

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ УКРАЇНИ
“КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ”**

СІМКОВА І. О., МАЛЬЦЕВА І. В., МОРМУЛЬ О. О.

АНГЛІЙСЬКА МОВА ДЛЯ НАУКОВЦІВ

Навчальний посібник для студентів ОКР "магістр" гуманітарних
спеціальностей
(адміністративний менеджмент і соціологія)

Рекомендовано Методичною радою НТУУ «КПІ»

Київ - 2014

УДК 811.111 (075.8)

ББК 81.2АНГ-924

С 14

Рекомендовано Методичною радою Національного технічного університету України
"Київський політехнічний інститут"
(протокол № ___ від _____ 2014 року)

Рецензенти: **О. М. Акмалдінова**, кандидат філол. наук, проф., Національний авіаційний університет;
Н.М. Духаніна, кандидат пед. наук, доцент, Національний технічний університет України "КПІ";
О.А. Коваль, кандидат філософ. наук, доцент, Національний технічний університет України "КПІ";
Я.С. Грищенко, кандидат філол. наук, Національний технічний університет України "КПІ";

Відповідальний редактор :

Саєнко Н.С.

канд..пед. наук, професор, Національний технічний університет України "КПІ";

Загальна редакція – Сімкова І. О.

Колектив авторів – Сімкова І. О., Мальцева І. В, Мормуль О. О.

Англійська мова для науковців [Електронний ресурс]: Навчальний посібник для студентів ОКР "магістр" гуманітарних спеціальностей (8.18010018 "Адміністративний менеджмент", 8.03010101 "Соціологія"): / І.О. Сімкова, І.В. Мальцева, О.О. Мормуль. – К.: НТУУ "КПІ", 2014. – 276 с.

Посібник призначено для навчання англійської мови для науковців, орієнтовано на студентів гуманітарних спеціальностей рівня володіння англійською мовою С1 за Загальноєвропейськими Рекомендаціям з мовної освіти і може бути використано для навчання студентів гуманітарних спеціальностей (адміністративний менеджмент і соціологія) у вищих навчальних закладах і на старших курсах факультетів соціології.

Посібник включає практичні завдання для аудиторної роботи та навчальні матеріали для самостійної роботи студентів, актуальні статті та тексти, глосарій і граматичний довідник, завдання для розвитку стратегій, необхідних студентам для ефективної участі у ситуаціях академічного та професійного спілкування.

CONTENTS

	PAGE
МЕТА НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ ГУМАНІТАРНИХ СПЕЦІАЛЬНОСТЕЙ	4
UNIT 1 THE PROMISE OF SOCIOLOGY	6
UNIT 2 THE USES OF SOCIOLOGY	21
UNIT 3 THE INDIVIDUAL IN THE ORGANIZATION	36
UNIT 4 SOCIAL INEQUALITY. ECONOMIC EXPLANATION	51
UNIT 5 TIME, WORK AND LEISURE	66
UNIT 6 SOCIAL CHANGE AND SOCIAL CONFLICT	83
UNIT 7 EDUCATION	102
UNIT 8 CAPITALISM AND SOCIALISM	119
UNIT 9 SOCIETY AND HEALTH	134
UNIT 10 THE HIDDEN CURRICULUM	153
UNIT 11 FAMILY	168
UNIT 12 THE SEXES: MASCULINITY AND FEMININITY	187
UNIT 13 SOCIAL CONTROL	205
KEY LANGUAGE	221
GRAMMAR REFERENCE	224
KEYS	245
СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ	266

МЕТА НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ ГУМАНІТАРНИХ СПЕЦІАЛЬНОСТЕЙ

Основна мета навчання англійської мови студентів гуманітарних спеціальностей на V курсі полягає в тому, щоб допомогти студентам удосконалити навички і вміння іншомовної комунікативної компетентності для адекватної поведінки в реальних ситуаціях академічного та професійного життя.

Згідно з вимогами робочої навчальної програми кредитного модуля «Іноземна мова для науковців 1» цей навчальний посібник укладено відповідно до професійних потреб студентів, щоб надати їм можливість розвинути іншомовну комунікативну компетентність і стратегії, які необхідні їм для ефективної участі в процесі навчання, майбутній професійній діяльності та в тих ситуаціях професійного спілкування, в яких вони можуть опинитися.

Опрацювавши вищезгаданий початковий посібник, студенти ОКР «магістр» гуманітарних спеціальностей зможуть розширити знання термінології, характерної для основних сфер соціології, розвинути навички і вміння читання професійних текстів, академічного письма, професійно орієнтованого діалогічного та монологічного мовлення, аудіювання, а також навички і вміння роботи з граматичним матеріалом та лексикою за фахом.

Згідно з навчальною програмою «Іноземна мова професійного спрямування (поглиблено) для магістрів» по закінченню V курсу студенти гуманітарних спеціальностей мають РВМ С1 (стандартні вимоги на здобуття ступеня магістра), що передбачає володіння на відповідному рівні чотирма видами мовленнєвої діяльності. Наприклад, для читання це означає, що студенти можуть:

- ✓ розуміти широкий спектр досить складних та об'ємних текстів і розпізнавати їх імпліцитне значення;
- ✓ розуміти головні ідеї та знаходити необхідну інформацію в неадаптованій літературі за фахом;

- ✓ здійснювати ознайомче читання неадаптованих текстів для отримання інформації;
- ✓ здійснювати вивчаюче читання з метою поповнення термінологічного тезаурусу.

Для писемного мовлення це означає, що студенти можуть:

- ✓ писати анотації до неадаптованих текстів за фахом;
- ✓ складати тексти презентацій, використовуючи автентичні наукові матеріали за фахом;
- ✓ заповнювати бланки для академічних та професійних цілей з високим ступенем граматичної коректності.

У процесі діалогічного мовлення студенти повинні вміти ефективно і гнучко користуватись іноземною мовою у суспільному житті, навчанні та з професійними цілями; виконувати широку низку мовленнєвих функцій тощо.

Саме тому, матеріали цього посібника включають автентичні тексти аналітичного й описового характеру з американської та британської фахової літератури, а також завдання спрямовані на розвиток різних видів мовленнєвої діяльності. Таким чином, навчальне видання не тільки дає змогу студентам підвищити рівень володіння англійською мовою, але робить внесок у їхній професійний розвиток, допомагаючи студентам працювати з автентичними професійними джерелами в бібліотеці, більш ефективно й академічно грамотно підходити до написання анотацій та інших науково-дослідних текстів.

UNIT 1

THE PROMISE OF SOCIOLOGY

❖ SPEAKING

Task 1. Discuss these questions with a partner.

- How do you understand the statement “the promise of sociology”?
- How do you think who are "dissatisfied animals"?
- How can you explain the Socrates' statement that "the unexamined life is not worth living"?

❖ STUDY SKILLS

Task 2. Do this questionnaire to find out your learning style. Give each statement a mark out of 5 (5 = Yes, a lot / easily, etc. 1 = No / Not at all, etc.). Then turn to page 18 to read the analysis of your answers and tips to improve your learning.

WHAT'S YOUR LEARNING STYLE?

A

1. Can you remember the picture on the cover of this book?
2. Do you find it easy to understand charts and diagrams?
3. To remember the spelling of a word, do you write it down several times?
4. Can you find mistakes in your own writing?
5. Are you good at using maps?
6. Have you got a good memory for people's faces?
7. When you get a new piece of equipment (e.g. a DVD player), do you read the instruction book carefully?
8. When you were a child, did you enjoy reading books in your free time?

B

9. Do you enjoy discussions about the subjects you are studying?
10. Do you enjoy listening to lectures and talks?
11. To remember the spelling of a word, do you say the letters aloud?
12. Is it difficult for you to study in a noisy place?
13. Do you enjoy listening to books on CD?
14. When you think of a phone number, do you hear the numbers in your head?
15. When people tell you their names, do you remember them easily?
16. When you were a child, did you like listening to stories?

C

17. Do you learn best by doing things rather than reading about them?

18. Do you like doing experiments (e.g. in a laboratory)?
19. Do you enjoy role-plays?
20. Is it difficult for you to study when there are many things happening around you?
21. Do you move your hands a lot when you're talking?
22. When you get a new piece of equipment (e.g. a DVD player), do you ignore the instruction book?
23. In your free time, do you like doing things with your hands (e.g. painting)?
24. When you were a child, did you do a lot of physical activity in your free time?

❖ LISTENING

Task 3. Charles Robinson lectures at major business conferences throughout the world on how to use email effectively. Listen to him talk about the advantages of email and complete the sentences.

EMAIL:

1. Is _____ and _____ than snail mail.
2. Is less _____ than a phone call.
3. Is less _____ to use than a fax.
4. Means that differences in _____ and _____ are less an obstacle to information.
5. Leads to more _____ structures.

❖ READING

Task 4. Read the text about the main concepts of sociology. Write down two interesting things you remember. Compare your notes with other students.

SOCIOLOGY REINTERPRETED

Human beings are the only animals able to reflect upon their behaviour. While other creatures are imprisoned in the immediate present, men and women alone have the capacity to think about the past, to judge their own conduct, and to plan for the future. This capacity for reflection has made human beings into what philosophers have called "dissatisfied animals". When they find their own

behaviour wanting, people think about self-improvement. When they are dissatisfied with the world as it is, they try to change it.

Human beings not only can think back and plan ahead but are uniquely able to change themselves and the world in which they live. Nature controls nearly all the behaviour of other animals, but people have generally been able to dominate nature and overcome many of its constraints. Besides being able to change their own behaviour and transform their natural environment, human beings are also capable of changing their human environment – that is, the society in which they live. Without the sting of reflection and the urge to make new social arrangements, men and women would still be living in caves.

The urge toward self-knowledge is at least as old as Socrates' statement that "the unexamined life is not worth living." Sociology has a much shorter history than philosophical reflection, but it is part of the same human quest for self-understanding and self-improvement. Modern sociologists are aware of the human capacity to transform the world, but they also recognize the constraints, both natural and human, that stand in the way of deliberate social change. Twentieth-century men and women know that there are limits to the earth's natural resources, and they are constantly reminded of the restraints on human action imposed by other human beings. The imprisonment of Soviet dissidents is only one example of how easily powerful groups can thwart even small efforts at social reform. Sociologists are interested not only in the willful controls placed on human behaviour, but also in the impersonal limits imposed by culture and social structure.

Although human actors usually have a choice of actions to take, the decision is always between structured alternatives, and not a choice of any conceivable alternative. Our social bonds literally bind us in a culture, or to the web of customs and beliefs in which we have been raised. Other bonds enmesh us in a social structure of groups and organizations extending from our closest friends and family to distant institutions that affect us in ways we barely notice. When we

choose to act, we are knowingly or unknowingly guided by the patterns of behaviour already laid down for us.

The promise of sociology lies in its continuation of the age-old effort to understand the human species. Comte's motto – "to know in order to predict and to predict in order to control" – is still the task of the sociological enterprise. If the message of sociology is that human beings are to a great extent products of their social environment, the promise of sociology is that we can change that environment and thus free ourselves to create a better world.

❖ VOCABULARY

Task 5. Chose the best headline A-E for each paragraph 1-5 (All the headlines will be used).

A Will to live	Paragraph 1
B Social norms	Paragraph 2
C Main tasks	Paragraph 3
D Gift of reflection	Paragraph 4
E The scope of interests	Paragraph 5

Task 6. Match the column A with column B.

A	B
1 immediate	A долати обмеження
2 Wanting	B зважений
3 to overcome constraints	C потреба
4 an arrangement	D накладати обмеження
5 an urge	E негідний
6 a sting	F можливий
7 Deliberate	G сильне бажання
8 to impose	H утримувати, заплутатися
9 Conceivable	I безпосередній
10 to enmesh	J правило

Task 7. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. Two conclusions follow from this sociological argument: human behaviour will change when social conditions change, and social conditions can be changed through _____ action.
2. Sociologists also try to find the reason of _____ problem.
3. Since human behaviour is affected by social structures, much of it is best explained not in terms of individual personality but as products of social _____.
4. Egoistic suicides are likely to occur when people become _____ in the bonds that tie them to others.
5. The _____ to live be guided by socially structured relationships and by culture, the beliefs and ideas that characterize a society's way of life.

Task 8. Fill in the correct word from the box into the gaps below.

imagination affects emergent reality social networks interactions struggle behaviour latent functions assumptions

1. Sociology is the study of society – of the patterned _____ among organized groups of people.
2. The sociological _____ enables us to see the personal troubles of individuals as the results of impersonal social forces.
3. A social structure is an _____: the relationship among its members, not the nature of individual members, makes the structure what it is.
4. Specifically, he showed that the rate of suicide is affected by the strength or looseness of the _____ to which people belong.
5. Much social behaviour has unintended consequences, or _____, as well as intended consequences, or manifest functions.
6. The _____ of conflict theory are based largely on Karl Marx's theory of class conflict.

7. Social or _____ is a term used to categorize people in society according to social economic and educational status.
8. Symbolic interactionism emphasizes how the meaning those individuals give to social events and _____ the way they behave.
9. Marx declared that all history is the history of class _____.
10. Weber aimed at interpretive understanding of social _____.

Task 9. Are the following statements about the text true (T) or false (F)?

1. People try to improve themselves in case of undue behaviour. **T / F**
2. We can face nowadays progress due to strong will of people to change the world. **T / F**
3. Culture and social structures impose limits on sociologists. **T / F**
4. Bonds usually enmesh people inside their families. **T / F**
5. The main task of sociology is to understand human behaviour. **T / F**

Task 10. Now look again at the text and find words in the paragraphs 1-5, which mean the same as:

- a) ability (1) _____
- b) govern (2) _____
- c) circumambieny (2) _____
- d) mapping (3) _____
- e) disturb (3) _____
- f) mankind (4) _____
- g) hardly (4) _____
- h) attempt (5) _____
- i) slogan (5) _____

Task 11. Rearrange the letters to form a word used in the text, then match the word to its definition.

1	ogosicoyl		a one source of control over other people
2	cpnetsoc		b directing behaviour toward one another
3	urutcel		c shared expectations of how people should behave
4	fecunenli		d a set of shared ideas, or the customs, beliefs, and knowledge that characterize a society's way of life
5	ritaonicent		e the scientific study of the patterns of social interaction
6	wlsa		f in a social science research study, the group of people being studied
7	ornsm		g ideas that enable us to organize and interpret our experiences
8	apiouponlt		h norms that are enforced by the formal sanctions of the state

Task 12. Choose the best option to complete the sentences.

- In paragraph 1 the "dissatisfied animals" are _____
 - people who committed a suicide.
 - people who can change the world.
 - people who work hard for their future.
- In paragraph 2 the phrase «nature controls nearly all the behaviour of other animals» suggests that people _____
 - are not animals.
 - are dissatisfied animals.
 - can control nature.
- In paragraph 3 the Socrates' statement "the unexamined life is not worth living" means that _____
 - our life must be explored.

- b) our life must be bright.
 - c) our life is the greatest value.
4. In paragraph 4 the expression "social bonds" means _____
- a) social rules.
 - b) constraints – both natural and human.
 - c) work and life inhibition.
5. In the final paragraph the statement "the promise of sociology" suggests that _____
- a. human beings can change the environment for the better.
 - b. human beings are to a large extent products of their social environment.
 - c. human beings influence each other.

Task 13. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

human	groups
social	controls
philosophical	arrangements
powerful	alternative
willful	beings
conceivable	environment
social	reflection

GRAMMAR



**In this unit we make review of Tenses,
for more information see Reference 1**

Task 14. Fill in each gap with a suitable verb from the box, using the correct tense.

emphasize lack emerge change show

1. The sociological perspective _____ us that people behave the way they do largely because of the social situations in which they find themselves.
2. Human behaviour _____ when social conditions _____
3. A few generalisations about this type of applications _____ already _____.
4. Functional and structural analysis m the relationships of one part of society to other ones and to the social system as a whole.
5. Definite proof of that effect _____ presently _____ .

Task 15. Replace each word/phrase in bold with a suitable expression from the box.

look on pile up rule on be aware of look up

1. Social science **accumulates** the consequences of a social phenomenon.

2. The leadership **has decided** to be disinterested spectators in this vital struggle.

3. Do you **know** three major theoretical perspectives in sociology?

4. Conflict theorists **study** the processes arising from the struggle of social actors to attain whatever they consider desirable.

5. In the modern era we can **see** a society divided between capitalists.

Task 16. Study the table, then underline the correct prepositions in the sentences below.

in time	вчасно (до речі);
on time	1) вчасно; 2) в назначений час;
out of time	несвоєчасно;
before time	1) передчасно; 2) завчасно;
at no time	ніколи;
in no time	1) моментально; 2) надзвичайно швидко;
for the time being	до певного часу;
at the same time	1) в той же самий час; 2) одночасно.

1. Arrange so that you get **in\at** time on scientific conference.
2. What may be done **at\out** any time, is done **at\in** no time.
3. The decision was made **out of\for** time.
4. They responded to the request **in\before** no time.
5. We take the value constant **for\before** the time being.
6. They rise the problem **before\at** time.

Task 17. There is an extra word in each of the sentences below. Check your knowledge of Present Tenses.

1. Some sociologists has believe that cultural ideas and social structures influence each other.
2. These days social life is ultimately being depending on what people think and believe.
3. Erving Goffman has not been analyzed yet how people communicate in that group.
4. Now social class plays a greater not lesser role in American life.
5. Ethnomethodology is studies of how people invent and convey shared meanings in everyday routines.
6. Anomic suicides are likely to occur during last periods of anomie.

7. There interpretation of Hegel's dialectic method is being clear.
8. A different approach to the problem is made due to Emile Durkheim.

Task 18. Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill in the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	*		behave
	dissatisfaction	*	
§ 2		urgent	*
	*		arrange
§ 3	nature	*	
		transformed	*
	*		act
§ 4	conceivability	*	
		enmeshed	*
§ 5	*		continue
	sociology	*	

Task 19. Write down a suitable question for the following answers. Pay attention to the correct tense.

A How many _____?

There are three major theoretical perspectives in sociology.

B When _____?

We have discovered functional or dysfunctional social phenomena recently.

C Who _____?

Now we are controlling the means of economic production.

D What _____.?

We have just finished phase one and are ready to start phase two.

Task 20. Rearrange these words to form sentences, and translate them into Ukrainian.

1. Philosopher / of / is / Auguste / founder / Comte/ The / sociology / the / eighteenth / century / and / French

2. is / term / unity / on / the / social / of / people / Durkheim's / different / with / for / backgrounds / solidarity / mutual / based / and / Organic / beliefs / dependence

3. kinds / The / work / have / at / experiences / their / of / people / attitudes / change / and / behavior / also

4. factors / that / identified / Kanter / personality / has / opportunity / power / relative / as / structural / affect / and / numbers / individual

5. sense / The / powerlessness / size / and / of / unprecedented / have / contributed / to / depersonalization / societies / and / a / number / of / in / modern / bureaucracies

Task 21. Find at least five examples of Present, Past and Future Tense in the text you have read.

❖ TRANSLATION

Task 22. Translate the following paragraph into Ukrainian, pay attention to the correct tense/form.

Durkheim's life and work were devoted to the search for a harmonious social order. He described two kinds of social unity: mechanical solidarity based on a moral consensus among people who have many social similarities, and organic solidarity based on a mutual dependence among people of different backgrounds and beliefs.

Task 23. Choose the best option to translate the sentences.

1. The promise of sociology is that human beings can change that environment for the better.

A. Перспектива соціологічних досліджень полягає в тому, що люди можуть змінювати навколишній світ на краще.

B. Соціологія обіцяє людям змінити цей світ на краще.

C. Соціологія допомагає живим істотам змінювати світ розумно.

2. Truth is the summit of being; justice is the application of it to others.

A. Правда – це зібрання, справедливість – це визнання її іншими.

B. Істина – це вершина буття, справедливість – це визнання її по відношенню до інших.

C. Правда – це самотнє буття, справедливість – це його визнання.

3. There is a new point of view on the problem.

A. Існує нова точка зору для вирішення цієї проблеми.

B. Це нова точка зору з цієї проблеми.

C. З цього питання існує нова точка зору.

4. Суспільне життя не залежить від характеру людей.

A. The characteristics of individuals has a reality beyond the social life.

B. The social life has a reality beyond the characteristics of individuals.

C. The individuals has no characteristics for the social life.

5. Переconvання та ідеї людей характеризують шлях життя суспільства.

A. The beliefs and ideas of people characterize a society's way of life.

B. A society's way of life is characterize by beliefs and ideas.

C. The beliefs and ideas of people regulate the way of society life.

6. За теорією Валлерштайна промислово розвинені країни експлуатують менш розвинені країни і утримують їх від модернізації.

A. According to Wallerstein the developed countries explore less developed countries and keep them from modernizing.

B. Wallerstein's theory states that industrialized nations exploit less developed countries and keep them from modernizing.

C. Wallerstein's theory states that industrialized nations explore less developed countries and push them to modernize.

❖ WRITING

Task 24. Think about the promise of sociology. What methods, approaches and ideas can you mention? Write five sentences. Then find out about your partner.

Task 25. Read several paragraphs about the sociology as a subject at high schools and analyze them.

INSTITUTIONALIZING SOCIOLOGY

The discipline was taught by its own name for the first time at the University of Kansas, Lawrence in 1890 by Frank Blackmar, under the course title Elements of Sociology. It remains the oldest continuing sociology course in America. The Department of History and Sociology at the University of Kansas was established in 1891, and Albion W. Small, who in 1895 founded the American Journal of Sociology, established the first full-fledged independent university department of sociology in 1892 at the University of Chicago.

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

4. Circle the concluding sentence or clause.

Task 26. Write a small summary of the text Sociology reinterpreted (page 7) for about 10 sentences.

Begin with:

This text is about _____

CHECK YOUR WORK



Have you
used any expressions from the text in your summary?
written 10 sentences?
checked your spelling?
checked punctuation and grammar?

ANALYSIS OF QUESTIONNAIRE

High scores in section A

You are probably a **visual** learner. Visual learners like to see information. A lot of learning in universities and colleges is visual learning because it involves reading.

Tips: Look again regularly at what you have learned. Write things down several times (e.g. summaries of important information from textbooks and lectures) and using your own words. Copy information from your lectures and textbooks onto the computer, then read the print-outs. Use different colours to organise and highlight information.

High scores in section B

You are probably an **auditory** learner. Auditory learners like to hear information. They understand best when they are listening or discussing.

Tips: If possible, record your lectures and listen to them later. Record things (e.g. your notes and textbook information) and listen to them later. Get information from radio programmes or sound files on the Internet. Say things aloud. Sing things to music you know. Study with other students and talk about what you're learning.

High scores in section C

You are probably a **physical** learner. Physical learners remember best by moving around and touching things.

Tips: Put information on cards that you can move around or put on the walls of your home or room. When you study, walk around with your textbook or notes in your hand and read the information aloud. In lectures sit near the front of the room and take notes. Choose subjects where you can do practical work or research, e.g. interviews. Spend time 'in the field' (e.g. visiting a museum or working in an office).

All students

Have a look at the tips in the other sections – perhaps there is something there that can also help you.

UNIT 2

THE USES OF SOCIOLOGY

❖ SPEAKING

Task 1. Discuss these questions with a partner.

- Have you ever thought about the ethics of sociological researches?
- Are they important for our country? Why?
- What method would you use to study this social group?



❖ STUDY SKILLS

In English-speaking cultures, being polite is very important; this particularly applies to communication in science. For example, such phrases as “I’m afraid”, “Well actually”, and “Unfortunately” are used to introduce something negative or make complaints. Not using such phrases can be seen as being too direct.

LET'S PLAY THE NO-NO GAME

PREPARE

Task 2. Write down eight false (but believable) statements about yourself, your job, your family, your interests, your company or your country. When you are ready, swap lists with a partner.

PLAY: Imagine the two of you are chatting at a conference or corporate event. Take it in turns to make wrong assumptions about each other using the lists as a starting point but adding remarks of your own if you can.

e.g. **I hear** you're based in Rotterdam.

I understand you're a keen golfer.

I believe your company's about to be involved in a merger.

I read somewhere that Madagascar will be joining the EU soon.

- Your objective is to get the other person to say 'no'. Their objective is the same. Use the expressions from the box below to help you avoid saying “no”.
- Whoever says “no” first loses.

Useful expressions

- Not very.
- Not really.
- Not especially.
- Not exactly.
- Not yet.
- Not any more.
- Not at the moment.
- Not as far as I know.
- Actually, ...
- As a matter of fact, ...

❖ READING

Task 3. Read the text about the ethics of research. Write down two interesting things you remember. Compare your notes with other students.

THE ETHICS OF RESEARCH

There are many ethical issues in sociological research. Perhaps the most controversial concerns the scientist's right to research and the subjects' rights to dignity, self-determination, and privacy. For Edward Shils, a leading sociologist, all social science must be disciplined by meticulous attention to the problem of privacy. He would rule out any "observations of private behaviour, however technically feasible, without the explicit and fully informed permission of the person to be observed."

Few would deny that social scientists can go too far in intruding on privacy. Can sociologists avoid encroaching on the rights of individuals and organizations? Following Shils, at least in principle, if all the conditions of informed consent – full information, a fair explanation and description of the methods, goals, benefits, and possible risks to subjects – have been fulfilled, then researchers may feel confident that the well-being of their subjects has been given satisfactory consideration.

But there are other questions not covered by the recommendations just listed. When research is sponsored by government agencies, for example, what are the investigators' responsibilities concerning how it is used? Must researchers worry about how special interests use or distort their findings? Or, if sociologists uncover illegal practices when they study an organization, do they have a social duty to report the matter? Sociologists must also be wary of cooptation when they work for the government as well as private organizations; it is difficult to resist assuming, over time, the viewpoint of their employers and grantors, or to deny permission for their research to be used to provide a scientific "gloss" for whatever policies an organization wishes to implement. Too often sociologists as

well as other researchers have been manipulated into endorsing the policy of an organization that employs them.

Researchers must assume the responsibility for deciding when they have crossed beyond the bounds of ethics. To illustrate the issues sociologists must confront, let us consider the question of deception. In his observation of homosexual activities in a public restroom, researcher Laud Humphries kept the identity of the participants secret but did not make clear to them at the time that they were subjects in a sociological study. Obviously, had he done so, it is doubtful that any assurances of anonymity could have persuaded them to cooperate. The real ethical issue in that research is not so much whether the researcher was justified in not disclosing his purpose but whether this deliberate deception was itself morally proper.

In order to gain entry into the scene, Humphries posed as a "watchqueen" – a voyeur and lookout. Further, the researcher infringed upon their right to privacy. Most of the subjects did not want their sexual activities known and probably would have refused to participate in a research study. One commentator on such research ploys has observed that had the researcher been unable to keep secret the identities of his subjects, their careers could have been ruined, their families disrupted, and their mental health impaired. Quite apart from giving sociology a bad name, the use of deception in field work poisons the atmosphere of all social science research.

❖ VOCABULARY

Task 4. Chose the best headline A-E for each paragraph 1-5 (All the headlines will be used).

- | | |
|---|-------------|
| A The list of issues | Paragraph 1 |
| B The proper way for making research | Paragraph 2 |
| C Ask for permission | Paragraph 3 |
| D What happened when researcher encroaches on the privacy? | Paragraph 4 |

Task 5. Match the column A with column B.

A	B
1 Controversial	A ретельний
2 a dignity	B викривляти, спотворювати
3 Meticulous	C втручатися
4 to encroach	D споглядатий
5 to distort	E дискусійний
6 a deception	F хитрість
7 to implement	G навмисний
8 Deliberate	H брехня
9 a watch-queen	I гідність, почуття гідності
10 a ploy	J впроваджувати

Task 6. Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. Sociologists _____ this method to study the cultural values.
2. Sometimes sociological knowledge is based on generalizations made from the facts of observation, even with the help of_____.
3. Eugene Webb and his associates criticized _____ research strategies.
4. They proposed the procedure, which _____ the reliability and validity of data.
5. Unfortunately, his _____ ruined career and impaired mental health of the research subject.

Task 7. Put the points in the order in which they appear in the article.

- A. Have your own opinion
- B. Do not infringe the privacy
- C. Make right decision
- D. The feasible permission should be made

E. Work with organisations

F. Study the case

Task 8 Are the following statements about the text true (T) or false (F)?

1. We can observe private behaviour only after permission. **T / F**
2. Sociologists are always encroaching on the rights of individuals. **T / F**
3. Researchers worry when somebody distorts their findings. **T / F**
4. There are cases when researches cross beyond the bounds of ethics. **T / F**
5. Very often the subjects of experiment refuse to participate in the research study. **T / F**

Task 9. Now look again at the text and find words in the paragraphs 1-5, which mean the same as:

- a) possible (1) _____
- b) a leave (1) _____
- c) solitariness (2) _____
- d) agreement (2) _____
- e) information (3) _____
- f) lustre (3) _____
- g) to confirm (3) _____
- h) guarantee (4) _____
- i) to destroy (6) _____

Task 10. Complete these summary sentences with a word from the box.

findings validity proofs unobtrusive reliability

1. In an influential book first published in 1966, authors proposed additional procedures to improve the reliability and _____ of data.
2. It helps _____ to be confidently generalized to populations beyond those immediately studied.
3. In particular they recommended using such _____ measures as public records and government documents.

4. The researcher, however, cannot be sure of the authenticity and _____ of memoirs, autobiographies, and even official documents.
5. Additional _____ and tests, either for or against a hypothesis, make the conclusions surer and firmer.

Task 11 Rearrange the letters to form a word used in the unit, then match the word to its definition.

1	Yresvu		a a personal identity that is shaped in relation to the expectations of others
2	Xse		b the behaviour expected of a person in a particular social position
3	Lfes		c the technique of repeating a research study with different researchers and different subjects in order to minimize errors
4	Espalm		d the biological fact of maleness or femaleness
5	Orel		e in a social science research study, the group of people being studied
6	Trelpciniao		f a poll of a sample of people whose responses are likely to be representative of the population being studied
7	Lonpuaotpi		g in a survey, to estimate the opinions and values of larger populations based on known data about a sample
8	peltaoaxetr		h in a research study, a portion of a population under study

Task 12. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

technically

full

fair

satisfactory

special

public

deliberate

explanation

restroom

feasible

interests

deception

consideration

information

❖ GRAMMAR



**In this unit we make review of Relative clauses,
for more information see Reference 2**

Task 13. Fill in each gap with a suitable relative pronoun from the list, pay attention to the type of relative clause.

whose when which who that

1. The scientific method consists of observing significant facts and finding the general laws _____ govern those facts.
2. Surveys are widely used _____ sociologist wants to gather data on certain behaviours, opinions, or attitudes in a large population.
3. Robert K. Merton was the first _____ referred to their work.
4. We know author William B. Sanders _____ articles were first published in 1900.
5. In survey research individuals are asked questions through self-administered questionnaires _____ are given to them.

Task 14. Replace each word/phrase in bold with a suitable expression from the box.

take in hang out for build upon think for put forward

1. Interviews and case histories **offer** researchers methods of studying particular subjects more closely.

2. In many cases, the experiences of individuals **suppose** insights into the behaviour of a group.

3. Common sense approaches to problems are often inadequate because researchers **base on** limited knowledge or on tradition.

4. Sociological research **has** certain inherent problems.

5. The study of human behaviour **requires** that scientists be especially vigilant in their concern for the rights and privacy of their subjects.

Task 15. Study the table then underline the correct relative pronoun in the sentences below.

WHO	for people
WHICH	for things
THAT	for people or things
WHOSE	for possession
WHEN	for a time
WHERE	for a place
WHY	for a reason

1. This question will be taken up in Chapter 6 why / where / when the laws of social behaviour will be discussed.

2. The only thing which / that / whose matters is purity of the discovering facts of social life.
3. Several treatments of this problem had been presented when / why / where we tested the cause-effect relationship between two variables.
4. The practical value of much social research lies in finding, which / that / whose is a widely known, and held beliefs about society.
5. No researcher can answer the question why / whose / that widely held beliefs about social behaviour are untrue, while some widely rejected beliefs are in fact true.
6. Sociologists when / who / whose apply this method study the cultural values of society.

Task 16. There is an extra word in each of the sentences below. Identify the type of relative clauses: defining or non-defining relative clause.

1. Field studies, which are include participant observation, entail the researcher's getting into the natural setting of subjects.
2. The person who he used this method of research was my previous professor.
3. Charles Darwin, whose that statute stands outside the library, was born in Shrewsbury.
4. I got this information from that observation which you is sent me.
5. My favorite book is "The Use and Abuse of Social Science", which what my teacher used to cite to me.
6. There were people there, who they had come from Spain, Finland, Germany, lots of countries.
7. Today I meet person who when helps me with my sociological research.
8. In their search for social truth, researchers are often caught in the place where that Robert K. Merton has described as a quadruple bind.

Task 17. Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	*	determined	
		*	privatize
§ 2	*	explanatory	
	fulfillment		*
§ 3	*		recommend
	uncovering		*
§ 4		*	realize
§ 5	*	commentating	
	ruination		*

Task 18. Join the sentences. Use relative clauses and relative pronouns.

1. Science is a system of rational inquiry. The statement is supported by scientists.

2. Robert K. Merton is famous scientist. He wrote "Notes on Problem-Finding in Sociology".

3. These data sources should not be used in place of current procedures. Webb and his associates insist on.

4. The social science investigators employed procedures. They are very important.

Task 19. Rearrange these procedures of scientific research in the right order, and translate them into Ukrainian.

forming a hypothesis	(...)
publishing the findings	(...)
collecting the necessary data	(...)

reviewing the literature	...
interpreting the data	...
selecting a topic	1
choosing a research method	...

Task 20. Find at least five examples of relative clauses in the text you have read.

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to the correct tense.

SOCIOLOGICAL RESEARCH

The aim of sociological research is to enlarge our understanding of human behaviour by uncovering and explaining the facts of social life. Many of the concepts of sociology have become a part of our everyday vocabulary. Such terms as "in-group," "status symbol," "bureaucracy," "middle class," "white-collar crime," "minority group," and the "self-fulfilling prophecy" were all coined by sociologists. The findings of social science research have shaped government policies in education, social work, health care, and urban planning. Sociological facts and theories are part of the public discourse on such issues as poverty, industrial productivity, voting behaviour, crime and delinquency, feminism, racial discrimination, and the origins of riots and revolutions.

Task 22. Choose the best option to translate the sentences.

1. The motives of the individuals who commit suicide determine the incidence of suicide in a society, but not its rate.

А. Мотиви осіб, які здійснюють самогубство, визначають частоту самогубств у суспільстві, а не його рівень.

В. Мотиви індивідів, які здійснюють самогубство, визначають частоту самогубств у суспільстві, а не його швидкість.

С. Мотивація людей, які здійснюють самогубство, визначена частотою самогубств у суспільстві, а не їх видом.

2. The few facts he mentioned were interesting and important.

А. Декілька фактів, які він вигадав, були цікавими й імпортованими.

В. Небагато фактів з тих, що він пригадав, були цікавими і важливими.

С. Ті небагато фактів, які він згадав, були цікавими і важливими.

3. The findings were not meaningful, for which reason we could not use them in our further investigation.

А. Дані, які були незначними, не мають причин бути використаними у подальших дослідженнях.

В. Ці дані не містили вагомої інформації, з цієї причини ми не могли використовувати їх в наших подальших дослідженнях.

С. Дані, які містять вагому інформацію, мають бути використані у наших подальших дослідженнях.

4. Ця стаття стосується мети, якій повинен відповідати документ, що містить вимоги.

А. This paper connected with the objectives that requirements document ought to meet.

В. This paper addresses the objectives a requirements document ought to meet.

С. This paper addresses the objectives that document with their requirements ought to meet.

5. Логічність посилюватиметься і двозначність зменшуватиметься, по мірі того, як дослідження розвиватиметься.

А. Consistency will increase and ambiguity will decrease as the research progresses.

В. Consistency increases and ambiguity decreases as the research progresses.

С. Consistency will increase and ambiguity will decrease at the time research will progress.

6. Всі дані надходили до нашого керівника, який обмежував фактори, що негативно впливали на суспільну поведінку.

A. All data comes to our chief who limits the factors that have bad effect on our behaviour.

B. The data comes to the chief limiting the factors that have been effected the social behaviour.

C. All data came to our chief who limits the factors that affects the social behaviour.

❖ WRITING

Task 23. Think about the practical purposes of sociology. What kind of sociological research would you prefer to conduct? Write five sentences. Then find out about your partner.

Task 24. Read the paragraph about the practical uses of sociology and analyze it.

PRACTICAL USE

Yet some people still wonder whether sociology is of any practical use. If they succeed in proving that the "obvious" is true, sociologists are called bores for telling us what we already know. If they find that what appears unlikely is in fact untrue, they are called fools for wasting their time proving what is only common sense. If researchers find, as Galileo did, that widely held beliefs are incorrect, they are denounced as heretics for daring to question eternal truths. And if in their investigations they turn up some facts that seem unbelievable, they are considered charlatans who are trying to make us believe the impossible. Merton concludes, "The point is, of course, that we don't know in advance of systematic research which widely held beliefs are untrue and which widely rejected beliefs are, in fact, true." Sociological research serves the practical purpose of telling us not only some of the things we don't know, but also some of the things we think we know just "ain't so."

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

4. Circle the concluding sentence or clause.

Task 25. Write a small summary of the text **The ethics of research** (page 22) for about 10 sentences.

Begin with:

This text is about _____

CHECK YOUR WORK



Have you
used any interesting expressions from the text in your
summary?
written 10 sentences?
checked your spelling?

UNIT 3

THE INDIVIDUAL IN THE ORGANIZATION

❖ SPEAKING

Task 1. Discuss these questions with a partner.

- How do you understand the term “rule”?
- What have you heard about the typology of social control mechanisms developed by Amitai Etzioni?
- How can you see the role of individual in our society?

❖ STUDY SKILLS

Task 2. Work with a partner to see how much do you know about the billionaire lifestyle. Do the quiz. Check your answers on page 50.

WHO WANTS TO BE A BILLIONAIRE?

1. How many dollar millionaires are there in the world?

- a 720,000 c 72 million
b 7.2 million d 720 million

2. How many dollar billionaires are there?

- a 45 c 4,500
b 450 d 45,000

3. What's the world's most expensive neighbourhood to live in?

- a Zuhchberg, Zurich
b Eaton Square, London
c Fifth Avenue, New York
d Motoazabu, Tokyo

4. Where can you find the highest concentration of multimillionaires per square metre?

- a Monte Carlo c Nassau
b Santa Barbara d Geneva

5. With \$25,000 to spend, what *couldn't* you afford?

- a your own Boeing 747 jumbo jet for an hour
b one night in the world's most expensive hotel room – the Bridge Suite at the Atlantis Resort in the Bahamas
c a Harvard MBA
d 50 hours of helicopter flying lessons

6. With \$2 million to spend, what would still be financially out of your reach?

a the world's most expensive watch by Chopard encrusted with over 200 carats of multicoloured diamonds

b the world's most expensive dress, embroidered with 2,000 diamonds, by Maria Grachvogel

c a round of golf with the world's greatest golfer, Tiger Woods

d the Fender Stratocaster Sunburst guitar that Jimi Hendrix famously set fire to on stage

7. Who sold the world's most expensive yacht Katana (valued at \$68 million) to buy something a little bigger?

a CEO of Oracle, Larry Ellison

b Michael Jackson

c the Royal Family of Qatar

d Media mogul, Rupert Murdoch

8. Who doesn't own an island?

a entrepreneur Richard Branson

b actor Nicholas Cage

c ex-prime minister Margaret Thatcher

d the Barclays Bank brothers

9. Who didn't own a Rolls-Royce?

a Vladimir Lenin

b Ayatollah Khomeini

c John Lennon

d Ronald Reagan

10. Which classic car was voted the most desirable dream machine ever?

a E-Type Jaguar

b Aston Martin DB5

c Ferrari Dino

d Porsche 911

11. A case of Chateau Le Pin cost £400 in 1983. When ready to drink in 1999, how much was it worth?

a nothing

b £400

c £12,000

d £36,000

12. The most expensive painting ever sold at auction was bought by Japanese businessman Ryoei Saito for \$82.5 million. Who was the painter?

a Picasso

b Cezanne

c Van Gogh

d

Rubens

❖ READING

Task 3. Read the text about systematic approach to the organization theory proposed by Amitai Etzioni. Write down three interesting things you remember. Compare your notes with other students.

WHY DO WE OBEY THE RULES?

Obviously, not all of our relationships with organizations are the same. The relationship between the sales clerk and the company president is quite different from the relationship between the priest and the parishioner, and both are different from the relationship between the warden and the prisoner.

Amitai Etzioni classified our relationship to different sorts of organizations in terms of the kind of power they have over us. Imagine, for example, an organization whose goal is the regular collection of garbage. Picking up garbage is a strenuous activity involving large numbers of people. The organization must persuade someone who ordinarily would not touch other people's garbage to work toward this common goal. According to Etzioni, there are three ways of doing it.

The organization can compel the acceptance of its goal by punishing any failure to perform. Compulsion is the motivating force in such organizations as prisons, forced labor camps, and military training camps. They have what Etzioni described as coercive power. The garbage collectors in this case are inmates.

The organization can buy acceptance of its goal by paying its members for picking up other people's garbage. Instead of the negative reward of punishment, there is the positive reward of cash. Motivation is achieved through remunerative power, and the organization is a business or a government department. The garbage collectors are now *employees*.

Individuals can accept the goal of the organization as a personal goal. They might find garbage collecting a worthwhile activity because they believe in the value of sanitation or because they personally prefer clean sidewalks and fresh air. In this case motivation comes from identification with the organizational goal, and

the rewards are psychological and emotional. This organization has normative power, and the garbage collectors are voluntary participants. Garbage collecting may not attract many volunteers, but amateur rock music groups, Softball teams, and community service organizations do.

Etzioni found that an organization typically relies on one type of power to motivate its members. Workers in an automobile plant, for example, are paid for their work (remunerative power). They may identify with the company's goals, but the company does not depend on this identification (normative power) to get them to come to work in the morning. Prisons, on the other hand, rely on coercive power. Some inmates may identify with the goals of the prison and others may be paid for their labors, but the prison does not depend on its normative or remunerative power to motivate them. While many organizations exercise all three types of power, each relies primarily on only one.

To make certain that the rules are obeyed, bureaucratic organizations centralize decision making and decentralize execution. The superior decides that something should be done, and the subordinate does it. If every action of the subordinate had to wait for the direct order of the superior, however, there would have to be one supervisor for every four or five workers. If each worker had to be told individually to tighten a particular bolt every time an automobile came down the assembly line, for example, the costs in time and effort would be high and productivity would be low. Bureaucracies are efficient partly because they delegate responsibility and save the costs of close supervision. Rules and regulations take the place of supervisors' orders, and control is exercised from a distance. Once a rule is learned – "secure muffler to chassis by tightening all bolts" – one person can supervise the work of a hundred. Control by rules and regulations is most suitable for repetitive, simple work that does not provide much opportunity for creativity or the exercise of authority. Much factory work, for example, falls into this category. The lower levels of the bureaucracy are most likely to have this type of control over behaviour.

A more highly trained and educated work force needs even less direct supervision. Routine decision making can be delegated because the guidelines for making the decision have been set from above. The traffic police officer decides which driver to arrest according to the rule that everyone who exceeds the speed limit by 10 MPH is speeding. The decision to give a particular driver a ticket may be delegated, but the police officer's behaviour is still predictable. He or she can be depended upon not to give tickets to drivers who stay within the speed limit. Decentralized decision making actually increases organizational control in this way. Moreover, bureaucratic rules make personal supervision unnecessary. Whether a supervisor is there or not, the police officer will continue to make arrests for speeding. The result is greater efficiency, greater control, and lower costs for the organization.

❖ VOCABULARY

Task 4. Chose the best headline A-H for each paragraph 1-8 (All the headlines will be used).

A	Tangible reward	Paragraph 1
B	Voluntary activity	Paragraph 2
C	Comparative Analysis	Paragraph 3
D	Particular case	Paragraph 4
E	One among three	Paragraph 5
F	Hierarchy	Paragraph 6
G	Classification	Paragraph 7
H	Compulsory measures	Paragraph 8

Task 5. Match the column A with column B.

	A	B
1	a warden	A в'язень
2	strenuous	B змушувати

3	to compel	С	прибутковий
4	an inmate	Д	глушник
5	worthwhile	Е	вказівка
6	remunerative	Ф	начальник
7	a muffler	Г	результативний
8	a guideline	Н	енергійний
9	efficient	І	миль на годину
10	MPH	Ж	корисний

Task 6. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. It means the ability of some organizations (including prisons and military training camps) to _____ their members to cooperate in achieving goals by punishing any failure to perform.
2. Businesses have _____ power over their employees.
3. Prisons have coercive power over their _____..
4. With few _____ to follow, bureaucratic authority enforced the rules.
5. He was known as _____ supporter of the Communist party.
6. Bureaucracies have several advantages, one of them is that they are highly _____.

Task 7. Match the two halves parts of the sentences.

- | | |
|--|---|
| 1. Modern societies depend on large, complex organizations | A. from traditional forms of organization. |
| 2. The growth of bureaucracy was part of the triumph of a purposive, | B. the hierarchy of authority. |
| 3. He identified five characteristics that distinguish bureaucracy | C. to achieve many common goals. |
| 4. Bureaucracy's inherent contradictions also | D. is never complete. |

- 5. Conflict between staff and line positions alter
- 6. Even in what Goffman has called total institutions, bureaucratic control
- 7. Membership in an organization shapes
- 8. Community service organizations have normative power

- E.** individual behaviour and self-identity.
- F.** rational mentality in modern life.
- G.** over voluntary participants.
- H.** reduce its effectiveness.

Task 8. Are the following statements about the text true (T) or false (F)?

- 1. Etzioni classified different kinds of organizations according to the power they have over the individuals who belong to them. **T / F**
- 2. When organization has normative power the garbage collectors are inmates. **T / F**
- 3. The voluntary participants always receive the positive reward of cash. **T / F**
- 4. The organization usually relies primarily on one type of power. **T / F**
- 5. In many factories work does not provide much opportunity for creativity or the exercise of authority. **T / F**

Task 9 Now look again at the text and find words in the paragraphs 1-8, which mean the same as:

- a) evidently (1) _____
- b) a supervisor (1) _____
- c) a waste (2) _____
- d) a misfortune (3) _____
- e) a worker (4) _____
- f) a pavement (5) _____
- g) an aim (6) _____
- h) to contract (7) _____

i) a humdrum (8) _____

Task 10. Complete these sentences with the words from the box.

efficiency control decision personalities organization

1. Individuals assert themselves against the _____ through "making out," removal activities, and ritual insubordination.
2. Control is exercised by rules and regulations, which make direct supervision unnecessary and improve _____.
3. High-level decisions, however, can be frustrated by subordinates, and _____ is always a problem for bureaucracies.
4. To make sure the rules are obeyed, bureaucracies centralize _____ making and decentralize execution.
5. Corporations choose people whose _____ already fit the organizations.

Task 11. Rearrange the letters to form a word used in the unit, then match the word to its definition.

1	Hutiaroyt		a administrators, in an organization. Their job is to manage the actual production of the organization's output.
2	uyerbarcuca		b a shared belief about what is morally right and desirable.
3	oecircno		c a relationship between leaders and followers in which the leaders' power is accepted as legitimate.
4	elin		d the interactive process by which individuals acquire some of the values, attitudes, skills, and knowledge of the society to which they belong to.
5	oerpw		e an organization designed to accomplish the large-scale tasks of complex societies by systematically coordinating the work of many individuals.

6	azasiloiotinc		f the ability to get what one wants even in the face of opposition
7	eulav		g Weber's term for the power that comes from superior physical force
8	ofcitnlc		h the antagonism of social groups with opposing interests or values.

Task 12. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

strenuous
common
coercive
labour
garbage
direct
organizational

Camps
Supervision
Activity
collectors
Power
Control
goal

❖ GRAMMAR



**In this unit we make review of Passive Voice,
for more information see Reference 3**

Task 13. Fill in each gap with a suitable verb from the box, using the correct Passive Voice tense.

use design discourage spur guide

1. The experiment _____ a less frequently _____ method of research.
2. Human behaviour _____ by socially structured relationships and by culture.
3. In the past times such a type of organization _____ to accomplish large-scale tasks.
4. At the moment corruption and abuse of individual rights _____ by bureaucrats in Lebanon.

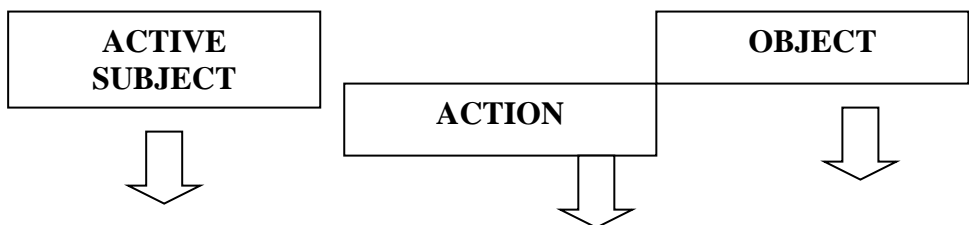
5. Efforts to reform the corporate bureaucracy _____ just _____ by competition from Japanese manufacturers.

Task 14. Put these nouns into two groups: A for individuals and B for groups of people.

company president warden parishioner inmate prisoner
volunteer priest sales clerk garbage collector

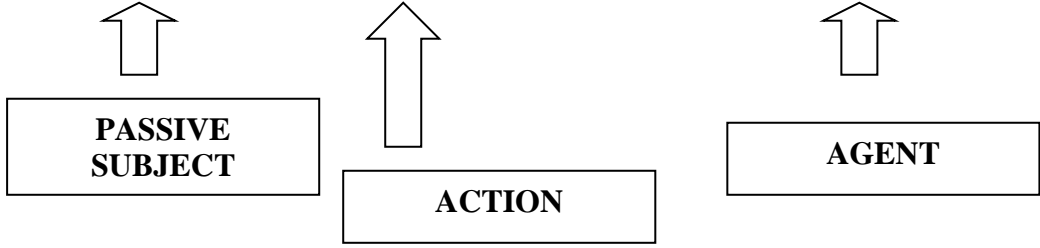
A: *company president* **B:** *sales clerk*

Task 15. Study the table then change active sentence into passive one. Omit the agent where possible.



The segmented organizational hierarchies discourage the innovation.

The innovation is discouraged with the segmented organizational hierarchies.



1. Presently the less developed countries see this process as problematic.

2. Many scientists recognized the advantage of this technique over others.

3. By 2035 they will have completed the creation of integrated organizations with cultural and structural conditions.

4. Now corporations are choosing people whose personalities already fit the organizations' needs.

5. She will send her paper to the Organizing Committee tomorrow.

6. Cantor has never followed bureaucratic principles.

Task 16. Choose the right preposition **by** or **with**. Identify the Passive Voice Tense.

1. Their superiors must have known that the policy was being frustrated by/with the Soviet bureaucracy.
2. That is one of the conclusions reached by\with Erving Goffman in Asylums.
3. The strategic policy is represented in the model with\by four rules of primary-group loyalties.
4. The advantage of this technique over others was recognized with\by many sociologists.
5. In some countries modern standards of behaviour is characterized by\with particularistic standards.
6. The functional rationality is replaced with\by substantial rationality with\by bureaucracies.

Task 17. Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill in the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1		*	differ
§ 2	*	active	
§ 3	description		*
§ 4		*	remunerate

§ 5	*	collective	
§ 6	identification		*
§ 7	*		execute
	particularity	*	
§ 8		decided	*
	*		behave

Task 18. Complete the second sentence so that it means the same as the first, using the word in bold. Use between two and five words.

1. Are we doing enough about professional and personal ethics? **done**

Is _____ about professional and personal ethics?

2. Kohn created the study about bureaucrats. **by**

The study about bureaucrats _____ Kohn.

3. I'm sure somebody will sort everything out soon. **sorted**

I'm sure everything _____ soon.

4. Bureaucrats didn't respond to changing or extraordinary situations. **by**

Changing or extraordinary situations _____ bureaucrats.

5. We can arrange a meeting for next week. **arranged**

A meeting _____ for next week.

Task 19. Delete the extra word in these sentences. Then translate them into Ukrainian.

1. The answers are has given instantly upon demand.

2. Bureaucrats are those individuals who are often trapped with in closely supervised, routine jobs.

3. In this chapter detailed consideration is given by to functional rationality.

4. In deriving these statements no allowance was had made for control over larger social forces.

5. Mention may be made of with three types of power.

Task 20. Find at least five examples of Passive Voice in the text you have read.

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to the Passive Voice.

BEATING THE SYSTEM

In spite of the built-in checks on individual behaviour, enforcing the rules is always a problem for bureaucracies. In 1931, for example, the Central Committee of the Communist party, the highest bureaucratic authority in the Soviet Union, tried to halt the growth of Moscow's population by ordering that no new factories be built in the city. During the next eight years, however, plants continued to be built and the population of Moscow increased by 50 percent. At that point, the Soviet government's highest policy-making body, the Party Congress, demanded that the 1931 order be enforced. Nonetheless, by 1956 the size of the Moscow labor force had grown by another one-third. Even in such a highly centralized and tightly controlled organization as the Soviet government, bureaucrats are not robots. People insist on being unpredictable, no matter how little room they are given to express themselves.

Task 22. Choose the best option to translate the sentences.

1. An important contribution was made to the study of this phenomenon.

A. Значну увагу було надано вивченню цього явища.

B. Відкриття цього явища зробило значний внесок в науку.

C. У вивчення цього явища було зроблено важливий внесок.

2. In the following notice is chiefly taken of the former point.

A. Надалі увагу буде приділено, головним чином, першому питанню.

B. Наступне зауваження, головним чином, стосується попереднього питання.

C. В подальшому увагу слід приділити формуванню точки зору.

3. Bureaucracies concentrate great power, which can be used for either benevolent or destructive purposes.

A. Бюрократія сконцентрувала головну силу як на благодійній, так і на руйнівній цілі.

B. Бюрократи мають велику силу, яка може бути використана як з благойдійною, так і руйнівною метою.

C. Бюрократи мають велику силу, яка використовується філантропами з деструктивною метою.

4. Значно менше було написано про небезпеки і проблеми бюрократичної "залізної клітки".

A. Considerably less was written about the dangers and problems of the bureaucratic "iron cage".

B. Considerably mess was written about the dangers and solutions of the bureaucratic "iron cage".

C. A little bit was written on the dangers and issues of the bureaucratic "iron box".

5. Важливе завдання постане перед соціологічним творчим потенціалом в майбутньому.

A. An important task will be posed for the sociological imagination in future.

B. An important challenge will have been posed by the sociological potential in future.

C. An important challenge will be posed for the sociological imagination in future.

6. На дослідження Кона часто посилаються у спеціальній літературі.

A. Kon study is often cited in specialized literature.

B. Kohn's study is often referred to in special literature.

C. Kohn's research is often referred by in special literature.

❖ WRITING

Task 23. Think about the types of power, which are used in Ukraine by different organizations. Write five sentences. Then find out about your partner.

Task 24. Read the paragraph about the economic theory and analyze it.

CLASSICAL ECONOMIC THEORY

Adam Smith formulated classical economic theory, which became the basis and justification for the capitalist free-enterprise system. In *The Wealth of Nations* Smith proposed that people who pursue their own self-interest are led by an "invisible hand", to benefit society by producing necessary goods and services. He thought that the competitive free market would automatically balance supply and demand for the best interests of society.

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

4. Circle the concluding sentence or clause.

Task 25. Write a small summary of the text "Why do we obey the rules?" (page 38) you have read for about 10 sentences.

Begin with:

This text highlights _____

CHECK YOUR WORK



Have you

- used any expressions from the text in your summary?
- written 10 sentences?
- checked your spelling?
- checked punctuation and grammar?

ANSWERS TO QUIZ

1. B, 2. B, 3. B, 4. B, 5. C, 6. A, 7. A, 8. C, 9. D, 10. B, 11. D, 12. C

UNIT 4

SOCIAL INEQUALITY. ECONOMIC EXPLANATION

❖ SPEAKING

Task 1. Divide the class into groups of three. Ask the members of your group the questions. Report the results of your group to the class. Discuss the outcome together.

- What economic difficulties has Ukraine faced for the last decade?
- How can these problems be overcome?

❖ STUDY SKILLS

Task 2. Write five GOOD questions about Ukraine in the table. When you have finished, interview the other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now talk about what you have found out.
- Make mini-presentations to other groups on your findings.

❖ LISTENING

Task 3. David Drexler is a professor of economics. Listen to him explain one approach to the strategic planning process and draw the diagram he describes.

❖ READING

Task 4. Read the text about the main concepts of economy, social inequality and social mobility. Write down three interesting things you remember. Compare your notes with other students.

ECONOMY: HISTORICAL OVERVIEW. SOCIAL INEQUALITY

The economy is the social institution that organizes a society's production, distribution, and consumption of goods and services. As an institution, the economy operates, for better or worse, in a generally predictable manner. Goods are commodities ranging from necessities (food, clothing, shelter) to luxury items (cars, swimming pools, yachts).

Services are activities that benefit others (for example, the work of teachers, physicians, computer software specialists). We value goods and services because they ensure survival or because they make life easier or more interesting. Also, what people produce as workers and what they buy as consumers are important parts of social identity, as when we say, "He's a steel worker", or "She drives a Mercedes". How goods and services are distributed, too, shapes the lives of everyone by giving more resources to some and fewer to others. The economies of modern high-income nations are the result of centuries of social change.

Since World War II the economy has shifted from producing goods to producing services - from farming and manufacturing, in other words, to such fields as data processing, teaching, and health care. The service revolution has brought an increase in white-collar jobs for the educated and technically skilled, but it has caused a rising rate of unemployment among relatively unskilled workers.

Markets of the Economy

Job inequalities also arise from what economists call the "dual labor market." The primary market is dominated by large corporations, which employ workers

with specialized skills and offer them good wages and working conditions, job security, and a fair chance of promotion. The primary market also includes jobs for blue-collar workers, independent craftsmen, technical workers and specialists, government bureaucrats, and professionals.

In contrast, the secondary market is dominated by small manufacturing companies and service establishments (restaurants, stores), which employ unskilled or semiskilled workers in low-paying, temporary, or dead-end jobs. The secondary labour market also provides jobs for non-union manual workers, women in "pink collar" occupations (clerical work, sales jobs), and migrant farm laborers. A number of institutional barriers prevent these workers from entering the primary market. Some lack specialized education or a professional degree; others cannot meet the requirements for union membership; still others are considered too old or too young to work. As a result, many of the working poor are trapped in badly paid, dead-end jobs.

Theories of stratification explain inequality by showing that structural and cultural forces put certain people in certain social positions. The next section discusses theories of social mobility, which explain how certain people are able to change from one position to another.

Social Mobility

Social mobility is the movement of individuals and groups from one social position to another. Because there are several dimensions to social rank, or status, people are able to change position by gaining or losing wealth, prestige, and power. Upward mobility refers to movement up the social ladder, or a gain in status; downward mobility refers to a movement down the social ladder, or a loss of status. Individuals can also have a higher or lower status than their parents, or experience intergenerational mobility.

In an open stratification system, there are supposed to be few obstacles to social mobility: status ideally depends on individual merit and achievement. Because there are many different ways of evaluating a person's social position,

class lines tend to be blurred and overlapping. (Indeed, some sociologists reject the term "class" as too restrictive, preferring the term "socioeconomic status" instead).

Structural Factors in Social Mobility

Occupational mobility does not depend only on having the talent and social background to get ahead. It also depends on the social structure being climbed and how much room there is at the top. For a society to have a high rate of upward mobility, the opportunity to move up the ladder must be open to a large number of people.

For this reason industrial societies allow more upward mobility than pre-industrial, agrarian societies. Industrial technology causes a shift from a manual to a white-collar labor force and a corresponding rise in status. The industrialization of any country drastically changes the occupational hierarchy, creating many more prestigious, well-paid positions and eliminating low-paying manual jobs. In such a situation the opportunity to get ahead is greatly enhanced, and upward mobility is just about guaranteed for a large proportion of the labor force.

❖ VOCABULARY

Task 5. Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none">• predictable manner• luxury items• social identity• white-collar jobs• primary market• social ladder	<ol style="list-style-type: none">1) ranging2) benefit3) value4) trapped5) eliminating6) enhanced
--	--

Task 6. Match column A with column B.

A	B
1 a consumption	А професійна ієрархія
2 predictable	В відкидати, заперечувати

3 to benefit	С розшарування
4 a rate of unemployment	Д соціальна драбина
5 a prestige	Е втрата суспільного визнання
6 a loss of status	Ф репутація
7 social ladder	Г рівень безробіття
8 a stratification	Н приносити користь
9 to reject	І прогнозований
10 occupational hierarchy	Ж споживання

Task 7. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. How very _____ you are sometimes!
2. Universities now _____ as many as 15,000 students per year.
3. The move was designed to enhance his personal _____ .
4. This report was never intended for public _____.
5. Unemployed people stand to _____ most from these policies.

Task 8. Fill in the correct word from the box into the gaps below.

commodity luxury high-income nation rate unemployment
dead-end jobs stratification

1. The worker becomes an ever cheaper _____ the more good he creates.
2. I believe that style is the only real _____ item that is really desirable.
3. The World Bank classifies nations on whether they are low, middle or _____ , based on gross _____ per capita.
4. Their success _____ in recruiting new staff is very high.
5. The rate of youth _____ is 35 % compared to national average of 15 %.
6. There are now six million people working in low paid and often _____ .
7. It's unfortunate that the whole of our education system is riddled with class _____.

Task 9. Are the following statements about the text true (T) or false (F)?

1. Economy generally behaves in a way the scientists can expect. **T / F**
2. Luxury items (cars, swimming pools, yachts) stand apart and belong to neither goods nor services. **T / F**
3. It has taken hundreds of years for the economies of modern high-income nations to socially change. **T / F**
4. The service revolution has caused a rising rate of unemployment among white-collar workers. **T / F**
5. Blue-collar workers do work needing strength or physical skill rather than office work. **T / F**
6. Until recently secretarial work and nursing were very much pink-collar professions. **T / F**
7. Dead-end job is a job in which there is no chance of progressing to a better, more important job. **T / F**
8. Inter-generational mobility is a measure of the changes in social status which occurs from the parents' to the children's generation. **T / F**
9. Occupational mobility depends only on having the talent and social background to get ahead. **T / F**
10. Highly-developed countries change the occupational hierarchy, creating many more prestigious, well-paid positions. **T / F**

Task 10. Skim the article from this unit and find words that mean (almost) the same as:

- 1) a job –
- 2) unable to change a bad situation or way of thinking –
- 3) the division of a society into different groups –
- 4) the tendency to move between places, jobs, or social classes –
- 5) a system that has different levels through which you can progress –
- 6) an advantage or good quality that someone or something has –

7) it becomes difficult to see something clearly, often because its edges are not clear if a thing –

8) ideas, opinions or people are similar in some ways but not in every way if they –

9) the type of career, training, or education that someone has had –

10) to get rid of something that is not wanted or needed –

11) to improve something, or to make it more attractive or more valuable –

Task 11. Rearrange the letters to form a word used in the text, then match the word to its definition.

1	omsdniesin		a the process of starting or creating something
2	anieultyiq		b a sudden or major change, especially in ideas or methods
3	iobmtlyi		c the high reputation and respect that someone or something has earned, based on their impressive achievements, quality, etc.
4	lhestaismbetn		d the size of something
5	nemvoetm		e the tendency to move between places, jobs, or social classes
6	levrutoino		f the type of career, training, or education that someone has had
7	oubckrndga		g a change in someone's attitude, opinion, or behaviour, especially over a period of time
8	epseirgt		h norms that are enforced by the formal sanctions of the state

Task 12. Choose the best option to complete the sentences.

1. According to the text, the economy operates, for better or worse, in a generally _____ .
 - a) predictable manner
 - b) arrogant manner
 - c) casual manner
2. Since _____ the economy has shifted from producing goods to producing services.
 - a) Afghan War
 - b) World War II
 - c) Cold War
3. According to the economists, job inequalities arise from what they call the "_____ labour market."
 - a) single
 - b) dual
 - c) triple
4. Social _____ is the movement of individuals and groups from one social position to another.
 - a) flexibility
 - b) chaos
 - c) mobility
5. _____ mobility depends on the social structure being climbed and how much room there is at the top.
 - a) Human powered
 - b) Occupational
 - c) Social

Task 13. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

social	Items
luxury	Market
high-income	Nations
white-collar	Force
primary	institution
upward	Jobs
labour	Mobility

❖ **GRAMMAR**



**In this unit we make review of the Articles,
for more information see Appendix 4**

Task 14. Which article **a** or **an** can be put before the following words or phrases?
Write the words or phrases into the correct column.

idea, European, expensive project, thousand times, MP, economic crisis, ewe,
honest decision, MBA, academic year, yearly chart, honourable person, university,
euphemism.

a	An

Task 15. Which article **the** or **0** can be put before the following words or phrases?
Write the words or phrases into the correct column.

Tower of London, Elle, Netherlands, People’s Republic of China, Thames,
Carpathians, Financial Times, Everest, Germany.

the	0

Task 16. Complete each sentence a) to e) with one of the endings 1) to 5).

a) In most societies there is a ...	1) observed inequality just or fair?
b) Here is the ...	2) other.
c) One person might be better off and healthier than the ...	3) basic problem: we observe some empirical case of social inequality.
d) And we ask: is the ...	4) inequality violate some principle of justice?
e) Does the ...	5) certain broadly shared belief about what is socially fair and unfair.

Task 17. Read the following information about economic inequality. Write nine more missing articles in the correct places.

VIEWS ON INEQUALITY

1 In most western democracies, desire to eliminate or reduce economic
2 inequality is generally associated with the political left. The main practical
3 argument in favour of reduction is idea that economic inequality reduces
4 social cohesion and increases social unrest, thereby weakening society.
5 There is clear evidence that this is true and it is intuitively true, at least for small
6 face-to-face groups of people. Also, there is the argument that economic
7 inequality translates to political inequality, which further aggravates problem.
8 acceptance of economic inequality is generally associated with the political
9 right or at least that section of the right that is concerned with economics.
10 main practical argument in favour of the acceptance of economic inequality is
11 that, as long as the cause is mainly due to differences in behaviour, the
inequality
12 serves as economic engine to push society towards economically healthy and
13 efficient behaviour, and is therefore beneficial.

Task 18 Complete the asterisked gaps in the chart below with the appropriate words.

NOUN	ADJECTIVE	VERB
	predictable	*
necessity		*
	*	value
survival		*
consumer	*	
	unskilled	*
*		dominate
	*	labour

Task 19. Many uses of the articles are idiomatic, and should be learned as part of a phrase. Here are some of them:

- against the grain**
– contrary to

someone's feelings, principles.

His plan goes against the grain with her because she doesn't like cheating.

- be behind the times** – be old-fashioned, outdate.

Some of the managers here are behind the times; their methods are not modern.

- be beside the point** – be off the point.

What I said to him privately is beside the point.

- beat around the bush; beat about the bush** – avoid giving a clear or definite answer.

Stop beating around the bush! Get to the point!

- break the ice** – overcome shyness in making the first step.

The meeting was dull until someone broke the ice with a joke, and we all laughed.

- get out of hand** – get out of control, beyond control.

If he gets out of hand again, call me the right away. The situation is getting out of hand.

- in plain English** – in simple, frank terms.

I didn't really like the presentation. In plain English, it was terrible.

8. **make a living** – earn money to provide for life.

He works hard. His family is large, and he has to make a living somehow.

Paul won a prize in a chess tournament. Great! Like father, like son!

9. **off the cuff** – without preparation.

Off the cuff, I can give you only a rough estimate.

10. **rock the boat** – make the situation unstable.

Peter always rocks the boat when we discuss the company's spending policy.

Task 20. Think of your own sentences with the idioms mentioned above.

Task 21. Choose the most suitable phrase underlined.

1. A philosopher/Philosopher is someone who studies and tries to explain the meaning of things such as life, knowledge, or beliefs.

2. An individual/ Individual can also have a higher or lower status than his/her parents.

3. In open stratification system/ an open stratification system, there are supposed to be few obstacles to social mobility.

4. She has been trapped in job/a job.

❖ TRANSLATION

Task 22. Study the idioms from Task 18 and translate the sentences.

1. Rocking the boat is sometimes successful, though it is often difficult. 2. You have to make a living somehow. 3. We decided to leave before things got out of hand. 4. Stop beating around the bush and tell me the truth. 5. Educationally, these schools are 20 years behind the times. 6. I could give an opinion off the cuff, but I'd rather think about it. 7. That's too confusing. Please say it again in plain English. 8. It's hard to break the ice at formal events. 9. Ian's a nice guy but that's beside the point. He doesn't have the right experience for the job. 10. The idea of my actually taking something that is not mine goes against the grain.

Task 23. Choose the best option to translate the sentences.

1. The research has shown a clear link between income inequality and social cohesion.

A. Це дослідження показало чіткий зв'язок між нерівністю прибутків та соціальною об'єднаністю.

B. Будь-яке дослідження показує чіткий зв'язок між нерівністю прибутків та соціальною об'єднаністю.

C. Це дослідження покаже чітку різницю між нерівністю прибутків та соціальною об'єднаністю.

2. There is a very strong correlation between socioeconomic status and health.

A. Колись був ідентифікований чіткий взаємозв'язок між соціоекономічним статусом та здоров'ям.

B. Існує досить чіткий взаємозв'язок між соціоекономічним статусом та здоров'ям.

C. Існує незначний взаємозв'язок між соціоекономічним статусом та здоров'ям.

3. This correlation suggests that it is not only the poor who tend to be sick when everyone else is healthy.

A. Цей взаємозв'язок припускає, що не тільки бідні люди, як правило, страждають, коли усім іншим добре.

B. Цей взаємозв'язок припускає, що існує незначна тенденція, коли ти хворієш чи коли ти здоровий.

C. Ця кореляція рекомендує бідним бути завжди здоровим.

4. Нижчий соціоекономічний статус пов'язали із хронічним стресом, серцево-судинними захворюваннями, діабетом, певними типами онкозахворювань та передчасним старінням.

A. A lower socioeconomic status has been linked to chronic stress, heart disease, diabetes, certain types of cancer, and premature aging.

B. Lower socioeconomic status has been linked to chronic stress, heart disease, diabetes, certain types of cancer, and premature aging.

C. A lower socioeconomic status has been linked to chronic stress, heart disease, diabetes, certain types of cancer, and premature aging.

5. Концепція психосоціального стресу намагається пояснити, як психосоціальне явище може призвести до цих багатьох захворювань.

A. The concept of psychosocial stress attempts to explain how psychosocial phenomenon can lead to the many diseases.

B. Concept of psychosocial stress attempts to explain how psychosocial phenomenon can lead to the many diseases.

C. The concept of psychosocial stress attempts to explain how psychosocial a phenomenon can lead to the many diseases.

6. Багато людей приймають нерівність як дану реальність.

A. A many people accept inequality as a given.

B. Many people accept inequality as a given.

C. The many people accept inequality as a given.

❖ WRITING

Task 24. Write a letter to an economic expert. Ask him/her three questions about the socioeconomic rise in Ukraine. Give him/her three of your opinions. Read your letter to your classmates. Your classmates will answer your questions.

Task 25. You have been asked to make a presentation on social mobility at the coming conference. You are prone to refuse, because you have never participated in such meetings. That is your first experience and you hesitate. But your friend is more optimistic and assures you there is nothing to be afraid of. Ask him to give you a hand to make some notes for the presentation.

This presentation planning checklist will help you deliver successful presentation:

<ul style="list-style-type: none">✓ Does your introduction grab participant's attention and explain your objectives?✓ Do you follow this by clearly defining the points of the presentation?✓ Are these main points in logical sequence?✓ Do the main points need support from visual aids?✓ Does your closing summarize the presentation clearly and concisely?✓ Is the conclusion strong?
--

Task 26. Summarize the content of the text in 10 sentences.

<p>This text is about (deals with, presents) _____</p> <p>In the text the reader gets to know (is confronted with, is told about)</p> <p>_____</p> <p>The author points out (claims, contradicts the view, suggests, tries to convince the readers) that ...</p> <p>The texts consists of..../ may be divided into...</p> <ul style="list-style-type: none">• In the first paragraph the author introduces...• In the second part of the text / paragraph the author describes...• Another example can be found ...• As a result...• To sum up/ to conclude...• In his last remark/ with his last remark/statement the author concludes that...
--

CHECK YOUR WORK



In order to write an accurate summary, you must understand what you're reading. Try reading with the author's purpose in mind.

Check for accuracy.

Ask someone else to read your work.

Revise your work.

UNIT 5

TIME, WORK AND LEISURE

❖ SPEAKING

Task 1. Discuss these questions with a partner.

- How do you understand the statement “compensatory leisure hypothesis”?
- What are the ways of spending free time in your own country?
- Give your own opinion about the Benjamin Franklin’s quote “Employ the time well, if thou meanest to gain leisure”?

❖ STUDY SKILLS

Task 2. Review the following statements and pick the answer that describes you best. You may not find an answer that matches your feelings exactly, so just choose the one that’s closest.

1. I stay late at the office:

- a) Never. I’m usually out of there at least a few minutes before everyone else. Hey, I’ve got a life unlike some other people.
- b) Only when it’s absolutely necessary. If we are approaching a critical deadline, usually the whole team will work late together to get things done. I try not to do it on a regular basis but I definitely want to support my team and our goals.
- c) All the time. I’m usually the only one in the office that late but I just can’t stand the thought of leaving while there’s still work to be done.

2. Regarding my job, my friends and family say:

- a) Most of them don’t know anything about my job.
- b) They support my career goals and know it’s challenging but they don’t think it consumes my every waking moment.
- c) They think it rules my life. They get angry when I talk about work or do work tasks outside the office. Sometimes, I think they want me to quit.

3. I miss events with my family and friends due to work:

- a) Never. I’d rather call in sick than miss something with my friends and family.
- b) I’ve done it occasionally, but it’s definitely not a regular thing.
- c) Too many times to count. I often have to make personal sacrifices to succeed in my profession.

4. I find myself doing work tasks outside of the office:

- a) Never. I leave work where it belongs.
- b) Rarely. It is only for very specific projects that I feel it is necessary to sacrifice my personal time for my job.
- c) Everyday. If I didn't take work home with me, I'd have to live at the office.

5. If I need to take personal time off of work (for a doctor's appointment or another personal obligation):

- a) I just take it. My personal appointments are more important than work.
- b) It's usually not a problem. I try to schedule a time when it will be convenient for everyone else in the office. But in the end, it has to be done so I expect they will all understand.
- c) I haven't taken time for a personal appointment in years! It's such a pain to be out of the office it doesn't seem worth it

❖ READING

Task 3. Read the text about Time, Work and Leisure. Write down two interesting things you remember. Compare your notes with other students.

TIME, WORK AND LEISURE

The History of Leisure

Before the Industrial Revolution leisure for most people meant rest from work. Leisure activities were not a matter of individual choice but part of the regular pattern of social life. County fairs, quilting bees, and sheep shearings were social gatherings that combined work and play. These pleasures were justified as a reward for work, or as a means of restoring oneself for more work. As the workplace became separated from the home, such social activities began to be defined as "nonwork," or recreation. During the first half of the nineteenth century, new forms of commercial entertainment became available to people in all social classes. Variety shows and minstrel shows transformed the theater; travelling circuses reached even out-of-the-way small towns; horse races, boxing matches, and foot races became popular. In the cities more people had more money to spend at amusement parks, public dance halls, and beer gardens. In short, the leisure industry was born. In response to a larger urban population's demand for open-air

recreation, local governments created public parks and playgrounds. New York's Central Park was opened in 1857, Philadelphia's Fairmount Park in 1867, and Boston's Franklin Park in 1883. Believing that "Satan finds mischief for idle hands to do," worried city dwellers encouraged public schools and other agencies to provide "wholesome" pastimes during the nonworking hours. Libraries and public recreational centers were built as noncommercial alternatives to the pool halls, burlesque theaters, and saloons that social reformers saw as breeding grounds for vice.

1. _____

Leisure is usually measured in free time, or the opposite of paid work. A gradual decrease in working hours over the past century has reduced the average work week by about 25 hours since the 1890s. This dramatic increase in free time has actually been somewhat overrated, since it is measured against the exceptionally long working hours that prevailed during the early stages of capitalism. A hundred years ago steelworkers worked a 12-hour shift, seven days a week, and 14-hour days were common for factory workers. Seen in longer historical perspective, the amount of free time we have today seems less like a remarkable modern achievement and more like a return to normal. In pre-industrial England, for example, the length of the working day was about 11 or 12 hours in the fifteenth century and 10 hours in the seventeenth. Workers in other historical periods also enjoyed more holidays. The medieval calendar generally observed 115 holidays a year, which, when added to 52 Sundays, made 167 days of rest—or an average work week of less than four days.

2. _____

Housework today is more productive (because more services are performed and more goods produced for every hour of work) and less laborious than it was at the turn of the century, yet most women find it just as time-consuming and demanding. For working wives with full-time jobs, a 75-hour week of paid and unpaid work leaves precious little time for leisure.

Compared to 50 or 100 years ago, Americans today seem to have more free time but not proportionately more leisure. The next section considers the question of how they spend it.

The Uses of Leisure

3. _____

goes quietly home, collapses on the couch, eats and drinks alone, belongs to nothing, reads nothing, knows nothing, votes for no one, hangs around the home and street, watches . . . the TV programmes shade into one another, too tired to lift himself off the couch for the act of selection, too bored to switch the dials.

The compensatory leisure hypothesis, on the other hand, suggests that leisure activities provide an outlet for the frustrations built up by unsatisfying work. Wilensky's caricature pictures an automobile assembly line worker who, for eight hours gripped bodily to the main line, doing repetitive, low-skilled, machine-paced work which is wholly ungratifying, comes rushing out of the plant gate helling down the super-highway at eighty miles an hour in a second-hand Cadillac Eldorado, stops off for a beer and starts a bar-room brawl, [and] goes home and beats his wife.

4. _____

The second type of relationship between work and leisure is the opposition pattern, in which leisure activities are intentionally very different from experiences at work and “business and pleasure” are never mixed. People with physically tough jobs, like miners and waitresses, find relief in leisure; others hate their work so much that they don't want to be reminded of it off the job. This pattern corresponded to the compensatory leisure hypothesis.

The third type of relationship is neutrality. Although leisure and work do not overlap, work and play are not deliberately segregated. This pattern is typical of people in “grey” jobs, such as routine clerical or semi-skilled manual workers, who find their jobs boring but not oppressive. They define leisure as relaxation.

❖ VOCABULARY

Task 4. Read the text about Time, Work and Leisure. Some paragraphs have been removed from the text. Choose from paragraphs A-E the one which fits each gap 1-4. There is one paragraph which you don't need to use.

A. A better way to measure leisure is to separate it from free time. If time spent on the job totals about 40 hours a week, and a week is 168 hours long, how much free time is available for leisure —128 hours? No, of course not. First, there are sleeping and eating — which account for over half our free time — and then there are all the essential chores, or unpaid work that everyone has to do—bathing, dressing, shopping, travelling to and from work, cleaning, cooking, making household repairs, and so on. Americans actually have, on average, only about 39 hours a week left to spend on what they define as leisure. Some people have a great deal of free time but relatively little leisure. One sophisticated analysis of data from a large national sample of households concluded that the average American woman spends about four hours a day doing housework and about three and one-half hours caring for children (making a seven and one-half hour day and a 54-hour week). The working hours for a modern housewife are not much different from the number of hours an affluent wife spent on housework in 1912, when domestic servants were members of all well-to-do households, or from the number of hours that rural and urban housewives spent on such chores in 1935. Roughly speaking, American wives who are not gainfully employed spend 50 hours a week on housework; wives with outside jobs spend 35 hours on work in and for their homes.

B. Sociological theories of leisure contend that the kind of work we do is reflected in the activities we choose for our hours of leisure. According to the *spillover hypothesis*, for example, alienation from work carries over into the rest of life and the drudgery we do on the job has a mentally stultifying effect. In Harold Wilensky's caricature, this hypothetical worker.

C. These conspicuously "leisurely" styles are no longer in fashion, and the way of life they represent has almost disappeared. Recreation and leisure have become more widely available in all social classes, and prestige today is more likely to come from one's occupation than from one's use of leisure. As we have already seen, the "idle rich" have never been much admired in American culture. Estee Lauder, Ross Perot, Malcolm Forbes, and most other very rich Americans continue to work—they just don't work for a living. In other industrial societies, even queens and princes are likely to think of their roles as jobs that must be done for the good of their countries.

D. In *The Threat of Leisure* (1926) George Barton Cutten, the president of Colgate University, expressed the popular view that increasing leisure might be a menace to society. For some people, he wrote, "freedom from labour means liberty for the indulgence of low tastes,... and most vice and crime take place in spare time." At the time Cutten was writing,

English farm workers were describing the ideal life as:

Eight hours' work and eight hours' play

Eight hours' sleep and eight shillin's a day.

Cutten thought that most of us could be trusted with the work and the sleep, but what would future generations do with all that money and free time?

E. The British sociologist Stanley Parker theorizes that there are three kinds of relationships between work and leisure. The first is the extension pattern, in which at least some work and leisure activities are similar and daily life is not clearly divided between the two. This pattern, which corresponds to the spillover hypothesis, is typical of social workers, high-level business executives, physicians, teachers, and other professionals who enjoy many of the same kinds of activities with many of the same people both at home and at work. As Wilensky has suggested, people in these positions are often so overwhelmingly committed to working that they have little time left over for leisure. The popular image of the workaholic fits the extension pattern.

Task 5. Match the column A with column B.

A		B	
1	recreation	A	мешканець
2	Indulgence	B	полегшення
3	Dweller	C	поблажливість
4	Overrated	D	відчуження
5	Alienation	E	дорогоцінний
6	Drudgery	F	переоцінено
7	to claim	G	заявляти
8	Precious	H	трудоголік
9	workaholic	I	відновлення сил
10	Relief	J	важка робота

Task 6. Fill in the correct words (not all words are needed) from the previous exercise into the gaps below.

1. Marx used the term _____ to describe the human loss of control over the forces of industrial society.
2. It's a huge _____ to know that your workers are safe.
3. Nevertheless, in spite of all the advertising _____ to the contrary, it still takes time to launder clothes, clean floors, and scrub the stains out of the kitchen sink.
4. _____ and leisure have become more widely available in all social classes, and prestige today is more likely to come from one's occupation than from one's use of leisure.
5. I've had _____ little sleep over the last few days, because of the overload at work.

Task 7. Fill in the correct word from the box into the gaps below.

decline	occupation	eliminate	human beings	surveys
enroll	reflect	apathetic	evidence	self-esteem

1. Because work is an important source of identity and _____, loss of work is a devastating blow.
2. Bored and _____ workers are not only unhappy with their jobs, they are less efficient and productive.
3. One way to improve work is to _____ boring and unpleasant jobs.
4. Although robots are far more productive than _____ in some jobs, they are too expensive and exotic for most purposes.
5. Other experts are predicting that employment in service industries will also _____ because of office automation.
6. Many _____ have shown that people who do highly complex and difficult work are much happier than everyone else.
7. Although unions _____ only a minority of the work force, their members are generally the best paid and best protected workers.
8. As we have already noted sports _____ and reinforce many American values.
9. All in all, the _____ is that most Americans are consumers of sports rather than active participants.
10. Recreation and leisure have become more widely available in all social classes, and prestige today is more likely to come from one's _____ than from one's use of leisure.

Task 8. Are the following statements about the text true (T) or false (F)?

1. A gradual decrease in working hours over the past century has reduced **T / F** the average work week by about 25 hours since the 1890s.
2. The best way to measure leisure is to identify it with free time. **T / F**

3. Housework today is more laborious and less productive than it was at the turn of the century. **T / F**
4. Leisure – is a life of ease, abundance, and complete idleness. **T / F**
5. The leisure industry was born in the first half of the nineteenth century. **T / F**

Task 9. Now look again at the text and match column A with column B. Then explain meanings of expressions.

1.	Country	A.	choice
2.	individual	B.	time
3.	Spare	C.	industry
4.	Social	D.	class
5.	amusement	E.	hours
6.	Leisure	F.	fairs
7.	Working	J.	park

Task 10. Rearrange the letters to form a word used in the text, then match the word to its definition.

1	oialremcmc		A. performances that people enjoy
2	itetennrteman		B. all the people who live in a particular area
3	Kepocwrla		C. the place where you work
4	uapltonpoi		D. in or related to the area that you live in, or to the particular area that you are talking about
5	Oalcl		E. a group of people meeting together
6	Trihgegna		F. produced in order to be sold
7	ecenmtahevi		J. unusual in a way that surprises or impresses you
8	alebarmker		H. a particular thing that you have achieved

Task 11. Read the text from this unit again. Match the beginning of the sentence with their endings.

1.	Some people have a great deal of free time	A.	leisure activities are similar and daily life is not clearly divided between the two.
2.	According to the <i>spillover hypothesis</i> , for example, alienation from work carries	B.	compensatory leisure hypothesis.
3.	The first is the extension pattern, in which at least some work and	C.	or semi-skilled manual workers, who find their jobs boring but not oppressive.
4.	This pattern is typical of people in “grey” jobs, such as routine clerical	D.	but relatively little leisure.
5.	This pattern corresponded to the	E.	over into the rest of life and the drudgery we do on the job has a mentally stultifying effect.

Task 12. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

Social

Time

Free

Increase

Leisure

Line

Sociological

Life

Dramatic

Activities

Assembly

Theories

❖ GRAMMAR



**In this unit we make review of Clauses,
for more information see Appendix 5**

Task 13. Fill in each gap with a suitable verb from the box, using words and expressions from the box

so consequently because now that in order to

1. He did a postgraduate course _____ safe his position in the firm.
2. _____ they have children, they have less free time.
3. The week was crazy, _____ I decided to take some rest.
4. We spent a lot of our free time playing football, _____ we were exhausted.
5. Employment in these jobs is already declining _____ automation.

Task 14. Rewrite these sentences using the words in brackets.

1. She doesn't earn much money. She works very hard. (in spite of)

2. He was ill. He went to work. (despite)

3. Housework today is more productive and less laborious than it was. Most women find it just as time-consuming and demanding. (yet)

4. Jannet is clever. She finds these tasks difficult. (still)

5. He could not get a job. He is qualified. (in spite of)

Task 15. Study the table then fill in the gaps in the sentences below.

ago	before now
before	before a past time
until/till	up to the time when
by the time + clauses	not later than the moment smth happens

by	not later than
during + noun	in the time period
while/as + clause	

1. _____ these experiments have had some encouraging results, the most significant changes in the workplace in the near future will probably come from technological innovation.
2. _____ the Industrial Revolution leisure activities were less a matter of individual choice than part of the regular pattern of social life.
3. I have to finish these letters _____ I can leave the office.
4. You must be at your work place _____ ten o'clock today.
5. Wait here _____ I get back.

Task 16. There is an extra word in each of the sentences below. Check your knowledge of different clauses.

1. The decrease in working hours during of the twentieth century has resulted in more free time but not proportionately more leisure.
2. The loss of opportunities to work through automation and technological change is therefore become a frightening prospect.
3. Because the work is an important source of identity and self-esteem, loss of work is a devastating blow.
4. Employed housewives had to work in order to perform adequately for the first as employees and then as housewives.
5. Few Americans are participated in organized sports, but many read the sports pages and watch sports on television.
6. He is acting as though like he's had bad news.

Task 17. Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

NOUN	ADJECTIVE	VERB
*		work
*	Varying	
encouragement		*
*	Entertaining	
care		*
*		experience
*		alienate
*	*	play

Task 18. Clauses of contrast. Choose the correct answer.

1. _____, the same study found that nearly three out of four Americans say they watch sports on television every week.

- a) In spite of b) However c) While

2. _____ robots are far more productive than human beings in some jobs, they are too expensive and exotic for most purposes.

- a) Although b) Despite c) In spite

3. According to the Miller Lite Report, seven out of ten Americans exercise at least once a week, _____ far fewer participate in organized sports.

- a) but b) despite c) in spite

4. _____ these experiments have had some encouraging results, the most significant changes in the workplace in the near future will probably come from technological innovation.

- a) however b) even though c) while

5. _____, robots will soon be capable of manufacturing and assembling nearly all important industrial products.

- a) Nevertheless b) While c) Even though

Task 19. Rearrange these words to form sentences, and translate them into Ukrainian.

1. In 1966 / when / 100 percent / line workers / for labour / was high / Saab / had to/ replace / for / the / demand / example / of / its /assembly / especially / every year/
2. The / in / working / hours / during / the / time / but / leisure / twentieth / century / has / resulted / in / more / proportionately / free / decrease / not more /
3. One / telephone / television / day / survey / reported / that / 72 / of / the / respondents / watched / often / every / national / or / percent / every / day / and / 70 / percent / read / newspapers / as / almost /
4. During / 1950s / and / 1960s / the / economic / their / force / motivations / for / traditional / doing / tedious / or / dangerous / the / prosperous / work / lost / some / of /
5. Given / assembly-line / these / than / hard / to see / why / and mathematicians / are / so / findings / much / it / is / not / happier / with / professors / their / jobs / workers /

Task 20. Find examples of the above mentioned clauses in the text. Analyse them.

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to the use of different clauses.

Economists do not consider housework to be "productive work," partly because they cannot measure it. No time clocks record how much time is spent preparing a family's dinner, and no dollar value is placed on a nutritious meal. Nevertheless, in spite of all the advertising claims to the contrary, it still takes time to launder clothes, clean floors, and scrub the stains out of the kitchen sink. Although housewives are not called workers and are not officially employed, everyone knows that housework is work.

Task 22. Choose the best option to translate the sentences.

1. The American work ethic is based on the traditional values such as independence, hard work, and material success.

A. Американська етика праці базується на традиційних цінностях таких як незалежність, важка праця та матеріальний успіх.

B. Американська етика робітника базується на традиційних цінностях таких як незалежність, важка праця та матеріальний успіх.

C. Американська етика праці базується на цінностях незалежності, важкій праці та матеріальному успіху.

2. Leisure industry is not as popular nowadays as it was.

A. Індустрія відпочинку зараз не так популярна як колись.

B. Індустрія відпочинку зараз популярна як і колись .

C. Індустрія відпочинку зараз популярна.

3. Sports are a pervasive part of American culture, probably because they symbolize the values of individualism and cooperation, competition and success.

A. Спорт це переконлива частина Американської культури, ймовірно, тому що вона символізує цінності взаємодії та індивідуалізму, суперництва та успіху.

B. Спорт це поширена частина Американської культури, ймовірно, тому що він символізує цінності взаємодії та індивідуалізму, суперництва та успіху.

C. Спорт це поширена частина Американської культури, тому що він символізує взаємодію та індивідуалізм, суперництво та успіх.

4. Один із способів вдосконалити роботу – уникати нудних та неприємних професій.

A. One of the ways to improve work is to eliminate boring and unpleasant jobs.

B. One way to improve work is to eliminate boring and unpleasant jobs.

C. One way to improve work is elimination of boring and unpleasant jobs.

5. Ця робота піддалася критиці.

A. That matter is controversial.

B. That job was controversial.

C. That matter had been controversial.

6. Протягом процвітаючих 1950-1960 років, традиційні економічні мотиви для виконання нудної та небезпечної роботи втратили частку своєї сили.

A. During the prosperous 1950s and 1960s the traditional economic motivations in doing tedious or dangerous work have lost some of their force.

B. During the prosperous 1950s and 1960s the traditional economic motivations for doing tedious or dangerous work lost some of their force.

C. For the prosperous 1950s and 1960s the motivations for traditional economic doing tedious or dangerous work lost some of their force.

❖ WRITING

Task 23. Think about the leisure industry in your country. Write five sentences. Then find out about your partner.

Task 24. Read several paragraphs about the sociology as a subject at high schools and analyze it.

As a general rule, workers are least likely to be alienated when they are given personal recognition and meaningful work to do. Although a good income and the chance for promotion are serious considerations, workers at all levels say the most important feature of the ideal job is the ability to decide how and when the work will be done. Given these findings, it is not hard to see why professors and mathematicians are so much happier with their jobs than assembly-line workers. Most people, it seems, want to do a good job, and they are frustrated and unhappy when their working conditions do not permit them to use their abilities to do so.

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

4. Circle the concluding sentence or clause.

Task 25. Write a small summary of the text Time, work and leisure for about 10 sentences.

Begin with:

This text is about _____

CHECK YOUR WORK



Have you
used some expressions from the text in your summary?
written 10 sentences?
checked your spelling?

UNIT 6

SOCIAL CHANGE AND SOCIAL CONFLICTS

❖ SPEAKING

Task 1. Discuss these questions with a partner.

- How do you understand the statements “social movement” and “revolution”?
- Who do you think can join social movement?
- What philosophical statements about life do you know?

❖ STUDY SKILLS

Task 2. This test will help you assess your level of emotional freedom at this time. Choose the option that most corresponds to how seldom or often you experience these reactions.

	Not true	Sometimes true	Mostly true
1. If I'm angry with someone, I'll breathe and center myself before I react.	0	1	2
2. When I'm filled with self-doubt or fear I treat myself lovingly.	0	1	2
3. When stuck in traffic or if something doesn't happen on my timetable, I have patience.	0	1	2
4. After a hard day, I focus on what I'm grateful for rather than beating myself up for what has gone wrong.	0	1	2
5. I rarely get snippy or cop an attitude if people frustrate me.	0	1	2
6. I feel connected to a sense of spirituality, however I define it.	0	1	2
7. I check in with my intuition – my gut feelings – when making choices.	0	1	2
8. If I'm blamed for something, I rarely lash out and say things I regret.	0	1	2
9. I fall asleep quickly and don't worry	0	1	2

about tomorrow's "to-do" list.			
10. If my heart gets broken I don't give up on love.	0	1	2
11. I'm a positive person, and don't make small problems into big ones.	0	1	2
12. I don't seek revenge if someone treats me poorly.	0	1	2
13. I'm not jealous of other people's success if it surpasses mine.	0	1	2
14. I quickly let go of negative emotions and don't brood on them.	0	1	2
15. I'm not easily crushed by disappointment.	0	1	2
16. I don't compare myself to others.	0	1	2
17. I have empathy for others but I don't become their therapist or get drained by their emotional pain.	0	1	2
18. I live in the present, rather than dwelling on the past or future.	0	1	2
19. I feel happy with my life, not that it's just passing me by.	0	1	2
20. I am good at setting limits with people who drain my energy.	0	1	2

❖ LISTENING

Task 3. Listen to three people describe successful protest campaigns and complete the table below.

Who is being targeted?	
What do the protesters want?	
What method are they using?	

❖ READING

Task 4. Read the text about the Social movements and social conflict. Write down two interesting things you remember. Compare your notes with other students.

SOCIAL MOVEMENTS AND SOCIAL CONFLICTS

PARA 1

Social movements often have unlikely beginnings. Hardly anyone could have guessed, for example, that a few followers of a Jewish heretic in a remote corner of the Roman Empire would start a religious movement that would eventually convert the entire Western world. Nor was there any way of knowing that a handful of Russian conspirators, inspired by the ideas of an obscure German economist, would become the vanguard for political revolutions all over the globe. However, several theories explain the reasons social movements such as Christianity and communism get started, how they attract followers, and why they eventually succeed or fail.

The Chicago school of sociology, led by Robert E. Park and his students, developed a natural history, or "stages," approach to the study of social movements. According to this classical model, social movements arise out of three conditions: (1) deep and widespread discontent, (2) a generalized belief in some cause of or solution to the problem, and (3) grassroots support for a collective effort to do something about it. Popular grievances may be due to either absolute deprivation, such as poverty or oppression, or relative deprivation, the sense of being poor or oppressed in comparison to other times or other people. Fluctuations in the level of popular discontent are thought to affect the rise and fall of social movements.

PARA 2

All social movements have three characteristics in common:

Social movements seek specific goals. Neil Smelser has distinguished between norm-oriented social movements, which attempt to protect or change social norms, and value-oriented social movements, which seek to protect or

change social values. The labor union movement, for example, was norm-oriented: it sought to change the norms affecting workers by advocating such reforms as higher wage scales and better working conditions. The value-oriented abolitionist movement, on the other hand, was largely a moral and religious crusade against slavery.

A third type of social movement is the revolutionary movement. Revolutionary movements seek to bring about fundamental changes in an entire social structure. Successful revolutions, such as the Protestant Reformation and the French Revolution, transformed existing institutions and ushered in new eras in social relationships.

Social movements are cohesive organizations. Participants in social movements share a sense of purpose that helps the organization survive for a relatively long time. It is this feeling of commitment to long-term goals that distinguishes social movements from collective behaviour.

3. Social movements have a unifying ideology. All social movements have a set of ideas, or an ideology, that justifies protest and change.

The members may not all have exactly the same beliefs, but they share basic values and convictions.

PARA 3

"It was the best of times, it was the worst of times," Charles Dickens said of the French Revolution. It was the best of times, he thought, because a heartless and foolish regime had been overthrown and basic human rights declared. It was also the worst of times because it unleashed the destructive forces of hatred and anger that led to the guillotine and the Reign of Terror. These are two of the many aspects of revolution that fascinate social historians. The causes of revolution are often debated: Why do people rebel? At what point do formerly peaceful citizens stop putting up with a corrupt or inefficient system? Or, to reverse the question, why don't people rebel more often? Considering all the cases of tyranny and injustice in the history of the world, why are revolutions so rare?

Revolutions can be partly explained by the mechanisms of social change and social conflict that were just discussed. In many ways, however, revolutions are unique

PARA 4

Revolutions are special cases of fundamental social change combined with violent social conflict. The word "revolution" is often used loosely to describe any far-reaching change in social patterns, as in the Industrial Revolution or the sexual revolution. To the sociologist, a true revolution must be a basic change of system. Revolutions with a capital R – the French, Russian, and Chinese Revolutions, for example – are great upheavals that tear societies apart and rebuild them on a new basis.

By this definition, a revolution is "a sweeping, fundamental change in political organization, social structure, economic property control and the predominant myth of a social order", thus indicating a major break in the continuity of development. Although they may have underlying causes that date back for centuries, revolutions take place rather suddenly. They are also characterized by the use of violence – both by the revolutionaries to force change and by the ruling elite to prevent it.

Revolutions, then, are special cases of both social change and social conflict. There are a number of special theories to explain them.

PARA 5

Psychological theories of revolution hold that political stability or instability depends on the generalized mental state of a society. "It is the dissatisfied state of mind rather than the tangible provision of 'adequate' or 'inadequate' supplies of food, equality, or liberty which produces the revolution." According to this view revolutions are most likely to occur when there has been a long period of economic growth and social progress followed by a short period of reversal. The experience of hard times when people expect more good times causes frustration, anger, and a burning desire to change the system.

In order to feel this dissatisfaction, people have to think that they lack more of the good things of life than other people. They have to feel deprived in comparison to what they had in the past or in comparison to what others had. Modern theorists call this discrepancy relative deprivation. For this reason peasants living in abject poverty in isolated areas of the world are not likely to revolt. They have no way of knowing what is obtainable and little means of comparing their lot with that of others. A social group that is better off by absolute standards is more likely to revolt if its members are able to see how much more others have or if they remember the better life they once had.

PARA 6

Conflict theorists do not deny that discontent and unrest lead to rebellion and disorder, but they argue that the motivation for violence is not enough to start a revolution. To them, revolutions are not simply explosions of anger and frustration but long, complex struggles among different groups with different motives, ending in new political and social arrangements.

According to Theda Skocpol's model there are two necessary and sufficient conditions for a social revolution: the breakdown of a partially bureaucratic state and widespread peasant insurrections. The breakdown of the state can be caused by overwhelming military pressure (as in the case of the Russian state during World War I) or the presence of a politically entrenched and landed upper class that prevents reform (as in the case of France on the eve of revolution). In both Russia and France the breakdown of the state permitted peasant rebellions that the ruling group could not effectively suppress.

PHARA 7

System dysfunction theory relates the causes of revolution to the causes of social change. From this perspective society is a functionally integrated system of interrelated parts. If one of its components is not operating as it should to maintain equilibrium, it can throw the whole system off balance. Social changes result from attempts to restore order by altering the social structure. If there are many serious problems that go uncorrected, there may be a breakdown and a revolution. In some

cases the system fails to adjust because the ruling group resists any change in the status quo. If the elite is less intransigent, reform rather than revolution generally occurs.

A system may also fail to adjust because severe dysfunctions cannot be corrected in time to prevent a breakdown. There may be an "accelerator" that acts to multiply and intensify the system's dysfunctions to a revolutionary level. The loss of a war, for example, often precedes a revolution. If the armed forces are crippled by a crushing defeat or lose faith in the government, they will not function in support of the system. Because the elite cannot depend on an incapacitated army to fight the revolutionaries, the loss of a war is a double accelerator in a revolutionary situation. If Imperial Russia had not entered World War I, for example, there might not have been a Russian Revolution.

The trouble with system dysfunction theory is that it fails to identify the point at which imbalance is severe enough to lead to a revolution. Nearly every system has structural defects that are not corrected and perhaps cannot be corrected, by the action of the ruling elite. Sometimes measures that are taken to restore order themselves precipitate change. Halfhearted reforms by the French king and the Russian czar to regain stability provoked actions that led to revolutions. The resistance of the elite to change, however, may be effective in preventing a revolution. The history of Latin America has proved again and again that ruthless, efficient repression can crush a revolutionary movement entirely.

❖ VOCABULARY

Task 5. Chose the best headline A-J *ащк* each paragraph 1-7 (All the headlines will be used).

- | | |
|--|---------------|
| A System Dysfunction Theory | PARA 1 |
| B Political Conflict Theory | PARA 2 |
| C Psychological Theories | PARA 3 |
| D Special case for revolution | PARA 4 |
| E Social change and social conflict | PARA 5 |

F Main characteristics **PARA 6**

J How Do Social Movements Start? **PARA 7**

Task 6. Match the column A with column B.

	A		B
1	discontent	A	спалах (гніву);
2	Struggle	B	непримиренний, непохитний;
3	Deprivation	C	невідповідність, незгода;
4	crusade	D	боротьба, зусилля;
5	Revolt	E	позбавлення;
6	Peasant	F	невдоволення;
7	Alter	G	селянин;
8	Discrepancy	H	повставати, бунтувати;
9	Explosion	I	боротися (за що-небудь або проти чого-небудь);
10	intransigent	J	змінювати, переробляти.

Task 7. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. In contrast to Tocqueville's interpretation, Marx believed that worsening economic and social conditions would finally cause the working class to _____.
2. Psychological theories find the cause of revolutions in feelings of relative _____.
3. Skocpol traces their causes to the breakdown of the state and to _____ rebellions.
4. According to the classical, or "stages," approach, social movements arise out of deep and widespread _____, a generalized belief in some cause or solution to the problem, and grass-roots support.

5. Political conflict theory emphasizes that revolutions are complex _____ among different groups that end in new political and social arrangements.

Task 8. Fill in the correct word from the box into the gaps below.

withdrawal abnormal breakdown violent movements
contend coalition existence evidence conventional

1. The best empirical _____ indicates that social movements do not derive from the vague discontents of frustrated groups.
2. Although discontent and ideology are motivating factors, they clearly do not fully explain the _____ of social movements.
3. It is strange but true that even _____ that represent deprived and alienated groups are not joined primarily by the people for whom they speak.
4. Collective behaviour often appears strange and unpredictable, but people in casual crowds, _____ crowds, and expressive crowds generally behave in expected ways.
5. Sociologists argue that collective behaviour is the predictable response of normal people in _____ situations.
6. Revolution also comes when a period of concessions and reforms is followed by a period of _____ of privileges and repression.
7. James Rule and Charles Tilly have proposed the theory that revolution results from the _____ of a political system into separate power centers.
8. There are likely to be _____ confrontations between the contending groups.
9. In the early stages the revolutionaries were a _____ of discontented groups with different objectives.
10. Of course, governments and revolutionaries rarely _____ for power on an equal basis.

Task 9. Are the following statements about the text true (T) or false (F)?

1. According to Theda Skocpol's model there are two necessary and **T / F** sufficient conditions for a social revolution.
2. Revolutions are not unique; they are all explained by the **T / F** mechanisms of social change and social conflict.
3. Social movements have nothing in common **T / F**
4. Conflict theorists argue that the motivation for violence is enough to **T / F** start a revolution.
5. All social movements have a set of ideas, or an ideology, that **T / F** justifies protest and change.

Task 10. Now look again at the paragraphs 1-7 and find the continuation of the following sentences.

1. For this reason peasants living in abject poverty	A was largely a moral and religious crusade against slavery.
2. A revolution is "a sweeping, fundamental change in political organization, social structure, economic property controll"	B there may be a breakdown and a revolution.
3. The value-oriented abolitionist movement, on the other hand	C and the predominant myth of a social order, thus indicating a major break in the continuity of development.
4. In order to feel this dissatisfaction.....	D as in the Industrial Revolution or the sexual revolution.
5. If there are many serious problems that go uncorrected,.....	E people have to think that they lack more of the good things of life than other people.
6. Fluctuations in the level of popular discontent are thought	F to affect the rise and fall of social movement.
7. The word "revolution" is often used	G in isolated areas of the world are not

loosely to describe any far-reaching change in social patterns,	likely to revolt.
---	-------------------

Task 11. Rearrange the letters to form a word used in the text, then match the word to its definition.

1	esioropnsp		a unfair and cruel treatment by a powerful person or government
2	tvoerpy		b a situation in which someone does not have enough money to pay for their basic needs
3	eiardpiovtn		c a situation in which people do not have basic things that they need to live a comfortable life
4	rtcehie		d someone who does or believes things that oppose the official principles of a religion
5	vulaeelynt		e at the end of a process or period of time in which many things happen
6	efbeli		f a strong feeling that something is true or real
7	wovhorret		g to force a leader or government out of their position of power
8	faentcias		h to attract and interest you very strongly
9	oulngitlie		i a machine used in the past for cutting off someone's head. It consisted of a heavy blade that slid down a tall wooden structure, cutting through their neck
10	reeshtlas		j feeling or showing no sympathy or kindness

Task 12. Choose the best option to complete the sentences.

- "It was the best of times, it was the worst of times," _____
a) Lawrence said of the French Revolution
b) Charles Dickens said of the Russian Revolution
c) Charles Dickens said of the French Revolution
- According to conflict theorists revolutions are _____

- a) complex struggles among different groups with different motives
- b) simply explosions of anger and frustration
- c) political and social arrangements

3. Revolutions are characterised by _____

- a) the use of violence
- b) by the use of power
- c) social change and social conflict

4. According to psychological theories revolutions are most likely to occur when _____

- a) there has been a long period of political growth
- b) there has been a long period of economic growth and social progress
- c) there has been a long period of economic upswing

5. Modern theorists call this discrepancy relative deprivation _____

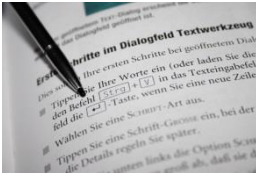
- a) disorder
- b) revolt
- c) deprivation

Task 13. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian and make up the sentences. with them.

collective
unifying
inefficient
tangible
crushing

Provision
Defeat
Ideology
Behavior
System

❖ GRAMMAR



**In this unit we make review of Reference words,
for more information see Appendix 6**

Task 14. Read the sentences. Analyse the highlighted words. Define what these words refer to.

1. Violence is usually used as a last resort. **It** can be a successful tactic, especially when a movement is viewed as a legitimate protest.
2. Other social movements have sought profound and long-lasting social change, and some of **them** have been spectacularly successful.
3. The members may not all have exactly the same beliefs, but **they** share basic values and convictions.
4. Internal conflict can restore group unity in open societies with multiple associations among members. **They** are likely to continue in rigid societies, where few common bonds and little basis for compromise exist.
5. Conflict theorists do not deny that discontent and unrest lead to the rebellion and disorder, but **they** argue that the motivation for violence is not enough to start a revolution.

Task 15. Replace each word/phrase in bold with a suitable expression from the box.

broke away dissatisfied with fire up bring in
look up

1. He had been feeling very (disappoint with) his life in recent months.
-

2. They (leave) this party to start their own business.
-

3. The government intends to (inculcate) a new law about wearing safety belts in cars.

4. She's (inspire) about this revolution she's participating in.

5. At last, after the revolution, things are (improved).

Task 16. Study the table then underline the correct prepositions in the sentences below.

to fight against	боротися проти когось;
to fight back	сопротивляться;
to fight down	стримувати, перемагати супротив;
to fight for	боротися за щось;
to fight off	предотвратить;
to fight on	продовжувати боротися;
to fight out	довести битву до кінця.

1. The French had desire to fight against/on the British.
2. We believed we were fighting for/off freedom and democracy.
3. The government managed to fight off/on their attack.
4. I prefer to fight for/out this matter once and for all.
5. You are going to have to fight on/back at them.

Task 17. There is an extra word in each of the sentences below. Check your knowledge of Reference words.

1. All three theories of revolution which are useful in explaining the underlying causes of social change and social conflict.
2. Changes in moral values and cultural patterns are often very strongly resisted.

3. Conflicts are likely to continue in rigid societies, where few are common bonds and little basis for compromise exist.
4. Revolutions combine fundamental social change this with violent social conflict.
5. Changes are likely to be accepted when there is an adequate cultural basis and when they meet that a conscious social need.
6. Social conflict refers to the antagonism of groups with opposing interests or values.

Task 18. Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	supporter		*
	explanation		*
§ 2	specific	*	
	protection		*
		*	succeed
§ 3	*	revolutionary	
§ 4	*		control
§ 5	*		desire
§ 6	*	angry	
§ 7	adjustment		*

Task 19. Read and identify the reference words in the following text.

When Le Bon described the submersion of the individual personality in the crowd, he began a tradition of social criticism that emphasizes the harmful effects of modern mass society. Instead of the close primary-group ties of tradition? societies, the mass society is dominated by secondary-group relationships. According to this view people in industrial societies re uprooted from community life and isolated from each other in impersonal bureaucracies. Their loneliness and sense of alienation makes them susceptible to the appeal of social movements that promise to reintegrate them into a meaningful community. This theory appeared to be borne out in the 1930s and 1940s, when fascism was sweeping

Germany and Italy. Mass movements then seemed to be symptoms of a sick society, an expression of irrational fears and hatreds released by a rent in the social fabric.

Task 20. Rearrange these words to form sentences, and translate them into Ukrainian.

1. There / reasons / purely / movements / also / little / for / the / assumption / is / that / join / social / for / ideological / support / people /
2. Behaviour / of / behavior / focus / on / the / unrestrained / collective / theories /of / acting / crowds /
3. Nonviolent/ powerful / must / mobilize / tactics / parties / to / third / effective/ be/
4. French / this / historical / sequence / fits / the/ of/ events / in / model / the / Revolution/
5. Social / refers / conflict / of / the / groups / with / to / antagonism / or / opposing / values / interests /

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to the use of reference words.

These ideas were the main thesis of Alexis de Tocqueville's study of the French Revolution. He noted that the eighteenth century in France was a period of dynamic economic and social growth, which resulted in less absolute deprivation. He concluded: "The regime which is destroyed by a revolution is almost always an improvement on its immediate predecessor. ... Evils which are patiently endured when they seem inevitable become intolerable when once the idea of escape from them is suggested."

Task 22. Choose the best option to translate the sentences.

1. Conflict can cause change within a system as well as a change of the system itself.

- A. Конфлікт може спричинити зміни у системі так само, як і змінити саму систему.
- B. Зміни у системі можуть бути спричинені конфліктом.
- C. Конфлікт може змінитися сам і спричинити зміни у системі.

2. Social movements seek specific goals.

- A. Суспільні рухи прагнуть певних цілей.
- B. Соціальні рухи шукають певної мети.
- C. Соціальні рухи стурбовані певною метою.

3. Theories of revolution are useful in explaining the underlying causes of social change and social conflict.

- A. Теорії революції корисні при поясненні соціальних змін і соціальних конфліктів.
- B. Причини соціальних змін і соціальних конфліктів корисні при поясненні теорії революції .
- C. Теорії революції корисні для пояснення основних причин соціальних змін і соціальних конфліктів.

4. Переконування, примушування та спонукання – стратегії соціальних рухів.

- A. Persuasion, inducement, and constraint are used for social movement strategies.
- B. Social movement strategies include persuasion, inducement, and constraint.
- C. Social movement strategy include persuasion, inducement, and constraint.

5. Зазвичай, насильство використовується як останнє звернення.

- A. Violence is usually used as a last resort.
- B. Force is usually used as a last resort.
- C. Violence is inevitably used as a last resort.

6. Відповідь на питання «Хто приєднується до суспільних рухів?» є зрозумілою.

- A. The answer to the question "Who is join social movements?" is clear.
- B. The answer to the question "Who joins social movements?" clear.
- C. The answer to the question "Who joins social movements?" is clear.

❖ **WRITING**

Task 23. Think about examples of social movements and social conflicts in your own country. What were the reasons for them? Write five to ten sentences. Then find out about your partner.

Task 24. Read the text about the Iranian revolution and analyze it.

IRANIAN REVOLUTION

The 1979 Iranian Revolution offers a recent example of how revolutions occur. The shah's programs for land reform and modernization brought him into conflict with the landholding religious establishment and the merchants who benefited from the status quo. Many other Iranians resented the intrusion of Western ideas and customs, the corruption and cruelty of the government, and the shah's flouting of traditional Islamic beliefs. By ruthlessly persecuting his opponents, the shah was able to suppress the mullahs and other dissenters. As system dysfunction theory predicts, his rigidity intensified opposition to his regime.

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

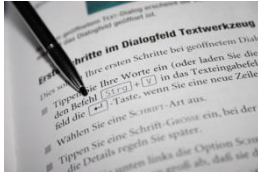
4. Circle the concluding sentence or clause.

Task 25. Write a small summary of the text Social movements and social conflicts for about 10 sentences.

Begin with

This text is about _____

CHECK YOUR WORK



Have you

used any interesting expressions from the text in your summary?

written 10 sentences?

checked your spelling?

STUDY SKILLS ANSWERS

Calculate your emotional freedom score, total the numbers corresponding to your responses.

- A score of 30-40 suggests that you're experiencing a considerable level of emotional freedom in your life.
- A score of 15-29 suggests a moderate level.
- A score of 14 or below suggests a beginning level.
- A zero score (and it takes courage to admit that) indicates you haven't found emotional freedom yet, but the good news is that you can start discovering it now!

UNIT 7

EDUCATION

❖ SPEAKING

Task 1 Discuss these questions with a partner.

- How do you understand the statement “culturally disadvantaged”?
- What do you think is the connection between education and equality?
- How can you explain Sonia Sotomayor's statement that “Until we get an equality in education, we won't have an equal society?” Do you agree with this statement or no? Explain why.

❖ STUDY SKILLS

Task 2 Look through these study tips for finals. Discuss these tips with your partner. Choose those tips, which you think are the most important.

Make a plan:

- ✓ know when your test dates and due dates are;
- ✓ give yourself at minimum a week for preparation;
- ✓ take more time for difficult classes or projects;
- ✓ start with what's most difficult.

Set goals:

- ✓ write down your goals and post them in a place you see them multiple times a day, tell people about your goals;
- ✓ make specific goals: what grade will you get on your paper? What cumulative GPA will you achieve this semester? What day will you finish your paper?
- ✓ have in mind rewards to give yourself for when you achieve your goals.

Prioritize your actions:

- ✓ use an ABC To-Do List to designate what items are the most urgent and important;
- ✓ break major studying and assignments down into smaller portions that you can check off (consider—it's not helpful to put on a to-do list “write paper” ... it is helpful to put “research sources,” “draft an outline,” “write introduction,” “write 1st draft,” “take 1st draft to a Writing Tutor,” “write 2nd draft,” etc);
- ✓ review past performance – correct any patterns of error and duplicate any patterns of success.

Stay healthy:

- ✓ take breaks from studying or working – for every hour at work, take 5 minutes away;
- ✓ positivity and anxiety are both contagious - surround yourself with people who promote success;

- ✓ communicate with your roommate(s) about sleep, noise, relaxation, etc.;
- ✓ find the best work environment for you by eliminating distractions;
- ✓ SLEEP! Eat (healthily)! Control caffeine intake!

How to Prepare for In -Class Exams:

- ✓ use study tools:
 - * flash cards – portable, easy to test and mix ideas;
 - * mind maps – shows relationships;
 - * summary Sheets – include the most important and most difficult concepts;
 - * essay questions;
 - * old exams.
- ✓ understand the difference between understanding something and reciting it in your own words – get to the point of recitation – you know material when you could teach it to someone else;
- ✓ don't cram until the last possible second – give yourself at least 10 minutes before starting the exam to breathe and relax;
- ✓ try a “brain dump” at the beginning of the exam – on a piece of scratch paper, write down everything you can remember.

How to Prepare Take Home Essays and Exams:

- ✓ understand the assignment in great detail – recite it back to yourself in your own words;
- ✓ set yourself time limits and achievement goals – “I will finish my first draft of 4 pages in 3 hours” then reward yourself;
- ✓ prepare ahead of time – read your sources, take notes, have conversations;
- ✓ make an outline or mind map to organize your ideas;
- ✓ use multiple drafts;
- ✓ use Writing Tutors.

❖ **READING**

Task 3. Read the text about the main concepts of education and equality. Write down two interesting things you remember. Compare your notes with other students.

EDUCATION AND EQUALITY

PARA 1

In spite of the family's dwindling role in the education of the young, family background is still the most important factor in educational achievement today. As the authors of the Coleman report discovered, the variation in test scores among children in the *same* school is far greater than the range between average children

at *different* schools. Numerous studies have documented the rule that the higher the family's social standing, the higher a child's level of education. Compared with the influence of different family backgrounds, the school itself appears to have little effect on how well students perform and how long they stay in school. The Coleman report found three aspects of family background to be especially important: the educational level of the parents, the family's income, and the interest the parents take in their children's education. By investigating these clues, perhaps we can discover why social class is of such overwhelming importance in education.

PARA 2

There is much evidence to show that the attitudes and values children bring to school outweigh those they learn *in* school. In *Class and Conformity*, for example, Melvin Kohn concluded that middle-class families tend to reward self-reliance and creativity, while most working-class families are more interested in obedience and respect. These middle-class values at home give strong support to academic achievement in school. Of course, success in school is not entirely limited to middle-class children. Everyone knows at least one child from a poor family who studied hard and became a doctor or lawyer. Joseph Kahl wondered whether or not these "achievers" had parents who had given them special encouragement. In a study of working-class parents whose sons were good students, Kahl discovered that these parents tended to be dissatisfied with their own jobs and anxious to have their sons do better than they had. They were more likely than other working-class parents to stress education as the means of getting ahead, and they took a strong interest in their sons' progress in school and rewarded them when they did well.

Clearly, working-class parents can do much to motivate their children to study and encourage them to strive for advanced degrees. Middle-class children, however, already live in an environment that encourages reading and other school-related activities; they use correct grammar and develop proper manners; and they play with children who share the same values and interests. Children who come

from working- class backgrounds or who live in slum neighborhoods grow up in an environment that does not usually encourage getting good grades and going to college. Their parents must therefore expend much more effort, enforce much stricter discipline, and have much greater motivation themselves to give them the same kind of support for educational goals as a middle-class family in a middle-class neighborhood.

PARA 3

Although the number of students attending college has risen spectacularly, the opportunity to get a college education is not more evenly distributed than in the past. Wealthier families still send their children to better schools, and for longer periods, than poorer families. A study that followed the careers of 9000 Wisconsin high-school students established that high-school graduates who come from less affluent backgrounds are (1) less likely to enter college immediately after high school, (2) much less likely to go to prestigious colleges, (3) more likely to drop out of college, and (4) less likely to return to college if they do drop out. On average, upper-middle-class children receive four more years of schooling than lower-class children.

Obviously, wealthy families can afford to send their children to private schools and to support them while they go through college. In spite of the ideal of educational equality, children's social origins deeply affect the amount and the quality of the education they receive. Class variations in the environment at home, the parents' attitude toward learning, and the amount of money invested in education all make it considerably more likely that children from privileged backgrounds will do well in school and acquire the credentials they need to get a good job. Besides these economic resources, well-to-do parents provide their children with "symbolic capital," which can also bring them financial dividends. They introduce their sons and daughters to such cultural experiences as classical music, art museums, and the theater – all socializing institutions that can give them social advantages over the children of working-class parents. In short, the influence of social background is so strong that most children start adult life at about the

same class level as their parents. However, the family is not entirely responsible for the perpetuation of class differences. The educational system itself also tends to give children unequal treatment.

PARA 4

Education is not a "great equalizer," the Coleman report paradoxically suggests, because the schools are homogeneous: they treat their students uniformly, or too equally. Future musicians are required to undergo the same training as future engineers; talented artists must study math in the same class as talented mathematicians. In other words, when unequal individuals are treated alike, people with special interests and special disabilities are bound to be overlooked.

In recent years the school system has made a number of adjustments based on the principle that the equal treatment of unequals is unjust. The Head Start program, which trained preschool children in the skills they would need to do first-grade work, was perhaps the broadest effort to eliminate the handicap of being black, Hispanic, poor, or in other ways "culturally disadvantaged."

Changed Lives, the landmark study of Head Start programs, proved that early childhood education can have a lasting effect on students' achievement. The researchers followed two groups of black children from low-income families in Michigan, for nearly 20 years. They found that the group with preschool education had significantly higher rates of high-school graduation and employment and lower rates of arrest and teenage pregnancy than the group that had not participated in such programs. Even so, a report from the public schools in Montgomery County, Maryland, indicates that Head Start programs alone cannot solve the problems that many poor minority-group children have in school. In comparison with middle-class white students, children from preschool educational programs still tend to have more academic difficulties and to score lower on standard achievement tests. The educational system also tries to adjust to individual differences by providing bilingual instruction and by making special

arrangements for deaf and crippled children. These efforts to deal with "exceptional" students treat only the more visible – and more publicized – tip of the iceberg of individual differences in ability and temperament. Because every child is exceptional in some way, the school's attempts to deal with unique individuals have so far been rather crude and ineffective.

❖ VOCABULARY

Task 4. Chose the best headline A-E for each paragraph 1-4 (All the headlines will be used).

- | | |
|--|--------------------|
| A Influence of home and neighbourhood | Paragraph 1 |
| B The equal treatment of unequals | Paragraph 2 |
| C School and social class | Paragraph 3 |
| D "The best education money can buy" | Paragraph 4 |

Task 5. Match the column A with column B.

- | A | B |
|-------------------------|---|
| 1 undergo | A корективи; |
| 2 overlooked | B ефектно; |
| 3 adjustments | C збереження; |
| 4 perpetuation | D проходити, подаватися; |
| 5 spectacularly | E послаблення ролі, втрачати значення; |
| 6 anxious | F величезні; |
| 7 encouragement | G підготовка; |
| 8 dwindling role | H заохочувати; |
| 9 background | I не помічати чогось; |
| 10 overwhelming | J стурбований. |

Task 6. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. Poor are also less likely to have families who can support them while they _____outpatient treatment.
2. The cultural and structural lessons of the hidden curriculum are that children should accept the norms of their peers and make _____in their behaviour to fit a bureaucratic world.
3. The school experience thus tends to institutionalize and justify inequalities of family _____that might otherwise have been overcome.
4. Has the number of students visiting college risen _____?
5. The history of American education illustrates the changes which education _____ in modern societies.

Task 7. Fill in the correct word from the box into the gaps below.

passion	aim	willingness	undervalued	efficiency
curriculum	achievement	peer	evaluate	to obey

1. The primary _____ of education remains the transmission of culture.
2. In schools the most influential primary group for students is their fellow students, or _____ group.
3. They also much information to each other directly: information about sex, about drugs, and about the latest fad in clothes and music.
4. In all the schools students admired academic _____less than other attributes, especially being a star athlete for boys and being "good looking" for girls.
5. More important than their intellectual ability was their _____ to work hard at a relatively unrewarded activity.
6. From the sociological perspective it is not surprising that academic accomplishments are _____ and that star students are often ridiculed as "grinds."
7. Teachers and administrators also teach students values and attitudes that are not in the school's formal _____.

8. The children in this classroom are also learning to _____themselves according to their teachers' standards.

9. To meet the requirements of organizational_____, the school day is divided into class periods, lunch hours, and recess..

10.The most successful students have usually learned not only _____the rules but to please their superiors by anticipating their demands, or "giving teachers what they want".

Task 8. Are the following statements about the text true (T) or false (F)?

1. Numerous studies have documented the rule that the lower the family's social standing, the higher a child's level of education **T / F**
2. Kahl discovered that working-class parents tended to be dissatisfied with their own jobs and anxious to have their sons do better than they had. **T / F**
3. Family background is still the most important factor in educational achievement. Middle- and upper-class parents give their children the benefit of economic and social resources that working-class parents do not have. **T / F**
4. In spite of the ideal of educational equality, children's social origins have nothing to do with the amount and the quality of the education they receive. **T / F**
5. The Head Start program was perhaps the broadest effort to eliminate the handicap of being "culturally disadvantaged." **T / F**

Task 9. Now look again at the text and find words in the paragraphs 1-5, which mean the same as:

- 1) earnings (**para 1**)
- 2) successful (**para 3**)
- 3) broaden (**para 2**)
- 4) come out (**para 1**)

- 5) defect (**para 4**)
- 6) supply (**para 3**)
- 7) extraordinary (**para 4**)
- 8) stimulate (**para 2**)
- 9) effort (**para 4**)
- 10) to take part (**para 4**)

Task 10. Rearrange the letters to form a word used in the text, then match the word to its definition.

1	ympolenemte		a to think carefully about something before making a judgement about its value, importance, or quality;
2	nteuecoenarmg		b able to speak two languages extremely well;
3	cagdbnuork		c the state of being equal, especially in having the same rights, status, and opportunities;
4	tveualea		d wanting something very much, especially when this makes you nervous, excited, or impatient;
5	eulqtyai		e work that you are paid regularly to do for a person or company;
6	xaunois		f the amount, level, standard, etc. that is typical of a group of people or things;
7	raevega		g the type of family, social position, or culture that someone comes from;
8	ubilgnali		h words or actions that give someone confidence or hope.

Task 11. Choose the best option to complete the sentences.

1. The Coleman report found three aspects of family background to be especially important: _____

- a) professions of the parents, the amount of children in the family, parents income
 - b) educational level of the parents, the family's income, and the interest the parents take in their children's education
 - c) the origin , income, status
2. Working class parents must therefore expend much more effort _____
- a) to give them the same kind of support for educational goals as a middle-class family in a middle-class neighbourhood
 - b) and spend more money for education than middle-class families
 - c) to force their children to study
3. Education is not a "great equalizer," the Coleman report paradoxically suggests, because the schools are _____
- a) heterogeneous
 - b) homogeneous
 - c) identical
4. According to Melvin Kohl middle-class families tend to reward _____
- a) self reliance and creativity
 - b) obedience and creativity
 - c) self reliance and respect
5. In paragraph 3 the statement "symbolic capital" means that _____
- a) middle-class parents provide their children with cultural experiences as classical music, art museums, and the theater, etc
 - b) working class parents provide their children with cultural experience as classical music, art museums, and the theater, etc
 - c) middle-class parents spend more money on the education of their children

Task 12. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

social	Average
overwhelming	Ahead
get	Class

on
educational
adult

support
life
equality

GRAMMAR



**In this unit we make review of adjective,
for more information see Appendix 7**

Task 13. Fill in each gap with an adjective in the correct form. Pay attention to the rules of the comparison of the adjectives.

1. Learning to be punctual has nothing to do with learning to add and subtract, but it has a lot to do with learning to meet the strong demand for precise timing in the _____ (large) social structure.
2. In every school the "leading crowd," or _____ (high) status group, had twice as many athletes and many more popular boys than it had brilliant students.
3. Family background is still _____ (important) factor in educational achievement.
4. Kahl discovered that these parents tended to be dissatisfied with their own jobs and anxious to have their sons do _____ (good) than they had.
5. _____ (successful) students have usually learned not only to obey the rules but to please their superiors by anticipating their demands, or "giving teachers what they want."

Task 14. Fill in the gaps with the correct preposition from the box.

in about with of for

1. Working-class students are sometimes jealous _____ middle-class students.

2. While mastering the subject is certainly most important, grades can also be improved by being on time, obeying the rules, and acting interested - _____ what the teacher is saying.
3. The family and organized religion were responsible _____ education in pre-industrial times.
4. Working-class parents tended to be dissatisfied _____ their own jobs and anxious to have their sons do better than they had.
5. People who are worried _____ their background have fewer chances than those who do not think about it.

Task 15. Match each word on the left to the word on the right with an opposite meaning. Make up sentences using these adjectives.

1. easygoing	A. lazy;
2. prudent	B. uptight, strict;
3. diligent	C. unhelpful;
4. stubborn	D. caring, sympathetic;
5. eager	E. flexible, open-minded;
6. ruthless	F. foolish;
7. cooperative	G. limited;
8. versatile	H. apathetic.

Task 16. There is an extra word in each of the sentences below. Find an adjective in each sentence.

1. However, most on children know the second lesson of the hidden curriculum: Do as you're told!
2. Middle-class children use more correct grammar and develop proper manners.
3. Compared these with the influence of different family backgrounds, the school itself appears to have little effect on how well students perform in school.
4. The increasing demand for educated workers in an industrial society, the growth of bureaucracy, democratic idealism, except all these cultural and social factors intertwined the educational system with other institutions in society.

5. In 1964 the Office of Education commissioned a very famous research report on educational opportunity by the sociologist James Coleman.

Task 17 Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	*	influential	
§ 2	*		encourage
	education	*	
	*	valuable	
§ 3	*		equal
	*		perpetuate
§ 4	need		*
	*	educational	

Task 18. Write the correct person's name under the adjective that best describes him or her.

There's no point in arguing with Bruce . He won't listen to the opinions of others, even if they prove him wrong.	easygoing
As the headmaster of the school, Carol has to be able to do many different things. In addition to her regular duties, she's also the accountant and hiring manager.	prudent
Victor takes care when making decisions in order to avoid unnecessary risk.	diligent
Students love Randy because he's relaxed. He doesn't mind if his students are late and he gives them a lot of freedom.	stubborn
Robert , the new headmaster, fired four teachers in his first week. He'll do whatever he has to reduce costs.	eager
Patricia works hard and she makes an effort to do her tasks well.	ruthless
Fresh out of university, Tanya , was excited about getting started with her job and learning new things.	cooperative
Mike is very helpful. He's always willing to be of assistance to	versatile

the other members of the class.	
---------------------------------	--

Task 19. Rearrange these words to form sentences, and translate them into Ukrainian.

1. and / values / their / peer / the /group / learn / of important / students / attitudes / more /

2. works / how / the / people / curriculum / the / system / how / demands / the / and / school / deal / other / formal / of / young / each / teach / with to /

3. all / from / textbooks / not / learn / just / situation / their / from / the / of / lessons / aspects / school / these / students /

4. were / adolescent / the / these / of success / deterrent / the / Coleman / that / values / results / suggested / to / a subculture / to academic /

5. and / values / not / also / are / teach / in / and / curriculum / formal / that / students / administrators / the attitudes / school's / teachers /

Task 20. Find at least 10 adjectives in the text you have read.

❖ TRANSLATION

Task 21 Translate the following paragraph into Ukrainian, pay attention to use of adjectives.

Many of the things students are required to do in school, and the rules and behaviours that they learn are "normal" or "right," have nothing directly to do with education. Learning to line up quietly, for example, does not help the first grader learn to read, but it does make running the classroom easier for the teacher. These hidden organizational lessons are so much a part of the underlying assumptions of schooling that we tend to forget how

Task 22. Choose the best option to translate the sentences.

1. Education is the formal transfer of knowledge, skills, and values from one person or group to another.

A. Освіта – це набуті знання, навички та цінності.

B. Освіта – це формальна передача знань, навичок і цінностей від однієї людини або групи людей, до іншої.

C. Освіта – передача знань, навичок і цінностей від однієї людини до групи людей.

2. Most parents want the schools to teach their children the skills and knowledge they need to get ahead.

A. Більшість батьків хоче, щоб школа навчила їх дітей знанням та навичкам, які необхідні для того, щоб досягти успіху.

B. Більшість батьків вчить своїх дітей навичкам та умінням, які знадобляться їм у школі.

C. Більшість батьків хоче, щоб школа навчила їх дітей знанням та навичкам, які їм не потрібні для того щоб досягти успіху.

3. More important than their intelligence was their willingness to work hard.

A. Набагато важливіше, аніж їх розумова здібність, було їх бажання старанно працювати.

B. Набагато важливіше за їх бажання працювати старанно, була їх розумова здібність.

C. Найважливішим були їх розумові здібності та бажання старанно працювати.

4. Одна з найперших речей, яку дитина вивчає в школі це приходити вчасно на заняття.

A. One of the first things a child learn in school is to on time.

B. One of the first things a child learns in school is to be on time.

C. One of the first things a child learns in school is be on time.

5. Як би ти хотів запам'ятися у школі: як блискучий учень або як найбільш популярний учень?

A. How do you most like to be remembered in school: as a brilliant student or as most popular one?

B. How would you most like to be remembered in school: as a brilliant student or as most popular one?

C. Would you most like to be remembered in school: as a brilliant student or as most popular one?

6. Заможні сім'ї відправляли своїх дітей у кращі школи та на довший період, ніж бідні.

A. Wealthier families send their children to better schools, and for longer periods, than poorer families.

B. Wealthier families sent their children to better schools, and for longer periods, than poorer families.

C. Wealthier families used to send their children to better schools, and for longer periods, than poorer families.

❖ WRITING

Task 23. Think about the equality in education. What can you say about the education in your own country? Write five sentences. Then find out about your partner.

Task 24. Read the text about punctuality and think about another similar rules and behaviours that have nothing directly to do with education. Share your ideas with your partner.

Punctuality. One of the first things a child learns in school is to be on time. Instead of the family's rather flexible "lunchtimes" and "bedtimes," time in school is precise and arbitrary. To meet the of organizational efficiency, the school day is divided into class periods, lunch hours, and recess. These "times" need not be related to hunger, fatigue, the changing seasons, or anything else outside the organization itself. Learning to be punctual has nothing to do with learning to add and subtract, but it has a lot to do with learning to meet the strong demand for precise timing in the larger social structure. American high-school gradu- or not they have learned anything else, have absorbed the organizational imperative: Be on time!

Task 25. Write a small summary of the text **Education and equality** for about 10 sentences.

Begin with:

This text is about _____

CHECK YOUR WORK



Have you
used any new expressions from the text in your
summary?
written 10 sentences?
checked your spelling?

UNIT 8

CAPITALISM AND SOCIALISM

❖ SPEAKING

Task 1. Discuss these questions with a partner.

- What do you know about Adam Smith's theory?
- What have you heard about mixed economies?
- What advantages and disadvantages of two systems can you provide?

❖ STUDY SKILLS

THE NAME GAME

In a highly competitive marketplace, thinking up distinctive names for new companies and their products is a specialist business. Lexicon Naming, who gave us “Pentium” and “Powerbook”, designed the following Name Game to test people’s branding skills.

Task 2. Work in groups. You are Lexicon Naming. Hold a meeting to choose the brand name that best matches the image the four client companies below would like to project. See page 132 for suggested answers.

Client 1	This cutting-edge video game company targets young males with its fast, action-packed titles. a Zule b Zyex c Mimem d Lura
Client 2	This environmentally progressive cosmetics company manufactures comforting, healing and improving products for women aged 18-34. a Tromos b Vaxlaz c Dartu d Ios
Client 3	This manufacturer specialises in miniature high tech gadgets like cell phones and PDAs. Their products are powerful, reliable, advanced, yet also lightweight and user-friendly. a Parmeon b Semsas c Areon d Zytos
Client 4	This prescription pharmaceuticals firm develops and manufactures innovative drugs for the traditional marketplace and for biotech applications. a Sylag b Tura c Zantis d Bagnum

Task 3. Complete the sentences using the words in the boxes.

growing coming pooling pouring sowing trickling

Money is liquid

- a They're _____ millions of dollars into R&D.
- b A small amount of cash has started _____ in.
- c We should be _____ our resources – together we'd have sufficient capital to fund new research.

Ideas are plants

- d After years of work, our plans are finally _____ to fruition.
- e There's _____ support for the project – most of the people we spoke to think it's a good idea.
- f They're _____ the seeds of doubt in the mind of the customer and, as a result, we're losing sales.

victory attack goalposts guns stakes fight odds idea

Argument is war

- g They shot down my _____ before I'd even had a chance to explain it.
- h We came under _____ from the marketing team.
- i He didn't put up much of a _____. In fact, he just seemed to give in completely.
- j She stuck to her _____ and refused to move an inch.

Competition is sport

- k We've scored a significant _____ in the home market.
- l The _____ are high – we're risking the future of this company.
- m The _____ are against us, but there's still a chance we can succeed.
- n We don't know what our objectives are supposed to be because they keep moving the _____.

❖ READING

Task 4. Read the text and choose the best title. Compare your answers with other students.

1. The Secrets of Capitalism
2. In Search of Excellent Mixture
3. The Sociology of Economic Life

....

While Adam Smith saw government interference with the free market as a hindrance to economic efficiency, Americans are more likely to see government control as a threat to their individual freedoms in a democracy. For many people, the alternative to economic freedom is socialism – an imprecise term for a system of public ownership and management of the means of production and distribution of goods. The dangers of centralized economic and political power are clearly seen in the totalitarian socialist states. In the Soviet Union and Cuba, a command economy is part of a repressive political system in which personal as well as economic freedom is severely restricted. The advantage of capitalism is that private enterprises provide separate power bases which offset and even oppose the state's power over the lives of its citizens.

However, government intervention in the economy does not necessarily destroy democratic liberty. All capitalist countries have mixed economies which combine a relatively free market with some government controls. In the American free enterprise system – probably the least regulated of all capitalist economies – the federal government supports farm prices, limits foreign imports, sets minimum wages, provides Social Security benefits, and influences economic activities through its tax and budget policies.

On the other hand, a free market economy does not guarantee political liberty. Many free-enterprise systems – in Chile, Kenya, Pakistan, and South Korea, for example – are associated with authoritarian regimes. Some economic

freedom appears to be necessary for political democracy, but free enterprise by itself is not enough to ensure it. The political issue, then, is how to prevent the combination of political and economic power that leads to tyranny.

The economic issue is whether the free market is still the most efficient means of distributing goods and services. By reducing competition, socialist systems have produced notorious inefficiencies. When free enterprise is replaced by highly centralized bureaucracies, as it is in the Soviet Union, a typical displacement of goals takes place: the rules and procedures for meeting production goals are followed to the letter without as much concern for the quality and quantity of consumer goods being produced. Furthermore, in a society where everyone is guaranteed a job, there is little incentive to improve workmanship and productivity. As a result, shoddy goods, haphazard distribution, and unpredictable shortages plague the Soviet economy.

Classical economists share Adam Smith's belief that the invisible hand should not be hampered by government interference in the market. We have seen, however, that laissez-faire policies eventually led to monopolistic concentration and a disastrous depression, and that the government has usually intervened to protect rather than oppose the competition of the free market. Moreover, even if we wanted to go back to the "good old days" of competitive capitalism, we could hardly do so. Today corporate giants like the "Fortune 500" are well protected against the pressures of the market. Furthermore, a return to laissez-faire would not necessarily unleash the creative energies of individual self-interest. Almost all modern workers are now employees: freeing IBM or General Motors from government control would not give corporate bureaucrats much incentive to try harder. A successful return to Adam Smith's policies would require a return to Adam Smith's world, and that world has disappeared forever.

Nevertheless, there are many ways of rearranging the mixture of mixed economies. Industrial managers in the Soviet Union now offer pay incentives to increase productivity, and socialist Yugoslavia is developing a genuinely competitive market for its state-owned enterprises. The progressive capitalist

countries of Europe have tried almost every possible mix of public and private ownership, central planning and open market, monopoly and competition, and worker and management control. These experiments with the mixed economy will probably continue, as one kind of system tries to control the instability inherent in capitalism and the other tries to reduce the inefficiencies inherent in socialism.

❖ VOCABULARY

Task 5. Chose the best headline A-F for each paragraph 1-6 (All the headlines will be used).

A	How does capitalism work?	Paragraph 1
B	Substitution of goals	Paragraph 2
C	Vanished world	Paragraph 3
D	Benefits of capitalism	Paragraph 4
E	Different solutions	Paragraph 5
F	What can guarantee the freedom?	Paragraph 6

Task 6. Match the column A with column B.

A		B	
1	to offset	A	проблема
2	a hindrance	B	дешева підробка
3	an issue	C	випадковий
4	notorious	D	звільняти
5	an incentive	E	відмежовуватися
6	shoddy	F	заважати
7	haphazard	G	сумнозвісний
8	to hamper	H	невід'ємний
9	to unleash	I	перепона
10	inherent	J	стимул

Task 7. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. The economic _____ for socialism is to reduce the inefficiency and low productivity of a highly bureaucratized command economy.
2. Weber argued that the economic behaviour that Smith took to be "human nature" was actually _____ to a certain period of history.
3. Nowadays people can easily _____ a new arms race on the world.
4. Some scientists suggested that Soviet system _____ the progress of business.
5. An avoska is a string bag for the odd _____ that you find something unexpected.

Task 8. Are the following statements about the text true (T) or false (F)?

1. Socialism is another definition of economic freedom. **T / F**
2. In mixed economies we join a relatively free market with some government controls. **T / F**
3. Unfortunately, Adam Smith's world gone with the wind. **T / F**
4. Workmanship and productivity can not be improved because everybody has a job. **T / F**
5. The principle of self-interest has led to anticompetitive measures and attempts to form monopolies. **T / F**

Task 9. Now look again at the text and find words in the paragraphs 1-6, which have opposite meaning:

- a) precise (1) _____
- b) a weakness (1) _____
- c) a loss (2) _____
- d) an answer (3) _____

- e) a producer (4) _____
- f) a dabbler (4) _____
- g) visible (5) _____
- h) a socialism (5) _____
- i) insincerely (6) _____

Task 10. Complete these sentences with the words from the box.

market competitive capitalist economy efficiency

1. The _____ is the social institution specializing in production and exchange of goods and services.
2. The _____ market system in industrial societies has brought steady economic growth
3. _____ economies today are mixed economies, which combine relatively free markets with government controls.
4. The capitalist labour _____ has produced chronically high rates of unemployment.
5. The requirements of productive _____ have given rise to giant oligopolistic enterprises.

Task 11. Rearrange the letters to form a word used in the unit, then match the word to its definition.

1	sailiactpm		a a system of public ownership and management of the means of production and distribution of goods;
2	zinaoIndriiustati		b the condition of getting more goods and services for less effort;
3	pololigyo		c an economy in which the principles of the competitive market are allowed to work without hindrance by

			authorities;
4	uoprtidciytv		d the process of shifting from hand tools to power machinery, whose long-range social results are a shift from a manual to a non-manual labour force;
5	cmsloaiis		e a general statement that explains the relationship among facts;
6	nthyocleog		f an economic system in which the means of production are owned by private firms and individuals;
7	rehyot		g the socially accumulated knowledge of how to make use of nature;
8	airsle-sazief		h a market dominated by a few firms.

Task 12. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

government

political

authoritarian

shoddy

disastrous

individual

notorious

regimes

inefficiencies

liberty

self-interest

interference

depression

goods

❖ GRAMMAR



**In this unit we make review of Inversion,
for more information see Reference 8**

Task 13. Fill in the gaps with the words from the box to get useful information about Inversion usage.

change questions strict highlighting

1. Usually we use _____ word order in English language.

2. When we use Inversion we _____ a strict word order in a sentence.

3. Usually Inversion is used for _____ an element replaced in a sentence or for conferring a special meaning to the whole sentence.

4. With the help of inversion we can make _____, negative sentences, conditional clauses, emphasis, adverbial clauses etc.

Task 14. Write down a suitable question for the following answers. Remember to make a question you need inversion.

A. D _____ ?

The labour market does not work perfectly.

B. H _____ ?

In modern capitalist societies this wealth has been unevenly distributed.

C. D _____ ?

Socialist systems had public ownership.

D. I _____ ?

This approach is described in Chapter 12.

Task 15. Tick the correct sentence. Pay attention to the inversion.

1. **a** Rarely they control the instability of the market.
b Rarely do they control the instability of the market.
2. **a** Hardly had she left the company than it went bankrupt.
b Hardly had she left the company when it went bankrupt.
3. **a** "Where did you find these goods?" asked he.
b "Where did you find these goods?" he asked.
4. **a** Marx was a German philosopher and economist, as was Engels.
b Marx was a German philosopher and economist, as Engels.

Task 16 Study the table below and fill in the gaps in the following sentences.

These words and expressions may cause inversion if they are at the beginning of the sentence.	
ONLY	тільки; лише
NEVER	ніколи...ні (до присудка)
RARELY	Рідко
NOT ONLY ... BUT	не тільки...але й
NEITHER; NOR	а також ...не (до присудка)

1. _____ recently have we appreciated the potentialities in this field.
2. _____ does the blending of various economies result in open market, _____ most industrial economies often are based on the principles of the free market.
3. _____ does it lead to a huge increase in human productivity.
4. The capitalist labour market could not identify the problem of unemployment. _____ could free enterprise solve the recurring problems of recession.

5. Very _____ could modern capitalist societies increase their GNPs in a short time.

Task 17. Put the words in the correct order. Pay attention to the words that usually cause the inversion.

1. rational / requirements / table / the / planning / in / productive / are / 3 given / of efficiency / and /
2. oligopolistic / discussed / of / dominate / enterprises / remaining / the major / markets / and / to be / discourage / that / problem / is competition /
3. industrial / only / capitalism / revolution / on / cases / the ethic / the / cultural / provide / setting / necessary / protestant / does / for / the / and / the / rise / of special /
4. any / they / present / information / not / did / help / did / they / nor / financial, / provide /
5. this / category / it / us / is / interest / last / is / of / that / to /
6. how / must / tools / not / book / does / you / do / gives / discuss / what / effective / for / to / do / but / the / you / simply it /
7. effects / for / harmful / it / to / indeed / concern / our / and / does / lead / social / environmental /
8. however / been / free / completely / the / has / never / "free market" /
9. world's / until / basis / 1750 were / command / only / the organized / on / the / of entire / custom / economies / or /
10. cause / demand / it / response / did / to / consumer / some /

Task 18. Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1	restriction		*
	*	dangerous	
§ 2		*	mix
	supporter		*

§ 3		*	authorize
§ 4	*	enterprising	
§ 5	intervention		*
		*	create
§ 6	*	productive	
		*	industrialize

Task 19. Cross out the unnecessary word.

1. Outside Socialist systems there was management of the means of production and distribution of goods.
2. If had they controlled the market, it would have been stable.
3. Only then does the action did not lead to plan imbalance.
4. The emphasis on profit-making does outweigh then concern for environment.
5. Nor rarely did they elevate work to a sacred duty.

Task 20. Find at least three examples of Inversion in the text you have read.

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to the translation of Inversion.

THE PAST SOVIET ART OF SHOPPING

In spite of the various tinkering reforms, the Soviet economy operated by Plan from above rather than in response to consumer demand from below and this produced a lopsided assortment of goods. Goods were produced to fill the Plan, not to sell. Rarely were the anomalies baffling. Because the supplies of consumer goods were about as unpredictable as the weather (and there was little effective advertising to help shoppers), Russians had developed a series of defense mechanisms to cope with the situation. They knew that some Soviet factories, especially those in the Baltic Republics, produced nice items – women's clothing with a bit of style, brighter men's shirts, good sleeping bags, radios, or outboard motors – and that these items sell out in a flash whenever they appear. For just that lucky break, women all carried a string bag, an avoska, which came from the Russian word for maybe, perchance. Likewise, almost any man carried a briefcase wherever he went. ... As time went on, I discovered that briefcases were far more likely to be loaded with oranges, hoards of toothpaste or pairs of shoes than with books or papers.

Task 22. Choose the best option to translate the sentences.

1. Never does it lead to considerable changes in Dynamic Asian Economies.

- A. Це призведе до незначних змін в азіатській динамічній економіці.
- B. Це ніколи не призведе до значних змін в азіатських економіках, що динамічно розвиваються.
- C. Це ніколи не призведе до розумних змін в динамічних азіатських економіках.

2. Only in special cases do the experiments with the usage of mixed economy continue.

- A. Лише в спеціальних кейсах експериментатори продовжували використовувати змішану економіку.
- B. Лише в спеціальних випадках експерименту під час використання змішують економіку.
- C. Лише в особливих випадках продовжуються експерименти із використанням змішаної економіки.

3. He had perfect knowledge of all the aspects of the situation save on.

- A. Він чудово знав всі аспекти ситуації, за виключенням одного.
- B. Він чудово знав всі аспекти цієї виключної ситуації.
- C. Він мав чудові знання всіх аспектів цієї ситуації і зберіг їх.

4. Існує інший підхід до проблеми, що справді дозволяє зберегти час.

- A. There has been a second approach to the problem that does provide time a changing.
- B. There is a second approach to problem that provides a time saving.
- C. There is a second approach to the problem that does provide a slight time saving.

5. Тільки нещодавно ми оцінили потенційні можливості змішаної економіки.

- A. Only recently have we appreciated the potentialities of mixed economies.
- B. Only recently we have appreciated the potentialities of mixed economies.

C. Recently we have appreciated the potentialities of mixed economies only.

6. Хоча всі висновки і були важливими, вони не вирішували проблеми, які постали перед ними.

A. The decisions were important, they did not solve the problems confronting them.

B. Important as were the decisions, they did not solve the problems confronting them.

C. . Important as were the decisions, they did not solve the problems confront us.

❖ WRITING

Task 23. Think about the influence of capitalism and socialism on your society. Is or was it positive or negative? Write five sentences. Then find out about your partner.

Task 24. Read the paragraph about the Industrial Revolution and analyze it.

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

4. Circle the concluding sentence or clause.

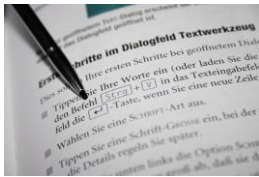
Technological change and the spread of industrial development has created a world economy. According to world-system theory, the Industrial Revolution was based on European colonial trade. In Wallerstein's theory, rich, industrialized core societies imported raw materials from poor, dependent peripheral societies and exported manufactured goods to them in return. Today the world economy is a complex system of interdependent countries, where multinational enterprises compete in a worldwide market for goods and labor.

Task 25. Write a small summary of the text **Capitalism and Socialism** for about 10 sentences.

Begin with:

This text highlights _____

CHECK YOUR WORK



Have you

used any interesting expressions from the text
in your summary?

written 10 sentences?

checked your spelling?

SUGGESTED ANSWERS TO TASK 2

1. Zyex – visually attracting combination of letters sounds quite masculine and “technie”.
2. Ios – short and simple sounds pure, classical and feminine. (Eos was the ancient Greek goddess of the dawn).
3. Areon – suggests lightness speed and mobility.
4. Zantis – has exotic associations (Byzantium, Atlantis, but is said quickly sounds quite like scientist).

UNIT 9

SOCIETY AND HEALTH

❖ SPEAKING

Task 1

- How do you understand the statement “premature death”?
- What do you think is the connection between society and health?
- Can you explain Jiddu Krishnamurti’s statement that “It is no measure of health to be well adjusted to a profoundly sick society”. Do you agree with this statement or no? Explain why.

❖ STUDY SKILLS

Task 2. Look through 10 tips to stay mentally healthy. Discuss these tips with your partner. Choose those tips, which you think are the most important.

Enjoying mental health means having a sense of well being, being able to function during everyday life and feeling confident to rise to a challenge when the opportunity arises. Just like your physical health, there are actions you can take to increase your mental health. Boost your wellbeing and stay mentally healthy by following a few simple steps.

☒ **Connect with others.** Develop and maintain strong relationships with people around you who will support and enrich your life. The quality of our personal relationships has a great effect on our wellbeing. Putting time and effort into building strong relationships can bring great rewards.

☒ **Take time to enjoy.** Set aside time for activities, hobbies and projects you enjoy. Let yourself be spontaneous and creative when the urge takes you. Do a crossword; take a walk in your local park; read a book; sew a quilt; draw pictures with your kids; play with your pets – whatever takes your fancy.

☒ **Participate and share interests.** Join a club or group of people who share your interests. Being part of a group of people with a common interest provides a sense of belonging and is good for your mental health. Join a sports club; a band; an evening walking group; a dance class; a theatre or choir group; a book or car club.

☒ **Contribute to your community.** Volunteer your time for a cause or issue that you care about. Help out a neighbour, work in a community garden or do

something nice for a friend. There are many great ways to contribute that can help you feel good about yourself and your place in the world. An effort to improve the lives of others is sure to improve your life, too.

☒ **Take care of yourself.** Be active and eat well – these help maintain a healthy body. Physical and mental health are closely linked; it's easier to feel good about life if your body feels good. You don't have to go to the gym to exercise – gardening, vacuuming, dancing and bushwalking all count. Combine physical activity with a balanced diet to nourish your body and mind and keep you feeling good, inside and out.

☒ **Challenge yourself.** Learn a new skill or take on a challenge to meet a goal. You could take on something different at work; commit to a fitness goal or learn to cook a new recipe. Learning improves your mental fitness, while striving to meet your own goals builds skills and confidence and gives you a sense of progress and achievement.

☒ **Deal with stress.** Be aware of what triggers your stress and how you react. You may be able to avoid some of the triggers and learn to prepare for or manage others. Stress is a part of life and affects people in different ways. It only becomes a problem when it makes you feel uncomfortable or distressed. A balanced lifestyle can help you manage stress better. If you have trouble winding down, you may find that relaxation breathing, yoga or meditation can help.

☒ **Rest and refresh.** Get plenty of sleep. Go to bed at a regular time each day and practice good habits to get better sleep. Sleep restores both your mind and body. However, feelings of fatigue can still set in if you feel constantly rushed and overwhelmed when you are awake. Allow yourself some unfocussed time each day to refresh; for example, let your mind wander, daydream or simply watch the clouds go by for a while. It's OK to add 'do nothing' to your to-do list!

☒ **Notice the here and now.** Take a moment to notice each of your senses each day. Simply 'be' in the moment – feel the sun and wind on your face and notice the air you are breathing. It's easy to be caught up thinking about the past or planning for the future instead of experiencing the present. Practicing mindfulness, by focusing your attention on being in the moment, is a good way to do this. Making a conscious effort to be aware of your inner and outer world is important for your mental health.

☒ **Ask for help.** This can be as simple as asking a friend to babysit while you have some time out or speaking to your doctor (GP) about where to find a counselor or community mental health service. The perfect, worry-free life does not exist. Everyone's life journey has bumpy bits and the people around you can help. If you don't get the help you need first off, keep asking until you do.

❖ READING

Task 3. Read the text about saving lives through social action. Write down two interesting things you remember. Compare your notes with other students.

SAVING LIVES THROUGH SOCIAL ACTION

As recently as the 1920s infectious diseases were still dangerous threats to health, modern medicine, especially the development of sulfa drugs and antibiotics, has greatly reduced the risk of death from infections. Today the most dangerous diseases are not contagious but chronic disorders. Four types of disease—heart disease, cancer, stroke, and lung disease—account for over 70 percent of all the deaths in the United States. While modern scientific medicine has been able to relieve the effects and arrest the progress of these diseases in individual cases, it cannot cure or prevent them. The findings of medical research emphatically suggest that the causes of cancer, emphysema, and circulatory disorders are not just physical but also social. The way we live is strongly affecting how healthy we are.

John Knowles, a physician and past president of the Rockefeller Foundation, believes that most Americans are born healthy and suffer from illness or premature death only because of their own misbehaviour or an unhealthy environment. Prevention of disease, he argues, means giving up some "bad" habits—smoking cigarettes, eating too many fats, drinking too much, exercising too little, driving too fast. Knowles's prescription was borne out by a California study that found that longer life expectancy is significantly related to a healthy life style.

For five and a half years 7000 adults followed a few sensible rules:

Three meals a day at regular hours and no snacking;

Breakfast every day;

Moderate exercise two or three times a week;

Adequate sleep (seven or eight hours a night);

No smoking;

Moderate weight;

No alcohol or alcohol in moderation.

1 _____

Most of the leading causes of death would be affected by similar changes in the social environment. Eighty percent of the deaths from cancer and heart disease may be "premature"; that is, they occur in relatively young people and are believed to be preventable. Heart disorders and strokes (46 percent of all deaths) are related to diet, cigarette smoking, undetected hypertension, and lack of exercise. Cancer (22 percent of all deaths) is correlated with smoking, eating fatty and refined foods, and breathing chemically polluted air. Stress, the hallmark of modern urban societies, seems to play an important role in heart disease and strokes. Moreover, the emotional strain of adjusting to loss and change often precedes the onset of other illnesses. The death rate for widows and widowers, for example, is ten times higher in the first year of bereavement than it is for others the same age. In the year following a divorce those who are divorced are twelve times more likely to get sick than married people.

2 _____

There is much evidence to show that social action would prevent many of these deaths. Let us turn to a few recent examples of how changes in social behaviour have affected health.

Smoking. When the surgeon general's report on the link between cigarette smoking and cancer was released in 1964, 50 percent of the adult population of the United States smoked cigarettes. By 1983, in part because of public education programs and restrictions on cigarette advertising, the proportion of adult smokers had dropped to about 30 percent. If cigarette smoking were stopped entirely, experts estimate that one out of five deaths from cancer would be prevented.

3 _____

Accidents. In 1976 Ontario, Canada, made it illegal to drive or ride in a car without wearing a seatbelt. Officials say the use of these safety devices is primarily responsible for the 40 percent drop in traffic fatalities between 1975 and 1982, even though there are many more cars on the roads. In the United States new

legislation and stricter law enforcement to curb drunken driving are credited with reducing 1983 traffic deaths to their lowest level in 20 years. Nevertheless, experts warn that these measures tend to become less effective as time goes on, and that only a change in American attitudes toward drinking and driving will prevent greater loss of life in the future. Traffic accidents remain the chief cause of death in the 15-to-25-year-old age group.

4 _____

❖ VOCABULARY

Task 4. Read the text about Saving Lives through Social Action. Some paragraphs have been removed from the text. Choose from paragraphs A-E the one which fits each gap 1-4. There is one paragraph which you don't need to use.

- A** As these examples strongly suggest, many of the leading causes of death and disability are social, not medical, problems. Doctors cannot cure cancer or heart disease with shots and pills, as they can cure the "old killers" like diphtheria and tuberculosis. Today most people could improve their health not simply by passively receiving better medical treatment but by actively changing the way they live every day. The health-care system, however, has an important effect on social behaviour.
- B** Alcohol. When the sale of alcoholic beverages was restricted during Prohibition, the death rate from cirrhosis of the liver dropped from 11.8 per 100,000 in 1916 to 7.2 in 1932. After the Prohibition amendment was repealed, the death rate from cirrhosis rose steadily to an all-time high of 16 deaths per 100,000 in 1973. In France, where wine production is the country's largest industry, alcoholism is the third most common cause of death, after heart disease and cancer.
- C** The study found that a 45-year-old man who practiced three or even fewer of these healthy habits had a remaining life expectancy of 21.5

years (to age 67); if he followed four or five of the rules, he could expect to live 28.0 more years (to age 73); and if he observed six or seven, he would lengthen his life expectancy to 33.0 additional years (to age 78). The researchers also found that middle-aged people who practiced all seven habits were as healthy as people thirty years younger who practiced none of them. As this study indicates, just a few simple changes in everyday living habits can apparently prevent illness and add years to life.

D As for the relationship of education and health, the economist Victor Fuchs has put it starkly: each additional dollar spent on education reduces mortality rates more than each additional dollar spent on medical care. Fuchs's conclusion is based on studies showing that the higher the level of education in a population, the lower its mortality rate. In one such study white men with less than a high-school education had a mortality rate 64 percent higher than men who had graduated from college. Women who had not completed high school had a mortality rate more than twice as high as college.

E Many deaths from accidents, homicide, and suicide could also be prevented. Almost half of all fatal accidents are caused by automobiles. Popular resistance to lower speed limits and such safety features as seat belts is doubtless a contributing factor. Drunken driving contributes to between 50 and 75 percent of all deaths and injuries in automobile accidents, and the excessive use of alcohol causes cirrhosis of the liver, a leading cause of death. The suicide rate is increasing generally, but it has nearly doubled among young people since the 1960s. Accidents, murders, and suicides are responsible for three out of four deaths among 15- to 25-year-olds – the only age group for which the mortality rate has *risen* since 1976.

Task 5. Match the column A with column B.

A		B	
1	an amendment	A	захворювання, недуга;
2	to estimate	B	лікування;
3	a bereavement	C	розлад;
4	a threat	D	поліпшення;
5	an illness	E	страждати;
6	a treatment	F	хвороба;
7	a disease	G	оцінювати, прикидати;
8	a disorder	H	вбивство;
9	to suffer	I	загроза;
10	a homicide	J	важка втрата.

Task 6. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. Because much of the cost of health care is not covered by insurance, the risk of a long illness is a serious financial _____ to most people in the world.
2. Depression and anxiety are more common among women, while men are more likely to _____ from antisocial personality disorders, alcoholism, and drug abuse.
3. The available research indicates that mental _____ is not a new problem: the major types of mental _____ have been found in every known society, no matter what its way of life.
4. It also appears that social class deeply affects how and where sick persons are treated, and even whether they receive any _____ at all.
5. A longer life span often means the development of chronic _____ that require longer and more frequent hospitalization.

Task 7. Fill in the correct word from the box into the gaps below.

healthy	deprived	strain	rural	“rat race”
income	indicate	contribute	widespread	go up

1. One way to test the effect of modern life on mental health is to compare urban and _____ rates of mental illness.
2. Many people assume that the stress and _____ of modern life are responsible for the high incidence of mental illness.
3. Some of the reasons why health costs will continue to _____ are discussed below.
4. Another way to test the proposition that modern urban society _____ to mental disorders is to look for evidence that contemporary rates of mental illness are higher than they were in the past
5. The _____ for success, the impersonality of large urban organizations, and the confusion of rapid social change are all thought to make our psychological environment unhealthy.
6. Mental illness appears to be rather _____.
7. The available research _____ that mental illness is not a new problem: the major types of mental disorders have been found in every known society, no matter what its way of life.
8. In fact, two social factors — _____ and education – largely determine what kind of health we have.
9. A connection between mental illness and _____ living conditions has long been suspected.
10. The way we live is strongly affecting how _____ we are.

Task 8. Are the following statements about the text true (T) or false (F)?

1. A few simple changes in everyday living habits cannot apparently **T / F**

prevent illness and add years to life.

2. Cancer is correlated with smoking, eating fatty and refined foods, **T / F** and breathing chemically polluted air.
3. We cannot prevent the deaths from homicide, suicide, accidents. **T / F**
4. Today the most dangerous diseases are chronic disorders. **T / F**
5. Prevention of disease means giving up some "bad" habits – smoking **T / F** cigarettes, eating too many fats, drinking too much, exercising too little, driving too fast.

Task 9. Now look through the text again and find words which mean the same as:

1. completely	6. avertable
2. up to date	7. a dowager
3. to / a ban	8. to make or become better
4. incessant	9. to less painful
5. a proof	10. killing

Task 10. Rearrange the letters to form a word used in the text.

1	racnec		a a serious illness caused by a group of cells in the body increasing in an uncontrolled way;
2	nteuecoenarmg		b neither very great nor very small in amount, size, strength, or degree;
3	cagdbnuork		c a condition in which your blood pressure is extremely high;
4	tveualea		d a medicine or treatment that makes someone who is ill become healthy;
5	eulqyai		e bad behaviour or behaviour that offends other people;
6	xaunois		f drinks such as wine and beer that can

			make people drunk;
7	egavera		g a crash involving a car, train, plane, or other vehicle;
8	billiguna		h a law, or a set of laws.

Task 11. Choose the best option to complete the sentences.

1. Modern medicine is able to relieve the effects and arrest the progress but it cannot_____.

- a) reduce the number of ill people
- b) cure or prevent them
- c) guarantee a full recovering

2. Heart disorders and strokes are related to _____.

- a) diet, cigarette smoking, undetected hypertension, and lack of exercise.
- b) breathing chemically polluted air
- c) smoking, eating fatty and refined foods

3. For three out of four deaths among 15- to 25-year-olds are responsible _____.

- a) accidents, murders, and suicides
- b) cancer and strokes
- c) homicide, murders

4. If cigarette smoking were stopped entirely, experts estimate _____.

- a) that one out of five deaths from cancer would be prevented
- b) that one out of five deaths from heart diseases would be prevented
- c) that one out of seven deaths from cancer would be prevented

5. An important role in heart disease and strokes plays _____.

- a) smoking
- b) drugs
- c) stress

Task 12. Use the words from the right side to make the expressions with the words from the left side. Then make up sentences with them.

refined

sulfa

heart

social

circulatory

environment

disorder

food

drugs

disease

❖ GRAMMAR



**In this unit we make review of Reported Speech,
for more information see Appendix 9**

Task 13. Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3-8 words.

1. “If I were you I’d give serious consideration to changing jobs.” – the counselor said to him.

The counselor _____ a job change. **URGED**

2. “You really ought to reduce the amount of saturated fat you eat” – the doctor said.

The doctor _____ the amount of saturated fat I ate. **CUT**

3. “Don’t worry, it won’t hurt at all”, – the nurse told to girl.

The nurse _____ hurt. **ASSURED**

4. “It will soon be time for your medication”, – said the nurse.

The nurse _____ for medication. **INFORMED**

5. “How long have you been experiencing these symptoms?” – asked the GP.

The GP _____ the symphoms. **ENQUIRED**

Task 14. Complete this text with these verbs from the box.

are	is	has	live	can	can't	will	were	was
		had	lived	could	won't	would		

When she died at the age of 122, Jeanne Calment was the oldest person on record. This amazing woman, from Arles in France, had not exactly lived what might be described as 'a healthy lifestyle'. Family and friends reported that she (1) _____ fond of cheese, wine and chocolate. She had also smoked cigarettes until she was 117. We asked several experts how a person, especially a cigarette-smoker, (2) _____ live so long. They offered more than one answer. 'The average life expectancy (3) _____. now about 80 for women and 75 for men,' observed Dr Elizabeth Jones, director of the Centre for Studies on Ageing. She says that there (4) _____ been a steady rise in the maximum age of death throughout Europe during the past century and a major reason for this is improved medical care. Another researcher, Dr Michael Glass, says, 'There (5) _____ no theoretical reasons why we (6) _____ have a life span of 200 years.' Better medical care (7) _____ be the only factor, according to Dr Glass. He explained that genetic engineering (8) _____ soon allow us to repair or replace damaged cells, the real cause of ageing. He believes that we (9). _____ able to stop the ageing process. Other researchers have noted that attitude is also an important factor in longer life. Dr John Park is the author of 'Living Beyond 100'. 'Those who (10) _____ to a ripe old age,' he says, 'are those who (11) _____ cope with stress and other difficulties in life.' He wrote in his best-selling book that people who (12) _____ past 100 (13) _____ almost always optimistic and (14) _____ a great attitude to life.

Task 15. Find for these words correct preposition. Make up sentences in reported speech using these words.

1. graduate	5. spent
-------------	----------

2. give	6. responsible
3. born out	7. threat
4. drop	8. affected

Task 16. Make reported requests or orders. Start each sentence with 'she asked me' or 'she told me'. It's the same day, so you don't need to change the time expressions.

1. "Please help me to understand this law concerning health care"
2. "Don't smoke!"
3. "Could you please explain these terms?"
4. "Could you bring the book tonight?"
5. "Do you best to save your health."

Task 17. Complete the asterisked gaps in the chart below. Use dictionary if necessary.

NOUN	ADJECTIVE	VERB
relief	relieved	*
affectation	affected	*
moderate	*	moderate
expectation	expected	*
*		equal
*		perpetuate
need		*
*	educational	

Task 18. Change the interview above to reported speech. Pay attention to tense, pronoun, and adverb agreement.

REPORTER: Congratulations on winning the marathon. How long have you been preparing for this race?

RUNNER: Thank you. About five years, running twelve miles, three times a week.

REPORTER: Why do you like to run?

RUNNER: I haven't always been a runner. I started running when my doctor told me I was over-weight and needed to improve my over all health. At first, it was hard to go a few miles, but now, I'm in better shape and I love it. I can't wait to get out in the morning and run.

REPORTER: What is your favorite part of a marathon?

RUNNER: You might expect me to answer "crossing the finish line", but actually it's when I get to the 20-mile point of the race. I think I can't go on, and then I do! That's my most challenging moment. It's "mind over matter"

REPORTER: Are you planning to run more marathon in the near future?

RUNNER: Yes, I am looking forward to running one in Seattle next month.

REPORTER: Can you give me some advice about getting in shape?

RUNNER: Well, I guess I would tell you to keep moving. Eat healthy food and keep moving.

REPORTER: Wonderful! Thank you for talking to us today and please thank your coach as well. Get some rest!

RUNNER: Thank you. I'm honored to be here on your show.

1. The reporter asked _____
 - a) how long is it he prepare for race
 - b) he prepare how long for the race
 - c) how long did he prepare for the race
 - d) how long he had been preparing for the race
2. The runner replied that _____ .
 - a) I have been running for about five years
 - b) I was running for about five years
 - c) he had been running for about five years
 - d) he is running for about five years
3. Next, the reporter asked him _____ .
 - a) why he likes to run
 - b) why does he like to run
 - c) why do you like to run

d) why he liked to run.

4. The athlete said _____ I needed to improve my overall health.

a) that he needs to improve his overall health.

b) he needed to improve his over-all health.

c) that I have needed to improve my overall health.

d) I needed to improve my overall health.

5. He added that _____ to get out in the morning and run.

a) I can't wait

b) I couldn't wait

c) he can't wait

d) he couldn't wait

6. Next, the reporter asked him _____.

a) what is your favourite part of a marathon

b) what his favourite part of the marathon was

c) what is his favourite part of the marathon

d) what is it his favourite part of the marathon

7. The marathoner replied _____ to the 20-mile point in the marathon race.

a) that it is when he gets

b) that it is when I get

c) that it is when he got

d) when he gets

8. He added _____.

a) what is his most challenging moment

b) that was it his most challenging moment

c) that it was his most challenging moment

d) is it his most challenging moment.

9. The reporter inquired _____ more marathons in the near future.

a) whether he was going to run

b) that you are going to run

c) whether are you going to run

d) you going to run

10. The athlete answered _____.

a) that he was looking forward to running one in Seattle in the coming month

b) that he is looking forward to running one in Seattle next month

c) that he looks forward to running one in Seattle next month

d) if he was looking forward to running one in Seattle next month

11. The reporter asked _____ about getting back in shape.

a) could he give him some advice

b) whether you could give me some advice

c) that he could give him some advice

d) whether he could give him some advice

12. The athlete advised _____ .

a) that he eat healthy food and kept moving

b) that he eats healthy food and keeps moving

c) that he is eating healthy food and keeping moving

d) that healthy food he should eat and moving he should keep.

13. The reporter thanked him and _____ his coach as well

a) told him thank

b) told him that he thank

c) told to him to thank

d) told him to thank

14. The reported suggested _____ some rest.

a) that he get

b) that he got

c) that he will get

d) that he get

15. The athlete responded _____.

a) I am honored to be here on your show

b) that he is honored to be here on your show.

c) that he was honored to be here on his show.

d) that he was honored to be there on his show

Task 19. Rearrange these words to form sentences, and translate them into Ukrainian.

1. is /well-being / both / as / the / of / illness / as / health / absence / a / state / and / of / physical / defined / and / emotional /

2. determine / social / factors / and / of / education / largely / income / what / kind / health / two / we / have /

3. a / in / social / change / also / alcohol / the / harm / done / by / and / automobile / behavior / would / accidents /

4. other / for / national / health-care / improving / emphasize / suggestions / care the / benefits / of / health / a / system /

5. of / the / social / health / emphasize / social / preventing / by / changing / advocates / disease / behavior / movement /

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to the sentence construction.

Urban Life. Many people assume that the stress and strain of modern life are responsible for the high incidence of mental illness in the United States. The "rat race" for success, the impersonality of large urban organizations, and the confusion of rapid social change are all thought to make our psychological environment unhealthy. Compared to the hectic pace of life in modern cities, the traditional rural societies of the past seem to many people to be more relaxed, more comforting, and less emotionally stressful.

Task 22. Choose the best option to translate the sentences.

1. **Longer life expectancy is related to a healthy life style.**

А. Довше очікування життя пов'язано зі здоровим способом життя.

В. Тривалість життя пов'язана зі здоровим способом життя.

С. Тривалість життя відноситься до здорового способу життя.

2. Mental illness appears to be rather widespread.

А. Виявляється, психічні хвороби достатньо поширені.

В. Психічні хвороби виникають досить часто.

С. Психічні хвороби виявляється достатньо поширено.

3. The social model looks for the causes of illness in the social structure.

А. Соціальна модель шукає причини хвороб у соціальній структурі.

В. Соціальна модель схожа на причини хвороб соціальних структур.

С. Соціальна структура шукає причини хвороб у соціальних моделях.

4. Два соціальні фактори – освіта та прибуток – визначають те, яке в нас здоров'я.

А. Two social factors – income and education – largely determine what kind of health we have.

В. Two social factors – income and education – largely determine what kind of health have we.

С. Income and education are two social factors which largely determine what kind of health we have.

5. Чи задоволені ви медичним обслуговуванням у вашій країні?

А. Are you satisfied with medical care in your country?

В. Do you satisfied with medical care in your country?

С. Have you satisfied with medical care in your country?

6. Ціни на медичні послуги в Україні дуже високі.

А. The prices for medical service very high in Ukraine.

В. The prices for medical service are very high in Ukraine.

С. The price tags for medical services are hight.

❖ WRITING

Task 23. Think about the health care in your country. Do you think this sphere needs some changes? Write five sentences. Then find out about your partner.

Task 24. Read paragraph about mental illness and analyze it.

MENTAL ILLNESS

Another way to test the proposition that modern urban society contributes to mental disorders is to look for evidence that contemporary rates of mental illness are higher than they were in the past. A careful study of the number of mentally ill people in jails, almshouses, and other places of confinement in Massachusetts in the 1840s showed that the rate of serious psychiatric problems was at least as high then as it was in 1950. Even during a century of stressful social change, modern living does not appear to have had any effect on mental health. The available research indicates that mental illness is not a new problem: the major types of mental disorders have been found in every known society, no matter what its way of life.

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

4. Circle the concluding sentence or clause.

Task 25. Write a small summary of the text **Society and Health** for about 10 sentences.

Begin with:

This text is about _____

CHECK YOUR WORK



Have you
used any expressions from the text in your
summary?
written 10 sentences?
checked your spelling?

UNIT 10

THE HIDDEN CURRICULUM

❖ SPEAKING

Task 1. Discuss these questions with a partner.

- How would you most like to be remembered in higher school?
- Is it popular today to be a brilliant student? Why?
- How do you understand a term "student subculture"?

❖ STUDY SKILLS

Task 2. There are a lot of rhetorical techniques, which can help you to be successful during your presentations in class. The main ones are listed below. Complete them using the words in the box.

questions	language	words	threes	points	sounds	opposites
-----------	----------	-------	--------	--------	--------	-----------

THE SEVEN RULES OF RHETORIC

1. Repeat _____

I still have a dream. It is a dream deeply rooted in the American dream.

2. Repeat _____

We are the people ... who persuaded others to buy British, not by begging them to do so, but because it was best.

3. Use contrasts and _____

Ask not what your country can do for you – ask what you can do for your country.

4. Group key points in _____

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

5. Ask rhetorical _____

What are our chances of success? It depends on what kind of people we are.

6. Accumulate supporting _____

We are the people who, amongst other things, invented the computer, the refrigerator, the electric motor, the stethoscope, rayon, the steam turbine, stainless steel, the tank ...

7. Use metaphorical _____

To lead our country out of the valley of darkness.

❖ READING

Task 3. Read the text about the important consequences of American education. Write down three interesting things you remember. Compare your notes with other students.

THE STUDENT SUBCULTURE

The primary aim of education remains the transmission of culture. Most parents want the schools to teach their children the skills and knowledge they need to get ahead. But cultural transmission involves more than lessons in geography and long division; it also involves instruction in values and attitudes. Students learn these lessons from all aspects of the school situation, not just from their textbooks. In schools, as in other social organizations, people learn special ways of coping with the situation in which they find themselves. This hidden curriculum, unofficially taught and unconsciously absorbed, is one very important consequence of American education that its founders never intended.

As we have already seen, socialization is best accomplished in primary groups. In schools the most influential primary group for students is their fellow students, or peer group. Young people teach each other how the school system works and how to deal with the demands of the formal curriculum. They also pass on much information to each other directly: information about sex, about drugs, and about the latest fads in clothes and music. More important, students learn the attitudes and values of their peer group.

In any group some kinds of behaviour are considered admirable and will be rewarded with praise and social esteem. To find out what kinds of behaviour adolescents admire most, James Coleman investigated the status systems of ten high schools in the Midwest. All the boys were asked, "How would you most like to be remembered in school: as a brilliant student, as a leader in extra-curricular activities, or as most popular?" Although Coleman had expected to find that high

schools in different neighborhoods would have different status systems, he discovered that the similarities were much more striking than the minor differences. Nearly every boy replied that he would rather be a star athlete than be considered popular or brilliant. In every school the "leading crowd," or highest status group, had twice as many athletes and many more popular boys than it had brilliant students.

Similarly, the girls, who were generally better students than the boys in every school, did not want to be considered "brilliant students." They had good reason not to want a reputation for brains: the girls named "best students" in each school had fewer friends and were even less likely than the best male students to be members of the leading crowd. In all the schools students admired academic achievement less than other attributes, especially being a star athlete for boys and being "good looking" for girls. To Coleman these results suggested that the values of the adolescent subculture were a deterrent to academic success. The lesson: Don't be too smart!

Another interesting finding was that students who are seen by their schoolmates as "intellectuals" – and who come to think of themselves in that way – were not necessarily the most intelligent. More important than their intellectual ability was their willingness to work hard at a relatively unrewarded activity. Coleman found a basic sociological reason for the students' low opinion of high grades. Unlike the outstanding athlete, whose victories bring glory to the school in interscholastic competitions, the outstanding students' successes are purely personal triumphs usually won at the expense of their classmates. From the sociological perspective it is not surprising that academic accomplishments are undervalued and that star students are often ridiculed as "grinds."

❖ VOCABULARY

Task 4. Chose the best headline A-E for each paragraph 1-5 (All the headlines will be used).

A Results of investigation	Paragraph 1
B Point of view about grades	Paragraph 2
C Ulterior lessons	Paragraph 3
D Who teaches?	Paragraph 4
E To be clever or to be sports	Paragraph 5

Task 5. Match the column A with column B.

A	B
1 long division	A впливовий;
2 a consequence	B мода;
3 Influential	C чудовий;
4 a fad	D натовп; компанія;
5 an \ to esteem	E невинагороджений;
6 Admirable	F стримуючий фактор;
7 a crowd	G ботан; зубрило;
8 a deterrent	H арифметика; математика;
9 Unrewarded	I результат;
10 a grind	J повага; високо оцінювати;

Task 6. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. These aspects of schooling are unintended _____ of establishing an educational institution where children of the same age spend most of their waking hours together in an organizational setting.

2. By setting up a situation in which Peggy "wins" and Boris "loses", the higher school is shaping their image of themselves as a "_____." or a "loser".

3. In hundreds of formal and informal ways teachers unwittingly _____students by their own standards of behaviour.
4. The subject was officially _____, but this lesson could more accurately be called a lesson in "competition".
5. Punctuality, obedience, politeness, and other aspects of " _____ " behaviour are not so much worthwhile ends in themselves as they are the necessary means to a desirable diploma.

Task 7. Match the words from column A with the words from column B to make six common collocations.

A	B
1. unconsciously	A. group
2. peer	B. crowd
3. formal	C. subculture
4. leading	D. accomplishments
5. adolescent	E. absorbed
6. academic	F. curriculum

Task 8. Are the following statements about the text true (T) or false (F)?

1. The primary aim of education is to teach students to be obedient. **T / F**
2. The symbolic lessons of the hidden curriculum are more effective than any textbook. **T / F**
3. Peer group is the most important primary group for students in any educational institutions. **T / F**
4. James Coleman studied the status systems of ten universities in the Midwest. **T / F**
5. Coleman found a basic sociological reason for the students' high opinion of low grades. **T / F**

Task 9. Now look again at the text and find words in the paragraphs 1-5, which mean the same as:

- a) delivery (1) _____
- b) invisible (1) _____
- c) requirements (2) _____
- d) vogue (2) _____
- e) youth (3) _____
- f) likeness (3) _____
- g) image (4) _____
- h) characteristics (4) _____
- i) readiness (5) _____
- j) prominent (5) _____

Task 10. Rearrange the letters to form a word used in the unit, then match the word to its definition.

1	nogitocan		a a set of shared ideas, or the customs, beliefs, and knowledge that characterize a society's way of life;
2	ucadntieo		b time occupied by freely chosen activities that are enjoyable or self-fulfilling in themselves;
3	teuurcl		c adjective usually used to characterize groups of equals in age, sex, occupational level, and the like;
4	ummitaisnernstl		d any social position that has socially defined rights and obligations;

5	ireieus		e LeBon's theory that the actions of one person in a crowd tend to be imitated by the next, and so on;
6	erpe		f distinctive cultural ideas that people share because they are members of a certain group;
7	atusts		g the deliberate, formal transfer of knowledge, skills, and values from one person or group to another;
8	ulebrscutu		h rational, goal-oriented behaviour.

Task 11. Check how do you know the collocations.

- | | |
|---------------------------------|--|
| 1. collective <u>behaviour</u> | A. the function of education to pass on accumulated knowledge and thus protect cultural standards |
| 2. conspicuous <u>leisure</u> | B. standards of behaviour gradually established by people in groups |
| 3. <u>cultural</u> transmission | C. unintended consequences of social actions |
| 4. <u>hidden</u> curriculum | D. social groups whose members have disparate, rather than common, goals and value the extrinsic political, economic, or other benefits of the relationship rather than the relationship itself |
| 5. emergent <u>norms</u> | E. the relatively unorganized and spontaneous behaviour of people in crowds and masses |
| 6. <u>latent</u> functions | F. in education, the transmission of cultural values and attitudes such as punctuality and obedience through the school situation, in contrast to the manifest, or formal, curriculum |

7. secondary groups

G. Veblen's term for obvious, nonproductive consumption of time

Task 12. Put the underlined word from task 11 into the appropriate sentences.

1. These _____ organizational lessons are so much a part of the underlying assumptions of schooling that we tend to forget how pervasive and important they are.
2. They also learn the organizational ropes – the _____ of a bureaucratic world.
3. To meet the requirements of organizational efficiency, the higher school day is divided into class periods, lunch hours, and _____ time.
4. Goal-oriented _____ is one of the guiding principles of bureaucracy.
5. Students learn to accept the norms of their peer _____.
6. Much social behaviour has unintended consequences, or _____ functions, as well as intended consequences, or manifest functions.
7. It is believed that _____ ideas and social structures influence each other.

❖ GRAMMAR



**In this unit we continue review of Inversion
and start review of Emphasis,
for more information see Reference 10**

Task 13. There seem to be no limits to what the Ivy League Universities will do to enjoy more popularity. Five of the following are facts and three are hoaxes. Find out which facts are and which hoaxes are? Mark them F or H. Check your answers in the end of this unit.

a Dartmouth College can justifiably be considered the cradle of business education furthermore it was the first that gave their graduates MBA.

b Harvard University is negotiating with the city of New York to replace Statue of Liberty with a similar-sized statute of John Harvard for 18 weeks.

c In 2007 Princeton University joined the scandal Google project that promised to digitize a million books (from Princeton repository), but only those the copyright for which has expired.

d On February 2014 Yale University invited Nina Davaluri (Miss America 2014) shared her goal of spreading cross-cultural understanding and combating ignorance before their students and teachers.

e Columbia University celebrated its 250 year anniversary by painting an entire street in the UK bright pink – houses, cars, trees, even dogs.

f The authorities of Brown University have included the sex-change surgery in the insurance program for students.

g In 2012 The Pennsylvania State University agreed to pay victims of sexual abuse (defendant is football coach Gerald Sandusky) \$ 60 million.

h Scientists from the University of Cornwall are proposing to decorate the twin Petronas Towers in Kuala Lumpur with the emblem of this University.

Task 14. We can make –ing/-ed adjectives and adverbs from verbs e.g.

bore → bored / boring. How many –ing/-ed adjectives can you find in the paragraph 5 in the text you have read? What are the verbs?

Complete these questions with the correct adjectives. Then ask and answer the questions with a partner.

1. What is the most _____ thing you have ever done at University? (excite)

2. Is there anything that you are _____ by? (fascinate)
3. What is the most _____ thing that has happened to you at University? (embarrass)
4. When did you last feel _____ at University? (surprise)
5. What is the most _____ thing you have known at class? (amaze)

Task 15. Rewrite the sentences, beginning with the words in bold.

1. Mastering the subject is **certainly most important**.

Example: Certainly most important is mastering the subject.

2. The most teachers come from **middle-class backgrounds**.
3. The university day meets **the requirements of organizational efficiency**.
4. Students are required to do in higher school **many of the things**.
5. Time at university is **precise and arbitrary**.
6. The democratic idea of equality thus came to be defined as **equality of achievement**.

Task 16. Rephrase the following sentences in as many ways as possible, as in the example.

1. Students in a competitive university system soon learn to work for higher grades.

Example:

...It is students who soon learn to work for higher grades in a competitive university system. (emphasis on the subject = students)

... It is a competitive university system where students soon learn to work for higher grades. (emphasis on the adverbial phrase = in a competitive university system)

...It is higher grades for which students soon learn to work in a competitive university system. (emphasis on the object = higher grades)

2. James S. Coleman published his book in 1960.
3. The girls were generally better students than the boys in this higher school.

4. To Coleman these results suggested that the values of the adolescent subculture were a deterrent to academic success.
5. Teachers also teach students values and attitudes that are not in the school's formal curriculum.
6. One of the first things a student learns in higher school is to be on time.

Task 17. Delete the extra word in these sentences. Then translate them into Ukrainian.

1. Selection is a traditional function of education, by which do candidates are selected for various occupational roles.
2. Only when did I talked to him in person was the matter settled.
3. It was Coleman who he told me about hidden curriculum.
4. Marion likes students who conform to her own ethnic and so does like her sister.
5. Only by you entering the college will you be able to find a good job.

Task 18. Complete the asterisked gaps in the chart below with words from the paragraphs indicated. Then fill in the other gaps.

PARAGRAPH	NOUN	ADJECTIVE	VERB
§ 1		Involved	*
§ 2	*		inform
§ 3	popularity	*	
		Expected	*
§ 4	*		achieve
§ 5	basicity	*	

Task 19. Study the table then agree or disagree with the following statements.

WE USE INVERSION TO EXPRESS AGREEMENT OR DISAGREEMENT IN FOLLOWING CASES	
SO	to agree with the affirmative statements
NOR	

NEITHER

to agree with the negative statements

1. "I did not estimate that students".

"Nor _____ We have problems with grades".

2. "I can appreciate the potentialities in this field".

"So _____ it's easy".

3. "We are not going to that seminar".

"Neither _____. We can't afford it".

4. "I will cope with those difficulties at University".

"So _____. I will go there tomorrow".

5. "I've got some good news!"

"So _____. I've received the highest grades".

Task 20. Find at least three examples of Emphasis in the text you have read.

❖ TRANSLATION

Task 21. Translate the following paragraph about obedience into Ukrainian.

OBEDIENCE

Learning to be obedient is clearly part of learning to get along in school. The most successful students have usually learned not only to obey the rules but to please their superiors by anticipating their demands, or "giving teachers what they want." This early lesson in dealing with authority can carry over into later life, when employees try to please their bosses by agreeing with them. Of course, nearly every school permits some bending of the rules. However, most children know the second lesson of the hidden curriculum: Do as you're told!

Task 22. Choose the best option to translate the sentences.

1. Learning to line up quietly, for example, does not help the first grader learn to read, but it does make running the classroom easier for the teacher.

A. Наприклад, вміння стояти струнко, не допомагає першокласникам навчитися читати, однак саме це допомагає викладачеві працювати з класом.

B. Наприклад, вміння стояти струнко, не допомагає першому в колоні навчитися читати, однак саме це допомагає викладачеві працювати з класом.

C. Наприклад, вміння поводитися тихо, не допомагає першокласникам навчитися читати, однак саме це допомагає викладачеві працювати з класом.

2. It is exactly this composition that will do for our purpose.

A. Це саме цей склад підійде для нашої мети.

B. Саме цей склад підійде для нашої мети.

C. Саме цю композицію ми замовляли.

3. It is precisely this opinion that makes a person defend this approach.

A. Саме така точка зору змушує особу захищати цей метод.

B. Це саме така точка зору змушує персону захищати цей метод.

C. Це саме така точка зору, що змушує персону захищати цей метод.

4. Цей критерій, хоча й є зручним, повинен використовуватися обережно.

A. The figure of merit, useful criterion as it is, must be used with reserve.

B. The figure of merit, useful criterion as it is, must be used with reservation.

C. This figure useful criterion as it is, must be used with reserve.

5. Нам не вдалося розрахувати змінну величину, ми також не знаємо як оцінити характеристики цієї системи.

A. We did failed to estimate the variables, nor did we know how to evaluate the performance of system.

B. We failed to estimate the variables, nor did we know how to evaluate the performance of system.

C. We did not fail to estimate the variables, nor did we know how to evaluate the performance of system.

6. Same про цю проблему вони говорили і писали.

A. It was that problem that they spoke and wrote about.

B. It was of this problem which they spoke of and wrote by.

C. It was of this problem that they spoke and wrote about.

❖ **WRITING**

Task 23. Think about the influence of hidden curriculum on adolescents. Does it exist in your class? Write five sentences. Then find out about your partner.

Task 24. Read the paragraph about the competition in class and analyze it.

1. Underline the topic sentence. Is it the first or second sentence?

2. Is the first sentence indented?

3. How many supporting sentences are there? Which are they?

4. Circle the concluding sentence or clause.

COMPETITION

The subject was officially mathematics, but this lesson could more accurately be called a lesson in "competition." Boris and Peggy are learning that life is competitive and that the rewards of success are to be won at the expense of others. The school system fosters competitiveness through its use of grading: the winners get prizes and promotion to a higher level, and the losers are demoted, "failed," and eventually weeded out of the system altogether. The classroom emphasis on individual competition prepares children for graduation into the larger society: competing for grades is an early version of the competition for jobs and economic advantage in a complex social world.

Task 25. Write a small summary of the text **Capitalism and Socialism** for about 10 sentences.

Begin with:

This text highlights _____

CHECK YOUR WORK

Have you
used any interesting expressions from the text in
your summary?
written 10 sentences?
checked your spelling?

UNIT 11

FAMILY

❖ SPEAKING

Task 1. Read these three quotations. Which one would be more relevant to you? Why? Introduce balanced arguments discussing points *in favour* of the family as well as *against* the family.

- If the family were a fruit, it would be an orange, a circle of sections, held together but separable – each segment distinct. (Letty Cottin Pogrebin)
- Our most basic instinct is not for survival but for family. Most of us would give our own life for the survival of a family member, yet we lead our daily life too often as if we take our family for granted. (Paul Pearshall)
- Family life is a bit like a runny peach pie — not perfect but who's complaining? (Robert Brault)

❖ STUDY SKILLS

Task 2. Do the following questionnaire to find out whether you are ambitious or not. Then turn to page 184 to read the analysis of your answers.

HOW AMBITIOUS ARE YOU?

1. In ten years do you hope to:

- a) be married with a family?
- b) have an interesting but not very well-paid job?
- c) have a well-paid job that isn't very interesting?

2. In twenty years' time do you hope to:

- a) have enough money to pay your bills?
- b) have quite a lot of money?
- c) have a lot of money?

3. Here is a list of ten jobs. Which would you like to do? Put 1 next to your favourite, 2 next to your next favourite, etc.

Nurse

accountant

teacher

politician

builder

journalist

artist

policeman/woman engineer
 actor/actress/popstar

4. Is improving your standard of living important for you?
5. Do you think people who have money should help people who don't have money?
6. How old do you want to be when you have children?
 - a) 18 - 22 c) 27 – 30
 - b) 23 - 26 d) over 30
7. When you are playing a game, do you always want to win?
8. Can you tell a white lie?
9. Do you think that rich people are happier and more interesting than other ones?
10. Do you work hard because you want to be successful?
11. If you have a job to do, do you do it immediately, or do you wait until the last moment?
12. Would you like to have more money than your parents?
13. Do you agree with the philosophy "Every man for himself"?
14. Do you like hard work?
15. Which of the following is most important to you: love, happiness, money, health?

❖ **READING**

Task 3. Read the text about the main concepts of marriage and family. Write down some interesting things you remember. Compare your notes with other students.

WHY MARRIAGE?: THE UNIVERSAL FUNCTIONS OF THE FAMILY

Ask people who are engaged why they are getting married and they will probably say "love each other" and perhaps "We want to have children." But of course it is not necessary to be married in order to have sexual relations or care for any offspring that may result. As a matter of fact, people everywhere have always limited their sexual activity by getting married. Evidently the biological needs for sex and infant care do not explain the universality of the family. The family must be meeting universal social needs instead.

The Regulation of Sex

Every society has rules about what sorts of people are permitted to marry each other. The strongest, most ancient prohibition against marriage within a certain group is the incest taboo. This rule strictly prohibits sexual intercourse

between precisely those people who would be the natural and most accessible partners—close family members. Parents and children and brothers and sisters are never allowed to marry; first cousins are sometimes included in the taboo as well. An extremely rare exception is the society of ancient Egypt, where incest was acceptable for gods; because the kings were believed divine, several of them were married to their sisters or daughters. According to popular belief, the incest taboo is a universal way of preventing the genetic deformities that result from inbreeding. The incest taboo requires that the exchange of sexual partners must take place between and not within families. On a broader social level the prohibition of incest ensures that every marriage will unite not just two people but two previously unrelated families. The anthropologist Bronislaw Malinowski called this rule of family exchange the principle of reciprocity.

A "Haven in a Heartless World"

Industrial societies have been called a "heartless world" in which the family is uniquely able to provide a private haven of intimate companionship and emotional support. At work and at school, in hospitals and in courts of law, people in modern societies are subject to impersonal rules and bureaucratic regulations.

Of course, husbands and wives do not always give each other unconditional love, acceptance, and companionship. Some marriages are unhappy and some families erupt in violent conflict or drift into sullen indifference. When it is the only institution where personal feelings can be freely expressed, the family can also suffer from "emotional overload." Many people depend solely on their spouses or children for the emotional rewards that others find in their religion or their work. The family is frequently unable to support such a heavy burden, and the ties among its members may break down.

Nevertheless, families provide most of us with love and affection. Many people in a national survey say the family is the most important aspect of their lives.

Other Functions of the Family

Families almost always perform special economic functions. In agricultural societies many families are nearly self-sufficient units, producing most of what they need. In industrial societies, however, families are primarily economic consumers rather than producers. Adult members work for pay outside the family, and children and unemployed housewives are "dependents" who rarely earn any wages at all. Nevertheless, the family functions as an economic unit that provides innumerable services ranging from child care and food production to transportation and secretarial help.

Moreover, all families take on special responsibilities for their members' material needs. Today, in addition to food, clothing, and shelter, family members are also likely to pay for such contemporary requirements as higher education and professional medical care. People who are poor or disabled frequently receive assistance from their families in the form of money or nursing services. The family's willingness to meet such obligations benefits society by providing care and protection for its weakest members.

Forms of Marriage

While the family serves the same basic functions everywhere, its particular structure changes in response to different situations. Because families everywhere regulate sexual relationships, and because there are roughly as many men as women in most societies, it is hardly surprising that the most common form of marriage is monogamy, or marriage between one man and one woman. Societies with a shortage of eligible mates frequently also permit polygamy, or marriage to more than one partner.

Polygyny, the most common form of polygamy, is the marriage of one man to two or more women. The anthropologist George Murdock found that polygyny was permitted in 75 percent of the 565 mostly tribal societies he studied. Wives are generally a sign of wealth, which brings a man prestige in the community; more wives also produce more children, who provide extra labor. The hard economic

fact that additional wives and children cost more to support, however, usually limits polygyny to a wealthy elite, like the sultans of the Ottoman Empire.

Polyandry, the marriage of one woman to more than one man, occurs only under unusually severe economic conditions. The most frequent type of polyandry is the sharing of a wife by brothers who are too poor to support separate households.

Forms of the Family. Power and Descent

In most families of the world the father or male head exercises the greatest power. His authority comes from the customary deference shown to the oldest male of the family and from his legal right to control the family's property and the fate of its members. This system of male dominance is known as patriarchy. Its logical opposite, matriarchy, appears to exist only in theory. No true matriarchy, in which women run the family by law and custom, has yet been discovered.

In advanced industrial societies patriarchal arrangements tend to break down. American men, for instance, no longer have a monopoly over money, education, and social prestige. When the husband was the only wage-earner, his control of the family's resources gave him virtually unquestioned power to make decisions for his wife and children. Now that more women are earning salaries and going to college, their husbands are less able to dominate the family's decision making. A number of studies have shown that working wives have more power at home than other wives. Even in more egalitarian middle-class families, however, husbands usually make the big decisions: what kind of car to buy, where the family will live, and whether or not to buy a house. In day-to-day decision making wives typically exercise far greater authority than their husbands over children and households. But when husbands and wives disagree, it is usually the man who wins. In working-class families, especially, the husband almost always has the final say.

At least in the middle class, children also have a great deal of power. Either by themselves or in coalitions with one parent against the other, older children frequently are able to "swing the vote" their way on such family decisions as where to go on vacations and whether to buy a television set or a washing machine.

Alternatives to the Traditional Family

Many alternatives to the traditional family have been suggested. Perhaps the most sweeping attempt to do away with the family was made in the Soviet Union in the 1920s. Because the Bolsheviks considered the basis of the family to be inherited property and male dominance, they believed that it perpetuated social inequalities that socialism was intended to abolish. Therefore, the new government made drastic changes in sexual, marital, and parental relationships. Because marriage was to be based on equality instead of property, marriages were performed and divorces were granted simply by registration. Any man and woman who lived together were also considered legitimately married with respect to property rights and inheritance. Parents were no longer responsible for their children's behaviour or financial support, and children were not responsible for their aging parents. All children were considered equally "legal," and no distinction was made between legitimate and illegitimate offspring. Young children were to be kept in child-care centers so that their mothers could work, or they were to be sent to boarding schools, away from their parents' influence.

The result of these policies was not at all what the Soviet leaders intended. Bigamy became widespread and parents could not control their children. Government boarding schools turned out to be too expensive, and there were not enough child-care centers. After 1935 the family began to be reinstated. Parents were again made responsible for the disorderly conduct of their children, and the Soviet newspaper Pravda proclaimed the new doctrine that sexual freedom was bourgeois and against socialist principles. Since 1944 only registered marriages got legal in the Soviet Union, and divorces were difficult to obtain. The principle of legitimacy is again in effect: only children born in legal marriages can claim their family's name and property. Bastards again carry the stigma of their "fatherless" status.

As the Soviet experiment showed, the family is not easy to replace. Its structure, however, does change rather rapidly in response to external social

pressures. In the 1970s new forms of the family appeared. Some of these functional alternatives to the nuclear family are discussed below.

Living Together

In the last ten years happily unmarried couples have become more socially acceptable. In 1984 the Census Bureau counted 1.9 million unmarried men and women sharing the same household—three times the number counted in 1970. Many are young adults who are postponing marriage and children in order to finish graduate school or pursue a career. Others are divorced and reluctant to enter another marriage for economic reasons. For many men and women cohabitation offers the benefits of marriage without its obligations. Now that premarital sex is widely tolerated and contraception or abortion is more readily available, simply living together is a feasible alternative to marriage.

Nevertheless, most couples live together for only a short period of time before they decide to break up or get married. Far from being a threat to traditional marriage, "living together" appears to be more like the final stage of courtship.

Staying Single

The recent trend toward later marriages plus the increased rate of divorce mean that many more people are now single and living alone. Most people who live alone are not "swinging singles" but elderly widows—a statistic that reflects the fact that women usually outlive their husbands by several years.

Single Parenthood

After unmarried households, the fastest-growing new form of the family is the single parent household. One out of four families with children under 18 is now headed by a single adult, usually the mother. If the current divorce rate continues, about half the children will spend at least part of their childhood living with one parent. Single parenthood is a major factor in the feminization of poverty during the 1970s.

With few guidelines to follow, single mothers and fathers must create their own rules for childrearing, dating, and family activities. Moreover, single parents must be both father and mother to children who have often been left angry and

disoriented by a divorce. Although most single parents eventually remarry, single parenthood is rapidly becoming recognized as a new kind of the family.

❖ VOCABULARY

Task 4. Skim-read the text to find the problems you cannot come across in it.

1. A family constantly changes preserving its essence.
2. Every society has rules about what sorts of people are permitted to marry each other.
3. The family in industrial societies uniquely provides a private haven of emotional support.
4. Too much perfection can't spoil the family.
5. Many alternatives to the traditional family have been suggested.

Task 5. Match column A with column B.

A	B
1 Intercourse	A законнародження;
2 Heritage	B взаємна користь;
3 Legitimacy	C відповідний;
4 Eligible	D співжиття;
5 Reciprocity	E скасовувати;
6 Perpetuate	F зв'язок, стосунки;
7 Abolish	G відновлювати, відбудовувати;
8 Stigma	H стереотип, клеймо;
9 Cohabitation	I увіковічити;
10 Reinstate	J спадщина.

Task 6. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. He is one of the most _____ bachelors in Europe today.

2. Current policy only serves to _____ the old class divisions.
3. The government voted against _____ the death penalty.
4. Unfortunately, there's still a _____ attached to mental illness.
5. Britain _____ slavery in 1807.

Task 7. Fill in the correct word or word combination from the box into the gaps below.

companion shipmate regulations belief reproduction universality
legitimacy drastic cohabitation social status

1. The biological needs for sex and infant care do not explain the _____ of the family.
2. According to popular _____, the incest taboo is a universal way of preventing the genetic deformities.
3. Children inherit a _____, a particular place in the complex of social relationships.
4. The social process of linking a father to every child is known as _____.
5. The family, in other words, is the primary means of social _____.
6. People in modern societies are subject to impersonal rules and bureaucratic _____.
7. The modernization of the world has thus given people more freedom to choose a _____.
8. For many men and women _____ offers the benefits of marriage without its obligations.
9. The new government made _____ changes in sexual, marital, and parental relationships.
10. Although the family is losing some of its traditional functions, it remains the primary institution for love and _____.

Task 8. Are the following statements about the text true (T) or false (F)?

1. In advanced industrial societies patriarchal arrangements tend to **T / F**

break down.

2. Every society does not intrude on what sorts of people are permitted to marry each other. **T / F**
3. The family functions as an economic unit that provides innumerable services ranging from child care and food production to transportation and secretarial help. **T / F**
4. Single parenthood has nothing to do with the feminization of poverty during the 1970s. **T / F**
5. There is no doubt that the family is changing in profound, even revolutionary ways. **T / F**

Task 9. Now look again through a part of the text called **A Haven in a Heartless World**. Find words in the paragraphs, which mean the same as:

- a) remarkably, particularly _____
- b) insensible _____
- c) fellowship _____
- d) to spring up, emerge _____
- e) brutal, barbarous _____
- f) to glide, cowl _____
- g) dark, severe _____
- h) a husband, a wife _____
- i) to chain _____

Task 10. Look through a part of the text called **Other Functions of the Family**. Rearrange the letters to form a word used in the text.

1	uagulraicrlt		a affected by the other thing and changes if the other thing changes;
2	cuonrmse		b too many to be counted;
3	crdouepr		c the activity of moving people or things from one place to another;
4	nedendetp		B involved in farming or used for farming

5	naimbuernle		e a person or company that grows food or makes goods to be sold;
6	tortioasprntan		f be in dincharge of someone or something;
7	psirlesitionby		g capability of doing something;
8	gileninswls		h someone who buys and uses goods and services.

Task 11. Look through a part of the text called **Forms of the Family. Power and Descent**. Choose the best option to complete the sentences.

1. According to the text, American men no longer have a monopoly over money, education, and _____
 - a) economic prosperity
 - b) social prestige
 - c) culture
2. A number of studies have shown that working wives have more _____ at home than other wives.
 - a) stress
 - b) responsibility
 - c) power
3. The author points out that in day-to-day decision making wives typically exercise far greater _____ than their husbands over children.
 - a) immunity
 - b) authority
 - c) violation
4. The author claims, when husbands and wives disagree, it is usually the man who _____.
 - a) wins
 - b) says sorry
 - c) cries
5. At least in the middle-class, _____ also have a great deal of power.
 - a) children

- b) pets
- c) senior members

Task 12. Skim a part of the text called **Alternatives to the Traditional Family**.

Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

male	inequality
social	relationships
parental	married
drastic	center
legitimately	Dominance
financial	changes
child-care	support

❖ **GRAMMAR**



**In this unit we make review of Conditionals,
for more information see Appendix 11**

Task 13. Fill in each gap with a suitable verb from the box, using the correct tense form.

discus call try consist be shower

1. He wished he had a family who would love him and ____ him with care, support and guidance.
2. If a family ____ of a couple and their children, living together under one roof it is called a nuclear family.
3. When there is a family, where there are parents and siblings of the couple, the family is ____ a joint family.

4. If we ... with you about how a family strives to achieve all its functions, we would like you to get familiar with various stages in the life of a family.

5. If they had ____ to know and adjust with each other, it would have ____ a social, physical and mental preparation to face marriage.

Task 14. Replace each word/phrase in bold with a suitable expression from the box.

immortal roots phenomenon essence offsprings mind
--

1. To my **viewpoint** there is no exact definition, what a family is.

2. It is definitely a fabulous **occurrence**, cemented by blood, which is thicker than water.

3. It is really a masterpiece and as every genius creation of humanity it is **surviving**.

4. Its **source** dates back to prehistoric times, and it has made a long way from polygamy to monogamy.

5. Like a real masterpiece it constantly changes preserving its **burning issue**.

6. Prehistoric mothers used to be as caring, over-protective and ambitious about their adorable **kids**, as all today's mothers are.

Task 15. Study the table, translate the following sentences into Ukrainian.

1. to tell the truth	правду кажучи;
2. to begin with	завершуючи;
3. to conclude /	не кажучи про ...;

to sum up	
4. to say nothing of	перш за все; почнемо з того, що; насамперед;
5. to put it simply	коротше кажучи;
6. to put it briefly	інакше кажучи;
7. to put it another way	просто кажучи.

1. A strong economy begins with a strong, well-educated workforce, to say nothing of its possible psychological effect.

2. To put it another way, in the new economy, information, education, and motivation are everything.

3. To avoid making mistakes is difficult, because, to begin with, to err is human.

4. To put it briefly, our nation's security, economy, and place on the world stage depends on the success of our educational system.

5. To tell the truth, after unmarried households, the fastest-growing new form of the family is the single parent household.

6. To put it simply, the connection between education and a healthy economy is critical.

Task 16. There is an extra word in each of the sentences below. Check your knowledge of Conditionals.

1. If everything had been seemed to be going badly, I would have turned to my parents for advice and understanding.

2. If we were asked to give the exact definition what a family is, we would be fail.

3. It is would be a mistake if one thinks that a happy family doesn't face any problems.

4. If you are a clever parent, you will have show how excited you are by your child's originality and search for ways to take it further.

5. If you sometimes are believe that your critical comments encourage your children to greater efforts, you might be wrong.

6. If your child will had got a number of criticisms, he would have lost not only his interest in creating, but a great deal of his confidence.

7. If they were clever and understanding parents, they would be being ready to experiment and find the way out.

8. If he were a crest fallen orphan, he would be dream about a generous loving mother.

Task 17. Complete the asterisked gaps in the chart below with words from a part of the text called **The Regulation of Sex**. Then fill in the other gaps.

NOUN	ADJECTIVE	VERB
*		prohibit
permission		*
	*	access
	*	accept
	allowable	*
*	exceptive	
*		believe
conceivability		
	enmeshed	*
*		continue
sociology	*	

Task 18. Write down a suitable question for the following answers. Pay attention to the correct type forms of Conditionals.

A. What _____?

Children inherit a social status, a particular place in the complex of social relationships.

B. If you were asked to give a definition of _____?

Legitimacy is the social process of linking a father to every child.

C. What _____?

Schools might play even a greater role in socializing children.

D. If your grandparents had lived in _____?

Since 1944 only registered marriages got legal in the Soviet Union, and divorces were difficult to obtain.

Task 19. Rearrange these words to form sentences, and translate them into Ukrainian.

1.the / is / taboo / genetic / universal / a / preventing / incest / of / way / the deformities/

2.the / been / family / alternatives / suggested / traditional / have / many / to /

3. and / social / the / is / the / means / of / biological / family / primary / reproduction /

4. for / couples / become / acceptable / happily / years / unmarried / have / ten / last / more / socially / the /

5. more / living / and / alone/ people / now / single / many / are /

Task 20. Find at least four examples of Conditionals in the text you have read.

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to the Conditionals.

Most of families start with marriages, which are said to be made in heaven. Ancient philosopher Diogenes (the Cynic) said, “Marriage is the greatest earthly happiness when founded on complete sympathy”. Like every masterpiece this highly personal matter is strictly controlled and supported by law. Young people nowadays are to understand that it is not enough to promise to love and cherish each other, it is important to realize that they have taken a big step both legally and financially by deciding to get married. They start sharing common property and if they decide to split up they will both have to start a divorce proceeding. If they have children and decide to separate they will have to agree who gets the custody over their children and set the proposed arrangements for children to meet both parents. In fact, it is such a fragile social organization that a slight error can cause unpredictable consequences. Crime statistics shows that 70% of the murderers, maniacs,

Task 22. Choose the best option to translate the sentences.

1. **If I had had a larger number of questionnaires returned, I would have got more useful data.**

А. Якщо б у мене було більше різноманітних словників, моя база була би кращою.

В. Якщо у мене буде більше опрацьованих анкет, я отримаю більше корисної інформації.

С. Якщо б у мене тоді було більше опрацьованих анкет, я би отримав більше корисної інформації.

2. I would receive more completed questionnaires if I made the questions easier to answer.

А. Я отримав би більше опрацьованих анкет, якби питання були простішими.

В. Я б отримав складніші питання, якби сам не поставив такі складні питання.

С. Я отримав складну анкету, бо думав, що зможу відповісти на питання цієї анкети.

3. I am more successful with my interviews if I plan the questions more thoroughly.

А. Я отримаю успішніші результати, якщо буду планувати питання ретельніше.

В. Я би отримав кращі результати, якщо би планував питання ретельніше.

С. Я отримую успішніші результати на інтерв'ю, якщо ретельніше планую питання.

4. Якщо б я тоді підготував детальніші питання, це б занадто стурбувало інтерв'юерів.

А. If I had prepared the questions in more detail, it would have restricted the interviewees too much.

В. If I had prepared the questions in more detail, it would have restrict the interviewees too much.

С. If I had been prepared the questions in more detail, it would restricted the interviewees too much.

5. Якби я розпочав збирати дані раніше, то не було б такого поспіху у кінці.

A If I started collecting data sooner, it wouldn't have been such a rush in the end.

B If I start collecting data sooner, it wouldn't be such a rush in end.

C If I started collecting data sooner, it wouldn't be such a rush in the end.

6. Якщо навіть шлюб вже більше не актуальний, він все одно лишається популярним.

A If marriage will be no longer necessary, it is still just popular.

B If marriage is no longer necessary, it is still just as popular.

C If marriage is no longer necessary, it was still just as popular.

❖ WRITING

Task 23. Think about the main concepts of marriage and family. List all the problems touched upon in the text. Discuss the outcome together.

Task 24. Summarize what you have read in the text in 10 sentences.

Task 25. Prepare a brief report (about 70 words) on the development of the family as a social institution. Find additional information on the problem.

Begin with:

No one can doubt _____

CHECK YOUR WORK



Have you
used any interesting expressions from the text in your summary?
checked your spelling?
used any Conditionals?

ANALYSIS OF QUESTIONNAIRE

1. a) 0 b) 5 c) 10

2. a) 0 b) 5 c) 10

3. 0 nurse/artist first

2 builder/policeman or police woman/teacher/journalist first

- 5 engineer/actor/actress/pop star first
10 politician/accountant first
4. Yes 10 No 0
5. Yes 0 No 10
6. a) 0 b) 2 c) 5 d) 10
7. Yes 10 No 0
8. Yes 10 No 0
9. Yes 10 No 0
10. Yes 10 No 0
11. Immediately 10 Last moment 0
12. Yes 10 No 0
13. Yes 10 No 0
14. Yes 10 No 0
15. Love 0 Happiness 5 Money 10 Health 0

Your score

- 0 – 50** You aren't very ambitious! You're happy with a quiet life.
50 – 100 You're quite ambitious, but you don't want to work too hard!
Over 100 You're very ambitious! Good luck, and try to be nice to people.

UNIT 12

THE SEXES: MASCULINITY AND FEMININITY

❖ SPEAKING

Task 1. Read these three quotations. Which one would be more relevant to you? Why?

- That is the great distinction between the sexes. Men see objects; women see the relationships between objects. (John Fowles)
- In politics, if you want anything said, ask a man. If you want anything done, ask a woman. (Margaret Thatcher)
- I believe all men, all women, regardless of race, gender, socio-economic background, you deserve the same rights. (Sophia Bush)

❖ STUDY SKILLS

Task 2. We take a scientific look at the battle of the sexes. Are men and women as different as we think?

MEN VERSUS WOMEN QUIZ

1. On average how many words a day do men and women say?

- a) Men say 7,000 words a day, whereas women say 20,000 words a day.
- b) Men say 10,000 words a day, women say 15,000 words a day but when they're pregnant it can increase to 20,000 words a day.
- c) Roughly the same amount, 16,000 words per day.
- d) Men say 20,000 words a day, women say 7,000 words a day.

2. Research has shown women have more powerful immune systems than men because...

- a) Naturally produced oestrogen boosts women's inflammatory response to pathogens.
- b) Higher levels of testosterone weaken men's inflammatory response to pathogens.
- c) Women's immune systems have evolved better to protect them when they are pregnant.
- d) Women don't get man colds.

3. A study has found women are more sensitive to male body odours than vice versa because...

- a) Women naturally smell better than men.

- b) Women can detect body odour better than men when the smell is being disguised.
- c) Men are less sensitive than women to any odour that is being disguised.
- d) Female odours are harder to disguise than male odours so men are more used to smelling them.

4. Studies have shown that women feel more pain than men. What is NOT a reason for this?

- a) Women have lower pain thresholds than men.
- b) Women use healthcare services more, so the reporting of female pain is higher.
- c) Women have fewer nerve receptors than men, causing them to feel pain more acutely.
- d) Women tend to focus on the emotional aspects of the pain whereas men focus on the sensory aspects.

5. The main difference between male and female brains is...

- a) The male brain is 10 to 15 per cent larger.
- b) The hippocampus, involved in short-term memory and spatial navigation (e.g. map reading), is proportionally larger in women.
- c) The parietal cortex, involved in spatial perception, is proportionally larger in men's body.
- d) All of the above.

6. Research indicates men are better map readers than women, but it also shows we use vastly different techniques to navigate. What effect does sexual orientation have on gay men's navigational strategies?

- a) Gay men use compass directions to navigate, like straight men.
- b) Gay men use landmarks to find their way around, like straight women.
- c) Gay men use distances to navigate, like straight men.
- d) Gay men use a mixture of male and female navigating techniques.

7. How does your gender affect the way you respond to jokes?

- a) Men find more things funny than women do.
- b) Women use parts of their brain involved in language processing more than men to decipher jokes.
- c) Men have lower expectations of how funny a joke will be than women.
- d) Men and women use completely different parts of their brain when reacting to jokes.

8. Pick the INCORRECT answer from these research findings about heterosexual infidelity...

- a) Women are more likely to believe that men have sex when they are in love.
- b) Men are more likely to have cheated on their partner than women do.
- c) Women are more upset by emotional infidelity, whereas men are more upset by sexual infidelity.
- d) Men are better than women at detecting when their partner has been unfaithful.

9. Why are men considered to be better at maths than women?

- a) They have a greater innate mathematics ability.
- b) It's a cultural belief, standardised testing shows no gender differences in maths performance.

- c) Greater gender equality has led to greater disparity in maths performance.
- d) Men have greater variability in their maths capabilities than women, thus leading to more men with very high maths skills.

10. What is NOT a reason that men usually die younger than women?

- a) They age faster.
- b) As they have to compete for female attention men have evolved to be more attractive to women at the expense of longevity.
- c) As a member of a predominantly monogamous species men invest more energy in relationships.
- d) They are more likely.

ANSWERS

1. Answer: c) Roughly the same amount, 16,000 words per day.

It may be a popular stereotype but research doesn't support the myth that women are more talkative than men. A study published in *Science* found there was no statistically significant difference between the amount of words spoken by male and female university students, although there were large variations between individuals in each group. Many other studies have found men talk more than women, particularly when speaking to strangers or in formal situations.

2. Answer: a) Naturally produced oestrogen boosts women's inflammatory response to pathogens.

We all have an enzyme called caspase-12 in our bodies, which can dampen our immune system's inflammatory response and make us more prone to infection. Oestrogen can block the production of this enzyme, which means that women's inflammatory response to infection can be stronger. The authors of the study that showed this effect, published in the *Proceedings of the National Academy of Sciences*, hope the finding could herald new treatments to strengthen the human immune system. Other studies have linked oestrogen to women's ability to store fat more efficiently than men.

3. Answer: b) Women can detect body odour better than men when the smell is being disguised.

While men and women have similar abilities when it comes to getting used to non-body odours, it is highly likely a woman will be able to smell a man's natural odour through any fragrance he is using to try and hide it. Scientists believe there may be an evolutionary basis for this. Our sweat contains a lot of biological information about us that could be important to women when choosing a mate.

4. Answer: c) Women have fewer nerve receptors than men causing them to feel pain more acutely.

Actually, women have more nerve receptors than men, averaging double the amount on the face alone, which causes them to feel pain more intensely. You would think the half of the species that has to go through childbirth would have a higher pain threshold but in fact research shows the opposite to be true. Women also experience pain more frequently than men, in more areas of the body and for longer periods. Men cope with pain better: focusing on the physical aspects of the pain helps increase their pain threshold and tolerance, whereas the strategy doesn't seem to help women. While the brain pathway that dampens pain is well known in men, it's been suggested that females use a different pathway. Cracking this brain circuit could provide us with better clues for treating female pain in the future.

5. Answer: d) All of the above.

Scientists are discovering many anatomical differences between male and female brains, including some you might not expect. The hippocampus, linked to spatial navigation, is bigger in women than men, whereas men have a proportionally larger amygdala, which is linked to emotional memory. While these findings might go some way to dispel a persistent myth or two, research also suggests that men and women use their brain in different ways which could help explain gender differences in response to the same stimuli.

6. Answer: d) Gay men use a mixture of male and female navigating techniques.

This is known as a cross-sex shift where homosexual people take on aspects of the opposite sex in some of their cognitive abilities. Interestingly while a study in *Behavioural Neuroscience* showed a "robust cross-sex shift" for gay men when they were navigating, lesbian women in the study read maps just like straight women and showed no cross-sex effects.

7. Answer: b) Women use parts of their brain involved in language processing more than men to decipher jokes.

While men and women can often laugh over the same joke, the way their brains respond to humour can be quite different. A study published in the *Proceedings of the National Academy of Sciences* found that men and women used similar parts of their brains when responding to humour in cartoons, but the areas involved in language processing and working memory were more strongly activated in women. Women also showed a greater response in their mesolimbic reward centre, suggesting they had lower expectations of finding the jokes funny than men and so when a cartoon tickled their fancy they were more pleasantly surprised. But the research also has a serious side: if further studies confirm that women's brains are more sensitive to emotional stimuli than men's it could help in treating conditions like depression which is twice as common in women.

8. Answer: a) Women were more likely to believe that men have sex when they are in love.

In confidential questionnaires they may be reporting more affairs but research published in the journal *Human Nature* shows that men are also better at picking cheaters, even if this sometimes means they suspect their partners when they have been faithful. Scientists say there are good reasons for this male caution as men can never be sure children they are supporting are biologically theirs.

9. Answer: b) It's a cultural belief, standardised testing shows no gender differences in maths performance.

In fact in countries that have the greatest gender equality, gender disparity in maths performance doesn't exist at either the average or gifted level. Other studies suggest the reason there are not more women at the top levels of traditionally male fields is not because women are worse at these subjects, but because they are still underrepresented in these areas.

10. Answer: c) As a member of a predominantly monogamous species men invest more energy in relationships.

Many studies have shown that being a man is bad for your health. It starts in the womb: male foetuses are more fragile than female foetuses. Men are susceptible to more diseases than women, and they are more likely to die from accidents. Part of the reason could be due to our polygynous origins (i.e. a man having more than one female partner at a time). A study published in the *Proceedings of the Royal Society B* found that polygynous species have greater sex differences in aging due to male members of the species evolving to be more attractive to more mates at the expense of longevity.

❖ **READING**

Task 3. Read the text about the main concepts of the sexes and their socialized differences. Write down some interesting things you remember. Discuss the outcome together.

MASCULINITY AND FEMININITY: SOCIALIZED DIFFERENCES

There have been many eloquent and well-worded definitions of the term sex roles, but simply stated a sex role is an expectation of a person's behaviour based on whether the person is male or female. Each society organizes its sex roles into categories which we may refer to as sex-role stereotypes.

Children were taught their roles when very young. Boys were shown how to farm and provide for in their future families' needs. They went to school where they were taught the basics along with being introduced to career alternatives. Higher education was available. Girls learned how to do the household chores, and received some basic education. Higher education was not opened for women until 1837, and even then only to a very limited degree, hence career alternatives were not available for them. Girls were taught how to be wives and mothers.

Surprisingly to some, there were feminists then. They were usually thought of as unfeminine, sinful women who preached the devil's words. Some feminists did take on manly ways, like cutting their hair short, but the majorities were feminine and married. They were chided by the church, by most men, and by some women who did not understand their outspokenness. Feminists advocated equality of the sexes in education and careers. They also campaigned and rallied for the right to vote. Women's rights were not all these feminists fought for; they also opposed slavery.

Early feminists were few in number but did make great gains in a few areas. Partly as a result of their work, slaves gained their freedom in 1865, and high schools and many colleges were opened to women by the end of the 1800's. The male world expanded and men had the opportunity to take up new careers and the freedom to move around the country more conveniently. They were still the breadwinners in the family. Most men learned how to deal with the expanding world by using assertive, aggressive, domineering skills they had developed in the home. Males overwhelmingly dominated our government, legal and medical agencies.

Women's roles during this time also changed but not as much as men's. Women's primary roles were still homemaker and child care. Some women, mostly from the lower class, entered industry by using domestic skills in their factory work, like weaving and tailoring. Women employees were attractive to company owners because they were paid considerably less than men. Widows and unmarried women made up the majority of the female working force. Once

married, most middle class women took to caring for the home and children. Lower class, married women were encouraged and allowed by their families, to stay in the working force, mainly for financial reasons. Married women who also held a job, had two jobs, one unpaid, the other underpaid.

Sex roles had not changed drastically in the early 1900's. Men were still the primary breadwinners and women, whether working outside the home or not, still had most of the passive responsibilities of homemaking and child care.

During the 20th century the women's movement has had its ups and downs. Even though, in 1920, women won the right to vote, sex roles had not changed drastically. Women were gradually moving into the male-dominated labor force, and the home became mainly a meeting place for the family to gather together at the end of the day.

Unemployment during the Great Depression forced some men to do more work in the home which was an education for some. Generally, it had been years since men actively worked in the home.

World War II brought many women into the labor force because of a shortage of men. Women helped to run the country at this time, and took active roles in the traditionally male-dominated world. Upon the return of the veterans, some women went back to their homes, but others stayed on their jobs. The opportunities for women were broadening and some women began making careers for themselves outside the home.

The feminist movement continued quietly, and by the early 1960's had developed into a strong organization with lobbying groups.

The divorce rate has steadily increased since the turn of the century. Recent findings have shown that one-third of all marriages in America end in divorce. Some people have blamed the destruction of the family on the women's movement, but in fact, the family has not been destroyed but lives on in various forms. The women's movement is only one issue in our ever-changing society. Family structures have changed but only partly as a consequence of changes in women's roles. And women's roles have changed not only as a consequence of the

women's movement but also as a consequence of the changing economy. Our economy is now dominated by "white-collar" and service jobs as well as by industrial labor, and women make up a large part of the service sector.

The problems of mixing career, marriage and parenthood have been alleviated by the development of more pre-kindergarten schools and child-care agencies, and the extra income may pay for a nanny. Also there are some companies that allow people to set their own schedules, or that allow job sharing where two people share the hours of one full-time position.

The family has taken on many forms and has undergone changes throughout our history. These changes do not indicate the downfall of the family but give rise to a variety of family structures, each with their own individual attributes and individual problems.

❖ VOCABULARY

Task 4. Skim the text from the unit to find the problems you cannot come across in it.

1. Each society organizes its sex-role stereotypes.
2. Feminists were chided by the church.
3. Women were gradually moving into the male-dominated labour force.
4. The family is one of the nature's masterpieces.
5. Our economy is now dominated by the "white-collar".

Task 5. Match column A with column B.

A		B	
1	eloquent	A	відвертість;
2	chore	B	пропагувати;
3	preach	C	розлучення;
4	outspokenness	D	виразний, переконливий;
5	advocate	E	рутинна робота;

6 widow	F успіх, кар'єра;
7 consequence	G наслідки;
8 divorce	H звинувачувати;
9 career	I удова;
10 blame	J Проповідувати.

Task 6. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

- Both my parents have always _____ tolerance and moderation.
- Crime is a complex issue – we can't simply _____ poverty and unemployment.
- The _____ of such policies will inevitably be higher taxes.
- She still refuses to _____ him.
- Choosing a _____ can be a very difficult decision.

Task 7. Fill in the correct word or word combination from the box into the gaps below.

undergone lobbying outspokenness vote household consequence
issue expectation unemployment thought of

- A sex role is an _____ of a person's behaviour based on whether the person is male or female.
- Girls learned how to do the _____ chores.
- They were usually _____ as unfeminine, sinful women who preached the devil's words.
- They were chided by the church, by most men, and by some women who did not understand their _____
- They also campaigned and rallied for the right to _____
- ...during the Great Depression forced some men to do more work in the home.

7. The feminist movement continued quietly and developed into a strong organization with _____ groups.
8. The women's movement is only one _____ in our ever-changing society.
9. Women's roles have changed as a _____ of the changing economy.
10. The family has taken on many forms and has _____ changes throughout our history.

Task 8. Are the following statements about the text true (**T**) or false (**F**)?

1. Higher education was not opened for women until 1837. **T / F**
2. Feminists advocated the priority of women both in education and careers. **T / F**
3. Early feminists were enormous in number. **T / F**
4. Women employees were attractive to company owners because they were paid considerably less than men. **T / F**
5. The divorce rate has unpredictably collapsed since the turn of the century. **T / F**

Task 9. Now look again through the text. Find words in the paragraphs, which mean the same as:

- a) prototype, model _____
- b) choice, selection, option _____
- c) matriarchal _____
- d) having the same rights and opportunities _____
- e) struggle, mission _____
- f) belonging to another person as their property _____
- g) extraordinarily, enormously _____
- h) radically, evolutionally _____
- i) divide, distribute _____

Task 10. Look through the text from the unit. Rearrange the letters to form a word used in the text.

1	tceduiona		a to get/achieve something;
2	snfeitmt		b the way in which the parts of something are organized;
3	jmiayort		c having a duty, responsibility, etc. (to do something);
4	nagi		d someone who has a lot of experience doing a particular activity;
5	rotbenyspsili		e someone's experience of learning or being taught;
6	vnetrae		f most of the people or things in a group;
7	rsttrucue		g to control something or someone because you have more power or influence;
8	mtdaoine		h someone who support equal rights and opportunities for women.

Task 11. Look through the text in this unit. Choose the best option to complete the sentences.

1. According to the text, the first feminists were usually thought of as the women who _____.

- a) affirmed loyalty to men
- b) carried information
- c) preached the devil's words

2. Feminists were chided by the church, by most men, and by some women who _____.

- a) did not understand their outspokenness

- b) looked on them with admiring envy
 - c) be jealous of their good name
3. The author points out that most men learned how to deal with the expanding world by domineering skills they had developed _____ .
- a) at work
 - b) in public transport
 - c) in the home
4. The author claims, World War II brought many women into the labor force because of _____ .
- a) energy oversupply
 - b) a shortage of men
 - c) hormone disease
5. Women's roles have changed not only as a consequence of the women's movement but also as a consequence of _____ .
- a) the changing economy
 - b) b.shift in mindset
 - c) c.cultural and linguistic change

Task 12. Skim the text. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

well-worded	Care
sex	Force
career	rights
child	role
working	Group
women's	Alternatives
lobbying	Definition

❖ GRAMMAR



**In this unit we make review of Gerund/Infinitive,
for more information see Appendix 12**

Task 13. Fill in each gap with a suitable verb from the box, using Gerund/Infinitive form.

abuse convince commit persuade perform

1. He gave up trying _____ the audience to trust him.
2. He was accused of _____ a serious crime.
3. In spite of a number of difficulties we kept on _____ our investigation.
4. They succeeded in _____ him that there was no danger to his life.
- 5 Those poor women complained about _____ regularly _____ by their husbands.

Task 14. Replace each word/phrase in bold with a suitable expression from the box.

**forward were prevented succeeded
danger investigation objected to**

1. He **was opposed to** being treated like a lay person (not an expert).
-

2. They **did well** in persuading the partners to come to a consensus.
-

3. I finished the letter with the words "I am looking **ahead** to seeing you soon."
-

4. They **were restrained** from advertising their new product.
-

5. In spite of a number of difficulties we kept on performing our **search**.

6. They succeeded in convincing him that there was no **hazard** to his life.

Task 15. Study the table, translate the following sentences into Ukrainian.

1. to be sure of	бути впевненим (у);
2. to be proud of	пишатися чим-небудь / ким-небудь;
3. to be fond of	цікавитися чим-небудь;
4. to be guilty of	бути винним (у);
5. to be interested in	цікавитися чим-небудь;
6. to be surprised at	бути враженим;
7. to be good at	добре справлятися (з).

1. We are interested in finding out the truth.
2. He is guilty of deceiving his friends.
3. They were sure of winning the debate.
4. She was good at solving complex mathematical problems swiftly.
5. They are proud of having completed the job.

Task 16. There is an extra word in each of the sentences below. Check your knowledge of Gerund/Infinitive.

1. Sociology is thought to be a specific way of looking at the social world in which we are live.
2. One of the first scientific studies of social behaviour is known to have done been conducted by E. Durkheim.
3. These ideas are seem to be gaining popularity.

4. Applied science is appears to have led to a vast increase in the well being of society.
5. Would you mind about asking a few questions?
6. She will denied knowing anything about his intentions.
7. He has avoids making public statements.
8. Do you mind being the first to be speak ?

Task 17 Complete the asterisked gaps in the chart below with words from the text. Then fill in the other gaps.

NOUN	ADJECTIVE	VERB
	*	limit
*	educative	
alternative	*	
*		outspeak
individuality	*	
organization		*
advocate		*

Task 18. Write down a suitable question for the following answers. Pay attention to the correct forms of Gerund/Infinitive.

A What _____?

Being interrupted may be upsetting for me.

B Why _____?

She postponed sending her answer back for some vague reasons.

C Who _____ with?

She mentioned having shared her ideas with the other scientists.

D What _____?

Lots of people prefer recording their thoughts to writing them down.

Task 19. Rearrange these words to form sentences, and translate them into Ukrainian.

1. the / being / about / remembered / warned / He / danger /
2. people / of / to / be / The / encourage / individuals / purpose / education / is / to /
3. The / systematically / record / skilled / were / faithfully / enough / to / their observations / observers / and /
4. politics / career / make / desire / to / was / His / a / in /
5. study / To / relationships / conduct / sociologists / cause-and-effect / experiments /

Task 20. Find at least four examples of Gerund/Infinitive in the text you have read.

❖ TRANSLATION

Task 21. Translate the following paragraph into Ukrainian, pay attention to Gerund/Infinitive.

In a study titled "Male and Female Drivers: How different are they?" Professor Frank McKenna of the University of Reading looked at the accident risk between men and women. He found that men drive faster, commit more driving violations, and are more inclined to drink and drive. They look for thrills behind the wheel, while women seek independence. And, although anecdotal evidence might suggest otherwise, women are not starting to drive as aggressively as men.

The question of whether, as drivers, women differ from men is important, because it could affect insurance premiums, which are closely geared to accident statistics.

Despite the increase in women drivers, McKenna's researchers found no evidence that this is changing accident patterns. It seems that age is far more important than gender in the car. It is the biggest single factor in accident patterns, and, while inexperienced new drivers of both sexes are more likely to be involved in accidents, the study found striking new evidence to confirm that young men drive less safely than any other group.

Task 22. Choose the best option to translate the sentences.

1. Breaking the speed limits is regarded by men as a minor offence.

- A. Перевантаження машини розглядається чоловіками як дрібне правопорушення.
- B. Порушення обмеження швидкості розглядається чоловіками як дрібне правопорушення.
- C. Дотримання обмеження швидкості розглядається чоловіками як дрібне правопорушення.

2. He made a point of never sounding disappointed.

- A. Він поставив крапку у їхньому непорозумінні.
- B. Він ніколи не помічав зміну настрою у близьких людей.
- C. Він вирішив ніколи не показувати свій розпач.

3. Without doubting he took a decision.

- A. Він зробив свій вибір не вагаючись.
- B. Він ніколи не сумнівався, який препарат обрати.
- C. Довго розмірковуючи, врешті він вирішив.

4. Чи важливе для вас покращення життєвих стандартів?

- A. Is improving your standard of life important to you?
- B. Is improvement of your standard life important to you?
- C. Improving your standard of living important to you?

5. Як я можу завадити її візиту туди?

- A. How can I prevent her from going there?
- B. How can I prevent she from going there?
- C. How can I prevent her from to go there?

6. Вважається, що мета соціології – це визначення причин соціальних явищ.

- A. Discovery the case of social phenomena is the task of sociology.
- B. Discovering the cause of social phenomena is told to be the task of sociology.
- C. Discovery the cause of social phenomena is said to be the task of sociology.

WRITING

Task 23. Think about the main concepts of the sexes and their socialized differences. List all the problems touched upon in the text. Discuss the outcome together.

Task 24. Summarize what you have read in the text from this unit in 10 sentences.

Task 25. Prepare a brief report (about 70 words) on the sexes as a social phenomenon. Find additional information on the problem.

Begin with:

No one can doubt _____

CHECK YOUR WORK



Have you

- used any expressions from the text in your summary?
- used Gerund/Infinitive?
- checked your spelling?

UNIT 13

SOCIAL CONTROL

❖ SPEAKING

Task 1. Read these three quotations. Which one would be more relevant to you? Why? Introduce balanced arguments discussing points *in favour* as well as *against* the point.

- The general fact is that the most effective way of utilizing human energy is through an organized rivalry, which by specialization and social control is, at the same time, organized co-operation. (Charles Horton Cooley)
- It's good to take control of your valuable time and realize it's all right to say no. (Craig Williams)
- Instead of scheduling your priorities around your life, you ought to schedule your life around your priorities. (Robert Brault)

❖ STUDY SKILLS

Task 2. Do you have a healthy attitude towards your emotions? Then turn to page **216** to read the analysis of your answers.

How Emotional Are You?

For your every 'no' answer, add **1** to your score

1. Do you feel guilty if you cry in public?
2. Do you think crying is a sign of weakness?
3. Do you think men and boys should be encouraged to hide their tears?
4. Do you feel embarrassed if you find yourself crying while watching a film or reading a book?
5. Would you try to hold back your tears if you were attending a funeral?
6. Would you distrust a politician who shed tears in public?
7. Do you think that tears are an unnecessary expression of emotion?
8. Do you always try to hide your disappointment?
9. Do you get embarrassed if you see grown men crying?
10. Would you pretend that you had something in your eyes if you were unexpectedly discovered crying?
11. Do you always try to hide your anger?

For your every 'yes' answer, add **1** to your score

12. Do you tend to brood about things which make you angry?
13. Does your temper even get out of control?
14. Has your temper even got you in trouble?
15. Do you believe that it does you good to get rid of your anger?

16. Would you allow someone to comfort you if you were crying?
17. Do you get cross quite easily?
18. Do you touch someone you love at least once a day?
19. Do you enjoy physical signs of affection?
20. Do you ever get broody when you see small babies?
21. Would you happily hold hands in public with someone you cared for?
22. Do you enjoy being massaged?
23. Do you regularly tell those whom you love how you feel?
24. Have you ever had a pet of which you were very fond at?
25. Do you enjoy being kissed and hugged by people you love?
26. Do you ever laugh out loud when you are watching funny films?
27. Do you ever tap your feet while listening to music?
28. Do you often have the last clap at concerts, sports events etc.?
29. Do you ever shout encouragement to sports or TV heroes?
30. Can you remember when you last really laughed and enjoyed yourself?

❖ **READING**

Task 3. Read the text about the main concepts of social control. Write down some interesting things you remember. Discuss the outcome together.

SOCIAL CONTROL

The Theory of Social Control is widely cited nowadays. The concept of Social Control has been explored and represented by Travis Hirschi, a proponent of Right Realism. The theory investigates social behaviour under the supervision of a controlled society and the subsequent reduction in anti-social behaviour.

Though strongly advocated by Travis Hirschi, the Theory of Social Control has also been explored by the realist philosophers such as Reiss, Nye and Toby. The definition states that delinquency is simply the consequence of the failure of related social and personal supervision over antisocial personality disorder. While the 'personal control' definition states the individual ability to refrain from behaviour that is in conflict with social norms, that of 'social control' specified the responsibility of society to ensure the timely application of set norms and/or rules.

In other words, theory of social control elaborates on the onus that is shared by society and devised control mechanisms to ensure a safe social arena, one that is

devoid of any type of delinquency. Society is meant to provide reinforcement of dictated values to keep any type of causal or motivational delinquency traits at bay. The theory is supportive of the fact that it is mostly those who fear little or nothing to lose while conforming to delinquency, who are drawn towards anti-social behaviour. Theory of social control is not without specified ways to organize the various control mechanisms that are already 'in place' in society. In fact, the theory specifies that it is the responsibility of these control mechanisms like the law and order enforcement teams and the physical paradigms within each community, to effectively and periodically address delinquent behaviour. The focus is mainly on the 'family' as the primary source of behaviour control.

What Is the Social Control Theory?

Travis Hirschi propounded a theory of social control that emphasizes on the role of society in the control of criminal behaviour. It specifies the fact that no society can afford to denounce criminal activity without duly accepting its responsibility towards the same. Theory of social control stresses on the fact that most delinquent behaviour is the result of unmonitored 'social control' by the authorities and primarily, the family. The theory is indicative of the fact that relationships and commitments with respect to set norms and a belief structure encourage or discourage individuals and groups to break the law.

The theory spotlights the internalization of values and timely guidance and monitoring of behaviour as the factors responsible for an 'ideal' society. It is highlighted that it is only when an individual or a group has a major stake in the immediate, surrounding community, that the urge to behave in a deviant manner is suppressed willingly. The theory mentions ways by which the likelihood of criminality can be reduced. Some of the ways mentioned include:

- ☒ Presence of a wide range of activities;
- ☒ Scope for exploring the accepted processes of socialization and ethics;
- ☒ Availability of unbiased choices within social contracts;
- ☒ Generating a sense of responsibility within the immediate society;

- ☒ Predetermining 'costs and consequences' to various choices made available;
- ☒ Inner containment of a tendency towards delinquent behaviour and social anxiety through the development of self-image, within the family;
- ☒ Harmonious living conditions;
- ☒ Reduced family conflicts and aggressiveness and development of healthy family relationships;
- ☒ Timely obscuration of delinquent peers and subcultures, via dedicated social networking.

Types of Social Control

Theory of social control proposes social learning with the help of 'social control'. This is believed to not only build on and motivate individual and group self-control, but also reduce even the most remote inclination towards antisocial behaviour. Types of social control derived from various functionalist theories include:

- ☒ Direct social control via punitive action for wrongful behaviour, by family and state authority;
- ☒ Indirect social control via timely identification of wrong influences on behaviour, by family and state authority;
- ☒ Internal social control via conscience questioning;
- ☒ Control via satisfaction of all basic human needs.

❖ VOCABULARY

Task 4. Skim the text of the unit to find the problems you cannot come across in it.

1. The Theory of Social Control is widely cited nowadays.
2. Society is meant to provide reinforcement of dictated values.
3. Theory of social control stresses on the fact that most delinquent behaviour is the result of unmonitored 'social control'.
4. Sociologists may distinguish six kinds of socialization.

Task 5. Match column A with column B.

A		B	
1	cite	A	правопорушення;
2	proponent	B	актуальний;
3	subsequent	C	компетенція;
4	delinquency	D	зобов'язання;
5	encourage	E	спостереження;
6	supervision	F	суспільна свідомість;
7	immediate	G	захистник, прибічник;
8	responsibility	H	надихати;
9	authority	I	наступний;
10	Conscience	J	цитувати.

Task 6. Fill in the correct words from the previous exercise into the gaps below (not all words are needed).

1. His optimism _____ me.
2. Overall _____ for the school lies with the head teacher.
3. The French _____ have refused to issue him a visa.
4. Each person must vote according to his or her own _____ .
5. Dangerous prisoners need constant _____.

Task 7. Fill in the correct word or word combination from the box into the gaps below.

<p>encourage investigates learning broader monitoring theory</p> <p>intellectual workforce criminality delinquency</p>
--

1. The overwhelming majority said there can be no happiness where there is no emotional and _____ attraction.
2. Life long _____ should and must play a role in the move towards a knowledge society.

3. The knowledge economy demands a computer literat _____ .
4. In order to understand how people behave and how they change it is always necessary to see it as a part of a _____ social process.
5. The theory ____ social behaviour under the supervision of a controlled society.
6. The theory spotlights the internalization of values and timely guidance and _____ of behaviour.
7. _____ of social control proposes social learning with the help of 'social control'.
8. Social control theory proposes that people's relationships, commitments, values, norms, and beliefs _____ them not to break the law.
9. The theory seeks to understand the ways in which it is possible to reduce the likelihood of _____ developing in individuals.
10. Youth may be directly controlled through constraints imposed by parents, limiting the opportunity for _____ .

Task 8. Are the following statements about the text true (T) or false (F)?

1. The theory of Social Control is widely cited nowadays. **T / F**
2. The concept of Social Control has been explored and **T / F** represented by Gaynor Borade.
3. Theory of social control stresses on the fact that most **T / F** delinquent behaviour is the result of unmonitored 'social control'.
4. Theory of social control emphasizes the role of society in **T / F** the control of criminal behaviour.
5. The theory mentions ways by which the likelihood of **T / F** criminality can be reduced.

Task 9. Now look again through the text. Find words in the paragraphs, which mean the same as:

- a) leadership, power, authority _____
- b) condemn _____
- c) glow, incident ray _____
- d) unknown, uncertain, hidden _____
- e) research, check up _____
- f) commemorate _____
- g) philosophy, ideology, doctrine _____
- h) law, code, standards _____
- i) inside, indoors, interior _____

Task 10. Look through the text from the unit. Rearrange the letters to form a word used in the text.

1	Pcnoetc		a the study of the principles of right and wrong;
2	Ctaepc		b a group of people in a larger society who are the same in some way;
3	Pgmdarai		c tendency to behave in a particular way;
4	cmymonuit		d an idea of something that exists;
5	itchse		e a situation in which it is difficult for two things to exist together;
6	iniacIntoni		f a number of different things that are of the same general type;
7	nraeg		g a set of ideas that are used for understanding or explaining something;
8	citonlcf		h to agree to do what someone asks or suggests.

Task 11. Look through the text. Choose the best option to complete the sentences.

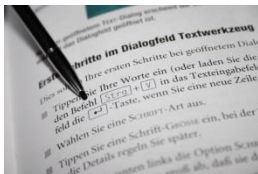
1. According to the text, _____ introduced the ideas of Right Realism
 - a) Domingo Faustino Sarmiento
 - b) Richard Allen
 - c) Travis Hirschi
2. The author claims that an 'ideal' society needs internalization of values, timely guidance and _____ .
 - a) concept of the looking-glass self
 - b) monitoring of behaviour
 - c) division of labour
3. The author points out that in day-to-day decision making wives typically exercise far greater _____ than their husbands over children.
 - a) immunity
 - b) authority
 - c) violation
4. The author claims that _____ is the primary source of behaviour control.
 - a) the society
 - b) the woman
 - c) the family
5. One of the ways to reduce criminality can be _____
 - a) harmonising living conditions
 - b) harmonious exploitation of natural resources
 - c) exact exploitation of human rights

Task 12. Skim the text from the unit. Use the words from the right side to make the expressions with the words from the left side. Then translate them into Ukrainian.

anti-social	relationships
social	disorder
personality	authority

physical	needs
	behavior
delinquent	control
state	paradigm
human	behavior

❖ GRAMMAR



**In this unit we make review of Modal Forms,
for more information see Appendix 13**

Task 13. Fill in each gap with a suitable verb from the box, using the correct tense form.

understand interpret label be able look

1. To understand the nature of the modern world, we have_____ at previous forms of society and analyze the main direction that processes of change have taken.
2. On the basis of her research with the flight attendants, Hochschild_____ to add a new dimension to the way sociologists think about the world of work.
3. Like Marx, Max Weber cannot simply _____ a sociologist; his interests and concerns ranged across many areas.
4. We always need _____ what facts mean, and to do so we must learn to pose theoretical questions.
5. Good research should help us _____ our social lives in a new way.

Task 14. Replace each word/phrase in bold with a suitable expression from the box.

explanation attempt spread impact constant enforce

1. Any **effort** to get an individual to do or refrain from doing something can be considered as an **effort** at control.

2. For science to move forward there must be a **long-term** interchange between observation and theory.

3. There may be more than one theoretical **interpretation** for any particular issue.

4. The **influence** of science and technology on how we live may be largely driven by economic factors.

5. The means to **ensure** social control can be either informal or formal.

6. One can't deny the **distribution** of formalized social control and its impact on our lives and identities.

Task 15. Study the table; translate the following sentences into Ukrainian.

1. beside the point	off the point;
2. be to blame	be responsible for a mistake / something wrong;
3. be up against	be opposed by, have problems, be in danger;
4. catch one's eye	to attract attention;
5. come up with	to suggest;
6. eat one's words	to take backwords;

7. frame of mind

mental state.

1. What I had to tell him privately was beside the point.
2. Who is to blame for this awful mistake?
3. Our company is up against serious attempts of hostile takeover.
4. This picture could not catch my eye.
5. The director came up with a brilliant idea.
6. He had to eat his words after her report.
7. I can't do it in this frame of mind.

Task 16. There is an extra word in each of the sentences below. Check your knowledge of Modals.

1. It should also be to noted that recent sociologists, taking cues from anthropologists, have realized the Western emphasis of the discipline.
2. In recent years, sociologists are have to give much attention to the innumerable implications of the Internet to society.
3. Sociologists must be expand their interests to include the myriad online social activities and behaviours to which these technologies have given rise.
4. Good research should have help us to understand our social lives in a new way.
5. In sociology we must need to look not only at existing societies in relation to one another, but also to compare their present and past.
6. As liberal democracy is becoming so widespread, we might be expect it to work in a highly successful way.
7. In order that the contradictions might be have explained, he took it upon himself to work out a new theory.
8. We checked all our notes so that our hypothesis should can depend on observable evidence.
9. Students are involved in experiments in order that they may be to ready for individual research work upon graduation.

10. There is a large number of possible causes that could be invoked to explain any given correlation.

11. Could you speak louder so that everyone may hear you?

Task 17. Complete the asterisked gaps in the chart below with words from the text. Then fill in the other gaps.

NOUN	ADJECTIVE	VERB
strength	*	
	investigative	*
*		reduce
	encouraging	*
*	reinforcing	
*		internalize
*	supervising	
motivation	*	

Task 18. Write down a suitable question for the following answers. Pay attention to the correct Modal forms.

A Who _____?

Institutions define how people ought to behave and legitimate the sanctions applied to behaviour.

B What _____?

Attempts must be made to describe the general features of the history of man.

C Which _____?

Sociologists work on problems that are related to the subject matter of other disciplines, both humanistic and scientific.

D How _____?

The development of fields of interest in sociology may be viewed as a problem in the sociology of knowledge.

Task 19. Rearrange these words to form sentences, and translate them into Ukrainian.

1. universities / can / sociology / best / American / opportunities / provide / the rapid / for / the / growth / of /

2. do / had / experiment / to / work / for / the / much / We /

3. defined / can / as / mind / Culture / the / software / be / of / the /

4. be / should / Religion / with / not / monotheism / identified /

5. writing / express / verbally / in / their / own / Respondents / opinions / may / or /

Task 20. Find at least four examples of Modals in the text you have read.

❖ **_TRANSLATION**

Task 21 Translate the following paragraph into Ukrainian, pay attention to different Modal forms.

The study of deviance can be divided into the study of why people have to violate laws or norms and the study of how society should react. This reaction includes the labeling process by which deviance comes to be recognized as such. The societal reaction to deviant behaviour suggests that social groups can actually create deviance by making the rules whose infraction constitutes deviance and by applying those rules to particular people and labeling them as outsiders.

Sociologists often use their understanding of deviance to help explain otherwise ordinary events, such as tattooing or body piercing, eating disorders, or drug and alcohol use. Many of the kinds of questions asked by sociologists who study deviance deal with the social context in which behaviours are committed. For example, are there conditions under which suicide is an acceptable behaviour? Would one who commits suicide in the face of a terminal illness be judged differently from a despondent person who jumps from a window?

Task 22. Choose the best option to translate the sentences.

1. Deviance should be defined as violation of expected rules and norms.

A. Девіантністю можливо вважати порушення очікуваних правих та норм.

В. Аномальністю варто вважати порушення очікуваних правих та норм.

С. Девіантність – жорстокість по відношенню до правил та норм.

2. It might be the behaviour that departs significantly from social expectations.

А. Це була форма одягу, яка відрізняла службовців від звичайних людей.

В. Це може бути така поведінка, яка би значно відрізнялася від соціальних очікувань.

С. Це може бути така поведінка, яка значно відрізняється від соціальних очікувань.

3. Sociologists have to stress social context, not just individual behaviour.

А. Соціологам доводиться враховувати соціальний контекст, а не лише індивідуальну поведінку.

В. Соціологи переживають через соціальний контекст та індивідуальну поведінку.

С. Соціологи впливають на соціальний контекст та індивідуальну поведінку.

4. Аномальність має бути розглянута з точки зору групових інтересів.

А. Deviance can be looked at in terms of group processes.

В. Deviance must to be looked at in terms of group processes.

С. Deviance must be looked at in terms of group processes.

5. Соціологи мають визнати, що не усі типи поведінки оцінюються аналогічно.

А. Sociologists have to recognize that not all behaviours are judged similarly.

В. Sociologists have to recognize that all behaviours are judged similarly.

С. Sociologists have recognized that not all behaviours are judged similarly.

6. Що вважається девіантною поведінкою в одній групі, може не вважатися такою у іншій.

А. What are deviant to one group may not be considered deviant to another.

В. What is deviant to one group must not be considered deviant to another.

С. What is deviant to one group may not be considered deviant to another.

❖ WRITING

Task 23. Think about the main concepts of social control. List all the problems touched upon in the text. Discuss the outcome together.

Task 24. Summarize what you have read in the text from this unit 10 sentences.

Task 25 Prepare a brief report (about 70 words) on the theories of social control and crime. Find additional information on the problem.

Begin with:

No one can doubt _____

CHECK YOUR WORK



Have you
used any interesting expressions from the text in
your summary?
checked your spelling?
used any Modal forms?

Analysis

Score 17 to 30

Your attitude towards your emotions is a healthy one. You aren't ashamed to let your emotions show occasionally, and you will undoubtedly be much healthier because of this attitude. You are likely to be a good social advisor.

Score 8 to 16

You know how to let your emotions show but you still find it difficult to do so as often as you should. You should be prepared to let your emotions out more often. When you feel sad let yourself cry, when you feel angry, let your anger show, when you feel happy allow a smile to cross your face. Allowing your emotions out in this way will do wonders to your physical and mental health.

Score 7 or less

You are definitely very uptight. You really do need to allow your emotions flow out a little. There isn't anything really wrong in allowing people to know how you feel.

KEY LANGUAGE

<p>Unit 1 society interaction social structure culture sociology emergent social reality anomie functional and structural analysis manifest functions latent functions conflict theory symbolic interactionism ethnomethodology social sciences mechanical solidarity organic solidarity</p>	<p>Unit 2 scientific method science causal relationship variable independent variable dependent variable correlation hypothesis population sample simple random sample stratified sample concepts theory survey extrapolate interview case history replication participant observation experiment content analysis</p>
<p>Unit 3 bureaucracy ideal-type universalistic standards particularistic standards displacement of goals coercive power remunerative power normative power total institutions substantial rationality functional rationality</p>	<p>Unit 4 commodity social identity social identity dual labor market dead-end jobs "pink collar" occupations upward mobility social ladder enhance stratification</p>
<p>Unit 5 free time work leisure pre-industrial society industrial society post-industrial society</p>	<p>Unit 6 social change social conflict industrialisation culture diffusion material culture adaptive culture</p>

<p>alienation affluent worker extension opposition neutrality conspicuous leisure</p>	<p>culture lag cohort vested interest revolution relative deprivation</p>
<p>Unit 7 education cultural transmission selection and screening hidden curriculum instrumentalism equality of opportunity equality of achievement functional illiteracy open classroom</p>	<p>Unit 8 the economy custom economy command economy laissez-faire economy free market the invisible hand productivity Gross National Product (GNP) capitalism returns to scale oligopolies</p>
<p>Unit 9 health medicine mortality rate medical model social model sick role medicalize social health movement</p>	<p>Unit 10 protestant ethic structural unemployment world-system theory socialism mixed economy</p>
<p>Unit 11 prohibition incest taboo biological paternity legitimacy sullen indifference self-sufficient unit social welfare polygyny polyandry reciprocity</p>	<p>Unit 12 sex-role stereotypes advocate breadwinner widow women's movement the Great Depression lobbying group alleviate pre-kindergarten school child-care agency</p>
<p>Unit 13 proponent social behaviour delinquency personality disorder reinforcement denounce</p>	

deviant manner inner containment social anxiety inclination	
--	--

GRAMMAR REFERENCE

APPENDIX 1

TENSES

ASPECT	SIMPLE		CONTINUOUS		PERFECT		PERFECT CONTIOUS	
MEANING	WHEN?		AT WHAT TIME?		BY WHAT TIME?		SINCE WHAT TIME? HOW LONG?	
PERIOD OF TIME	Usually, often, always, seldom, every day (week, month, year)		Now, at the moment		Ever, never, just, already, not ...yet, by 3 p.m.		Since 3 p.m., for a long time, for a month...	
PRESENT	+	V, Vs	+	am is + V ing are	+	have has + V ed, V3	+	have has + been + V ing
	?		?		?		?	
	-		-		-		-	
PERIOD OF TIME	Yesterday, last week (month, year), long ago		Yesterday at 3 p.m., yesterday from 6 till 7, when you came...		Yesterday by 3 p.m., before some time in the past...		Yesterday since 3 p.m., for some time in the past	
PAST	+	Ved, V2	+	was + V ing were	+	had + V ed, V3	+	had + been + V ing
	?		?		?		?	
	-		-		-		-	
PERIOD OF TIME	Tomorrow, next week (month, year)		Tomorrow at 3 p.m., tomorrow from 6 till 7, when you come		Tomorrow by 3 p.m., by some time in the future		Tomorrow since 3 p.m., for some time in the future	
FUTURE	+	will + V	+	will + be+ V ing	+	will + have + V ed, V3	+	will + have + been + V ing
	?		?		?		?	
	-		-		-		-	

APPENDIX 2

RELATIVE CLAUSES

Defining relative clauses

- We use defining relative clauses to give more information about a person, thing, place or time and make it clear which one we are talking about.
- We use these relative pronouns:
 - ✓ who or that for people: **The people who/that** work here are very friendly

- ✓ which or that for things: **The bus which/that** goes to Paris leaves from here
- ✓ whose for possession: **The man whose car** was stolen was very upset
- ✓ when or that for a time: I remember **the day when/that** I started school
- ✓ where for a place: That's **the house where** she used to live
- ✓ why or that for a reason: He explained **the reason why/ that** he was so late
- A relative pronoun can be the subject or object of relative clause: **The man that lives here** is very nice. (**The man** lives here = subject) **The man that I met** is very nice. (I met **the man** = object)

We can leave out the relative pronoun when it is the object of the relative clause: The **man I met** is very nice.

- When a verb is followed by a preposition, we usually put the preposition at the end of the relative clause: Is this the bag (that) you were looking **for**?
- We don't use *what* to introduce a relative clause
- We don't use another pronoun (he, she, it, etc.) as well as a relative pronoun

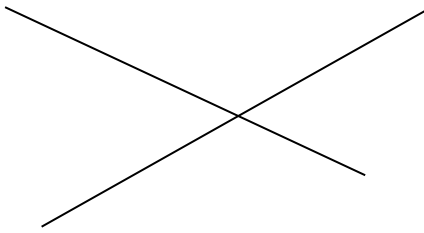
Non-defining relative clauses

- A non-defining relative clause adds extra information and is not essential to identify the person, thing, etc. we are talking about.
- We use commas to separate a non-defining relative clause from the rest of the sentence: My sister Anna, who is a teacher, lives in Madrid.
- We use *who* for a people and *which* for things, but we don't use *that*.
- We use *where* for places, *when* for time and *whose* for possession: Edinburgh, where I live, is a very lively city.
- We can't leave out the relative pronoun in non-defining relative clauses.

APPENDIX 3

PASSIVE VOICE

TENSES	INDEFINITE	CONTINUOUS	PERFECT
PRESENT	am is + V3 are Usually watches are mended here.	am is + being + V3 are My watch is being mended now.	have has + been + V3 My watch has been already mended.

	Usually the house is built for 2 years.		
PAST	<p>was were + V3</p> <p>My watch was mended yesterday.</p>	<p>was were + being + V3</p> <p>My watch was being mended when I arrived.</p>	<p>had + been + V3</p> <p>My watch had been mended by six o'clock yesterday.</p> <p>This house had been built before I arrived.</p>
FUTURE	<p>will + be + V3</p> <p>My watch will be mended tomorrow.</p> <p>This house will be built next year.</p>		<p>will + have + been + V3</p> <p>My watch will have been mended by Tuesday.</p> <p>This house will have been already built by January.</p>

We use the passive:

- When the person who does the action is unknown, unimportant, or obvious from the context
- When the action itself is more important than the person who does it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc.

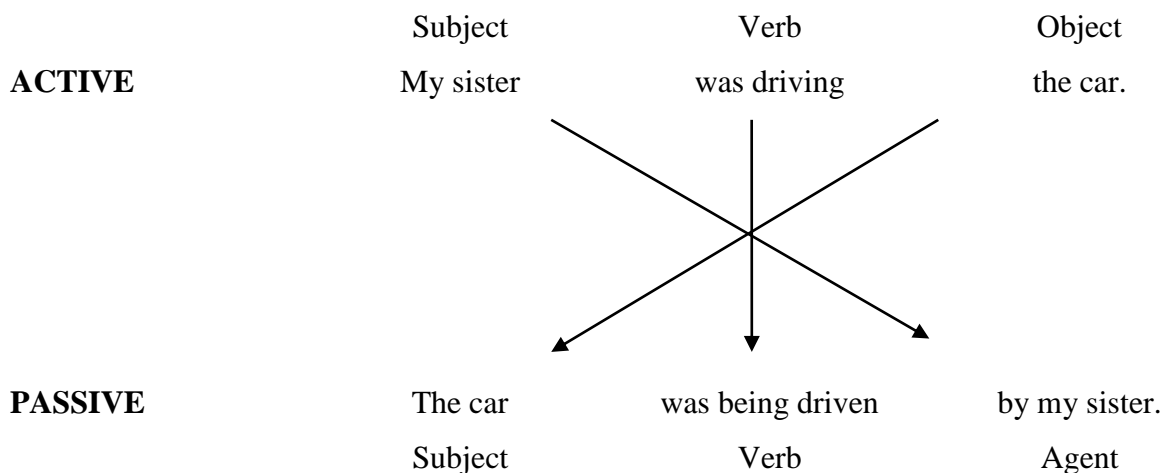
The seeds **are planted** months before the year's wheat **is harvested** (process).

- When we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is blame.

The window has been smashed (instead of "You have smashed the window").

Changing from active into passive:

- The **object** of the active sentence becomes the **subject** in the passive sentence.
- The active verb remains in the same tense but changes into a passive form.
- The **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs, i.e. verbs that take an object, can be changed into the passive.

Note: some transitive verbs such as **have, fit, suit, resemble**, etc., cannot be changed into the passive.

- **By + agent** is used to say who or what carries out an action.

With + instrument/material/ingredient is used to say what the agent used.

The walls were covered **with posters**.

- The agent can be omitted when the subject of the active sentence is one of the following words: **people, one, someone/somebody, they, he**, etc.

Somebody locked the front door → The front door was locked.

- The agent is not omitted when it is a specific or important person or when it is essential to the meaning of the sentence.

This novel was written **by Leo Tolstoy**.

- When we want to find out **who** or **what** did something, the passive question form is:

who/what...by?

- With verbs which take two objects such as **bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend**, we can form two different passive sentences.

- In the passive, the preposition that follows a verb is placed immediately after the verb.

- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active but by the to-infinitive in the passive.

But: hear, see, watch, + ing form (active and passive)

Active: They **saw** him **swimming** across the lake.

Passive: He **was seen swimming** across the lake.

- **Let** becomes **be allowed to** in the passive.

Active: He **lets** me drive his car.

Passive: I **am allowed to** drive his car.

APPENDIX 4

ARTICLES

There are a lot of rules about how we use articles. Here are four rules for using the indefinite articles 'a' and 'an' :

We use the **indefinite articles** *a / an*

1. We use the indefinite article, a/an, with **count nouns** when the **hearer/reader does not know** exactly which one we are referring to:

Sociological research is usually conducted by a working group.

2. before **professions** and **job titles**:

a scientist a sociologist a politician a marketing executive

3. We also use it to show the person or thing is **one of a group**:

Statistical methods are a useful tool in sociological research.

4. We use a/an with a singular noun to say something about **all things** of that kind:

A student has a role that involves patterned interaction with professors and other students (= All students have such role)

The **definite article** *the* is the most frequent word in English.

We use the definite article in front of a noun when we believe the **hearer/reader knows** exactly what we are referring to.

- because there is **only one**:

The Pope is visiting Poland.

The Shah of Iran was deposed in 1979.

This is why we use the definite article with a superlative adjective:

In the simplest terms, a theory is an explanation of the relationship between two or more specific facts.

- because there is **only one in that place** or in those surroundings:

Sociologists raise the question of whether we are prisoners of society acting out the roles we are given.

- because we have **already mentioned** it:

There is a close connection between sociology and other disciplines

such as psychology, economy, anthropology, criminology, political science, and history.

Sociology is a broader discipline than the other social sciences.

The definite article with names:

We do not normally use the definite article with names: *Paris is the capital of France. Iran is in Asia.*

But we do use the definite article with:

- **countries** whose names include words like **kingdom**, **states** or **republic**: *the United Kingdom; the kingdom of Nepal; the United States; the People's Republic of China.*
- **countries** which have **plural nouns** as their names: *the Netherlands; the Philippines*
- **geographical features**, such as mountain ranges, groups of islands, rivers, seas, oceans and canals: *the Himalayas; the Canaries; the Atlantic; the Atlantic Ocean; the Amazon; the Panama Canal.*
- **newspapers**: *The Times; The Washington Post.*
- well known **buildings** or **works of art**: *the Empire State Building ; the Taj Mahal ; the Mona Lisa ; the Sunflowers*
- **organisations**: *the United Nations; the Seamen's Union.*
- **hotels, pubs and restaurants*** : *the Ritz; the Ritz Hotel; the King's Head; the Déjà Vu.*

*Note : We do not use the definite article if the name of the hotel or restaurant is the name of the owner, e.g., Brown's ; Brown's Hotel ; Morel's ; Morel's Restaurant, etc.

- **families**: the Obamas; the Jacksons.

APPENDIX 5

CLAUSES

Purpose clauses

You use a purpose clause when you want to state the purpose of the action in the independent clause. The most common type of purpose clause is a to-infinitive clause.

- Sarah went to the computer lab **to** print out her research report.

In formal writing, *in order to* and *so as to* are often used.

- The company conducted a detailed survey **in order to** gauge its clients' views.

In formal writing, you can also introduce a purpose clause with *so that* or *in order that*. These finite purpose clauses usually contain a modal.

- Dr Chan adjusted the overhead projector **so that** the students **would be able to** see the chart more clearly.
- The lecturer finished his lecture five minutes early **so that** the students **could** come and ask him questions.

The difference between *so* and *so that* is that *so that* implies that the cause was deliberately done by someone in order to get a specific result.

There are a number of other ways of expressing purpose in English. These are some of the most common ones: with a view to, with the intention of, with the object/aim of, for the purpose of

If you use these phrases, make sure that the verb is in the *_ing* form.

- The university introduced two new English courses with a view to **enhancing** students' proficiency in the language.

Reason clauses

In your written and spoken assignments you will often need to answer the question 'Why?'.

When you want to explain why something happens, you can use a reason clause introduced by the conjunctions *because*, *as* or *since*.

- **As** she wanted to practice her spoken English, Carrie regularly took part in the ELC's Big Mouth Corner.
- Mark joined the English Drama Club **because** he wanted to improve his intonation.

Don't use *so* in sentences beginning with *since*, *as* or *because*. Here is a common mistake:

- *Since* he was interested in movies, *so* David joined the PolyU International Film Society.

You can also use the prepositional phrases *because of* and *on account of* to express reason.

- We were unable to carry out the experiment *on account of* a malfunction in the computer.
- We were unable to carry out the experiment *because* the computer malfunctioned.

As you will see in the Vocabulary section below, there are many other ways of indicating reason and cause in English.

Result clauses

When you want to indicate the result of an action or situation, you can use a result clause. Result clauses are introduced by conjunctions such as *so*, *so... that*, or *such ... that*.

There are many other ways of talking about the result of an action or situation. In some situations you may prefer to use *and as a result* or *with the result that*.

- The lecture was boring and irrelevant, **and as a result** some of the students began to fall asleep.
- The lecture was boring and irrelevant, **with the result that** some of the students began to fall asleep.

As a result can also be used at the beginning of a new sentence.

- The lecture was boring and irrelevant. **As a result**, some of the students began to fall asleep.

The following words and phrases are used in the same way.

Therefore, Thus, In consequence, Consequently, For this/that reason

Causal relations can be expressed by ing-clauses of result.

- The government increased the duty on wine. **As a result**, there was a fall in demand.
- The government increased the duty on wine, **resulting** in a fall in demand.
- When we want to make two points, and emphasise that one of them **contrasts** with the other, there are a number of different words and expressions that we can use.
- Probably the most common and simplest word to use is the conjunction **but**. It comes between the two clauses that you wish to contrast:

- *The team was beaten, **but** Paul scored three goals.*

Although is also a conjunction, and can come either at the beginning of a sentence, or between the two clauses that you wish to contrast:

- ***Although** it was raining, they went on a picnic.*
- *They went on a picnic **although** it was raining.*

Though can be used in exactly the same way, and is more common in informal speech:

- ***Though** it was raining, they went on a picnic.*
- *They went on a picnic **though** it was raining.*

If we use **even though** in this way, the word even stresses that what follows is surprising:

- *Even though he's almost ninety, he's entered the marathon.*

Though can also be used as an adverb, to mean **however** (see below).

- *Frogs, though, are amphibians and not reptiles.*
- *"Strange place, isn't it?" "Yes. Very interesting, though."*

Even so also means **however** (see below), and comes at the beginning of the sentence:

- *They come from a very rich family. Even so, they're really mean with their money.*

However, nevertheless, mind you, still, yet, and **in spite of this** can all be used as adverbs to show that something you are saying contrasts with something else.

However and **nevertheless** emphasise the fact that the second thing that you are saying contrasts with the first. **Nevertheless** is more formal.

- *The children had a lovely day. However, they arrived home very sunburnt.*
- *The government vowed to reduce inflation. Nevertheless, one year later, the rate has increased by 3 percent.*

We use **mind you** and **still** to introduce whatever contrasts as an afterthought:

- *He's a horrible man. Mind you, many people like him.*
- *The weather was awful all week. Still, we had a nice rest.*

Yet, still and **in spite of this** all emphasise that something is surprising, considering what has already been said:

- *He's been an invalid since he was a child and yet has had a brilliant career.*
- *United were four goals down at halftime, and were still able to win the game.*
- *He claims that he's a vegetarian. In spite of this, he does enjoy a bit of ham every now and again.*

In spite of can also be used as a preposition. **In spite of** + noun is very similar to **although** + clause (see above):

- *He looks very fit in spite of his age (=although he's very old)*
- *He went to the gym in spite of his broken leg (=although he had a broken leg)*

In spite of can be followed by an –ing form.

- *In spite of not being able to swim, she survived for almost an hour in the sea.*

We can also use **despite** in the same way as **in spite of** in more formal English:

- *He was considered for the position despite his lack of experience.*

APPENDIX 6

REFERENCE WORDS

Words and sentences are related to each other. Sometimes we find it confusing to follow a text because we don't know whom or what the writer is talking about. This may be because he/she (the writer) has used reference words.

What are reference words? These are words we use *instead of* the names of people, things, or ideas already mentioned in the text.

Which words can be used as reference words?

1. All the pronouns: **he, she, it, they, him, our, its, etc.**
2. **this – that, these – those**
3. **here-there, now-then one – ones**
4. **such – so**
5. **the former – the latter**

In most of the cases (but **not** in all of them), you will have to go **BACK** in the text.

Examples:

5. Thomas Edison was born in 1847. He went to school for only three months but his mother taught him at home.

All **3 reference words** here **refer to** Thomas Edison.

6. The Bedouins usually live in tents. These are a good protection from the sun.
“These” refers to “tents”.

7. Which course should I take? Don't take the one given in the evening.
The word “one” refers to “course”.

8. Smoking is dangerous. Everyone knows that.

“That” refers to the fact that “smoking is dangerous.”

9. Children's specific needs may change with age and circumstances but such changes are not important compared to their basic and invariable need for love and affection.
“Such changes” refers to changes in specific needs that depend on age and circumstances.
“their” refers to “children”.

APPENDIX 7

ADJECTIVE

EXAMPLES OF IRREGULAR FORMS			
ADJECTIVES	COMPARATIVE	SUPERLATIVE	
MUCH/MANY	MORE	THE MOST	
FEW/LITTLE	LESS	THE LEAST	
GOOD	BETTER	THE BEST	
BAD	WORSE	THE WORST	
ADJECTIVES Regular forms requiring 'ER' or 'EST'			
IMPORTANT GRAMMATICAL POINTS	ADJECTIVES	COMPARATIVE FORMS (.....ER)	SUPERLATIVE FORMS (THEEST)
Adjectives with one syllable only	THIN	THINNER	THE THINNEST
Adjectives ending in a single consonant which must be doubled	FAT	FATTER	THE FATTEST
Adjectives with one syllable, but ending in E	FIERCE	FIERCER	THE FIERCEST
Adjectives with one syllable + Y (Y changes to I)	FRIENDLY	FRIENDLIER	THE FRIENDLIEST
ADJECTIVES Regular forms requiring 'MORE' or 'THE MOST'			
Adjectives with more than one syllable, Adjectives ending with ED or ING			
ADJECTIVES	COMPARATIVE FORMS (MORE/LESS)	SUPERLATIVE FORMS (THE MOST/THE LEAST)	
DANGEROUS	MORE/LESS	THE MOST/THE LEAST	

	DANGEROUS	DANGEROUS
BORED (even though only one syllable is pronounced)	MORE/LESS BORED	THE MOST/THE LEAST BORED
INTERESTING	MORE/LESS INTERESTING	THE MOST/THE LEAST INTERESTING

APPENDIX 8

INVERSION

The order of words in which the predicate is placed before the subject is called inversion.

Inversion is full when the whole predicate is placed before the subject or partial when only the auxiliary or modal verb precedes the subject.

Full inversion is used in sentence with the introductory **there**.

Full inversion occurs in declarative sentences beginning with adverbial modifiers of place if the subject of the sentence is a noun and the predicate is an intransitive verb.

Full inversion takes place when the sentence begins with the words **here, there, now, then** if the subject is a noun.

Full inversion is used when the words **up, off, out, down**, open the sentence but only when the subject is a noun.

Full inversion is found with the verb **to say, to answer, to reply**, used after direct speech if the subject is a noun and the verb has no object.

Partial inversion takes place in sentences beginning with such words as **never, seldom, rarely, little, in vain, hardly, scarcely, not only, nor, neither, no sooner than, nowhere, never (before), not (even) once, on no account, only by, only in this way, only then, hardly (ever)...when, no sooner ...than, not until/till, in no way, in/under no circumstances, not since**.

Seldom do we go out since the baby was born.

Never (before) have I seen such a beautiful woman.

APPENDIX 9

REPORTED SPEECH

Rules for changing Direct Speech into Indirect Speech.

Rule :1. The adverbs of nearness should be put into those of distance.

Direct Speech	-	Indirect Speech
now	-	Then
here	-	There
this	-	That
these	-	Those
ago	-	Before
thus	-	So
to-day	-	that day
to-night	-	that night
yesterday	-	the day before (or) the previous day
tomorrow	-	the next day (or) the following day
last week	-	the week before
next week	-	the week after

Rule: 2. Tenses.

- If the reporting verb is in the Present or Future tense (e.g., say, will say) there is no change in the tense of the verb in the Indirect speech.
Antony says, "I eat a mango". (D.S.)
Antony says, that he eats a mango". (I.S.)
- If Reporting Verb is in the Past Tense. The tense of the verbs in the reported speech or Indirect Speech must be generally changed.

1. Present Tense in the Direct becomes p.ast tense.

Johnsi said, "I write a letter". (D.S)

Johnsi said that she wrote a letter. (I.S)

2. Past Tense in the direct becomes past perfect or remains unchanged.

Angel said, "I brought a pen yesterday". (D.S)

Angel said that she had bought a pen the day before. (I.S)

3. Present Continuous in the direct becomes past continuous.

John said, "I am going to church". (D.S)

John said that he was going to church. (I.S)

4. Past Continuous in the direct becomes past perfect continuous.

Nelson said, "I was playing cricket". (D.S)

Nelson said that he had been playing cricket. (I.S)

5. Present Perfect in the direct becomes past perfect.

Kamal said, "I have done my home work". (D.S)

Nelson said that he had done his home work. (I.S)

6. Present Perfect Continuous in the direct becomes past perfect continuous.

He said, "I have been reading a novel". (D.S)

He said that he had been reading a novel. (I.S)

7. 'Will' and 'Shall' are changed to 'would'.

He said, "I will go to London tomorrow". (D.S)

He said that he would go to London the next day. (I.S)

8.

may - Might

can - Could

must - had to (or) must

Johnsi said, "I must go now". (D.S)

Johnsi said that she must (or) had to go then. (I.S)

Exception to the above rule:

If the direct speech contains the Universal Truth, the tense of the direct speech remains unchanged even if the reporting verb is in the past.

The teacher said, "The sun rises in the East". (D.S)

The teacher said that the sun rises in the East. (I.S)

Statement (or) Assertive Sentence

Rules:

- Remove the quotation marks in the statement
- Use the conjunction 'that'
- Change the reporting verb 'say to' into 'tell'
- Change the reporting verb 'said to' into 'told'

Note:

- He said that (correct)
- He told me that (correct)
- He told that (Incorrect)

10. "I will work hard to get first class" said Lazar (D.S.)
Lazar said he would work hard to get first class. (I.S.)

2. "You can do this work" said Nelson to Johnsi (D.S.)
Nelson told Johnsi that he could do that work. (I.S.)

3. He says, "I am glad to be here this evening"(D.S.)
He says that he is glad to be there that evening. (I.S.)

4. "I'm going to the library now" said David (D.S.)
David said that he was going to the library then. (I.S.)

APPENDIX 10

EMPHASIS

We can put emphasis on certain words or parts of a sentence with:

- It is/was ... who/which/that

The dog's barking didn't wake me up, the alarm clock did.

It wasn't the dog's barking **which/that** woke me up, it was the alarm clock.

Note: we use *who*, *which* or *that* to put emphasis on the subject. We normally use *that* to put emphasis on the object or the adverbial phrase.

- All (that) = the only thing
All (that) he did was call me to say goodbye.
- What

I need **a holiday**. (object)

What I need is a holiday.

OR A holiday is **what** I need.

- What ... do (to put emphasis on verbs)

Greg **updated** the files.

What Greg **did** was (to) update the files.

- Question word + ever (usually shows surprises)

Where ever did you find this old map?

Note: Question words+ ever (except for why) can be written as one word. E.g. Whoever told you ...? We also use ever to put emphasis on negative sentences.

Nobody ever explained this to me.

- We use do/does/did + bare infinitive in the present simple, past simple or the imperative to give emphasis.

Stay a little longer.

Do stay a little longer.

APPENDIX 11

CONDITIONALS: SUMMARY

Here is a chart to help you to visualize the basic English conditionals. Do not take 50% and 10% figures too literally. They are just to help you.

probability	conditional	Example	time
100%	zero conditional	If you heat ice, it melts.	Any time
50%	first conditional	If it rains, I will stay at home.	future
10%	second conditional	If I won the lottery, I would buy a car.	future
0%	third conditional	If I had won the lottery, I would have bought a car	past

--	--	--	--

First Conditional: real possibility

IF	condition	result
	present simple	WILL + base verb
If	it rains	I will stay at home.

Second Conditional: unreal possibility or dream

IF	condition	result
	past simple	WOULD + base verb
	If I won the lottery	I would buy a car.

Third Conditional: no possibility

IF	condition	result
	Past Perfect	WOULD HAVE + Past Participle
If	I had won the lottery	I would have bought a car.

Zero Conditional: certainty

IF	Condition	result
	present simple	present simple
If	you heat ice	it melts.

APPENDIX 12

GERUND

	Active	Passive
Simple	He likes telling tales.	He likes being told tales.
Perfect	He is proud of having spoken to this person	He is proud of having been spoken to

	.	
--	---	--

Gerund is used after:

as a result of besides in spite of by
in favour of without despite for
against what about instead of after
as well as how about on before

Gerund is used after expressions:

to be afraid of	to be interested in
to be busy	to be responsible for
to be engaged in	to be tired of
to be fond of	to be used to
to be good at	to be worth

Gerund is used after certain verbs:

to avoid	to keep
to admit	to like
to burst out	То mind (в вопросит. и отриц. предлож.)
cannot help	to need
to consider	to postpone
to deny	to practise
to dislike	to prefer
to excuse	to put off
to forgive	to regret
to give up	to remember
to go on	to stop
to involve	to try

Gerund is used after verbs with prepositions:

to accuse of	to insist on
--------------	--------------

to agree to	to look forward to
to apologize for	to object to
to approve of	to persist in
to congratulate on	to prevent from
to depend on	to rely on
to dream of	to succeed in
to feel like	to suspect of
to give up the idea of	to thank for
to inform of	to think of

INFINITIVE

	Active	Passive
Simple	I am glad to tell you this news.	I am glad to be told the news.
Continuous	I am glad to be telling you	
Perfect	I am glad to have told you	I am glad to have been Told the news.
Perfect Continuous	I am glad to have been Telling you.	

APPENDIX 13

THE MODALS TABLE

Auxiliary	Uses	Present / future	
<i>may</i>	1. polite request	<i>May I borrow</i> your pen?	
	2. formal	You <i>may leave</i> the	

	permission 3. less than 50% certainty	room. A: Where's Tom? B: He <i>may be</i> at the office.	He <i>may have been</i> at the office.
<i>might</i>	1. less than 50% certainty 2. polite request	A: Where's Tom? B: He <i>might be</i> at the office. <i>Might I borrow</i> your pen?	He <i>might have been</i> at the office.
<i>should</i>	1. advisability 2. 90% certainty	<i>I should help my father in the morning.</i> She <i>should pass the exam!</i> (future only, not present)	<i>I should have</i> helped my father yesterday . She <i>should have passed</i> the exam!
<i>ought to</i>	1. advisability 2. 90% certainty	<i>I ought to study</i> tonight. She <i>ought to do</i> well on the test. (future only, not present)	<i>I ought to have studied</i> last night. She <i>ought to have studied</i> last night.
<i>had better</i>	1. advisability with threat of bad result	You <i>had better be</i> on time, or we will leave without you.	(past form uncommon)
<i>be supposed to</i>	1. expectation	He <i>is supposed to come</i> at 12.	He <i>was supposed to come</i> at 12.
<i>be to</i>	1. strong expectation	You <i>are to be</i> here at 9:00.	You <i>were to be</i> here at 9:00.
<i>must</i>	1. strong necessity	I <i>must go</i> to class today.	I <i>had to go</i> to class yesterday.

	<p>2. prohibition (<i>negative</i>)</p> <p>3. 95% certainty</p>	<p>You <i>must not</i> open that door.</p> <p>Mary isn't in class. She <i>must be</i> sick. (<i>present only</i>)</p>	<p>Mary <i>must have been</i> sick yesterday.</p>
<i>have to</i>	<p>1. necessity</p> <p>2. lack of necessity (<i>negative</i>)</p>	<p>I <i>have to go</i> to class today.</p> <p>I <i>don't have to go</i> to class today.</p>	<p>I <i>had to go</i> to class yesterday.</p> <p>I <i>had to go</i> to class yesterday.</p>
<i>have got to</i>	<p>1. necessity</p>	<p>I <i>have got to go</i> to class today.</p>	<p>I <i>had to go to</i> class yesterday.</p>
<i>will</i>	<p>1. 100% certainty</p> <p>2. willingness</p> <p>3. polite request</p>	<p>He <i>will be</i> here at 6:00 (<i>future only</i>).</p> <p>The phone's ringing. <i>I'll get</i> it.</p> <p><i>Will</i> you please <i>pass</i> the salt?</p>	
<i>be going to</i>	<p>1. 100% certainty</p> <p>2. definite plan</p>	<p>He <i>is going to be</i> here at 6:00 (<i>future only</i>)</p> <p><i>I'm going to paint</i> my bedroom. (<i>futureonly</i>)</p>	<p>I <i>was going to paint</i> my room, but I didn't have time.</p>

can	<p>1. ability / possibility</p> <p>2. Informal permission</p> <p>3. Informal polite request</p> <p>4. impossibility (<i>negativeonly</i>)</p>	<p>I can run fast.</p> <p>You can use my car tomorrow.</p> <p>Can I borrow your pen?</p> <p>That can't be true!</p>	<p>That can't have been true!</p>
could	<p>1. past ability</p> <p>2. polite request</p> <p>3. suggestion</p> <p>4. less than 50% certainty</p> <p>5. impossibility</p>	<p>Could I borrow your pen?</p> <p>Could you help me?</p> <p>A: I need help in English. B: You could talk to your English teacher.</p> <p>A: Where's John? B: He could be at home.</p> <p>That couldn't be true!</p>	<p>I could run fast when I was a child.</p> <p>You could have talked to your teacher.</p> <p>He could have been at home.</p> <p>That couldn't have been true!</p>

	(negative only).		
be able to	1. ability	I am able to help you. I will be able to help you.	I was able to help him.
would	1. polite request 2. preference 3. repeated action in the past	Would you please ass salt? Would you mind if I left early? I would rather go to the park than stay home.	I would rather have gone to the park. When I was a child, I would visit my grandmother every weekend.
used to	1. repeated action in the past		When I was a child, I would visit my grandmother every weekend.
shall	1. polite question to make a suggestions 2. future with "I" or "we" as subject	Shall I open the window? I shall leave at nine. (will = more common)	

LITERATURE

1. Рушинская И.С. About sociology in English. О социологии: Практикум по английскому языку / И.С. Рушинская. – М. : Флинта : Наука, 2000. – 112 с.
2. Сімкова І.О. Англійська мова професійного спрямування. Методичні вказівки до практичних занять для студентів III курсу ФСП напрямів підготовки 8.18010018 «Адміністративний менеджмент» і 7.040202 «Соціальна робота» / І.О. Сімкова, С.І. Неїжко. – [Електронний ресурс] – Режим доступу <http://library.ntu-kpi.kiev.ua:8080/handle/123456789>
3. Baade K. Business Result. Advanced Student's Book / K. Baade, Ch. Holloways, J. Scrivener, R. Turner – Oxford : Oxford University Press, 2010. – 168 p.
4. British Council [Електронний ресурс] – Режим доступу <http://www.britishcouncil.org/professionals-business-a-z-archive.htm> – Заголовок з екрану.
5. Dooley J. Grammarway 4. Practical English Grammar / J. Dooley, V. Evans. – Swansea : Express Publishing, 1999. – 224 p.

6. English for Specific Purposes (ESP) National Curriculum for Universities / [Бакаєва Г.Є., Борисенко О.А., Зуєнок І.І. та ін.]. – К. : Ленвіт, 2005. – 119 с.
7. Goodale M. The language of meeting / M. Goodale – Boston : Thomson Learning Inc., 2006. – 128 p.
8. Lebeau I. Language Leader. Course book / I. Lebeau, G. Rees. – Essex : Pearson Education Limited, 2008. – 168 p.
9. Multitran System for translators [Електронний ресурс] – Режим доступу <http://www.multitran.ru/c/m.exe?CL=1&l1=1&s=acceptable+>
10. Powell M. In Company Upper Intermediate / M. Powell. – Oxford : Macmillan Education, 2008. – 160 p.