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(ФГБОУ ВО «АмГУ»)

ИНОСТРАННЫЙ ЯЗЫК

сборник учебно-методических материалов

для направлений подготовки 39.03.01 Социология и 47.03.03 Религиоведение

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Иностранный язык: Учебно-методические материалы по дисциплине «Иностранный язык» для направлений подготовки 39.03.01 Социология и 47.03.03 Религиоведение – Благовещенск: Амурский гос. ун-т, 2017. – 270 с. _.

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СОДЕРЖАНИЕ

| № п/п | | Стр. |
|----------|---|---------|
| 1. | Исходные данные. | 5 |
| | . | |
| 2. | Общие организационно-методические указания по изучению тем. | 6 |
| 2.1. | Последовательность изучения темы. | 6 |
| | | |
| 2.2. | Организационно-методические указания и рекомендации по изучению темы. | 6-9 |
| | | |
| 2.3. | Литература, рекомендованная для подготовки и проведения занятий. | 15-16 |
| 3. | Организационно-методические указания и рекомендации руководителю по проведению занятий. | 16 |
| | | |
| 3.1. | Материалы для изучения тем. | 17-258 |
| | | |
| 4. | Приложения. | 258-267 |
| | | |

Учебно-методические материалы по дисциплине «Иностранный язык» составлены в соответствии с требованиями к обязательному минимуму содержания и уровню подготовки бакалавра по направлению подготовки 39.03.01 Социология и 47.03.03 Религиоведение .

Учебно-методические материалы предусматривают изучение лексики, грамматики, речевых образцов, необходимых для работы с англоязычными текстами, письмами, документами в профессиональной деятельности, а также для общения на иностранном языке в рамках профессии.

В учебно-методических материалах представлены исходные данные, краткое содержание дисциплины, образовательные технологии, используемые в учебном процессе, банк обучающих и контролирующих материалов, перечень основной и дополнительной литературы, электронных ресурсов. Данные учебно-методические материалы разработаны в соответствии с задачей обновления курса и оснащения его всеми необходимыми материалами.

Составитель

доцент кафедры иностранных языков Е.В. Жаровская

1. ИСХОДНЫЕ ДАННЫЕ

Фонетика. Основные правила произношения и чтения слов изучаемого иностранного языка. Транскрипция.

Грамматика. Грамматические структуры для ведения беседы, перевода и чтения литературы по направлению подготовки на иностранном языке.

Лексика общего и терминологического характера. Предметная область лексики: Профессиональная терминология. Основные клише и речевые образцы, необходимые для общения в рамках тем.

Аудирование. Формирование умения понимать на слух иноязычную речь в профессиональных (повседневных) ситуациях на материале темы.

Говорение. Формирование умения осуществлять общение в повседневных и профессиональных ситуациях на лексическом материале темы. Монологическое высказывание на материале темы.

Чтение. Формирование умения читать без словаря тексты на иностранном языке с извлечением основной информации. Формирование умения читать со словарем тексты на иностранном языке с извлечением полной информации.

Обучение правилам пользования общими и специализированными двуязычными словарями.

Письмо. Формирование навыков письма по теме.

Перевод. Письменный перевод текста со словарем. Проверка знания грамматики и лексики. Выполнение лексико-грамматических упражнений по теме.

Самостоятельная работа по совершенствованию знаний иностранного языка.

1.1. ФОРМИРУЕМЫЕ КОМПЕТЕНЦИИ:

В процессе освоения данной дисциплины студент формирует и демонстрирует следующие компетенции:

способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия (ОК-5);

способность работать в команде, толерантно воспринимать социальные, этнические, конфессиональные и культурные различия (ОК-6).

1.2. В результате изучения темы, обучающиеся должны:

- **знать:** лексико-грамматический минимум в объеме, необходимом для работы с иноязычными текстами и коммуникации на иностранном языке в процессе профессиональной деятельности;

- **уметь:** использовать иностранный язык для выражения своих мыслей в письменной речи, а также в межличностном и деловом общении;

- **владеть:** навыками извлечения необходимой информации из зарубежных источников и оригинальных текстов на иностранном языке и навыками, необходимыми для решения задач межличностного и межкультурного взаимодействия.

2. ОБЩИЕ ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ИЗУЧЕНИЮ ТЕМЫ

2.1. Последовательность изучения темы

| № п/п | Раздел дисциплины | Семестр | Неделя семестра | Виды контактной работы, включая самостоятельную работу студентов и трудоемкость (в академических часах) | Формы текущего контроля успеваемости и промежуточной аттестации |
|-------|-------------------|---------|-----------------|---|---|
|-------|-------------------|---------|-----------------|---|---|

| № п/п | Раздел дисциплины | Семестр | Неделя семестра | Виды контактной работы, включая самостоятельную работу студентов и трудоемкость (в академических часах) | | | Формы текущего контроля успеваемости и промежуточной аттестации |
|----------|--|---------|-----------------|--|-------------------|-------------------|---|
| | | | | Лекции и | Практи- ческие | Самост- оятель | |
| 1 | Family life. | 1 | 1-4 | - | 9 | 9 | Тест ИДЗ |
| 2 | Working Day. Leisure | 1 | 5-8 | - | 9 | 9 | Тест Эссе ИДЗ |
| 3 | Education in UK and USA. My University | 1 | 9-13 | - | 9 | 9 | Тест ИДЗ Презентация |
| 4 | Meals | 1 | 14-18 | - | 9 | 9 | Тест Эссе ИДЗ |
| 5 | Итого | 1 | | - | 36 | 36 | Зачет 2 зач. ед |
| 6 | Shops and shopping | 2 | 1-4 | - | 9 | 9 | Тест ИДЗ Проект |
| 7 | Great Britain. London | 2 | 5-8 | - | 9 | 9 | Тест Эссе ИДЗ Презентация |
| 8 | The United States of America | 2 | 9-13 | - | 9 | 9 | Тест Эссе ИДЗ Проект |
| 9 | My native region. Blagoveshchensk | 2 | 14-18 | - | 9 | 9 | Тест Эссе ИДЗ Проект |
| 10 | Итого | 2 | | - | 36 | 36 | |
| 11 | The nature of sociology | 3 | 1-4 | - | 9 | 9 | Тест Кэйс ИДЗ Проект |
| 12 | Methods and techniques of sociological | 3 | 5-8 | - | 9 | 9 | Тест |

| № п/п | Раздел дисциплины | Семестр | Неделя семестра | Виды контактной работы, включая самостоятельную работу студентов и трудоемкость (в академических часах) | | | Формы текущего контроля успеваемости и промежуточной аттестации |
|----------|--|---------|-----------------|--|-----------------------------------|----|---|
| | | | | | | | |
| | research | | | | | | Эссе ИДЗ Проект |
| 13 | Organizing social life | 3 | 9-13 | - | 9 | 9 | Тест Эссе ИДЗ Кейс Презентация |
| 14 | Socialization | 3 | 14-18 | - | 9 | 9 | Тест Эссе ИДЗ Кейс |
| 15 | Итого | 3 | | | 36 | 36 | Зачет 2 зач. ед |
| 16 | Social interaction and social structure. Social control | 4 | 1-4 | | 9 | 9 | Тест Эссе ИДЗ Кейс |
| 17 | Social institutions: The family and religion | 4 | 5-8 | | 9 | 9 | Тест Проект ИДЗ Кейс |
| 18 | Social institutions: government and politics | 4 | 9-13 | | 9 | 9 | Тест Презентация ИДЗ Кейс |
| 19 | Education as a social institution. Social inequality. | 4 | 14-18 | | 9 | 9 | Тест Портфолио ИДЗ Кейс |
| 20 | Итого | 4 | 18 | 18 | 36 | 36 | Экзамен (36 акад. час.) 3 зач. ед |
| | Всего: | | | | 324 акад. час., 9 зач. ед. | | |

2.2. Организационно-методические указания и рекомендации по изучению тем

Цели:

1. Ознакомить студентов с терминологией, целями, задачами.
2. Ознакомить студентов с речевыми образцами и грамматическими правилами, необходимыми для изучения темы.
3. Развивать умение осуществлять общение в профессиональных (повседневных) ситуациях на лексическом материале темы.
4. Развивать умение осуществлять монологическое высказывание на материале темы.
5. Совершенствовать умение читать без словаря тексты с извлечением основной информации.
6. Развивать умение читать со словарем тексты с извлечением полной информации.
7. Формировать основные навыки письма.
8. Развивать навыки самостоятельной работы.
9. Формировать способности свободно пользоваться иностранным языком как средством делового общения социального работника в профессиональной сфере при трудоустройстве в иностранную компанию.

Прогнозируемые результаты:

В результате изучения предмета «Иностранный язык» обучающиеся должны овладеть следующими навыками и умениями:

- читать и произносить слова;
- использовать грамматические структуры для ведения беседы и чтения литературы по специальности;

-
- понимать на слух иноязычную речь в профессиональных ситуациях на материале тем;
 - осуществлять общение в профессиональных ситуациях на лексическом материале;
 - читать без словаря тексты на английском языке с извлечением основной информации;
 - читать со словарем тексты на английском языке с извлечением полной информации.

Знать - значение новых лексических единиц, терминов, связанных с профессиональной деятельностью;

- идиоматические выражения, клише, единицы речевого этикета, применяемые в ситуации общения в рамках заданной темы.

- стандартные формы оформления писем и документов.

Уметь - понимать письменное сообщение, используя различные виды чтения в зависимости от конкретной коммуникативной задачи;

- вычленять и понимать информацию, ограниченную коммуникативным заданием, а также воспринимать и осмысливать сообщения с учетом намерения, установки, состояния и пр. говорящего;

- передать содержание с опорой на лексические и синтаксические средства, отражающие логико-грамматическую структуру образца письменной коммуникации;

- построить собственную речь с элементами рассуждения, критики, оценки, выражения собственного мнения;

- составить свое собственное портфолио (резюме) в бумажной или электронной формах.

Владеть - навыками стандартного оформления деловой корреспонденции и документации типа рекламного объявления о вакансии, мотивационного письма, резюме и портфолио;

– навыками применения клишированных форм речи в деловой и профессиональной документации;

– навыками поиска необходимой информации посредством мультимедийных средств и Интернет ресурсов.

Задачи:

Задачами изучения предмета «Иностранный язык» являются:

– обеспечить овладение студентами необходимым для достижения целей обучения лексическим и грамматическим минимумом, умениями аудирования, ведения беседы, перевода и чтения иноязычных текстов;

– повышение способности к самообразованию;

– развитие когнитивных и исследовательских умений;

– расширение кругозора и повышение профессиональной культуры.

Общие организационно-методические указания по изучению темы

Обучение осуществляется на практических занятиях под руководством преподавателя, в ходе самостоятельной работы.

В основу методики обучения темы положены индивидуализация обучения, формирование навыков самостоятельной работы, профессионально-ориентированное обучение, ситуативно-ролевая обусловленность учебной деятельности, широкое использование современных технологий обучения, активных форм проведения занятий, комплексное использование материально-технических средств обучения.

Обучение теме реализуется путем выполнения системы учебных действий. На занятиях должны выполняться упражнения на развитие навыков аудирования, говорения, чтения и письма с активным использованием учебных средств обучения и учебно-наглядных пособий:

- учебное пособие;
- двуязычные словари;

Изучение предмета осуществляется на базе учебного текста, текстов для чтения, содержащих основную информацию по теме, лексико-грамматических упражнений.

Введение и активизация лексико-грамматического материала (ЛГМ)

В ходе изучения темы студенты должны овладеть ЛГМ, определенным программой.

Основная цель данного вида работы – освоение необходимого минимума лексических единиц и грамматических структур, необходимых для общения в рамках направления подготовки, чтения текстов по специальности с извлечением основной и полной информации (со словарем и без словаря).

В начале первого занятия необходимо ознакомить студентов с особенностями изучения темы. Введение и активизация лексики проводятся с использованием презентаций для практических занятий, иллюстративного материала, картотеки лексики, учебного пособия по английскому языку «Английский язык для будущих социологов», автор Жаровская Е.В.

Преподавателю необходимо обеспечить наиболее оптимальный режим усвоения ЛГМ, осуществляя активизацию ЛГМ на каждом занятии при выполнении упражнений УП, при развитии навыка аудирования уделять особое внимание фонетике и трудностям восприятия текста.

Обучение чтению проводится на базе учебного текста. При введении текста целесообразно использовать аудиозапись, презентации практических занятий. В ходе работы над текстом формируются и совершенствуются речевые навыки (чтения, аудирования, письма) и развивается умение говорить. Часть информации рекомендуется включать в упражнения на аудирование и в тексты для чтения с извлечением основной информации со словарем и с извлечением полной информации без словаря.

Обучение говорению по теме проводится на базе учебного текста. Рекомендуется шире использовать индивидуальные задания, задания для работы в парах и микрогруппах, основанных на ситуативности.

На всех занятиях рекомендуется уделять должное внимание индивидуализации процесса обучения студентов в зависимости от уровня их подготовки, применять активные методы и приемы обучения, использовать альтернативные учебные задания, знакомить с методикой самостоятельной работы по совершенствованию знаний иностранного языка, оптимально использовать ТСО.

При проведении каждого занятия темы осуществлять текущий контроль знаний, умений и навыков в форме фронтального и индивидуального опроса, выполнения различных письменных заданий.

На занятиях преподавателям рекомендуется использовать технические средства обучения: мультимедийный проектор и подготовленные для этого материалы: презентации занятий, речевые образцы.

На итоговом занятии наряду с обучающими действиями рекомендуется осуществить контроль с целью определения уровня сформированности навыков: говорения, аудирования, перевода, чтения текстов с извлечением основной информации.

При подготовке к занятиям преподавателям рекомендуется творчески подходить к выбору методов и приемов работы, помня главную цель – развитие мышления и творческой активности обучаемых.

Учитывая уровень подготовленности и степень усвоения материала, рекомендуется дифференцированно определять задания на самостоятельную работу.

В ходе каждого занятия осуществляется текущий контроль знаний, умений и навыков.

Преподаватель имеет право при планировании занятия, исходя из уровня подготовленности группы, с учетом индивидуальных особенностей студентов, степени усвоения ими материала, вносить необходимые изменения в рекомендуемые планы проведения практических занятий.

2.3. Литература, рекомендованная для подготовки и проведения занятий

А) Основная литература:

1. Жаровская Е.В. English for future sociologists [Электронный ресурс] : учебное пособие по английскому языку / Е.В. Жаровская. — Благовещенск: АмГУ, 2018. — 122 с.

2. Ильчинская Е.П. Improve your English [Электронный ресурс] : учебное пособие по английскому языку / Е.П. Ильчинская, И.А. Толмачева. — Электрон. текстовые данные. — Саратов: Вузовское образование, 2018. — 85 с. — 978-5-4487-0207-5. — Режим доступа: <http://www.iprbookshop.ru/74283.html>

Б) Дополнительная литература:

1. English grammar [Электронный ресурс]: учебное пособие по грамматике английско-го языка для студентов неязыковых специальностей/ Ю.А. Иванова

[и др.].— Электрон. тек-стовые данные.— Саратов: Вузовское образование, 2015.— 213 с.— Режим доступа: <http://www.iprbookshop.ru/27158>. — ЭБС «IPRbooks», по паролю

2.Мюллер В.К. Современный англо-русский словарь в новой редакции [Электронный ресурс]/ Мюллер В.К.— Электрон. текстовые данные.— М.: Аделант, 2012.— 800 с.— Ре-жим доступа: <http://www.iprbookshop.ru/44150>. — ЭБС «IPRbooks», по паролю

3. ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ УКАЗАНИЯ И РЕКОМЕНДАЦИИ РУКОВОДИТЕЛЮ ПО ПОДГОТОВКЕ И ПРОВЕДЕНИЮ ЗАНЯТИЙ

Для организации и проведения практических занятий руководителю на основе данных методических указаний и тематического плана разработать планы проведения занятий по установленной форме. Они является основными рабочими документами преподавателя. План занятия должен обеспечивать выполнение всех поставленных учебных и воспитательных целей занятия. В плане указать тезисы вступительной и заключительной частей, краткое изложение учебных вопросов и методику их отработки. Проверку готовности студентов к занятию включить в вводную часть одним из ее элементов.

При подготовке к занятию особенно тщательно продумать использование имеющихся ТСО и других объектов учебно-материального обеспечения .

Подготовку обучающихся к практическому занятию, выполнение ими задания, выданного на предыдущем практическом занятии проверить в начале занятия.

Практическое занятие проводить в классе практических занятий.

Контроль подготовленности студентов к занятию провести путем опроса задания на самоподготовку или при выполнении заданий, запланированных на занятие.

Повторить основные правила произношения и чтения слов, грамматический материал, необходимый для перевода профессиональных текстов

Учебно-методические материалы занятий

1 курс

UNIT 1. FAMILY LIFE

Part 1

Every Family is different

There are different views on family life. Some people can't do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. It is also a castle. Moreover it is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Thus, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of family keeps changing: there are a number of types of family that exist in a society at any time.

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries and increasingly in the large cities of the developing countries the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. But a more accurate conception of the family must take account of the many different forms that have existed or still exist both in Britain and in other cultures. Nevertheless the nuclear family has largely replaced the extended one.

What characteristics, then, are common to this family form? To answer the question let's discuss some attitudes towards personal relationships and family life of one well-to-do English family – Bill and Carol Taylor.

They are probably quite like many of the families you will meet if you come to England. The family lives on a housing estate in a pleasant outer suburb of West London. Bill and Carol Taylor are both in their early fifties. They are kind, thoughtful and intelligent people. They have been happily married for thirty years. To tell the truth there's no one they call the head of the family because they usually share important decision-making. As for Bill he studied engineering at university, and now he works for a firm, which provides advice and materials for health and safety at work, he is a technical specialist on noise stress. It's due to Bill, that the company is a flourishing one. When he was younger he dreamed of becoming a professional musician.

Carol did not go to university. She graduated from a teaching training college and taught for four years at a primary school before her eldest child was born. In the traditional family, the wife stayed at home with the children while the husband earned money, although at present 60 percent of all married women work outside the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one's person's salary. But Carol took her marriage for granted and devoted herself to the family. Carol and Bill like many couples of the middle class planned to have three children. (A number of single children in Russia astonishes many British visitors). So there are five people in their family. From the parents' point of view, they want to bring up their children to be healthy, happy, hard-working, attractive, kind, sociable, good at lessons, good at sport, with other interests as well, and have successful careers in which they will earn a good living and live happy lives. That's why the Taylor children live in comfort in an impeccable family with amiable dispositions and you simply can't imagine how Bill and Carol adore them.

To tell the truth sometimes Carol and Bill have had plenty of worries over the children as they were growing up. As usual, there are a lot of family problems that the parents are glad to discuss with their children and help them in a difficult situation.

Sarah is shortsighted and very shy. It's only due to Carol she worked hard and got quite good marks for her lessons. Sarah inherited her father's musical gifts and played the flute. She had quite good marks for geography in the national A-level

exam. She applied to read geography at a provincial university with a good reputation in the subject.

As for Peter, he was a cheerful boy, energetic and lazy by turns. Peter was fed up with exams and schoolwork. And he thought he could get a job in the local supermarket. But his parents found it ridiculous: one needs a proper income to bring up a family: for that he needs qualifications. So he attends courses in engineering and technical studies at the local College of Further Education, while he continues to earn money working part-time in the various shops in the area.

Kate is a restless girl of eight. She is everybody's pet. Sometimes she is very naughty. On the one hand she is a trouble-maker, on the other hand she is a loving daughter and sister.

No wonder the Taylors have been trying to find clues for everybody of them: either children or parents. The parents are easy to deal with. As I have already mentioned there are no problems of misunderstanding with adults in this family. The parents understand that children want to live their own life, to make their own mistakes. No wonder that there are amiable dispositions between all the members of the family. They trust each other and try to do their best to make their home cosy and worth. They are inclined to think that the family is a kind of retreat from the stress and tension of the working day. It's a place where they can have a rest and feel their protection and care. As a result the Taylors managed to build up a friendly family. When they are sick and tired of their usual routine, their family is a shelter from any troubles and misfortunes.

A few years later children will leave their home, marry and set up households of their own. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kindred ties. Visiting between married sisters and brothers is frequent when they live close to each other. If they live in different communities they keep in touch by writing letters and by telephone.

In the story of Bill and Carol Taylor and their children grandparents are absent. Where are they? Do they miss seeing their grandchildren very much? Is it true that the British do not care for their elderly people and choose to put them away into old's homes and forget them? You see, the most important thing is that the retirement age for most jobs in this country is 60 for women and 65 for men, but in practice, many people expect to work until they are 65-70. People are living longer – often 20 years after they've retired from their job. Modern culture tends to value youth rather than

age. So grannies and grandpas are actually physically active, living in their own homes along way from their children with their own interests and ideas.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 10.
2. Give the summary of the text
3. Retell the text as if you were:
 - 1) Bill Taylor
 - 2) Carol Taylor.
 - 3) Granny or grandpa
 - 4) Sarah, Kate, Peter
 - 5) Russian visitor
 - 6) Bill's boss.

Part 2

Family structure

Thus, we may say that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of their young.

There are people who say that the family unit in Britain is in crisis and that traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of one-parent families, the current high divorce rate and what they see as a lack of discipline within the family. Some politicians blame social problems, such as drug taking and juvenile crime, on a disintegrating family life.

Nevertheless, the British live longer, marry later, have fewer children and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family (parents and perhaps two children) has largely replaced the extended family where several generations lived together.

Although patterns are changing, most people in Britain still get married and have children and stay together until the end of their lives. People are marrying later: the

average woman gets married at twenty-four to a man who is just over two years older (although it is estimated that 40 per cent of couples live together before getting married).

Significant family events such as weddings, birth and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as 'best man' at a wedding, or godmother and godfather when a child is born. But for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people they are confined to the Christmas period.

Mrs. Average now has her first child at the age of twenty-seven, but she will have only one or two children: only one mother in four has more. Nine out of ten married women will have children at some point in their lives. And despite the changes in working habits it is usually the woman who has overall responsibility for domestic life: the traditional division of family responsibilities still persists.

Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage. As a result more people are getting remarried and there are now over a million single parents looking after 1.6 million children. There has also been a sharp rise in the rate of illegitimacy: in 1987 23 per cent of babies were born outside marriage. Therefore, the family has changed greatly in the last 20 or 30 years. Many of these changes are similar to changes taking place in other countries. However, these trends do not necessarily mean that the nuclear family is disappearing and experts say that the family is as strong as ever and it is still at the center of most people's lives.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2, 3, 7.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a British parent
 - 2) a Russian visitor
 - 3) a psychologist
 - 4) a divorced person
 - 5) a newly-married spouse.

Dialogue A

A: Good afternoon, is your wife in?

B: Not yet but she will be here in fifteen minutes. Come in and wait for her.

A: Thanks. Nice house.

B: Thank you. Oh, won't you sit down?

A: Thanks...Fine day, isn't it?

B: Oh, yes, very warm and sunny.

A: Oh, is it your family album?

B: Yes. We always keep it here. Would you like to have a look?

A: I'll be delighted. Who are these people?

B: Our parents. This man and woman are Jane's parents, my mother-in-law and my father-in-law. And here are my parents.

A: I see. Your mother is very young and beautiful in this picture. If I'm not mistaken you are the picture of her.

B: Right you are. And father? He is still a very handsome man, isn't he?

A: How old is he now?

B: Sixty seven, but he is still very handsome. And this is our son Martin. He is nineteen. He is a University student. He is going to be married in a year.

A: Good luck! What a lovely face? Who's this?

B: This is Jane's cousin, my sister-in-law. Her mother, Jane's aunt, is a famous actress, and her uncle is an artist, and a very good one. His son is also an artist.

A: Very interesting. And who are these elderly people?

B: The woman is my grandmother. She is very nice, kind and loving grandmother but sometimes she is very talkative. The man is my grandfather. He died five years ago.

A: I'm sorry. And your grandmother, where is she now?

B: With us, in London.

A: This very old photograph. Who's this funny little baby? A boy, isn't it?

B: Yes, and a very big boy now.

A: Oh! It's not you, is it?

B: It is. Oh, Jane is already here!

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialog dialogue "My family album" on the analogy.

Dialogue B

Jack: Hi! You're Tomas Brown, aren't you?

Tom: Bingo! And you?

Jack: I'm Jack, your new roommate.

Tom: Nice to meet you, Jack.

Jack: Nice to meet you, Tomas.

Tom: Call me Tom.

Jack: O.k. Where are you from, Tom?

Tom: London. And you?

Jack: Liverpool. No offense but you look so young! How old are you?

Tom: Twenty two. I was born on October 21, 1994.

Jack: You don't say so! This is my birthday too but I'm a year younger!

Tom: Today is October 10th. How about celebrating our birthdays together?

Jack: Sounds good. I planned to invite my close relatives.

Tom: Is your family large?

Jack: Neither big nor small. We are six altogether.

Tom: Any brothers, sisters?

Jack: Two brothers – John and Mikael – and a sister Liz.

Tom: How old are they?

Jack: My elder brother, John is 20. The younger one, Mikael is 14. Liz is nine.

Tom: What do they do?

Jack: John is at the university. He is doing Biology, Chemistry. He is going to become a doctor. Mikael is in high school. Liz goes to grammar school. She is fond of reading detective stories.

Tom: Who are you close to?

Jack: All the three but possibly closest to Liz. She always shares my sense of humour. Unfortunately I won't invite her.

Tom: Why not?

Jack: She is too young for such parties.

Tom: What do your parents do?

Jack: As for my father he is a civil servant and works in central London. Mom is a teacher and works in Croydon, a town on the outskirts of London.

Tom: Do you all live in Liverpool?

Jack: Yes, the whole family, except for my grandparents. I like my Granny Dotty very much. We are good friends. She loves adventures so much.

Tom: Are you related to Mrs. Rayburn?

Jack: She is my aunt. And who of your relative will come?

Tom: None. I'm a foster child. I was brought up in an orphanage.

Jack: Oh, I'm sorry.

Tom: No problem. We're going to have a lot of fun.

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialogue "Meeting my roommate" on the analogy.

Dialogue C

David: Oh, my God! You must be Sheila Connors, a movie star!

Sheila: Yes, it's me.

David: I'm David Gordon from "City Life". I'm writing an article about you. Can you answer a few personal questions?

Sheila: A few. And not too personal.

David: They say you are the only daughter in the family.

Sheila: Oh, they are mistaken. Our family is rather large. It consists of six members.

David: I'm sorry about your grandparents.

Sheila: My grandparents?

David: They say they died a week ago.

Sheila: No, they are alive! They are retired but still full of life and energy. Granny is busy as a bee, running the house, cooking dinner. She has a heart of gold.

David: They say your mother is a street vendor.

Sheila: A street vendor? Incredible! She is a journalist and she is always on business. She finds her job very interesting.

David: Oh, she is my colleague!

Sheila: She is. But she works for "Daily News".

David: You don't see each other often, do you?

Sheila: No. We miss each other badly when she is on business and I act in a film.

David: So, you hate your little stepbrother. He is very naughty.

Sheila: Of course not! He is everybody's pet. By the way, all kids are naughty, did you know?

David: No doubt. And please, a few words about your little daughter.

Sheila: My who? I have no kids of my own! Who's spreading all these rumors about me?

David: Your aunt Jane.

Sheila: I have no aunt!

David: You do. Oh, here she is! Hello, Jane.

Sheila: Mom?! What are you doing here?

Mother: Such a nuisance! Sheila, I can explain everything.

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue as if you were one of the participants
3. Act out your own dialogue “Interviewing a famous person” on the analogy.

Vocabulary

- 1) anxiety – беспокойство, тревога, забота, to be anxious about smth – беспокоится о чем-либо
- 2) accurate – точный, правильный, тщательный
- 3) attitude – позиция, отношение, a friendly ~ towards smb – дружеское отношение к кому-либо
- 4) housing estate – жилой комплекс
- 5) pleasant outer suburb – приятный внешний пригород
- 6) fundamental social unit in every society – основная социальная единица (союз) в любом обществе
- 7) nuclear family – простая семья (двое родителей и дети)
- 8) extended family – сложная семья (несколько поколений живут вместе)
- 9) one-parent family – семья с одним родителем
- 10) generation - поколение
- 11) personal relationships – личные взаимоотношения
- 12) to share important decisions making – принимать важные решения вместе
- 13) to enjoy smth (to enjoy doing smth) – наслаждаться чем-либо
- 14) to attend school (courses, lectures) – посещать школу (курсы, лекции)
- 15) to have plenty of worries – иметь много проблем
- 16) to earn money working part - time (full time) – зарабатывать деньги, работая неполный (полный) рабочий день
- 17) shortsighted – близорукий
- 18) shy – скромный/стеснительный
- 19) sociable – общительный
- 20) to find clues for smb – находить подход к кому-либо

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- 21) retreat – убежище, приют
 - 22) to be easy to deal with – легко иметь дело с кем-либо
 - 23) to maintain close kindred ties – поддерживать тесные родственные связи
 - 24) to keep in touch with smb – поддерживать отношения, находиться в контакте с кем-либо
 - 25) to be fed up with smth – быть сытым по горло чем-либо
 - 26) to be happily married – счастливо жить в браке
 - 27) to be divorced / to get divorced – быть в разводе
 - 28) to be single – быть холостым
 - 29) household – семья, домочадцы, домашнее хозяйство
 - 30) wage-earner – кормилец (тот, кто обеспечивает семью)
 - 31) to take smth. for granted – принимать что-либо как должное
 - 32) to survive – пережить, остаться в живых, выдержать, survival – выживание
 - 33) impeccable family – безупречная семья
 - 34) amiable dispositions – дружелюбные отношения
 - 35) to have real responsibility for domestic life – нести ответственность за семейную жизнь
 - 36) permanent – постоянный, неизменный
 - 37) adoption – усыновление, принятие
 - 38) ancestor – предок, прародитель, ancestry – происхождение, родословная
 - 39) to be in decline – находиться в упадке, снижаться, ухудшаться
 - 40) to depend on/upon – зависеть от чего-либо
 - 41) lack of smth – недостаток чего-либо, to lack for smth – нуждаться в чем-либо
 - 42) current – текущий, современный, распространенный
 - 43) rate – степень, процент, доля, темп
 - 44) to blame – порицать, обвинять
 - 45) average – среднее число, средний, обычный, нормальный, on average – в среднем
 - 46) to persist in – упорно продолжать/настаивать на чем-либо
 - 47) to be on business – быть в командировке
 - 48) to be eager to do smth – сильно (страстно) желать сделать что-либо
 - 49) most willingly – с большим удовольствием
 - 50) advantage/disadvantage – преимущество/ недостаток
 - 51) to hire a babysitter – нанимать приходящую няню
 - 52) to obey – повиноваться; слушаться, obedient – послушный
 - 53) to be delighted – восхищаться; наслаждаться

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- 54) to adore – обожать, поклоняться
 55) to set the rules – устанавливать правила
 56) to rely on smb – полагаться на кого-либо, доверять
 57) to hate smb – ненавидеть
 58) foster child – воспитанник
 59) to spread rumours about smb – распространять слухи, толки о ком-либо
 60) nuisance – досада, Such a nuisance! – Какая досада!

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the English for:*

1) предоставлять консультации и материалы по безопасности жизнедеятельности; 2) жить в разных сообществах; 3) заботиться о пожилых людях; 4) пенсионный возраст; 5) зависеть от чего-либо; 6) здоровое общество; 7) пенсионеры; 8) употребление наркотиков, 9) детская преступность; 10) различные взгляды на семейную жизнь; 11) источник большинства наших проблем и беспокойств; 12) более того; 13) развивающиеся страны; 14) принимать во внимание; 15) более точная концепция; 16) личные взаимоотношения; 17) познакомить (представить кому-либо); 18) приятный внешний пригород; 19) безупречная семья с дружескими отношениями; 20) быть капризным; 21) возмутитель спокойствия; 22) убежище от любых проблем и несчастий; 23) до смерти устать от чего-либо; 24) повседневная жизнь; 25) близорукий; 26) в результате; 27) кажется смешным; 28) общая цель; 29) быть в состоянии что-либо сделать (удаваться); 30) глава семьи; 31) немного за пятьдесят; 32) воспитывать детей; 33) мечтать о чем-либо; 34) быть точной копией кого-либо; 35) семья – это крепость; 36) приблизительно; 37) повторно вступать в брак; 38) показатель; 39) родиться вне брака; 40) незаконнорожденность; 41) иметь сентиментальное значение; 42) похороны; 43) свадьба; 44) оценивать (подсчитывать приблизительно); 45) свидание (назначение).

Exercise 2. *Give the Russian for:*

1) on the one hand/on the other hand; 2) I fully agree with you; 3) marriage bond; 4) to be related to; 5) to run the house; 6) to be fond of; 7) to be proud of; 8) to be interested in smth; 9) to help willingly about the house; 10) to dream of becoming a professional musician; 11) to be born; 12) to take care of smb; 13) to be in a good

mood; 14) to have a heart of gold; 15) to have great hopes of smb; 16) to be handy with smb; 17) to have a family of one's own; 18) to let smb down; 19) if you don't mind; 20) on the whole; 21) as a matter of fact; 22) to take children to a day-care center; 23) to waste time; 24) to be more exact; 25) a sharp rise in the rate of illegitimacy; 26) to take separate vacations; 27) to be deeply attached to smb; 28) permanent address; 29) newly-weds; 30) foster child; 31) senior/ junior child; 32) to look after; 33) to consist of; 34) to be pleasant to deal with; 35) to be good at; 36) to be of military age; 37) to be of the same age; 38) more than ten years older than; 39) carry one's age well; 40) have roots at (be/come from); 41) have a good command of the language; 42) illegal marriage; 43) share smb's point of view; 44) a love match; 45) to have a son (daughter) by former (present) marriage; 46) position of a secretary; 47) to miss smb; 48) to have got shortcomings; 49) a good ear for music; 50) to make peace.

Exercise 3. *Answer the questions to the texts:*

Part I

1. What is family for different people?
2. What is the definition of family?
3. What is the purpose of family?
4. What is the difference between a nuclear and an extended family?
5. What is a typical family in industrialized countries?
6. What kind of family are the Taylors and why?
7. Where do the Tailors live?
8. How old are Bill and Carol? How long have they been married? Who is the head of their family? Which fact proves it?
9. What is Bill's educational background?
10. What was Bill's dream when he was a child?
11. What is Bill? What do his responsibilities include?
12. Did Carol go to university? What is her educational background and working experience?
13. Do all British married women stay at home with kids? Why is that?
14. How did Carol take her marriage?
15. How many children does a typical British family have? What are British visitors surprised at in Russia?
16. What do parents want their children to be?
17. How can you characterize the Tailors and their relations?

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18. Sarah has no health problems, doesn't she? Is she a talented girl? Has she already chosen her future occupation?
 19. What kind of a boy is Peter? Does he enjoy his studies? What do parents think about it?
 20. What is Kate's character? What is the family's attitude to her?
 21. Was it too hard for Bill and Carol to communicate with their kids? Why?
 22. What is family for Taylor's children?
 23. Are young families in Britain totally dependent on their parents? How do they communicate with their relatives?
 24. Do grannies live with their children and grandchildren? Why? What is the retirement age in the UK? Do all people quit their jobs after it?

Part 2

1. What is the definition of family?
2. Are there any signs of crisis of traditional British family? What problems does it arise? Are there the same signs in Russia? Can you give any examples?
3. Nowadays the British live less, marry earlier and have more children, don't they?
4. What is the average age for people to get married in Britain? What about Russia?
5. More and more British people get together for family events, don't they?
6. Are appointments like "best man", godmother and godfather as important as they used to be in past?
7. What is the average age for a British woman to have the first child? Do most
8. British women have many children? What about Russia?
9. What is the divorce rate in Britain? Is it the lowest in Western Europe? What about Russia?
10. What are the consequences of divorce?
11. Do the changes mentioned in the text mean that the nuclear family is disappearing?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?

B: Yes, I do. I can't live without love and support of my family.

2. A: ...?

B: My family is a castle – a shelter from all troubles and misfortunes.

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3. A: ...?
B: No. I think extended families are much wider spread in our country.
4. A...?
B: Sarah is 12, Pete is 10, and Kate is 7.
5. A...?
B: He is a specialist in noise stress.
6. A: ...?
B: She is both. But most men think that beautiful women are stupid.
7. A: ...?
B: Yes, they do. And they often don't think about their children when they part.
8. A:...?
B: Sarah. She learnt to play it when she was six.
9. A:...?
B: On her own. She is very active at her late seventies.
10. A:...?
B: In a week. We're so happy to become husband and wife.

Exercise 5. *Insert prepositions where necessary:*

1. The family unit in Britain is ... crisis.
2. A healthy society is dependent ... a stable family life.
3. Carol didn't go ... university but studied ... two years ... a teaching training college.
4. Carol took her marriage ... granted.
5. The Taylors want to bring ... their children to be healthy, hard-working, sociable and good ... sport and other things.
6. Sarah inherited ... her father's musical gifts and played ... the flute.
7. One needs... a proper income to bring up a family.
8. Peter attends courses ... engineering and technical studies ... the Local College.
9. A family is a shelter ... troubles and misfortunes.
10. Children will leave home, marry and set ... their own household.
11. The retirement age ... most jobs ... this country is 60 ... women and 65 ... men.
12. ... practice many people work ... they are 65-70.
13. Mrs. Average now has her first child ... the age ... twenty-seven.
14. Britain has one ... the highest divorce rates ... Western Europe.
15. There has been a sharp rise ... the rate of illegitimacy.
16. It is usually the woman who has responsibility ... domestic life.
17. I'll introduce you ... my family.

18. The family is a group ... people related ... blood or law, living together or associating ... one another ... a common purpose.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. There are different opinions about family life.
2. They make significant solutions together.
3. They have a lot of troubles with their kids.
4. Family for me is a shelter from all problems.
5. I'm tired of school work and exams.
6. In our family grown-up children are closely connected with their parents.
7. Who makes money in your family?
8. He has a loving wife and he loves her.
9. There are friendly relations in their family.
10. They stopped being husband and wife.
11. Tom is not married.
12. Carol was satisfied with her marriage.
13. We don't have enough understanding in our family.
14. They are an ideal family.
15. Is family a constant group of people?
16. I think, we should employ a nanny for our little daughter.
17. I'll join you with great pleasure.
18. He always has an individual way with every member of his family.
19. I trust my mother and father in such difficult questions.
20. What do you know about modern tendencies in family life?
21. Usually both parent are responsible for the household.
22. Do you know anything about your forefathers?
23. This kid never does what his parents tell him.
24. I terribly dislike such an attitude.
25. Is the economy of our country worse than it used to be?

Exercise 7. *Find the opposite:*

1. I enjoy my daily work.
2. Bill Taylor doesn't like his job.
3. Peter has a permanent job in the shop in the area.
4. The Taylors are problem family with bad relations.
5. She is married.

-
6. These family members do not communicate with each other.
 7. Sarah is very sociable.
 8. Sarah has very good eyesight.
 9. Do you know anything about our old traditions?
 10. I don't want to do this job.
 11. They got married two years ago.
 12. She has too much sugar.
 13. They don't trust each other.
 14. What are the drawbacks of this project.
 15. I hate this singer.
 16. They praise him for spoiled relations with his parents.
 17. Carol didn't agree with her marriage.
 18. They don't have problems with their children.

Exercise 8. *Insert the words from the vocabulary:*

1. I don't know my parents. I'm a
2. She is ..., so she wears glasses.
3. Did she protest against that marriage? – No, she
4. What can you say about your ...? Well, my grand-grandparents come from Spain.
5. Are there any serious problems in your family? – Not actually. We have ...
6. All their relatives died and so they were brought up in an
7. Are there any drawbacks in your family? – No. We are an
8. Is it difficult for you to deal with people? – Absolutely not. I always ... everybody.
9. Was it difficult to bring up your kids? – Yes, it was. We had ... over them.
10. We can be called ... because my wife, our kids and I live with our parent and their sister in one big house.
11. If both parents work they ... for their small kids.
12. Do they rent an apartment? – No, they live in a big
13. Did they forget about their parents when they moved to a different country? – No, they didn't. They still ...
14. Family is a ... from all troubles and misfortunes.
15. This married couple is infertile but they want to have a child. That's why they started collecting all necessary document for
16. Don't ... me! It's not my fault.
17. Do you enjoy your routine work? – No, I don't. I am ... it.
18. They say she has a baby. – That's not true! Who ... about her?

-
19. John is sick. – Such a ...! I wanted to go to the movies with him.
 20. Who is the ... in your family? – My husband. And I stay home with kids.
 21. It is an interesting task. I will do it
 22. There is a lack of discipline in your family. I think, children must ... their parents.
 23. There are different kinds of families but ... remains the fundamental unit of society.

Exercise 9. *Translate into English:*

1. Сколько лет вашей племяннице? – Ей пятнадцать лет. Она добрая, веселая, талантливая и воспитанная девочка.
2. Вполне естественно, что родители гордятся своей дочерью и возлагают большие надежды на нее.
3. Без сомнения, Кэрол – талантливый педагог и дети обожают ее. Ей нетрудно находить подход к непослушным детям.
4. Кроме того, с ней легко общаться.
5. Мы склонны считать, что Кэрол посвятила большую часть времени своим детям и семье. Поэтому дети семьи Тэйлоров жили комфортно.
6. Что касается детей, они охотно помогали матери по дому.
7. Петр делал все возможное, чтобы совмещать работу на неполный рабочий день и учебу на инженерно-технических курсах.
8. В результате ему удалось сдать экзамены успешно.
9. Нет ничего удивительного в том, что Билл всегда мечтал быть музыкантом.
10. Сара гордится тем, что родилась и выросла в благополучной семье, где все члены дружелюбно относились друг к другу.
11. Их бабушка и дедушка не такие молодые, как вы думаете. Им только, что исполнилось 60, но они все еще полны жизненных сил и энергии.
12. Бабуля обожает приключения. У нее есть чувство юмора. Мы с ней легко ладим.
13. Что касается дедушки, то он увлекается охотой и рыбалкой. Поэтому пожилые люди живут отдельно от детей и у них свои интересы.
14. Откровенно говоря, количество семей с одним родителем увеличивается как в Британии, так и в других странах.
15. Интересно отметить, что в Западной Европе Британия имеет очень высокую степень развода.
16. Молодые люди сегодня очень рано покидают родительский дом, хотя у них нет необходимости вступать в брак.

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17. В действительности традиционное распределение обязанностей между мужем и женой все еще существует.
 18. Говорят, что обычная (nuclear) семья в Британии является нормой и включает в себя два родителя и двух или трех детей.
 19. Более точная концепция о семейной жизни должна принимать во внимание различные формы (типы) семей, которые существовали или существуют во всем мире.
 20. Хотелось бы заметить, что члены одной семьи, живущие в разных местах, часто общаются друг с другом, используя современные средства связи.

Communicative Exercises

Exercise 1. *Use the following proverbs in situations of your own (Give Russian equivalents if possible):*

1. Like parents, like children.
2. A good example is the best sermon.
3. Every mother thinks her own gosling a swan.
4. A misery father makes a prodigal son.
5. As the tree, so the fruit.
6. Happy is he that is happy in his children.
7. Life is not all cakes and ale (Life is not a bed of roses)
8. Too many cooks spoil the broth.
9. East or West, home is best.
10. Every bird likes its own nest best.
11. There are no place like home.
12. One man no man.
13. A family is a castle.

Exercise 2. *Complete the following sentences:*

1. The advantage of having an extended family is...
2. The worst thing about being a parent is...
3. The best thing about having a nuclear family is...
4. The disadvantage of being an only child is...
5. The worst thing about living near your parents is...
6. The problem with being the oldest child is...
7. The best thing about having a supportive family is...

Exercise 3. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

Agreement:

I think so – Думаю, что так.

Yes, that's/it's true – Да, это правда.

You are right/ Right you are – Вы правы.

Quite correct – Совершенно верно.

You said the right thing – Вы правильно сказали.

That's just what I was going to say - Это как раз то, что я собирался сказать.

No doubt whatever/ Beyond all doubt – Вне всякого сомнения.

Looks like that/ I suppose so – Похоже, что именно так.

Exactly / Precisely so /That's it. – Точно.

I fully/quite agree with you – Я полностью с вами согласен.

Disagreement:

I can't say I agree with you / I can't agree with you – Не могу сказать, что согласен с вами / Не могу с вами согласиться.

Nothing of the kind – Ничего подобного!

On the contrary – Наоборот!

Just the other way round – Как раз наоборот.

You are mistaken, I'm afraid – Боюсь, вы ошибаетесь.

That's where you're wrong, I am afraid – Вот в этом вы как раз и не правы.

I don't think so. – Я так не думаю.

I'm of a different opinion – Я придерживаюсь иного мнения.

It is partially so. – Это верно лишь отчасти.

1. It is wrong for men and women to live together before marriage.
2. Civil marriage has already become a normal thing.
3. It's easier to be a father than a mother.
4. A woman's place is in the home.
5. People should have more than one child.
6. Married couples who don't have children are selfish.
7. Parents should never punish their children physically.
8. Loving children will never send their elderly parents to a retirement home.

9. Children should live with their parents until they get married.
10. If a couple gets divorced, it's better for children to live with their mother.
11. It's not good for a wife to earn more than her husband.
12. It's bad for children if their parents have different races or religions.
13. It's better if adopted children don't know who their biological parents are.
14. Sometimes it's good for married couples to take separate vacations.
15. People who love each other should never be away from each other.
16. Generation gap is areal problem of our society.
17. If parents and their married children live in different communities, they don't keep in touch.
18. In in many families husband and wife usually share important decisions making.
19. The only purpose of a normal family is to provide a shelter and food.

Exercise 4. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Origin, ancestry, place you come from, family structure and occupation.
2. The role of family in our life.
3. Family structure at home and abroad: age to get married, number of children, extensive and nuclear families.
4. Family problems.

UNIT 2. WORKING DAY AND LEISURE

Part 1

The Taylors' daily routine and leisure time

Family routine is established similar in the most families in the world. The same thing is with the Taylors' family. As you remember, Bill and Carol have three children. When they were small, the parents had to get up even at night. So they were both early-risers. They took turns in getting up at night to look after babies and towards the end of the day they felt exhausted and desperately needed sleep. Bill has to wake up early for his work (at 6 a.m.). He enjoys his work that includes having appointments with clients and working out technical problems of reducing noise in factories and workshops. In his leisure time he plays the cello regularly in a local amateur orchestra. As for Carol, she was looking after the children almost the whole day and she was always in a rush and so she is now. She is worried about her children's illnesses, about getting the housework done: scrubbing out the sink, scooping the rubbish into the bucket and carrying it to the dustbin; about finding time to shop and about whether her relationship with her husband is suffering from all these other worries.

When the children grew up, Carol returned to her work. Conditions at schools in Britain and Russia vary enormously: the toilets are much cleaner, fit for human beings; a clean wash-basin with running hot and cold water; a mirror, enough toilet paper, towel or paper towels. But the atmosphere at school in Britain and Russia is almost the same (schoolchildren everywhere are alike). Sometimes it can lead you to a nervous breakdown.

The duties about the house are distributed between the children. They tidy the rooms, wash up, wipe the dust, clean the floor and carpets, get the things into order, water the flowers, go for a walk with their dog and empty the bin. Senior children help their mother to cook meals and baby-sit for junior ones.

Sarah, Peter and Kate attend local school, leaving home at about 8.15 in the morning and returning at about 4 p.m. Sarah and Kate do very good at school, just the other way round with Peter. He tends not to like his studies. He comes home, rushes through the last of his homework. He often says that he is fed up with exams and schoolwork and wants to get a job as soon as possible. He is earning a little now on a newspaper round delivering newspapers, magazines and other correspondence to the houses on his route. Sometimes he helps his neighbors to build something (for example, a garage) or goes swimming at the local pool.

Sara plays the flute at the school orchestra. When a baby, Kate was restless. She never seemed to sleep, particularly at night and Carol often found herself in tears, especially when Sarah and Peter kept telling her that they didn't like the new baby. But soon Kate learned to sleep. Kate grew up to be very clever at her lessons but difficult at school, because she was bullied by other children and sometimes she herself hit them. The parents spent many hours talking to Kate's teachers. They wanted to protect her from the cruel behavior of other children, but also to condemn her own violent behavior. Kate had a lot of friends and brought them all home from school or spent the day exploring some notorious spots of London with them. Very often she went on long walks with her boy friends to discos and got back very late. Now she is 16 and she takes part in social activities: joins demonstrations against nuclear weapons and against destroying the Amazon rainforests and argues a lot with her dad about politics.

In their free time the family watches TV, reads newspapers, goes on a picnic, and sometimes goes to opera and ballet, which are almost exclusively the pleasure of the educated middle-classes. Bill and Carol decorate their home, make furniture, fit in shelves, cupboards. Not long ago Bill turned the roofspace into a room. Carol, like many women, is more concentrated on needlework: sewing curtains, cushion covers, clothes or knitting. On holidays the family travels a lot.

Tasks

1. Read the text for detailed understanding. Translate the 5th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Bill Taylor;
 - 2) Carol Taylor;
 - 3) Sarah;
 - 4) Peter;
 - 5) Kate.

Dialogue

Steve: Hello, Bob. Let's go and play chess.

Bob: Sorry, Steve, I can't. I'm washing up, today is my turn.

Steve: Do you mean you and your wife take turns in performing home duties?

Bob: Oh, yes. My wife feels exhausted and she desperately needs sleep. She was working all the day yesterday.

Steve: As for me, I'm free from family routine. I never tidy the rooms, wash up, clean the floor or carpets, cook or scrub out the sink. My wife does all these things.

Bob: Is she a full-time housewife?

Steve: No, she has a permanent job. She is a shop assistant at the department store.

Bob: Poor thing. And you don't help her, do you?

Steve: Yes, I do. I throw away the garbage, walk with our dog and sometimes get the laundry. You see, the duties are strictly distributed between us.

Bob: But don't you think that your wife needs more rest?

Steve: No, when you are gentler with them they become lazy.

Bob: Well, I guess our opinions on this point vary enormously. But you know there's a proverb: «Don't poke your nose into somebody's affairs».

Steve: That's all right. Come to dine with us tomorrow.

Bob: Thanks, with pleasure.

Steve: So long then.

Bob: See you tomorrow.

Tasks

1. Read the dialog for detailed understanding
2. Retell the dialog as if you were one of the participants/their wives.
3. Act out your own dialog "Talking about home duties" on the analogy.

Vocabulary

- 1) family routine – ежедневные домашние заботы
- 2) establish (to be established) – устанавливать (быть установленным)
- 3) similar – одинаковый (Syn. – the same)
- 4) an early-riser – «ранняя пташка»
- 5) to take turns in doing smth – делать что-либо по очереди
- 6) to feel exhausted (to be squeezed as an orange) – чувствовать себя истощенным (быть выжатым как лимон)
- 7) to include (to contain, to consist of) – включать в себя (содержать, состоять из)
- 8) to make (to have) an appointment with – назначать встречу (встречаться)
- 9) to work out – разрабатывать
- 10) to reduce – уменьшать (снижать)
- 11) a workshop – семинар/практическое занятие/мастер-класс/симпозиум
- 12) leisure time (free time, spare time) – досуг (свободное время)

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- 13) to play the cello (the violin, the flute) – играть на виолончели (скрипке, флейте); to play basketball, football etc. – играть в баскетбол, футбол ...)
- 14) local – местный
- 15) amateur – любительский (Ant. – professional – профессиональный)
- 16) to be in a rush (Syn. – to be in a hurry, to hurry) – спешить. Hurry up! – поторопись
- 17) to get smth done – сделать что-либо
- 18) to scrub out the sink – чистить раковину на кухне
- 19) to scoop the rubbish into the bucket – собирать мусор в ведро
- 20) a dustbin – (мусорный контейнер)
- 21) to shop (to go shopping) – делать покупки
- 22) relationship – взаимоотношения
- 23) to suffer from – страдать от
- 24) to grow up – расти
- 25) conditions – условия
- 26) to vary enormously – сильно различаться
- 27) to fit for (to fit smb, to fit in smth) – подходить для (подходить по фигуре (об одежде), вмещать, встраивать)
- 28) a wash-basin – раковина в ванной
- 29) nervous break-down (to break down) – нервный срыв (расстраиваться)
- 30) to distribute the duties (to be distributed) – распределять обязанности (распределяться)
- 31) to tidy the rooms – прибирать в комнатах
- 32) to wash up (to wash the dishes, to get the dishes, to do the dishes) – мыть посуду
- 33) to wipe the dust – вытирать пыль
- 34) to get the things into order – приводить вещи в порядок
- 35) to empty the bin (to throw away the garbage) – выносить мусор
- 36) senior (Ant. – junior) – старший (младший)
- 37) to attend – посещать
- 38) to do very good at school – хорошо учиться в школе
- 39) to tend to be (to do smth) – быть склонным к чему-либо (делать что-либо)
- 40) to rush through smth – бегло просматривать что-либо
- 41) to be fed up with (to be sick and tired of) smth – быть сытым по горло чем-либо (устать от чего-либо)
- 42) to deliver to – доставлять куда-либо
- 43) route – маршрут

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- 44) neighbour – сосед
 45) particularly – особенно
 46) to find oneself in tears – плакать
 47) to keep doing smth – продолжать делать что-либо
 48) to be bullied by – подвергаться нападению (to bully – задира́ться)
 49) to hit smb – бить кого-либо
 50) to protect smb from the cruel behavior of smb – защищать кого-либо от грубого поведения кого-либо
 51) to condemn (to disapprove) – осуждать (Ant. – to approve – одобря́ть)
 52) violent behaviour – резкое поведение
 53) to explore notorious spots – исследовать места, пользующиеся дурной славой (notorious – известный с плохой стороны)
 54) nuclear weapons – ядерное оружие
 55) to destroy rainforests – уничтожать тропические леса
 56) to argue with smb – спорить с кем-либо
 57) exclusively – исключительно
 58) to turn into – превращать в
 59) needle work – шитье
 60) to sew – шить
 61) cushions – подушки
 62) to knit – вязать

Conversational formulas

1. Don't poke your nose into other people's affairs! – Не суй свой нос в чужие дела!
2. Mind your own business! /It's none of my (your etc) business – Не лезь не в свое дело! / Это не мое (твое и т.д.) дело
3. Be concerned in the privacy of your own apartment! – Занимайся своим делом!
4. I don't care. – Мне все равно. Who cares! – Какая разница!
5. Just the other way round (around). – Совсем наоборот.
6. On the contrary... – напротив ...
7. To make a long story short... – короче говоря ...
8. It's a different story. – Это совсем другое дело.

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

1) каждодневные домашние заботы; 2) ранняя пташка; 3) делать что-либо по очереди; 4) чувствовать себя истощенным; 5) сильно нуждаться во сне; 6) чистить раковину; 7) сильно различаться; 8) быть сытым по горло; 9) осуждать жестокое поведение; 10) быть сконцентрированным на шитье.

Exercise 2. Give the Russian for:

1) to be squeezed as an orange; 2) to work out; 3) to get the housework done; 4) to scoop the rubbish; 5) dustbin; 6) to rush through the homework; 7) to find oneself in tears; 8) to keep telling; 9) to be bullied by other children; 10) notorious spots

Exercise 3. Make up sentences, matching the columns:

| | | |
|--------------------------|---------------------|----------------------------|
| 1. They | to vary enormously | in an amateur orchestra |
| 2. Bill and Carol | to be distributed | at the school orchestra |
| 3. Living conditions | to feel exhausted | at school |
| 4. The duties | to be fed up with | towards the end of the day |
| 5. Sarah and Kate | to take turns | between the children |
| 6. Peter | to play the flute | in Britain and Russia |
| 7. Bill | to spend many hours | about politics |
| 8. Sarah | to argue a lot | In getting up at night |
| 9. Kate | to do very good | Talking to Kate's teachers |
| 10. The parents | to play the cello | Exams and schoolwork |
| 11. Kate and her friends | to baby-sit | Always in a rush |
| 12. Senior children | to travel a lot | Notorious spots of London |
| 13. Carol | to explore | For junior ones |
| 14. The family | to be | On holidays |

Exercise 4. Answer the questions to the text:

1. Is daily routine different in the majority of families?
2. Only Carol had to get up at night to look after the children, didn't she?
3. What were Bill's responsibilities about his job?
4. When did Carol return to work?
5. The children do not do any duties about the house, do they?

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6. Does Sarah play the flute or the cello?
 7. Who had discipline problems at school?
 8. Who enjoys needle work in the family?

Exercise 5. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?
B: No, I don't. On weekends at 8 a.m. – an hour later.
2. A: ...?
B: No, she is not. She wakes up quite late.
3. A: ...?
B: All the home duties. He's a home-maker and I work the whole week.
4. A: ...?
B: No they aren't. Everybody does something about the house when they have time.
5. A: ...?
B: These conditions are the same.
6. A: ...?
B: No, he is fed up with all this.
7. A: ...?
B: She did. She was very aggressive to other schoolchildren.
8. A: ...?
B: No. He enjoys doing laundry more.
9. A: ...?
B: Very late. She was at the demonstration against the war in Iraq.
10. A: ...?
B: He was. And the parents condemned his violent behavior.

Exercise 6. *Insert prepositions where necessary:*

1. We take turns ... washing up.
2. My friend plays ... the piano very well.
3. The mother is looking ... her children almost the whole day.
4. They desperately needed ... sleep.
5. The boss is worried ... his business.
6. I am suffering ... terrible headache.

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7. Carol returned ... her work.
 8. The apartment doesn't fit ... human beings.
 9. The atmosphere ... my workplace is very pressing.
 10. They didn't like to tidy ... the rooms.
 11. Who baby-sits ... your brother?
 12. My neighbour does very well ... the University, just the other way round ... me.
 13. Just a minute, I am rushing ... my homework.
 14. Jack was fed ... his wife.
 15. The postman delivers newspapers ... houses.
 16. The parents protected their daughter ... the cruel behavior ... her schoolmates.
 17. Why were they exploring notorious spots ... New York?
 18. The father fitted ... two new shelves yesterday.
 19. Very soon the baby turned ... a lovely little girl.
 20. I like to swim ... the local pool.

Exercise 7. *Paraphrase the following sentences:*

1. The work about the house is established in the same way in many countries.
2. They changed each other in washing up.
3. Towards the end of the day I am squeezed as an orange.
4. I need sleep very much.
5. He went to buy some things.
6. Do you enjoy sewing?
7. They feel bad because of the flue.
8. Their characters differ greatly.
9. Children perform different duties.
10. Older children help the younger ones.
11. Did you empty the bin?
12. Which school do they go to?
13. How do you spend your free time?
14. He quickly looks through the newspaper in the morning.
15. I am sick and tired of you.
16. The person next door didn't hear anything.
17. She cries very often.
18. He continued arguing with his parents.
19. She was attacked by other children at school.
20. I disapprove your behavior.

21. She was always in a hurry.

Exercise 8. *Find the opposites:*

1. She often laughed.
2. They get up very late.
3. The living conditions in Britain and Russia are very similar.
4. I play in a professional football team.
5. They were very bad pupils.
6. Your creative work is over.
7. I like my lessons and exams.
8. He did his homework very carefully.
9. Other children did not hurt her.
10. He approved her violent behavior.
11. She is very gentle to her children.
12. Why are you so slow!
13. He was very brave.
14. They missed all workshops.
15. She always agrees with her parents.

Exercise 9. *Insert the words from the vocabulary:*

1. There is a large desert in Africa because in past people
2. My granny ... a beautiful sweater for my previous birthday.
3. Can you ...? – No, I can't. I buy all my clothes and linen in a department store.
4. Go to places that are safe and don't ... of our city.
5. The furniture is dirty. ..., please.
6. You'd better not discuss this matter by phone. ... with the manager.
7. The wall is empty. I think it would be nice to ... some shelves.
8. What is he doing in the kitchen? – He It is terribly dirty.
9. What is she going to do with the broom? – She is going to
10. Can ordinary people buy such a thing? – No, it is ... for the rich.
11. What happened? – Somebody ... me on the head when I was going home.
12. I want to take a nap. Are there any ...?
13. Don't be so aggressive. People condemn
14. In spite of all failures you must ... crying.

Exercise 10. *Translate into English:*

1. Я сыт по горло своими повседневными заботами.
2. Они не встают рано.
3. Как вы обычно устанавливаете новые правила?
4. Вы убирали в комнате по очереди?
5. К концу дня они не чувствуют себя истощенными.
6. Сейчас он разрабатывает новую компьютерную программу.
7. Когда Вы назначили встречу с клиентом?
8. В прошлом году он играл на скрипке в местном любительском оркестре.
9. Прости, я очень спешу.
10. Она очень нуждается во сне.
11. Что ты делал вчера в 11? — Я делал покупки.
12. Она страдает от головной боли, не так ли?
13. Она почистила раковину, собрала мусор в ведро и вынесла его в мусорный контейнер.
14. Мэри, ты убираешь в комнате или читаешь?
15. Ты нянчился со своей сестрой, когда она была маленькой?
16. Он имел склонность много есть.
17. Я не люблю мороженое, особенно в холодную погоду.
18. Кэрол часто плачет.
19. Она продолжала спорить.
20. Я осуждаю ваше резкое поведение.
21. Он редко защищал ее от грубого поведения других детей.
22. Члены организации «Гринпис» протестуют против уничтожения тропических лесов.
23. Родители превращают его в эгоиста.
24. Иногда она шьет занавески или вяжет.

Part 2

British leisure

How do British people spend their time when they are not actually working? Leisure time of British people isn't very much organised. They might for instance watch TV. Television is the most popular entertainment in many countries. Statistics says that we spend an average of 25 hours a week watching it or at least keeping it switched on. Theatre, opera and ballet, sorry to say, are almost exclusively the pleasures of the educated middle class. The author of the book «Understanding Britain» Caren Hewitt is convinced that people who are deprived of the great works of

art suffer a diminishment of spirit no matter whether they are intellectuals, blue-collar or white collar and so forth.

Private leisure is characterised by the national enthusiasm for gardening. About 44% of the population claim to spend time gardening. In fact they don't need to grow vegetables, but home grown fruit and vegetables taste much better than those in shops, which have been grown commercially. They also grow flowers and have a passion for lawns of grass, which stay green throughout the year.

The other popular home-based activity is «D-I-Y» or «Do-It-Yourself». It means improvement of one's home by decorating, making furniture, fitting in shelves, cupboards, etc. There are excellent stores (such as hardware stores), which supply the materials and tools, and books with detailed advice are everywhere on sale. Women more concentrate on needlework – sewing curtains and cushions as well as clothes. About half the women in the country spend time on needlework or knitting.

It is extremely difficult to decide how important books are for in the lives of the British citizens. There are well-stocked shops and a good public library service. Books are available, brightly coloured, cheerfully designed – and expensive. However there is an unquestionable loss when the attractions of television and videos have reduced the enthusiasm for reading, which is for many people just glancing at a newspaper. And no wonder! TV dramas and documentaries, cultural and scientific programmes and coverage of the world's news are excellent in general, by world standards. And of course, there is a lighter entertainment – games, family comedies, celebrity shows, soap operas and so on.

Music is another way of spending time. People listen to pop and rock music on the radio, on records and tapes, at home and in public places. Music magazines persuade teenagers to buy new and new records with the only purpose to make money. That is why cultivating an individual taste becomes very difficult, and cultivating a serious musical taste is extremely difficult. People often keep on spending money to catch up with what is popular. Some people are interested in music making and might play in amateur or professional orchestras or sing in choirs.

Some words should be said about holidays. Summer holidays is the time to spend as a couple or a family. It may just be like visiting friends, or hiring a caravan on the seashore, or camping. You can walk, explore mountains and streams, and take picnics on boating expeditions on lakes, and visit castles, caves and historic sites.

This is the way the majority spends their time. Of course, there are minorities. They may join various clubs, or just relax each evening in pubs drinking, or do

something else. People are free in their choice as they should be. It may be good or bad, but the reality is like this and you know, there are people and people.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2-3, 5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a Russian person;
 - 2) a British person.

Dialogue A. Going out

Mark: Hello, Julia. Would you like to go to the movies tonight?

Julia: Why not. And what's on?

Mark: A historical film «The First Knight». They say the film is worth seeing. It's praised to the sky by critics. The publicity is really good.

Julia: How wonderful! Is it a screen version of a novel? I enjoy screen versions of historical novels.

Mark: Unfortunately not. But the playwright did a very good job. The cast is brilliant: Sean O'Connery, Richard Gere and Julia Ormond are starring.

Julia: Oh, they are my favourite actors! And who is the producer?

Mark: What a shame! I'm not sure.

Julia: Never mind. Let's go and book tickets.

Mark: Yes, we should do it in advance for the film has been on for a fortnight already, but each time the house is sold out.

Julia: Oh, Mark, I'm so anxious to see this film.

Mark: No doubt, you'll be carried away by it, if you enjoy historical films.

Task

Read the dialogue for detailed understanding.

Retell the dialogue, as if you were one of the participants.

Act out your own dialogue "Going to the movies" on the analogy.

Dialogue B. Invitation for barbecuing

John: Hello, Steve, hello, Margo. How are you today?

Margo: Hi, John. We are fine as usual.

John: Planning anything special this weekend?

Margo: Actually not.

John: What would you say to barbecuing together?

Steve: It's so nice of you to invite us. We've never barbecued; it'll be so exciting!

John: Are your children going to join us?

Margo: I wish they could, but they are still camping in Michigan.

Steve: You know, there are good camping sites there. And quite civilised: showers, toilets and even a shop are available.

John: Oh, yes. They have a lot of summer activity in Michigan. Many people take in sun and swim there.

Margo: Certainly, it will do our children a lot of good.

Steve: What are we to take with us?

John: Nothing special. Just a couple of blankets and towels and tea or coffee in order not to be thirsty. Annie and I will take care of all the rest.

Steve: What time are we starting?

John: About 10 a. m. on Sunday. Is it all right with you?

Margo: It's fine.

John: Then we'll come to pick you up at 10. You're sure to have a lot of fun. Everything is so tasty when you're out of town.

Steve: Thanks again. We appreciate it so much.

John: My pleasure.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog "Going out of town" on the analogy.

Vocabulary

- 1) leisure – свободное время
- 2) to convince smb of smth (Syn. to persuade, to assure, to be convinced) – убедить (убедиться, быть убежденным)
- 3) to deprive smb of smth (to be deprived of smth) – лишить (быть лишенным)
- 4) to suffer diminishment of spirit — страдать от плохого настроения
- 5) blue-collar (white-collar) – «синие воротнички», (люди, занятые физическим трудом), «белые воротнички», (люди, занятые умственным трудом)
- 6) to claim – заявлять

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- 7) a taste – вкус
 - 8) to have a passion for – иметь страсть к чему-либо
 - 9) hardware stores – магазины, продающие строительные и другие материалы
 - 10) «Do It Yourself» stores – магазины «Сделай сам»
 - 11) to supply (a supply of) – поставлять, снабжать (поступление)
 - 12) to be on (for) sale – быть в продаже
 - 13) a loss – ущерб
 - 14) an attraction (to attract, attractive) – привлекательность (привлекать, привлекательный)
 - 15) to reduce (Syn. decrease, Ant. increase) – снижать, уменьшать
 - 16) to glance at – взгляд на
 - 17) to hire – нанимать
 - 18) to explore – обследовать
 - 19) a stream – поток, ручей
 - 20) a castle – замок
 - 21) a cave – пещера
 - 22) majority (Ant. minority) – большинство (ант. меньшинство)
 - 23) various (Syn. different) – различный, разный
 - 24) to relax – расслабляться, отдыхать
 - 25) a pub – «паб», кабачок, пивная
 - 26) a knight – рыцарь
 - 27) to be praised to the skies – быть расхваленным до небес, сверх меры
 - 28) publicity (Syn. advertising) – реклама
 - 29) a screen version – экранизация
 - 30) a playwright – сценарист
 - 31) a cast – труппа
 - 32) to star (n. – a star) (Syn. to play the leading role (part)) – играть главную роль, быть звездой (звезда)
 - 33) to book tickets in advance (beforehand, ahead of time) – покупать билеты заранее
 - 34) a fortnight – две недели
 - 35) The house is sold out – Все билеты проданы, аншлаги
 - 36) to be anxious to do smth / for smth (Syn. to be eager to do smth) – страстно желать что-либо сделать
 - 37) to be carried away by (Syn. to be swept away by) – быть захваченным, увлеченным

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- 38) to barbecue — выезжать «на шашлыки», барбекью
- 39) to camp (camping, camping sites) – останавливаться лагерем/ездить на отдых с палатками
- 40) to take in sun and swim (Syn. to lie in the sun (to get a tan) and bathe – загорать и купаться
- 41) to do smb a lot of good (Ant. to do smb harm (adj. – harmful) – приносит пользу (ант. приносить вред, вредоносный, вредный)
- 42) a blanket – одеяло
- 43) thirsty – испытывающий жажду
- 44) to pick smb up (Syn. to give smb a lift) – подвезти кого-либо
- 45) to switch on (Syn. to turn on, Ant. to switch (turn) off) – включить (ант. выключить)
- 46) multitasking (multitasker) – выполнение нескольких дел одновременно (человек, который может делать несколько дел сразу)
- 47) to be accustomed to smth / doing smth, to be used to smth / doing smth – привыкнуть что-либо делать
- 48) to be engaged in smth / doing smth (Syn. to indulge in smth / doing smth) – заниматься чем-либо

Conversational formulas

1. There are people and people / There are tastes and tastes / Tastes differ. — О вкусах не спорят. На вкус и цвет товарища нет.
2. What a shame! - Какой стыд!
3. What a pity — Как жаль!
4. I appreciate it. – Я благодарен, ценю это.
5. My pleasure – мне приятно было это сделать (ответ на выражение благодарности)
6. It was nothing — не за что (ответ на выражение благодарности)
7. You're welcome – Пожалуйста!
8. Not at all!

Reading comprehension and vocabulary exercises

Exercise 1. Find the English for:

- 1) не очень хорошо организован; 2) самое популярное развлечение; 3) в среднем 25 часов в неделю у телевизора; 4) или, по крайней мере, держим его

включенным; 5) неважно, кто он, интеллектуал или «синий воротничек»; 6) овощи и фрукты, выращенные в домашних условиях; 7) около половины женщин страны; 8) очень трудно решить; 9) доступны и красиво оформлены; 10) бесспорная потеря; 11) способ проводить время; 12) с одной только целью – сделать деньги; 13) люди часто тратят деньги на то, что популярно; 14) любительские и профессиональные оркестры; 15) что-то вроде посещения друзей; 16) реальность такова.

Exercise 2. *Find the Russian for:*

1) statistics says; 2) are almost exclusively the pleasures of educated middle class; 3) people who are deprived of the great works of art; 4) about 44 % of the population claim to spend their time; 5) which have been grown commercially; 6) spend time on needlework or knitting; 7) well-stocked shops; 8) cheerfully designed; 9) there is an unquestionable loss; 10) coverage of the world's news; 11) cultivating serious musical taste; 12) to catch up with what is popular; 13) hiring a caravan on the seashore; 14) take picnics on boating expeditions on lakes.

Exercise 3. *Answer the questions to the text:*

1. Is leisure time of British people very much organized?
2. What is the most popular entertainment in Great Britain and other countries of the world?
3. Are theatre, opera and ballet available for all people?
4. What is the British national enthusiasm?
5. Why do British people grow vegetables and fruit?
6. What do British people have passion for?
7. What does "do-it-yourself" activity mean?
8. What are women's activities in Great Britain?
9. Is music a perfect activity to spend one's free time?
10. What music do people listen to?
11. Is it difficult to cultivate individual taste in music and why?
12. Do people always spend their money to buy what they like?
13. Concerning one's leisure time summer is a boring season, isn't it?
14. Are people free in their choice?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?
B: Unfortunately they don't. These are the pleasures of educated middle class.
2. A: ...?
B: I'd rather go to the movies.
3. A: ...?
B: Yes, I think so. It happens because they are deprived of great works of art.
4. A: ...?
B: I think, national enthusiasm for gardening.
5. A: ...?
B: No, we needn't but they are much better than ones grown commercially.
6. A: ...?
B: It's a home based activity which includes making furniture and so on.
7. A: ...?
B: Mostly women. They enjoy needle work very much.
8. A: ...?
B: Hard to say. I think it's happening because of TV and videos.
9. A: ...?
B: Scientific programs mostly.
10. A: ...?
B: My father does. But mother is a professional musician.
11. A: ...?
B: Not only. We enjoy visiting historic sites as well.
12. A: ...?
B: No. This is an entertainment for minorities.
13. A: ...?
B: Yes, he is. Like most modern kids he does several things at one time.

Exercise 5. *Paraphrase using the active vocabulary:*

1. How do you spend your free time? 2. I can't convince her to go on a picnic with us.
3. She enjoys reading. 4. There were different works of art presented there. 5. We employ 15 people. 6. They're still studying the cave. 7. Who's playing a leading part in this film? 8. We needn't book tickets in advance. 9. They wanted to drink very much. 10. Will you give me a lift? My car is being repaired. 11. He is engaged in sports. 12. She is not used to getting up early.

Exercise 6. *Find the opposites:*

1. People are in good mood because of it. 2. We have the opportunity to see the great works of art. 3. The number of people who read much is increasing. 4. Ever morning she carefully looks at newspapers. 5. These are pleasures for majority. 6. Every Saturday they work hard in night clubs. 7. I don't want to see this movie. 8. He was bored by the book. 9. It'll do you a lot of good. 10. I'm tired! Turn the TV off.

Exercise 7. *Insert prepositions where necessary:*

1. The reality of our time is that leisure time ... of the people is not very much organized.
2. It is an open secret that television is the most popular entertainment ... many countries.
3. People spend an average ... 25 hours ... a week watching it or, ... least, keeping it switched
4. Theatre, opera and ballet are the pleasures ... the rich.
5. Psychologists are convinced ... that people, who are deprived ... the great works 6... art, suffer ... a diminishment ... spirit.
7. About 44% ... the population ... Great Britain claim to spend time ... gardening.
8. Englishmen have a passion ... lawns ... grass.
9. Women concentrate ... needlework.
10. Books are very important ... the lives ... people ... many countries.
11. Attractions ... television have reduced the enthusiasm ... reading.
12. ... many people reading is like just glancing ... a newspaper.
13. In general, TV programmes are excellent ... world standards.
14. Music is an excellent way ... spending time.
15. People listen ... different music, according ... their tastes.
16. We can listen ... the music ... radio, ... records, ... tapes, ... home and ... public places.
17. People often keep ... spending money to catch what is popular.
18. If you are a good musician, you can play ... a professional orchestra.
19. People are free ... their choice.

Exercise 9. *Insert the words from the vocabulary:*

1. He dropped in at a ... to have a pint of beer.
2. She is always busy having almost no

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3. Look at this ...! It was built by a very famous architect.
 4. I'm May I have a glass of water?
 5. This movie is a ... of a very famous novel.
 6. I've been busy the whole week. Now I want to
 7. People who work at factories and plants are called
 8. Are there any good actors playing in this movie? – Sure. The whole ... is excellent.
 9. They go to the seaside every summer in order to
 10. Is one week enough for your? – Not, actually. It will take me a ... to get this work done.
 11. My car is broken. – Don't worry! I'll ... on my way to work.
 12. I want to buy the latest of Steven King's book. – Unfortunately it is not ... yet.
 13. Did the critics like the new movie? – Even more than that. They
 14. We're going to go camping. – It will be rather cold. Take a couple of ... with you.
 15. You must see this movies! Your favourite actress ... there.
 16. There are too many tourists this summer. We must ... more people to serve them.
 17. What does she do? – She ... selling clothes.
 18. Do all British people go to the theater? -- Actually not. Many of the British ... this pleasure.
 19. How can I ... him? He doesn't want to listen to any of my arguments.
 20. I ... to go to Greece. I've been dreaming about it all my life.

Exercise 10. *Translate into English:*

1. Они убедили меня пойти на экранизацию романа «Война и мир».
2. Мне просто необходимо упорядочить свой досуг.
3. В детстве Том был лишен красивых игрушек.
4. Моя страсть – коллекционирование марок. К сожалению, сейчас очень трудно приобрести хорошие марки, потому что они не всегда в продаже.
5. По статистике каждый второй подросток страдает от от плохого настроения.
6. Вы были у Браунов? – Да. На их дом приятно посмотреть! Везде газоны с травой и цветы. – Вы правы. У них страсть к садоводству.
7. Зачем вы выращиваете овощи, ведь их можно купить в любом магазине? – Да, но домашние овощи вкуснее, чем те, которые выращены из коммерческих соображений.
8. У меня есть отличный набор инструментов для изготовления мебели. Давай займемся улучшением нашего дома.
9. Большинство людей проводит свой досуг, сидя у телевизора.

10. В наше время музыкальные компании убеждают людей покупать новые записи.
11. Сейчас появилось очень много детских книг. Все они ярко раскрашены и, к сожалению, дороги.
12. Привлекательность телевидения бесспорна. Телевизионные культурные, научные программы, документальные фильмы познавательны и соответствуют мировым стандартам.
13. Ты свободен в своем выборе и можешь хоть каждый вечер отдыхать в клубах, попивая пиво и так далее, но каждое утро ровно в восемь ты должен быть в офисе.
14. Ты знаешь, о вкусах не спорят. Я, например, предпочитаю театр опере и балету, но, к сожалению, сейчас для меня это недоступно. Театр, опера и балет – в основном удовольствие для богачей.
15. За завтраком я привык бегло просматривать финансовые газеты. Я банкир, и это правило уменьшает риск потерять деньги.
16. Необходимо сказать несколько слов о вреде телевидения. По статистике, каждый человек проводит около 25 часов в неделю у телевизора или, по крайней мере, держит его включенным. Это плохо влияет на зрение.
17. В Москве очень много любительских и профессиональных оркестров.
18. Я провела две недели в Британии. Мне очень понравилось посещать старинные замки и пещеры.
19. К сожалению меньшинство проводят свободное время посещая театры, оперу, балет.
20. Если погода будет хорошей, мы выедем на шашлыки или поедем отдыхать с палатками. Весь день мы будем загорать и купаться.

Communicative Exercises to Part 1

Exercise 1. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

1. It is much better for a person to get up early and go to bed early.
2. Women perform much more duties than men do.
3. There are some home duties that men should not do.
4. There are some home duties that women should not do.
5. Children should start performing home duties not earlier than from the age of twelve.

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6. It is absolutely necessary to distribute home duties very strictly.
 7. There should be no strict distribution of home duties. Family members should take turns in doing the housework.
 8. Senior children hate baby-sitting for junior ones.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Your home duties.
2. Home duties that you enjoy and the ones that you hate.
3. Home duties of men and women.
4. Differences of a daily routine of a British (American) person and a Russian one.

Exercise 3. *Speak on:*

1. Your daily routine.
2. Problems of distributing home duties between the members of the family.
3. Working day of a woman/man.
4. The ideal model of distributing and performing home duties in a family.

Communicative exercises to Part 2

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Leisure time of British people is very much organized
2. Television is not very popular in England.
3. Private leisure is characterized by the national enthusiasm for gardening.
4. They need to grow vegetables because it's impossible to buy them.
5. "D-I-Y" activity is not very popular.
6. Television has reduced enthusiasm for reading.
7. Books are well-designed, brightly coloured and expensive.
8. Music magazines persuade teenagers to buy new and new records with the purpose to develop individual taste.
9. People buy records which they like.
10. People are free in their choice. It concerns their leisure time as well.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Favourite movies
2. Widespread and rare ways of spending leisure time.

3. Differences between Russian and British ways of spending free time.

Exercise 3. *Speak on:*

1. Leisure in Russia and Britain.
2. Television, movies, theater and books as popular entertainments.
3. Your favourite ways of spending free time.

UNIT 3. EDUCATION IN THE UK

Part 1

School education

British education is in a state of crisis. In the nineteen sixties there was the great educational debate about grammar-and-secondary-modern schools versus comprehensive schools. Today the issues are different. The following description is of the present system in England and Wales – arrangements in Scotland are not quite the same and there are variations in Northern Ireland. In all parts of the UK, although laws govern the ages at which our children must attend school (5-16), and the hours that they must work during the year, the organisation of education is the responsibility of each local authority.

The government passed laws to ensure that all children spent a high proportion of their time on a group of ‘core subjects’ – English, mathematics, science, and in the secondary schools, a foreign language. Problems arise when teachers or local authorities argue that other subjects should be given more time because they also are important. How do you squeeze into a timetable history and geography, other sciences (a choice of physics, biology, chemistry instead of a general science course), art, another foreign language, music, practical subjects like woodwork or needlework, may be Latin, even Greek, P.E. (physical education), religious studies, courses for personal development, economics, politics, commercial subjects? The local government argues for the variety but the central government is concerned that all children should have a proper basic education.

The vast majority of children, including those from professional and business homes (about 93%), attend state schools. The other 7% attend private schools, sometimes called ‘independent’ schools. A minority of these private schools are boarding schools where children live as well as study. Less than 3% of children are boarders. Private schools are very expensive.

For the first two years of schooling children are expected to learn to read and write, to do simple sums, to learn basic practical and social skills, and find out about the world through stories, drama, music, crafts and through physical exercise. Children are more encouraged to do and make things themselves than in the kindergarten. For children up to 12 class teacher is still the central figure teaching many basic lessons. But increasingly there is more emphasis on subjects with subject teachers.

Classrooms are often informal in arrangement. In the course of studying a practical topic children move fairly freely and do not sit in rows listening to a teacher

in front of the blackboard. Thus children can follow their own inclinations. Clever children flourish in either type of class, and slow children will find both difficult, though they will probably enjoy the more active informal teaching. Formal teaching gives solidly based skills, informal teaching encourages to ask questions and understand relationships.

At about 11 or 12 children move to the ‘big’ school, usually a comprehensive school accepting all the children from three or four neighbouring junior schools. Vast majority of secondary schools are comprehensive (i.e. accept children of all abilities). A few authorities practice rigid streaming sending clever children to one school and slow to another. With rigid streaming children who are at the bottom will always be at the bottom. That is why rigid streaming is considered reactionary and unfair to children who are denied opportunities for educational advancement. The most common solution is to organise children into both classes of mixed abilities and groups of similar abilities.

At 16 every pupil has to take a national examination (in ‘core’ subjects plus three or four or five subjects chosen from the list), called GCSE (General Certificate of Secondary Education). Options are not free choice because of timetables and demands for coherent education. Academic pupils can choose mostly academic subjects; others can concentrate on practical and technical subjects.

The examinations involve written (and sometimes practical) papers, sometimes two papers in each subject. Exams are usually marked, out of 100, and then converted into grades – may be five or seven or eight grades.

At the end of the year in which he or she reaches 16, a British pupil can leave school and go on to further training for employment. Pupils who want to enter the University can stay at school (17-18) and take a variety of further courses. The most important is the ‘A-level’ which is usually intensively studied in three subjects.

‘A-levels’ are also marked nationally (and there is no personal appeal against the grades). Grades are crucial, because the university and politechnic places are awarded on the basis of A-level grades. Bad A-levels can change your life!

Such system is convenient for the universities, but is it fair on the pupils to be forced to specialise so soon? Some people want a broader education; others support the present ‘deep’ education.

Tasks

1. Read the text for detailed understanding. Translate the 2nd and the 6th paragraphs the text.

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2. Give the summary of the text;
 3. Retell the text as if you were:
 - 1) a rigid streaming supporter;
 - 2) a supporter of classes with mixed abilities;
 - 3) a parent;
 - 4) a federal authority;
 - 5) a local authority.

Part 2

University education

All British universities and polytechnics are state institutions. Entry is by academic merit, and those who win places get their fees paid and are also paid a grant (stipend). Students enter university at 18 or 19. Most of them complete their degrees in three years, a few in four years. A degree is awarded on the basis of examination, and sometimes a course work. Afterwards a minority competes for places to do graduate research work; the rest go out into the world to look for jobs. Polytechnics also provide degree courses; and those who do not reach university or polytechnic, there are all sorts of lower courses and qualifications by studying part-time at local colleges.

One of the major debates at university level is about assessment, which requires university lecturers to reconsider what is actually taught. British education has traditionally been directed towards academically clever children. Emphasis has therefore been made on memory, on clear expression of arguments, on intelligent selecting of evidence and reaching conclusions – not just a memory test, but a test of knowledge and rational judgment. The same process happens in universities, where a degree used to be awarded on the basis of many examination papers taken at the end of the course.

Since the seventies, step by step, teachers have been introducing ‘continuous assessment’ on the basis of course work – that is the work which a student does during a course. Most of this will be written, but some will be oral. In many universities students follow a syllabus in which course work is marked as well as exam papers. The question is whether degree courses should depend wholly upon examinations or weekly or fortnightly essays should also be taken into account. If yes, there is much more opportunity for selecting ‘optional short courses’ which together make up a degree.

Some university lecturers are delighted at the freedom to build ‘mixed’ courses, while others worry that students will have no coherent body of knowledge but just a mixture of bits and pieces for their degree.

Students learn quickly which lecturers are generous with their marks, which ones are harsh; and not surprisingly they join the courses where they can expect to get good marks even if they prefer the other topics or teachers. Results are crucial! Such a situation tempts teachers into academic corruption. It can be avoided if anonymous examination papers are marked. However, many university lecturers and school teachers feel that continuous assessment and assessment of course work are fairer ways of judging a student than end-of-year exams.

Russian students are fluent at talking because the emphasis is made on oral work. Oral examination and oral tests are unknown in British universities, so while making an oral response many English adults hesitate and stumble.

Teachers often try to distinguish between ‘effort’ and ‘achievement’. There are ways to reward hard working but not successful students and challenge the bone-idle boy or girl who can get good marks without effort.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a British university teacher;
 - 2) a Russian university teacher;
 - 3) a Russian student;
 - 4) a British student.

Dialogue A

Mary: Today is a very special workshop. There is no text to read or listen to, no exercises to do. You may ask me all sorts of questions, if you have any.

Student A: Do English students take examinations every term?

Mary: No, they don't. They do exams — they are called «finals» in their last term at the University.

Student B: Only once? Then they can enjoy life in the first years.

Mary: They have a lot of work to do. They attend lectures, seminars and tutorials and write essays. Technical students do a lot of work in the lab. And then they take class exams every year about May, but these are not public exams.

Student A: We do class exams every other week. That is not difficult.

Student C: What is a tutorial?

Mary: In a tutorial a teacher discusses individual work with a student. The teacher is called a tutor. He reports to the Head of the Department, so the professor knows everything about the students.

Student B: What do they do in a seminar?

Mary: Discuss things.

Student A: Do all students live in the halls of residence?

Mary: Most first year students do. Others rent a flat or a bedsitter in town.

Student C: Where do married students live?

Mary: Married students? They do not normally marry while at the University. They wait till they get a job and can support a family.

Student C: Do English students receive grants?

Mary: It depends on their parents' income.

Student A: Are there any clubs?

Mary: A lot of them. The Students' Union organises social, sporting and cultural activities.

Student B: What is the latest dance in England now?

Mary: I'm afraid I don't know.

Student C: What do you think of the «Police»?

Mary: Do you mean demonstrations and all that?

Student C: No, I mean the pop group.

Mary: Ah, that «Police» group. Personally I don't like them. But I have a suggestion. What about having a party - a music party in the English club. We may listen to my tapes or your records and have a nice talk.

Students: That's a great idea. When?

Tasks

1. Read the dialogue for detailed understanding.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialogue "Discussing University studies" on the analogy.

Dialogue B

Henry Robinson is twenty-two and he is in his final year at Cambridge. Liz Robinson is twenty and is at a redbrick university in a northern industrial city. Patricia, who is nineteen, has just started at one of the new universities.

Pat: We live in halls of residence around the main university building. We are a real community. We've got comfortable common rooms and bars. We arrange dances and parties. We've got clubs, theatre groups, choirs and so on. And we've got an orchestra. I play the drums in it.

Liz: We've got bars and common rooms and clubs too. But I hate to live in the sort of closed community you live in, Pat. Two other girls and I rent a house in the middle of the city, about ten minutes walk from the university. The district is poor and the house is falling to pieces.

Henry: I couldn't work in a place like yours.

Pat: Nor could I.

Liz: You're a couple of snobs. We live among real people, who treat us as a real people. We prefer to be independent. It's nice to belong to the city and to do things outside the university.

Henry: What sort of things do you do outside the university?

Liz: Well, there's a group of us who go and help in a home for handicapped children. And I sing in the city Bach choir. We get on well with the local people — not like Henry and the people in Cambridge.

Henry: Oh, most of us get on very well with the local people. Cambridge isn't a big place.

Liz: So you're sorry you chose Cambridge?

Henry: No, I'm reading chemistry and Cambridge is one of the best universities for any science subject. Besides, Cambridge, like Oxford, has got a special atmosphere.

Pat: I chose my university because of its progressive ideas on education and its broader and more varied courses. Many of the new universities are experimenting with new subjects. And besides I am fond of this «seminar» system which is common in the new universities. It works, because we get on well with the professors and lecturers. Some of them aren't much older than we; and they don't mind at all, if we disagree with them.

Liz: You're lucky. We have classes, but we hardly ever ask questions or discuss anything. The profs don't seem to be able to do anything but lecture. Besides, the course itself is out of date. It hasn't changed for twenty years.

Henry: Just so the professors and lecturers are more interested in their own research than in helping students in their studies. However, we attend lectures given by some of the most brilliant scholars in the country. I go to classes as well as to lectures, but most important person in my academic life is my tutor. I enjoy my weekly tutorials.

Tasks

1. Read the dialogue for detailed understanding.
2. Retell the dialogue, as if you are one of the participants.
3. Act out your own dialogues: a) "Living conditions at the University, b) "My extracurricular activities".

Vocabulary

- 1) a nursery (primary, secondary, grammar, technical, secondary modern, comprehensive, boarding) school – младшая школа/детсад (начальная, средняя, средняя классическая, техническая, средняя современная, школа для детей с разными способностями, школа-интернат)
- 2) attend, ~ school/classes – ходить в школу/посещать учебное заведение, посещать/ходить на занятия
- 3) authority/authorities – власть/сила, власти/представители власти
- 4) to pass laws – принимать законы
- 5) compulsory – обязательный
- 6) core subjects – основные/базовые предметы
- 7) to be concerned with – быть озабоченным/обеспокоенным чем-либо
- 8) to squeeze into – с трудом вместить/ "втиснуть"
- 9) proper/appropriate – соответствующий
- 10) vast – обширный
- 11) public/private – государственный (общественный)/частный
- 12) to encourage – поощрять/способствовать
- 13) to arrange, arrangement – организовывать, организация/расстановка
- 14) inclination – склонность
- 15) rigid streaming – жесткое разделение (напр. по способностям)
- 16) fair, unfair, reactionary – честный/честно, нечестный/нечестно, реакционный
- 17) to deny – отрицать/отвергать

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- 18) advancement – прогресс/успех/развитие
 - 19) abilities, similar ~, mixed ~ – способности, одинаковые ~, смешанные ~
 - 20) coherent – связанный
 - 21) further – дальнейший
 - 22) appeal against smth. – выступать против чего-либо
 - 23) level – уровень
 - 24) grade – класс (напр. первый класс средней школы и т.п.)
 - 25) crucial – важный/жизненно необходимый
 - 26) to go on for higher education – продолжать образование до получения высшего
 - 27) institutions – учреждения
 - 28) academic merit – академические заслуги/итоговые оценки в школьном аттестате
 - 29) fee – плата
 - 30) grant, stipend – грант, стипендия
 - 31) research – исследование
 - 32) part-time – на неполный рабочий день
 - 33) course work/paper – курсовая работа
 - 34) various courses – различные курсы
 - 35) assess, assessment – оценка, оценивание
 - 36) evidence – доказательство/свидетельство/признак
 - 37) curriculum/syllabus – учебная программа
 - 38) tempt into corruption – склонять к коррупции/способствовать возникновению коррупции
 - 39) to respond, response – отвечать, ответ
 - 40) fluent – быстрый/беглый (о речи)
 - 41) to hesitate – сомневаться
 - 42) to stumble – запинаться/спотыкаться
 - 43) the source of funding – источник финансирования
 - 44) free (~of charge) – бесплатный
 - 45) to go on for higher education – продолжать образование до получения высшего
 - 46) to enter the university, university enterant, entry – поступать в университет, абитуриент, поступление
 - 47) to graduate from – закончить
 - 48) to apply to the university – подать заявления для поступления в университет

- 49) to obtain a degree – приобретать степень
 50) Bachelor of Arts (Science, Law) – бакалавр искусств (наук, юриспруденции)
 51) to leave much to be desired – оставляет желать лучшего
 52) to compete for – соревноваться
 53) option, optional subject — выбор, предмет по выбору
 54) lecture, seminar, workshop, tutorial – лекция, семинар, мастер-класс/семинар, индивидуальное занятие/консультация
 55) term – семестр/условие (напр. контракта)
 56) halls of residence – студенческое общежитие
 57) bedsitter – койка-место
 58) to read chemistry, biology etc – изучать химию, биологию

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

Part 1

1) состояние кризиса; 2) школа с классами, где учатся дети разных способностей; 3) принять закон об образовании; 4) обеспечить изучение детьми основных предметов; 5) курс естествознания; 6) соответствующее базовое образование; 7) школы, где дети живут и учатся; 8) выполнять простые арифметические действия; 9) неформальная обстановка; 10) передвигаться относительно свободно, а не сидеть за партами; 11) следовать своим наклонностям; 12) слабые дети; 13) младшие школы, расположенные по соседству друг от друга; 14) принимать детей разных способностей; 15) практиковать строгое разделение детей по способностям; 16) отказывать в возможности улучшения своего образования; 17) классы/группы детей с разными/одинаковыми способностями; 18) национальный экзамен; 19) предметы по выбору; 20) целостное образование; 21) комплексные знания; 22) переводить в оценки; 23) подавать апелляцию на оценку; 24) разностороннее образование; 25) узкая специализация;

Part 2

1) государственные учреждения; 2) выпускная работа исследовательского характера; 3) предлагать курсы для получения степени; 4) курсы повышения квалификации; 5) очно, заочно; 6) оценивание в течение всего периода

обучения; 7) учебная программа; 8) принимать во внимание; 9) быть щедрым/строгим в оценивании; 10) делать упор на устный/письменный ответ

Exercise 2. *Give the Russian for:*

Part 1

1) laws govern the school age and working hours; 2) local/federal authorities; 3) to squeeze smth. into a timetable; 4) the government is concerned about; 5) the vast majority; 6) children are expected to learn; 7) basic practical and social skills; 8) children are more encouraged; 9) subject teachers; 10) clever children flourish in either type of class; 11) those who are at the bottom will always be at the bottom; 12) to consider rigid streaming reactionary and unfair; 13) the most common solution; 14) academic pupils/subjects; 15) examinations involve written paper; 16) to go on for further training for employment; 17) A-level is intensively studied in three subjects; 18) university places are awarded on the basis of A-level grades; 19) it is unfair to pupils to be forced to specialize soon;

Part 2

1) entry is by academic merit; 2) those who win places get their fees paid and are paid a grant; 3) to complete a degree; 4) to award a degree on the basis of; 5) to compete for places to do graduate research work; 6) lower courses; 7) clear expression of arguments, intelligent selecting of evidence and reaching conclusions, and rational judgment; 8) 'optional short courses; 9) mixture of bits and pieces for the degree; 10) academic corruption; 11) anonymous examination papers; 12) to be fluent/ to hesitate and stumble; 13) to distinguish between effort and achievement; 14) to challenge the bone-idle boy or girl

Exercise 3. *Answer the questions to the texts:*

Part 1.

1. Who shares the responsibility about education in Britain?
2. What are 'core' subjects?
3. What problem with the timetable can occur and why?
4. How are schools divided according to the source of funding?
5. What is the atmosphere in a primary school?
6. What are the opinions about rigid streaming?
7. What can you say about exams?

8. How important are A-levels?

Part 2.

1. How do students enter the university?
2. How is degree awarded?
3. What kinds of assessment exist in British universities?
4. What is the disadvantage of 'mixed' courses?
5. Why is it important to distinguish between achievement and effort?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

Part 1

1. A: ...?
B: It's a school where children are not divided according to their abilities.
2. A: ...?
B: No. I support proper basic education.
3. A: ...?
B: In Britain these are English, Maths, science and a foreign language.
4. A: ...?
B: Independent schools.
5. A: ...?
B: They live and study there.
6. A: ...?
B: No. At this period children study with subject teachers.
7. A: ...?
B: We move freely during classes.
8. A: ...?
B: Because we consider asking questions and understanding relationships more important.
9. A: ...?
B: Yes I am. I think clever and slow children must be separated.
10. A: ...?
B: In Britain it happens when they are 16. This exam is rather difficult.
11. A: ...?
B: No. Some of them enter the University.

12. A: ...?

B: Out of hundred. And then converted into grades.

13. A: ...?

B: Very. Because university and polytechnic places are awarded on their basis.

Part 2

1. A: ...?

B: You do it only by academic merit.

2. A: ...?

B: In three or sometimes four years.

3. A: ...?

B: Only a minority. Others look for jobs.

4. A: ...?

B: On the basis of continuous assessment usually.

5. A: ...?

B: Oral mostly.

4. A: ...?

B: No. We always follow the syllabus.

5. A: ...?

B: Not all of them, of course. There are many optional ones too.

6. A:

B: No. Sometimes she is quite harsh with her marks.

7. A: ...?

B: I'm against this idea. I prefer to have coherent body of knowledge.

8. A: ...?

B: It happens because more emphasis is made on written work.

Exercise 5. *Insert prepositions where necessary:*

Part 1

1. Children start school ... the age of 5-6.

2. Organization ... education ... Britain is the responsibility ... local authorities.

3. They spend large proportion ... time ... such subjects as Maths and Sciences.

4. How can we squeeze another foreign language ... our timetable?

5. We argue ... proper basic education.

6. Every day schoolchildren find ... something new.

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7. We make more emphasis ... speaking rather than reading and writing.
 8. Russian classrooms are very formal ... arrangement.
 9. In our educational institutions students spend most of their time at a class sitting ... rows.
 10. We accept children only ... neighboring junior schools.
 11. We do not send slow children ... another school.
 12. Rigid streaming give no chance ... children ... the bottom.
 13. It is unfair ... my child. It gives no opportunity ... educational advancement.
 14. Tomorrow we are having an exam ... Biology.
 15. We wrote papers ... those subjects.
 16. Oral responses are marked ... five.
 17. How can I convert it ... grades?
 18. ... the end of the year he will go ... employment.
 19. This summer I am trying to enter ... the University.
 20. Is there any chance for appeal ... my examination mark?
 21. University places are awarded ... the basis of entrance examinations.

Part 2

1. Entry is ... academic merit.
2. I entered the University ... seventeen.
3. Who is going to compete ... places to do graduate research work?
4. In a year I will go ... the world to look ... a job.
5. He received qualification ... studying part-time ... different courses.
6. What is assessment like ... university level?
7. Are students suppose to follow ... a syllabus?
8. Which marks should we take ... account?
9. Many students are delighted ... the opportunity of optional subjects.
10. Students need coherent body ... knowledge ... their degree.
11. This teacher is not generous ... marks.
12. Such measures can tempt them ... academic corruption.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. What do you think about strict devision of children according to their abilities.
2. They have changed the system of marking.
3. This student speaks English quickly.
4. These subjects are not obligatory.

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5. Most students in Russia receive stipend.
 6. Which subjects are included into the curriculum?
 7. Smart children do good at any school.
 8. Children are inspired to creative work.
 9. They will learn main practical skills.
 10. Was she going to continue her education?
 11. It isn't a usual decision of discipline problems.
 12. We try to differentiate between effort and achievement.
 13. There are many clever students in every country.
 14. The course of studies consists of a certain number of subjects.
 15. The task won't be difficult.
 16. We have paid attention to marks for your essays and compositions.
 17. Is the professor strict with his marks?
 18. We want to have systematic knowledge.
 19. Our teacher practice assessment during each semester.
 20. They do not have opportunities for further education.
 21. Can it be one of the basic subjects?

Exercise 7. *Find the opposites:*

1. The student was fluent during his report.
2. They have mostly written exams.
3. He goes to a class with rigid streaming.
4. She has just entered the University.
5. It is an easy sentence for translation.
6. Last year it became a public institution.
7. Why are they so generous with marks?
8. Students acquire bits and pieces from different spheres of knowledge.
9. I am interested in getting 'deep' education.
10. The local authorities don't worry about educational problems.
11. Children from poor families are given the opportunity for educational advancement.
12. He was deprived of a scientific degree.

Exercise 8. *Insert the words from the vocabulary of the Unit:*

1. Is education in the UK expensive? – Yes, it is. The ... is rather large.
2. I'm against Children should not be divided according to their abilities.

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3. At the University you should get a ... body of knowledge but not bits and pieces of information.
 4. There are too many subjects in the curriculum. How can we ... one more?
 5. Why are you ...? Are you not sure of what you're saying?
 6. There are some obligatory subjects and some ... ones.
 7. Students on campus live in
 8. After finishing school he ... the university.
 9. I'm a university student, so I can work only
 10. What are the criteria for ...? – Level A presupposes that the whole work is done correctly, Level B demands eighty percent and so on.
 11. People enter the university It means that the higher are the results of your entrance exams – the better.
 12. The ... is difficult: many complicated subjects are included into it.
 13. Is the quality of their education good? – No. It
 14. The academic year is divided into two
 15. She ... of Bachelor of Arts last year.
 16. This question requires a detailed

Exercise 9. *Translate into English:*

1. Почему правительство не обеспокоено кризисом в сфере образования?
2. Сейчас я стараюсь получить целостную систему знаний, а не знания отрывочного характера, достаточные для приобретения степени.
3. Когда дети из бедных семей были лишены возможности улучшить свое образование?
4. Вчера на экзамене она говорила быстро, а не сомневалась и запинаясь.
5. У вас в университете большинство экзаменов устные или письменные?
6. Поступление студентов в университет зависит от их оценок по академическим предметам.
7. Когда вам присвоили степень бакалавра?
8. Министерство образования поддерживает строгое разделение по способностям или школу, где учатся дети разных способностей?
9. Что вы включили в учебную программу помимо основных предметов?
10. Он не раздает оценки направо и налево, наоборот, он слишком строг.
11. В этом университете преподаватели не делают разницы между стараниями и достижениями студентов.
12. Много лет назад мы не поощряли детское творчество.

-
13. Письменные работы оцениваются по стобалльной системе, количество баллов переводится в уровни.
 14. Мы подали апелляцию на оценку, но безрезультатно.
 15. Весь прошлый год они задавали сообразительным детям трудные вопросы.
 16. Он все еще выполнял выпускную работу исследовательского характера.
 17. Ты получил разностороннее или «узкое» образование?
 18. Почему дети все еще выполняют простейшие арифметические действия?
 19. Когда они заканчивали университет, образование было бесплатным.
 20. Мы увидели, что дети передвигались по классу относительно свободно и следовали своим наклонностям.
 21. У меня нет желания втискивать этот предмет в расписание.
 22. В детском саду мы уделяем больше внимания развитию практических навыков и навыков общения.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. It is difficult to determine the amount of core subject at school.
2. In private and public schools the quality of education is the same.
3. All classrooms should be informal in arrangement.
4. Slow children should be given a priority in schools with mixed abilities.
5. Rigid streaming is unfair discrimination.
6. Examinations in form of testing is much more effective.
7. It is bad to specialize early at school.
8. There are many problems connected with assessment at schools and universities.
9. The emphasis should be made on oral work.
10. Living in the dorm has bad influence on the result of your study.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Modern tendencies in British education.
2. Modern tendencies in Russian education.
3. your experience of entering the university.
4. Your studies at the university.
5. Students' living conditions and their influence on their studies.

Exercise 3. *Speak on:*

1. Difference between British (American, Canadian...) system of education and the system of education in Russia.
2. Advantages and disadvantages of modern tendencies in Russian education.
3. Your University.

UNIT 4. MEALS

Part 1

Food, drink and eating out

The English, though you will find them friendly, do not rush to invite people to their homes – a great pity, but a fact. However, a minority are extremely hospitable, and you may find yourself invited to someone's home for an evening, or at midday – or indeed, for afternoon tea.

Homes and individuals differ so much that it is impossible to generalize about what you will find. But there is an underlying 'pattern' to English hospitality which differs from the Russian 'pattern'. Let us suppose you have been invited out for the evening. You will be given a meal, but it will not be waiting for you as soon as you arrive. First there is a period of anticipation, when people sit around, talking, getting to know each other, sipping a preparatory drink. Assuming your hosts drink alcohol, you will be offered a drink. You may prefer a soft drink. You will eat nothing, except, possibly, a few tiny biscuits. Don't expect much to drink at this stage: you may be offered a second drink but very rarely more, and you will have to reconcile yourself to it. You may find yourself talking for half an hour or even an hour.

Meals will certainly have two courses, and if the occasion is fairly formal, quite probably three courses: a 'first course'/'starter' which will be light and probably cold, or a soup; a 'main course' which will be meat or fish and vegetables, unless your hosts are vegetarians, and a sweet course – a pudding or cheese or fruit. There will probably be bread around, but don't expect to eat half of the loaf.

Your hosts will have prepared and cooked meals and they will normally expect to serve it. If you are asked to 'help yourself', then do so, but very often the hostess will serve out food onto plates and pass it round. Traditionally, when everyone has finished the first helping, you will be asked if you would like a second one. This may mean waiting while someone else slowly empties his or her plate, but it is polite to wait rather than to serve yourself to a second helping. Your hosts' job is to make sure that everyone is served fairly. And don't heap potatoes or rice or whatever onto your neighbour's plate unless you are asked to. Most people in Britain make an effort to finish what they are given. Leaving food is considered wasteful. Food is precious. If you are not feeling hungry, ask for a small helping.

At the meal you will be offered either wine or beer, though you can of course stick to water. English drink is for the pleasure of tasting wine or beer with food over a long period. Your host will pour the wine or beer. Do not help yourself to wine or beer unless asked to do so. After the meal (and by all means offer to help clear up, but

accept your hosts' word if they say, 'No, thank you') you may move to another room, to drink coffee or tea and continue talking. You may (or may not) be offered another drink, perhaps more beer, or spirits or a sweet liqueur. Again, your hosts will pour this and you are not expected to finish the bottle.

Parties are different. Even at parties, however, unless they are very young, guests expect to drink quite a bit but not to get drunk. Spreading the drink out is part of the pattern. It is customary for friends going to a pub to buy drinks for each other. As a guest you will probably not be expected to buy drinks at all, but if you do want a second drink and no one seems to be offering, you should ask at least one other person from the group who has finished his or her drink, 'What would you like?' Solitary buying if you are with friends is unfriendly. The standard English pub drinks are beer or lager, and you can sip your beer over a long, long period. Spirits: whisky, brandy, 'gin and tonic' are expensive, so make sure your hosts have that kind of money. It is not fair to ask for expensive drinks from students or people who are hard up. Like young people all over the world, they have their own codes for being generous without getting into debt and you should respect those codes. Being short of money in a market economy is very serious because everything depends on money. On the other hand, middle-aged business or professional people will probably be happy to buy you a whiskey or a gin.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) an English person;
 - 2) a Russian guest;
 - 3) an American who came to Britain.

Part 2

Food and drink in the US

What is 'American' food? The answer is that it is part Italian, part British, part German, part Mexican, part Chinese. When people from other countries came to live

in the US, they brought different cooking traditions. Some of them opened restaurants and food stores, and today Americans enjoy food from all over the world.

Over the years, some foreign dishes changed a little. ‘Tex-Mex’ food is popular in Texas and other states in the Southwest. But it is not quite the same as the Mexican food you will find in Mexico. Doughnuts were originally from Holland. But doughnuts with a hole in the middle are American. In 1847 a young boy complained to his mother that her doughnuts were never cooked in the middle. He cut out the centers and his mother cooked them – and they were delicious!

Maybe the US is most famous for ‘fast foods’. The first fast food restaurants served hamburgers, but now they serve other kinds of food as well. Many fast food restaurants have a drive-in section. Here you can order and pick up your food without even getting out of your car! Inside there is often a ‘salad bar’, where you can help yourself to as much salad as you want.

Americans eat out a lot, and when they go to a restaurant, they don’t expect to be hungry afterwards. Most restaurants will put a lot of food on your plate – sometimes it can be too much. But if you can’t finish it all, don’t worry: the waiter will bring you a ‘doggy bag’ and you can take it home with you.

Busy people don’t have a lot of time to cook at home, and so snack and convenience foods are becoming more popular. Most Americans now have a light breakfast instead of the traditional eggs, bacon, toast, hashbrown potatoes, orange juice, and coffee. But on weekends there is more time, and a large late breakfast or early lunch (‘brunch’) is often eaten with family or friends. And if guests come to lunch or dinner, the hosts will make something special. It might be Mexican enchiladas, Japanese sushi, or Italian lasagna – or it might be good old American steak.

Many people take a bottle of wine or some flowers when they are invited to dinner at someone’s home. At a ‘pot luck’ dinner, all guests bring something to eat. You should ask your hosts what kind of food they would like you to bring. Usually it is a salad, vegetable or a dessert. When you are invited to dinner, it is usual to arrive ten or fifteen minutes late. It gives the hosts time to finish their preparations.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1-2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:

-
- 1) an owner of the fast-food restaurant;
 - 2) a Russian student in America;
 - 3) a British student in America.

Dialog A

Anne is a schoolgirl; James is a schoolboy; Mr Jones is a businessman; and Miss Eccles is a cook.

Anne: I never want any breakfast. Just a cup of tea and a piece of toast...

James: I don't eat much either. Just some cornflakes, and an egg, and coffee, and toast and marmalade.

Anne: I call that a huge breakfast!

James: No, it isn't! Anyhow, I haven't time for any more during the week when I have to get to school.

Mr Jones: Well, what do you have at the weekend, James?

James: Oh, on Sundays it's different. I have orange juice, then porridge, with sugar and cream, and bacon and sausages — and scrambled eggs, of course — and coffee and toast and honey.

Anne: What do you have, Mr Jones?

Mr Jones: Oh! I never change, I always have the same; bacon and eggs. And coffee, of course.

Miss Eccles: But you don't have to cook it yourself, do you?

Mr Jones: Well, no. My wife cooks the breakfast. She cooks the most perfect bacon and eggs in the world! I can smell them cooking, while I'm shaving. I just couldn't start the day in any other way!

Miss Eccles: You're lucky. I have to cook other people's breakfasts. I never eat any myself. Just half a grapefruit and a cup of tea for me.

Anne: You're like me. I can't think how people eat those great huge meals at eight o'clock in the morning!

Mr Jones: You see, James, women always want to keep fit. They're afraid of getting fat...

Miss Eccles: There's just one thing: sometimes, when I'm on holiday, I have a special treat...

Mr Jones: And what's that?

Miss Eccles: A lovely, fat, juicy kipper!

James: Oh, I'd forgotten about kippers! They're the best of all!

Tasks:

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Dialog B

Ann and Fred are newly-weds, Jane, a group mate of theirs, comes on a visit to them.

Ann: Good morning, Jane. Come in, please.

Jane: I hope Fred is at home?

Ann: Yes, he is. So nice of you to have come. We are about to have dinner. Will you dine with us?

Jane: With great pleasure.

Ann: That's fine. I'm off to lay the table. Excuse me, please.

Jane: By all means.

(At table)

Jane : It's good to be in a company like this, I admit.

Ann: Let me help you to some salad, Jane.

Jane: Please, do. It looks so inviting. That's quite enough, thank you.

Ann: Some soup, Jane?

Jane: Why, yes. I think I could manage a plateful.

Ann: How do you find the salad?

Jane: Awfully nice. I have never tasted such a lovely salad; will you tell me how you make it?

Ann: I'm glad you've enjoyed it and it's very nice of you to say so. It is quite easy to make. I'll write down the ingredients and the directions for mixing.

Jane: Thank you very much. Don't you think it's lovely, Fred?

Fred: Yes, it is, indeed. Kindly pass me the salt, Ann, will you?

Ann: Here you are. Some more bread, Fred?

Fred: Yes, please. What comes next, Annie?

Ann: Chops with roast potatoes and vegetables.

Fred: And what follows that?

Ann: Wouldn't you like to make a guess?

Fred: Ice-cream, I suppose.

Ann: There you are wrong, Fred, it's coffee.

Jane: Coffee? It's just to my taste.

Ann: I am happy that I've suited your taste, Jane. Do you take milk in your coffee?

Jane: Yes, I like it milky.

Fred: Well, Jane, what about fruit?

Jane: I'd be delighted.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Dialog C

Mrs Smith: Hello, Mrs Brown! How nice of you to drop in! I'm so glad to see you.

Mrs Brown: Hi, Mrs Smith! How are you?

Mrs Smith: Fine! Jane and I are just having a cup of tea. Do join us!

Mrs Brown: With great pleasure! I've been doing some shopping, and I am a bit thirsty. I'd enjoy a cup with you.

Mrs Smith: Jane, lay the table for Mrs Brown and bring some fresh buns and rolls from the pantry. I haven't any cake to offer you today, Mrs Brown, but I can treat you to a wide choice of jams, I've made this year.

Mrs Brown: Sounds absolutely fantastic! I'm especially fond of strawberry and black currant.

Mrs Smith: Me too. Jane prefers cherry. And we always have several jars of raspberry jam in the house in case of colds.

Mrs Brown: It's surely a good remedy.

Mrs Smith: Strong or weak tea, Mrs Brown?

Mrs Brown: Weak, please. What tasty buns you're having here! Are they from the baker's?

Mrs Smith: Jane did the baking today. She likes cooking a lot.

Mrs Brown: Would you mind telling me the recipe?

Mrs Smith: Most willingly. All you need is a few cups of flour, some shortening (fat), a little yeast, four egg-yolks, a glass of milk and sugar. You knead the dough stiff, and then cut it up into tiny buns. When the dough has risen, you bake the buns in a hot oven for 20-25minutes.

Mrs Brown: Oh, it's rather quick and not much trouble. Served with tea, they are delicious.

Mrs Smith: Help yourself to some more, Mrs Brown.

Mrs Brown: They're just wonderful with strawberry jam.

Mrs Smith: Have another, my dear! And won't you have another cup of tea?

Mrs Brown: Thank you.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Vocabulary

1. Food and drink

- 1) hospitable – гостеприимный
- 2) to invite – приглашать
- 3) anticipation – ожидание
- 4) wasteful – расточительный
- 5) precious – драгоценный
- 6) food – пища, съестные припасы
- 7) ham – ветчина
- 8) meat – мясо
- 9) egg – яйцо
- 10) scrambled eggs – яичница
- 11) honey – мёд
- 12) porridge – овсяная каша
- 13) cornflakes – кукурузные хлопья
- 14) buttered toast – подрумяненный хлеб с маслом
- 15) potatoes – картофель
- 16) sausage – колбаса
- 17) vegetables – овощи
- 18) juice, juicy – сок, сочный
- 19) cream – сливки
- 20) pastry – печенье, выпечка
- 21) tinned fish – рыбные консервы
- 22) kipper – копченая рыба
- 23) fat, shortening – жир, добавляемый в тесто для рассыпчатости

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- 24) buns, rolls – булочки
 - 25) strawberry – клубника
 - 26) black currant – черная смородина
 - 27) raspberry jam – малиновое варенье
 - 28) strong tea – крепкий чай
 - 29) weak tea – слабый чай
 - 30) yeast – дрожжи
 - 31) soft drinks – прохладительные напитки
 - 32) spirits – спиртные напитки
 - 33) strong drinks – крепкие напитки

2. Meals

- 1) meal – пища, прием пищи
- 2) to sip a drink – потягивать (медленно пить) напиток
- 3) to eat out – обедать (ужинать) в ресторане (кафе,...)
- 4) tiny – крошечный
- 5) “first course”/”starter” – первое блюдо
- 6) “main course” – главное блюдо
- 7) “sweet course”/dessert – десерт
- 8) to heap – много накладывать
- 9) to feel hungry – быть голодным
- 10) to stick to – придерживаться чего-либо
- 11) to offer – предлагать
- 12) to spread the drink out – разносить/раздавать напитки
- 13) snack – легкая закуска (to have a snack – перекусить)
- 14) “pot luck” dinner – обед «в складчину» (когда все гости приносят салаты и/или сладкие блюда)
- 15) to clear up – убирать со стола
- 16) to lay the table – накрывать на стол
- 17) to serve the dishes – подавать блюда
- 18) tasty, delicious – вкусный
- 19) to cook – готовить
- 20) to dine – обедать
- 21) to get fat – полнеть
- 22) to treat smb to smth – угощать кого-либо чем-либо
- 23) to taste – пробовать

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- 24) white coffee, black coffee – кофе с молоком, черный кофе
 25) to be thirsty – испытывать жажду
 26) a good remedy – хорошее средство
 27) to do the baking – печь
 28) dough – тесто (достаточно круто замешанное), to knead the stiff – круто замесить тесто, batter – жидкое тесто (для блинов, оладьев и некоторых видов тортов)
 29) pantry – кладовая
 30) hot oven – горячая духовка
 31) reasonable price – приемлемая цена
 32) to grate – натереть на терке, grater – терка
 33) to mince – молоть, mincer – мясорубка
 34) to chop – крошить/резать кусочками или кубиками
 35) to slice – нарезать тонкими ломтиками

Conversational formulas:

- Help yourself to – угощайтесь
 It looks so inviting – выглядит так аппетитно
 I could manage a plateful – я бы съел целую тарелку
 It's just to my taste – это мне по вкусу
 Pass me... – передайте...

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the English for:*

- 1) быть очень гостеприимным; 2) обедать в ресторане; 3) быть приглашенным на обед; 4) подать первое блюдо; 5) накладывать рис на тарелку; 6) разносить прохладительные напитки; 7) предложить дорогие спиртные напитки; 8) предпочитать пищу быстрого приготовления; 9) перекусить в кафе; 10) придерживаться диеты; 11) полнеть; 12) угодить вкусу сестры; 13) заказать кофе с молоком; 14) зайти куда-либо; 15) широкий выбор блюд; 16) мороженое на десерт; 17) угостить подружку печеньем; 18) убирать со стола; 19) готовить вкусные блюда; 20. накрывать на стол.

Exercise 2. *Give the Russian for:*

1) a period of anticipation; 2) to sip a preparatory drink; 3) to prefer soft drinks; 4) to serve yourself to a second helping; 5.) to be considered wasteful; 6) solitary buying of drinks; 7) to spread brandy out; 8) to have a drive-in section; 9) snack and convenience foods; 10) “pot luck” dinner; 11) a huge breakfast; 12) I am off to lay the table; 13) it looks so inviting; 14) I could manage a plateful; 15) it’s just to my taste; 16) he is especially fond of strawberry; 17) to bring different cooking traditions; 18) to order delicious dishes.

Exercise 3. *Answer the questions to the texts:*

Part 2

1. Do the English often receive guests?
2. Are the patterns of English and Russian hospitality the same?
3. What is anticipation period? Do they drink much alcohol during this period?
4. How many courses do usually meals have? What are they?
5. Are there any traditions to serve a guest during a meal?
6. What are the patterns concerning food?
7. What drinks do they serve at the meal? What are the patterns concerning drinks?
8. What should you do when you finish eating by all means?
9. What are drinking patterns at parties?
10. What actions are considered unfriendly and unfair?
11. What are the standard English pub drinks?

Part 2

1. What cooking traditions are there in the US?
2. What is the story of American doughnuts?
3. What is the US most famous for? How are these restaurants arranged?
4. Do Americans eat out a lot or rather have meals at home? Do they put little food on your plate in cafes and restaurants?
5. What can visitors ask for if they haven't finished their food?
6. Do busy people cook a lot at home?
7. Are there any changes in breakfast traditions?
8. Are an everyday meal and a meal on weekends different?
9. What is a “pot luck” dinner?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

-
1. A: ...?
B: Yes, I'd like a grilled cheese sandwich and a small salad, please.
 2. A: ...?
B: If the hosts are vegetarians the "main course" will be vegetables.
 3. A: ...?
B: No. You will eat nothing, except, possibly, a few tiny biscuits.
 4. A: ...?
B: Usually the hosts' job is to make sure that everyone is served fairly.
 5. A: ...?
B: After meal we may drink some coffee or tea and continue talking.
 6. A: ...?
B: Yes. When people from other countries came to live in the US, they brought different cooking traditions.
 7. A: ...?
B: Pepsi, please.
 8. A: ...?
B: We have ice cream and pie for desert.
 9. A: ...?
B: That sounds good. I'll have a cup of the soup, please.
 10. A: ...?
B: There you can order and pick your food without getting out of your car.

Exercise 5. *Insert prepositions where necessary:*

1. ... dessert they took strawberry ice-cream.
2. In a cafe my boyfriend treated me...an ice-cream.
3. He helped himself... a large piece of apple-pie.
4. ...breakfast I prefer...buttered toasts and white coffee.
5. Yesterday my sister was invited... her girl-friend's home for an evening.
6. As far as I know Americans are famous... fast foods and they also eat... a lot.
7. The guests are coming soon. Will you help me to lay... the table?
8. Drop... ... the baker's and buy some bread.
9. These delicious biscuits are just... my taste.
10. I'm fond ... iced orange juice.
11. Sometimes when I'm ... holiday I have a special treat.
12. Will she dine ... us? No, she is always ... a diet, 'cause she's afraid ... getting fat.

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13. Will you pass a half ... grapefruit and a cup ... tea ... Mr. John?
 14. It's the perfect bacon ... the world!
 15. Will you pass ... me the salt, please!
 16. Next will be chops ... roast potatoes and vegetables.
 17. Coffee ... milk? It's just ... my taste.
 18. I am having a cup ... tea. Do join ... me.
 19. Liz, will you bring some fresh bagels ... pantry?
 20. My granny's made a wide variety ... jams this year, ...example raspberry jam ... case ... cold.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. Let's take a pudding and ice-cream for a sweet course.
2. My sister is keeping to a diet now. That's why she eats no cakes, chocolate, ice-cream.
3. Americans prefer having a meal at restaurants and in cafes.
4. There's always a wide choice of very tasty dishes on the menu at this restaurant.
5. I'm so hungry. Let's drop in the cafe and have a bite.
6. Tom and Nick are going to the canteen to have dinner.
7. Who's turn to take away the dirty dishes today?
8. When my friends and I come to the restaurant we choose the dishes that we like.
9. It's my mother's birthday today. I must help her prepare the table for supper.
10. You'd better drink your beer in small mouthfuls.
11. For dinner her Granny usually prepares the first and the main course.

Exercise 7. *Find the opposites:*

1. Nobody values food.
2. Help yourself to the apple-pie. – No, thank you. I feel contented.
3. This mushroom soup is tasteless.
4. At the meal you will be offered a strong drink.
5. My daughter always helps me to lay the table.
6. Most Americans have a huge breakfast on week-days.
7. I don't like this pudding.
8. You are getting thinner every minute.
9. As for me I prefer weak tea.
10. I don't want to drink anything.
11. The best thing about bagels is that they are huge.

Exercise 8. *Insert the words from the vocabulary of the Unit:*

1. The Russians are very They like to have people over and treat them with tasty dishes.
2. Whiskey, please! – Sorry, we don't serve ... here.
3. After the dinner we helped the hostess
4. I'm Can I have a glass of water?
5. Have you ... the meat for making veal cutlets?
6. Yesterday we were invited to ... dinner. All the guests including us brought some salads and deserts.
7. I'm not so hungry. Don't ... rice onto my plate, please!
8. ... the potatoes very thin and put them on a frying pan.
9. Don't leave food on your plate! Food is
10. We should quickly ... the table. Our guests will arrive in ten minutes.
11. If you eat so much pastry you'll
12. No substantial meal, please! I just want to
13. What are we having for the ... today? – Meat and potatoes.
14. Have you enjoyed the salad? – Yes, it's
15. Every dinner begins with an ... period.
16. We always ... steak with vegetables.
17. You should drink ... if you need a lot of vitamins.
18. You'd better ... your beer instead of drinking it quickly.
19. If you want white coffee put ... into it.
20. Do you feel contented? – Not actually. These biscuits were so
21. Dough rises if you put enough ... in it.
22. They invited us for lunch and ... us with lots of tasty things.
23. Salad is a typical ... at every substantial meal.
24. They have their own bee-garden. Their ... is very tasty.

Exercise 9. *Translate into English:*

1. Миссис Браун предложила своей подруге чашечку кофе с молоком.
2. Ты предпочитаешь крепкий чай?
3. Догадайтесь, что у нас сегодня на десерт? – Что-нибудь вкусное? – Именно, мороженое с вишневым вареньем и шоколадными крошками.
4. Вы уже пробовали салат из фруктов? Он очень вкусный.

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5. Что ты любишь на завтрак? – Я предпочитаю начинать день с йогурта и фруктов.
 6. Сейчас время обеда. Хорошо бы перекусить.
 7. Ты любишь готовить? – По правде говоря, нет. Я люблю покупать готовые к употреблению продукты, которые достаточно просто подогреть в микроволновке.
 8. Что ты будешь на обед? – Я бы съел пару отбивных или котлет.
 9. Ну вот мы в столовой. Что ты будешь? – Дай посмотреть. Суп, ростбиф, салат и фрукты на десерт.
 10. Как хорошо, мисс Браун, что вы зашли. Я так рада вас видеть. Мы с Джейн как раз собирались выпить по чашечке чая. Вы к нам присоединитесь?
 11. Она сказала, что до того, как вышла замуж, она никогда не готовила так часто.
 12. Перед тем, как поставить булочки в духовку, Джейн подождала, пока они поднялись.
 13. Бабушка сказала, что может угостить нас черносмородиновым вареньем,
 14. которое она сделала прошлым летом.
 15. К полуночи все гости разошлись, и хозяйка убрала со стола.
 16. Когда мы пришли в кафетерий, все булочки с изюмом были уже проданы.
 17. Когда я пригласил ее пообедать в кафе, она сказала, что только что перекусила.
 18. Он помолол мясо, покрошил капусту, натер морковь и тонко нарезал сыр.
 19. Я сейчас на диете и поэтому съем только немного вареного мяса и овощей.
 20. Ты уже приготовила тесто на блины? – Я не собираюсь сегодня печь блины. Я приготовила тесто на пельмени.
 21. Я так хочу пить! Сегодня очень жарко.
 22. Моя подруга – вегетарианка, и поэтому она обычно ест овощи, фрукты, молочные продукты и иногда рыбу.
 23. Не могли бы вы передать мне соль, пожалуйста?
 24. Угощайтесь сливовым пирогом и кофе.
 25. Как насчет обеда, мама? – Он готов, ты можешь накрывать на стол.

Communicative exercises

Exercise 1. *Read the jokes and comment on them:*

Husband (angrily): What? No dinner ready! That's the limit! I'm going to a restaurant.

Wife: Couldn't you wait a few minutes?

Husband: Will it be ready then?

Wife: No, but then I'll be ready to come with you.

2

Do you know the story of a man having breakfast in an English hotel? The waiter gave it to him and then looking out of the window, said to the man, "It looks like rain, Sir". "Yes", said the man as he took a spoonful of soup, "and it tastes like rain too".

3

Do you know the story of a man having breakfast in an English hotel? He took a drink from his cup and then said to the waiter.

"Waiter, is this tea or coffee?"

The waiter said, "Can't you tell the difference, Sir, by the taste?"

"No", the man said. "I can't". "Well", answered the waiter. "If you can't tell the difference, what does it matter which it is?"

Exercise 2. *Complete and reproduce the dialog:*

At the restaurant

B:...?

A: It's a surprise. Here we are! They serve fantastic dishes of European cuisine here.

B:...?

A: Don't worry, they are quite reasonable.

Receptionist: ...?

A: Yes. We have a table reserved for 2 persons.

Receptionist: ...

A: Thank you. So, how do you find the place?

B:

A: I'm glad you enjoyed it. Let's see the menu. So, what shall we have?

B:

A: Good choice. And I'll have a three-course dinner. I'm awfully hungry.

A: Waiter! Iced orange juice and a glass of mineral water, please.

Waiter: ...?

A: ...?

B: Sweet Vermouth with rocks and a twist, please.

Waiter: ...?

A: I'll have whiskey with soda. Would you like any starters?

B:

A: And I'll have cucumber salad. Would you like any soup?

B:

A: And I'll have mushroom soup. What are the specials tonight?

Waiter:

A: Sounds fantastic! So, what will you take?

B:

A: The same for me.

Exercise 3. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are no better cooks than women.
2. Anticipation period is boring.
3. Leaving food on your plate is wasteful.
4. If you're invited by a foreign friend to a bar don't be shy to order whatever drinks!
5. At dinner you should drink quickly. When your glass is empty you should help yourself to the drink.
6. Solitary buying of drinks is not a polite thing.
7. In Russian cafes and restaurants it is not normal to ask for a 'doggy bag'.
8. 'Pot-luck' dinner is becoming more widespread in Russia.
9. Every nation has its traditional food.
10. It is hard to name authentic American dish.
11. There are many dishes we can call genuine Russian.

Exercise 4. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Favorite recipes.
2. Diets.
3. Fast food.
4. Healthy food.

Exercise 5. *Speak on:*

1. Recipe of your favorite dish.
2. Your week-day menu.

-
3. Possibilities of eating out.
 4. Fast food and convenience food
 5. Healthy nutrition

UNIT 5. SHOPS AND SHOPPING

Shopping in London and in the US

One of the features of London is the number of big stores, most of which are to be found in or near the West End. These stores are a mixture of tradition and modernity. They developed in the nineteenth century; they maintain the dignity of that century, yet they are always ready to follow new trends. The big stores of London are vast buildings, many stores high, equipped with speedy lifts and escalators, with well-planned lighting and ventilation.

Departments are carefully named; for example, “Budget Dresses” are really cheap dresses, “Mother-to-be” or “Lady-in-Waiting”, “Mix-and-Match”, “Unisex” (new trends in fashion) and many others. In these departments you can buy ready-made clothes. If you can’t find clothes that are the right size, you can go to a tailor’s shop. Clothes made to measure, are called tailor-made clothes.

Another feature of London’s shopping life is the chain-stores, in which the goods are displayed on open counters. A wide variety of goods is offered: foodstuffs, household goods, clothing and stationery. These chain-stores have branches in most British towns of importance.

One very well-known firm of chemists has shops in many parts of London; here you may buy not only medicines but also cosmetics and toilet supplies.

Dairy firms have shops in various parts of London, too, and in these you may buy not only dairy produce but also groceries, soap and household articles.

Moreover there are a lot of supermarkets in London. These large stores are brightly lit and usually well laid out. The goods are tidily arranged on trays and long shelves on which the various prices are clearly marked. There is plenty of room for the customers to walk about. The shelves are well stocked with a very wide selection of attractively packed goods – everything from quick-frozen food to washing powder, from shoe polish to new-laid eggs, from tinned fish to toothpaste. These stores operate on the self-service system: you go in, pick up a basket, walk round the shop and choose what you want. At the exit there is a check-out point, a cash-desk where you pay for all your goods together. The cashier reckons up the bill on a cash register which automatically adds up the various items. In the meantime another shop assistant packs the goods into your shopping bag.

In America, just as in England, you see the same shops with the same boards and windows in every town and village. Shopping, however, happens to be an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist’s. A chemist’s shop is called a drug-store in the United States; it is a

national institution and a very good institution at that. In the larger drug-stores you are likely to get drugs, too, but their main business consists of selling, stationery, candy, toys, fountain pens, furniture and imitation jewelery. Every drug-store has a food counter with high stools in front of it and there they serve various juice, coffee, ice-cream, sandwiches, omelette and other egg dishes.

If you want cigarettes, you are expected to go to the grocer; if you want to have your shoes cleaned, go to the barber. Men in America like to go to the hardware store. But most shopping is done at the mall. They have stripped malls as well as enclosed malls. As a rule women prefer going to the mall and almost 60 per cent of everything is sold in malls. Sometimes women just walk through the mall and look at things. They call this window shopping.

Tasks

1. Read and translate the text.
2. Make up a summary of the text.
3. Retell the text as if you were:
 - 1) a Russian person;
 - 2) an American;
 - 3) an English man.

Dialog A. At the Footwear Department

Salesgirl: What can I do for you, madam?

Customer: I'd like a pair of strong walking shoes for everyday wear.

Salesgirl: What size do you take in shoes?

Customer: My size is 37.

Salesgirl: Will you try on these brown shoes?

Customer: Don't you think that the heels are a bit too high for everyday wear?

Salesgirl: Well, yes, but such heels are all the fashion now. But you can try on another pair. This is a pair of nice flat-heeled shoes. Do they pinch?

Customer: I like them much better than those ones. Will you give me a shoe for the left foot, please? It's a perfect fit. How much are they?

Salesgirl: 30 dollars. Shall I wrap them up for you?

Customer: Yes, please? Where is the cash desk?

Salesgirl: It's at the end of the department. Thank you.

Customer: Thank you. Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog B. At the Ready-Made Clothes Department

Customer: I'd like a summer frock.

Salesgirl: Certainly. What is your size?

Customer: 46. I'm stock size.

Salesgirl: The dresses on that rail are all size 46. Look them through and you may find something to your taste.

Customer: I want to try on this cotton dress.

Salesgirl: Sure. Here you are. The fitting room is over there.

Customer: Thank you. (a couple of minutes later) Does it fit?

Salesgirl: Perfectly but I don't think the color really becomes you. It's too dark.

Customer: Have you got something a shade lighter?

Salesgirl: I'm afraid, we haven't. Would you mind trying this light-blue one on?

Customer: But it's artificial silk. It's too hot for summer wear.

Salesgirl: Will you drop in in a couple of days? We are expecting most of our summer stock at the end of the week.

Customer: Yes, of course. Thank you. Good-bye.

Salesgirl: Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog C. Buying Food Stuffs

Mother: Ann, will you, please, do the shopping today? I'm very busy.

Ann: Of course, I shall. What am I to buy?

Mother: I want to make a festive dinner tomorrow. Your aunt Liza and her husband promised to come and see us on Saturday.

Ann: What are you going to cook? Shall we have something special?

Mother: For the first course I want to make chicken broth. Buy a chicken, but mind, it mustn't be very fat.

Ann: Must I buy anything else at the butcher's?

Mother: If they have lean mutton, buy 2 kilos, I'll make mutton chops for the second course.

Ann: Is that all?

Mother: I'm afraid we've run out of potatoes and tomatoes. Drop in at the greengrocer's and get two kilos of potatoes and one of tomatoes.

Ann: I believe, that is all now?

Mother: Not yet. Will you look in at the cake shop and buy a chocolate cake? Aunt Liza is very fond of it. That seems to be all. Here is the money.

Ann: Give me a shopping bag and I'll start.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Dialog D. At the greengrocer's

Jane: Good morning. Have you got any nice pears?

Salesman: We have some, but they are not very good, I'm afraid.

Jane: Let me see what you've got. Oh, yes, they are very hard, aren't they, Natasha?

Natasha: Yes, they are. Haven't you got any better ones?

Salesman: Sorry, we have no other pears. Try some of these apples instead. Look, aren't they nice?

Jane: Let's take two pounds of the apples, Natasha, and some strawberries. Have you got any?

Salesman: Oh, yes, we have some very good ones.

Jane: How much are they?

Salesman: They are 40 pence a pound.

Jane: Well, one pound of these, please. Here's money.

Salesman: And here are your apples and your strawberries and here's your change. Thank you.

Natasha: Just a moment, Jane. Have they any sweets in the shop? Let's get some chocolates to take home.

Jane: They haven't got any chocolates here. They've only got fruit and vegetables. Let's go to the confectioner's. They have all sorts of sweets.

Natasha: O.K., let's go there.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Vocabulary

- 1) a department store – универсальный магазин
- 2) the grocer's/grocery store – магазин «Бакалея»
- 3) the baker's/bakery – булочная
- 4) the butcher's/butchery store – мясной магазин
- 5) the greengrocer's/greengrocery – овощной магазин
- 6) the confectioner's/confectionery – кондитерский магазин (кулинария)
- 7) the outfitter's – магазин верхней одежды
- 8) the chain-store – один из филиалов, принадлежащих одной торгующей организации
- 9) hardware store – магазин инструментов (столярных и т.п.)
- 10) mall – торговый центр
- 11) stripped malls – торговый центр под открытым небом
- 12) enclosed malls – торговый центр в помещении
- 13) a ready-made clothes department – отдел готовой одежды
- 14) tailor-made clothes – одежда, сшитая на заказ
- 15) a shop-assistant – продавец (a salesman – продавец, a salesgirl – продавщица)
- 16) a counter – прилавок
- 17) a cashier – кассир
- 18) a cash desk – касса
- 19) a customer – покупатель
- 20) to give the bill – выдать счет
- 21) to reckon up – подсчитывать
- 22) a check – чек
- 23) change – сдача
- 24) to weigh on scales – взвешивать на весах

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- 25) goods – товар (packed goods – упакованный товар)
 26) household goods – хозяйственные товары
 27) toilet supplies – туалетные принадлежности
 28) to wrap up – завертывать
 29) a size – размер
 30) to wear (wore, worn) – носить, быть одетым
 31) to try smth on – примерять что-либо
 32) fashion – мода (trend in fashion – направление в моде)
 33) in fashion – в моде
 34) out of fashion – не в моде
 35) fashionable – модный
 36) old-fashioned – старомодный
 37) to fit – сидеть, годиться, быть впору, fitting room – примерочная
 38) to match – подходить по цвету, тону
 39) to suit – устраивать, подходить по цвету, идти (об одежде)
 40) to become smb., to be becoming – идти/быть к лицу (о цвете)
 41) to go with – гармонировать
 42) to look through – просматривать
 43) artificial – искусственный
 44) to drop in – заглянуть, заглядывать
 45) to run out of smth – истощить свой запас
 46) to have hardly any – почти не осталось
 47) to do the shopping, to go shopping – делать покупки
 48) to pinch – жать (об обуви), Syn. – to be tight (об одежде и обуви) – быть
 49) тесным/жать, Ant. – to be loose (об одежде и обуви) – быть
 50) свободным/большим по размеру

Topical Vocabulary

Departments: footwear, knitted goods, leather goods, textiles, “Mix-and-Match”, “Unisex”, cosmetics, stationery.

Kinds of clothes: a coat, a costume (for women), a shirt, tee-shirt/T-shirt, a blouse, a cardigan, a sweater, a skirt, a suit (for men), a pull-over, a dressing-gown, pajamas, a nightgown, frock, a jersey, shorts, trousers/pants, jeans, corduroy trousers (corduroys), breeches.

Parts of clothes: a collar, a sleeve, a belt, a pocket.

Articles of clothing: socks, stockings, a scarf, a muffler, a kerchief, gloves, mittens, a tie, a handkerchief, tights, underwear (undies).

Footwear: slippers, sandals, sport shoes, walking shoes, court shoes, running/jogging shoes, sneakers, rubber boots, training boots (trainers), winter boots.

Textiles: silk, cotton, velvet, woolen cloth, print; plain, flowered, striped, chequered, polka dot, lace and thread.

Jewelery: a ring, a bracelet, ear-rings, a chain, a brooch, a necklace.

Cereals: buckwheat, rice, semolina, wheat, millet, oatmeal (oatmeal porridge).

Meat: poultry, game, beef, veal, pork, mutton, chicken, goose, turkey, duck, tinned meat.

Fish: herring, sprats, smoked fish, tinned fish, pike, perch, salmon, Siberian salmon, sardine, sprat, sturgeon, trout, crab, lobster, shrimp (prawn), squid.

Dairy products: cream, sour cream, yogurt, cheese, cottage cheese, curd(s), .

Confectionery: sweets, candies, toffee/taffee, biscuits, cake, pie, chocolate, pastry, cookie.

Vegetables: green, onions, garlic, potato, tomato, cucumber, carrot, a turnip, a melon, a water-melon, cabbage, cauliflower, marrow/squash, eggplant/aubergine, beets/beetroot, radishes, peas/green peas, beans, soy beans, sunflower (sunflower oil), lettuce, parsley, celery, dill.

Fruit and berries: apple, pine-apple, pear, peach, apricot, lemon, orange, grapefruit, tangerine, banana, mango, grapes, plum, strawberry, raspberry, black current, blueberry, blackberry, cranberry, cloudberry, hips

Reading comprehension and vocabulary exercises

Exercise 1. Give the English for:

1) следовать новым направлениям; 2) одежда, сшитая на заказ; 3) широкое разнообразие товаров; 4) хозяйственные товары; 5) работать по системе самообслуживания; 6) платить в кассу; 7) давать чек и сдачу; 8) заворачивать товар; 9) класть в пакет (сумку); 10) делать покупки в магазине инструментов, в торговом центре; 11) чем я могу вам помочь; 12) для повседневной носки; 13) примерять туфли; 14) быть в моде; 15) эти туфли жмут; 16) найти что-либо по вкусу; 17) это платье мне идет?; 18) на тон светлее; 19) летний ассортимент; 20) готовить праздничный обед; 21) у нас закончилось масло; 22) сколько стоит килограмм яблок?; 23) вот ваша сдача.

Exercise 2. Give the Russian for:

1) a mixture of tradition and modernity; 2) vast buildings, many stores high; 3) departments are carefully named; 4) “Mix-and-Match”; 5) new trends in fashion; 6) to have branches in most British towns; 7) toilet supplies; 8) household articles; 9) to be well laid out; 10) to be tidily arranged on trays; 11) a very wide selection of attractively packed goods; 12) to be an art of its own; 13) to have a food counter; 14) to have one’s shoes cleaned; 15) window shopping; 16) a pair of strong walking shoes for everyday wear; 17) What size do you take in clothes...?; 18) flat-heeled/flat-heeled shoes; 19) this skirt is a perfect fit; 20) I’m a stock size; 21) quick-frozen food.

Exercise 3. *Answer the question to the text:*

1. What are big stores in London?
2. Where can you buy ready-made clothes?
3. What is called tailor-made clothes?
4. What is offered in the chain-stores?
5. Do supermarkets in London differ from Russian ones?
6. How do large stores operate?
7. Where do women in the US prefer to go shopping and why?
8. What is window shopping?
9. What is there in American drug-stores besides medications?

Exercise 4. *Match the words on the left and on the right to to act out dialogs:*

| | | |
|--|-----------|---|
| a kilo a bag a bottle a packet a box a dozen a tube a tin a cake a bar a loaf a bunch a pound a jar a roll | Of | milk sugar toothpaste matches bread sardines tea butter honey potatoes paper chocolate grapes eggs soap |
|--|-----------|---|

Model:**Customer:** A bottle of juice, please.**Shop assistant:** Anything else, sir/ma'am?**Customer:** No. That's all.**Shop assistant:** 2 pounds 50 cents./2 dollars 50 cents./2 Euros 50 cents.**Customer:** Here you are.**Shop assistant:** Here is the change and the receipt, sir/ma'am.

Exercise 5. a) *Make up a situation of 5-7 sentences using the corresponding topical vocabulary:*

- 1) buying clothes;
- 2) buying footwear;
- 3) buying textiles for making clothes;
- 4) buying serials;
- 5) buying dairy goods;
- 6) buying fish;
- 7) buying meat;
- 8) buying confectionery goods;
- 9) buying vegetables;
- 10) buying fruit and berries.

b) Act out dialogs using the corresponding topical vocabulary and the appropriate conversational formulas from the list given bellow:

Can I help you?; I'm looking for.../I'd like...; It's over there/It's to the right (left) from ..; Look at...; Just a moment; O.K. I'll take it; I'll wrap it up for you; Anything else, sir/ma'am?; Here you are; Here is the receipt/your change

- 1) buying clothes (between customer and shop assistant);
- 2) buying footwear (between customer and shop assistant);
- 3) buying jewelery (between customer and shop assistant);
- 4) buying textiles for making clothes (between customer and shop assistant);
- 5) discussing the shopping list of food items for festive dinner.

Exercise 6. *Ask questions to match the following answers. Think of all possible variants.*

1. A: ...
B: Here you are. That's 10.50. Anything else?
2. A: ...
B: Those are seventy pence a pound and these are sixty pence.
3. A: ...
B: I would recommend you this one. This brand is sold better than that.
4. A: ...
B: That's wonderful! We have just run out of carrots and potatoes.
5. A: ...
B: I bought this sweater at the Seventh Avenue Store.
6. A: ...
B: It's on the fifth floor, to the left of the escalator.
7. A: ...
B: It costs 70 dollars.
8. A: ...
B: Yes, there is the food section on the second floor.
9. A: ...
B: I'm afraid these gloves won't go well with this hat.
10. A: ...
B. Cut 3 meters, please. I'd like to sew a cardigan.

Exercise 7. *Insert prepositions where necessary:*

1. What size do you take ... shoes?
2. What size ... collars do you wear?
3. I should like a pair ... black laced boots.
4. Let me try this cardigan....
5. Give me another one, ... a size bigger.
6. You may pay ... the goods ... the cash-desk.
7. A wide variety ... food products that save preparation time is available ... supermarkets.
8. We've run ... salt. Let's drop ... the grocer's and buy some.
9. Supermarkets usually operate ... the self-service system.
10. This frock ... artificial silk is too hot ... summer wear.

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11. Will you wrap ... the pull-over, please?
 12. Most shopping in the US is done ... the mall.
 13. The main business of American drug-stores consists ... selling stationery, candy, toys, furniture.
 14. The gloves don't go ... my shoes.
 15. I want white shoes to match ... my new bag.

Exercise 8. *Paraphrase the sentences:*

1. Strong shoes with high heels are popular this spring.
2. We are short of rice. Go to a food store and buy 2 kilos.
3. This brown skirt goes well with my jacket.
4. This black suit is of right size for my husband.
5. My mother prefers to buy food in a shop where there are no salesgirls or salesmen.
6. As a rule goods in shops are arranged on long tables or shelves.
7. A woman serving in the shop helped me greatly to choose a gift for my niece.
8. Could you roll this nightgown into paper?
9. Women in the US like to do shopping at large areas with many shops and restaurants in nearby buildings.
10. These flat-heeled shoes squeeze me tightly. Will you give me another pair of the same model, just a size bigger?
11. At the outfitter's Jane put practically all the fur coats on to see if they fit well.
12. Generally my roommates and I go to shops for buying food 2 times a week.

Exercise 9. *Find the opposites:*

1. To my thinking this hat is old-fashioned.
2. This summer frock is a bit loose on me.
3. My girl-friend prefers tailor-made clothes.
4. We are well stocked of different cereals.
5. In this shop there are shop-assistants to serve customers.
6. This dress is made of pure silk.
7. A little choice of foodstuffs is offered in the market.
8. These sandals pinch.
9. I want to buy shoes. Where is a customer?
10. She's always preferred enclosed malls.

Exercise 10. *Insert the words from the vocabulary of the Unit:*

1. The dress doesn't ... well. It is a bit too loose in the waist and tight round the hips.
2. This color doesn't ... you.
3. I want a gray jacket ... my skirt.
4. The gloves don't ... with my shoes.
5. Does the price ... you?
6. He went to the ... to buy some cereals.
7. Unfortunately, I'm not So I buy tailor-made clothes.
8. ... silk is too hot for summer wear.
9. These shoes I need the same color and style but a size larger.
10. I will ... this jacket ... to see how it fits.
11. This is a ... of Wal-Mart, which is famous all over the world.
12. People go to the ... to buy suits, costumes, pants and shirts, blouses and skirts.
13. I think, I'll take this blouse. – Very well, ma'am. I'll ... it ... for you.
14. The cashier ... the bill and told the whole sum I had to pay.
15. It is a bit loose. – Yes, it is. I'll bring another one a ... smaller.
16. In order to know the exact mass of something you should ... it
17. It's absolutely out of date. Buy something, which is ... now.
18. There are many ... lining up at the cash desk.

Exercise 11. *Translate into English:*

1. Она искала шляпу в тон своему светло-коричневому пальто.
2. Мне кажется, вам не идет этот цвет.
3. Жакет не очень хорошо сидит на тебе, он узок в плечах.
4. Ей очень идут шляпы с большими полями.
5. Такие костюмы сейчас в моде.
6. По дороге домой зайди в гастроном и купи килограмм сахара.
7. Ассортимент продуктов в этом супермаркете очень широкий.
8. Покрой этого платья ей очень идет.
9. Какого цвета шарф ты мне посоветуешь купить, чтобы он гармонировал с моим темно-синим пальто?
10. У меня мало времени на приготовление пищи, поэтому я часто покупаю мороженые полуфабрикаты и овощи.
11. Этот цвет мне идет, но это платье плохо сидит.
12. Меня не устраивает цена этих туфель.
13. Срок годности этого йогурта истекает через неделю.

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14. В нашем универмаге сейчас большая распродажа готовой одежды.
 15. Мне хотелось бы примерить вот эту шелковую блузку.
 16. Ей пришлось поменять туфли. Ведь те, которые она купила, жали ей.
 17. Я смогу приготовить праздничный обед, если ты зайдешь в мясной магазин и купишь килограмм мяса.
 18. Эти туфли уже не в моде. Неужели ты их еще носишь?
 19. К сожалению, эти джинсы мне велики. У вас есть такого же цвета, но на размер меньше?
 20. Я предпочитаю покупать продукты именно в этом магазине, потому что они всегда свежие и обслуживание на высоком уровне.
 21. Как мне пройти в кондитерский отдел? – Это на противоположной стороне торгового зала.
 22. До которого часа открыта аптека?
 23. Мне нужно сделать сегодня кое-какие покупки.

Communicative exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Supermarket at home and abroad are rather different.
2. Unfortunately there are no real malls in Russia.
3. Shops with speedy lifts, well-planned lightning, ventilation are expensive.
4. Discount store are becoming more and more popular.
5. Long line is what I hate about shops that operate on a self-service system.
6. If there is a flaw in the item you bought you can return it to the shop and demand a refund or an adequate substitute.
7. Do not buy any goods after the expiration date.
8. Very often we have to make a choice between comfort and beauty of our clothes and footwear.
9. In general men don't like shopping.
10. There are some kinds of shops that men/women do not like.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Shopping list to prepare a big meal.
2. Choosing a gift.
3. Favorite places where you can buy food.

4. Favorite places where you can buy clothes.

Exercise 3. *Speak on:*

1. Buying food.

2. Buying clothes and footwear.

3. Shopping opportunities at home and abroad.

UNIT 6. GREAT BRITAIN**Part I****Pre-reading questions:**

1. What things do you associate with Britain? Why?
2. Is Britain a conservative country? In what way?
3. Can you describe an ordinary British person? What is his/ her appearance, character, behavior?
4. How many British traditions do you know? What are they?

Attitudes to nowadays Britain

The British tend to be attributed with certain characteristics, which are supposedly typical. However societies change over time while their reputations lag behind. Many things which are often regarded as typically British derived from books, songs or plays that were written a long time ago and are no longer representative of modern life. One example is that most tourist brochures claim that Britain is the land of traditions: the annual ceremony of the state opening of Parliament, for instance, carefully follows customs which are centuries old. Likewise, the changing of the guard outside Buckingham Palace never changes.

However, in their private daily life, the British as individuals are probably less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. The country has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use than many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic in video-watching people in the world – the very opposite of a traditional pastime!

Another example is the stereotyped image of London ‘city gent’ includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional ‘British’ (or ‘English’) breakfast is a large ‘fry-up’ preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10 % of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea and toast. The rest have even less. What the vast majority of British people have in the mornings is therefore much closer to what they call ‘continental’ breakfast. The image of the British as a nation of tea-drinkers is

another stereotype which is somewhat out of date. It is true that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country's shops.

Even when a British habit conforms to the stereotype, the wrong conclusions can be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and twenty-three seconds. So, the British hate having to wait and have less patience than people in many other countries.

There is an opinion that Britain is a very conservative country. Mostly, it is true. The British have few living folk traditions and are too individualistic to have the same everyday habits as each other. However, this doesn't mean that they like change. They don't. They may not behave in traditional ways, but they like symbols of tradition and stability. They don't consider it especially smart to live in a new house and, in fact, there is prestige in living in an obviously old one. They have a general sentimental attachment to older, supposedly safer, times. Their Christmas cards usually depict scenes from past centuries; they like their pubs to look old.

The British can be particularly and stubbornly conservative about anything which is perceived as a token of Britishness. In these matters, their conservatism can combine with their individualism; they are rather proud of being different. It is, for example, very difficult to imagine they will ever agree to change from driving on the left-hand side of the road to the right-hand side driving. Why should they change just to be like everyone else? Indeed, as far as they are concerned, not being like everyone else is a good reason not to change.

Development of European Union level which might cause a change in some everyday aspects of British life are usually greeted with suspicion and hostility. System of measurement is an example. The British government has been trying for years and years to promote the metric system and to get British people to use the same scales that are used nearly everywhere else in the world. But it has only limited success. British manufactures are obliged to give the weight of their tins and packets in kilos and grams. But everybody in Britain still shops in pounds and ounces. The weather forecasters on the TV use the Celsius scale of temperature. But nearly everybody still thinks in Fahrenheit.

The tourist view of Britain involves lots of formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behavior. This is not true. There is a difference between observing formalities and

being formal in everyday life. Attitudes towards clothes are a good indication of this difference. It all depends whether the person plays a public role or a private role. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. On the other hand, when people don't play a public role – when they are just themselves – there seem to be no rules at all. The British are probably more tolerant to 'strange' clothing than other people: you may find the same bank employee on his lunch break in hot weather, walking through the street with his tie round his waist and his collar unbuttoned. He is no longer 'at work' and for his employers to criticize him for his appearance would be seen as a gross breach of privacy. Generally the British are comparatively uninterested in clothes. They spend a lower proportion of their income on clothing than other Europeans. Many people buy second-hand clothes and are not at all embarrassed to admit this. If you are somewhere in a Mediterranean holiday area it is usually possible to identify British tourist – he or she is the one who looks so badly dressed.

The difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title, not dressing smartly when entertaining guests, not shaking hands when meeting and not saying 'please' when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category 'friend', and so all the rules can be ignored. To address someone by his or her title or to say 'please' is to observe formalities and therefore to put a distance between the people involved.

It is probably true that the British, especially the English, are more reserved than the people of other countries. They find it comparatively difficult to indicate friendship by open displays or affection. It is not the conventional to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in the British person's house, and you are told to help yourself to something, your host is not being rude – he or she is showing that you are completely accepted and just like 'one of the family'. In the last decades of the 20th century, the general amount on informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (but still never man and man!).

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Young citizen of Britain;
 - 2) Conservative citizen of Britain;
 - 3) Foreign tourist.

Part 2

Pre-reading questions:

1. What names of Britain do you know?
2. What nationalities inhabit Great Britain?
3. What is the geographical position of Britain?
4. What is the UK made of?
5. What is the climate of GB?
6. What type of government does it have?
7. What are the major political parties in GB?
8. Is it an industrial country? What does it produce?
9. What do British people prefer to do in their spare time?
10. What sports do British people like to play most of all?
11. What is the most popular hobby in the UK?

Peculiarities of British life

Political life and law

Britain is almost alone among modern states in that it doesn't have 'a constitution' at all. Of course, there are rules, regulations, principles and procedures for the running of the country – all the things that political scientists and legal experts study and which are known collectively as 'a constitution'. But there isn't any single document which can be applied to as the highest law of the land and the final arbiter of any matter of dispute. Nobody can refer to 'article 6' or 'the first amendment' or anything like that, because nothing like that exists. Instead, the principles and procedures by which the country is governed and people's rights are derived come from a number of different sources. They have been built up over the centuries. Some of them are written down in laws agreed by Parliament, some of them have been spoken and then written down (judgments made in a court) and some have never been

written down at all: there is no written law in Britain that says anything about who can be the Prime Minister or what the powers of him/ her are.

Britain is one of the very few European countries whose citizens don't have identity cards. Moreover they aren't obliged to carry any identification with them. You don't even have to have your driving license with you in your car. If the police ask to see it, you have 24 hours to take it to them. There is no national service (military or otherwise); people aren't obliged to vote at elections if they can't be bothered; people don't have to register their change of address with any government authority when they move house. On the other hand, Britain is the only country in Europe without a Freedom of Information Act. There is no law which obliges a government authority to show you what information it has collected about you.

The monarchy

Britain is a constitutional monarchy, but what is the real role of monarchy nowadays? There are three widespread opinions. First, it is the personal embodiment of the government of the country: people can be as critical as they like about the real government, and can argue that it should be thrown out, without being accused of being unpatriotic. Because of the clear separation between the symbol of government and the actual government, changing the government doesn't threaten the stability of the country as a whole. Second, it is argued that monarch could act as a final check on a government that was becoming dictatorial. If the government ever managed to pass a bill through Parliament which was obviously terribly bad and very unpopular, the monarch could refuse the royal assent and the bill would not become law. Similarly, it is possible that if a Prime Minister who had been defeated at a general election were to ask immediately for another dissolution of Parliament, the monarch could refuse the request and dismiss the Prime Minister. Third, the monarch has a very particular role to play. By being a figurehead and representing the country, Queen Elisabeth II can perform the ceremonial duties which heads of state often have to spend their time on. This way, the real government has more time to get on with the actual job of running the country.

The economy

The economic system in Britain is a mixture of private and public enterprise. From 1945 until 1980 the general trend was for the state to have more and more control. Various industries became nationalized, especially those concerned with the production of energy. So too did the various forms of transport and communication

services. From 1980 the trend changed. A major part of the philosophy of the government was to let 'market forces' rule and to turn state-owned companies into companies owned by individuals. As a result, nowadays private enterprises prevail public ones, so there are more shareholders in the country than members of unions.

There is a statement: "The one thing the English will never forgive the Germans for is working too hard." Of course, it's not literally true, but it reflects a certain lack of enthusiasm for work in general. Perhaps it is the reason why the working day, in comparison with most countries, starts rather late (usually at 8 o'clock for manual workers and around 9 for non-manual ones). However measured by the number of hours worked in a week, the British reputation for not working hard enough appears to be false. The normal lunch break is an hour or less, and most people continue working until 5 or later. Many people often work several hours overtime a week. Moreover the normal retiring age for most people is 65 (60 for some, including a greater proportion for women).

There exists an interesting irony with regard to the two sexes. The decline of heavy industry means fewer jobs in stereotypical 'men's work', while the rise in service occupations means an increase of stereotypical 'women's work'. In 1970 around 65% of all those in work in Britain were men. In 1993 men made up only 51% of the workforce. When the law against sex discrimination in employment was passed in 1975, it was intended to protect women. However, in 1994 nearly half of the complaints came from men. That year there were two-and-a-half times as many unemployed men as there were unemployed women. Many men looked for employment as nurses, child carers, shop assistants and secretaries.

Although it's illegal for women to be paid less than men for the same job, the average full-time male employee earns about 50% more than the average female worker.

People and nature

Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has almost none negative associations which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning of living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a 'village green'. Nearby, there would be a pond with ducks on it. Nowadays such

village is not so common, but it is stereotypical picture that is well-known to the British. Even if they cannot get into the countryside, many British people still spend a lot of their time with 'nature'. They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlikely people who do not have a garden can participate. Each local authority owns several areas of land which it rents very cheaply to these people in small parcels. On these 'allotments', people grow mainly vegetables.

As for the love of animals, it is said that the British often treat their animals as if they were people. Moreover they have a sentimental attitude to any animals. Nearly half of the households in Britain keep at least one domestic pet. The status of pets is taken seriously. It is, for example, illegal to run over a dog in your car and then keep on driving. You have to stop and inform the owner. If their pets die many British people are prepared to pay quite large sums of money to give their pets a decent burial. So, there are some official animal graveyards in Britain. But the love of animals goes beyond sentimental attachment to domestic pets. Wildlife programs are by far the most popular kind of television documentary. Millions of families have 'bird-tables' in their gardens. These are raised platforms on which birds can feed, safe from local cats, during the winter months. There is even a special hospital which treats injured wild animals. Perhaps this overall concern for animals is part of the British love of nature.

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Ordinary citizen of Britain;
 - 2) British politician;
 - 3) British historian;
 - 4) Representative of the government;
 - 5) Economist.

Vocabulary

Part 1

- 1) to be attributed with – характеризоваться, определяться
- 2) to lag behind – отставать, запаздывать

-
- 3) to regard as – считать
 - 4) to derive smth. from smth. -- получать/извлекать что-либо от/из чего-либо, to derive profit – извлекать прибыль, to be derived from – происходить;
 - 5) annual – ежегодный, ~ceremony – ежегодная церемония
 - 6) likewise – также, более того, подобно
 - 7) to be inclined to – быть расположенным к
 - 8) to follow – следовать, идти за, придерживаться
 - 9) the majority – большинство, Ant. – minority – меньшинство
 - 10) genuine – истинный, подлинный, настоящий
 - 11) to be individualistic for – иметь индивидуальное отношение (подход) к
 - 12) pastime – времяпрепровождение
 - 13) bowler hat – шляпа-котелок
 - 14) to be preceded by – предшествовать, идти перед
 - 15) to wash down – запивать
 - 16) to cut out – исключать
 - 17) to be out of date – устареть
 - 18) to draw the conclusion from – сделать вывод из
 - 19) to conform to/with – согласоваться/соответствовать/подчиняться
 - 20) a queue – очередь, Am. – line, to queue up – стоять в ~, Am. – to line up
 - 21) patience/tolerance – терпимость/терпеливость, patient/tolerant – терпимый
 - 22) to have an attachment to – иметь привязанность к
 - 23) to depict – изображать, Syn. – to portray
 - 24) stubborn – упрямый, неподатливый, упорный
 - 25) token – признак/знак/символ
 - 26) suspicious – подозрительный, suspicion – подозрение
 - 27) hostility – враждебность, hostile – враждебный
 - 28) system of measurement – система измерения
 - 29) to promote – выдвигать/продвигать/повышать в чине, promotion – продвижение по службе, to get a promotion – получить повышение
 - 30) attitudes towards – отношение к ...
 - 31) afford – позволять (по средствам)
 - 32) a good indication – хороший знак
 - 33) to criticize smb for – критиковать кого-то за ...
 - 34) income – доход(ы), to spend ~ on – тратить доход(ы) на ...
 - 35) to be embarrassed – быть смущенным, приведенным в замешательство
 - 36) to shake hands – пожимать руку

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- 37) to make a request – просить
 - 38) to put a distance between smb – устанавливать дистанцию
 - 39) reserved – сдержанный, необщительный
 - 40) affection – привязанность, любовь
 - 41) conventional – обычный, общепринятый
 - 42) casual – случайный/нерегулярный/неформальный, to wear ~ clothes – носить/одеваться в повседневную одежду, casually – неформально
 - 43) to break down – разваливаться, рассыпаться

Part 2

- 1) regulations – предписание, правило, устав
- 2) to apply to smth./smb. – обратиться/прибегнуть, to apply smth. – применять/использовать
- 3) to refer to – сослаться/прибегнуть
- 4) to derive smth. from smth./doing smth. – устанавливать/выводить/извлекать
- 5) dispute – диспут/дебаты/полемика/спор, to dispute – спорить
- 6) amendment – поправка
- 7) identity card – удостоверение личности, identification – документ (любой), удостоверяющий личность/опознавание/отождествление
- 8) to be obliged to do smth., to be obliged to smb. – быть обязанным делать что-либо, быть обязанным кому-либо
- 9) driving license – водительское удостоверение
- 10) to bother smb. – беспокоить/надоедать, to be bothered – беспокоиться/утруждать себя
- 11) to vote at elections – голосовать на выборах; vote – (избирательный) голос, voter – избиратель
- 12) to move house – переезжать
- 13) to be accused of – быть обвиненным
- 14) to argue with smb. – спорить, to argue – аргументировать/утверждать/настаивать
- 15) to throw smth. out – выбрасывать, избавляться
- 16) to threaten – угрожать
- 17) dictatorial – диктаторский, властный
- 18) to pass a bill – принять законопроект
- 19) royal assent – королевская санкция/одобрение
- 20) to defeat – наносить поражение, to be defeated – потерпеть поражение

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- 21) to dismiss – распускать, увольнять
 22) figurehead – первое лицо
 23) dissolution – расторжение, отмена, роспуск
 24) enterprise – предприятие, entrepreneur – предприниматель
 25) to prevail – преобладать/доминировать
 26) discrimination – дискриминация/неодинаковое/неравное отношение, discriminate – относиться по-разному/пристрастно
 27) shareholder/stockholder – акционер
 28) manual – физический, ~worker – работник физического труда, ~labor – физический труд, Ant. – sophisticated/intellectual labor – интеллектуальный труд
 29) to work overtime – работать сверхурочно
 30) retiring age – пенсионный возраст
 31) decline – падение, to decline – падать
 32) to complain – жаловаться/подавать жалобу, complaint – жалоба
 33) employee – работник, employer – работодатель
 34) legal – законный, illegal – незаконный
 35) to make up – составлять
 36) to intend to – намереваться, иметь в виду
 37) child carer – няня
 38) thatched cottage – коттедж с соломенной крышей
 39) unlikely – здесь: редкий
 40) allotment – надел, Syn. – parcel
 41) household – семья, домашнее хозяйство
 42) to run over a dog – задавить собаку
 43) to go beyond – повышать что-то, выходить за пределы
 44) to give smb a decent burial – похоронить должным образом
 45) by far – намного
 46) overall concern – всеобщая забота/глобальная проблема

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

Part 1

- 1) не являться отражением современной жизни; 2) по особым случаям; 3) кроме того; 4) традиционное времяпровождение; 5) запить большим количеством чая;

6) готовить что-либо особым способом; 7) считать что-либо особенно модным; 8) характерная черта/признак Британии; 9) правостороннее движение; 10) иметь ограниченный успех; 11) играть общественную роль; 12) зона отдыха в средиземном море; 13) быть плохо одетым; 14) «британская холодность»; 15) обращаться к кому-то по званию

Part 2

1) управлять страной; 2) юрист; 3) быть принятым парламентом; 4) воплощение правительства в лице одного человека; 5) не дать королевской санкции; 6) отклонить просьбу 7) служба связи/услуги связи; 8) частных предприятий больше, чем государственных; 9) недостаток энтузиазма; 10) на самом деле неверна; 11) перерыв на обед; 12) тяжелая/легкая промышленность; 13) увеличение количества рабочих мест в сфере услуг; 14) в два с половиной раза; 15) среднестатистический мужчина, работающий на полную ставку; 10) идеализированное представление; 11) слабо развитая сфера услуг; 12) домашнее животное; 13) относиться к животным как к людям; 14) лечить раненых диких животных.

Exercise 2. Give the Russian for:

Part 1

1) private life; 2) 'city gent'; 3) 'fry-up'; 4) a nation of tea-drinkers; 5) they don't consider it especially smart; 6) an employee is expected to wear a suit; 7) in these matters; 8) European Union; 9) observing formalities and being formal; 10) a gross breach of privacy; 11) you are not bothering with formalities; 12) to indicate friendship by open displays of affection; 13) by behaving as casually as possible; 14) buffet-type meal

Part 2

1) for the running of the country; 2) there isn't any single document; 3) the highest law of the land; 4) the final arbiter in any matter or dispute; 5) what the powers of him/her are; 6) to carry any identification with them; 7) widespread opinion; 8) people can argue that it can be thrown out; 9) national service; 10) to act as a final check on a government; 11) to perform ceremonial duties; 12) to get on with the actual job of running the country; 13) general trend; 14) to let 'market forces' rule; 12) the law against sex discrimination in employment; 13) lack of educational opportunities;

14) to find a way of earning of living; 15) those unlikely people who do not have a garden; 16) official animal grave yard; 17) wildlife programs; 18) 'bird-table'; 19) safe from local cats; 20) general behavior; 21) Freedom of Information Act; 22) to threaten the stability of the country.

Exercise 3. *Answer the questions:*

Part 1

1. Where are British typical features usually derived from? Do they correspond with British modern reality?
2. Which traditional ceremonies are mentioned in tourist brochures?
3. Do the British follow tradition in their daily life? What facts prove it?
4. Are there any changes in the English language? How are they explained?
5. What are the British the most enthusiastic about? Is it the same with other people in the world?
6. What is the stereotyped image of London 'city gent'? Is it true to fact?
7. What is the idea of traditional English breakfast? What do many people have instead?
8. What is the situation with queues in Britain? What is British people's attitude to queuing up?
9. Do the British have many living folk traditions? Are their habits the same? Why?
10. Do the British prefer living in new houses? Do they prefer modern-looking pubs?
11. What do their Christmas cards depict? How can all these facts be explained?
12. How are changes in everyday aspects of life greeted by the British?
13. What system of measurement do most British people prefer to use in their daily life?
14. What is the difference between observing formalities and being formal in everyday life?
15. Do the British always dress officially? What is considered a gross breach of privacy?
16. Do the British care very much about clothes? Which facts prove it? How can you recognize a British tourist?
17. What is considered as coldness among the British by people from other countries? . What do these signs really mean?
18. What signs show that the British are more reserved than other people? What is their friendship really symbolized by?
19. What are modern changes of British patterns of behavior?

Part 2

1. What is constitution for countries that have it?
2. Does Britain have a written constitution? What do they have instead? Where are all these things derived from?
3. Identity card is an obligatory document in Britain, isn't it? Are the British obliged to carry any identification with them?
4. Are the British obliged to have a driving license with them in the car? What do they have to do if the police ask them to see it?
5. What are other things that the British aren't obliged to do?
6. Does Britain have a Freedom of Information Act?
7. What is the first opinion about the monarchy of the UK? What can people do in this connection? Why is it possible? Does changing of the government threaten the stability of the country?
8. When can the monarch refuse the royal assent? What is its consequence? When can the monarch dismiss the Prime Minister?
9. What is the third opinion of the monarch? What does it allow the real government to do?
10. What is the general characteristic of British economy? What was its general trend from 1945 until 1980?
11. How did the economic trend change after 1980? What is the result of that change?
12. When does the working day in Britain start? Is it the same as in other countries? How long is British lunch break? When do they usually finish work? Is it true that they never work extra hours? What is their retirement age? Judging by these facts can you say that the British reputation for not working hard is true?
13. Are there any changes as far as stereotypical man's and women's work is concerned?
14. What was done to protect women against sex discrimination? When was it done? Who did most complaints about sex discrimination come from in 1994?
15. Are there more unemployed women than men? Which untypical jobs did men start to look for?
16. What vision of the countryside do the British have? What does it mean?
17. What are negative associations of the countryside characteristic of some other countries?
18. What is the ideal description of a British village?
19. What do the British do if they cannot live in the countryside?

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20. What attitudes do the British have for their animals? What is their status?
 21. What is considered illegal in terms of pets?
 22. What do many British people do for their dead pets?
 23. How do the British care about wild animals?

Exercise 4. *Paraphrase the sentences using the active vocabulary:*

Part 1

1. Many tourist brochures stick to stereotypes while describing life in the UK.
2. Is it considered a symbol of Britishness?
3. It's a party for friends where everybody behaves informally.
4. There are many people waiting for their turn at the ticket counter.
5. He never says 'please' when he asks for something.
6. The kiss is the way of showing your love to someone.
7. Video-watching habit is the very opposite of a traditional leisure activity in Britain.
8. British postcards usually portray scenes from past centuries.
9. Most tourists come to enjoy this ceremony that takes place every year.
10. The British never demonstrate aggressiveness to foreigners.
11. These so called 'typical' features are taken from folk stories and songs.
12. It is a traditional way to entertain guests in Britain.
13. The greatest part of students of our university attend extras after their classes.
14. The British are patient to the way other people dress.
15. The British tend to be ascribed with certain characteristics, which are supposedly typical.
16. He wasn't confused when his friends learned that he buys second-hand clothes.
17. All his dreams crashed when he understood the situation.
18. Several contract terms were excluded.
19. I have no money to buy this beautiful ring.
20. She is impossible to persuade.
21. They have a lot of doubt about that person.
22. Many foreigners are ready to think that Britain is a land of traditions.
23. It is true that the English are more restrained than the people of other European countries.

Part 2

1. It is a global worry of our society.

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2. In Middle Ages not all British families had their own pieces land.
 3. The Parliament introduced several corrections into the Constitution.
 4. As all the members of Steward family worked, they decided to hire a baby-sitter for their one-year-old daughter.
 5. They always work extra hours.
 6. Get rid of this stuff!
 7. He is the most important person in the government.
 8. He wanted to leave the country.
 9. Such specialization requires a lot of physical labor.
 10. How many business people created this company?
 11. The Bill needs the monarch's approval.
 12. The student quoted that famous writer several times.
 13. Do blue collar jobs dominate white collar ones?
 14. I don't think I must do that.
 15. The law against sex inequality in employment was passed in 1975 in Britain.
 16. Over a seven-year period the number of marriages has decreased by forty percent.
 17. They referred to some special methods of analyzing the economic situation in European Union.
 18. Their actions are against the law.
 19. We insist that these signs are not characteristic of British society.
 20. Mr. Smith was charged with several crimes.
 21. The chief of the company fired Mr. Brown for being inefficient and unpunctual.
 22. Do not disturb the manager. He is very busy.
 23. Last year they changed their place of residence.

Exercise 5. *Find the opposites:*

Part 1

1. Different changes in everyday aspects of British life are greeted with trust and peace.
2. Should I be dressed officially for this cheese-and-wine party?
3. They are progressing in hi-tech field.
4. Those are not originally British traditions.
5. The minority of Mary's friends trust her and share all their problems and secrets with her.
6. He was very proud of that fact.

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7. We treat other religions with irritation.
 8. He's got a lot of debts recently.
 9. She is a very obedient person.
 10. There is nobody at the cash-desk.
 11. A lot of new employers were hired to the factory last month.
 12. The British don't care about animals.
 13. I refuse to follow your rules.
 14. They are very sociable and open-hearted.
 15. Nobody demonstrates their hatred on public.
 16. It's unusual among young ladies in our country to kiss when meeting each other.
 17. Bowler hat is fashionable in the UK.
 18. Many British people included 'fry up' in their breakfast.

Part 2

1. While tidying the room she collected and kept a lot of old newspapers and magazines.
2. Let's see how many people are involved in manual labor jobs.
3. It's not my duty to do it.
4. The amount of genuine folk traditions increased.
5. They decided to stay.
6. This decision is against our legislation.
7. Governments of certain countries behave in a democratic way.
8. The company hired many workers.
9. We won the battle.
10. He is the least important person in the government.
11. Everybody is talking about equal attitude to people in employment.
12. She is always satisfied with everything.
13. He works less than necessary.

Exercise 6. *Insert words from the vocabulary:*

Part 1

1. Greeting each other Japanese businessmen bow to each other, but Europeans
2. What do the British traditionally have for breakfast? – ... British breakfast is a packeted cereal or a bowl of cornflakes with tea or coffee.
3. British people are considered ... because they don't express their feelings on public.

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4. It is not love but You've just got used to this person.
 5. Such ... as gardening, woodwork, music and toy making are considered to be traditional in UK.
 6. How do I know that I'll win the elections? – Your high rating is a ... of your popularity.
 7. I've bought an art calendar which ... some ancient legend.
 8. Their ...income is roughly thirty thousands pounds.
 9. There were some ... circumstances about his death. We still don't know all the details.
 10. His monthly ...was over three hundred pounds.
 11. The meeting was held to ... better understanding between the two countries.
 12. You should ... this dish. It's not good for your health.
 13. It took her a vast amount of ... not to shout at him.
 14. This word is ...and isn't used in English nowadays.
 15. They can't ... to rent this flat because its price is very high.
 16. I felt really ...when they asked me about my age.
 17. He has been ill for a month, so he ... the group now.
 18. She has a strong ... to her grandparents. She visits them every day and helps them a lot.
 19. I made repeated ... for money from my father but he refused to help.
 20. Such a change would not ... to the present wishes of the great majority of people.
 21. What came after the children's dinner? – It was ... by party games.
 22. A ... is a round, hard, black headgear with a narrow curved brim, worn especially by some British businessmen.
 23. Having analyzed the economic situation I ... that it's time for drastic actions.
 24. International ... is not accepted by many Britons and they still use pounds and ounces.

Part 2

1. Every year they ... a lot of profit selling CDs.
2. Let me give it to you in ... of my goodwill.
3. Is it really what you want to do? – Yes. I ... to move house.
4. It is not just a problem of your region. It's an ... of our society.
5. Did the Constitution change? – Yes it did. There was a number of ... concerning people's rights.
6. He made a ... about discrimination in employment.

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7. There is a lack of ... labor in that country. That's why they can't produce hi-tech goods.
 8. Get out of the car, please. I want to see your
 9. Don't ... the President with these minor things. He needs to concentrate on more important issues.
 10. As the Minister of Foreign Affairs you ... to know what happens in the world.
 11. I ... that these measures should be taken urgently.
 12. Are there any enemies who ...?
 13. After the election they counted all the ... and announced the results.
 14. It is ... to officially discriminate people in employment.
 15. What is the ... in your country? – 55 for women and 60 for men.
 16. In Russia President is the ... of the country.
 17. Will the monarch sign the Bill? – No. Such a dictatorial law will never get ...
 18. Domestic pets must be given a ... when they die.
 19. This employee is very industrious. He ... almost every day.
 20. He ... of many economic crimes but it was hard to prove all of them.

Exercise 7. *Insert prepositions where necessary:*

1. British conservatism can combine ... their individualism.
2. British people are rather proud ... being different.
3. It would be better for you to wash this medicine down ... lots of water.
4. British Christmas cards usually depict scenes ... past centuries; they like their pubs to look old.
5. British people are not obliged to vote ... elections if they can't be bothered.
6. The law against sex discrimination ... employment wasn't passed in our country, that's why there exist a lot of manifestations of this phenomenon in our daily life.
7. It's illegal in the UK to run over a dog in your car and then keep ... driving.
8. Even if they can't get ... countryside, the British people still spend a lot of their free time with 'nature'.
9. The statement given in the text reflects a certain lack of enthusiasm ... work in general.
10. He spends the biggest part of his salary ... gambling every month.
11. His educators always criticize him ... ill discipline and laziness.
12. There isn't any single document in Britain which can be applied ... as the highest law of the land.
13. Russian government always passes laws ... Duma.

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14. In order to earn more money, many Russian people work several hours overtime ... a week.
 15. Different changes in everyday aspects of life in Britain are usually greeted by its citizens ... hostility.
 16. The British are rather tolerant ... 'strange' clothing than other Europeans, moreover they are comparatively uninterested ... clothes in general.

Exercise 8. *Translate into English:*

1. Он больше не является акционером нашей компании.
2. Первое лицо государства не носит повседневную одежду на официальных церемониях.
3. Средний пенсионный возраст в России – 60 лет.
4. Её обвинили в плохом отношении к домашним животным.
5. В следующем году они намереваются переехать в сельскую местность.
6. Боюсь, что эта система измерения уже устарела.
7. Он достаточно необщительный человек, поэтому свое свободное время проводит дома за чтением газет.
8. Этот закон был принят парламентом, но не получил королевского одобрения.
9. Количество проголосовавших на прошедших выборах составило 60 % населения страны.
10. В прошлую пятницу все работники предприятия были уволены в связи с его закрытием.
11. Большинство британцев терпимо относятся к иммигрантам.
12. Ежегодная церемония вручения премии «Оскар» состоится в апреле этого года.
13. Шляпа-котелок уже давно вышла из моды.
14. Если вы собрались переезжать, избавьтесь от ненужных вещей и мебели.
15. Мы намереваемся нанять няню нашему годовалому ребенку.
16. В этом ресторане вы можете попробовать блюда настоящей японской кухни.
17. Более того, вы должны исключить кофе из своего рациона.
18. Она не испытывала к нему ни привязанности, ни любви.
19. Они поздоровались и пожали друг другу руку.
20. Он очень упрям и не желает соответствовать требованиям компании.
21. Как обычно изображаются британцы?
22. Они не могут позволить себе купить такой большой дом.

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23. Весь прошлый год предприниматели извлекали прибыль из международной торговли.
 24. Она полностью соответствует современным представлениям об успешном руководителе компании.
 25. Не угрожайте политику, который потерпел поражение.
 26. Этот регион отстает в области высоких технологий, однако губернатор не расположен говорить всем об этом.
 27. Пожимать руку – это признак вежливости.
 28. Не критикуйте всех за все, а изложите свою просьбу в письменном виде.
 29. Мы сделали вывод, что ни британцы, ни русские не любят стоять в очереди.
 30. Некоторые люди относятся к переменам с подозрительностью и враждебностью и никогда не проявляют терпеливости.
 31. В конституцию была внесена поправка о роспуске парламента.
 32. Если вы хотите получить постоянную работу в США, вам нужно показать удостоверение личности, водительские права либо любой документ, удостоверяющий личность.
 33. Почему в Британии частные предприятия преобладают над государственными?
 34. Машина переехала собаку, и хозяева похоронили своего любимца должным образом.
 35. Падение экономики – глобальная проблема нашего общества.
 36. Многие британцы занимаются садоводством на своих земельных участках, которые они арендуют у правительства.
 37. Дискриминация по половому признаку при приеме на работу – обычное дело в некоторых странах.
 38. Недавно ее повесили.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are some things that can be considered as a token of Britishness.
2. All people are very conservative in food.
3. It is no good to give up national traditions.
4. Many people greet changes with suspicion and hostility.
5. Most people observe formalities but are informal in everyday life.

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6. Criticizing people for casual clothes when they are not at work is a gross breach of privacy.
 7. There is nothing embarrassing to buy clothes in second-hand.
 8. The absence of constitution is very harmful for Britain.
 9. Everybody is obliged to carry identification cards and driving licenses with them.
 10. It is not correct to say that the monarch in Britain has no power.
 11. There are a lot of people who work overtime in many countries.
 12. Discrimination in employment is a widespread phenomenon.
 13. In many countries countryside is characterized by poor facilities, unemployment, poverty and the general lack of opportunities.
 14. Both British and Russian people have a real passion for gardening.
 15. Some people treat their domestic pets better than their neighbors.

Exercise 2. *Act out dialogs discussing:*

1. Stereotypes.
2. Countryside and gardening.
3. Love towards animals.
4. Political systems and problems.
5. Economic systems and problems.

Exercise 3. *Speak on:*

1. True and false stereotypes in Britain.
2. True and false stereotypes in Russia.
3. Differences and similarities in British and Russian political system.
4. Differences and similarities in British and Russian economies.
5. Attitude to traditions and ceremonies in Britain and Russia.
6. The possibility of having a figurehead in our country that could perform the functions of a monarch.

UNIT 7. USA**Pre-reading questions**

1. Which continent does the US occupy? Are there any American lands located distantly from where most of the US territories are? What are these lands?
2. Which countries does the US border?
3. Describe land and water resources of the US.
4. What can you say about climate variations in the US?
5. Who was the first American president? What are the most famous presidents?
6. What are they famous for? Who is the current president?
7. How many states are there in the US? What are the states you have most frequently heard of? What are the cities you have most frequently heard of?

The United States of America**Part 1. Government**

In 1776, the thirteen weak British colonies came together, stood up, and told that from now on they would be free and independent states. The British were neither impressed nor amused, and a bitter seven-year Revolutionary war followed. A new republic was founded, turning into reality the dreams and ideals of a few political philosophers. The former colonies, now “the United States of America,” first operated under an agreement called the articles of Confederation (1781). This loose agreement was not working well. The central, federal government was too weak, with too few powers for defense, trade and taxation. In 1787, delegates from the states met in Philadelphia and wrote a completely new document, the Constitution, which after much argument, debate, and compromise was finished in the same year and officially adopted in 1789.

The Constitution sets three separate branches, each one having powers (“checks and balances”) over the others. The ultimate power under the Constitution is not given to the President (the executive branch), or to the Congress (the legislative branch), or to the Supreme Court (the judicial branch).

The Constitution has been repeatedly amended to meet the changing needs of the nation. The first ten Constitutional Amendments are known as the Bill of Rights (1791). They are considered to be the fundamental rights of any American. Among these rights are the freedom of religion, speeches, and the press, the right of peaceful assembly, and the right to petition the government to correct wrongs. Other rights guarded the citizens against unreasonable searches, arrests, and seizures of property,

and established a system of justice guaranteeing orderly legal procedures. All these are seen as the natural “inalienable” rights of every American.

American governmental system comprises federal, state, county, and local levels. One of the basic principles at all levels of American government is “one person, one vote.”

Congress is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The House has 435 members elected every two years for two-year terms. They represent the population of “congressional districts” into which each state is divided. The number of representatives from each state is based upon its population. For instance, California with the largest population has 52 Representatives while Delaware has only one.

The President of the US is elected directly by voters (as Senators and Representatives) every four years to a four-year term of office with no more than two full terms allowed. In any case, the President’s policies (proposals and programs, treaties, declaring war etc) must be approved by the House of Representatives and the Senate before they are up and running. In domestic as well as foreign affairs the President can seldom count upon the automatic support of Congress. Therefore he must be able to convince the Representatives and Senators of his point of view. He must bargain and compromise.

Within the executive branch, there are a number of executive departments (currently – of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs. The head of each department (called Secretary) is appointed by the President with the Senate’s approval. None of these Secretaries can be serving in Congress or in other part of the government. They are Presidential assistants and advisers – “the President’s Cabinet.”

There has always been a battle between federal and states’ rights because of traditional American distrust of a too powerful central government. The US Constitution limits the federal government to only very specific powers (e.g. the FBI is limited to handling very few federal crimes, for instance kidnapping). The federal government sets laws concerning working conditions, transportation, wages, and working hours, environmental protection laws and equal employment laws (which are among the strictest in the world!).

Each state has its own state police and its own criminal laws, marriage and divorce laws, driving laws and licenses, drinking laws and voting procedures. Each

city has its own police force. Neither the President nor the governor of the state has direct power over it. Other areas which are also concerns of cities, towns and villages are opening and closing hours for stores, street and road repairs, architectural laws, exercising censorship of books, newspapers, magazines and films, and other regulations. Most states and some cities have their own income taxes, laws on owning a gun, laws about drug use, capital punishment (36 states have death penalty while other 14 do not), abortion, and homosexuality.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) a politician/representative;
 - 2) the President of the US;
 - 3) the Senator;
 - 4) a member of “the President’s Cabinet”;
 - 5) a mayor of an American city;
 - 6) historian.

Part 2. Economy

Today with only about 5 % of the world’s population and 6 percent of its land area, the US produces around 25 percent of the world’s industrial products, agricultural goods, and services retaining the largest share of the world market. Its gross national product (GNP) has more than tripled since the end of the Second World War. America remains the world leader in many areas, for instance, biochemical and genetic engineering, airspace research and development, communications, computer and information services, and similar high-technology (hi-tech) fields. In such areas American companies are faced with intense competition. Similarly, many countries now have their own silicon valleys, but the first and biggest computer research and production area is still Silicon Valley, near San Francisco, where some 4,000 hi-tech firms are located.

Having less than 2 percent of America’s total population involved the US is also the world’s leading agricultural nation. It is the biggest supplier of grains growing wheat, corn (maize), cotton, oats and sorghum. American farmers and ranchers account for 14 percent of the world dairy products, 17 % of meats, 27 % of vegetable fats and oils, and 53 % of soybeans.

America's economic vitality, spirit of enterprise and initiative, constant willingness to experiment and find new solutions to old problems have played an important role. American government has always encouraged citizens to vigorously pursue their economic interests.

More than half of all working Americans are in white-collar jobs. Over 15 million Americans own their own businesses and more than three times that number are part-owners of businesses and industries through stock. American blue-collar worker is among the highest paid in the world.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) an ordinary citizen of the US;
 - 2) historian;
 - 3) a farmer;
 - 4) a businessman.

Part 3. American people

The United States has often been called "a nation of immigrants." First, the country was settled, built and developed by generations of immigrants and their children. Secondly, even today America continues to take in more immigrants than any other country in the world. It is not surprising, therefore, that the US is counted among the most heterogeneous societies in the world with many different cultural traditions, ethnic sympathies, national origins, racial groups, and religious affiliations. Nonetheless, it would be very misleading to view America as simply a collection of different immigration groups and ethnic or religious loyalties. In fact, 91.4 % of all Americans in 1990 were born in the US. Those tens of millions of Americans who proudly acknowledge their ethnic roots are still more American than they are Irish, Korean, Chinese, Puerto Ricans, Italians, Lebanese, or Filipino. What they have in common is more significant than what makes them, as Americans, different from one another.

The US is often called the "melting pot" because some of many nationalities and ethnic groups assimilated having largely lost or intentionally given up their many of those specific markers which would make them different from their neighbors. Other Americans maintained much of their ethnic identities. In this sense, US society has

been linked to a “salad bowl.” Perhaps a better metaphor for American society than either “the melting pot” or “the salad bowl” would be that of a “pizza”. The different ingredients are often apparent and give the whole its particular taste and flavor, yet all are fused together into something larger.

A majority of Americans are white and claim their European ancestry. Hispanics are the largest minority. They make up 21 % of the total population of 81 million people. Hispanics are followed by Blacks with 16 %. It is estimated that some 20 million people in the US may have some Indian blood. More than 8 million Americans chose to give their ancestry as “American Indian” in the 1990 Census. A little over 400,000 American Indians live on reservations but no Indian has to stay on a reservation. Since 1927, all American Indians have been citizens of the US.

Part of being an American is not being, and not wanting to be, typical. General statements about American lifestyles are frequently resented by Americans. Generalizations e.g. that Americans are incurable optimists are usually not welcomed, even if they are basically accurate. There are at least two generalizations that can be safely made. First, Americans tend to be trend setters in lifestyles. And, secondly, what is thought to be typically American today probably won't be so for a long.

Three American “national characteristics” which are most frequently mentioned are a friendliness to people, a strong sense of community and neighborliness, and a great informality.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) ethnography researcher;
 - 2) a person, immigrated to the US two years ago;
 - 3) young American;
 - 4) American citizen who has European ancestry;
 - 5) Hispanic;
 - 6) Afro-American.

Vocabulary

Part 1

- 1) weak – (Ant. – strong) слабый

-
- 2) agreement – (to operate under ~, loose ~) договоренность, соглашение
 - 3) to defend – защищать, defense – защита;
 - 4) to tax – облагать налогом, taxes (n) - налоги, taxation - налогообложение
 - 5) former – (Ant. – latter) бывший
 - 6) to adopt (a document/the Constitution) – принять (документ, конституцию)
 - 7) branch – ветвь, legislative ~ – законодательная, executive~ – исполнительная, judicial ~ – судебная;
 - 8) “checks and balances” – система сдерживания и противовесов
 - 9) ultimate – максимальный/последний/конечный
 - 10) supreme – верховный, ~ Court, ~ Law
 - 11) to amend – вносить поправку, amendment – поправка
 - 12) to guard against smb./smth – защищать от, оберегать от
 - 13) unreasonable searches – незаконный обыск
 - 14) to seize, seizures of property – опись имущества
 - 15) to establish a system of smth./rules and regulations etc. – установить систему правил, положений и т.д.
 - 16) inalienable – неотъемлемый
 - 17) to comprise – составлять, включать в себя
 - 18) county – округ
 - 19) vote (v, n) – голосовать/голос , voter – избиратель
 - 20) term – срок/условие (напр. контракта)
 - 21) instance, for instance – например
 - 22) to propose – предлагать, proposal – предложение
 - 23) treaty – соглашение, договор
 - 24) to approve – (approval) одобрять
 - 25) to be up and running – продолжать работать/функционировать
 - 26) affairs – дела, domestic~ – внутренние дела, foreign~ – международные отношения
 - 27) to convince – (Syn. – to assure, to persuade) убеждать/уверять
 - 28) to bargain – (bargain (n)) заключить сделку/договориться/торговаться
 - 29) to appoint – (appointment) назначать
 - 30) to trust – (trust (n), distrust, trustful, trustworthy) доверять
 - 31) to kidnap – (kidnapping) похищать
 - 32) to handle a problem/a crime/ a case – рассматривать проблему и т. д.
 - 33) to exercise censorship – применять цензуру
 - 34) income tax – подоходный налог

35) capital punishment = death penalty – смертная казнь

Part 2

- 1) to retain – вмещать, держать
- 2) a share of market – доля рынка
- 3) gross national product (GNP) – валовой национальный продукт, gross domestic product – валовой внутренний продукт (GDP)
- 4) to compete – (competition, competitor, competitive) конкурировать
- 5) to face smth. – (to be faced with smth) сталкиваться с чем-то
- 6) to supply – (supply (n), supplier) снабжать
- 7) to account for – нести ответственность/отвечать/принимать во внимание/приходиться на долю/объяснять
- 8) to pursue – преследовать (цель)/искать/добиваться
- 9) vital – важный, насущный, необходимый, Syn. – crucial, vitality – живучесть
- 10) enterprise – предприятие, entrepreneur – предприниматель
- 11) stocks – акции, Syn. – shares, stockholder/shareholder – акционер/держатель акций, stock – запас/фонд, share – доля

Part 3

- 1) heterogeneous – (Ant. – homogeneous) многонациональный
- 2) affiliation – принадлежность
- 3) misleading – вводящий в заблуждение
- 4) loyalty (loyalties) – верность, преданность, лояльность
- 5) to acknowledge – допускать, признавать, подтверждать
- 6) root – корень, roots – происхождение (корни)
- 7) common – общий, to have smth. in common with smb./smth. – иметь что-либо общее с кем-либо/чем-либо
- 8) significant – значительный, важный, существенный
- 9) to assimilate – сравнивать, уподоблять
- 10) intention – (intentional / unintentional, intentionally / unintentionally) стремление, цель, намерение
- 11) to give up – (Syn. – abandon) отказаться, отменить
- 12) apparent – несомненный, видимый
- 13) to fuse – (fusion) объединять(ся)
- 14) majority – (Ant. – minority) большинство
- 15) ancestry – происхождение, ancestor – предок

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- 16) census – перепись, ~Bureau
 17) to resent – негодовать, возмущаться, обижаться
 18) to cure – (Syn. – treat, cure/treatment (n)) излечивать, incurable -- неизлечимый
 19) to be welcomed – быть желанным, долгожданным
 20) trend – общее направление, тенденция.

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the Russian for the following:*

Part 1

1) turning into reality the dreams and ideas; 2) the articles of Confederation; 3) after much argument, debate, and compromise; 4) ultimate power; 5) has been repeatedly amended; 6) the Bill of Rights; 7) to meet the changing needs; 8) fundamental rights; 9) freedom of religion, speeches, press, and peaceful assembly; 10) natural, “inalienable” rights; 11) the House of Representatives; 12) for six-year terms of office; 13) to declare war; 14) department of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs; 15) street and road repairs; 16) driving laws and licenses; 17) drinking laws; 18) laws on owning a gun

Part 2

1) has more than tripled; 2) genetic engineering; 3) airspace research and development; 4) computer and information services; 5) to be faced with intense competition; 6) hi-tech fields; 7) Silicon Valley; 8) farmers account for 14 % of; 9) spirit of enterprise; 10) to vigorously pursue economic interests; 11) part-owner; 12) white-collar jobs; 13) blue-collar worker

Part 3

1) was settled, built and developed by generations of immigrants; 2) ethnic sympathies, national origins, racial groups, and religious affiliations; 3) it would be very misleading; 4) religious loyalties; 5) to proudly acknowledge ethnic roots; 6) to have something in common with smb.; 7) “melting pot”; 8) “salad bowl”; 9) are fused together into something larger; 10) Blacks, Hispanics; 11) general statements; 12) generalizations that can be safely made; 13) incurable optimists; 14) to be trend

setters in lifestyles; 15) a strong sense of community and neighborliness, and a great informality.

Exercise 2. *Give the English for the following:*

1) бывшие слабые колонии; 2) свободное и независимое государство; 3) направлять петицию правительству с требованием устранить ошибки; 4) система правосудия, гарантирующая должное соблюдение юридических процедур; 5) неотъемлемые права; 6) один человек – один голос; 7) избирательный участок при выборах членов конгресса; 8) избираться непосредственно теми, кто имеет право голоса; 9) министр иностранных дел, министр внутренних дел; 10) с одобрения Конгресса; 11) собрание акционеров; 12) совладелец; 13) считать кого-либо принадлежащим какой-либо группе; 14) в этом смысле; 15) быть по существу точным.

Exercise 3. *Answer the questions:*

Part 1

1. When and why did the seven-year Revolution start?
2. What was the result of it?
3. When was the American Constitution adopted?
4. What does the Constitution set?
5. What was the name of the first ten Constitutional Amendments? What are they considered to be?
6. What rights are mentioned in the Constitution?
7. What does American governmental system include?
8. What is Congress comprised of? How many members are there?
9. All all members of Congress elected using the same method?
10. How is the President of the US elected? How many full terms is the President allowed?
11. Is the President independent in the decisions? How does the President interact with Congress?
12. What are executive departments of the US.
13. What are the powers of the federal government?
14. What are the powers of the government of states?
15. Why is there a strict division of federal and state powers?

 Part 2

1. How large is the population of the US? How much land does the country occupy? What share of the world market does America retain?
2. In what industries does America take the leading position? Is it easy to be the world's leader in economy? Why?
3. What is Silicon Valley?
4. What facts show that the US is the world's leading agricultural nation?
5. What characteristics helped America become the leading nation?
6. What is the structure of jobs in the US? Are blue-collar workers among the lowest-paid in the world?

Part 3

1. Why is America called “a nation of immigrants”?
2. Has the US stopped taking immigrants recently?
3. Can the US be called a simple collection of different groups? Why?
4. Why is the US called the “melting pot”?
5. What is the reason for calling the US a “salad bowl”?
6. What is a better metaphor for American society and why?
7. What is American population structure according to their ancestry?
8. Do Americans like when other people generalize about them? Why?
9. What generalizations can be safely made about American people?
10. What three American “national characteristics” can you name?

Exercise 4. *Insert prepositions where necessary:*

1. Congress is made upthe Senate and the House of Representatives.
2. According to Russian Constitution the President is elected every four years four-year terms of office.
3. The number of representatives from each state is basedits population.
4. The executive managers are usually appointed.....the chief of the corporation.
5. He is limitedhandling this part of the department.
6. The governor of the state doesn't have any direct power ...police force.
7. Do you know Russian laws ...drug use?
8. Nowadays many Americans face... the problem of unemployment.
9. McDonald's company accounts.....45 per cent of all American fast food market.

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10. More than 10 per cent of all working Americans are ... heavy industry.
 11. The USA is a heterogeneous country and this fact makes it different...its neighbors.
 12. One personality trait which is common for almost all the Americans is friendliness... people.

Exercise 5. *Paraphrase the sentences using the active vocabulary:*

1. People in democratic countries have a certain number of freedoms that can not be taken away.
2. This problem is very important for our government.
3. American farmers produce more than 20 per cent of the world's agricultural goods.
4. What is the name of American ex- president?
5. Hi-tech and other fields are vital for the US economy.
6. American Congress includes such executive branches as the Senate and the House of Representatives.
7. Our company has already signed an agreement with the US airspace research and development center.
8. American government has come across the necessity of supporting farmers and ranchers.
9. That tendency was evident to everyone.
10. What are your roots?
11. This company continues functioning.
12. How big is the amount of money the government takes from people's wages or salaries?
13. How are these politicians going to manage the housing problem?
14. Have you heard of the President's goal to resign?
15. A lot of nations fuse within that country.
16. Whites are the main part of American population.
17. Does this country have death penalty?
18. They refused to continue debates connected with religious freedom in American society.
19. The shares of this company are growing.
20. The Parliament ratified the Bill a week ago.
21. Our organization protects domestic producers from piracy.
22. They protested against new job cuts.
23. They offered several corrections of the Constitution.

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24. America takes leading position in many fields of modern life, for example, in biochemical and genetic engineering.
 25. Business people will have a lot of profit next year.
 26. How does the end product look like?
 27. People come to America to look for their happiness.

Exercise 6. *Find opposite sentences:*

1. The company has stopped functioning again.
2. It's unnecessary to know the history of your native place.
3. A lot of nationalities are separated within the US.
4. Hispanics, Indians and Afro-Americans are the main majorities in the USA.
5. It is a correct idea of the structure of Russian government.
6. He dissuaded them from the necessity of doing this.
7. He started smoking several years ago.
8. The workers of this enterprise are happy when their salaries are delayed.
9. The law having been discussed was rejected by the government.
10. A new senator was fired yesterday morning.
11. His goal is unclear.
12. The territory of modern America presented the current colonies of Great Britain.
13. Do they have a restriction of religion in their country?
14. Do the ideas of these parties have anything different?
15. They've already faced a sluggish competition.

Exercise 7. *Insert words from the active vocabulary:*

1. It's impossible to ... this illness.
2. He works in Foreign ... Department.
3. What is your religious ...?
4. The President of the US is elected directly by ... every four years to a four-year ... of office.
5. They've made a ... on favorable terms.
6. What is your ...? – My grandparents come from Ireland.
7. The ... is responsible to make laws while the ... does everything to enforce them.
8. Mass media can not publish and say whatever they want because the government ... strictly.
9. The extreme penalty in this country is
10. American producers ... all the world with modern computers and their inputs.

11. He is a good citizen. He always demonstrate ... to the government.
12. Is anybody going to help me? – Yes, you can ... me.
13. While calculating ... you need to take all income of our citizens who work at home and abroad into account.
14. What goals do they ...?
15. Two terrorists ... a child and are demanding a million dollars.
16. Is your enterprise able to ... with these huge old companies?
17. Russian oil industry ... a rather large share of the world market.
18. ... is responsible for keeping data about all people living in the country.
19. If you want a discount you should
20. Instead of the ultimate power the three branches have ... over each other.

Exercise 8. *Translate the following sentences into English:*

1. На днях Конгресс внес поправку в закон об неотъемлемых правах граждан.
2. Соединенные штаты представляют собой многонациональное государство, состоящее большей частью из иммигрантов.
3. Сельское хозяйство – одна из наиболее развитых сфер экономики США. На её долю приходится около 25 % от всего производства страны.
4. Сегодня в их квартире были произведены незаконный обыск и опись всего имущества.
5. Последняя перепись населения показала, что в нашей стране имеется тенденция к урбанизации.
6. У вас есть какие-либо видимые причины к принятию таких мер?
7. Данный договор включает в себя несколько пунктов.
8. Менеджер был уволен из компании, так как преследовал только свои интересы.
9. Какую религию вы исповедуете? (Какова ваша религиозная принадлежность?)
10. История этого народа уходит корнями в далекое прошлое.
11. Первые 10 поправок Конституции США известны как Билль о Правах.
12. Снижение подоходного налога стало долгожданным событием для многих американцев.
13. Многие штаты Америки могут устанавливать свои законы, связанные с любыми сферами общественной жизни.
14. Расследование похищения людей является федеральным делом.
15. Многие люди с гордостью признают свои этнические корни.

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16. Подоходный налог никогда не берется с пенсионеров.
 17. Министр иностранных дел говорил, что наша страна сталкивается с новой проблемой.
 18. Может ли смертная казнь быть одобрена в демократическом обществе.
 19. У нас есть одна общая черта: мы оба пытаемся решать проблемы как можно быстрее.
 20. Вас здесь не ждут.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. The division of powers into three branches is universal.
2. American people have a lot of rights and freedoms.
3. In democratic countries there are no unreasonable searches, arrests and seizures of property.
4. American states have much more power than Russian regions.
5. Two-Houses Parliament is characteristic both of the USA and Russia.
6. American and Russian presidents can count upon the automatic support of their parliaments.
7. The division of federal and local powers is very strict both in America and Russia.
8. The US is the leader of the world economy.
9. There are some typical features of American character that help survive intense competition.
10. Both the US and Russia are multinational countries.
11. Most people in the world proudly acknowledge their ethnic roots.
12. Minorities are discriminated neither in the US nor in Russia.
13. It's easy to make generalizations about any nation.
14. Many Russian people do not differentiate between nation and nationality.

Exercise 2. *Act out dialogs between an American and a Russian person discussing:*

1. American and Russian national characteristics.
2. Differences of the notions “nation” and “nationality”.
3. Federal and state/regional powers.
4. Political systems and problems.
5. Economic systems and problems.

Exercise 3. *Speak on:*

1. True and false characteristics of Russian and American people.
2. Nation and nationalities in Russia and America. What can a person mean saying 'I'm Russian'?
3. Differences and similarities in American and Russian political system.
4. Differences and similarities in American and Russian economies.
5. Attitude to traditions and ceremonies in the USA and Russia.

UNIT 8. TRANSPORTATION

Transportation in the US

Waterways

From the earliest days up until the railroad became dominant after the Civil War, travel by water was the favorite means of transportation for both passengers and freight. It is no accident that most of America's largest cities first grew around ocean harbors, along rivers, or later, by canals. "Downtown" once meant exactly that: down where the ground was the lowest, near the harbor docks or by the river where the first houses and buildings were constructed. The Americans had a great advantage when it came to boats and ships, whether for the inland waterways or the oceans. From 1820 until the Civil War, the United States was the leading maritime nation.

The greatest achievement of American merchant shipbuilding was the clipper. The first true clipper ships were built in the mid-1840s, these ships traveled very fast. The three decades before the Civil War saw the domination of merchant shipping by American clippers. But the era of the steamship soon put an end to this romantic period of fast and elegant wooden sailing ships. The first commercially successful steamboat in the world was Robert Fulton's *Clermont*, which appeared on the Hudson River in New York in 1807. Steamboats were an important means of transportation which helped to expand the frontier further and further west. Canals also did a great deal to open up the interior of America, to take settlers and immigrants to new areas, to carry their farm goods to city markets, to move freight at low cost, and to transport manufactured products and materials.

Railroads

As early as 1833, a railroad in South Carolina and Georgia was running trains over a route of more than 200 km, the longest in the world at that time. Because of greater speed and directness, the railroad was beginning to win out over the steamboat. Trains could go where boats and ships could not. This was especially important west of the Mississippi, where there were fewer large rivers. The government supported many railroads by giving them land for building tracks and lending them money at a low rate of interest. Millions of immigrants reached the new territories with the help of the railroads. Later, trains transported the goods they produced. Fresh meat, fruits, and vegetables could be transported more quickly. As a consequence, food became less expensive in the urban areas. The materials needed for constructing railroads stimulated the iron and steel industries.

While the early decades of the 20th century were the “golden age” of the railroads in America, their significance for passenger service has declined since then. In 1971, Congress created Amtrak, the National Railroad Passenger Corporation, to provide a balanced transportation system by developing and improving intercity rail passenger service. Compared with railroad passenger transport in Germany, France or Britain, however, Amtrak is of relatively little importance. The Amtrak system works best and most profitably in densely populated areas where distances are short and getting to and from airports is convenient and expensive. On the longer distances, Amtrak has a hard time competing with the airplane. Freight trains, by contrast, are still very important, especially for the transportation of ‘bulk goods’ such as coal or grain. And, after many problems in the 1980s, the largest railroads are now much more competitive. In fact, when measured by tons carried per mile, the railroads transport 37 percent of all American freight compared with about 27 percent for trucks (and 16 percent of freight on inland waterways). Trains are now both cheaper and more efficient than trucks.

The Car Culture

America B. C. (Before the Car) was a much different place than it was after all those Fords and Chevys became available to millions of Americans. Soon the average “man next door”, and his teenage son and daughter as well as his wife, could afford a car. Figures show that the United States has developed an enormous modern transportation system, an extensive network of roads and highways which enables Americans to travel freely and comfortably wherever they want without having to give up their independence, consult timetables, or wait for connections. For example, the American interstate highway system – the non-stop, interconnected “motorways” – stretches for over 72,000 km. In the U. S. there are more cars and trucks and buses per person than anywhere else.

One could easily reach the conclusion that America is one big parking lot, clogged by cars and trucks, stinking of exhaust, covered by concrete, and marred by service stations. Such images, however, are highly misleading. Urban areas in the United States, towns and cities, large and small, only take up less than 2 percent of the country’s total land area. It is sometimes forgotten that in the U. S. today – a country over 30 times the size of Italy and over 40 times that of the United Kingdom – one third of the land is still covered by forests.

Public, state-supported mass transportation systems – buses, commuter trains, streetcars, subways – only make sense in economic and practical terms for those parts

of the U. S. that are densely settled. For example, 53 percent of all New Yorkers use the mass transit, public transportation system. Cities such as Chicago, Boston, Washington D. C., Philadelphia, and San Francisco are also examples of cities where public transportation plays an important role. Experience has shown, however, that many people still prefer to go by car, and would continue to do so, even if public transportation were more readily available and less expensive.

The most extensive and one of the least expensive means of transportation in America is the bus. Both city traffic and intercity transportation are largely provided by bus companies, public and private. Intercity and suburban bus companies operate between some 15,000 cities, towns, and villages. America's intercity buses transport more than 350 million passengers every year, more than Amtrak and all airlines combined. This cheap way to cover long distances in the U. S. is used by many American and foreign travelers.

Americans started relatively early giving thought to the problems caused by cars. In the 1950s, some cities began to ban cars from their central shopping areas. So-called malls were built within cities, changing traffic-filled streets to areas reserved for pedestrians, landscaped with grass, flowers and trees. Many universities forbid students to have cars on campus, unless, of course, they are handicapped. Programs such as car-pooling or "share-the-ride" and "park-'n-ride" are also common approaches.

In most U. S. states the national speed limit of 55 mph (about 88 km/h) is in effect, but outside a several kilometer radius of larger cities, a speed limit of 65 mph (about 104 km/h) is allowed on major rural interstate highways. Some Americans, of course, always try to go just a little bit faster, but overall, most adhere to speed limits. This general acceptance is helped along by the police, who strictly enforce speed limits in and outside the cities. Studies show that there is less pollution at lower speeds, gas is saved, and, perhaps most importantly, there are fewer lives lost. Americans are sometimes surprised to learn that they have a reputation of being polite and courteous drivers. Much tougher drinking-and-driving laws in many states have meant that in some areas traffic deaths have dropped as much as 30 percent in one year. There are very strict laws, rigidly enforced, for protecting school children. Children have special crossing areas and school zones in which the maximum speed limits for cars are usually from 5 to 15 mph (8 to 44 km/h). American courts have little sympathy for those who speed near school zones or pass school buses as children are getting out. Automatic fines of up to \$500 for first-time offenders are not uncommon.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 7.
2. Give the summary of the text
3. Retell the text as if you were:
 - 1) a Russian tourist in America;
 - 2) an American who likes to travel;
 - 3) a driver;
 - 4) the head of the bus company.

Vocabulary

- 1) to become dominant – стать преобладающим
- 2) means of transportation – транспортные средства
- 3) to grow around – возникать возле
- 4) harbor – гавань (порт)
- 5) downtown – центр города
- 6) inland waterways – внутренние водные пути
- 7) maritime nation – морская нация
- 8) clipper – клипер
- 9) merchant shipping – торговый флот
- 10) steamship – пароход
- 11) to expand the frontier – расширять границу
- 12) to open up the interior – открывать внутренние районы страны
- 13) freight – груз/товарный поезд, to move ~ at low cost – перевозить грузы по низкой стоимости
- 14) manufactured products – промышленные товары
- 15) to run trains over a route of – направлять поезда по маршруту
- 16) to win out over – одерживать верх над
- 17) to give smb. land for building tracks – давать землю для строительства железной дороги
- 18) a low rate of interest – низкая процентная ставка
- 19) to transport the goods – перевозить товары
- 20) urban areas – городские территории
- 21) to stimulate the iron and steel industries – стимулировать развитие

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- металлургической и сталелитейной промышленности
- 22) to provide a balanced transportation system – обеспечивать сбалансированную систему транспорта
- 23) to improve intercity rail passenger service – улучшать услуги в сфере междугородних перевозок пассажиров по железной дороге
- 24) to work profitably – работать прибыльно
- 25) densely populated (densely settled) areas – густонаселенные территории
- 26) bulk goods – товары, перевозимые крупными партиями
- 27) competitive, efficient – конкурентоспособный, эффективный
- 28) an extensive network of roads and highways – разветвленная система дорог и скоростных шоссе
- 29) to consult timetables – сверяться с расписанием
- 30) interconnected “motorways” – взаимосвязанные автострады
- 31) parking lot – стоянка
- 32) clogged by cars – забитый (переполненный) машинами
- 33) marred by service stations – испорченный обилием станций техобслуживания
- 34) take up – занимать
- 35) commuter trains – пригородные поезда
- 36) subway – метро
- 37) suburban bus companies – компании пригородного автобусного сообщения
- 38) to ban – запрещать
- 39) mall – торговый центр
- 40) traffic-filled streets – переполненные транспортом улицы
- 41) pedestrians – пешеходы
- 42) handicapped (Syn. disabled, physically challenged) – инвалиды
- 43) car-pool/car pooling – автомобильный пул (для поездок на работу): группа автовладельцев-соседей, живущих в пригороде, каждый из которых по очереди возит остальных на работу на своей машине.
- 44) adhere to speed limits – подчиняться ограничению скорости
- 45) enforce speed limits in and outside the cities – заставлять соблюдать ограничение скорости в городах и за их пределами
- 46) pollution, to pollute – загрязнение, загрязнять
- 47) tougher drinking-and-driving laws – более жесткие законы о вождении в нетрезвом виде
- 48) crossing areas – пешеходные переходы
- 49) speed (v, n) – превышать скорость, скорость

50) automatic fines – автоматические штрафы

51) first-time offenders – правонарушители, совершившие преступление впервые

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the English for:*

1) неслучайно; 2) строиться; 3) преимущество; 4) десятилетие; 5) быстрые и элегантные суда; 6) коммерчески успешный; 7) городские рынки; 8) железная дорога; 9) иметь преимущество над; 10) менее дорогой; 11) обычный парень, живущий по соседству; 12) позволить себе машину; 13) отказываться от независимости; 14) покрытая лесом; 15) государственная система транспорта; 16) в основном обеспечиваются автобусными компаниями; 17) дешевый способ преодолеть большое расстояние; 18) пешеходные зоны; 19) запрещать студентам пользоваться машинами на территории университета; 20) они имеют репутацию вежливых водителей; 21) американские суды; 22) стали доступны миллионам американцев; 23) думать о проблемах; 24) городской транспорт; 25) бензин экономится; 26) давать займы деньги.

Exercise 2. *Give the Russian for:*

1) up until; 2) the Civil War; 3) travel by water; 4) to move freight; 5) harbor docks; 6) when it came to; 7) the greatest achievement; 8) further and further west; 9) a great deal; 10) settlers and immigrants; 11) to produce goods; 12) as a consequence; 13) significance; 14) the National Railroad Passenger Corporation; 15) relatively little importance; 16) convenient and expensive; 17) has a hard time; 18) measured by tons carried per mile; 19) trucks; 20) an enormous modern transportation system; 21) wait for connections; 22) stretches for over; 23) reach the conclusion; 24) stinking of exhaust; 25) covered by concrete; 26) 30 times the size of Italy; 27) in economic and practical terms; 28) the most extensive; 29) central shopping areas; 30) landscaped with grass, flowers and trees; 31) common approaches; 32) major rural interstate highways; 33) this general acceptance is helped along by the police.

Exercise 3. *Answer the questions to the texts:*

1. When was travel by water the favorite means of transportation for passengers and freight?
2. What did “downtown” mean once?
3. The US was the leading maritime nation, wasn't it? Why?

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4. How successful was the US as far as shipbuilding and traveling by water?
 5. What was good about clippers? Why did steamships put an end to the period of clippers?
 6. How important are canals for America?
 7. Why did the railroad begin to win out over the steamboat?
 8. How did the government support many railroads?
 9. What did the railroads stimulate?
 10. The significance of the railroads has increased, hasn't it?
 11. What was the purpose of creating Amtrak? How important is it compared to railroad passenger transport in Europe?
 12. Where does the system of Amtrak work best?
 13. In what sphere is railroad still very important? Why?
 14. How available are cars in modern America?
 15. What enables Americans to travel freely and comfortably?
 16. What are the advantages of traveling by car?
 17. How can you characterize American interstate highway system?
 18. What is one of the misleading images of America connected with cars? What is the real situation there?
 19. What does public mass transportation system include? Where does it make sense? What cities are given as examples? Do all people prefer public transport in such cities?
 20. What is the most extensive means of transportation in the US? What transportation is provided by bus companies? What companies are involved?
 21. Where do bus companies operate? How many passengers a year do they take?
 22. What measures were taken to solve problems caused by cars in shopping areas?
 23. What did universities do to help solve the problem? What other programs were suggested?
 24. What are American laws concerning speed limits? Do American drivers often break these limits? Who helps enforce them in and outside the cities?
 25. What are the positive results of speed limits?
 26. What reputation do American drivers have?
 27. Why have traffic deaths dropped?
 28. How do laws protect children?
 29. What is American courts' attitude to those who speed near school zones?

Exercise 4. *Ask questions to match the following answers. Think of all possible*

variants:

1. A: ...?
B: Yes, it did. It happened after the Civil War
2. A: ...?
B: They grew around ocean harbors and along rivers.
3. A: ...?
B. It was “*Clermont*”.
4. A: ...?
B: It happened because of greater speed and directness.
5. A: ...?
B: Millions of immigrants reached the new territories.
6. A: ...?
B: They gave land and lent money at low interest rate.
7. A: ...?
B: It was done to provide a balanced transportation system.
8. A: ...?
B: I think, for over 72, 000 km.
9. A: ...?
B: Only in densely populated areas.
10. A: ...?
B: Car-pooling or “share-the-ride” and “park-’n-ride”.
11. A: ...?
B: From central shopping areas, on university campus and in school zones.

Exercise 5. *Insert prepositions where necessary:*

1. Most ... America’s largest cities first grew ... ocean harbors and ... rivers.
2. The first commercially successful steamboat in the world appeared ... the Hudson . River ... New York.
3. Police strictly enforce speed limits ... and ... the cities.
4. This system works best and most profitably ... densely populated areas.
5. The Americans had a great advantage when it came ...boats and ships.
6. Many universities forbid ... students to have cars ... campus.
7. This railroad is running trains ... a route ... more than 200 km.
8. Most ... Americans adhere ...speed limits.
9. Compared ...railroad passenger transport ...other countries, this company is ...

relatively little importance.

10. Fords and Chevys became available ... millions ... Americans.
11. This extensive network ... roads and highways enables ... Americans to travel freely and comfortably wherever they want.
12. The significance ... railroad ...passenger service has declined since the early decades of the 20-th century.
13. The materials needed ...constructing ...railroads stimulated many industries.
14. Many people think that America is one big parking lot, clogged ...cars and trucks, covered ...concrete.
15. Afterwards the railroad began to win the steamboat.
16. Urban areas in the United States take ... less than 2 percent ...the country's total land area.
17. Experience has shown that many people still prefer to go ... car.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. How do they move cargo within this area?
2. Rural areas occupy the largest part of this country.
3. Local authorities officially disallowed cars in that area.
4. This area is open to cyclists and walking people.
5. They moved the borders forward at an unprecedented rate at the end of the 19-th century.
6. Trains transport goods inexpensively.
7. The company is efficient on the world market.
8. There is a special library entrance for disabled people.
9. Anti smoking laws are very strict in some countries.
10. The banks are paying little percentage of deposited money to depositors now.
11. One of the main role of the police is to make sure that driving laws are obeyed.
12. Most drivers obey driving and drinking laws.
13. A lot of freight is moved along rivers inside the country.
14. This company transports products in large quantities all over the country.
15. Steamers replaced clippers.
16. They never start driving faster near school zones.
17. You should look at the schedule to see when the last train leaves.
18. There are too many cars in the area.
19. My beautiful table was spoiled by cigarette burns.
20. You can leave your car in a specialized area.

21. Gas makes air dirty.

Exercise 7. *Find the opposites:*

1. Steamers lost to clippers.
2. You can find many plants and factories downtown.
3. Public transport makes economic sense only in rural areas.
4. Many drivers do not obey laws limiting speed.
5. There are few cars in the area.
6. The ship is in the ocean now.
7. She is a recidivist.
8. Bus is gradually losing its leading position in the US.
9. American government has always done a lot to make the lands beyond the border inaccessible.
10. They transport small amount of products.
11. There are few people living in this region.
12. It is an intercity train.
13. They suffered losses.
14. Cycling is permitted in this part of the city.
15. There are many roads for pedestrians.
16. That beautiful landscape was improved by the large amount of gas stations.
17. Many cities and towns were destroyed around harbors and along rivers.
18. This type of car is meant for healthy individuals.
19. Are there many drivers in the street?
20. They are a land nation.
21. That bus company operates in the suburbs.

Exercise 8. *Insert the words from the vocabulary:*

1. It is very expensive to drive to work every day for people living in the suburbs.
That is why automobile owners organized ... to to take turns in driving several neighbors to work.
2. If the authorities of American states want to decrease the amount of car accidents they must ... and
3. In order to move freely from one city/town to another it is necessary to
4. Using ... you can avoid traffic jams.
5. Where am I to leave the car? There is no ...!
6. The air is ... by large amount of cars.

-
7. ... helps move quickly and freely across the US.
 8. Drivers who speed near school zones pay large....
 9. There are ... that move people downtown from suburbs.
 10. It is easy to pay on the loan because of
 11. They are a great ...: their merchant shipping is one of the largest in the world.
 12. If the government wants its people to move freely within the country it must
 13. The demand on goods made of metal is growing. This fact

Exercise 9. *Translate into English:*

1. Пароход стал преобладающим транспортным средством в Америке после Гражданской войны.
2. Многие люди предпочитают делать покупки в торговых центрах.
3. Если вы нарушите правила дорожного движения, вам придется заплатить штраф.
4. Строительство железной дороги стимулировало развитие многих отраслей промышленности.
5. Пароходы способствовали расширению границ страны, доставляя иммигрантов в новые районы, а также перевозя грузы по низкой стоимости.
6. Эта система общественного транспорта работает прибыльно только в густонаселенных территориях.
7. Система дорог и скоростных шоссе позволяет путешествовать свободно туда, куда вы хотите.
8. Существует ошибочная точка зрения, что Америка – это огромная стоянка, переполненная машинами.
9. В этом университете студентам запрещено оставлять машины на территории кампуса.
10. Работа городского транспорта и междугородние перевозки обеспечиваются многими государственными и частными компаниями.
11. Товарные поезда очень важны для перевозки так называемых основных грузов, таких как уголь и зерно.
12. Во многих городах автомобильное движение запрещено на центральных улицах.
13. Удивительно, что американцы имеют репутацию вежливых водителей.
14. Мы должны принять более жесткие законы о вождении в нетрезвом виде для защиты школьников.
15. Недавно он был оштрафован за нарушение правил об ограничении скорости.

2 курс

UNIT 1
THE NATURE OF SOCIOLOGY

Could you answer the following questions?

1. What does sociology deal with?
2. What phenomena does sociology focus on?
3. What academic disciplines does the study of sociology overlap with?
4. What approaches to sociological issues are you familiar with?

DEVELOPING VOCABULARY

Exercise 1. Listen and repeat the words. Practice correct and quick reading.

Alienation |,eɪliə'neɪʃn|, anthropology |,ænthrə'pɔ:lədʒi| approach |ə'prəʊtʃ|, attain |ə'teɪn|, attempt |ə'tempt|, awareness |ə'wɛrnəs|, community |kə'mju:nəti|, concern |kən'sɜ:rn|, conformity |kən'fɔ:rməti|, discipline |'dɪsəplɪn|, emphasize |'emfəsaɪz|, enhance |ɪn'hæns|, individual |,ɪndɪ'vɪdʒuəl|, influence |'ɪnfluəns|, issue |'ɪʃu:|, major |'meɪdʒə|, obtain |əb'teɪn|, passionate |'pæʃənət|, perspective |pər'spektɪv|, phenomena |fə'nɑ:mənə|, recreation |,ri:kri'eɪʃn|, observation |əbzə'veɪʃ(ə)n|.

VOCABULARY

1. alienation (n.) – отчуждение, охлаждение (чувств), умопомешательство, психическое заболевание; психоз, отрыв от общества и людей
2. anthropology (n.) – антропология
3. approach to (n.)– подход
4. attain (v.)– достигать, добиваться
5. attempt (n.)– попытка; to make an attempt — предпринять попытку
6. awareness (n.) of – осведомлённость, информированность
7. behavior (n.)– поведение
8. common sense – здравый смысл
9. community (n.)– общество, группа населения (объединённая по религиозному, расовому или национальному признаку)
- 10.concern (n.)– беспокойство, забота, тревога, участие, интерес
- 11.conformity (n.)– соответствие; согласованность
- 12.deal with (v.) – иметь дело с
- 13.discipline (n.)– дисциплина, порядок
- 14.discrimination (n.) – различие; установление различия, проницательность; разборчивость, дискриминация, ограничение в правах
- 15.emphasize (v.)– подчёркивать, придавать особое значение
- 16.enhance (v.)– увеличивать, усиливать
- 17.focus on (v.) – сосредоточиться на
- 18.gambling (n.) – азартная игра, игра на деньги
- 19.gang (n.) – банда, компания
- 20.human interactions – взаимодействие, общение человека
- 21.influence (v.) – влиять
- 22.involve (v.) – вовлекать, включать

-
23. observation (n.) – наблюдение, замечание, соблюдение
24. obtain (v.) – получать, доставать, приобретать
25. overpopulation (n.) – перенаселение
26. passionate desire – непреодолимое желание
27. perspective (n.) – перспектива
28. phenomenon (pl. phenomena) – событие, феномен, явление
29. recreation (n.) – отдых, восстановление сил; развлечение
30. sociological imagination – социологическое воображение

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. She has good powers of observation.
2. At midnight we see out the old year and see in the new.
3. People's political beliefs are shaped by what they see in the papers.
4. He is lacking in common sense.
5. Usually we are not happy with what we see in ourselves or in our lives.
6. The perspective of sociology involves seeing through the outside appearances of people's actions and organizations.
7. The book examines the subject from a sociological perspective.
8. One major goal of this perspective is to identify patterns of and influences on social behavior.
9. This target will be attained soon.
10. I acted in conformity with my principles.
11. The simple lifestyle of the Amish is in conformity with their ascetic religious beliefs.
12. It was a poor attempt at a joke.

-
13. He made no attempt to apologize.
 14. Their behavior was not moral.
 15. These efforts enhance collaboration between industry and academia.
 16. We know that community is made of smaller units.
 17. He had fallen into a state of mental alienation.
 18. Overpopulation is a universal problem.
 19. Economic issues should get more attention.
 20. The sociological perspective attempts to provide explanations for such patterns.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. The corporate culture demands a certain conformism of appearance.
2. He recorded his thoughts in a notebook.
3. We just need to exercise wisdom.
4. Unemployment may provoke a sense of isolation from society.
5. After a year she had achieved her ideal weight.
6. I'm surprised by her bad conduct toward her friends.
7. The report stresses the importance of improving social conditions.
8. I was deeply effected by my parents.
9. Don't include me in your family affairs!
10. Sociology is concerned with love, poverty, conformity, bias, illness, alienation, overpopulation and society.

Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.

| | |
|--|---|
| common sense | Не позволяйте гневу возобладать над здравым смыслом. |
| alienation | Безработица может спровоцировать чувство отчуждения от общества. |
| human interactions | Общение с людьми является важнейшим аспектом моей работы. |
| attain | Как мы сможем достичь такого богатства? |
| attempt | Мы попытались подняться на эту гору Мы упускаем шанс что-либо объяснить. Он даже не пытался извиниться. |
| conformity of appearance in conformity with | Корпоративная культура требует определённого однообразия внешнего вида. Мы должны действовать в соответствии с местными правилами. |
| behavior | Такое поведение было для него нетипичным. |
| emphasize | Она подчёркивала свои слова жестами. |
| to enhance their reputation | Они стремятся улучшить свою репутацию. |

READING

WHAT IS SOCIOLOGY?

Sociology is the systematic study of social behavior and human groups. It focuses primarily on the influence of social relationships upon people's attitudes and behavior and on how societies are established and change. As a field of study, sociology has an extremely broad scope and it deals with families, gangs, business

firms, political parties, schools, religions, labor unions, etc. It is concerned with love, poverty, conformity, discrimination, illness, alienation, overpopulation and community.

In human society, newspapers, television and radio are the usual sources of information about such groups and problems. However, while the basic function of journalists is to report the news, sociologists bring a different type of understanding to such issues. The perspective of sociology involves seeing through the outside appearances of people's actions and organizations.

One major goal of this perspective is to identify patterns of and influences on social behavior. For example, sociologists study the passionate desire of movie or rock fans to see in person, to talk with, even to grab the clothing of a star. Why do people feel this need so powerfully?

The sociological perspective attempts to provide explanations for such patterns. Sociologists are not content to just recognize that millions of people want to meet stars; rather they examine the shared feelings and behavior of fans within the larger social context of human culture.

In attempting to understand social behavior, sociologists rely on unusual type of creative thinking, sociological imagination, i.e. an awareness of the relationship between an individual and the society. Thus instead of simply accepting the fact that movie stars and rock stars are the «royalty» of human society, we could ask, in a more critical sense, why we are not as interested in meeting outstanding scientists, or elementary school teachers, or architects. Sociological imagination can bring new understanding to daily life around us.

The term science refers to the body of knowledge obtained by methods based upon systematic observations. The sciences are commonly divided into natural and social sciences. Natural science is the study of the physical features of nature and the ways in which they interact and change. Astronomy, biology, chemistry, geology and

physics are all natural sciences. Social science is the study of various aspects of human society. The social sciences include sociology, anthropology, economics, history, psychology and political sciences.

These academic disciplines have a common focus on the social behavior of people, yet each has a particular orientation in studying such behavior. Anthropologists usually study cultures of the past and preindustrial societies that remain in existence today. Economists explore the ways in which people produce and exchange goods and services. Historians are concerned with the peoples and events of the past and their significance for us today. Political scientists study international relations, the workings of government and the exercise of power and authority. Psychologists investigate personality and individual behavior. In contrast to other social sciences, sociology emphasizes the influence that society has on people's attitudes and behavior. Humans are social animals; therefore, sociologists scientifically examine our social relationships with other people.

To better illustrate the distinctive perspectives of the social sciences, let us examine sociological and psychological approaches to the issue of gambling. Viewed from the perspective of psychology, gambling represents an escape into a fantasy world where great fortune can be attained easily. By contrast, sociologists focus on the social networks that develop among many gamblers. Participants in gambling establish friendship groups. For such persons gambling is a form of recreation and may even be their primary social activity. This example shows that by viewing social phenomena from several perspectives, we can enhance our understanding of human behavior.

Human behavior is something about which we all have experience and at least a bit of knowledge from a source of wisdom, which is called common sense. In our daily life, we rely on common sense to get us through many unfamiliar situations.

Unfortunately, this source of knowledge is not always reliable. For example, it was once considered «common sense» to accept that the earth is flat.

Like other social scientists, sociologists do not accept something as a fact because «everyone knows it». Instead, each piece of information must be tested and analyzed in relationship to other data. At times, the findings of sociologists may seem like common sense. Yet, it is important to stress that researchers have tested such findings.

Exercise 5. Find the English equivalents to the following phrases:

1. отличительный способ изучения человеческих взаимоотношений;
2. способ изучения человеческих взаимодействий;
3. систематическое изучение социального поведения;
4. социальное поведение;
5. область исследования;
6. источники информации;
7. выявить примеры;
8. дать объяснения чему-либо;
9. творческое мышление;
10. в более широком социальном контексте человеческой культуры;
11. повседневная жизнь;
12. особая ориентация;
13. исследовать способы;
14. изучение различных аспектов человеческого общества;
15. международные отношения;
16. основанными на систематических наблюдениях;
17. работа правительства;

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18. применение силы и власти;
 19. рассматривая социальные явления с нескольких точек зрения;
 20. сосредоточить внимание на;
 21. общественная деятельность;
 22. по отношению к другим данным;
 23. здравый смысл;
 24. не воспринимают что-то как факт;
 25. исследовать.

Exercise 6. Say whether these statements are true (T) or false (F), and say why (see appendix 2).

T F 1. Sociology is the systematic study of social behavior and human groups.

T F 2. Sociology doesn't deals with gambling.

T F 3. The perspective of sociology involves seeing through the social behavior.

T F 4. The sociological perspective attempts to offer explanations for some patterns.

T F 5. Sociological imagination can bring new ideas to daily life around us.

T F 6. The sciences are commonly divided into natural and social sciences.

T F 7. Astronomy, biology, chemistry, geology and physics are all social sciences.

T F 8. Psychologists investigate individual behavior.

T F 9. Sociology emphasizes the influence that society has on social relationships with other people.

T F 10. Sociologists always accept everything as a fact.

Exercise 7. Answer the following questions:

1. What do sociologists study?
2. What does sociology concentrate on?
3. What does the work of a sociologist include?
4. What are the main goals of the sociological perspective?
5. What is very significant when doing a sociological research?
6. What types are the sciences divided into?
7. What differs natural science from social science?
8. What is common sense?
9. What differs sociology from other social sciences?
10. How should a social scientist view social phenomena?

Exercise 8. Speak on sociology and its aspects in brief using some of the following phrases:

| | |
|--|--|
| <p>The point (The matter/ The fact) is that ...</p> <p>2. To begin with,</p> <p>3. Firstly, ... / Secondly, ... / Finally,</p> <p>4. The first thing that needs to be said ...</p> <p>5. Let's go on to the point of ...</p> <p>6. First and foremost</p> <p>7. It is true that ... / Clear that ...</p> <p>8. One should note here that</p> <p>9. It is often said that</p> <p>10. It is undeniable that..</p> <p>11. It is a well-known fact that ...</p> <p>12. What is more,</p> | <p>1. Дело в том, что ...</p> <p>2. Начнем с того, что</p> <p>3. Во-первых, ... / Во-вторых,.../Наконец</p> <p>4. Прежде всего, следует сказать...</p> <p>5. Перейдем к вопросу о ...</p> <p>6. В первую очередь</p> <p>7. Это правда, что ... / Ясно, что ..</p> <p>8. Следует отметить, что ...</p> <p>9. Часто говорят, что</p> <p>10. Нельзя отрицать, что ...</p> <p>11. Хорошо известно, что ...</p> <p>12. Более того, ..</p> |
|--|--|

| | |
|---|---|
| 13. Besides, ... because it is ... | 13. Кроме того, ... потому что ... |
| 14. It is (very) clear from these observations that ... | 14. Из этих наблюдений (абсолютно) ясно, что ... |
| 15. On the other hand, we can observe that | 15. С другой стороны, мы можем наблюдать, что |
| 16. The other side of the coin is ... | 16. Однако, с другой стороны, ... |
| 17. On the one hand, | 17. С одной стороны, |
| 18. On the other hand, | 18. С другой стороны, ... |
| 19. Although | 19. Хотя ... |
| 20. Besides, | 20. Кроме того, |
| 21. Moreover, ... | 21. Более того, ... |
| 22. From these facts, one may conclude that | 22. Из этих фактов, можно сделать вывод ... |
| 23. Which seems to confirm the idea that | 23. Что, по-видимому, подтверждает мысль ... (о том), что |
| 24. Thus, ... / Therefore, ... | 24. Таким образом, ... / Поэтому ... |
| 25. In conclusion, I can say that although ... | 25. В заключение я могу сказать, что, хотя ... |
| 26. To draw the conclusion, one can say that ... | 26. Подводя итог, можно сказать, что ... |

Exercise 9. Comment on the following topics:

1. Gambling.
2. Humans are social animals.
3. Some social problems people often face with.
4. The importance of sociology as a science.
5. Social phenomena.

EXTRA READING

SOCIOLOGICAL THEORY

In sociology, a theory is a statement or a series of statements that uses concepts to explain problems, actions or behavior. An effective theory will have both explanatory and predictive power. That is, it will help us to develop a broad and integrated view of seemingly isolated phenomena and to understand how one type of change in an environment leads to others.

An essential task in building a sociological theory is to examine the relationship between bits of data, gathered through research that may seem completely unrelated. It is important to understand that a theory — even the best of theories — is not a final statement about human behavior. One means of classifying sociological theories is by the subject under study. Thus, there are theories concerning the causes of criminal behavior or the universal nature of religion. Yet, theories can also be distinguished by levels of analysis. There are two main theories.

Macrosociology concentrates on large-scale phenomena or entire civilization. By contrast, microsociology stresses study of small groups and often uses experimental studies in laboratories. Sociologists find it useful to employ both of these approaches. In fact, we can learn a great deal by using macro-level and micro-level analysis to study the same problem. For example, we might try to understand criminal behavior at the macroscopic level by analyzing crime rates in various countries and at the microscopic level by examining the social forces that influence individuals to become criminals or delinquents.

Philosophers and thinkers of ancient and medieval societies made countless observations about human behavior and predicted that a systematic study of human behavior was needed to improve society.

The first founder of sociology as a science was the French theorist Auguste Comte (1798-1857). He gave sociology its name. The second founder of sociology was Herbert Spencer (1820-1903). He greatly dominated scholarly thinking in his times by suggesting that societies are bound to change.

Few sociologists have had such a dramatic impact on many different areas within the discipline as Emile Durkheim (1858-1917) did. Above all, he will be remembered for his insistence that behavior cannot be fully understood in individualistic terms, that it must be understood within a larger social context. He developed a fundamental thesis to help understand all forms of society through intensive study of group behavior.

Another important theorist who contributed to the scientific study of society was the German philosopher Max Weber. He pointed out that much of our social behavior cannot be reanalyzed without studying the subjective meanings people attach to their actions — how they themselves view and explain their behavior. He suggested that sociologists should thoroughly consider thoughts and feelings of the people under study. Contemporary sociology reflects the diverse contributions of earlier theorists and gains new insights which help to better understand the workings of modern human society.

Exercise 10. Answer the following questions.

- 1) What theories do sociologists develop?
- 2) What theory can become effective?
- 3) What is the essential task in building a sociological theory?
- 4) What does macrosociology concentrates on?
- 5) What does microsociology stress?
- 6) Can sociologists employ both macro and microsociology?
- 7) Who predicted that a systematic study of human behavior was needed to improve society?
- 8) Who was the first founder of sociology?
- 9) What other famous sociologists do you know? What are they famous for?
- 10) Do modern sociologists use the findings of earlier theorists?

Exercise 11. Complete the sentences:

- 1) A theory is
- 2) An effective theory will have ...
- 3) An essential task in building a sociological theory is ...
- 4) A theory is not a final ...
- 5) There are theories concerning ...
- 6) Macrosociology concentrates on ...
- 7) Microsociology stresses ...
- 8) Sociologists find it useful to ...
- 9) We can learn a great deal by ...
- 10) Philosophers and thinkers of ...
- 11) The first founder of sociology as a science was ...
- 12) The second founder of sociology was ...
- 13) Few sociologists have had ...
- 14) Behavior cannot be fully understood in ...
- 15) Another important theorist who contributed to the scientific study of society was ...
- 16) Contemporary sociology reflects ...

Exercise 12. Translate the sentences into English:

- 1) Эффективная теория поможет нам понять, как один тип изменений в окружающей среде приводит к другим.

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- 2) Одним из способов классификации социологических теорий является предмет исследования.
 - 3) Существует две основные теории.
 - 4) Микросоциология подчеркивает изучение малых групп
 - 5) Микросоциология часто использует экспериментальные исследования в лабораториях.
 - 6) Социологи считают полезным использовать оба подхода.
 - 7) Философы и мыслители древних и средневековых обществ делали бесчисленные наблюдения о поведении человека
 - 8) Вторым основателем социологии был Герберт Спенсер.
 - 9) Большая часть нашего социального поведения не может быть пересмотрена без изучения субъективных значений.
 - 10) Новые идеи современной социологии помогают лучше понять работу современного человеческого общества.

Case-tasks: Comment on the following critical thinking questions:

1. Was Emile Durkheim right that «sociology is not an auxiliary of any other science; it is itself a distinct and autonomous science»?
2. Are you supportive of, or opposed to that contemporary sociologists have more chances to better understand the workings of modern human society. Why?
3. Do you agree that to be really good in a career, you first have to love that career. Do you have a passion to study social life to improve the lives of others? Why or why not?

UNIT 2**SOCIOLOGICAL RESEARCH****Could you answer the following questions?**

1. What do you know the aspects of sociological research?
2. What experiments do sociologists use?
3. How do sociologists collect data?

VOCABULARY

1. abide (v.) - вынести, пережить; вытерпеть, ждать, ожидать (покорно или пассивно)
2. acknowledge (v.) - сознавать; допускать, признавать
3. assistance (n.) – помощь, содействие
4. cause-and-effect relationship – причинно-следственные связи
5. consistency (n.) - стойкость, устойчивость; прочность, твердость, логичность, последовательность, связность, слаженность, соответствие, взаимодействие
6. consumption - потребление
7. control group - контрольная группа (группа, максимально схожая с экспериментальной, за исключением отсутствия в ней изучаемой независимой переменной)
8. detachment (n.) - отчужденность, отстраненность
9. direct participation – прямое участие

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10. disclose (v.) - выявлять, обнаруживать, разоблачать, раскрывать
 11. disguise (v.) - исказить; представлять в ложном свете (о фактах, событиях, информации и т.д.), утаивать, скрывать (with)
 12. distort (v.) - исказить
 13. ethical obligation – внутреннее (духовное) обязательство
 14. ethics of research – этика исследования
 15. examine (v.)– исследовать, изучать
 16. experimental group – экспериментальная (испытательная) панель (группа), группа обследуемых (опрашиваемых) (группа лиц, участвующих в каком-либо эксперименте, проводимом с целью исследования реакции на событие, предмет (напр., товар), технологию (метод) и т. п.)
 17. expose (v.) - подвергать, показывать, выставлять напоказ
 18. generate (v.) – создавать; to generate data - создавать данные
 19. inevitably (adv.) - неизбежно, неминуемо
 20. Informative (adj.) - информационный; информативный; содержащий информацию
 21. integrity (n.)- прямота, честность,
 22. investigator (n.) - исследователь
 23. mutually exclusive – взаимно исключаящий
 24. observation (n.) – наблюдение; participant observations – включенное наблюдение (по Э. Линдемани – наблюдение, предполагающее непосредственный контакт исследователя с членами изучаемой группы)
 25. obtain (v.) - приобретать; to obtain data scientifically – приобретать знания научным путем
 26. privacy (n.) - уединение, уединенность
 27. research collaboration - совместная исследовательская работа
 28. resent (v.) - негодовать, возмущаться; обижаться, не нравиться

-
- 29. respondent to survey questions – испытуемый при опросе
 - 30. survey (n.) - обзор, исследование, опрос
 - 31. to feel uneasy – чувствовать себя неловко, скованно
 - 32. to hide thoughts and emotions – скрыть чувства и эмоции
 - 33. to preserve confidentiality – сохранять конфиденциальность
 - 34. to reveal information – раскрыть информацию
 - 35. to run counter to - идти вразрез, противоречить
 - 36. to turn down a personal request – отвергнуть личную просьбу
 - 37. unconventional (adj.) - чуждый условности; нешаблонный; нетрадиционный
 - 38. unduly (adv.) – неправильно, чрезмерно
 - 39. unobtrusive techniques – ненавязчивые приемы, методы
 - 40. value neutrality – целостная нейтральность

Exercise 1. Translate the following sentences into Russian paying attention to your active vocabulary.

1. A research design is a detailed plan or method for obtaining data scientifically.
2. An experiment is an artificially created situation that allows the researcher either to confirm or to refute the hypothesis under study.
3. If the researcher disguises his or her identity or purpose, he or she is being somewhat dishonest and this may also distort the group process.
4. A survey is a study, generally in the form of an interview or a questionnaire, which provides sociologists with information concerning how people think and act.

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5. Unobtrusive measures include a variety of research techniques that have no impact on who or what is being studied.
 6. Unobtrusive methods have proved to be valuable as a supplement to other research methods.
 7. Most sociological research uses people as sources of information
 8. The ethical considerations of sociologists lie not only in the methods used, but in the way the results are interpreted.
 9. Investigators have an ethical obligation to accept research findings
 10. Sociologists must remain free to reveal information that is embarrassing to government.

Exercise 2. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. There is no a thorough organization of your paper.
2. Why don't you picture your thoughts to me?
3. Your plan is contrary to mine.
4. Under the circumstances you should possess worth.
5. My adviser offered me to participate in joint investigation.
6. He had the straightforwardness not to accept this invitation.
7. Alcohol use is often a main reason of family quarrels and result in divorce.
8. The participant in survey questions felt nervous and had some emotional problems.
9. It's a Sunday addition to the newspaper.
10. This doctor studies everyone for possible heart disease.
11. Sociologists unavoidably develop or influence the conclusion of the study.
12. Their improper work could alter the image of the picture.

13. Sociologists regularly use unremarkable methods in their research.

14. The method of applicant studying implies that the sociologist actually «joins» the group for a period of time to get an accurate sense of how it operates.

15. An investigation project is a detailed plan or method for obtaining data scientifically.

Exercise 3. Translate the following sentences into English using the indicated words from the vocabulary list.

| | |
|-------------------------------|---|
| to obtain data scientifically | Он не только приобретает знания научным путем, но и начинает использовать их в целях собственного развития. |
| unobtrusive techniques | Социологи регулярно используют эксперименты, наблюдения участников, опросы и ненавязчивые методы для получения данных для своих исследований. |
| cause-and-effect relationship | Иногда обнаруживаются такие причинно-следственные связи, о которых и не додумался бы никогда. |
| to conduct experiments | Можно было утверждать, что уникальный и никогда ранее не проводимый эксперимент завершился удачно. |
| to collect information | Управление современной организацией — это результат деятельности группы людей, разрабатывающих планы, собирающих информацию, готовящих решения, |

| | |
|----------------------------------|---|
| | мотивирующих работников на достижение конкретных целей. |
| to hide thoughts and emotions | Психологи учат скрывать свои мысли и эмоции. |
| to disguise | Притворяться было глупо. |
| to turn down a request | Он попытался отвергнуть мою просьбу |
| a respondent to survey questions | Большинство социологических исследований использует людей в качестве испытуемых для ответа на вопросы анкеты. |
| to abide | Как ты вытерпел все это? |
| integrity | Чёткая прямота вопроса была вполне в ее духе. |
| to preserve confidentiality | В нашей сфере деятельности мы обязаны сохранять конфиденциальность. |
| to run counter to | Вам придётся столкнуться с чужим мнением, причём оно может идти вразрез с вашим. |
| to reveal information | Мне не нравится, что приходится раскрывать личную информацию, когда я заполняю заявление о приёме на работу. |

READING

ETHICS OF RESEARCH

An important aspect of sociological research is the decision as to how data should be collected. A research design is a detailed plan or method for obtaining data

scientifically. Sociologists regularly use experiments, participant observations, surveys and unobtrusive techniques to generate data for their research.

When sociologists wish to study a possible cause-and-effect relationship, they may conduct experiments. An experiment is an artificially created situation that allows the researcher either to confirm or to refute the hypothesis under study. In the classic method of conducting an experiment, two groups of people are selected and compared: the experimental group which is exposed to the experiment and the control group which is not.

It is a research technique in which an investigator collects information through direct participation in and observation of a group or a community under study. In some cases, the sociologist actually «joins» the group for a period of time to get an accurate sense of how it operates. In conducting participant observation research the investigator may face several problems. Firstly, in our society many people resent the feeling of '«being studied». Thus, if the group sees the researcher as an outsider and an observer — rather than a member of the group — its members may feel uneasy and hide many thoughts and emotions. On the other hand, if the researcher disguises his or her identity or purpose, he or she is being somewhat dishonest and this may also distort the group process. Finally, sociologists must learn to see the world as the group sees it. This raises a delicate question regarding the effect of the group on the observer and the observer on the group. The sociologist must retain a certain level of detachment from the group under study and the observer cannot allow the close associations or even friendships that inevitably develop or influence the conclusion of the study.

Almost all of us have responded to surveys of one kind or another. A survey is a study, generally in the form of an interview or a questionnaire, which provides sociologists with information concerning how people think and act.

Each of these forms has its own advantages. An interview can obtain a high response rate because people find it more difficult to turn down a personal request for an interview than to throw away a written questionnaire. On the other hand, questionnaires have the advantage of being cheaper. Also, since the questions are written, the researcher knows that there is some guarantee of consistency, whereas five interviewers can ask the same question in five different ways.

They include a variety of research techniques that have no impact on who or what is being studied. Social scientists and students from the University of Arizona studied people's spending and eating habits by examining household garbage left out on the street. This is an unconventional example of the use of unobtrusive measures in social scientific research.

The basic techniques of unobtrusive measures are the use of statistics and studying cultural, economic and political documents, including newspapers, periodicals, radio and television tapes, diaries, songs, folklore and legal papers, to name a few examples.

It is important to realize that research designs need not be viewed as mutually exclusive. Two or more methods used together may be especially informative. For example, unobtrusive methods have proved to be valuable as a supplement to other research methods. One investigator wished to examine the relationship between reported and actual beer consumption. He obtained a «front door» measure of consumption by asking residents of houses how much beer they drank each week. At the same time, a «backdoor» measure was developed by counting the number of beer cans in their garbage. This backdoor method produced a considerably higher estimate of beer consumption.

Most sociological research uses people as sources of information — as respondents to survey questions, participants in experiments or subjects of observation. That is why in conducting research sociologists must abide by the code

of ethics that puts forth the following basic principles: maintain objectivity and integrity in research; respect the subject's right to privacy and dignity; protect subjects from personal harm; preserve confidentiality; acknowledge research collaboration and assistance; disclose all sources of financial support.

The ethical considerations of sociologists lie not only in the methods used, but in the way the results are interpreted. We recognize that sociologists will be influenced by their own personal values in selecting questions for research but under no condition can a researcher allow his or her personal feelings to influence the interpretation of data. In conducting research, sociologists must practice value neutrality in Max Weber's phrase. And as part of this neutrality, investigators have an ethical obligation to accept research findings even when the data run counter to their own personal views, to theoretically based explanations, or to widely accepted beliefs.

The issue of value neutrality becomes especially delicate when one considers the relationship of sociology to government. Max Weber urged that sociology remain an autonomous discipline, and not become unduly influenced by any one segment of society. According to his ideal of value neutrality, sociologists must remain free to reveal information that is embarrassing to government.

Exercise 4. Find the English equivalents to these word combinations:

1. план исследования;
2. получить данные;
3. наблюдения участника эксперимента;
4. опрос;
5. ненавязчивый;
6. причинно-следственные отношения;

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7. проводить эксперимент;
 8. искусственно созданная ситуация;
 9. подвергаться чему-либо;
 10. ясно установить;
 11. исследователь;
 12. испытывать неприязнь к;
 13. наблюдатель;
 14. испытывать неудобства;
 15. с другой стороны;
 16. исказить;
 17. щекотливый вопрос;
 18. относительно чего-либо;
 19. сохранять беспристрастность;
 20. тесные связи;
 21. участвовать в опросах;
 22. анкета;
 23. высокий процент;
 24. отклонить личную просьбу;
 25. ряд приемов в исследовании;
 26. нетрадиционный пример;
 27. взаимно исключающие;
 28. оценка;
 29. респондент;
 30. участник;
 31. объект (предмет) наблюдения;
 32. честность, достоинство;
 33. конфиденциальность;

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- 34.сотрудничество;
 - 35.ни при каких условиях;
 - 36.нейтральность оценки;
 - 37.этическое обязательство;
 - 38.противоречить чему-либо;
 - 39.обнародовать информацию.

Exercise 5. Say whether the following statements are true (T) or false (F), and if they are false, say why (see appendix 2).

- T F 1.*** A research design is a cover of a research paper.
- T F 2.*** In the classic method of conducting an experiment, groups of people perform classical tasks.
- T F 3.*** An investigator collects information through direct participation and observation.
- T F 4.*** The sociologist cannot join the group for a period of time to get an accurate sense of how it operates.
- T F 5.*** Sociologists should learn to see the world as the group sees it.
- T F 6.*** An interview is cheaper than a questionnaire.
- T F 7.*** The basic techniques of unobtrusive measures are the use of statistics and studying cultural, economic and political documents.
- T F 8.*** We can use two or more methods together.
- T F 9.*** Sociological research uses people as sources of information.
- T F 10.*** The issue of value neutrality becomes especially delicate when one considers the relationship of sociology to government.

Exercise 6. Answer the following questions.

1. What research techniques do sociologists use to generate data?
2. What is the classic method of conducting an experiment?
3. What problems does the sociologist face in conducting participant observation research?
4. What are the advantages of an interview and a questionnaire?
5. What basic techniques of unobtrusive measurement do you know?
6. What must sociologists abide by while conducting research?
7. What are the basic principles of the code of ethics?
8. What else do the ethical considerations of sociologists lie in?
9. What is the main ethical category that sociologists should practice in conducting research?
10. What is important in the relationship of sociology to government?

Exercise 7. Speak on the following topics:

- 1) Describe two kinds of ethical issues and/or guidelines that characterize sociological research.
- 2) Research design and research techniques.
- 3) A social problem of daily life that is of interest to you.

Exercise 8. Find the statement, which relates to the content of the text:

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1. The researcher use a variety of research techniques. Most sociological research uses people as sources of information.
 2. Potential ethical issues in sociological research are normally not as serious as those in medical research, but sociologists must still take care to proceed in an ethical manner in their research.
 3. The guideline that informed consent must be obtained from potential research subjects is a special issue for vulnerable populations such as prisoners.

Exercise 9. Translate the sentences into English:

1. Чтобы изучить возможную причинно-следственную связь, социологи проводят эксперименты.
2. Эксперимент-это искусственно созданная ситуация, позволяющая исследователю либо подтвердить, либо опровергнуть исследуемую гипотезу.
3. Экспериментальная группа подвергается воздействию эксперимента.
4. В некоторых случаях социолог фактически «присоединяется» к группе в течение определенного периода времени, чтобы получить точное представление о том, как она работает.
5. Социологи должны научиться видеть мир таким, каким его видит группа. Социолог должен сохранять определенный уровень отстраненности от исследуемой группы.
6. Опрос-это исследование, как правило, в форме интервью или вопросника, которое предоставляет социологам информацию о том, как люди думают и действуют.
7. Они включают в себя различные исследовательские методы, которые не

вливают на то, кто или что изучается.

8. Это нетрадиционный пример использования ненавязчивых мер в социально-научных исследованиях.
9. Большинство социологических исследований использует людей в качестве источников информации.
10. Этические соображения социологов заключаются не только в используемых методах, но и в том, как интерпретируются результаты.

Case tasks:

1. Do you think it is appropriate to ask prisoners to take part in a research study? Why or why not?
2. If you were a researcher and police demanded to see notes you had taken as part of your research, would you turn the notes over to the police, or would you refuse to do so at the risk of being arrested? Explain your answer.

UNIT 3

CULTURE

Could you answer the following questions?

1. What society do we live in?
2. Do all people need to know their culture?
3. Are there any cultural things, which exist in every society?

DEVELOPING VOCABULARY

Exercise 1. Listen and repeat the words. Practice correct and quick reading.

Protestantism ['prɒtɪstəntɪz(ə)m], relatively ['relətɪvli], independent [ˌɪndɪ'pendənt], common ['kɒmən], heritage ['herɪtɪdʒ], totality [təʊ'tælɪtɪ], transmit [trænz'mɪt], values ['vælju:z], preserve [prɪ'zɜ:v], prehistoric [ˌpri:hi'stɔ:rɪk], dramatic [drə'mæɪtɪk], astronaut ['æstrənɔ:t], achievement [ə'tʃi:vmənt], symphony ['sɪmfəni], Beethoven ['beɪtəvən], Van Gogh [væn gəʊ], Dostoevsky [dɒstə'jɛfski], George Gordon Byron ['dʒo:dʒ 'gɔ:dən 'baɪrən], attempt [ə'tempt], practice ['præktɪs], universal [ˌju:nɪ'vɜ:s(ə)l], reality [rɪ'ælɪtɪ], anthropologist [ˌænrə'pɒlədʒɪst], compile [kəm'paɪl], athletic [æθ'letɪk], adornment [ə'dɔ:nmənt], courtship ['kɔ:tʃɪp], dancing ['dɑ:nsɪŋ], folklore ['fəʊklɔ:], funeral ['fju:n(ə)rəl], Saturn ['sætən], law [lɔ:], innovation [ˌɪnə'veɪʃ(ə)n], identification [aɪˌdentɪfɪ'keɪʃ(ə)n], sacrifice ['sækrɪfaɪs], bow [bəʊ], [baʊ], automobile ['ɔ:təməbi:l], chewing ['tʃu:ɪŋ], conquest ['kɒŋkwɛst], missionary ['mɪʃən(ə)rɪ], ideology [ˌaɪdɪ'ɒlədʒɪ]

VOCABULARY

1. achievement (n.) – достижение, успех
2. adaptations to meet essential human needs – приспособления для удовлетворения основных потребностей человека
3. adornment (n.) – украшение
4. anthropologist (n.) - антрополог

-
5. aspect (n.) – подход, аспект, сторона; точка зрения, *pl.* перспективы
 6. attempt (n.) – пытаться, пробовать; стараться; стремиться
 7. common heritage – общее наследие
 8. compile (v.) – составлять, выбирать информацию, собирать материал (из разных источников)
 9. contemporary sociological work – современная социологическая работа
 10. courtship (n.) – ухаживание
 11. cultural universals - культурные универсалии
 12. diffusion (n.) – распространение; diffusion of knowledge — распространение знаний; diffusion of innovation – распространение изобретений
 13. distinctive culture - самобытная культура
 14. dramatic cultural advances – яркие культурные достижения
 15. foreign ideas – зарубежные идеи
 16. human beings (n. pl.) – люди
 17. identification (n.) – отождествление, опознавание, определение, идентификация
 18. ideology (n.) – идеология, мировоззрение
 19. independent (adj.) – независимый, самостоятельный
 20. innovation (n.) – инновация, новшество, нововведение
 21. invention (n.) – открытие, изобретение
 22. missionary work – миссионерская работа
 23. prehistoric heritage – доисторическое наследие
 24. preserve (v.) - сохранять, оберегать
 25. relatively (adv.) – относительно, сравнительно, довольно, в общем и целом
 26. sacrifice (n.) – жертвоприношение; пожертвование
 27. the influence of the mass media – влияние средств массовой информации
 28. threaten (n.) – угрожать

29. to be resistant to change – быть устойчивым к изменениям

30. to bring about rain – вызвать дождь

31. to influence its weather by seeding clouds - влиять на погоду с помощью посева облаков

32. totality (n.) – совокупность

33. transmitted behavior – передаваемое поведение

34. values (n. pl.) – ценности

35. vary from culture to culture – варьировать от культуры к культуре

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. A society is the largest form of human social organization.
2. Culture includes ideas, values and customs of groups of people.
3. Members of a society preserve their distinctive culture through literature, video recordings and other means of expression.
4. The study of culture is an important part of contemporary sociological work.
5. All societies have attempted to meet basic human needs by developing aspects of shared, learned behavior known as cultural universals.
6. Anthropologists compiled a list of such universals that includes the following: athletic sports, attempts to influence weather, bodily adornment, calendar, cooking, courtship, dancing, dream interpretation, family, folklore, food habits, funeral ceremonies, games, gift giving, language, laws, medicine, music, myths, numerals, personal names, property rights, religion, sexual restrictions, tool making.
7. The manner in which they are expressed will vary from culture to culture.
8. An innovation is the process of introducing an idea or object that is new to culture.

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9. Diffusion can occur through a variety of means, among them exploration, military conquests, missionary work, the influence of the mass media and tourism.
 10. Sociologists make a useful distinction between elements of material and nonmaterial culture. The nonmaterial culture is more resistant to change than the material culture is.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. She is a strong-minded, autonomous woman.
2. It's essential that we look at the problem in its entirety.
3. Conduct is transmitted from older generations to younger generations.
4. These fine old houses should be conserved for the future.
5. It also has a unique culture and lifestyle, as well as certain traditions and attitudes to religion.
6. The Court also recognizes that the environment is not an abstraction but represents the living space, the quality of life and the very health of people.
7. IT must be seen as a learning tool which supports the social and cultural environment and advances not only literacy but also empowerment.
8. The examples of general practices found in every culture can be values and modes of behavior.
9. We collected our findings in the report.
10. A group of companies put forward a contribution for multicultural business management by presenting their own best practices for the transmission of a corporate culture characterized by social inclusion.

Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.

| | |
|---|---|
| common heritage | Московский Кремль – один из особо ценных объектов национального наследия нашей страны. |
| compile | Этот документ был составлен министерством здравоохранения. |
| adaptations to meet essential human needs | Здоровье - это динамическое равновесие личности с окружающей средой, достигнутое посредством адаптации путем удовлетворения человеком потребностей. |
| distinctive culture | Это очень красивая страна с богатым историческим прошлым, интересной самобытной культурой и потрясающей природой. |
| diffusion of innovation | Это область науки изучает системы создания и распространения нововведений во всех сферах деятельности человека. |
| missionary work | Феноменальная популярность и миссионерская деятельность медиума не приносили ей счастья. |
| threatening | Особенно угрожающей выглядит картина увеличения уровня безработицы. |

| | |
|---|--|
| to be resistant to change | Романтический брак менее всех других выдерживает изменения. |
| the influence of the mass media and tourism | Эти организации прилагают все усилия для того, чтобы оказать максимальное влияние на каналы массмедиа, играющие решающую роль в формировании общественного мнения. |
| relatively | Интергенерационная мобильность – относительно новый для социологии термин. |

READING

DEVELOPMENT OF CULTURE

People live in human societies. A society is the largest form of human social organization that consists of people who live in the same territory, are relatively independent of people outside their area and share a common heritage or a common culture. Culture is the totality of learned, socially transmitted behavior. It includes ideas, values and customs of groups of people. Members of a society learn this culture and transmit it from one generation to the next. They preserve their distinctive culture through literature, video recordings and other means of expression. If it were not for the social transmission of culture, each generation would have to reinvent television, not to mention the wheel.

The study of culture is an important part of contemporary sociological work. Through advances in culture, human beings have come a long way from our prehistoric heritage. Human beings have made dramatic cultural advances. We can send astronauts to the moon, we have such achievements as the symphonies of Beethoven, the paintings of Van Gogh, the poetry of Byron and the novels of Dostoevsky.

Despite their differences, all societies have attempted to meet basic human needs by developing aspects of shared, learned behavior known as cultural universals. Cultural universals are general practices found in every culture. Anthropologists compiled a list of such universals that includes the following: athletic sports, attempts to influence weather, bodily adornment, calendar, cooking, courtship, dancing, dream interpretation, family, folklore, food habits, funeral ceremonies, games, gift giving, language, laws, medicine, music, myths, numerals, personal names, property rights, religion, sexual restrictions, tool making.

Many cultural universals are, in fact, adaptations to meet essential human needs, such as people's need for food, shelter and clothing. Yet, the manner in which they are expressed will vary from culture to culture. For example, one society will attempt to influence its weather by seeding clouds with dry ice particles to bring about rain. Another culture may offer sacrifices to the gods in order to end a long period of drought.

Each generation and each year most human cultures change and expand through the process of innovation and diffusion. An innovation is the process of introducing an idea or object that is new to culture. There are two forms of innovation: a discovery and an invention. A discovery involves making known or sharing the existence of an aspect of reality. The identification of a new moon of Saturn is an act of discovery. By contrast, an invention results when existing cultural items are combined into a form that did not exist before. The bow and the arrow, the

automobile and the television are all examples of inventions, as are Protestantism and democracy. The term diffusion refers to the process by which a cultural item is spread from group to group or from society to society, i.e. to the process of adopting ideas, technology and customs from other cultures. For example, breakfast cereal comes originally from Germany, candy from the Netherlands, chewing gum from Mexico and the potato chip from the America of the Indians. Diffusion can occur through a variety of means, among them exploration, military conquests, missionary work, the influence of the mass media and tourism.

Sociologists make a useful distinction between elements of material and nonmaterial culture. Material culture refers to the physical or technological aspects of our daily lives including food items, houses, factories and raw materials. Nonmaterial culture refers to ways of using material objects and to customs, beliefs, philosophies, governments and patterns of communications.

Generally, the nonmaterial culture is more resistant to change than the material culture is. Therefore, foreign ideas are viewed as more threatening to a culture than foreign products are. We are more willing to use technological innovations that make our lives easier than ideologies that change our way of seeing the world.

Exercise 5. Find the English equivalents to these word combinations:

- 1) человеческое общество;
- 2) иметь общее наследие;
- 3) ценности;
- 4) передавать из поколения в поколение;
- 5) если бы не;
- 6) пройти долгий путь развития;
- 7) значительные успехи в культуре;

-
- 8) несмотря на различия;
 - 9) удовлетворить основные человеческие потребности в;
 - 10) составить список;
 - 11) вызвать дождь;
 - 12) предложить идею (мысль);
 - 13) иметь место (происходить);
 - 14) четко разграничивать;
 - 15) убеждение;
 - 16) оказывать сопротивление чему-либо;
 - 17) рассматриваться;
 - 18) угрожать;
 - 19) испытывать желание;
 - 20) изменить способ видения мира;
 - 21) распространяться
 - 22) принимать идею (мысль).

Exercise 6. Answer the following questions:

- 1) How do members of a society learn, transmit and preserve their distinctive culture?
- 2) Why do you think the study of culture is an important part of contemporary sociological work?
- 3) What cultural universals do anthropologists consider to be the most common for all human societies?
- 4) What do cultural universals have in common and what differs them?
- 5) How do human cultures change and expand?

6) Why do you think sociologists make a useful distinction between elements of material and nonmaterial culture?

7) How can you account for the fact that nonmaterial culture is more resistant to change than material culture?

Exercise 7. Retell the text using the introductory phrases.

Exercise 8. Prepare the projects on one of the following topics:

1. Human culture and its aspects.
2. The cultural universals.
3. A society as the largest form of human social organization.
4. Material and nonmaterial culture
5. Innovations and diffusions in our daily life.

EXTRA READING

ELEMENTS OF CULTURE

The first, and perhaps most crucial, elements of culture are its values and beliefs. Values are a cultural standard for discerning what is good and just in society. Values are deeply fixed and critical for transmitting and teaching a culture's beliefs. Beliefs are the tenets or convictions that people hold to be true. Individuals in a society have specific beliefs, but they also share collective values. Values help shape a society by suggesting what is good and bad, beautiful and ugly, sought or avoided.

Living up to a culture's values can be difficult. It's easy to value good health, but it's hard to quit smoking. Marital monogamy is valued, but many spouses engage

in infidelity. Values often suggest how people should behave, but they don't accurately reflect how people do behave. Values portray an ideal culture, the standards society would like to embrace and live up to. But ideal culture differs from real culture, the way society actually is, based on what occurs and exists. In an ideal culture, there would be no traffic accidents, murders, poverty, or racial tension. But in real culture, police officers, lawmakers, educators, and social workers constantly strive to prevent or repair those accidents, crimes, and injustices.

One way societies strive to put values into action is through rewards, sanctions, and punishments. When people observe the norms of society and uphold its values, they are often rewarded. A boy who helps an elderly woman board a bus may receive a smile and a "thank you." A business manager who raises profit margins may receive a quarterly bonus.

When people go against a society's values, they are punished. A boy who shoves an elderly woman aside to board the bus first may receive frowns or even a scolding from other passengers. A business manager who drives away customers will likely be fired. Breaking norms and rejecting values can lead to cultural sanctions such as earning a negative label—lazy, no-good bum—or to legal sanctions, such as traffic tickets, fines, or imprisonment.

Values are not static; they vary across time and between groups as people evaluate, debate, and change collective societal beliefs. Values also vary from culture to culture. For example, cultures differ in their values about what kinds of physical closeness are appropriate in public.

The study of culture is an important part of contemporary sociological work. The major aspects of culture include language, norms, sanctions and values. Language is a critical element of culture that sets apart humans from other living beings. Language is the foundation of every living culture, though particular languages may differ in striking ways. Language is an abstract system of word meanings and symbols

for all aspects of culture. It includes speech, written characters, numerals, symbols and gestures of nonverbal communication. People depend upon language for it describes and shapes the reality of a culture. The word symbols and the grammar of a language organize the world for us. Linguists suggest that language may influence our behavior and interpretations of social reality. But they also think that language is not a «given», rather it is culturally determined and it leads to different interpretations of reality and certain phenomena. For example, in the United States you ask a hardware store clerk for a «flashlight», while in England, if you needed this item, you would have to ask for «an electric torch». Languages differ in the number of colors that are recognized. There are 11 basic terms in English. But the Russian and Hungarian languages have 12 color terms.

The language barrier extends even to nonverbal communication. Many people in the United States interpreted Soviet leader Leonid Brezhnev's hands-clasped gesture following a 1973 White House meeting with President Nixon as meaning «I've won» or «I'm the champ.» While that is indeed the American meaning of this gesture, Russians use the gesture as a symbol of friendship.

Language is of great interest to the sociological perspective because it can shape how we see, taste, smell, feel and hear. It also influences the way we think about the people, ideas and objects around us. A culture's most important aspects are communicated to people through language. It is for these reasons that the introduction of new languages into a society is such a sensitive issue in many parts of the world.

While the United States remains resistant to official use of languages other than English, other societies experience the pervasiveness of the English language. The domination of English stems from such factors as the demands of world trade, where English is used to negotiate many international business deals. In addition, English pervades rock music throughout the world. The leading popular and rock groups record in English.

This does not mean that English is being enthusiastically welcomed in all countries. For example, «linguistic integrity» is somewhat a passion in France. The French minister of culture limited the number of American songs that French radio stations and discotheques could play, but later dropped the idea when a survey revealed 'that many discos would promptly have gone bankrupt. The government has gone so far as to establish committees to abolish Anglicisms and invent suitable French alternatives, such as «informatique» for «data processing». Responding with a dry sarcasm to such campaigns, the newspaper *Le Monde* suggested that the widely used term «sandwich» could be replaced with «two pieces of bread with something in the middle». Less concise but more French, *Le Monde* observed.

All societies have particular ways of encouraging what they view as appropriate behavior while discouraging and punishing what they consider to be improper conduct. «Put on some clean clothes for dinner» and «Thou shall not kill,» just as respect for older people are examples of norms found in human culture. Norms are established standards of behavior maintained by a society.

Sociologists distinguish between norms in two ways. First, norms are classified as formal or informal.

Formal norms have been written down and involve strict rules for punishment of violators. In human society we often formalize norms into laws, which must be very precise in defining proper and improper behavior.

By contrast, informal norms are generally understood but are not precisely recorded.

Standards of proper dress are a common example of informal norms, while the rules of a card play are considered formal norms.

Norms are also classified by their relative importance to society. When classified in this way, they are known as mores and folkways. Mores are norms highly necessary to the welfare of a society. Thus human society has strong mores against

murder, treason and child abuse. Each society demands obedience to its mores; their violation can lead to severe penalties.

Folkways are norms governing everyday behavior whose violation raises comparatively little concern. Folkways very often are not shared in all societies. Let us look at one fascinating example: the folkways that govern how far we should stand from people when interacting with them. The anthropologist Edward Hall suggests that Americans and northern Europeans operate in four distance zones:

1. Intimate distance: up to 18 inches. That is the distance of lovemaking, wrestling, comforting, protecting and also of confrontation as in «Get your face out of mine!»

2. Personal distance: 18 inches to 4 feet. This is the conversational distance generally used with friends.

3. Social distance: 4 to 7 feet. Within this distance we conduct impersonal business, such as purchasing products or interviewing strangers.

4. Public distance: 12 feet and more. This is viewed as the proper distance for public occasions. It will be used to separate a speaker or a famous person from admiring fans.

It is important to note that these distances are not universally upheld in all cultures. Southern Europeans, Arabs and Latin Americans stand closer together when conversing and are more likely to touch one another and maintain eye contact.

What happens when people violate a widely shared and understood norm? In this case they will receive sanctions. Sanctions are penalties and rewards for conduct concerning a social norm. Positive sanctions are a pay raise, a medal, a word of gratitude or a pat on the back. Negative sanctions include fines, threats, imprisonment and even states of contempt.

The relationship between norms and sanctions in a culture reflects that culture's values and priorities. Values are those collective conceptions of what is considered good, desirable and proper or bad, undesirable and improper in a culture.

They indicate what people in a given culture prefer as well as what they find important and morally right (or wrong). Values may be specific, such as honoring one's parents, or they may be more general, such as health, love and democracy.

Values influence people's behavior and serve as criteria for evaluating the actions of others. There is a direct relationship between the values, norms and sanctions of a culture. For example, if a culture views private property as a basic value, it will probably have laws against theft and vandalism. The values of a culture may change but most remain relatively stable during any one person's lifetime.

The sociologist Robin Williams has offered a list of basic American values, including achievement, efficiency, material comfort, nationalism, equality and the supremacy of science and reason over faith. Socially shared, intensely felt these values are a fundamental part of human lives in the United States.

Exercise 9. Find in the text the English for the following word combinations:

- 1) ценности и убеждения;
- 2) глубоко закреплены;
- 3) коллективные ценности;
- 4) формировать общество;
- 5) трудно бросить курить;
- 6) представляют идеальную культуру;
- 7) хотело бы принять;
- 8) отличается от реальной;

-
- 9) дорожно-транспортные происшествия;
 - 10) расовая напряженность;
 - 11) вознаграждение, санкции и наказания;
 - 12) ежеквартальный бонус;
 - 13) ругань пассажиров;
 - 14) нарушение норм;
 - 15) отказ от ценностей;
 - 16) бомж;
 - 17) юридические санкции;
 - 18) штрафы или тюремное заключение;
 - 19) меняются от культуры к культуре;
 - 20) влиять на наше поведение;
 - 21) толкование (объяснение) реальности;
 - 22) языковой барьер;
 - 23) передаваться через язык;
 - 24) по этим причинам;
 - 25) сопротивляться чему-либо;
 - 26) вести переговоры о деловых сделках;
 - 27) отказаться от затеи;
 - 28) принятые нормы;
 - 29) благосостояние общества;
 - 30) суровое наказание;
 - 31) разделять мнение;
 - 32) яркий пример;
 - 33) придерживаться взгляда;
 - 34) чтить своих родителей;
 - 35) прямая взаимосвязь.

Exercise 10. Say whether these statements are true (T) or false (F), and say why (see appendix 2)

T F 1. Language sets apart humans from other living beings.

T F 2. Language includes speech, written characters, numerals, symbols and gestures of nonverbal communication.

T F 3. Values influence people's behavior and serve as criteria for evaluating the actions of others.

T F 4. Language does not influence our behavior.

T F 5. Languages differ in the number of colors that are recognized.

T F 6. The language barrier extends to nonverbal communication.

T F 7. Language is not of great interest to the sociological perspective.

T F 8. The domination of English is obvious in all countries.

T F 9. We can notice the «linguistic integrity» in France.

T F 10. All societies have particular ways of appropriate behavior.

T F 11. Norms are established standards of behavior maintained by a society.

T F 12. Norms are not distinguished by sociologists.

T F 13. Norms are classified as useful or unuseful.

T F 14. In human society we often formalize norms into laws.

TF 15. Norms are classified by their relative importance to society.

Exercise 11. Answer the following questions:

- 1) Why is it stated that the major aspects of culture include language, norms, sanctions and values? How can you account for the fact that language is a critical element of culture?
- 2) Do you agree that people depend upon language in their life? Explain.
- 3) Can you give any examples of gestures of nonverbal communication that differ in different languages?
- 4) Why is language of great interest to the sociological perspective?
- 5) What can you tell us about the efforts of the French government to maintain the linguistic integrity in France?
- 6) What are the other aspects of a culture besides language?
- 7) How do sociologists distinguish between norms?
- 8) Can you distinguish between mores and folkways?
- 9) What do you think about the classification of distance zones suggested by the anthropologist Edward Hall?
- 10) How can you prove that values influence people's behavior?

Exercise 12. Speak on:

- 1) Language as the foundation of culture.
- 2) The efforts of the government to maintain the linguistic integrity in some countries.

-
- 3) Distinguish material culture and nonmaterial culture.
 - 4) List and define the several elements of culture.
 - 5) Describe certain values that distinguish Russia from other nations.

Case tasks

1. How and why does the development of language illustrate the importance of culture and provide evidence for the sociological perspective?
2. Some people say American people are too individualistic and competitive, but Russian people are fair and stubborn. What do you think?

UNIT 4

SOCIALIZATION

Could you answer the following questions?

- 1) How do you understand the term socialization?
- 2) How do people discover the ways to behave in different situations?
- 3) How does isolation influence people?

Exercise 1. Listen and repeat the words. Practice correct and quick reading.

Unique |ju:'ni:k|, socialization |,səʊʃəlaɪ'zeɪʃən|, appropriate |ə'prəʊpriət|, immediate |ɪ'mi:diət|, occur |ə'kɔ:|, heredity |hɪ'rɛdɪti|, neglect |nɪ'glɛkt|, emphasize |'ɛmfəsɪz|,

peer |pɪə|, adolescence |ədə'les(ə)ns|, dismiss |dɪs'mɪs|, interplay |'ɪntəpleɪ|, fascinating |'fasɪneɪtɪŋ|, convey |kən'veɪ|, blunder |'blʌndə|.

VOCABULARY

1. adolescence - отрочество, age of adolescence — подростковый возраст
2. appropriate to (adj.)— присущий, свойственный
3. be dismissed – быть уволенным, быть отвергнутым
4. be locked away – держать взаперти
5. be neglected – оставлен без внимания
6. blunder (n.) – грубая ошибка, промах
7. emphasize (v.) – подчеркивать, акцентировать, выделять, придавать особое значение
8. fascinating studies – увлекательные исследования
9. heredity (n.) – унаследованные черты, особенности; to be transmitted by heredity — передаваться по наследству
10. immediate family members – близкие родственники
11. interplay (n.) – взаимодействие
12. observation (n.) - изучение, наблюдение; observations (pl.) – сведения, полученные путём наблюдений; результаты наблюдений; данные изучения или исследования
13. occur (v.) – случаться, происходить
14. peers (n. pl.)— сверстники
15. significant others – значимый другой (общий термин для обозначения человека, который имеет важное значение для жизни индивида, например, член семьи или близкий друг)

16. socialization (n.) – социализация, подготовка к жизни в обществе, обобществление

17. to convey the impression — создавать впечатление

18. unique (adj.) – уникальный, единственный в своем роде

Exercise 2. Translate the following word combinations into Russian paying attention to your active vocabulary.

1. He spent two nights under close observation in hospital.
2. It's unbelievable to me that she would commit such a blunder.
3. Socialization occurs through human interactions.
4. We learn a great deal from immediate family members, best friends, teachers and so forth.
5. We discover how to behave «properly» and what to expect from others if we follow or challenge society's norms and values.
6. The process of socialization play a role in human development.
7. If children have been locked away, or severely neglected, or raised in isolation it proved to be greatly damaging because the children reacted and behaved like wild animals.
8. Despite their physical and cognitive potential to learn, it was very difficult to adapt them to human relationships and socialization.
9. Nowadays researchers are increasingly emphasizing the importance of early socialization experiences for humans that grow up in normal environments.
10. Contemporary sociologists have used the interaction approach to show that many of our daily activities involve attempts to convey impressions of who we are.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. He's created false impression of a tough-guy image.
2. Nothing happened that seemed important.
3. Genetics plays no part in the disease.
4. He sometimes ignored that duty.
5. The Prime Minister stressed that there are no plans to raise taxes.
6. These children face the scorn of their equals in age.
7. He was fired as incompetent.
8. She sent the message to me.
9. They blundered badly when they gave him the job.
10. Where appropriate, I delegate as much work as possible.

Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.

| | |
|------------------|--|
| blunder | Во время собеседования я допустил серьезную ошибку. |
| be dismissed for | Этого работника уволили за лень. |
| peers | Эти дети сталкиваются с презрительным отношением со стороны сверстников. |
| emphasize | Она подчеркнула, как это важно для меня. |
| neglect | Ничто не может служить |

| | |
|--------------------------|--|
| parental neglect | оправданием такой небрежности. Отсутствие заботы родителей о детях способствует лишению их родительских прав. |
| heredity and environment | Наследственность и окружающая обстановка /окружение/ одинаково важны. |
| occur | Когда именно случилось это происшествие? ≡ |
| be locked away | Почему нас держат взаперти? |
| observation | Для анализа воздействия изменений желательно иметь результаты наблюдений за несколько лет. |
| socialization | Основными социальными функциями семьи, которые она продолжает выполнять во всех частях мира, считаются производство, воспроизводство и социализация. |

READING

SOCIALIZATION

Socialization is the process whereby people learn the attitudes, values and actions appropriate to individuals as members of a particular culture. Socialization

occurs through human interactions. We will, of course, learn a great deal from those people most important in our lives — immediate family members, best friends, teachers and so forth. But we also learn from people we see on the street, on television and in films and magazines. Through interacting with people as well as through our own observations, we discover how to behave «properly» and what to expect from others if we follow or challenge society's norms and values.

Socialization affects the overall cultural practices of a society and it also shapes the image that we hold of ourselves. In this sense, socialization experiences can have an impact on the shaping of people's personalities. In everyday speech, the term personality is used to refer to a person's typical patterns of attitudes, needs, characteristics and behavior.

All researchers would agree that both biological inheritance and the process of socialization play a role in human development. There is no consensus, however, regarding the relative importance of these factors, which can lead to what is called the «nature versus nurture» (or «heredity versus environment») debate. We can more easily contrast the impact of heredity and environment if we examine situations in which one factor operates almost entirely without the other.

Specialists have studied cases where children have been locked away, or severely neglected, or raised in isolation and in these cases the consequences of social isolation have proved to be greatly damaging because the children reacted and behaved like wild animals. Despite their physical and cognitive potential to learn, it was very difficult to adapt them to human relationships and socialization.

Nowadays researchers are increasingly emphasizing the importance of early socialization experiences for humans that grow up in normal environments. It is now recognized that it is not enough to care for an infant's physical needs, parents must also concern themselves with children's social environment. If children are

discouraged from having friends, they will be deprived of social interactions with peers that may be critical in their emotional growth.

The isolation studies discussed above may seem to suggest that inheritance can be dismissed as a factor in the social development of humans. However, the interplay between heredity and environment factors is evident in the fascinating studies involving pairs of twins reared apart and brought up separately. Two genetically identical persons developed quite different personalities and political and cultural values because of their differing socialization experiences. Certain characteristics, such as the twins temperaments, voice patterns and nervous habits appear to be strikingly similar. But there are far greater differences between the twins' attitudes, values, types of mates chosen and even drinking habits. These studies have found marked similarities in their tendency toward leadership or dominance, but significant differences in their need for intimacy, comfort and assistance.

Researchers have also been impressed by the following fact: usually twin pairs brought up together have similar scores on intelligence tests. At the same time identical twins brought up in dramatically different social environments score quite differently on intelligence tests.

This finding indicates that, on the one hand, both genetic factors and socialization are influential in human development but, on the other hand, it supports the great impact of socialization on development.

We all have various perceptions, feelings and beliefs about who we are and what we are like. Many sociologists and psychologists have expressed interest in how the individual develops and modifies the sense of self because of social interaction.

There are different sociological approaches to the self. In the early 1900s the sociologists advanced the belief that we learn who we are by interacting with others, that our view of ourselves comes not only from our personal qualities but also from our impressions how others perceive us.

Other scientists introduced the theory of the self which proposes that, as people mature, their selves change and begin to reflect great concern about the reactions of others. They used the phrase «significant others» to refer to those individuals who are most important in the development of the self. Parents, friends, co-workers, coaches and teachers are often among those who play a major role in shaping a person's self.

Contemporary sociologists have used the interaction approach to show that many of our daily activities involve attempts to convey impressions of who we are. We learn to create distinctive appearances and to satisfy particular audiences. People very often blunder in their daily activities but we tend to ignore their mistakes. Therefore, the sound of a stomach rumbling in a quiet room is almost always ignored. This polite behavior is intended to save face. And to maintain the proper image we often initiate face-saving behavior.

This sociological approach of the contemporary social scientists represents a logical progression of the sociological efforts begun by the sociologists of the past. The former stressed the process by which we come to view ourselves and how we learned to interact with others, the latter emphasize the ways in which we consciously create images of ourselves for others.

Exercise 5. Find the English equivalents to the following phrases:

1. уникальный;
2. соответствующий;
3. происходит через взаимодействия людей;
4. через наши собственные наблюдения;
5. следовать нормам и ценностям общества;
6. воздействовать на;

-
7. опыт (переживание);
 8. биологическая наследственность;
 9. наследие;
 10. почти полностью;
 11. наносить ущерб;
 12. подчеркивать важность;
 13. проявлять интерес к общественному развитию детей;
 14. быть лишенным чего-либо;
 15. воспитывать отдельно;
 16. значительно отличающийся;
 17. с одной стороны... с другой стороны;
 18. проявлять интерес к;
 19. в начале 1900-х;
 20. выдвигать утверждение;
 21. взрослеть;
 22. играть главную роль;
 23. создавать впечатление;
 24. удовлетворять аудиторию;
 25. иметь склонность;
 26. представлять логическое продолжение;
 27. делать акцент;
 28. создавать образ;
 29. сохранить репутацию.

Exercise 6. Answer the following questions:

-
1. Through what processes does socialization occur and shape people's personalities?
 2. In what way do we discover how to behave properly and what to expect from others?
 3. What two factors play a role in human development?
 4. What is a critical point in the «nature versus nurture» debate?
 5. How can we contrast the impact of heredity and environment on human development?
 6. Why are researchers increasingly emphasizing the importance of early socialization experiences for humans nowadays?
 7. Why can't we dismiss inheritance as a factor in the social development of humans?
 8. What interesting research has been done to prove that both the biological and the sociological factors play a very important role in human development?
 9. What sociological approaches to the self-identity do you know? Can you comment on each of them?
 10. How can you prove that all these sociological approaches represent a logical progression?

Exercise 7. Translate the sentences into English:

1. В процессе социализации люди узнают об отношениях, ценностях и действиях, присущих представителям той или иной культуры.
2. Социализация происходит через человеческие взаимодействия.
3. Мы также учимся у людей, которых видим на улице, по телевидению, в фильмах и журналах.

-
4. Социализация влияет на общую культурную практику общества.
 5. Последствия социальной изоляции оказались очень разрушительными.
 6. Исследователи подчеркивают важность раннего опыта социализации для людей, которые растут в нормальных условиях.
 7. Как генетические факторы, так и социализация оказывают влияние на развитие человека.
 8. Многие социологи и психологи проявляют интерес к тому, как человек развивает и изменяет чувство собственного " Я ".
 9. Ученые используют фразу "значимые другие" для обозначения тех людей, которые наиболее важны для развития самого себя.
 10. Родители, друзья, сотрудники, тренеры и учителя часто входят в число тех, кто играет важную роль в формировании личности человека.

Exercise 8. Speak on:

1. Socialization and self-identity.
2. The cases studies described in the text.
3. Explain why new patterns of socialization might help address certain social issues in our society.

EXTRA READING

SOCIALIZATION AND THE LIFE CYCLE.

What is Socialization? We all experience important life stages: childhood, adolescence, adulthood. Socialization: is the process where by the helpless infant gradually becomes self-aware, knowledgeable person, skilled in the ways of his or her culture.

During the early years of a child's life, one learns the ways of their elders, thereby perpetuating their values, norms and social practices.

What happens during childhood can have lifelong consequences. Traumatic experiences during childhood—being neglected or abused, witnessing violence, being seriously injured, and so forth—put youngsters at much greater risk for many negative outcomes. They are more likely to commit serious delinquency during adolescence, and, throughout the life course, they are more likely to experience various psychiatric problems, learning disorders, and substance abuse. They are also less likely to graduate high school or attend college, to get married or avoid divorce if they do marry, and to gain and keep a job. The separate stages of the life course are really not that separate after all.

Adolescence can be a very challenging time. Teenagers are no longer mere children, but they are not yet full adults. They want their independence, but parents and teachers keep telling them what to do. Peer pressure during adolescence can be enormous, and tobacco, alcohol, and other drug use become a serious problem for many teens.

These are all social aspects of adolescence, but adolescence also is a time of great biological change—namely, puberty. Puberty obviously has noticeable physiological consequences and, for many adolescents, at least one very important behavioral consequence—sexual activity. But *early* puberty also seems to have two additional effects: among both boys and girls, it increases the likelihood of delinquency and also the likelihood of becoming a victim of violence . These twin consequences are thought to happen for at least two reasons. First, early puberty leads

to stress, and stress leads to antisocial behavior (which can also result in violence against the teen committing the behavior). Second, teens experiencing early puberty (*early maturers*) are more likely to hang out with older teens, who tend to be more delinquent because they are older. Because their influence “rubs off,” early maturers get into trouble more often and are again more likely to also become victims of violence.

Romantic relationships, including the desire to be in such a relationship, also matter greatly during adolescence. Wishful thinking, unrequited love, and broken hearts are common. Dating multiple partners is thought to contribute to delinquency and substance abuse, in part because dating occurs at parties and in other unsupervised settings where delinquency and drug use can occur, and in part because the emotional problems sometimes accompanying dating may result in delinquency, drug use, or both.

The family is the institution most closely associated with the process of socialization and is its most important agent. We experience socialization first as babies and infants living in families; it is here that we develop an initial sense of self. Most parents seek to help their children to be socialized into the norms and values of both the family and the larger society. Like the family, the school is a very important agent in socializing children into the norms and values of our culture. Schools foster competition through built-in systems of reward and punishment such as grades and evaluations by teachers.

As a child grows older, the family becomes somewhat less important in his or her social development. Instead, peer groups increasingly assume the role of «the significant others». Peer groups are friendship groups, youth gangs and special-interest clubs. Within the peer group young people associate with others who are approximately their own age and who often enjoy a similar social status. A peer group maintains a meaningful system of rewards and punishments. The group may

encourage a teenager to follow pursuits that the society considers admirable. On the other hand, it can encourage someone to violate the society's norms and values.

Peer groups play a very important role in the transition to adult responsibilities. At home parents tend to dominate; at school the teenager must contend with teachers and administrators. But within the peer group each member can assert himself or herself in a way that may not be possible elsewhere. Nevertheless, almost all adolescents in our culture remain economically dependent on their parents, and most are emotionally dependent as well.

In the last 75 years such technological innovations, as mass media — radio, motion pictures and television — have become important agents of socialization. Television, in particular, is a critical force in the socialization of children. It permits imitation and role playing but does not encourage more complex forms of learning. Watching television is a passive experience — one sits back and waits to be entertained. Critics of television are further alarmed by the fact that children (as well as adults) are exposed to a great deal of violence on television. But television is not always a negative socializing influence. Creative programs can assist children in developing basic skills essential for schooling. In addition, television programs and even commercials expose young people to lifestyles and cultures of which they are unaware. But still parents should not allow the TVset to become a child's favorite play-mate and should monitor this aspect of a child's environment just as carefully as they evaluate teachers, play-mates and baby-sitters.

Adulthood is usually defined as the 18–64 age span. Obviously, 18-year-olds are very different from 64-year-olds, which is why scholars often distinguish young adults from middle-age adults. In a way, many young adults, including most readers of this book, delay entrance into “full” adulthood by going to college after high school and, for some, then continuing to be a student in graduate or professional school. By the time the latter obtain their advanced degree, many are well into their 30s, and they

finally enter the labor force full time perhaps a dozen years after people who graduate high school but do not go on to college. These latter individuals may well marry, have children, or both by the time they are 18 or 19, while those who go to college and especially those who get an advanced degree may wait until their late 20s or early to mid-30s to take these significant steps.

The American psychologist Daniel Levinson in his book «The Seasons of a Man's Life» identified three major transitional periods that occur primarily after adolescence. The first transitional period, the early adult transition, begins at about age 17 and extends to age 22. It marks the time at which a male gradually enters the adult world, perhaps moving out of the parental home, beginning a career, or entering a marriage. The second transitional period, the midlife transition, typically begins at about age 40. American men often experience a stressful period of self-evaluation commonly known as the midlife crisis, in which they realize that they have not achieved basic goals and ambitions and have little time left to do so. The final period of transition is the late adult transition which occurs between 60 and 65 years of age. At this time many Americans begin restricting their occupational duties and preparing for retirement. However, it is important to note that the nation's attitude toward aging has undergone a dramatic change in recent decades. No longer is it widely accepted that old people should simply sit around passively, waiting to die. Instead, there has been an increase in programs to socialize the elderly for meaningful pursuits and continued living.

Levinson's formulation was developed to describe the life cycle of men in the United States. While his conclusions are relevant for some women — especially those who follow the traditional career patterns of men — they do not necessarily reflect the typical life for women. A key aspect of his work is the notion that men have a dream of what the adult world is like — a vision that creates excitement and a sense of

possibility. Yet, until recently, most women were socialized into visions of the future centering on marriage and children rather than achievements in paid labor force.

One stage of development identified by Levinson, the midlife crisis, is clearly evident in both sexes. Social scientists are only beginning to explore the nature of the midlife crisis. In one study they developed a scale ranking 43 stressful life events that may require important social adjustments and resocialization. The events ranking as most stressful include marriage, death of a spouse or a close family member, a divorce, serving a jail term, a personal injury or an illness, a dismissal from work, retirement, business readjustment. The events ranking least stressful include Christmas, vacation, a change in eating or sleeping habits, a change in social activities or recreation. The events ranking rather stressful are a change in the financial state, troubles with in-laws, a change in living conditions, pregnancy, the gain of a new family member, troubles with the boss.

A fundamental aspect of human socialization involves learning to behave appropriately within an occupation in a workplace. Scientists have divided occupational socialization into four phases. The first phase is career choice, which involves selection of academic or vocational training appropriate for the desired job. The next phase is anticipatory socialization which refers to the process of socialization whereby people get acquainted with norms, values, and behavior associated with a social position before actually assuming that status. For example, some children «inherit» their occupations from their parents. The third phase, conditioning, occurs while a person starts actually occupying his work-related role after adjusting himself or herself to the aspects of the job. And, if the job proves to be satisfactory, the person will enter the fourth stage of socialization which is called continues commitment. At this point, the job becomes an indistinguishable part of the person's self-identity.

Occupational socialization can be more intense immediately after one makes the transition from school to the job, but it continues through one's work history. Technological advances may alter the requirements of the positions and necessitate some degree of resocialization, that is the process of discarding former behavior patterns and accepting new ones as part of a transition in one's life. In addition, people change occupations, employers or workplaces during their adult years.

Exercise 9. Find in the text the English equivalents to the following phrases:

1. важные жизненные этапы;
2. детство, юность, взросление;
3. беспомощный младенец;
4. становится самосознательным;
5. в первые годы жизни;
6. увековечивая их ценности;
7. пожизненные последствия;
8. серьезные правонарушения;
9. в подростковом возрасте;
10. сталкиваются с различными психиатрическими проблемами;
11. вступают в брак;
12. хотят независимости;
13. становятся серьезной проблемой;
14. заметные физиологические последствия;
15. повышает вероятность правонарушений;
16. стресс приводит к антисоциальному поведению;
17. общаются со старшими подростками;
18. романтические отношения;

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19. зрелость;
 20. развиваем первоначальное чувство себя;
 21. стремятся помочь своим детям социализироваться;
 22. группы сверстников;
 23. роль «значимых других»;
 24. примерно своего возраста;
 25. побудить кого-то нарушить нормы и ценности общества;
 26. в переходе к взрослой ответственности;
 27. остаются экономически зависимыми;
 28. стали важными агентами социализации;
 29. помочь детям в развитии основных навыков;
 30. рекламные ролики.

Exercise 10. Say whether these statements are true (T) or false (F), and if they are false, say why (see appendix 2).

- T F 1.** We all experience three main life stages: childhood, adolescence, adulthood.
- T F 2.** Stressful experiences during childhood result in negative outcomes.
- T F 3.** Children with stressful experience from childhood are more likely to graduate high school or attend college.
- T F 4.** Adolescence is a very calm time.
- T F 5.** Peer pressure during adolescence make them use tobacco, alcohol, and other drug.
- T F 6.** Adolescence is a time of great biological change.
- T F 7.** Early puberty leads to stress, and stress leads to antisocial behavior.
- T F 8.** Teens experiencing early maturers don't like to hang out with older teens.

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- TF 9.** The family is the institution most closely associated with the process of socialization.
- TF 10.** The school is less important in social development.
- TF 11.** Peer groups increasingly assume the role of «the significant others».
- TF 12.** Peer groups don't play any roles in the transition to adult responsibilities.
- TF 13.** Adulthood is usually defined as the 18–64 age span.
- TF 14.** The second transitional period, the midlife transition, typically begins at about age 30.
- TF 15.** The final period of transition is the time when many people begin restricting their occupational duties and preparing for retirement.

Exercise 11. Translate into English:

1. В первые годы жизни ребенок учится у старших, тем самым увековечивая их ценности, нормы и социальные практики.
2. Отдельные этапы жизненного пути на самом деле не так уж и раздельны.
3. Подростковый возраст может быть очень сложным временем.
4. Подростки хотят независимости, но родители и учителя постоянно говорят им, что делать.
5. Давление сверстников в подростковом возрасте может быть огромным.
6. Семья-это институт, наиболее тесно связанный с процессом социализации.
7. Большинство родителей стремятся помочь своим детям социализироваться в соответствии с нормами и ценностями как семьи, так и общества в целом.
8. По мере взросления ребенка семья становится несколько менее важной в его социальном развитии.

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9. Средства массовой информации стали важными агентами социализации. Телевидение не всегда оказывает негативное социализирующее влияние. Творческие программы могут помочь детям в развитии основных навыков, необходимых для школьного обучения.
 10. Первый переходный период, ранний переходный период для взрослых, начинается примерно в 17 лет и продолжается до 22 лет.

Case tasks

1. What role played mass media in your socialization?
2. If you were in charge of our society, what socialization practice would you most try to change to help improve our society? Explain your answer.
3. Prove that your family played an important role in your socialization.

UNIT 5

SOCIAL INTERACTION

Could you answer the following questions?

1. How do you understand the term “social interaction”?

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2. What role does a person's status play in his / her life? What does it influence on?
 3. What role can peer groups play in people's life?

Exercise 1. Listen and repeat the words. Practice correct and quick reading.

Predictable |prɪ'dɪktəb(ə)l|, perception |pə'sepʃən|, evaluation |ɪ,vəlju'eɪʃ(ə)n|, negotiation |nɪɡəʊʃi'eɪʃ(ə)n|, objective |əb'dʒektɪv|, elaborate |ɪ'læbərət|, acquired |ə'kwɪəd|, survival |sə'vʌɪv(ə)l|, puberty |'pju:bəti|, accomplish |ə'kʌmplɪʃ|, privileges |'prɪvəlɪdʒɪz|, unequal |ʌn'i:kw(ə)l|, prerequisite |pri:'rɛkwɪzɪt|, simultaneously |,saɪml'teɪniəsli| (Am.E.), |,sɪml'teɪniəsli| (Br.E.), static |'stætɪk| (Am.E.) |'statɪk| (Br.E.), apparent |ə'pærənt| (Am.E.), |ə'par(ə)nt| (Br.E.).

VOCABULARY

1. accomplish (v.)- выполнять
2. achieved status - общественное положение, определяемое личными достижениями и успехами
3. acquired (p.)- приобретенный, нажитый
4. agreement (n.) - соглашение; to reach agreement – прийти к соглашению
5. apparent (adj.) - очевидный
6. ascribed status - общественное положение, определяемое происхождением
7. be reliable – быть надежным
8. belong to – принадлежать
9. center on - концентрироваться, сосредотачиваться
10. depend on - зависеть

-
- 11.elaborate (v.) - сложный, тщательно, детально разработанный; продуманный; подготовленный
 - 12.evaluation (n.) - оценка
 - 13.focus on - фокусироваться на чем-л.
 - 14.fulfill a social role - выполнять роль в обществе
 - 15.maintain (n.) - поддерживать
 - 16.master status - главный, основной статус, доминирующий над всеми остальными статусами
 - 17.negotiation (n.) - переговоры
 - 18.objective (n.) - цель
 - 19.perception (n.) – ощущение, восприятие
 - 20.predictable (adj.) - предсказуемый
 - 21.prerequisite (n.) - предпосылка; (необходимое) предварительное условие или требование
 - 22.privilege (n.) - привилегия; преимущество
 - 23.puberty (n.) - половая зрелость, возмужалость
 - 24.simultaneously (adv.) - одновременно
 - 25.social interaction – социальное взаимодействие; взаимопроникновение культур
 - 26.social reality - социальная реальность
 - 27.static (adj.) - статический, неподвижный
 - 28.survival (n.) - выживание
 - 29.unequal treatment - - неравное обращение, неравное отношение
 - 30.vary dramatically – решительно отличаться

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. A man has no unlimited privilege of boring other people.
2. Good language skills are a prerequisite for the job.
3. The difference in quality was immediately apparent.
4. Economists predict that house prices will remain static for a long period.
5. All these tragedies occurring simultaneously are weighing me down.
6. The chapters of the book are very unequal in length.
7. There are several different ways to accomplish the same task.
8. The doctors gave him a one-in-ten chance of survival.
9. He acquired a passing knowledge of English.
10. Master status — is a sociological term used to denote the social position, which is the primary identifying characteristic of an individual.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. Such an approach would be concentrated on upholding the right of all people to produce or gain access to food.
2. The rates of change have varied intensely.
3. As any other information environment, they start forming their own social tangibility, new culture.
4. The Special Rapporteur's attention was called to uneven relationship with regard to marriage.
5. Unfortunately, trustworthy statistics are not available.

6. The first stage is to get in touch with your receptions and accept responsibility for your relationships.
7. It was a foreseeable, but nevertheless funny, story.
8. He reached adolescence later than most of his classmates.
9. His attained position allowed him to ruffle it out.
10. Small businesses are fighting for existence.

Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.

| | |
|--------------------|--|
| survival | У него сильный инстинкт самосохранения |
| negotiation | Однако всем было ясно, что эти переговоры лишены содержания. |
| objective | Цель состояла в том, чтобы собрать информацию о приемах социализации детей в коренных общинах и методах передачи культурных моделей поведения. |
| social interaction | Язык можно представить себе как некий процесс, возникающий в результате социального взаимодействия. |
| belong | Я, например, принадлежу как минимум к двум социальным группам. |

| | |
|-------------------|---|
| achieved status - | Ее общественное положение заслуживает уважения. |
| unequal treatment | Однако, в этой стране все еще сохраняется неравное отношение к женщинам и мужчинам. |
| prerequisite | Своевременное и справедливое урегулирование кризиса в данной области является важным предварительным условием достижения этой цели. |

READING

SOCIAL STRUCTURE

Social life is composed of many levels of building blocks, from the very micro to the very macro. These building blocks combine to form the social structure. Social structure refers to the social patterns through which a society is organized and can be horizontal or vertical.

The distinctive characteristic of social interaction among people is that human beings interpret or «define» each other's actions. In other words, our response to someone's behavior is based on the meaning we attach to his or her actions. Reality is shaped by our perceptions, evaluations and definitions. The ability to define social reality plays a very important role in our socialization within a society because the definition of the situation molds the thinking and the personality of the individual.

But social reality is not fixed, it changes and people very often take a different view of everyday behavior. Thus people can reconstruct or redefine social reality and reshape it by negotiating changes in patterns of social interaction. The term negotiation refers to the attempt to reach agreement with others concerning some objective.

The important role of negotiation in social interaction is apparent in examining the elements of social structure: statuses, social roles, groups and social institutions. These elements make up social structure just as a foundation, walls, ceilings and furnishings make up a building's structure. We know that furnishings can vary widely from those of an office building to the elaborate furnishings of a palace. Similarly, the elements of the society's social structure can vary dramatically.

When we speak of a person's «status» in casual conversation, the term usually conveys the meaning of influence, wealth, and fame. Status has many meanings in the dictionary and also within sociology, but for now we will define it as the position that someone occupies in society. This position is often a job title, but many other types of positions exist: student, parent, sibling, relative, friend, and so forth. It should be clear that status as used in this way conveys nothing about the prestige of the position, to use a common synonym for status.

Any one individual often occupies several different statuses at the same time, and someone can simultaneously be a banker, Girl Scout troop leader, mother, school board member, volunteer at a homeless shelter, and spouse.

Sociologists usually speak of three types of statuses. The first type is ascribed status, which is the status that someone is born with and has no control over. There are relatively few ascribed statuses; the most common ones are our biological sex, race, parents' social class and religious affiliation, and biological relationships (child, grandchild, sibling, and so forth).

The second kind of status is called achieved status, which, as the name implies, is a status you achieve, at some point after birth, sometimes through your own efforts and sometimes because good or bad luck befalls you. The status of student is an achieved status, as is the status of restaurant server or romantic partner, to cite just two of the many achieved statuses that exist.

Two things about achieved statuses should be kept in mind. First, our ascribed statuses, and in particular our sex, race and ethnicity, and social class, often affect our ability to acquire and maintain many achieved statuses (such as college graduate). Second, achieved statuses can be viewed positively or negatively. Our society usually views achieved statuses such as physician, professor, or college student positively, but it certainly views achieved statuses such as burglar, prostitute, and pimp negatively.

The third type of status is called a master status. This is a status that is so important that it overrides other statuses you may hold. In terms of people's reactions, master statuses can be either positive or negative for an individual depending on the particular master status they hold. Many positive master statuses exist in the political and entertainment worlds and in other spheres of life.

Some master statuses have negative consequences. Whatever status we occupy, certain objects signify any particular status. These objects are called status symbols. In popular terms, status symbol usually means something like a Rolls-Royce or BMW that shows off someone's wealth or success, and many status symbols of this type exist. But sociologists use the term more generally than that.

Whatever its type, every status is accompanied by a role, which is the behavior expected of someone – and in fact everyone – with a certain status. You and most other people reading this book are students. Despite all the other differences among you, you have at least this one status in common. As such, there is a role expected of you as a student (at least by your professors); this role includes coming to class regularly, doing all the reading assigned from this textbook, and studying the best you

can for exams. Roles for given statuses existed long before we were born, and they will continue long after we are no longer alive. A major dimension of socialization is learning the roles our society has and then behaving in the way a particular role demands.

Roles help us interact because we are familiar with the behavior associated with roles. Because shoppers and cashiers know what to expect of each other, their social interaction is possible.

Modern life seems increasingly characterized by social networks. A social network is the totality of relationships that link us to other people and groups and through them to still other people and groups. As Facebook and other social media show so clearly, social networks can be incredibly extensive. Social networks can be so large, of course, that an individual in a network may know little or nothing of another individual in the network (e.g., a friend of a friend of a friend of a friend). But these “friends of friends” can sometimes be an important source of practical advice and other kinds of help. They can “open doors” in the job market, they can introduce you to a potential romantic partner, they can pass through some tickets to the next big basketball game.

Groups and organizations are the next component of social structure. We seek out groups to establish friendships, to accomplish certain goals, and to fulfill social roles that we have acquired. A social group (hereafter just group) consists of two or more people who regularly interact on the basis of mutual expectations and who share a common identity. To paraphrase John Donne, the 17th-century English poet, no one is an island; almost all people are members of many groups, including families, groups of friends, and groups of coworkers in a workplace. Sociology is sometimes called the study of group life, and it is difficult to imagine a modern society without many types of groups and a small, traditional society without at least some groups.

Yet another component of social structure is the social institution, or patterns of beliefs and behavior that help a society meet its basic needs. Modern society is filled with many social institutions that all help society meet its needs and achieve other goals and thus have a profound impact not only on the society as a whole but also on virtually every individual in a society. Examples of social institutions include the family, the economy, the polity (government), education, religion, and medicine.

The largest component of social structure is, of course, society itself. Societies certainly differ in many ways; some are larger in population and some are smaller, some are modern and some are less modern. Since the origins of sociology during the 19th century, sociologists have tried to understand how and why modern, industrial society developed. Part of this understanding involves determining the differences between industrial societies and traditional ones.

One of the key differences between traditional and industrial societies is the emphasis placed on the community versus the emphasis placed on the individual. In traditional societies, community feeling and group commitment are usually the cornerstones of social life. In contrast, industrial society is more individualistic and impersonal. Whereas the people in traditional societies have close daily ties, those in industrial societies have many relationships in which one person barely knows the other person. Commitment to the group and community become less important in industrial societies, and individualism becomes more important.

Exercise 5. Find the English equivalents to these phrases:

1. социальная структура;
2. социальные модели организации общества;
3. горизонтальные;
4. вертикальные;

-
5. определяют действия друг друга;
 6. поведение базируется на;
 7. определяется нашими представлениями;
 8. играет очень важную роль;
 9. формирует мышление и личность человека;
 10. по-другому смотрят на повседневное поведение;
 11. переговоры;
 12. составляют социальную структуру;
 13. могут существенно различаться;
 14. человек в непринужденной беседе;
 15. несколько разных статусов одновременно;
 16. приписываемый статус;
 17. достигнутый статус;
 18. расовая и этническая принадлежность;
 19. статус мастера;
 20. имеют негативные последствия;
 21. сопровождается ролью;
 22. помогают нам взаимодействовать;
 23. совокупность отношений;
 24. невероятно обширные;
 25. потенциальным романтический партнер;
 26. установление дружеских отношений;
 27. социальный институт;
 28. убеждения и поведение;
 29. по численности населения;
 30. определение различий;
 31. акцент делается на общине;

32. приверженность группе.

Exercise 6. Say whether these statements are true (T) or false (F), and if they are false, say why (see appendix 2).

T F 1. The distinctive characteristic of social interaction among people is based on the reality.

T F 2. Social reality is not fixed.

T F 3. The important role of negotiation in social interaction is in different statuses.

T F 4. The term status has only one meaning.

T F 5. Any one individual often occupies several different statuses at the same time.

T F 6. Sociologists usually speak of three types of statuses.

T F 7. The first type is ascribed status, which is the status that someone is born with and has no control over.

T F 8. Ascribed statuses, race and ethnicity affect our ability to acquire and maintain many achieved statuses.

T F 9. Our society usually views all achieved statuses positively.

T F 10. A master status can't be negative.

T F 11. Those objects, which signify any particular status, are called status symbols.

T F 12. A major dimension of socialization is learning the roles our society has.

T F 13. One of the key differences between traditional and industrial societies is the emphasis placed on the feelings.

T F 14. One of the key differences between traditional and industrial societies is the emphasis placed on the individual.

T F 15. In traditional societies, statuses are usually the cornerstones of social life.

Exercise 7. Answer the following questions:

1. What does social structure refer to?
2. What are the distinctive characteristic of social interaction?
3. Is social reality fixed?
4. Can people redefine social reality?
5. What kinds of statuses can people occupy in society?
6. How many types of statuses do sociologists mark out?
7. What is an ascribed status?
8. What is an achieved status?
9. What is a master status?
10. What objects are status symbols?
11. How do roles help us interact?
12. How can people interact through social networks?
13. Why do people seek out groups?
14. What is the role of social institutions in human life?
15. What is the difference between traditional and industrial societies?

Exercise 8. Speak on the following issues:

1. The status and its kinds.
2. Describe the difference between a status and a role.
3. Understand the difference between an ascribed status, an achieved status, and a master status.
4. List the major social institutions.

-
5. Social roles and social groups.
 6. Social institutions and different perspectives used by sociologists to view them.

Exercise 9. Determine the statements relating to the content of the text.

1. Sociologists since his time have treated religion in the same way. Anthropologists, historians, and other scholars have also studied religion.
2. The major components of social structure are statuses, roles, social networks, groups and organizations, social institutions, and society.
3. Specific types of statuses include the ascribed status, achieved status, and master status. Depending on the type of master status, an individual may be viewed positively or negatively because of a master status.

Case tasks:

1. Examine your current lifestyle. Are you living the kind of life that will lead to your later adulthood being a dream or a nightmare?
2. Do you believe that the network is the totality of relationships that link us to other people and groups? Do you communicate with your relatives or friends through some social networks? Why? Why not?
3. What status would you like to achieve and why?

DEVIANT BEHAVIOR

Could you answer the following questions?

1. Do you know what deviant behavior is?
2. Why do we obey norms and rules?
3. Why do people obey laws?

Exercise 1. Listen and repeat the words. Practice correct and quick reading.

Deviance |'di:viəns|, obey |ə'beɪ|, ostracism |'ɒstrəsɪz(ə)m|, ridicule |'rɪdɪkjʊ:l|, conversely |'kɒnvə:sli|, cocaine |kə(ʊ)'keɪn|, marijuana |,mæɪə'wa:nə| (Am.E.), |,mari'hwa:nə| (Br.E.) opium |'əʊpiəm|, provocative |prə'vɒkətɪv|, violate |'vɪəleɪt|, law |lɔ:|, insomnia |ɪn'sɒmniə|, severity |sɪ'verɪti|, offence |ə'fens|, behavior - |br'heɪvjə|.

VOCABULARY

1. accept (v.)- принимать
2. acceptable (adj.) – приемлемый
3. anger (n.) – гнев
4. appropriate behavior - соответствующее поведение
5. conversely (adv.) - обратно, противоположно, наоборот
6. cope with - справиться с
7. crime (n.) - преступление
8. deviance (n.) - отклонение от нормы; девиантное поведение
9. disappointment (n.) – разочарование
10. engage in the same behavior втягивать в такое же поведение

-
11. fine (n.) - штраф
 12. harmful behavior – приносящее вред поведение
 13. insomnia (n.) - бессонница
 14. jail sentences – приговор к краткосрочному тюремному заключению
 15. law (n.) – закон
 16. obey social norms – подчиняться социальным нормам
 17. ostracism (n.) - остракизм, изгнание из общества
 18. prevent (v.) – мешать, припятствовать, предотвращать
 19. provocative (adj.) - провокационный, вызывающий
 20. remind (v.) – напоминать
 21. respect (v.) - уважать
 22. ridicule (n.) – насмешка
 23. rural (adj.) – сельский
 24. severity of the offense – строгость преступления
 25. successfully applied – успешно применяется
 26. victim (n.) – жертва
 27. violate (v.) – нарушать

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. Their behavior was not moral.
2. Punishment for a first offence is a fine.
3. She seemed somewhat to relax her tone of severity.
4. He has suffered from insomnia virtually his entire life.
5. I think she may be in trouble with the law.
6. Victims of burglaries often feel personally violated.

-
7. The minister's provocative remarks were widely reported in the press.
 8. A true gentleman would never engage in such behavior.
 9. The conditions are acceptable to all concerned.
 10. American consumers prefer white eggs; conversely, British buyers like brown eggs.

Exercise 3. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. I'm surprised by her bad conduct toward her friends.
2. Jim's father was appreciated for his fairness.
3. Some studies show that many violent criminals begin exhibiting abnormal behavior in early childhood.
4. She couldn't hide her dissatisfaction.
5. I find it hard to manage change.
6. He learnt to moderate his irritation.
7. Why do people observe social norms?
8. AIDS victims often experience social isolation and discrimination.
9. She feared becoming an object of mockery.
10. They were involved in buying souvenirs.

Exercise 4. Translate the following sentences into English using the indicated words from the vocabulary list.

| | |
|----------------------|--|
| engage in | Ему нравится принимать участие в онлайн-чатах. |
| appropriate behavior | В другом случае соответствующее |

| | |
|----------------|--|
| | поведение считается преступным. |
| disappointment | Отсутствие прогресса вызывает озабоченность, а в некоторых случаях разочарование. |
| prevent | Такие методы препятствуют девиантному поведению. |
| ostracism | В докладе отмечаются особые проблемы, с которыми сталкиваются женщины-инвалиды, что приводит к остракизму и социальной изоляции. |
| insomnia | В те времена я страдал бессонницей, не мог нормально спать. |
| fine | Суд может наложить штраф. |
| deviance | Социологическое исследование девиантности и преступности направлено на то, чтобы ответить на все эти вопросы. |

READING

SOCIAL CONTROL AND THE REALITY OF DEVIANCE

The fact that both deviance and crime arouse negative social reactions reminds us that every society needs to ensure that its members generally obey social norms in their daily interaction. Social control refers to ways in which a society tries to prevent and sanction behavior that violates norms. We typically decline to violate informal

norms, if we even think of violating them in the first place, because we fear risking the negative reactions of other people. These reactions, and thus examples of informal social control, include anger, disappointment, ostracism, and ridicule.

Every culture and society has distinctive norms governing what is called appropriate behavior. Laws, dress codes, bylaws of organizations, course requirements and rules of sports and games all express social norms. The term social control refers to the techniques and strategies for regulating human behavior in any society.

Social control occurs on all levels of society. In the family we obey our parents. In peer groups we obey informal norms, such as dress codes, that govern the behavior of members. In organizations workers must cope with a formal system of rules and regulations. Finally, the government of every society legislates and enforces social norms. Most of us respect and accept basic social norms and assume that others will do the same. Even without thinking we obey the instructions of police officers, follow the day-to-day rules at our jobs, and move to the rear of elevators, when people enter. If we fail to do so, we may face punishment through informal sanctions, such as fear of ridicule, or formal sanctions, such as jail sentences or fines.

Although deviance is normal in this regard, it remains true that some people are more likely than others to commit it. It is also true that some locations within a given society have higher rates of deviance than other locations; for example, U.S. cities have higher rates of violent crime than do rural areas.

Deviance is also relative in two other ways. First, it is relative in space: a given behavior may be considered deviant in one society but acceptable in another society. Second, deviance is relative in time: a behavior in a given society may be considered deviant in one time period but acceptable many years later; conversely, a behavior may be considered acceptable in one time period but deviant many years later. In the late 1800s, many Americans used cocaine, marijuana, and opium, because they were

common components of over-the-counter products for symptoms like depression, insomnia, migraines, and toothaches. Coca-Cola originally contained cocaine and, perhaps not surprisingly, became an instant hit when it went on sale in 1894. The relativity of deviance in all these ways is captured in a famous statement by sociologist Howard S. Becker who wrote several decades ago that deviance is not a quality of the act the person commits, but rather a consequence of the application by others of rules or sanctions to an “offender.” The deviant is one to whom that label has been successfully applied; deviant behavior is behavior that people so label.

Standards of deviance vary from one group, society or culture to another. In our society it is generally acceptable to sing along at a rock or folk concert, but not at the opera. Just as deviance is defined by the social institution, so too is it relative to time. For instance, having an alcoholic drink at 6 p.m. is a common practice in our culture, but engaging in the same behavior immediately upon arising at 6 a.m. is viewed as a deviant act and as symptomatic of a drinking problem.

Deviance, then, is a highly relative matter. Russians and Americans may consider it strange for a person to fight a bull in an arena, before an audience of screaming fans. Yet, we are not nearly so shocked by the practice of two humans fighting each other with boxing gloves in front of a similar audience.

The highest form of deviation from formal social norms is represented by crime which is a violation of criminal law for which formal penalties are applied by governmental authority. Crimes are divided by law into various categories, depending on the severity of the offense, the age of the offender, the potential punishment and the court which decides this case.

This insight raises some provocative possibilities for society’s response to deviance and crime. First, harmful behavior committed by corporations and wealthy individuals may not be considered deviant, perhaps because “respectable” people engage in them. Second, prostitution and other arguably less harmful behaviors may

be considered very deviant because they are deemed immoral or because of bias against the kinds of people (poor and nonwhite) thought to be engaging in them. These considerations yield several questions that need to be answered in the study of deviance. First, why are some individuals more likely than others to commit deviance? Second, why do rates of deviance differ within social categories such as gender, race, social class, and age? Third, why are some locations more likely than other locations to have higher rates of deviance? Fourth, why are some behaviors more likely than others to be considered deviant? Fifth, why are some individuals and those from certain social backgrounds more likely than other individuals to be considered deviant and punished for deviant behavior? Sixth and last but certainly not least, what can be done to reduce rates of violent crime and other serious forms of deviance? The sociological study of deviance and crime aims to answer all of these questions. If we want to reduce violent crime and other serious deviance, we must first understand why it occurs. Many sociological theories of deviance exist, and together they offer a more complete understanding of deviance than any one theory offers by itself. Together they help answer the questions posed earlier: why rates of deviance differ within social categories and across locations, why some behaviors are more likely than others to be considered deviant, and why some kinds of people are more likely than others to be considered deviant and to be punished for deviant behavior. As a whole, sociological explanations highlight the importance of the social environment and of social interaction for deviance and the commission of crime. As such, they have important implications for how to reduce these behaviors.

Exercise 5. Find the English equivalents for the following word combinations:

1. ДЕВИАНТНОСТЬ;

-
2. негативные социальные реакции;
 3. соблюдать социальные нормы;
 4. предотвратить и санкционировать;
 5. рисковать;
 6. разочарование, остракизм и насмешки;
 7. соответствующее поведение;
 8. выражает социальные нормы;
 9. социальный контроль;
 10. осуществляется;
 11. подчиняемся родителям;
 12. справляться с формальной системой правил;
 13. обеспечивает соблюдение;
 14. принимают;
 15. подчиняемся указаниям;
 16. следуем ежедневным правилам;
 17. наказывать санкциями;
 18. с большей вероятностью;
 19. более высокие показатели;
 20. отклонение;
 21. считаться приемлемым;
 22. мигрени и зубные боли;
 23. отражена;
 24. принято подпевать;
 25. отклоняющийся акт;
 26. нарушение уголовного законодательства;
 27. принимает решение;
 28. уважаемые люди;

-
29. модели поведения;
 30. из определенных социальных слоев;
 31. ответить на все эти вопросы.

Exercise 6. Say whether the following statements are true (T) or false (F), and if they are false, say why (see appendix 2).

- T F 1.*** Deviance is relative in time.
- T F 2.*** The deviant is one to whom that label has been successfully applied.
- T F 3.*** Standards of deviance similar for all groups.
- T F 4.*** Deviance is the highest form of violation of criminal law.
- T F 5.*** Harmful behavior may not be considered deviant.
- T F 6.*** Deviance is behavior that doesn't violate social norms and arouses negative social reactions.
- T F 7.*** Social control refers to ways in which a society tries to prevent and sanction behavior that violates norms.
- T F 8.*** If we want to reduce violent crime we must understand its reasons.
- T F 9.*** Many sociological theories explain the importance of the social environment.
- T F 10.*** The sociological study of deviance and crime aims to prevent crimes.

Exercise 7. Answer the following questions:

1. Why do we decline to violate informal norms?
2. What does the "appropriate behavior" mean?
3. How should we behave in society?

-
4. Who legislates and enforces social norms in every society?
 5. Why do we obey the instructions of police officers?
 6. What ways does the deviance relative in?
 7. Who is considered to be a deviant?
 8. How do standards of deviance vary?
 9. Why do people think that deviance is a relative matter?
 10. How is the highest form of deviation represented?
 11. What groups are crimes divided into?
 12. What provocative possibilities for society's response to deviance and crime do you know?
 13. How can sociological theories help to reduce deviance?
 14. When can deviance be relative?
 15. Why did Durkheim consider deviance a normal part of society?

Exercise 8. Comment on the following issues:

1. Define deviance, crime, and social control.
2. Appreciate why Émile Durkheim called deviance normal.
3. Find out what is meant by the relativity of deviance.

Exercise 9. Translate the sentences into English:

1. Каждое общество должно обеспечить, чтобы его члены в целом соблюдали социальные нормы.

-
2. Под социальным контролем понимаются способы, с помощью которых общество пытается предотвратить и санкционировать поведение, нарушающее нормы.
 3. Каждая культура и общество имеют свои отличительные нормы, регулирующие соответствующее поведение.
 4. Законы, дресс-коды, уставы организаций, курсовые требования и правила Социальный контроль осуществляется на всех уровнях общества.
 5. Большинство из нас уважают и принимают основные социальные нормы.
 6. В одном обществе уровень отклонений больше, чем в другом.
 7. Стандарты отклонения варьируются от одной группы, общества или культуры к другой.
 8. Девиантность определяется социальным институтом.
 9. Высшей формой отклонения от формальных социальных норм является преступление.
 10. Преступления делятся на различные категории в зависимости от тяжести правонарушения, возраста правонарушителя.

Case tasks:

1. Could you give an example of deviant behavior?
2. Why do you obey laws?
3. Do you have the passion and potential to develop the skills to become a very competent sociologist? Explain.
4. Do you know that demonology is a theory that asserts that those who engage in deviant behavior are possessed by the devils? Why does the theory exist?

-
5. Who have been the people in your life who have encouraged you to excel?
What did they do and say that inspired you to excel?

UNIT 7

THE FAMILY, THE RELIGION

Could you answer the following questions:

1. What types do sociologists divide families into?
2. Why do people choose patriarchy or matriarchy in their families? What does it depend on?
3. Why is it unusual for all families to be egalitarian?

Exercise 1. Listen and repeat the words. Practice correct and quick reading.

Monogamy /mə'nɒɡ.ə.mi/, polygamy |pə'liɡəmi| constitute |'kɒnstɪtju:t|, prosperity |prɒ'spɛrɪti|, preference |'prɛf(ə)r(ə)ns|, kinship |'kɪnʃɪp|, kinfolk |'kɪnfəʊk|, patriarchy |'peɪtriɑ:ki|, matriarchy |'meɪtriɑ:ki|, egalitarian |ɪ,ɡalɪ'te:riən|, inequality |ɪnɪ'kwɒlɪti|, injustice |ɪn'dʒʌstɪs|, upbringing |'ʌpbriŋɪŋ|.

VOCABULARY

1. affection (n.) - привязанность, любовь, влияние

-
2. constitute (v.) - составлять
 3. devalue the social worth – обесценивать социальные ценности
 4. egalitarian family - эгалитарная семья (равноправная)
 5. emotional support – эмоциональная поддержка
 6. extended family - семья, состоящая из нескольких поколений, большая семья
 7. failure (n.) - неудача
 8. inequality (n.) - неравенство
 9. kin groups - группа, объединённая родственными связями cross-cultural view
 10. kinfolk (n.) - родственники, родня
 11. kinship (n.) - родство, сходство, подобие
 12. male (n.) - мужской; мужского пола
 13. marriage (n.) - брак
 14. married couple – супружеская пара
 15. matriarchy (n.) - матриархат
 16. monogamy (n.) - моногамия, единобрачие
 17. patriarchy (n.) - патриархат
 18. polygamy (n.) - многобрачие
 19. preference (n.) - предпочтение
 20. prosperity (n.) - процветание
 21. provide assistance – предоставить помощь
 22. pursue (v.) – преследовать
 23. social injustice – социальная несправедливость
 24. spouse (n.) – супруг, супруга
 25. upbringing (n.) - воспитание

Exercise 2. Translate the following sentences into Russian paying attention to your active vocabulary.

1. His behavior proclaimed his good upbringing.
2. Such monstrous injustice is hard to understand.
3. He has proposed a new system designed to remove inequalities in health care.
4. For 20 years, the country was ruled as a matriarchy.
5. Let's invite all our kinfolk for the holidays.
6. The person can give a reason to his preference.
7. The country is entering a period of prosperity.
8. I am not so constituted that I can accept insults.
9. She plans to pursue a career in sociology.
10. Her affection to him is deeply rooted.

Exercise 2. Substitute the underlined words / word combinations for the synonyms from the vocabulary. Translate them into Russian.

1. The president's wife must not have the slightest smudge of scandal.
2. While the North enjoys unprecedented prosperity, the South continues to suffer poverty and social unfairness.
3. The new Civil Code regards marrieds as equal partners.
4. "It was a very manlike reaction", I thought.
5. The play was voted a failure.
6. Her wedding became a prison to her.
7. She is ruthless in following her goals.
8. They gave him emotional assistance during difficult times.

9. He lost contact with his kinship family.

10. These cultures diminish the social worth of women.

Exercise 3. Match the English word combinations in the left-hand column with the Russian equivalents in the right-hand column.

| | |
|-----------------|---|
| pursue | Она планирует продолжить карьеру в политике. |
| marriage | Он мой родственник со стороны жены. |
| failure | Она боялась возможной неудачи. |
| gross injustice | Они пострадали от вопиющей несправедливости. |
| egalitarian | Это эгалитарная (уравнительная) политика перераспределения богатства |
| spouses | Было время, когда разведённые супруги никогда не встречались в обществе |
| affection | Она глубоко привязана к своим родителям. |

READING**THE FAMILY**

The family as a social institution is present in all cultures. A family can be defined as a set of persons related by blood, marriage (or some agreed-upon relationship) or adoption who share the primary responsibility for reproduction and caring for members of society. Although the organization of the family can vary greatly, there are certain general principles concerning its composition, descent patterns, residence patterns, and authority patterns.

Composition: What Is the Family?

In human society the family has traditionally been viewed in very narrow terms — as a married couple and their unmarried children living together. However, this is but one type of family, what sociologists refer to as a nuclear family upon which larger family groups are built. But only a certain part of households will fit this model. A family in which relatives other than parents and children — such as grandparents, aunts and uncles — live in the same home is known as an extended family. While not common, such living arrangements do exist. The structure of the extended family offers certain advantages. Crises, such as death, divorce, and illness involve less strain for family members, since there are more individuals who can provide assistance and emotional support. In addition, the extended family constitutes a larger economic unit than the nuclear family. If the family is engaged in a common enterprise — for example, running a farm or a small business — the additional family members may represent the difference between prosperity and failure.

In considering these differing family types, we have limited ourselves to the term of marriage which is called monogamy. The term monogamy describes a form of marriage in which one woman and one man are married only to each other. Some

observers, noting a high rate of divorce in modern society, have suggested a more accurate term «serial monogamy» under which a person is allowed to have several spouses in his or her life but can have only one spouse at a time.

Some cultures allow an individual to have several husbands or wives simultaneously. This form of marriage is known as polygamy. You may be surprised to learn that most societies throughout the world, past and present, have exhibited a preference for polygamy, not monogamy. Polygamy cultures devalue the social worth of women.

The state of being related to others is called kinship. The family and the kin group are not necessarily the same. While the family is a household unit, kin do not always live or function together. Kin groups include aunts, cousins, in-laws, and so forth.

Formally, a married couple is expected to establish a separate household. However, if we take a cross-cultural view, it is relatively uncommon. In many societies, the bride and groom live either with his or her parents. The reason for it is that the new couples need the emotional support and especially the economic support of their kinfolk.

Imagine that you are recently married and must begin to make decisions about the future of your new family. Immediately, an issue is raised: «Who has the power to make the decision?», in simpler terms, who rules the family?

Societies vary in the way that power within the family is distributed. If a society expects males to dominate in all family decision making, it is termed a patriarchy. Women hold low status in such societies. By contrast, in a matriarchy, women have greater authority than men. But researchers have come to the conclusion that in modern history there is not a society which truly has this pattern of family organization.

Some marital relationships may be neither male-dominated nor female-dominated. The third type of authority pattern, the egalitarian family, is one in which spouses are regarded as equals. This does not mean, however, that each decision is shared in such families. Mothers may hold authority in some spheres, fathers in others. In the view of many sociologists, the egalitarian family has begun to replace the patriarchal family as the social norm.

A century ago Frederick Engels, a colleague of Karl Marx, described the family as «the ultimate source of social inequality». More recently other theorists have stated that the family contributes to social injustice, denies opportunities to women, and limits freedom in sexual expression and mate selection.

In order to evaluate such issues, it is helpful to examine the functions the family fulfills. There are six of them:

1. Reproduction. For a society to maintain itself, it must replace dying members.

2. Protection. Human infants need constant care, economic security, upbringing.

3. Socialization. Parents and other kin monitor a child's behavior and transmit the norms, values and language of a culture to the child.

4. Regulation of sexual behavior. Standards of sexual behavior are most clearly defined within the family circle.

5. Affection and companionship. The family is obliged to serve the emotional needs of its members. We expect our relatives to understand us, to care for us, and to be there with us when we need them.

6. Providing of social status. We inherit a social position because of the «family background» and reputation of our parents. Moreover, the family resources affect our ability to pursue certain opportunities such as higher education and specialized lessons.

Beyond discussing the family's functions, the functional perspective on the family maintains that sudden or far-reaching changes in conventional family structure and processes threaten the family's stability and thus that of society.

Exercise 4. Find the English equivalents to these word combinations:

1. присутствует во всех культурах;
2. несут основную ответственность;
3. определенные общие принципы;
4. традиционно рассматривалась соответствовать этой модели;
5. не являются распространенными;
6. меньшее напряжение;
7. управляет фермой;
8. разница между процветанием и неудачей;
9. называется моногамией;
10. состоят в браке;
11. последовательная моногамия;
12. иметь несколько мужей или жен;
13. полигамия;
14. отдавали предпочтение;
15. социальная ценность женщин;
16. отдельное домашнее хозяйство;
17. нуждаются в эмоциональной поддержке;
18. принимать решение;

-
- 19.низкий статус;
 - 20.имеют большой авторитет;
 - 21.модель организации семьи;
 - 22.считаются равными;
 - 23.патриархальная семья;
 - 24.как социальная норма;
 - 25.способствует социальной несправедливости;
 - 26.ограничивает свободу;
 - 27.обобществление;
 - 28.ценности и язык;
 - 29.товарищеские отношения;
 - 30.семейные ресурсы.

Exercise 5. Answer the following questions.

1. What is “family”?
2. How is the family viewed in very narrow terms?
3. What crises can family face with?
4. What forms of marriage do you know?
5. What does the term “monogamy” mean?
6. What is “polygamy”?
7. What does the cross-cultural view about the family residence show?
8. How do we call the form of social organization where females dominate?
9. How do we call the form of social organization where males dominate?
10. What is the egalitarian family?
11. Could you prove that the family contributes to social injustice?

-
12. What are the functions of the family in modern society?
 13. Why do you think it is helpful to examine the functions the family fulfills?

Exercise 6. Determine what statement (statements) refers (refer) to the content of the text:

1. Social interactionist understandings of the family emphasize how family members interact on a daily basis. In this regard, several studies find that husbands and wives communicate differently in certain ways that sometimes impede effective communication.
2. The family ideally serves several functions for society. It socializes children, provides practical and emotional support for its members, regulates sexual reproduction, and provides its members with a social identity.
3. Major sources of social change include population growth and composition, culture and technology, the natural environment, and social conflict.

Exercise 7. Speak on the following issues:

1. Family, its aspects, structure, patterns and functions.
2. Different forms of social organization in families.
3. Monogamy and polygamy.

Case tasks:

-
1. Speak about your family, your parents and kin viewing them from the sociological perspective and employing the sociological terms described in the text.
 2. As you think how best to understand the family, do you favor the views and assumptions of functional theory, conflict theory, or social interactionist theory? Explain your answer.
 3. Do you think the family continues to serve the function of regulating reproduction? Why or why not?

EXTRA READING

RELIGION

Sociological perspectives on religion aim to understand the functions religion serves, the inequality and other problems it can reinforce and perpetuate, and the role it plays in our daily lives.

Religion is found throughout the world because it offers answers to such ultimate questions as why we exist, why we succeed or fail, and why we die. It is difficult to determine with certainty when religious behavior began, but anthropological evidence suggests that such behavior was evident at least 100 000 years ago.

Nowadays the world's principal religions include the following religious faiths:

1. Christianity or the Christian religion. This religion is based on the life and teachings of Jesus Christ and is named after him. Jesus Christ was expected to save the Jews. He established Christianity and was considered by the Christians to be the

son of the God. Christianity was established in the 1st century AD. and later developed into a ruling religion. Now it is one of the world's major religions.

In the course of time Christianity was divided into several branches. Roman Catholicism is a branch of the Christian religion, the Roman Catholic Church, whose leader, the Pope, rules from Rome. Protestantism is a part of the Christian Church that separated from the Roman Catholic Church in the 16th century. These two religious faiths are the national religions of many countries in Europe, North and South America, and Australia. The third major branch of Christianity is Orthodox. The Orthodox Church or the Eastern (Greek) Church is contrasted with the Roman or Western Church. It came into being with the fall of the Roman Empire in the 4th century and developed into a world's major religion in the IX—XI centuries in the Eastern part of the Roman Empire, Byzantium. Nowadays the Orthodox Church includes the national churches of Eastern Europe. Among the other Christian faiths is the Anglican Church or the Church of England which was established in the 16th century as a branch of the Christian Church and now it has about 30 million followers. All in all, there are over 1.6 billion total Christians in the world.

2. Islam. The founder of this religion is the great Arabian prophet Mohammed or Muhammad (570(?)–632 AD). The followers of Islam are called Moslems or Muslims. This religious faith is the national religion of many countries in Asia and Africa. The followers of this religion worship Allah (the Arabic word for «God»).

3. Buddhism. This religion is founded by Buddha, the great religious teacher who lived in India about 2500 years ago. The followers of this religion are called Buddhists. This is the national religion of India and some other countries of Asia.

4. Judaism, the religion of the Jews.

5. Hinduism, the religious system of the Hindus (the largest social and religious subdivision of the population of India).

6. Chinese Folk Religions. Although some particular religious faiths dominate some areas and countries of the world, nowadays even within the same society, there is a diversity of beliefs, rituals, and experiences that characterize its religious life, and people turn to a variety of religions for answers to ultimate questions of existence.

In modern societies religious behavior is organized in four basic forms: the ecclesia, the denomination, the sect, and the cult.

An ecclesia is a religious organization that claims to include most of or all the members of a society and is recognized as the national or official religion. Examples of an ecclesia include the Lutheran church in Sweden, the Catholic church in Spain, Islam in Iran. In a society with an ecclesia the political and religious institutions often act in harmony and mutually reinforce each other, though within the modern world, the ecclesia tends to be declining in power.

A denomination is a large, organized religion that is not officially linked with the state or government. Though considered respectable within a society, it lacks the official recognition and power held by an ecclesia. No nation of the world has more denominations than the United States because many settlers in «the new world» brought with them the native religions of their homelands. Thus, there is a diversity of Christian religions in the United States and some non-Christian faiths as well.

A sect is a relatively small religious group that has broken away from some other religious organization to renew what it views as the original vision of the faith. Sects are fundamentally at odds with society, they are often short-lived and do not seek to become established national religions.

A cult is a generally small, secretive religious group that represents either a new religion or a major innovation of an existing faith.

Sociologists have recognized the critical importance of religion in human societies. They see its appeal for the individual and due to that appeal they view religion as a social institution and evaluate its impact on human societies.

Since religion is a cultural universal, it fulfills several basic functions within human societies. In viewing religion as a social institution sociologists stress the following major functions of religion in modern society: integration, social control, and social support. Religion offers people meaning and purpose for their lives, it gives them certain ultimate values which help a society to function as an integrated social system, reinforce other social institutions and the social order as a whole. Religion can offer people social support. Most of us find it difficult to accept the stressful events of life — death of a loved one, serious illness, bankruptcy, divorce, and so forth, especially when something «senseless» happens. Religion encourages us to view our personal misfortunes as relatively unimportant, as being «God's will». This perspective may be much more comforting than the terrifying feeling that any of us can die senselessly at any moment. Besides, religion offers consolation to people by giving them hope that they can achieve eternal happiness in an afterlife.

In contemporary industrial societies, scientific and technological advances have increasingly affected all aspects of life, including the social institution of religion. The term secularization refers to the process through which religion's influence on social life diminishes. But despite the fact that this process is evident and other social institutions — such as the economy, politics, and education — maintain independence of religious guidance at present, it would be incorrect to conclude that religion is in decline. Religion will survive in the private spheres of individual and family life and on a personal level because people appear to be turning to religion as they lose confidence in other important institutions of social life. At present, religion continues to be an important influence on human society.

Religion ideally serves several functions. It gives meaning and purpose to life, reinforces social unity and stability, serves as an agent of social control, promotes psychological and physical well-being, and may motivate people to work for positive social change.

On the other hand, religion may help keep poor people happy with their lot in life, promote traditional views about gender roles, and engender intolerance toward people whose religious faith differs from one's own.

The symbolic interactionist perspective emphasizes how religion affects the daily lives of individuals and how they interpret their religious experiences.

Exercise 8. Find in the text English equivalents of the following:

1. вера (вероучение);
2. по крайней мере;
3. с течением времени;
4. возникнуть;
5. основатель;
6. пророк;
7. поклониться кому-либо;
8. экклесия (верность церкви);
9. вероисповедание;
10. взаимно усиливать друг друга;
11. социальная поддержка;
12. приводить кого-либо к покорности;
13. отвлекать чье-либо внимание от земных проблем;
14. обеспечивать стабильность;
15. сохранять неравенство;
16. терять веру;
17. вечные ценности.

Exercise 9. Answer the questions using one of the following parenthetical phrases.

In my opinion - по моему мнению

I can't make up my mind, but - не могу принять решение, но

I am keeping an open mind for the moment - пока у меня нет никакого мнения на этот счет

I'm (not) sure that - я (не) уверен, что

Firstly, (secondly) - во-первых, (во-вторых)

Finally - наконец

1. Why is religion a cultural universal?
2. What are the world's main religions?
3. What are the basic forms of organized religious behavior? What is the difference between them?
4. Why do you think sociologists have recognized the critical importance of religion in human societies?
5. What are the major functions of religion in modern society?
6. What is secularization?
7. What diminishes the role and influence of religion within the contemporary society?
8. How can you prove that religion will survive and remain an important aspect of life in modern industrial societies?

Exercise 10. Speak on the following topics:

1. The world's principal religions.
2. Functions of religion as a social institution.

-
3. Secularization of modern society.
 4. The increasing influence of religion in Russia.
 5. Summarize the major functions of religion.

Exercise 11. Translate the sentences into English.

1. Религия, безусловно, является универсальной культурой.
2. В настоящее время основными мировыми религиями являются следующие: христианство, ислам, буддизм, иудаизм, китайские народные религии.
3. В современных обществах религиозное поведение организовано в четырех основных формах: еkkлeсия, дeнoминация, секта и культ.
4. В обществе с ekkлeзией политические и религиозные институты часто действуют в гармонии и взаимно усиливают друг друга.
5. Секты принципиально расходятся с обществом, зачастую недолговечны и не стремятся стать устоявшимися национальными религиями.
6. Культ-это, как правило, небольшая, скрытная религиозная группа, которая представляет собой либо новую религию, либо крупное новшество существующей веры.
7. Социологи признали критическое значение религии в человеческих обществах.
8. Поскольку религия является универсальной культурой, она выполняет ряд основных функций в рамках человеческого общества.
9. Религия предлагает людям смысл и цель их жизни.
10. Религия может предложить людям социальную поддержку.
11. Религия дает людям утешению
12. Термин секуляризация относится к процессу, посредством которого

влияние религии на социальную жизнь уменьшается.

13. В настоящее время религия продолжает оказывать важное влияние на человеческое общество.

Case tasks:

1. Which function of religion do you think is the most important? Why?
2. Which of the three theoretical perspectives on religion makes the most sense to you? Explain your choice.

Appendix 1
THE PLAN OF RENDERING NEWSPAPER ARTICLES

| | |
|---|--|
| <p>1. The headline of the article. The title of the article is ... The article is entitled ... The headline of the article is ... The article is headlined ...</p> | <p>Статья озаглавлена</p> |
| <p>2. The date-line of the article. The author of the article is... The author of the article is The article was written by The article was published (issued) in ... The article is taken from the newspaper... The article was written by ... The article was published (printed) in ... (www.wikipedia.com – w w w dot w i k i p e d i a dot c o m)</p> | <p>Автор статьи ... Статья была опубликована в ...</p> |
| <p>3. The central idea of the article. The main idea of the article is ... The central idea of the article is.. The main idea of the article is... The article is devoted to... The article deals (is concerned) with... The article touches upon... The purpose of the article is to give the reader some information on... The aim of the article is to provide a reader with some material on... The central idea can be worded in the following way ...</p> | <p>Главная идея статьи ...</p> |
| <p>4. Give a summary of the article (no more than 10-20 sentences). At first the author gives some information about (informs us,</p> | <p>В начале автор предоставляет информацию (информирует нас,</p> |

| | |
|---|--|
| describes, states ...) | описывает, утверждает ...) |
| The author starts by telling the reader about... | С самого начала автор дает информацию о (сообщает нам, описывает, утверждает) |
| According to the text... | Автор начинает с того, что... |
| The author stresses... | Согласно тексту ... |
| Further the author reports that... | Автор подчеркивает ... |
| As is clear from the article ... | Далее автор сообщает, что.. |
| He touched upon... . | Как ясно из статьи ... |
| I want to single out the key points on which the article is based. | Он затронул... |
| Let's look through the text for figures, data which are very important for the general understanding the problem discussed. | Я хочу выделить ключевые моменты, на которых основана статья... |
| I want to point out the following facts that turned out to be new for me. | Давайте рассмотрим цифры, данные, которые очень важны для общего понимания обсуждаемой проблемы. |
| I'm going to state the main problem discussed in the article. | Я хочу выделить те факты, которые оказались новыми для меня.. |
| The text came to the conclusion that... | Я собираюсь установить главную проблему статьи. |
| Then he | Текст заканчивается тем, что... |
| Further he dwells upon (tries to convince, argues, boasts of ...) | Затем он... |
| In conclusion, the author ... | Далее он рассматривает (пытается убедить, утверждает, хвастается ...) |
| I think (consider, believe) ... | В заключение, автор ... |
| There is no doubt ... | Я считаю |
| As the title implies the article describes ... | Без сомнения ... |
| The paper is concerned with... | Как следует из названия, в статье описывается |
| It is known that... | Этот документ касается... |
| It should be noted about... | Известно, что... |
| The fact that... ... is stressed. | Следует отметить, о... |
| A mention should be made about ... | Дело в том, что ... |
| It is spoken in detail about... | ... подчеркивается. |
| It is reported that ... | Также следует упомянуть о ... |
| The text gives valuable information | Подробно рассказывается о... |
| | Сообщается, что ... |
| | Текст дает ценную информацию |

| | |
|---|--|
| <p>on... Much attention is given to... It is shown that...</p> | <p>о... Большое внимание уделяется... Показано, что...</p> |
| <p>5. Express your own point of view on the problem discussed. The following conclusions are drawn... The paper looks at recent research dealing with... The main idea of the article is... It gives a detailed analysis of... It draws our attention to... It is stressed that... The article is of great help to ... The article is of interest to is/are noted, examined, discussed in detail, stressed, reported, considered In my opinion, the article is interesting (useful, amusing, instructive, boring, depressing) It's extremely hard to predict... Needless to say that... As far as can be judged from the text... The article contains a lot of key, important words (terms). The article contains (very) important facts. The essence of news is... To appeal to a wide readership;</p> | <p>Можно сделать следующие выводы... В статье рассматриваются последние исследования, связанные с... Основная идея статьи... Он дает подробный анализ... Он обращает наше внимание на... Он подчеркнул, что... Эта статья является большим подспорьем для Статья представляет интерес для можно отметить, изучен, обсужден в деталях, подчеркнул, сообщила, рассмотреть По моему мнению, статья интересная (полезная, развлекательная, поучительная, скучная, угнетающая). Чрезвычайно трудно предсказать... Нет необходимости говорить, что... Насколько можно судить из текста... Статья содержит много ключевых, важных слов (терминов). Статья содержит (очень) важные факты. Сущность событий состоит в том, что... Обращаться к широкому кругу читателей. Статья выражает (не выражает)</p> |

| | |
|---|--|
| <p>The article expresses (doesn't express) the opinion of the author; it just states the facts.</p> <p>The information is very actual and important not only for... but for...</p> <p>As for me, I'm sure that...</p> <p>The article made a lasting impression on me because...</p> | <p>мнение автора, она просто констатирует факты.</p> <p>Информация очень актуальна и важна не только для но и для ...</p> <p>Лично (что касается меня) я уверен, что....</p> <p>Статья произвела на меня неизгладимое впечатление, потому, что...</p> |
|---|--|

Appendix 2

LINKING DEVICES TO AGREE / DISAGREE

TO AGREE USE THE FOLLOWING:

0. I'm exactly of the same opinion.
1. That's quite right.
2. Oh, exactly.
3. I can't help thinking the same.
4. I absolutely agree.

TO DISAGREE USE THE FOLLOWING:

- As a matter of fact, I don't agree.
- I'm not sure, in fact.
- I'm not at all convinced.
- I'm afraid I entirely disagree with ...
- I don't think that's right.
- I can't say I share your view.
- That's not my way of looking at it.

TO SAY YOU PARTLY AGREE USE THE FOLLOWING:

- I agree with you up to a point/ in a sense/ in a way, but ...
- I see what you mean, but ...

-
- There's some truth in what you say. However, ...
 - I agree with much of what you say, but ...
 - To a certain extent, yes, but...
 - That may be true, but on the other hand ...
 - That's all very well, but ...
 - I agree in principle, but...
 - There's much in what you say, but ...
 - In spite of what you say, I think ...
 - That's one way of looking at it, but ...
 - I think it goes further than that.
 - Well, I wouldn't say that exactly.
 - Yes, but another way of looking at it would be (to say) that...
 - OK, but ...

Appendix 3

GIVING OPINIONS AND REASONS

TO INTRODUCE YOUR OPINION USE THE FOLLOWING:

- I think ...
- It seems to me ...
- (Personally,) I believe ...
- From my point of view / viewpoint...
- (Personally,) I feel ...
- As far as I'm concerned, ...
- In my view/opinion ...
- As I see it, ...
- For all I know, ...
- As far as I can see, ...
- To my knowledge,...
- I guess ...
- At my best guess, ...
- To my way of thinking, ...

TO CHECK THAT YOU'VE BEEN UNDERSTOOD USE THE FOLLOWING:

- Do you see what I mean?
- I hope that's clear?
- That's clear, isn't it?
- Does it seem to make sense?
- ..., if you see what I mean.
- Are you with me?
- Do you see? Right?
- OK? Get it? /Got it?
- Am I making myself clear?
- Is that reasonably clear?

TO SAY SOMETHING IS NOT CORRECT USE THE FOLLOWING:

- Sorry, that's not right.
- I'm afraid you are not quite right.
- I'm not sure you're right about...
- I'm sorry, but you must be mistaken.
- Nothing of the kind.
- I might have misunderstood you, but ...
- You must have missed the point.
- No, that's all wrong.
- Far from it.
-

*Appendix 4***INTRODUCTORY PHRASES**

The point (The matter/ The fact) is that ...

Дело в том, что ...

It is generally agreed today that ...

Сегодня общепризнано, что

To begin with,

Начнем с того, что

Firstly, ... / Secondly, ... / Finally, ...

Во-первых, ... / Во-вторых,.../Наконец,...

| | |
|---|--|
| One argument in support of | Один из аргументов в поддержку ... |
| The first thing that needs to be said is | Прежде всего, следует сказать... |
| Let's consider some pros and cons of it. | Давайте рассмотрим некоторые плюсы и минусы (этого). |
| First comes ... | Прежде всего нужно обсудить ... |
| Let's go on to the point of ... | Перейдем к вопросу о ... |
| Let us start by considering the facts. | Начнем с рассмотрения фактов. |
| Let us start by considering pros and cons of it. | Начнем с рассмотрения плюсов и минусов (этого). |
| First and foremost | В первую очередь |
| It is true that ... / clear that ... | Это правда, что ... / Ясно, что .. |
| One should note here that | Следует отметить, что ... |
| Another good thing about ... is that | Еще один положительный момент |
| The second reason for | Вторая причина |
| It is often said that | Часто говорят, что |
| It is undeniable that... | Нельзя отрицать, что |
| It is a well-known fact that | Хорошо известно, что |
| A number of key issues arise from the statement... | Это утверждение затрагивает ряд ключевых вопросов... |
| One of the most striking features of this problem is .. | Один из самых поразительных аспектов этой проблемы |
| What is more, | Более того, |
| Besides, ... because it is | Кроме того, ... потому что |
| Doubtless, | Несомненно, |
| One cannot deny that | Нельзя отрицать, что |
| It is (very) clear from these observations that | Из этих наблюдений (абсолютно) ясно, что ... |
| On the other hand, we can observe that | С другой стороны, мы можем наблюдать, что ... |
| The other side of the coin is, however, that | Однако, с другой стороны, |
| Another way of looking at this question is to | Чтобы взглянуть на эту проблему с другой стороны, надо |
| One should, however, not forget that | Тем не менее, не следует забывать, что |
| On the one hand, | С одной стороны, |
| On the other hand, | С другой стороны, |
| Although | Хотя |
| Besides, | Кроме того, |
| Moreover, | Более того, |
| Furthermore, one should not forget that | Кроме того, не следует забывать, что .. |
| In addition to | Кроме того, |
| Nevertheless, one should accept that | Тем не менее, следует признать, что |
| Experts believe that.. | Эксперты считают, что... |
| According to some experts... | По мнению некоторых экспертов, ... |
| Perhaps we should also point out the fact that | Возможно, нам также следует отметить тот факт, что |
| It would be unfair not to mention that fact that | Было бы несправедливо не упомянуть тот факт, что |
| One must admit that | Надо признать, что |

| | |
|--|---|
| We cannot ignore the fact that | Мы не можем игнорировать тот факт, что ... |
| One cannot possibly accept the fact that | Трудно смириться с тем фактом, что ... |
| From these facts, one may conclude that | Из этих фактов, можно сделать вывод |
| Which seems to confirm the idea that | Что, по-видимому, подтверждает мысль (о том), что |
| Thus, ... / Therefore,... | Таким образом, ... / Поэтому |
| In conclusion, I can say that although ... , | В заключение я могу сказать, что, хотя ... , |
| To draw the conclusion, one can say that | Подводя итог, можно сказать, что |
| The arguments we have presented indicate that ... | Представленные нами аргументы указывают на то, что |
| From these arguments we may conclude that | Исходя из этих аргументов, можно ... прийти к заключению о том, что |