity freed individuals from the small, tightly knit communities of the past. Most people in modern societies have the privacy and freedom to express their individuality. However, mass-society theory suggests that so much social diversity, widespread isolation, and rapid social change make it difficult for many people to establish any coherent identity at all.

People’s personalities are largely a product of their social experiences. The small homogeneous and slowly changing societies of the past provided a firm foundation for building a personal identity. Mass societies are quite another story. Socially diverse and rapidly changing, they offer only shifting sands on which to build a personal identity. Left to make many life decisions on their own, many people face a bewildering array of options. The freedom to choose has little value without standards to help us make good choices. And in a tolerant mass society, people may find little reason to choose one path or another. As a result, many people shuttle from one identity to another, changing their lifestyles, relationships, and even religions in search of an elusive “true self”. Given the widespread “relativism” of modern societies, people without a moral compass lack the security and certainty once provided by tradition.

**3. Analyze and comment on the scientific theories the text pays attention to.**

**4. Give a brief description of K. Marx’s ideas and consider the problem from social-conflict point of view.**

**5. In small groups, discuss the place and the role of science in a capitalist society.**

**6. Find the paragraph describing the difference between a modern society and a society of the past.**

**Vocabulary 2**

**1. Using the appropriate suffixes give the nouns related for the following:**

**a) *-ance, -ity***

diverse, complex, tolerate, commune, prosper, ethnic, identify;

**b) *-ism, -ship, -hood***

neighbour, critic, kin, relative.

**2. Using the prefixes *im-, un-* give negatives related for the following:** personal, imaginable, certainty.

**3. Using the suffixes *-ant, -less, -ive, -ous, -ic* give the adjectives related for the following:** material, enorm, extent, tolerate, power.

**4. Using the information in the text say what adjectives can be used with the following nouns:** ties, heritage, rights, differences, identity, kinship, neighbourhoods, bureaucracy, uncertainty, medicine, society.

**5. Look through the text and find the nouns that go with the following verbs:** tolerate, raise, ignore, improve, eliminate, express, establish, provide, build, make, make, find, change, lack.

**6. Find the following words in the text, analyze the sentences, state the parts of speech these words belong to:** rise, change, experience, views, rests, shuttle; experiences.

**7. Match the words to their definitions. Complete the sentences below, the words in the brackets being helpful:**

|  |  |
| --- | --- |
| 1) emergence  2) prosperity  3) kinship  4) commodity | a) relationship among people through blood, adoption, or marriage; relationship through similarity;  b) the process of coming into being or appearing;  c) state of good fortune or success;  d) something that can be bought, sold, or traded. |

1. The men’s \_\_\_\_\_ (*relationship, affiliation*) in their business has caused them to become friends outside of work. 2. The rapid rise of online communication has led to the \_\_\_\_\_ (*appearance, arrival, introduction*) of several new high-tech fields. 3. The people hoped the new President would bring peace and \_\_\_\_\_ (*advantage, abundance*) to the country. 4. The information I just received would be a hot \_\_\_\_\_ (*advantage, asset*) for our competitors. 5. Different ethnic groups have different systems of \_\_\_\_\_ 6. A year ago, nobody even knew his name, so his \_\_\_\_\_ (*rise, arrival, appearance*) to fame seemed to have come out of nowhere. 7. Our company has had several successful years, bringing much \_\_\_\_\_ (*affluence, wealth*) to our top executives. 8. I am investing in oil, silver, and other \_\_\_\_\_ (*products, assets*). 9. Since our country doesn’t have any export goods, tourism is our most important \_\_\_\_\_ (*product, asset*). 10. Nevertheless the notion of \_\_\_\_\_ was one of the very first notions formed by primitive men as a bond of association, and they based folkways upon their ideas about it.

**8. Complete the sentences with the key words from the box. Make any changes you find necessary in the form of the words.**

|  |
| --- |
| prone *adj*  excessive *adj* justify *v* overlook *v*  diverse *adj*  bewildering *adj* elusive *adj* |

1. He gave me directions to his house, but I found them utterly \_\_\_\_\_. I’d say they were useless and I didn’t manage to find his place. 2. It’s important for teachers to employ innovative and varied teaching modalities because of the \_\_\_\_\_ learning styles of students. 3. [It](http://www.macmillandictionary.com/search/american/direct/?q=it) [was](http://www.macmillandictionary.com/search/american/direct/?q=was) [becoming](http://www.macmillandictionary.com/search/american/direct/?q=becoming) [increasingly](http://www.macmillandictionary.com/search/american/direct/?q=increasingly) [difficult](http://www.macmillandictionary.com/search/american/direct/?q=difficult) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=justify) [such](http://www.macmillandictionary.com/search/american/direct/?q=such) [extravagant](http://www.macmillandictionary.com/search/american/direct/?q=extravagant) [business](http://www.macmillandictionary.com/search/american/direct/?q=business) [expense](http://www.macmillandictionary.com/search/american/direct/?q=expenses)s. How are you going to explain the situation to the shareholders? 4. [Accidents](http://www.macmillandictionary.com/search/american/direct/?q=accidents) [happen](http://www.macmillandictionary.com/search/american/direct/?q=happen) [when](http://www.macmillandictionary.com/search/american/direct/?q=when) [safety](http://www.macmillandictionary.com/search/american/direct/?q=safety) [checks](http://www.macmillandictionary.com/search/american/direct/?q=checks) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=overlooked). 5. The college offers a \_\_\_\_\_ range of courses. It’s rather confusing and difficult to choose the one you need. 6. \_\_\_\_\_ exercise can sometimes cause health problems. You should always know when to stop. 7. They say women are more \_\_\_\_\_ to headaches than men. 8. I think there is one key fact that you have \_\_\_\_\_. That’s why it was rather difficult to make any decision. 9. People who don’t get enough sleep during the week are \_\_\_\_\_ to sleeping in on the weekends. 10. She has many \_\_\_\_\_ interests, including coin collecting, soccer, and oil painting. 11. For many people, love is \_\_\_\_\_; they just can’t seem to find the right person. 12. [How](http://www.macmillandictionary.com/search/american/direct/?q=how) [can](http://www.macmillandictionary.com/search/american/direct/?q=can) [people](http://www.macmillandictionary.com/search/american/direct/?q=people) [\_\_\_\_\_](http://www.macmillandictionary.com/search/american/direct/?q=justify) [spending](http://www.macmillandictionary.com/search/american/direct/?q=spending) [so](http://www.macmillandictionary.com/search/american/direct/?q=so) [much](http://www.macmillandictionary.com/search/american/direct/?q=much) [money](http://www.macmillandictionary.com/search/american/direct/?q=money) [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [cosmetics](http://www.macmillandictionary.com/search/american/direct/?q=cosmetics)? 13. He called for structural reforms to promote innovation to limit \_\_\_\_\_ risk taking in financial markets.

**LANGUAGE REVIEW 1**

**The to-infinitive used as an adverbial**

**1. Say in which sentences the infinitives are used to describe a) *purpose,* b) *result,* c) *attendant circumstances* or d) *condition*.**

1. The Council has called an emergency session to discuss the crisis. 2. This method is not accurate enough to give reliable results. 3. They also formed two control groups in order to compare the information to be obtained. 4. The technique was so complicated as to be of only little use. 5. You’d better wait here, so as to be at hand if I want you. 6. It is such a small number as to be easily neglected. 7. He acted according to his conviction only to understand that nobody cared for his opinion. 8. The group are going to Austria to learn German. 9. It is too early to properly weigh the significance of this discovery. 10. I came to discover that they had made their exams more difficult. 11. He spent four years studying, only to learn that there were no jobs. 12. I moved to a new flat so as to be near my work. 13. She arrived home to find that she had lost her keys. 14. He opened the door to find several visitors waiting for him. 15. At last we got to Amy’s place, only to discover that she was away. 16. I think she would be unhappy to marry for money. 17. They opened the safe only to find that it was empty. 18. Is the database sufficiently large to be relied upon in our study? 19. She tried to persuade him not to do it only to realize that she failed to. 20. He isn’t such a fool as to believe that sort of thing.

**LANGUAGE REVIEW 2**

**The to-infinitive used as a sentence adverbial**

**1. Complete the sentences with an infinitive phrase used as a sentence adverbial (parenthesis). Use each phrase once only. Choose from the following: *to make a long story short, to crown it all, to cut it short, so to speak, needless to say, to be frank, to say nothing of, to be more precise, to be sure, to speak the truth, to begin with, to put it mildly, to tell you the truth, to say the least, to sum it up.***

1. A good teacher should try, \_\_\_\_\_, to breathe life into his or her subject. 2. \_\_\_\_\_, I realized that I have no claims on them. 3. \_\_\_\_\_, I cherish a hope that one day this dream will come true. 4. \_\_\_\_\_, the factory was forced to close down. 5. \_\_\_\_\_, the psychologist was either a charlatan or a shrewd old rogue. 6. \_\_\_\_\_, I desperately need to brush up my English. 7. The effort required was immense, \_\_\_\_\_ the cost. 8. \_\_\_\_\_, I wouldn’t call it awful, but the article isn’t very well written. 9. \_\_\_\_\_ I’ll have another breakdown if I stay any longer in this place. 10. \_\_\_\_\_, she lacks tact in expressing her views. 11. \_\_\_\_\_, they acquired a reputation of being a dangerous competitor. 12. The new assistant was terribly slow, \_\_\_\_\_, and spoke as if he was half asleep. 13. \_\_\_\_\_, I completely lost control of the situation. 14. \_\_\_\_\_, it’s too early to say whether it works. 15. \_\_\_\_\_, they failed to do it.

**2. Compare the functions of infinitives in the sentences below.**

**Subject vs purpose adverbial vs parenthesis**

1. *To find* the solution quickly was of prime importance. – *To find* the solution you will have to consider the following factors. 2. *To be* fully effective control must start with the managers themselves. – *To be* fully effective means to do everything properly and on time. 3. *To understand* the procedure, consider the following analogy. – *To understand* the procedure is important but not sufficient; it is only the first step. 4. *To tell the truth* is very important when answering the interviewer’s questions. – *To tell the truth,* I don’t think it very important to answer all those questions sincerely. – *To tell him the truth* you have to be either brave or impudent.

**Lesson 4**

**Vocabulary 1**

**1. Study the following terms. Then read the sentences below to see how these terms are used and what they mean:** postmodern *adj*, postmodernity *n*, postmodernism *n*.

Postmodernism is a term used to designate a multitude of trends – in the arts, philosophy, religion, technology, and many other areas – that come after and deviate from the many 20th-century movements that constituted modernism. The term has become ubiquitous in contemporary discourse and has been employed as a catchall for various aspects of society, theory, and art. Postmodernism has also been said to relate to the culture of capitalism as it has developed since the 1960s. In general, the postmodern view is cool, ironic, and accepting of the fragmentation of contemporary existence. It tends to concentrate on surfaces rather than depths, to blur the distinctions between high and low culture, and as a whole to challenge a wide variety of traditional cultural values.

An artistic movement in Western culture beginning in the 1940s, postmodernism rejects an ordered view of the world. In literature, the movement denies any inherent meaning in language and abandons conventional formal structure. Postmodern fiction is distinguished by irony and self-reference and often incorporates a variety of styles. This radical departure from literary conventions resulted in several new types of writing. The antinovel, or new novel, rejects such traditional literary features as character development, linear narrative, and social or political content. Magic realism, seen in the work of the Latin American writers Jorge Luis Borges and Gabriel Garcia Marquez, joins fantastic or mythical elements with everyday events. Other writers associated with postmodernism are Thomas Pynchon, Kurt Vonnegut, Jr., Italo Calvino, Vladimir Nabokov, and William S. Burroughs.

**2. Guess the meaning of the following international words:** pessimism n.; discredit v.; intensify v.; era n.; criticize v.; bankrupt n.; command v.; literary adj. **Complete the sentences that follow.**

1. There has been a mood of growing \_\_\_\_\_\_\_about the nation’s economy. There was the tendency to expect the worst in everything. 2. If I don’t find a job, I’ll be \_\_\_\_\_\_\_in two months. I won’t be able to control my financial matters. 3. Surveys show that most people \_\_\_\_\_\_\_the idea of life on other planets, but many scientists believe it is possible. 4. Jeremy is a captivating speaker who \_\_\_\_\_\_the attention of everyone in the room when presenting an idea. 5. Their anger with one another \_\_\_\_\_\_to such a degree that they didn’t speak for months. 6. [More](http://www.macmillandictionary.com/search/american/direct/?q=more) [weapons](http://www.macmillandictionary.com/search/american/direct/?q=weapons) [arrived](http://www.macmillandictionary.com/search/american/direct/?q=arrived) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [area](http://www.macmillandictionary.com/search/american/direct/?q=area), [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [fighting](http://www.macmillandictionary.com/search/american/direct/?q=fighting) \_\_\_\_\_\_[soon](http://www.macmillandictionary.com/search/american/direct/?q=soon) [afterward](http://www.macmillandictionary.com/search/american/direct/?q=afterward). 7. [We](http://www.macmillandictionary.com/search/american/direct/?q=we) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [living](http://www.macmillandictionary.com/search/american/direct/?q=living) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [an](http://www.macmillandictionary.com/search/american/direct/?q=an) \_\_\_\_\_\_[in](http://www.macmillandictionary.com/search/american/direct/?q=in) [which](http://www.macmillandictionary.com/search/american/direct/?q=which) [technology](http://www.macmillandictionary.com/search/american/direct/?q=technology) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [developing](http://www.macmillandictionary.com/search/american/direct/?q=developing) [very](http://www.macmillandictionary.com/search/american/direct/?q=very) [rapidly](http://www.macmillandictionary.com/search/american/direct/?q=rapidly).8. The government is being widely \_\_\_\_\_\_in the press for failing to limit air pollution. 9. The slogan “\_\_\_\_\_\_ of the intellect, optimism of the will” is always worth quoting. 10. [Many](http://www.macmillandictionary.com/search/american/direct/?q=many) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [companies](http://www.macmillandictionary.com/search/american/direct/?q=companies) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [they](http://www.macmillandictionary.com/search/american/direct/?q=they) [had](http://www.macmillandictionary.com/search/american/direct/?q=had) [invested](http://www.macmillandictionary.com/search/american/direct/?q=invested) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [went](http://www.macmillandictionary.com/search/american/direct/?q=went) \_\_\_\_\_\_. They [officially](http://www.macmillandictionary.com/search/american/direct/?q=officially) [admitted](http://www.macmillandictionary.com/search/american/direct/?q=admitted) [that](http://www.macmillandictionary.com/search/american/direct/?q=that) [they](http://www.macmillandictionary.com/search/american/direct/?q=they) [have](http://www.macmillandictionary.com/search/american/direct/?q=have) [no](http://www.macmillandictionary.com/search/american/direct/?q=no) [money](http://www.macmillandictionary.com/search/american/direct/?q=money) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [cannot](http://www.macmillandictionary.com/search/american/direct/?q=cannot) [pay](http://www.macmillandictionary.com/search/american/direct/?q=pay) [what](http://www.macmillandictionary.com/search/american/direct/?q=what) [they](http://www.macmillandictionary.com/search/american/direct/?q=they) [owe](http://www.macmillandictionary.com/search/american/direct/?q=owe). 11. Evidence of links with drug dealers has \_\_\_\_\_\_the President. 12. “Umbrella” by Will Self is an attempt at regenerating the modernist movement in \_\_\_\_\_\_fiction. His latest novel, “Umbrella”, is a wordy stream-of-consciousness narrative that is unashamedly modernist in style and structure. Modernism is a subject in which Mr. Self is deeply interested. 13. Postmodernist Baudrillard says that media technology has created a post-modern\_\_\_\_\_\_.

**Reading and Speaking**

**1. Before reading the text think of positive and negative consequences of any revolution in people’s lives.**

**2. What gains do you think the Information Revolution brings?**

**3. Read the text and answer the following questions.**

1. What is postmodernism?

2. When did the term enter the sociological circles of a society?

3. Why is postmodernity considered as postmaterialist era?

4. What part did science play in postmodern society?

5. What is modernity criticized for?

**Postmodernity**

If modernity was the product of the Industrial Revolution, is the Information Revolution creating a postmodern era? A number of scholars think so, and they use the term postmodernity to refer to social patterns characteristic of postindustrial societies.

Precisely what postmodernism is remains a matter of debate. The term has been used for decades in literary, philosophical, and even architectural circles. It moved into sociology on a wave of social criticism that has been building since the spread of left-leaning politics in the 1960s. Although there are many variants of postmodern thinking, there are themes they all share.

In important respects, modernity has failed. The promise of modernity was a life free from want. As postmodernist critics see it, however, the twentieth century was unsuccessful in solving social problems like poverty, evident in the fact that many people still lack financial security.

The bright light of “progress” is fading. Modern people look into the future, expecting that their lives will improve in significant ways. Members (and even leaders) of postmodern societies, however, are less confident about what the future holds. The strong optimism that carried society into the modern era more than a century ago has given way to widespread pessimism; most U.S. adults believe that life is getting worse.

Science no longer holds the answers. The defining trait of the modern era was a scientific outlook and a confident believe that technology would make life better. But postmodern critics argue that science has not solved many old problems (such as poor health) and has even created new problems (such as pollution and global warming).

Postmodernist thinkers discredit science, claiming that it implies a singular truth. On the contrary, they maintain, there is no one truth. This means that objective reality does not exist; rather, many realities can result from how we socially construct the world.

Cultural debates are intensifying. Now that more people have all the material things they really need, ideas are taking on more importance. In this sense, postmodernity is also a postmaterialist era, in which more careers involve working with symbols and in which issues such as social justice, the state of the natural environment, and animal rights command more and more public attention.

Social institutions are changing. Just as industrialization brought a sweeping transformation to social institutions, the rise of a postindustrial society is remaking society all over again. For example, the postmodern family no longer conforms to any single pattern; on the contrary, individuals are choosing among many new family forms.

Analysts who claim that the U.S. and other high-income societies are entering a postmodern era criticize modernity for failing to meet human needs. In defense of modernity, there have been marked increases in longevity and living standards over the course of the past century. Even if we accept postmodernist views that science is bankrupt and progress is a sham, what are the alternatives?

**4. Think of arguments for and against postmodernism thinkers’ point of view toward science.**

**5. Exchange the information with others in your group to list the opinions about the loose of confidence to modernity.**

**Vocabulary 2**

**1. Using the prefixes *dis-,* *un-* give negatives related for the following:** successful, credit.

**2. Using the prefix *post-* give words related for the following:** industrial, materialist, modernism, modern, modernity. **Comment on the meaning of the prefix.**

**3. Using the appropriate suffixes give the nouns related for the following:** environ, critic, postmodern, secure, revolve, think, institute, industrialize.

**4. Study the following key words of the lesson:** scholar *n*, fade *v*, outlook *n*, conform *v*, longevity *n*, sham *n*. **Complete the sentences that follow.**

1. My grandmother will turn 100 next month, and her \_\_\_\_\_ has surprised us all.2. I thought the meeting was a total \_\_\_\_\_ and a waste of time. 3. When choosing how to cut flowers, consider both their beauty and their \_\_\_\_\_. 4. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) \_\_\_\_\_ , or the likely future situation, [for](http://www.macmillandictionary.com/search/american/direct/?q=for) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [economy](http://www.macmillandictionary.com/search/american/direct/?q=economy) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [still](http://www.macmillandictionary.com/search/american/direct/?q=still) [uncertain](http://www.macmillandictionary.com/search/american/direct/?q=uncertain). 5. The contract requires that managers \_\_\_\_\_ to or behave according to high standards of personal conduct. 6. [They](http://www.macmillandictionary.com/search/american/direct/?q=they) [shared](http://www.macmillandictionary.com/search/american/direct/?q=shared) [the](http://www.macmillandictionary.com/search/american/direct/?q=the) [same](http://www.macmillandictionary.com/search/american/direct/?q=same) [kind](http://www.macmillandictionary.com/search/american/direct/?q=kind) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) \_\_\_\_\_ [on](http://www.macmillandictionary.com/search/american/direct/?q=on) [life](http://www.macmillandictionary.com/search/american/direct/?q=life). 7. We watched the ship gradually \_\_\_\_\_ from view as it sailed away. 8. In recent weeks, a number of commentators and legal \_\_\_\_\_ have recognized that U.S. patent law needs additional reform. 9. They claimed that the election had been fair, but really it was a \_\_\_\_\_. 10. Hopes for a quick end of the crisis \_\_\_\_\_ fast. Dr Miles was a distinguished \_\_\_\_\_ of Russian history.

**LANGUAGE REVIEW 1**

**Patterns with infinitives**

**1. Write one or two more sentences according to the models. Make all necessary changes.**

**Pattern: (be) + adjective (+ noun) + to-infinitive**

* It is easy to answer the question. *– The question is easy to answer. – It is an easy question to answer.*
* It is interesting to talk with him. *– He is an interesting person to talk with.*

1. It is important to consider the proposition. 2. It was very exciting to have such an experience. 3. It was rather expensive to buy that house. 4. It was a foolish thing to do. 5. It wasn’t a very good idea to suggest. 6. It is a hard book to understand. 7. This language is difficult to learn. 8. The task is simple to perform. 9. The topic is not convenient to discuss in public. 10. Be careful. The chair isn’t safe to sit on. 11. This staff is impossible to control! 12. It is hard to please her. 13. It is wrong to turn to him for help. 14. It isn’t easy to persuade such people. 15. Such people are dangerous to deal with.

**2. Match the halves to make up correct sentences.**

(A)

|  |  |
| --- | --- |
| 1. I’ll be able \_\_\_\_\_ | a) to admit his mistake. |
| 2. Because of the crisis people are afraid \_\_\_\_\_ | b) to stay at home looking after their children. |
| 3. They were anxious \_\_\_\_\_ | c) to attend the conference. |
| 4. He knew it was his fault but he was ashamed \_\_\_\_\_ | d) to give you the journal back in a week. |
| 5. Most women are not content \_\_\_\_\_\_ | e) to tell you that your application was unsuccessful. |
| 6. We’d be delighted \_\_\_\_\_ | f) to take any risks. |
| 7. He’s desperate \_\_\_\_\_ | g) to find a job. |
| 8. Paul is determined \_\_\_\_\_ | h) to wait for a few days. |
| 9. You were fortunate \_\_\_\_\_ | i) to react to the news. |
| 10. We are eager \_\_\_\_\_ | j) to take a post-graduate course. |
| 11. Jane was rather slow \_\_\_\_\_ | k) to get back to work as soon as possible. |
| 12. I’m sorry \_\_\_\_\_ | l) to join you for lunch. |
| 13. I’m afraid I’ll be unable \_\_\_ | m) to keep money in a bank. |
| 14. We aren’t willing \_\_\_\_\_ | n) to find a replacement as soon as possible. |
| 15. He was wise \_\_\_\_\_ | o) to have such lovely weather for your holidays. |

(B)

|  |  |
| --- | --- |
| 1. \_\_\_\_\_ to do exactly what you want. | a) I’m always ready |
| 2. \_\_\_\_\_ to hear that you have won the prize. | b) I feel proud |
| 3. \_\_\_\_\_ to see you any day next week. | c) we are keen |
| 4. \_\_\_\_\_ to see the conditions they were living in. | d) I’m glad |
| 5. By the time they are sixteen \_\_\_\_\_ to leave school. | e) I was very surprised |
| 6. \_\_\_\_\_ to learn that you started a new project. | f) I’m not prepared |
| 7. We failed the first time but \_\_\_\_\_ to try again. | g) I was interested |
| 8. \_\_\_\_\_ to have such good friends. | h) I was rather reluctant |
| 9. \_\_\_\_\_ to hear your wonderful news. | i) You are free this afternoon |
| 10. \_\_\_\_\_ to stay here and be insulted. | j) I’ll be happy |
| 11. \_\_\_\_\_ to be part of such a successful organization. | k) She was quick |
| 12. \_\_\_\_\_ to point out all the mistakes we had made. | l) We were very pleased |
| 13. You know me – \_\_\_\_\_ to help. | m) We were horrified |
| 14. \_\_\_\_\_ to lend him the car because he is such a fast driver. | n) You are very lucky |
| 15. \_\_\_\_\_ to see Carol there; I thought she was still abroad. | o) many young people are impatient |

**3. Put in one of the following adjectives*: typical, unreasonable, mean, generous, unlucky, brave, careless, thoughtless, selfish, wrong, clever, foolish, stupid, thoughtful, good, kind, rude, silly, unwise, unfair.* In some sentences more than one answer is possible.**

**Pattern: be / how+ adjective + of + noun phrase + to-infinitive**

* *It’s nice of you to phone me.*
* *How kind of you to help him!*

1. How \_\_\_\_\_ of you to speak in front of all those people! 2. It was \_\_\_\_\_ of you to go out without locking the door. 3. How \_\_\_\_\_ of you to mend my watch! 4. It was \_\_\_\_\_ of us to trust them. 5. How \_\_\_\_\_ of your friends to lend us all that money. 6. It was \_\_\_\_\_ of you to come. 7. It was \_\_\_\_\_ of you to offer, but I don’t need any help. 8. How \_\_\_\_\_ of them not to invite us. 9. I think it was \_\_\_\_\_ of them not to phone and say they were not coming. 10. It was absolutely \_\_\_\_\_ of him to interrupt the speaker. 11. It was \_\_\_\_\_ of you to blame her for something that wasn’t her fault. 12. It was \_\_\_\_\_ of him not to follow the instructions. 13. It is \_\_\_\_\_ of her to keep medicines in a place that can be reached by children. 14. It’s \_\_\_\_\_ of you to work so hard without having a rest. 15. It was really \_\_\_\_\_ of you to remember her birthday. 16. It was \_\_\_\_\_ of her not to tell you where she was going. 17. It was \_\_\_\_\_ of me to lose my temper. 18. It was \_\_\_\_\_ of him to ask that question. 19. It was desperately \_\_\_\_\_of her not to win. 20. How \_\_\_\_\_ of him to behave like that!

**LANGUAGE REVIEW 2**

**Pattern: noun + to-infinitive**

**1. Complete the second sentence with the noun related to the verb or adjective in the first sentence.**

* I need to answer these e-mails. – *Is there really any* ***need*** *to answer every single e-mail?*

1. Laura is determined to succeed in her career. – You have to admire Laura’s \_\_\_\_\_ to succeed. 2. Are you able to communicate effectively? – The \_\_\_\_\_ to communicate effectively is very important. 3. The government attempted to reduce unemployment but failed. – Any \_\_\_\_\_ to reduce unemployment below this rate was sure to fail. 4. She refused to discuss her decision to quit the group. – Her \_\_\_\_\_ to discuss her decision to quit the group was rather strange. 6. Didn’t you desire to win? –We all had a strong \_\_\_\_\_ to win. 7. We intend to be number one distributor of health products. – It is our \_\_\_\_\_ to be number one distributor of health products. 8. They failed to reach an agreement. – They didn’t want to speak about their \_\_\_\_\_ to reach an agreement. 9. We plan to turn the site into a park. – There are \_\_\_\_\_ to turn the site into a park. 10. The company was permitted to establish a cellular telephone network. – They have now received \_\_\_\_\_ to establish a cellular telephone network. 11. The government decided to raise taxes. – The government’s \_\_\_\_\_ to raise taxes has proved unpopular. 12. Lisa promised to come and see us now and then. – She made a \_\_\_\_\_ to visit us once a month. 13. Valerie was very ambitious and wanted to become an explorer. – She had an \_\_\_\_\_ to become an explorer. 14. Mike was reluctant to share information. – We didn’t understand his \_\_\_\_\_ to share information. 15. He was eager to succeed at any price. – His \_\_\_\_\_ to succeed was rather amazing.

**2. Complete the sentences with one of the following nouns: *time, confidence, scheme, reason, proposal, refusal, power, tendency, way, wish, attempt, offer, chance, right, obligation.***

1. The committee put forward a \_\_\_\_\_ to reduce bonuses. 2. His \_\_\_\_\_ to explain his actions got him into even more trouble. 3. Employers have an \_\_\_\_\_ to treat all employers equally. 4. Greg’s \_\_\_\_\_ to be critical made him unpopular with his co-workers. 5. Despite her \_\_\_\_\_ to continue working, she was forced to retire at the age of 58. 6. They’ve adopted a new \_\_\_\_\_ to help young people to find work. 7. Good training will give a beginner the \_\_\_\_\_ to enjoy the activity. 8. In an \_\_\_\_\_ to diffuse the tension I suggested that we break off for lunch. 9. I’m sure that his \_\_\_\_\_ to resign will be accepted. 10. Ralph was waiting for a \_\_\_\_\_ to introduce himself. 11. The committee has the \_\_\_\_\_ to order an enquiry. 12 They must have a good \_\_\_\_\_ to do it. 13. You have the \_\_\_\_\_ to consult a lawyer. 14. I’ve got no \_\_\_\_\_ to discuss it. 15. What is the best \_\_\_\_\_ to learn a language?

**LANGUAGE REVIEW 3**

**Pattern: *wh-*word + to-infinitive**

**1. Below are some of the words and expressions that can come before the *wh-*word. Study the examples and make up sentences of your own using the prompts.**

***Verb + wh-word + to-infinitive:*** *choose, decide, explain, find out, know, learn, remember, say, understand, wonder, work out.*

I just don’t know what to say.

***Verb + indirect object + wh-word + to-infinitive:*** *advise, show, teach, tell.*

No one told me where to meet you.

***Verb + preposition + wh-word + to-infinitive:*** *think about, worry about.*

Have you thought about how to explain this to the rest of the staff?

***Noun + preposition + wh-word + to-infinitive:*** *decision on, guidance on / about, information about, instructions on, problem of, tips on.*

I need some guidance on how to plan my work.

***Adjective + wh-word + to-infinitive:***  *not sure, obvious.*

We weren’t sure how much to add to the bill.

***Idioms + wh-word + to-infinitive:***  *not have an idea, not have a clue.*

We haven’t got the slightest idea where to look for the documents.

1. We can’t choose what present \_\_\_\_\_. 2. Have you decided how many copies \_\_\_\_\_. 3. Can you explain how \_\_\_\_\_. 4. Try to find out when \_\_\_\_\_. 5. Do you know where \_\_\_\_\_. 6. I’d like to learn how \_\_\_\_\_. 7. She didn’t say how much money \_\_\_\_\_. 8. Don’t you remember how \_\_\_\_\_. 9. I just can’t understand how \_\_\_\_\_. 10. I was wondering whether \_\_\_\_\_. 11. Let me work out what \_\_\_\_\_. 12. The instructor taught us how \_\_\_\_\_. 13. They showed her which way \_\_\_\_\_. 14. They’ll advise you where \_\_\_\_\_. 15. Did the teacher tell what task \_\_\_\_\_. 16. Don’t worry about what \_\_\_\_\_. 17. We haven’t thought yet about whose offer \_\_\_\_\_. 18. Have you got instructions on how \_\_\_\_\_? 19. There have never been any problems of where \_\_\_\_\_. 20. I’m not sure whether \_\_\_\_\_ or not. 21. I don’t have a clue what \_\_\_\_\_.

**UNIT 2**

**Social Movements**

**Lesson 1**

**Vocabulary 1**

**1. Guess the meaning of the following international words:** localize, energize, expressive, intense, hypnotic, irrational. **Complete the sentences that follow.**

1. [He’s](http://www.macmillandictionary.com/search/american/direct/?q=he's) [been](http://www.macmillandictionary.com/search/american/direct/?q=been) [under](http://www.macmillandictionary.com/search/american/direct/?q=under) \_\_\_\_\_ [pressure](http://www.macmillandictionary.com/search/american/direct/?q=pressure). 2. The computer technician was able to \_\_\_\_\_ the fault quickly. 3. The candidate is trying to \_\_\_\_\_ voters. 4. She had a lot of ideas, some \_\_\_\_\_ some pretty reasonable. 5. The article contains [an](http://www.macmillandictionary.com/search/american/direct/?q=an) \_\_\_\_\_ [description](http://www.macmillandictionary.com/search/american/direct/?q=description) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [childhood](http://www.macmillandictionary.com/search/american/direct/?q=childhood) [experiences](http://www.macmillandictionary.com/search/american/direct/?q=experiences). 6. Doctors are trying to \_\_\_\_\_ the infection by using antibiotics. 7. The psychologist put her into a \_\_\_\_\_ trance. 8. [This](http://www.macmillandictionary.com/search/american/direct/?q=this) [type](http://www.macmillandictionary.com/search/american/direct/?q=type) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) [work](http://www.macmillandictionary.com/search/american/direct/?q=work) [requires](http://www.macmillandictionary.com/search/american/direct/?q=requires) \_\_\_\_\_ [concentration](http://www.macmillandictionary.com/search/american/direct/?q=concentration). 9. The beat of the music was strangely \_\_\_\_\_ 10. It would be \_\_\_\_\_ to quit this project after we’ve put so much time into it.

**2. Study the following words that are a) semi-false cognates (words that can only sometimes be translated by the similar word in the other language) and b) “false friends” and translate the sentences below:**

a) convergence; controversial;

b) audience.

1. There’s a convergence of interests among the US, Canada, and Latin America. 2. [Convergence](http://www.macmillandictionary.com/search/american/direct/?q=convergence) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [communications](http://www.macmillandictionary.com/search/american/direct/?q=communications) [lets](http://www.macmillandictionary.com/search/american/direct/?q=lets) [you](http://www.macmillandictionary.com/search/american/direct/?q=you) [integrate](http://www.macmillandictionary.com/search/american/direct/?q=integrate) [voice](http://www.macmillandictionary.com/search/american/direct/?q=voice), [email](http://www.macmillandictionary.com/search/american/direct/?q=email) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [video](http://www.macmillandictionary.com/search/american/direct/?q=video) [over](http://www.macmillandictionary.com/search/american/direct/?q=over) [one](http://www.macmillandictionary.com/search/american/direct/?q=one) [computer](http://www.macmillandictionary.com/search/american/direct/?q=computer) [network](http://www.macmillandictionary.com/search/american/direct/?q=network). 3. The [plans](http://www.macmillandictionary.com/search/american/direct/?q=plans) [to](http://www.macmillandictionary.com/search/american/direct/?q=to) [build](http://www.macmillandictionary.com/search/american/direct/?q=build) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [new](http://www.macmillandictionary.com/search/american/direct/?q=new) [freeway](http://www.macmillandictionary.com/search/american/direct/?q=freeway) were rather [controversial](http://www.macmillandictionary.com/search/american/direct/?q=controversial). 4. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [president’s](http://www.macmillandictionary.com/search/american/direct/?q=president's) [wife](http://www.macmillandictionary.com/search/american/direct/?q=wife) [was](http://www.macmillandictionary.com/search/american/direct/?q=was) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [powerful](http://www.macmillandictionary.com/search/american/direct/?q=powerful) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [controversial](http://www.macmillandictionary.com/search/american/direct/?q=controversial) [figure](http://www.macmillandictionary.com/search/american/direct/?q=figure). 5. Abortion is a highly controversialsubject. 6. He is a controversialauthor. 7. [Disaffected](http://www.macmillandictionary.com/search/american/direct/?q=disaffected) [young](http://www.macmillandictionary.com/search/american/direct/?q=young) [people](http://www.macmillandictionary.com/search/american/direct/?q=people) [are](http://www.macmillandictionary.com/search/american/direct/?q=are) [an](http://www.macmillandictionary.com/search/american/direct/?q=an) [ideal](http://www.macmillandictionary.com/search/american/direct/?q=ideal) [audience](http://www.macmillandictionary.com/search/american/direct/?q=audience) [for](http://www.macmillandictionary.com/search/american/direct/?q=for) [his](http://www.macmillandictionary.com/search/american/direct/?q=his) [outrageous](http://www.macmillandictionary.com/search/american/direct/?q=outrageous) [political](http://www.macmillandictionary.com/search/american/direct/?q=political) [opinions](http://www.macmillandictionary.com/search/american/direct/?q=opinions). 8. The secret to public speaking is to get the audience on your side. 9. The television company has lost a large part of its audience since it changed its programming.

**3. Skim the text and find the definitions of the following sociological terms:** collective behavior, casual crowd, conventional crowd, expressive crowd, acting crowd, mob, riot, contagion theory, convergence theory.

**Reading and Speaking**

**1. Before reading the text think of as many forms of collectivity as possible. Which of them have been the most important for you personally? Why?**

**2. Read the title of the text. Mark the points you suppose the text deals with:**

1) birth of people;

2) national economy;

3) forms of the crowd;

4) automobile accidents;

5) notion and categories of social behaviour;

6) a person’s behaviour planning;

7) roles of social leaders;

8) relationship between an individual’s emotions and actions;

9) forms of energy;

10) reasons why people participate in various movements.

**Check your ideas while reading the text.**

**Collective behaviour**

**and social movements**

Collective behaviour is an activity involving a large number of people that is unplanned, often controversial, and sometimes dangerous. All collective behaviour involves the action of some collectivity, a large number of people whose minimal interaction occurs in the absence of well-defined and conventional norms.

**Localized Collectivities: Crowds**

One major form of collective behaviour is the crowd, a temporary gathering of people who share a common focus of attention and who influence one another.

All crowds are not alike. Herbert Blumer identified four categories of crowds:

A casual crowd is a loose collection of people who interact little, if at all. People lying on a beach or people who rush to the scene of an automobile accident have only a passing awareness of one another.

A conventional crowd results from deliberate planning, as illustrated by a college lecture, or a celebrity’s funeral.

An expressive crowd forms around an event with emotional appeal, such as a religious revival or a NASCAR race. Excitement is the main reason people join expressive crowds.

An acting crowd is a collectivity motivated by an intense, single-minded purpose, such as an audience rushing the doors of a concert hall. Acting crowds are set in motion by powerful emotions, which can sometimes trigger mob violence.

**Mobs and Riots**

When an acting crowd turns violent, the result may be the birth of a mob, a highly emotional crowd that pursues a violent or destructive goal. Despite their intense emotions, mobs tend to dissipate quickly. How long a mob continues to exist depends on its precise goals and whether its leadership tries to inflame or calm the crowd. Lynching is the most notorious example of mob behavior in the U.S.

A highly energized crowd with no particular purpose is a riot, a social eruption that is highly emotional, violent, and undirected. Unlike the action of a mob, a riot usually has no clear goal, except perhaps to express dissatisfaction. The cause of most riots is some longstanding anger or grievance. Riots have always been sparked by social injustice. Violent action can be ignited by some minor incident that causes people to start destroying property and harming other persons. A mob action usually ends when some specific violent goal is accomplished (such as lynching); a riot tends to go on until participants run out of steam or police and community leaders gradually bring participants under control.

**Explaining Crowd Behaviour**

According to Gustave Le Bon’s *contagion* *theory* crowds have a hypnotic influence on their members, people forget about personal responsibility and give in to the contagious emotions of the crowd. People sometimes do things in a crowd that they would not have the courage to do alone, because crowds can spread responsibility among many people. A crowd thus assumes a life of its own, stirring up emotions and driving people toward irrational, even violent action.

*Convergence theory* holds that crowd behavior comes not from the crowd itself but from the particular people who join in. From this point of view, a crowd is a convergence of like-minded individuals.

Contagion theory states that crowds cause people to act in a certain way; convergence theory says the opposite, claiming that people who wish to act in a certain way come together to form crowds.

**3. Correct the factual mistakes in the following statements from the text:**

1. People who don’t interact very often are believed to belong to an expressive crowd.

2. The reason of the mob’s birth is, as a rule, the excess of emotions or violence in crowd.

3. If the target is reached, community leaders are able to control the mob’s actions.

4. Crowds have slight influence on their members.

5. Scientists put forward some theories to explain crowd behavoiur.

**4. What do you know about leaders’ impact on a person? Why do you think it is sometimes dangerous?**

**5. Discuss four categories of the crowd.**

**Vocabulary 2**

**1. Using the appropriate suffixes (*-ity*, *-ness*, *-al*) give the nouns related for the following:** aware, collective, revive.

**2. Using the prefixes *dis-,* *in-*, *un-*, *ir-* give negatives related for the following:** unplanned, inflame, undirected, unlike, dissatisfaction, injustice, irrational.

**3. Using the suffixes *-ive*, *-ous*, *-ful* give the adjectives related for the following:** dangerous, expressive, religious, powerful.

**4. Explain the structure of the following complex words, translate them:** single-minded, longstanding, like-minded, well-defined.

**5. Study the key words of the unit and complete the sentences below:**

|  |
| --- |
| deliberate *adj* violence *n* dissipate *v* lynch *v*  notorious *adj* grievance *n* ignite v |

1. The fuel spontaneously \_\_\_\_\_ because of the high temperature and pressure. 2. The proposed restrictions have \_\_\_\_\_ a storm of protest. 3. Her actions were premeditated and \_\_\_\_\_; she had this planned for a long time. 4. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [city](http://www.macmillandictionary.com/search/american/direct/?q=city) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) \_\_\_\_\_ [for](http://www.macmillandictionary.com/search/american/direct/?q=for) [its](http://www.macmillandictionary.com/search/american/direct/?q=its) [bumper-to-bumper](http://www.macmillandictionary.com/search/american/direct/?q=bumper-to-bumper) [traffic](http://www.macmillandictionary.com/search/american/direct/?q=traffic). 5. The recenteruption of racial \_\_\_\_\_ in the area is very troubling. 6. The blood-thirsty mob \_\_\_\_\_ the alleged killer of the child 7. The heat gradually \_\_\_\_\_ into the atmosphere. 8. The report documents the staggering amount of domestic \_\_\_\_\_ against women. 9. Stan’s gossip was a \_\_\_\_\_ attempt to sabotage Emily’s position with the company.

**LANGUAGE REVIEW 1**

**Infinitive constructions: for + object + to-infinitive**

**1. Translate the sentences below into your native language.**

1. It’s for you to decide what to do. 2. It is necessary for all of you to observe these rules. 3. It is not usual for the manager to come so early. 4. The tendency was for the staff to discus things at lunch. 5. He is not an easy man for us to get on with. 6. All I want is for you to get out of my sight. 7. The sensible thing is for him to go away. 8. She didn’t want for this to happen. 9. I waited patiently for him to answer. 10. Don’t look for someone to solve your problems. 11. The company will arrange for a taxi to meet you at the airport. 12. She longed for the chance to speak to him in private. 13. Civil rights groups pleaded for the government to take measures. 14. Congress voted for foreign aid to be increased by 10 %. 15. I sat waiting patiently for the ceremony to end. 16. At present few opportunities exist for citizens to act as participants in public life. 17. It is the only really important problem for our generation to solve. 18. The only conclusion for us to make is the following. 19. The matter is not serious enough for you to worry about. 20. The task is too difficult for them to cope.

**2. Use your own ideas to make up sentences according to the models. Add any necessary words you need.**

* It is useless to interfere. – *I think it’s useless for us to interfere.*

1. It is safer to have a spare key. 2. It is disgraceful to publish such lies. 3. Is there any chance to find a good job? 4. The best thing to do is to confess. 5. Their office wasn’t easy to find. 6. It seems a problem to make a choice in such a situation. 7. It is impossible to resist this sort of temptation. 8. They are anxious to enter the University. 9. Here’s the fax message to be translated. 10. He has done enough to be hated by everybody.

**3. Paraphrase the sentences using the *for + to-infinitive* construction.**

* You should find somebody who you could turn to for help. – *You should find somebody for you to turn to for help.*

1. That’s the room where you can work. 2. This is one of the problems they will have to solve. 3. Here are the instructions that you must follow. 4. He will always find anybody he may have a talk with. 5. Here are the articles that we should look through.

* Three conditions are to be fulfilled so that you could succeed. – *Three conditions are to be fulfilled for you to succeed.*

6. Under what conditions should the experiment be carried out so that we could obtain any reliable results? 7. Choose the way you like so that you might be sure that was your own choice. 8. I gave them clear instructions so that they didn’t make any mistakes.9. I’ve brought some pictures and photos so that we could decorate the hall. 10. We advised her to take a taxi so that she wasn’t late for the interview.

* The traffic was heavy. We couldn’t drive and had to go by the underground. – *The traffic was heavy enough for us not to drive but to go by the underground.*

11. The boss was angry. Everybody understood that it was impossible to go on talking with him. 12. The room is not spacious. Five people can’t work comfortably in it. 13. We got up early. We didn’t miss the first train. 14. Lucy is quite clever. They can trust her. 15. The speaker wasn’t speaking loudly. We couldn’t understand him.

* The problem was serious. We were unable to solve it in haste. – *The problem was too serious for us to solve in haste.*

16. She talked fast. We couldn’t understand every word. 17. Helen is rather light-minded. You’d better not ask her for help. 18. Rachel’s French is very bad. You shouldn’t ask her to interpret. 19. This paper is rather dull and I’ll never subscribe to it. 20. The table is small. We can’t all sit round it.

**4. Answer the following questions about yourself.**

* What is unusual for you to do in the evening? – *It’s unusual for me to stay at home just watching TV.*

1. What is usual for you to do at weekends? 2. Where is common for you to go on your holidays? 3. How is it good for you to travel? 4. What can be a shock for you to see? 5. What will be a treat for you to watch? 6. What is a waste of time for you to do? 7. Who may it be a surprise for you to meet in your town? 8. What music is it always a pleasure for you to listen to? 9. What language is it a must for you to study? 10. What place is it a dream for you to visit?

**LANGUAGE REVIEW 2**

**Infinitive constructions: complex object**

**Pattern: verb + indirect object + to-infinitive**

**1. Match the beginnings and endings of the following sentences.**

(A) 1. He didn’t allow \_\_\_\_\_. 2. Only Congress can authorize \_\_\_\_\_. 3. What caused \_\_\_\_\_? 4. Such harsh dilemmas compel \_\_\_\_\_. 5. Everybody wondered what had driven \_\_\_\_\_. 6. The decision will enable \_\_\_\_\_. 7. Their educational qualifications entitle \_\_\_\_\_. 8. The company rules forbid \_\_\_\_\_. 9. The management got \_\_\_\_\_. 10. This news forced \_\_\_\_\_.

a) \_\_\_\_\_ him to change his plans, b) \_\_\_\_\_ them to get a higher salary, c) \_\_\_\_\_ Christine to give up her idea, d) \_\_\_\_\_ an auditor to check the company accounts, e) \_\_\_\_\_ you to change your mind, f) \_\_\_\_\_ us to face facts and make a choice, g) \_\_\_\_\_ the employees to disclose such information to outsiders, h) \_\_\_\_\_\_ the President to declare war, i) \_\_\_\_\_\_ himself to be too upset by the news, j) \_\_\_\_\_\_ the project to make progress.

(B) 1. \_\_\_\_\_ students to have confidence in their ability. 2. \_\_\_\_\_ the party to reform. 3. \_\_\_\_\_ the scheme to be permanent. 4. \_\_\_\_\_ you to expect that you’ll be chosen? 5. \_\_\_\_\_ this to happen at all. 6. \_\_\_\_\_ my father to sell the business. 7 \_\_\_\_\_ them to train the staff twice a week. 8. \_\_\_\_\_ your children to attend school activities? 9. \_\_\_\_\_ you to be a fluent speaker and be bilingual. 10. \_\_\_\_\_ me to avoid such people. 11. \_\_\_\_\_ him to quit this job. 12. \_\_\_\_\_ your employees to deal with emergency situations?

a) Do you train \_\_\_\_\_, b) Circumstances had obliged \_\_\_\_\_,

c) Experience has taught \_\_\_\_\_, d) Not even the leader’s vision inspired \_\_\_\_\_, e) The course requires \_\_\_\_\_, f) Do you permit\_\_\_\_\_, j) I didn’t mean \_\_\_\_\_, h) We never intended \_\_\_\_\_, i) It would take a lot of money to tempt \_\_\_\_\_, j) You must try to help \_\_\_\_\_, k) We paid \_\_\_\_\_, l) What leads \_\_\_\_\_.

**2. The main verbs in this exercise can be put into the passive form. Make up sentences according to the model. Make any changes you need.**

* They warned him not to lose his temper with difficult customers. – *He was warned not to lose his temper with difficult customers.*

1. He advised me to change the job. 2. I asked Mary to replace me while I was away. 3. Every teacher ought to challenge students to think about current issues. 4. She commanded me to sit down and relax. 5. Their success encouraged us to try the same thing. 6. I instructed the secretary to cancel all my engagements. 7. They invited us to sit on the committee. 8. You really must leave me to decide what is possible and what is not. 9. He ordered them to look for the papers all over the house. 10. We were trying to persuade Rosy to change her mind. 11. Remind me to bring this matter up at the meeting. 12. I didn’t trust anyone to look after my finance. 13. She begged us to leave her alone. 14. Tell them not to put their nose into what’s not their business. 15. I urged Jerry to take a year off to study design. 16. Warn them to be careful with this information.17. We request all members to attend the annual meeting.

**3. Paraphrase the sentences according to the model. Use an appropriate form of the infinitive.**

* They announced that an agreement had been reached. – *They announced an agreement to have been reached.*

1. I think we can **assume** that computers will become cheaper and faster. 2. The police **believed** that the children had been kidnapped. 3. The local authorities **consider** that the school doesn’t meet the requirements. 4. They had a press conference and **declared** that Ms Milton was innocent. 5. They recently **discovered** that the famous scientist was living in this house for two years. 6. We don’t **expect** that emergency repairs will take more than a week. 7. Scientists **estimate** that smoking reduces life expectancy by 12 years on average. 8. People **feel** that the government isn’t doing enough to improve the situation. 9. His study **found** that the people born during these months were more successful in life. 10. I **knew** that he was the best programmer in the company. 11. Quite a few people **imagine** that their prospective boss will be stupid, unfair and greedy. 12. His visiting card **showed** that he was a partner in a firm of management consultors. 13. My parents never **thought** that I was capable of doing a degree. 14. They **proved** that their methods were efficient. 15. A brief examination **revealed** that the safe was broken. 16. What makes you **suppose** that they will be right? 17. Why did you **presume** that he is my boss? 18. We **suspected** that there was something wrong with the calculations.

**Pattern: verb + indirect object + bare infinitive**

**4. Say in which of the following sentences we can use a) a to-infinitive and b) a participle instead of a bare infinitive. Will the meaning be the same?**

1. Ann was too nervous before the job interview. She felt her face *turn* red. 2. I thought I heard someone *knock* on the door. 3. Did anybody see him *leave* the building? 4. We didn’t notice anyone *enter* the room. 5. I watched him *go* and then went home. 6. The official made me *fill out* a form. 7. I’ll have the secretary *make* a copy for you. 8. I’ll let everyone *know* my new address. 9. Can’t you ask one of your friends *help* you?

**LANGUAGE REVIEW 3**

**Infinitive constructions: complex subject**

**1. Paraphrase the following sentences according to the model.**

* They say/It is said that he is the richest man in the world. – *He is said to be the richest man in the world.*

1. They suspect that the accident happened owing to carelessness. 2. It is supposed that country’s original inhabitants were black. 3. It is presumed that he is now living in Spain. 4. They revealed that he had a certain talent for finding out useful information. 5. We understand that, in this document, “children” means people under fourteen. 6. They say that the government has taken steps to prevent officials from taking bribes. 7. They judge that a person is clever if they answer the questions in the right way. 8. It is known that he has been recently expelled form university. 9. It is universally imagined that a stone with a hole in it can serve as a talisman. 10. They felt that the plan would be a failure; nobody expected it to work. 11. It is expected that the talks will last two or three days. 12. It was announced that the train was late for half an hour. 13. Because of his name, they mistakenly assumed that he was a Frenchman. 14. It was alleged that nearly 1,000 public officials were members of an illegal secret society. 15. It is generally considered that Charles Babbage had invented the first computer. 16. They found that their interpretation was convincing. 17. People rumoured that she was a millionaire. 18. It has been declared that a special committee is investigating the conflict. 19. Later it was discovered that the statement was wrong. 20. It has been shown by the recent research that these cases are quite frequent.

**2. Put in one of the following a) adjectives: *due, liable,* (*not*) *likely, unlikely, certain, sure, bound* and b) verbs: *happen, chance, prove, turn out, come out.* More than one answer is possible in some sentences.**

(A) 1. There are \_\_\_\_\_ to be problems in a situation like this. It will be difficult to find a way out. 2. The situation on the job market is getting worse. Unemployment is \_\_\_\_\_ to increase this year. 3. He was \_\_\_\_\_ to show up without warning. 4. Do you think it’s \_\_\_\_\_ to rain in the afternoon? 5. If you work hard you are \_\_\_\_\_ to pass the exam. 6. I don’t think the manager will agree to see them. He’s \_\_\_\_\_to have any free time till next week. 7. His new book is \_\_\_\_\_ to be published next year.

(B) 1. The job \_\_\_\_\_ ed to be more difficult than we’d expected. 2. I \_\_\_\_\_ ed to see the letter on his desk. 3. The money they had promised us \_\_\_\_\_ ed \_\_\_\_\_ to be a tiny sum. 4. We \_\_\_\_\_ ed to meet him in London last week. 5. People’s answers during interviews \_\_\_\_\_ to be fairly predictable. 6. Several ministers have \_\_\_\_\_ ed to receive regular payments from the company.

**3. Write the sentence that means the same as the first. Use an appropriate form of the infinitive.**

* It appears that Olga is very happy in her job. – Olga appears to be very happy in her job.

1. It seems that we have no choice. 2. It didn’t seem that the rules were observed by the staff. 3. It appeared that they were still waiting for the decision to be announced. 4. It appears that he has never heard of such a thing. 5. It appears that you were given the wrong information. 6. It seems that they have been discussing the problem. 7. It seems that she hasn’t been informed about the meeting. 8. It turned out that the documents had been lost. 9. It turned out that they were unable to find our office because they were given the wrong address. 10. It seemed that he didn’t know the answer.

**Lesson 2**

**VOCABULARY 1**

**1. Guess the meaning of the following international words and complete the sentences below:** protest *n/v*, militarism *n*, advocate *v*, trivialize *v*, marginalize *v,* reformist *n*, tactics *n*.

1. He \_\_\_\_\_ traditional teaching methods. 2. A big crowd of demonstrators were \_\_\_\_\_ against cuts in health spending. 3. These bomb attacks represent a change of \_\_\_\_\_ by the terrorists. 4. Outside, a group of students were \_\_\_\_\_ research cuts. 5. The administration has been criticized for the \_\_\_\_\_ of its foreign policy. 6. Hitler has now become the symbol of the return of German \_\_\_\_\_ 7. He \_\_\_\_\_ the return of capital punishment. 8. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [decision](http://www.macmillandictionary.com/search/american/direct/?q=decision) [raised](http://www.macmillandictionary.com/search/american/direct/?q=raised) [a](http://www.macmillandictionary.com/search/american/direct/?q=a) [storm](http://www.macmillandictionary.com/search/american/direct/?q=storm) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) \_\_\_\_\_ [among](http://www.macmillandictionary.com/search/american/direct/?q=among) [farmers](http://www.macmillandictionary.com/search/american/direct/?q=farmers) [and](http://www.macmillandictionary.com/search/american/direct/?q=and) [agricultural](http://www.macmillandictionary.com/search/american/direct/?q=agricultural) [workers](http://www.macmillandictionary.com/search/american/direct/?q=workers). 9. I don't want to \_\_\_\_\_ the problem, but I do think there are more important matters to discuss. 10. Now that English has taken over as the main language, the country's native language has been \_\_\_\_\_.

**2. Study the following terms from the text.**

**Participatory democracy** – individual participation by citizens in political decisions and policies that affect their lives, esp. directly rather than through elected representatives.

**SDS (Students for a Democratic Society) –** a [student activist](http://en.wikipedia.org/wiki/Student_activism) movement in the [United States](http://en.wikipedia.org/wiki/United_States) that was one of the main representations of the country’s [New Left](http://en.wikipedia.org/wiki/New_Left). The organization developed and expanded rapidly in the mid-1960s before dissolving at its last convention in 1969. SDS has been an important influence on student organizing in the decades since its collapse. [Participatory democracy](http://en.wikipedia.org/wiki/Participatory_democracy), [direct action](http://en.wikipedia.org/wiki/Direct_action), radicalism, student power, shoestring budgets, and its organizational structure are all present in varying degrees in current American student activist groups. Though various organizations have been formed in subsequent years as proposed national networks for [left-wing](http://en.wikipedia.org/wiki/Left-wing) student organizing, none has approached the scale of SDS, and most have lasted a few years at best. A [new incarnation of SDS](http://en.wikipedia.org/wiki/Students_for_a_Democratic_Society_(2006_organization)) was founded in 2006.

**Draft card** – (military, US) the card issued to men who registered for the draft.

**Environmentalist –** a person who is interested in or studies the environment and who tries to protect it from being damaged by human activities.

**Pro-life *adj* –** opposing abortion and euthanasia.

**Pro-choice *adj* –** supporting the belief that a pregnant woman should have the freedom to choose an abortion (the intentional ending of pregnancy) if she does not want to have a baby.

**Reading and Speaking**

**1. Read the text and choose the best heading for each paragraph. Two of the headings are not needed.**

1. A new democratic youth organization is born.

2. The police trivialize students’ problems.

3. Anti-war theme gains popularity.

4. It is the media that influences social events greatly.

5. University lectures and meetings – “the whole world is watching”!

6. In spite of government ban, students protest.

7. New Left is old news.

8. Middle 60s: mass media shifts its attention.

**The media can make or**

**break a social movement**

The 1968 Democratic National Convention drew thousands of students who opposed the war in Vietnam to Chicago, despite warnings by Chicago’s Mayor Daley that demonstrations would not be allowed. When police attacked the demonstrators with billy clubs, bayonets, and tear gas, they began chanting “The whole world is watching! The whole world is watching!” And the whole world – or at least a large part of the American public – *was* watching, on live national TV broadcasts.

The students’ chant captured a new social fact. Since the civil rights movement of the 1950s, mass media (especially television newscasts) have played an active role in social movements. Protest leaders use the mass media to mobilize the public and get their message across. But the media are not simply a mirror, passively reflecting social developments. In choosing what stories to cover or not cover, and how to cover them, the media can make or break a social movement. The sociologists studied the impact of the media on Students for a Democratic Society (SDS), one of the leading organizations in the movement against the war in Vietnam.

SDS was founded in 1962 by a group of students who were committed to social equality, opposed to racism and militarism, and loosely socialist in outlook. The founders advocated true participatory democracy: “People should make the decisions that affect their lives.” At the beginning of 1965, SDS’s activities were confined to promoting ideas through meetings and lectures on college campuses.

In early 1965 the press began to talk about the “New Student Left.” In April, when SDS organized the first March on Wellington to protest the war in Vietnam, the media began to seek out SDS leaders and to cover demonstrations. By and large, the media trivialized the issues (focusing on age, dress, and slogans, not ideals), underestimated participation in demonstrations, marginalized participants (focusing on those who appeared deviant and unrepresentative of college students as a whole), and emphasized inflammatory behaviour (such as burning draft cards and waving the Vietcong flag)) The contrast between the hotheaded, ill-kempt demonstrators picked out by media photographers and cool-headed, neatly groomed government spokespeople and TV anchors was obvious.

In some ways, the Chicago convention was a turning point. Having survived the bloody attack by Chicago police, and having spent a whole week on camera, many demonstrators began to believe that the “revolution” had indeed begun. What next? SDS didn’t have an answer. Demonstrations against the war continued, but the media began to see them as “old news” and to shift its attention to new groups like the “Yippies.” By 1969, SDS had fallen apart. The leadership had divided into militant and reformist camps, and the organization had proved too fragile to handle swelling numbers of protestors. In the early the fight against the war moved to Congress, and the media began declaring “the New Left is dead.”

Since the social movements have become a staple of TV news and activists have almost become stock characters on the TV screen. All manner of groups have adopted the tactics and symbols of the antiwar movement from consumer advocates, environmentalists, gay activists, and pro-life and pro-choice forces to anti-government demonstrators inEastern Europe and Chinese students (who adapted the two-finger V sign American students used to symbolize peace as a symbol of victory). To some degree, opposition groups have become more sophisticated in their relations with the mass media. And the whole world is still watching.

**2. Read the text again and choose the best answer.**

1. What is the major media function?

a) to reflect a society development passively;

b) to show neatly groomed government officials on TV screens;

c) to take an active position in social life;

d) to divide a society into camps.

2. Why are these dates in the text important?

a) 1950; b) 1962; c) 1965; d) 1968; e) 1969.

**3. Characterize the media behavior and attitude toward the events described.**

**4. Why does the author call the Chicago convention “a turning point”?**

**5. What reasons are given for SDS failure by the end of 60s? Do you think the organization had a chance to start the revolution?**

**VOCABULARY 2**

**1. Using the appropriate suffixes (*-tion*, *-or*, *-ment*, *-ity*, *-ism*, *-ist*, *-ant*) give the nouns related for the following:** demonstrate (x 2), organize, move, equal, race, social, protest, active, environmental, participate (x 2).

**2. Using the prefixes (*un-*, *under-*, *anti*-, *pro*-) give words related for the following:** representative, estimate, war, life, choice, government. **State the meaning of the prefixes.**

**3. Explain the structure of the following compound words:** hotheaded, ill-kempt, cool-headed, spokespeople, newscast. **Translate them.**

**4. Using the information in the text say what adjectives can be used with the following nouns:** rights, fact, movements, democracy, characters, behaviour.

**5. Look through the text and match the verbs to the nouns they go with:**

|  |  |
| --- | --- |
| attack  capture  advocate  protest  mobilize  oppose  play  cover  study  shift  trivialize  marginalize | the war  the demonstrators  a fact  a role  the public  the impact  democracy  the war  demonstrations  the issues  participants  attention |

**6. Study the following words and complete the sentences below:** chant *v*, capture *v*, deviant *adj*, inflammatory *adj*, anchor *n,* fall apart *v*, staple *n*, stock *adj*.

1. Demonstrators \_\_\_\_\_ anti-government slogans in the square. 2. The new novel by this author presented a dull narrative with \_\_\_\_\_ characters. 3. \_\_\_\_\_ [behaviour](http://www.macmillandictionary.com/search/american/direct/?q=behavior) [is](http://www.macmillandictionary.com/search/american/direct/?q=is) [not](http://www.macmillandictionary.com/search/american/direct/?q=not) [considered](http://www.macmillandictionary.com/search/american/direct/?q=considered) [normal](http://www.macmillandictionary.com/search/american/direct/?q=normal) [or](http://www.macmillandictionary.com/search/american/direct/?q=or) [morally](http://www.macmillandictionary.com/search/american/direct/?q=morally) [correct](http://www.macmillandictionary.com/search/american/direct/?q=correct) [by](http://www.macmillandictionary.com/search/american/direct/?q=by) [most](http://www.macmillandictionary.com/search/american/direct/?q=most) [people](http://www.macmillandictionary.com/search/american/direct/?q=people). 4. [The](http://www.macmillandictionary.com/search/american/direct/?q=the) [NATO](http://www.macmillandictionary.com/search/american/direct/?q=nato) [alliance](http://www.macmillandictionary.com/search/american/direct/?q=alliance) [was](http://www.macmillandictionary.com/search/american/direct/?q=was) [in](http://www.macmillandictionary.com/search/american/direct/?q=in) [danger](http://www.macmillandictionary.com/search/american/direct/?q=danger) [of](http://www.macmillandictionary.com/search/american/direct/?q=of) \_\_\_\_\_. 5. The Democratic Party \_\_\_\_\_ 70% of the vote. 6. Some studies show that many violent criminals begin exhibiting \_\_\_\_\_ behaviour in early childhood. 7. Pictures of the bombed and burning city caused \_\_\_\_\_ feelings. 8. The late-night current affairs programme has a new \_\_\_\_\_. 9. Scandals are a newspaper \_\_\_\_\_.

**LANGUAGE REVIEW 1**

**Bare infinitive**

**1. Choose the correct alternative. Say in which sentences both variants are possible.**

1. I’ll let you *to know/know* my holiday dates next week. 2. All I wanted *to do/do* was *to cut/cut* the formalities short and *to get down to/get down* to business. 3. I should *to have been working/have been working*, not chatting with you. 4. You ought *to be/be* more careful with money. 5. We’d better not *to be/be* late for the meeting. 6. I’ll have the porter *to bring up/bring up* your bags. 7. They cannot but *to support/support* your project, other wise they won’t be able *to get/get* any profit. 8. The only thing I can *to do/do* is *to apologize/apologize*. 9. Why not *to take part/take* *part* in this business? 10. Who made you *to stay/stay* here and not to go/go away? 11. We were made *to explain/explain* everything in writing. 12. What they did was *to fire/fire* him. 13. I’d rather *to tell/tell* her what I think about their proposal. 14. They were seen *to drive away/drive* *away*. 15. Susan wood sooner *to miss/miss* her classes than *to refuse/refuse to go/go* to the disco. 16. We had nothing *to do/do* except *to look/look* at the posters. 17. I’ve have never known him *to say/say* thank you to anybody. 18. She was heard *to say/say* that she disagreed. 19. I’d like *to sit down/sit down* and *to have/have* a rest. 20. She needn’t *to do/do* all this work by herself.

**2. Use your own ideas or the prompts to** **speak about various careers and jobs. Discuss the following points making use of as many infinitives in various functions as you can:**

* What is necessary to choose a career? *– To begin with, to choose a career it is necessary to realize what your field of interest is.*

Prompts: to think about your abilities and preferences; to speak to your friends or parents; to ask sb for advice; to talk to a consultant; to get some information from the Internet; to look through newspapers and booklets; to turn to an experienced person for advice etc.

* What is important to do to be employed? – *Needless to say, the first thing to do is to find a good job.*

Prompts:to make up a career plan; to hunt for a job; to phone a job agency; to write a resume and a letter of application; produce a favourable impression at an interview etc.

* Which is preferable for you: a) to work part-time or full time; b) to work eight to five or be on flextime, c) to do shift work; d) to be a freelancer? Give your reasons. – *To be frank, it is certainly preferably for me to work part time. To start with, I haven’t made my choice yet and I’d like to try various jobs.*
* What do you think of various professions? Evaluate them: a model, a manager, a sociologist, a researcher, a reporter, a policeman, an interpreter, an accountant, a shop-assistant, a designer, a programmer. – *To tell you the truth, I find the profession of a teacher to be interesting and creative but rather tiresome. I wouldn’t like to become a school teacher – I’d rather work as a lecturer at university.*

Prompts:interesting, appealing, challenging, creative, difficult, insecure, dangerous, stressful, tiresome, monotonous, exhausting, boring, mechanical, tedious, well/badly paid etc.

**LANGUAGE REVIEW 2**

**Infinitive vs participle**

**1. Study the following sentences and compare the use of the participles and infinitives.**

1. I once heard him *give* a talk on Japanese politics. – As I walked past his office I heard him *talking* on the phone. 2. We conducted all the tests in the manner just *described*. – The method *being described* can be used universally. – The tests can be conducted in the manner *to be described* later. 3. The people *being observed* now and *to be observed* in our next experimentcome from different layers of society. 4. The facts *discussed* above and *to be considered* in more detail later, can no longer be ignored. 5. The success of a theory is partly judged by its success in explaining a wide range of phenomena both *known* and yet *to be detected*.

**LANGUAGE REVIEW 3**

**Infinitive vs gerund**

**1. Both the to-infinitive and the gerund can be the subject of a sentence. In subject position, the gerund is much more usual than the to-infinitive. But there are structures in which the to-infinitive is preferred. Look at the following sentences and choose an appropriate or more commonly used form.**

1. *Keeping/To keep* a copy of the documents was a good idea. 2. It was a good idea *to keep/keeping* copies of the documents. 3. *Being liked/To be liked* doesn’t count so much in politics as outsiders think. 4. There’s nothing you can do about the situation, so it’s no use *to worry/worrying* about it. 5. It was silly of you *mentioning/to mention* that in her presence. 6. Which is it better: *to listen/listening* to a lecturer or *to look/looking* through someone’s notes of the lecture? 7. It’s a nuisance *to have/having* no useful information at hand. 8. It’s an important thing *to agree/agreeing* on this matter. 9. It was quite an experience *to do/doing* our own project. 10. So you think it is worth *reading/to read* this book?

**2. Some verbs in this exercise take either a to-infinitive or a gerund without any noticeable change of meaning. Say in which of the following sentences only one option is correct and in which both options are possible.**

1. ***Begin, commence, start:*** I’m beginning *to understand/understanding* what he means. I began *teaching/to teach* in 2005. I’ll begin by *thanking/to thank* you all for being here today. He began *realizing/to realize* how responsible his post was. After waiting for an hour, the visitors started *to complain/complaining*. What Kerry said started me *thinking/to think*. They will commence *building/to build* the new office immediately.

2. ***Continue, go on, keep (on):*** They ignored me and *continued to discuss/discussing* something. Mr O’Brian went on *to work/working* until he was 90. You just have to keep on *trying/to try*. Keep *going/to go* until you get to the traffic lights and then turn left.

3. ***Adore, like, love, enjoy, fancy, imagine:*** She adores *taking part/to take part* in various competitions and contests. Young children enjoy *to help/helping* round the house. We’d love you *to come/coming* and stay/staying with us. My father loves *listening/to listen* to classical music. We all love *to talk/talking* about ourselves. I like *to get up/getting up* early so that I can have a run before breakfast. I didn’t like *to disturb/disturbing* you while you were eating. Would you like *to come/coming* to lunch on Sunday? Sorry but I don’t fancy *going/to go* out tonight. Fancy *to meet/meeting* you here! I can’t imagine myself *walking/to walk* all that way. Imagine *doing/to do* a horrible job like that!

4. ***Can’t bear, can’t endure, can’t stand, detest, dislike, dread, hate, loath, resent:*** I can’t bear *writing/to write* reports. Lily can’t stand *working/to work* in an office. I can’t stand people *smoking/to smoke* around me when I’m eating. We can’t stand *to hear/hearing* you arguing. He couldn’t endure *to be treated/being treated* like that; so he decided to raise the issue at the next meeting. It’s not just that I don’t like computer games – Iabsolutely detest *to play/playing* them.I really dislike *apologizing/to apologize* for what I didn’t do. I dread *to think/thinking* what other people may think. She dreaded *having/to have* to tell him what had happened. I just hate *to see/seeing* you making a fool of yourself. I hate *to bother/bothering* you but did you pick up my keys by mistake? We hate *to see/seeing* the countryside spoiled. I hate *to stay/staying* after work on Fridays. My husband absolutely loathes *shopping/to shop*. He loathed *making/to make* public speeches. Louise bitterly resented *being treated/to be treated* differently from the men. I strongly resented *having/to have* to work such long hours.

5. ***Bother,*** ***desire,*** ***intend,*** ***mind, prefer, want, wish:*** Don’t bother *to wait/waiting* for me – I’ll catch you up later. They desired *returning/to return* home as soon as possible. I certainly don’t intend *waiting/to wait* here all day. I don’t mind what *to do/doing* – It’s your decision. Do you mind *chairing to/chair* the meeting? I’m not feeling well.Would you mind *to open/opening* the door for me? When travelling for pleasure, Helen prefers *to go/going* by train *to fly/to flying.* When travelling on business, Helen prefers *to go/going* by train rather than *fly/flying*. Helen would prefer *taking/to take* a guided tour. Is there anything specific you want *to learn/learning* about? We wish *making/to make* a complaint about one of your workers.

**3. With some verbs and phrases, the choice of a to-infinitive or a gerund depends on the meaning.**

(A) **Put the verbs in brackets into the correct form explaining your choice.**

1. I must remember (post) this letter today. It’s important. – I can remember (post) the letter. It was on Friday morning. 2. A few minutes before the presentation started, I realized I had forgotten (take) the handouts with me. – I’ll never forget (make) my first presentation when I didn’t remember (bring) the handouts. 3. We regret (inform) you that we are not taking on any new staff at present. – It was a difficult month. We regret (not/take on) some part-time workers. 4. I’m trying (run) this computer program. – I tried (click) on the box, but it doesn’t work. 5. I can’t hear anything. Please stop (talk) all at once. – It’s time we stopped (think) about our next move. 6. I’m applying for a visa; it means (fill in) this form. – I think Nick didn’t mean (insult) you. 7. The teacher introduced herself and went on (explain) the course. – The teacher told everyone to be quiet, but they just went on (talk). 8. The player isn’t working. I need (replace) the batteries. – The batteries in the player need (replace). 9. I can’t help (feel) that there has been a mistake. – I can’t help you (type) your letters now. I’m finishing my report. 10. You must learn (treat) the client as a person, not a bag of money. – Where did you to learn (type)? 11. When I was young, we were taught (treat) older people with respect. – They teach fast (read) using different methods. 12. The consultant advised us (change) advertising methods. – She advised to (use) outdoor advertising. 13. Do you allow candidates (use) dictionaries in this examination? – These circumstances allowed (reach) an agreement. – People in prison in the UK are not allowed (vote) in elections. 14. They don’t permit the visitors (to enter) this part of the building. They don’t permit (enter) this part of the building. 15. They were forbidden (leave) their working places till lunch time. – The company rules forbid (use) any company equipment for private purposes. 16. Dana’s parents encourage her in her ambition (become) a researcher. – They encourage (conduct) investigations in this promising field of knowledge.

**(B) Choose the correct alternative. Explain your choice. In which sentences both variants are possible?**

**Be interested to do/in doing:** 1. Simon is interested *in collecting/to collect* stamps. – Simon would be interested *to see/in seeing* your collection. – Simon was interested *in seeing/to see* your collection. 2. Julia is interested *in starting/to start* her own business. 3. Ask George for his opinion. We’d be interested *in knowing/to know* what he thinks.

**Be pleased to do/about doing**: 1. Karen was pleased *to win/about winning* a prize. 2. I’m pleased *about meeting/to meet* you.

**Be afraid to do/of doing:** 1. The old man is afraid *to cross/of crossing* the street. – He’s afraid *of being hit/to be hit* by a car. 2. I don’t usually carry my passport with me. I’m afraid *to lose/of losing* it. 3. I was afraid *of telling/to tell* the manager about the delayed order.

**Be ashamed to do/of doing**: 1. I’m ashamed *of making/to make* mistakes in my English. – I’m ashamed *to open/of opening* my mouth.

**Be anxious to do/about doing:** 1. Jane was anxious *about making/to make* a mistake. 2. Corrine was anxious *to get/about getting* home as soon as possible.

**Be/seem sure/certain to do/of doing:** 1. Don’t ask Michael to greet the visitors. He is sure *to get/of getting* nervous and say/saying something stupid. 2. Michael seems very sure *of making/to make* a good impression on the visitors.

**(Be) sorry to do/for doing:** 1. I’m sorry *to have made/for having made* such a fuss. 2. Sorry to disturb you/for disturbing you, but can I have a word? 3. I’m sorry *to tell/for telling* you this, but your work is not of the required standard. 4. I was sorry *to hear/for hearing* about your mother. 5. I’m sorry *for being/to be* late last night. I didn’t realize the time. 6. Sorry *to disturb/for disturbing* you but have you got a pen I could borrow?

**Agree to do/with doing:** 1**.** I don’t agree *with dumping/to dump* waste in the sea 2. We all agreed *to meet/with meeting* the next day.

**Tell sb to do/about doing:** 1. I told you *to lose/about losing* my credit card, didn’t I? – I told you *about keeping/to keep* that card safe.

**Remind sb to do / of doing:** 1.This reminds me *to ski/of skiing* in the Alps years ago. 2. Why didn’t you remind me *of listening/to listen* to the weather forecast?

**SELF-STUDY**

**GRAMMAR REFERENCE**

**I**

**Infinitive**

|  |  |  |
| --- | --- | --- |
| **FORM** | **Active** | **Passive** |
| **Simple** | to V | to be V3ed |
| **Continuous** | to be Ving | – |
| **Perfect** | to have V3ed | to have been V3ed |
| **Perfect Continuous** | to have been Ving | – |

Besides the ordinary simple infinitive (e.g. to work, to be done), there are also continuous and perfect forms. Continuous infinitives suggest that actions and events are/were/will be continuing around the time we are speaking about.

*It’s nice to be sitting here with you.*

*I noticed that he seemed to be**constantly complaining.*

Perfect infinitives can have the same meaning as perfect tenses or past tenses. We also use perfect infinitives to talk about “unreal” past events: things that didn’t happen.

*It’s nice to have finished work.* (*= It’s nice that I have finished.*)

*I’m sorry not to have come on Thursday.* (*= … that I didn’t come …*)

*I meant to have telephoned, but I forgot.*

*You were to have come to the seminar. Why didn’t you?*

Negative infinitives are made by putting *not* before the infinitive.

*You were silly not to have locked your car.*

**FUNCTIONS**

Infinitives have a number of functions in the sentence. An infinitive can be used as

* the subject of a clause;

As the subject of the sentence the infinitive can either precede the verb phrase or follow it. In the latter case the sentence begins with the introductory subject *It*. The structure with *it* is more common.

*To have a well-paid job is his only dream.*

*It’s nice to**be working here with you.*

* part of the verb phrase;

*His desire was to get a good education.*

*This point is easy to discuss.*

*Things might improve.*

*The crisis in the company began to tell on everybody.*

* an object;

*I learned to drive a car when I was sixteen.*

* an attribute;

*There’s a lot of work to do.*

*There’s nothing to be done.*

*She was the first**to come**and the last**to leave.*

* an adverbial of purpose , result, attendant circumstances or condition;

*He came to London to look for work.*

*I’m going to leave now, so as not to be late.*

*Such examples are too numerous to be treated as exceptions.*

*She is wise enough to decide for herself.*

*She argued with her colleagues only to find out she was wrong.*

*He would do better not to come here.*

* a sentence adverbial (parenthesis).

*To begin with, I don’t understand you.*

*To be sure, a great progress in sociology has been made in the last few decades.*

*To tell the truth, I’m beginning to find her a bit of a bore.*

*He is acting, to say the least, rather rashly.*

As parenthesis the infinitive is used as part of some set expressions, such as:

to begin/start with/to start (things) off – по-перше, перш за все, зпочатку; почати з того, що \_\_\_\_\_;

to sum up, to summarize – підсумовуючи все сказане, потрібно сказати, що \_\_\_\_\_;

to conclude (with) – на закінчення потрібно сказати, що \_\_\_\_\_;

to make/cut a long story short, to put it briefly – коротко кажучи;

to put it in a nutshell – підсумовуючи все сказане, коротко кажучи;

to crown/cap/top it all – на довершення всього;

to come back to/coming back to (the subject); to get back to the point/to return to the subject– повернемося до теми обговорення;

to put (it) in another way – інакше кажучи;

so to say/speak – так би мовити;

that is to say – тобто, інакше кажучи, іншими словами;

that is not to say – це (ще) не означає, що \_\_\_\_\_;

to put it more exactly, to be more exact/precise – якщо бути точним;

suffice it to say – досить сказати, що \_\_\_\_\_;

not to mention– не кажучи вже про \_\_\_\_\_;

to mention but/only (one, a few) – назвемо лише декілька, зокрема;

needless to add/mention/say – зайво додавати, згадувати, говорити; само собою зрозуміло;

to say nothing of – не кажучи вже про \_\_\_\_\_, не враховуючи;

to say the least – м’яко кажучи, без будь-яких перебільшень;

to put it no higher– говорячи без перебільшення;

not to say – щоб не сказати;

not to mention/speak of – не кажучи вже про \_\_\_\_\_, не тільки що;

to be on the safe side – про всяк випадок, для більшої вірності

to be sure – звичайно, безумовно, авжеж;

come to speak of it – якщо вже про це пішла мова; до речі;

come to think of it – подумавши, добре розміркувавши, якщо задуматися;

to say in all honesty – правду сказати, по правді кажучи;

to tell/say/speak the truth; to be truthful – правду кажучи, сказати правду, щиро кажучи, признатися;

to be (quite) frank/honest – відверто кажучи;

not to put a fine/too fine a point/upon it – говорячи прямо/щиро/відверто;

to make the matters/things worse – більш того, понад усе, на довершення всього (всіх неприємностей);

to put it mildly – м’яко кажучи;

to put it bluntly; to put/speak (more) plainly – просто кажучи;

to put it in its crudest terms – говорячи прямо, без натяків.

**Infinitives without *to***

The marker *to* is normally used before infinitives. (Note that this *to* is not a preposition; after the preposition *to* we use gerunds.) But there are some cases when the infinitive is used without *to* (the so-called *bare infinitive*):

* after modals *will, would, shall, should, can, could, may, might, needn’t and must.* We also use the infinitive without *to* after modal phrases *had better*, *would rather;*

*You should have warned us beforehand.*

*I’d rather wait here.*

*We’d better start at once.*

* after some verbs followed by *object + infinitive*, such as *let, make, see, hear, feel, watch, notice.* The verb *help* can also be used in this way;

*She made them all work.*

*I won’t let**you do it.*

*I didn’t see you come in.*

*Could you help me (to) check the figures?*

This structure is also possible with *have* (meaning “cause somebody to do something” or “experience”)and *know* (meaning “experience”).

*I’m ready to see**Mrs Hansen. Have her come in, please.*

*I had a very strange thing happen to me some day.*

*I’ve never known him (to) behave like this.*

Note that in passive versions of theses structures the infinitive with *to* is used.

*She was heard to say that she disagreed.*

*I was made to write everything down in detail.*

* after *why* (*not*) introducing questions and suggestions;

*Why pay more at other shops? We have the lowest prices.*

*You’re looking tired.**Why not take**a holiday****?***

* after *and*, *or*, *except*, *but*, *than*, *as* and *like*. When two infinitive structures are joined by the above words, the second is often used without *to*.

*It’s easier to do it yourself than explain to somebody else how to do it.*

*He’d sooner die than borrow money from anybody.*

*I’m ready to do anything now but write the report.*

*I can’t but agree to his terms.*

*Rather than wait for the bus any more, I decided to go home by taxi.*

* after *do.*

Expressions like *All I did was* \_\_\_\_\_*, What I do is* \_\_\_\_\_*,* etc can be followed by an infinitive without *to*.

*All I did was (to) tell him the truth.*

**Verbs followed by infinitives**

**(A)**

**Verb + infinitive**

afford learn

agree manage

aim offer

appear plan

arrange pretend

claim promise

decide prove

deserve refuse

fail seem

forget tend

hope threaten

*We failed to attract their attention.*

*The situation threatened to get worse.*

**(B)**

**Verb + (object) + to-infinitive**

ask would like

beg would love

expect would hate

help would prefer

mean (=intend)

want

*We expected to be late.*

*We expected you to be late.*

**Verb + object + to-infinitive**

get (=persuade, arrange for) teach

enable tell

invite order

force persuade

remind warn

*Can you remind me to phone Dr White tomorrow?*

**Verbs and Phrases Used with Infinitives and Gerunds**

1. Either gerunds or to- infinitives are used with little or no difference in meaning after:*begin, start, continue, like, love, hate, prefer, attempt, intend, bother, can’t bear.*

*We intend buying/to buy some new equipment.*

*Don’t bother locking/to lock the door.*

Note 1: After continuous forms of *begin* and *start*, infinitives are preferred.

*I’m beginning to learn German.*

Infinitives are also used with *understand, realize* and *know*.

*He started to realize that if you wanted to eat you had to work.*

Note 2: To talk about enjoying activities in general, we can use gerunds or infinitives after *like*.

*I really like walking/to walk in the woods.*

A gerund is used when we talk about enjoying something on one occasion. An infinitive is used to talk about choices and habits.

*I really liked working with you on the project last month.*

*I like to read my mail early in the morning.*

*I didn’t like to disturb you at home.*

Note 3: When we say that we prefer one activity to another, two gerunds can be used.

*He prefers doing everything by himself to working in a team.*

*Prefer* can also be followed by an infinitive.

*She prefers to make toys for children rather than buy them.*

Note 4: After *would like, would love, would hate* and *would prefer* infinitives are normally used.

*I’d like to tell you something.*

*“Can I give you a lift” – “No, thanks, I’d prefer to walk.*

2. These verbs and phrases can be followed by gerunds or infinitives with a difference in meaning:

|  |  |
| --- | --- |
| **GERUND** | **TO-INFINITIVE** |
| **remember/forget** | |
| *I clearly remember locking the door.*  *I’ll never forget going to Paris on summer holidays.* –*–* to look back at the past (at things that we did). | *I remembered to lock the door when I left.*  *Don’t forget to type those papers, please. –* to look forward in time (at things that we still have or still had to do at the moment of remembering or forgetting. |
| **go on** | |
| *The boss went on talking for half an hour. –* in the sense of “continue”*.* | *After discussing the performance, he then went on to talk about our plans.* *–* to refer to a change of activity. |
| **regret** | |
| *He regrets leaving school at 14.* *–* to look back at the past(at something we are sorry we did). | *We regret to say that we are unable to help you.* – to report bad news, mostly with the verbs***announce, inform, say, tell.*** |
| **advise, allow, permit, forbid, encourage, recommend** | |
| *I wouldn’t advise taking the car – there’s nowhere to park.* – in active clauses if there is no object after these verbs. | *I wouldn’t advise you to take the car – there’s nowhere to park.* – in active clauses if there is an object after these verbs.  *People are not permitted to smoke in the lecture room.* – in passive clauses. |
| **try** | |
| *We tried apologizing and repairing the damages, but she still wouldn’t speak to us.* – to talk about making an experiment (doing something to see what will happen). | *I tried to open the door, but the key wouldn’t turn in the lock.* – to talk about making an effort to do something difficult. |
| **stop** | |
| *I stopped reading this journal****. –*** to refer to the end of some activity. | *I stopped to buy a newspaper.* *–* to refer to purpose. |
| **help** | |
| *I couldn’t help overhearing them because they were talking very loudly.* *–* to mean that we can’t stop ourselves even if we don’t want to do it. | *Can you help me (to) move that table?* – in its usual meaning of “aid” or “assist”. |
| **need** | |
| *The batteries in the radio need changing.* – to say that something needs to be done. | *The batteries in the radio need to be changed.* – with passive infinitives.  *He needs to work harder if he wants to make progress.* – to say that it is necessary for us to do something*.* |
| **mean** | |
| *If you want to pass the exam it will mean studying hard.* *–* in the sense of “involve”, “have a result”. | *I don’t think she meant to insult you. –* in the sense of “intend”*.* |
| **learn, teach** | |
| *She goes to the courses twice a week to learn typing. –* to refer to lessons or subjects of study. | *She taught herself to type.* – to talk about the results of the study (about successfully learning a skill). |
| **be afraid/ashamed** | |
| *He doesn’t like to make suggestions because he is afraid of being criticized or laughed at*. *–* to talk about fear of things that happen accidentally. | *I’m not afraid to tell her the truth.* – to talk about things we do intentionally*.* |
| **be sorry** | |
| *I’m sorry for/about losing my temper this morning.* – to refer to past things that we regret. | *I’m sorry to have woken you up.* – to refer to past things that we regret (with perfect infinitives)  *Sorry to disturb you. Could I speak to you for a moment?* – to apologize for current situations (things that we are doing or going to do, or that we have just done.) |
| **be/seem certain/sure** | |
| *He seems very sure of passing the exam. –* to refer to the feelings of the person we are talking about. | *He is sure to succeed (= I am sure that he will succeed)* – to refer to the speaker’s or writer’s own feelings. |
| **be interested** | |
| *I’m interested in working in Italy. Do you know anybody who could help me?* – to talk about a wish to do something. | *I was interested to read in the paper about that discovery.* – to talk about reactions to things we learned. |

Note: To talk about a wish to find out something, both gerunds and infinitives are common.

*I’m interested in finding out/to find out how they coped with the task.*

**Infinitive Constructions**

**1. For + to-infinitive structure**

* **For + noun/object pronoun + to-infinitive**

The above structure is very common in English. It is used when an infinitive needs its own “subject” and has the same functions in the sentence as the ordinary infinitive.

*For us to fail now would be a disaster.*

*It would make me very happy for this candidate to lose the election.*

* **Adjective + for + object + infinitive**

The *for + to-infinitive* construction can be used after certain adjectives which express wishes and other personal feelings about the importance or value of future events: *anxious, eager, delighted, reluctant, willing.*

*I’m eager for the presentation to be a success.*

* **It … + adjective + for + object + infinitive**

For-structures with the preparatory*It* are common with many adjectives expressing possibility, importance, urgency, frequency and value judgements: *easy, essential, good, important, impossible, unnecessary, strange, usual, vital, necessary, pointless, unimportant, normal, rare, right, wrong.* Note that *likely* and *probable* are not used like this.

*It seems unnecessary for him to start work this week.*

*The manager is likely to arrive this evening.*

But: *It’s probable that he will be in a bad temper.*

* **Noun + for + object + infinitive**

The structure can also be used after nouns in expressions with meaning similar to the adjectives listed above: *time, a good/bad idea, plan, aim, need, request, mistake, shame.*

*It’s time for everybody to start working.*

* **Indefinite** **pronoun/adverb +** **for + object + infinitive**

*Something, anything, nothing, somebody, anybody, nobody, somewhere, anywhere, nowhere* are often followed by*for + object + infinitive.*

*I must find somewhere for my daughter to practice the piano.*

* **Verb+ for + object + infinitive**

Verbs which are normally followed by *for* can often be used with this structure: *arrange, ask, hope, look, pay, wait.* A few other verbs can be used like this: *suit, take (time).*

*Anne asked for the designs to be ready by Friday.*

*When will it suit you for us to call?*

*It took twenty minutes for me to find the papers.*

* **After *too* and *enough***

A for-structure is often used after *too* and *enough*.

*I explained enough for everybody to understand.*

*There are too many applicants for me to talk to all of them.*

* **For there to be**

The infinitive of *there* (*be*) structure can be used after *for*.

*I’m anxious for there to be plenty of time for discussion.*

**2. Complex object: verb + object + infinitive**

1. Some common verbs that can be followed by ***object + to-infinitive***: *advise, allow, ask, (can’t) bear, beg, get* (*= “cause, persuade”*)*, cause, command, compel, encourage, expect, forbid, force, get, hate, help, instruct, intend, invite, like, love, mean, need, oblige, order, permit, persuade, prefer, recommend, request, teach, tell, tempt, trouble, want, warn, wish.*

*See if you can get the car to start.*

*Get George to help us if you can.*

*Our main task is to help the company (to) become profitable.*

*We do not wish our names to appear in the report.*

Some verbs that refer to thoughts, feelings and opinions can be followed by ***object + to-infinitive*** in a formal style: *believe, consider, feel, find, know, think, understand*. In an informal style, that-clauses are more common. *To be* can be dropped after *consider*.

*They believed her to be reliable.* (*= They believed that she was reliable.*)

*The testers found this bicycle to be the best value for money.*

*We considered him (to be) an excellent choice.*

2. *Let, make* (*= “cause”*)*, have* (*= “cause, order, instruct”*)*, see, hear, feel, watch, notice,* and sometimes *know* (= *“experience”*) and *help* are followed by ***object + bare infinitive***.

*She didn’t let us see what she was doing.*

*I can’t make the machine work.*

*I’m ready to see Mr Smith. Have him come in, please.*

*The manager had everybody fill out the form.*

*I’ve never known it (to) rain like this.*

*Can you help me (to) find my keys?*

Note 1: In passive structures the *to-infinitive* is used.

*She was made to repeat the whole story.*

Note 2: Verbs of perception can be followed by ***object + bare infinitive* or *object + -ing form*/*-ed form****.* After these verbs, an infinitive (and an *-ed* form for expressing a passive meaning) suggests that we hear or see the whole of an action or event; an *-ing* form suggests that we hear or see something in progress, going on. After *can/could see/hear,* only the *-ing* structure is used.

*I saw her cross the street.* (*= I saw her cross it from one side to the other.*)

*I saw her carried away by the ambulance. (She was carried away by the ambulance. I saw it.)*

*I saw her crossing the street.* (*=I saw her in the middle, on her way across.*)

*I could see John getting on the bus.*

**3. Complex subject**

* **Subject + active verb + infinitive**

These verbs in the active form are followed by a to-infinitive: *appear, seem, prove, turn out, come out, happen, chance.*

*As it happened their advice proved to be wrong.*

*His statement turned out to be false.*

* **Subject + passive verb + infinitive**

These verbs in the passive form are followed by a to-infinitive: a) verbs of senses: *hear, see, observe, watch;* b) verbs of mental activity: *believe, know, consider, suppose, expect, think, understand,* c) verbs of reporting: *say, report;* d) verbs of permission and inducement: *make, force, allow, let.* We can use not only simple but also continuous and perfect forms of infinitives.

*For a long time his assumption was considered to be correct.*

*Seven people are understood to have been injured in the accident.*

* **Subject + (be) + adjective + infinitive**

Some adjectives are followed by a to-infinitive which denotes an action referring to the future: *due, liable, (not) likely, unlikely, certain, sure, bound.*

*The conference is due to start in three weeks’ time.*

*My own feeling is that the decision is liable to offend many people.*

*I’m likely to be busy tomorrow.*

*He’s unlikely to agree.*

*He is sure/certain to win – the other candidate hasn’t got a chance.*

*You’ve done so much work that you are bound to pass the exam.*

**Reading**

**I**

**Environment and Society**

The human species has prospered, rapidly expanding over the entire planet. An increasing share of the global population now lives in cities, complex settlements that offer the promise of a better life than that found in rural villages. But these advances have come at a high price. Never before in history have human beings placed such demands on the planet. This disturbing development brings us to the interplay between the natural environment and society. Like demography, ecology is another cousin of sociology, formally defined as the study of the interaction of livingorganisms and the natural environment. Ecology rests on the research of natural scientists as well as social scientists. This text focuses on the aspects of ecology that involve familiar sociological concepts and issues.

The natural environment is Earth’s surface and atmosphere including living organisms,air, water, soil, and other resources necessary to sustain life. Like every other species, humans depend on the natural environment to survive. Yet with our capacity for culture humans stand apart from other species; we alone take deliberate action to remake the world according to our own interests and desires for better and for worse.

Why is the environment of interest to sociologists? Simply because environmental problems – from pollution by acid rain to global warming – do not arise from the natural world operating on its own. Such problems result from the specific actions of human beings, so they are *social* problems. The study of the natural environment requires a global perspective. The reason is simple: regardless of political divisions among nations, the planet is a single ecosystem, a system composed of the interaction of all living organisms and their natural environment.

The Greek meaning of *eco* is “house”, reminding us that this planet is our home and that all living things and their natural environment are interrelated. A change in any part of the natural environment ripples throughout the entire global ecosystem.

Consider, from an ecological point of view, North Americans’ national love of eating hamburgers. People in North America (and, increasingly, around the world) have created a huge demand for beef, which has greatly expanded the ranching industry in Brazil, Costa Rica, and other Latin American nations. To produce the lean meat sought by fast-food corporations, cattle in Latin America feed on grass, which requires a great deal of land. Latin American ranchers get the land for grazing by clearing thousands of square miles of forests each year. These tropical forests are vital to maintaining Earth’s atmosphere. Deforestation ends up threatening everyone, including people in the United Stales enjoying their hamburgers.

Members of societies with simple technology – the hunters and gatherers – hardly affect the environment, because they are small in number, are poor, and have only simple technology. On the contrary, nature affects their lives as they follow the migration of game, watch the rhythm of the seasons, and suffer from natural catastrophes such as fires, floods, droughts, and storms.

Societies at intermediate stages of technological development have a somewhat greater capacity to affect the environment. Such societies are both larger and richer. But the environmental impact of horticulture (small-scale farming), pastoralism (the herding of animals), and even agriculture (the use of animal-drawn plows) is limited because people still rely on muscle power for producing food and other goods.

Humans’ ability to control the natural environment increased dramatically with the Industrial Revolution. Muscle power gave way to engines that burn fossil fuels: coal at first and then oil. Such machinery affects the environment in two ways: we consume more natural resources, and we release more pollutants into the atmosphere. Even more important, armed with industrial technology, we are able to bend nature to our will, tunneling through mountains, damming rivers, irrigating deserts, and drilling for oil in the arctic wilderness and on the ocean floor. This explains why people in rich nations, who represent just 18 percent of humanity, now use 80 percent of the world’s energy.

The environmental impact of industrial technology goes beyond energy consumption. Just as important is the fact that member of industrial societies produce 100 times more goods than people in agrarian societies do. Higher living standards in turn increase problem of solid waste (since people ultimately throw away most of what they produce) and pollution (since industrial production generates smoke and other toxic substances).

From the start, people recognized the material benefits of industrial technology. But only a century later did they begin to see the long-term effects on the natural environment. Today, we realize that the technological power to make our lives better can also put the lives of future generations at risk, and there is a national debate about how to address this issue.

Evidence is mounting that we are running up an environmental deficit, profound long-term harm to the natural environment caused by humanity’s focus on short-term material affluence. The concept of environmental deficit is important for three reasons. First, it reminds us that environmental concerns are sociological, reflecting societies’ priorities about how people should live. Second, it suggests that much environmental damage to the air, land and water – is unintended. By focusing on the short term benefits of, say, cutting down forests, strip mining, or using throwaway packaging, we fail to see their long-term environmental effects. Third, in some respects, the environmental deficit is reversible. Societies have created environmental problems but can also undo many of them.

**Reading Comprehension**

1. What, according to the author, can cause the disturbance of global ecosystem?

2. In your opinion, why are sociologists interested in environmental problems?

3. What is the situation with an environmental deficit like today?

4. Summarize the text in your own words.

**II**

**Culture: Growth and Limits**

Whether we recognize environmental dangers and decide to do something about them is a cultural matter. Thus along with technology, culture has powerful environmental consequences.

When you turn on the television news, you might hear a story like this: “The government reported good economic news today, with economy-growing by 3.2 percent during the first quarter of the year”. If you stop to think about it, our culture almost always defines growth as good. An economy that isn’t growing is “stagnant” (which is bad); one that is getting smaller is in a “depression” (which is very bad). More cars, more and bigger homes, more income, more spending – the idea of more is at the heart of our cultural definition of living well.

One of the reasons we define growth in positive terms is that we value material comfort, believing that money and the things it buys improve our lives. We also believe in the idea of progress, thinking the future will be better than the present. In addition, we turn to science to make our lives easier and more rewarding. In simple terms, “having things is good”, “life gets better” and “people are clever”. Taken together, such cultural values form the logic of growth.

An optimistic view of the world, the logic of growth holds that more powerful technology has improved our lives and new discoveries will continue to do so in the future. Throughout the history of the United States and other high-income nations, the logic of growth has been the driving force behind settling the wilderness, building towns and roads, and pursuing material affluence.

However, “progress” can lead to unexpected problems, including strain on the environment. The logic of growth responds by arguing that people (especially scientists and other technology experts) will find a way out of any problem that growth places in our path, for example, before the world runs short of oil, we will come up with hydrogen, solar, or nuclear engines or some other as yet unknown technology to meet the world’s energy needs.

Environmentalists counter that the logic of growth is flawed because it assumes that natural resources such as oil, clean air, fresh water, and topsoil will always be plentiful. We can and will exhaust these finite resources if we continue to pursue growth at any cost. Environmentalists warn that if we call on Earth to support increasing numbers of people, we will surely deplete finite resources, destroying the environment – and ourselves – in the process.

If we cannot invent our way out of the problems created by the logic of growth, perhaps we need another way of thinking about the world. Environmentalists therefore counter that growth must have limits. Stated simply, the limits to growth thesis is that humanity must put in place policies to control the growth of population, production, and use of resources in order to avoid environmental collapse.

In *The Limits to Growth*, a controversial book that was influential in launching the environmental movement, Donella Meadows and her colleagues used a computer model to calculate the planet available resources, rates of population growth, amount of land available for cultivation, levels of industrial and food production, an amount of pollutants released into the atmosphere. The authors concede that any long-range predictions are speculative, and some critics think they are plain wrong. But right or wrong, the conclusions of the study call for serious consideration. First, the authors claim that we are quickly consuming Earth’s finite resources. Supplies of oil, natural gas, and other energy sources are already falling sharply and will continue to drop, a little faster or slower depending on the conservation policies of rich nations and the speed with which other nations such as India and China continue to industrialize. Within the next 100 years, resources will run out and cripple industrial output, which will also cause a decline in food production.

This limits-to-growth theory shares pessimism about the future. People who accept it doubt that current patterns of life are sustainable for even another century. Perhaps we all can learn to live with less. This may not be as hard as you might think. Research shows, for example, that as material consumption has gone up in recent decades, there has been no increase in levels of personal happiness. In the end, environmentalists warn, either make fundamental changes in how we live, placing less strain on the natural environment, or widespread hunger and conflict will force change on us.

**Reading Comprehension**

1. Speak of positive and negative impact of technology progress on the environment.

2. Define the difference between the logic of growth and the limits to growth.

3. What are the environmentalists’ predictions as for Earth’s finite resources?

4. Summarize the text in your own words.

**III**

**Solid Waste: The Disposable Society**

Across the United States, people generate a massive amount of solid waste – about 1.4 billion pounds every day. As a rich nation of people who value convenience, the United States has become a disposable society. This country consumes more products than virtually any other nation, and many of these products have throwaway packaging. For example, fast food is served with cardboard, plastic and Styrofoam containers that are thrown away within minutes. Countless other products, from film to fishhooks, are elaborately packaged to make the products more attractive to the customer and to discourage tampering and theft.

Manufacturers market soft drinks, beer, and fruit juices in aluminum cans, glass jars, and plastic containers, which not only consume finite resources but also generate mountains of solid waste. Then there are countless items intentionally designed to be disposal pens, razors, flashlights, batteries, even cameras. Other products, from light bulbs to automobiles, are designed to have a limited useful life and then become unwanted junk. Even the words we use to describe what we throw away – waste, lift trash, refuse, garbage, rubbish – show how little we value what we cannot immediately use.

Living in a rich society, the average person in the United States consumes hundreds of times more energy, plastics, lumber, water, and other resources than someone living in a low-income country such as Bangladesh or Tanzania and nearly twice as much as people in some other high-income countries such as Sweden and Japan. This high level of consumption means not only that people in the United States use a disproportionate share of the planet’s natural resources but also that they generate most of the worlds refuse.

We like to say that we throw things “away”. But 80 percent of our solid waste never goes away. Rather, it ends up in landfills, which are, literally, filling up. Material in landfills can pollute underground water supplies. Although in most places, laws now regulate what can be discarded in a landfill, the Environmental Protection Agency has identified 30,000 dump sites across the United States containing hazardous materials that are polluting water both above and below the ground. In addition, what goes into landfills all too often stays there, sometimes for centuries. Tens of millions of tires, diapers, and other items are buried in landfills each year do not decompose but will remain as an unwelcome legacy for future generations.

Environmentalists argue that people should address the problem of solid waste by doing what many of their grandparents did: use less and turn “waste” into a resource. Part of the solution is recycling, reusing resources we would otherwise discard. Recycling is an accepted practice in Japan and many other nations, and it is becoming more common in the United Slates, where people now reuse about 30 percent of waste materials. The share is increasing as laws require the recovery and reuse of certain materials such as glass bottles and aluminum cans. But recycling is expanding slowly because the nation’s market–based economy encourages any activity only to the extent that it is profitable, and the recycling process is still quite costly.

**Reading Comprehension**

1. What society can be called disposable?

2. How do specific ways of our living put more or less strain on the natural environment?

3. Is recycling the only technique to save the mankind from unwelcome consequences for future generations?

4. How does the text demonstrate that the state of ecology is a social issue?

**IV**

**Water and Air**

Oceans, lakes, and streams are the lifeblood of the global ecosystem. Humans depend on water for drinking, bathing, cooking, cleaning, recreation, and a host of other activities.

According to what scientists call the hydrologic cycle, the Earth naturally recycles water and refreshes the land. The process begins as heat from the sun causes the Earth’s water, 97 percent of which is in the oceans, to evaporate and form clouds. Because water evaporates at lower temperatures than most pollutants, the water vapour that rises from the seas is relatively pure, leaving various contaminants behind. Water then falls to the Earth as rain, which drains into streams and rivers and finally returns to the sea. Two major concerns about water, then, are supply and pollution.

Only about 1 percent of the Earth’s water is suitable for drinking. It is not surprising, then, that for thousands of years, water rights have figured prominently in laws around the world. Today, some regions of the world, especially the tropics, enjoy plentiful fresh water, using a small share of the available supply. However, high demand, coupled with modest reserves, makes water supply a matter of concern in much of North America and Asia, where people look to rivers rather than rainfall for their water. In China, deep aquifers are dropping rapidly. In the Middle East, water supply is reaching a critical level. Iran is rationing water in its capital city. In Egypt, the Nile River provides just one-sixth as much water per person as it did in 1900. Across northern Africa and the Middle East, as many as 1 billion people may lack the water they need for irrigation and drinking by 2025.

Rising population and the development of more complex technology have greatly increased the world’s appetite for water. The global consumption of water (now estimated at 4 billion cubic feet per year) has tripled since 1950 and is rising steadily. As a result, even in those parts of the world that receive plenty of rainfall, people are using groundwater faster than it can be replenished naturally. In the Tamil Nadu region of southern India, for example, so much groundwater is being used that the water table has fallen 100 feet over the last several decades. Mexico City which has sprawled to some 1,400 square miles has pumped so much water from its underground aquifer that the city has sunk 30 feet during the past century and continues to drop about 2 inches per year. Farther north in the United State, the Ogallala aquifer, which lies below seven states from South Dakota to Texas, is now being pumped so rapidly that some experts fear it could run dry in just a few decades.

In light of such developments, we must face the reality that water is a valuable and finite resource. Greater conservation of water by individuals (the average person consumes 10 million gallons in a lifetime) is part of the answer. However, households around the world account for just 10 percent of water use. It is even more crucial that we curb water consumption by industry, which uses 20 percent of the global total, and farming, which consumes 70 percent of the total for irrigation. Perhaps new irrigation technology will reduce the future demand for water. But here again, we see how population increase, as well as economic growth, strains our ecosystem.

In large cities from Mexico City to Cairo and Shanghai, many people have no choice but to drink contaminated water. Infectious diseases like typhoid, cholera, and dysentery, all caused by waterborne microorganisms, spread rapidly through these populations. Besides ensuring ample supplies of water, then, we must also protect the quality of water. In the United States it is generally good by global standards. However, even here the problem of water pollution is steadily growing.

A special problem is acid rain – rain made acidic by air pollution – which destroys plant and animal life. Acid rain (or snow) begins with power plants burning fossil fuels (oil and coal) to generate electricity, this burning releasing sulfuric and nitrous oxides into the air.. As the wind sweeps these gases into the atmosphere, they react with the air to form sulfuric and nitric acids, which turns atmospheric moisture acidic. Acid rain is truly a global phenomenon because the regions that suffer the harmful effects may be thousands of miles from the original pollution.

**Reading Comprehension**

1. Why has the demand in water on our planet increased?

2. Some analysts suggest that in the centuries to come, water will be as valuable as oil is today. Show your vision of the problem.

3. What parts of the world suffer from the lack of water supply today?

4. Summarize the text in your own words.

**V**

**Declining Biodiversity**

Clearing rain forests also reduces Earth’s biodiversity because rain forests are home to almost half the planet’s living species.

On Earth, there are as many as 30 million species of animals, plants, and microorganisms. Several dozen unique species of plants and animals cease to exist every day. Given the vast numbers of living species, why should we be concerned by the loss of a few? Environmentalists give four reasons. First, our planet’s biodiversity provides a varied source of human food. Using agricultural high technology, scientists can “splice” familiar crops with more exotic plant life, making food more bountiful as well as more resistant to insects and disease. Thus biodiversity helps feed our planet’s rapidly increasing population.

Second, Earth’s biodiversity is a vital genetic resource used by medical and pharmaceutical researchers to produce hundreds of new compounds each year that cure disease and improve our lives. For example, children in the United States now have a good chance of surviving leukemia, a disease that was almost a sure killer two generations ago, because of a compound derived from a tropical flower called the rosy periwinkle. The oral birth control pill, used by tens of millions of women in this country, is another product of plant research involving the Mexican forest yam.

Third, with the loss of any species of life – whether it is the magnificent California condor, the famed Chinese panda, the spotted owl, or even a single species of ant – the beauty and complexity of our natural environment are diminished. And there are clear warning signs of such loss: three-fourths of the worlds 10,000 species of birds are declining in number.

Finally, unlike pollution, the extinction of any species is irreversible and final. An important ethical question, then, is whether we who live today have the right to impoverish the world for those who live tomorrow.

**Environmental Racism**

Conflict theory has given rise to the concept of environmental racism, patterns of development that expose poor people, especially minorities, to environmental hazards. Historically, factories that spew pollution have stood near neighborhoods of the poor and people of color. Why? In part, the poor themselves were drawn to factories, in search of work, and their low incomes often meant they could afford housing only in undesirable neighborhoods. Sometimes the only housing that fit their budgets stood in the very shadow of the plants and mills where they worked.

**Reading comprehension**

1. Using the information in the text prove that

a) with its focus on inequality, environmental racism is linked to the social-conflict approach;

b) declining biodiversity is a threat to our collective future.

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