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ENGLISH FOR FUTURE

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Учебное пособие предназначено для студентов II курса бакалавриата факультетов социальных наук неязыковых университетов и соответствует рабочей программе дисциплины «Иностранный язык» направления подготовки «Социология». Также пособие может быть полезно людям всех профессий, связанных с социологией, желающим изучать английский язык. Цель учебного пособия – активизировать иноязычное профессионально-ориентированное общение как студентов-бакалавров, так и людей, связанных с профессией социолога, на основе аутентичных текстов, моделирования игровых ситуаций и проектирования системы запоминания иностранных слов профессиональной направленности.

Тексты дают представление о различных направлениях деятельности будущих социологов. Предтекстовые задания помогают расширить словарный запас, отработать лексику, присутствующую в тексте, устранить смысловые и языковые трудности, а также способствуют акцентированию на изучаемой проблеме. Послетекстовые задания помогают закрепить лексику, проверить понимание прочитанного, выявить главное, определить существенные детали текста, а также быть способным самостоятельно высказаться по изучаемой теме.

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ВВЕДЕНИЕ

Учебное пособие предназначено для студентов факультетов социальных наук университетов. Пособие является разработкой профессионально значимых тем деятельности будущих социологов и направлено на развитие у обучающихся навыков чтения и понимания иноязычной литературы, говорения и запоминания слов профессиональной направленности, а также коммуникативно-поведенческих стратегий средствами коммуникативных упражнений и учебно-ролевых игр.

Задачи пособия:

- развитие навыков активного иноязычного профессионально-направленного общения, развитие социально значимых профессиональных качеств социолога, чтение специализированной литературы;
- формирование представления о конкретной профессиональной деятельности специалистов социального профиля, в том числе в англоязычных странах;
- повышение мотивации к изучению профессии социолога на основе инновационных подходов средствами учебно-ролевых игр.

Настоящее учебное пособие представляет собой 8 модулей учебного плана обучения студентов-бакалавров на втором курсе в течение двух семестров дисциплине «Иностранный язык».

Учебное пособие рассчитано на аудиторную и самостоятельную работу для студентов очной формы обучения и включает в себя аутентичные тексты профессиональной направленности. Помимо заданий на усвоение и употребление лексики, присутствуют кейс-задания, которые позволяют применить теоретические знания к решению практических задач.

Целью изучения дисциплины (модуля) является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем

коммуникативной компетенции для решения социально-коммуникативных задач в различных областях бытовой, культурной, профессиональной и научной деятельности при общении с зарубежными партнерами, а также для дальнейшего самообразования.

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 |,ænrə'pɔ:lədʒi| approach |ə'prəʊtʃ|, attain |ə'teɪn|, attempt |ə'tempt|, awareness |ə'weɪnəs|, 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'nɔ:mənə|, recreation |,ri:kri'eɪʃn|, observation |pɒzə'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, пронизательность; 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, компани
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	Корпоративная культура требует определённого

in conformity with	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?

The sociologist has a distinctive way of examining human interactions. 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 in the text the English equivalents to the following phrases:

1. отличительный способ изучения человеческих взаимоотношений;
2. отличительный 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;
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 1).

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

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

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

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

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

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

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

TF 8. Psychologists investigate personality and individual behavior.

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

TF 10. Sociologists always accept something as a fact because «everyone knows it».

Exercise 7. Answer the following questions:

1. What do sociologists examine?
2. What does sociology focus on?
3. What differs the work of a journalist from that of a sociologist?
4. What are the main goals of the sociological perspective?
5. Why is the sociological imagination very important in doing sociological research?
6. What types are the sciences divided into?
7. What differs natural science from social science?
8. What do social sciences study?
9. What differs sociology from other social sciences?
10. Why should a social scientist view social phenomena from different perspectives?

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

The point (The matter/ The fact) is that Дело в том, что ...

...

To begin with, ... Начнем с того, что ...

Firstly, ... / Secondly, ... / Finally, Во-первых, ... / Во-

	вторых,.../Наконец,...
The first thing that needs to be said ...	Прежде всего, следует сказать...
Let's go on to the point of ...	Перейдем к вопросу о ...
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 ...
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 ...
What is more,	Более того, ..
Besides, ... because it is ...	
It is (very) clear from these observations that ...	Кроме того, ... потому что ...
On the other hand, we can observe that	Из этих наблюдений (абсолютно) ясно, что ...
The other side of the coin is ...	С другой стороны, мы можем наблюдать, что
On the one hand,	Однако, с другой стороны, ...
On the other hand,	С одной стороны,
Although	С другой стороны, ...
Besides,	Хотя ...
Moreover, ...	Кроме того,
From these facts, one may conclude that	Более того, ...
Which seems to confirm the idea that	Из этих фактов, можно сделать вывод ...
Thus, ... / Therefore,...	Что, по-видимому, подтверждает мысль ... (о том), что
In conclusion, I can say that although ...	Таким образом, ... / Поэтому
To draw the conclusion, one can say that ...	В заключение я могу сказать, что, хотя

...

Подводя итог, можно сказать, что ...

Exercise 9. Comment on the following topics:

- 1) Gambling.
- 2) Humans are social animals.
- 2) Some social problems people often face with.
- 3) The importance of sociology as a science.

EXTRA READING

SOCIOLOGICAL THEORY AND ORIGINS OF SOCIOLOGY

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 concentrate 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.
- 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 DESIGNS

Could you answer the following questions?

4. What do you know the aspects of sociological research?
5. What experiments do sociologists use?
6. 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
10. disclose (v.) - выявлять, обнаруживать, разоблачать, раскрывать
11. disguise (v.) - искажать; 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 исключающий
24. observation (n.) – наблюдение; participant observations – включенное наблюдение (по Э. Линдемману – 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.
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 expose 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 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;
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 исключают;
28. оценка;
29. респондент;
30. участник;
31. объект (предмет) наблюдения;
32. честность, достоинство;
33. конфиденциальность;
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 4).

T F 1. A research design is a cover of a research paper.

T F 2. In the classic method of conducting an experiment, two groups of people are selected and compared.

T F 3. An investigator collects information through direct participation and observation.

T F 4. The sociologist can join the group for a period of time to get an accurate sense of how it operates.

- TF 5.** Sociologists shouldn't learn to see the world as the group sees it.
- TF 6.** An interview is cheaper than a questionnaire.
- TF 7.** The basic techniques of unobtrusive measures are the use of statistics and studying cultural, economic and political documents.
- TF 8.** We can't use two or more methods together.
- TF 9.** Most sociological research uses people as sources of information.
- TF 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 regularly use to generate data?
- 2) What is considered to be 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) Are different research designs viewed as mutually exclusive?
- 7) What must sociologists abide by while conducting research?
- 8) What are the basic principles of the code of ethics?
- 9) What else do the ethical considerations of sociologists lie in?
- 10) What is the main ethical category that sociologists should practice in conducting research?
- 11) What is important in the relationship of sociology to government?

Exercise 7. Speak on the following topics:

- 1) Research design and research techniques.
- 2) A social problem of daily life that is of interest to you.
- 3) The ethics of research

Exercise 8. Translate the sentences into English:

- 1) Социолог интересуется главными вопросами нашей повседневной жизни, используя научный метод исследования.
- 2) Социологи разрабатывают план исследования и отбирают технические приемы для сбора и анализа данных.
- 3) Существует пять основных стадий научного исследования: определение проблемы, обзор литературы по данной проблеме, формулировка гипотезы, выбор плана исследования для сбора данных и подведение итогов.
- 4) Формулируя гипотезу, социологи предполагают, что ее следует изучить.
- 5) В зависимости от конечного результата исследования гипотеза может быть подтверждена, опровергнута или пересмотрена.
- 6) Существуют различные способы отбора участников для проведения исследования, и случайная выборка является наиболее часто используемым методом.
- 7) Научные исследования не имеют целью ответить на все вопросы относительно данной проблемы, поэтому очень часто вывод исследования завершает отдельную фазу, но создает идеи для будущих изысканий.
- 8) Вывод исследования доказал, что бездомные, в основном, умственно полноценные люди, но они оказались в ловушке тех экономических условий, которые привели их к бедственному положению и отчаянию.
- 9) Благодаря последовательному использованию научного метода исследователи изучили важную социальную проблему, и их выводы представляют интерес для социологов, психотерапевтов и государственных деятелей.
- 10) Важным аспектом социологического исследования является решение вопроса о том, как следует отбирать необходимые данные.

- 11) В нашем обществе люди отрицательно относятся к тому, что их подвергают обследованию.
- 12) Если исследователь скрывает свою личность и цель исследования, он поступает нечестно, и это может исказить процесс его внедрения в наблюдаемую группу.
- 13) Возникает щекотливый вопрос относительно влияния наблюдателя на группу и группы на наблюдателя.
- 14) Наблюдатель не может позволить, чтобы близкие отношения, которые неизбежно возникают, повлияли на выводы исследования.
- 15) Мы все подвергались опросам того или иного рода в форме либо интервью, либо анкетирования.
- 16) Людям труднее отказать в личной просьбе принять участие в интервью, чем выбросить анкету.
- 17) Социологи университета штата Аризона изучали привычки людей в еде, исследуя домашние отбросы и мусор, оставленные на улице.
- 18) В большинстве социологических исследований люди используются как источники информации: они являются респондентами в опросах, участниками экспериментов, объектами наблюдения.
- 19) Поэтому при проведении научных исследований социологи должны придерживаться Кодекса Этики.
- 20) Макс Вебер настаивал на том, чтобы социология оставалась независимой наукой и ни в коем случае не подвергалась влиянию со стороны какого-либо института общества.

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 ['rɛlətɪvli], independent [ˌɪndɪ'pendənt], common ['kɒmən], heritage ['herɪtɪdʒ], totality [təʊ'tælɪti], transmit [trænz'mɪt], values ['vælju:z], preserve [prɪ'zɜ:v], prehistoric [ˌpri:hi'stɔ:ɪk], dramatic [drə'mætɪk], astronaut ['æstrənɔ:t], achievement [ə'tʃi:vmənt], symphony ['sɪmfəni], Beethoven ['beɪtəvən], Van Gogh [væn gəʊ], Dostoevsky [dɒstə'jɛfski], George Gordon Byron [ˈdʒo:dʒ ˈgo:dən ˈbaɪrən], attempt [ə'tempt], practice ['præktɪs], universal [ˌju:nɪ'vɜ:s(ə)l], reality [rɪ'ælɪti], anthropologist [ˌænθrə'pɒlədʒɪst], compile [kəm'paɪl], athletic [æθ'letɪk], adornment [ə'dɔ:nmənt], courtship ['kɔ:tʃɪp], dancing ['dɑ:nsɪŋ], folklore ['fɒklɔ:], 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.
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) остро ощущаемая проблема
- 26) сопротивляться чему-либо
- 27) вести переговоры о деловых сделках
- 28) отказаться от затеи
- 29) поощрить
- 30) принятые нормы
- 31) точный

- 32) благосостояние общества
- 33) суровое наказание
- 34) разделять мнение
- 35) яркий пример
- 36) придерживаться взгляда
- 37) чтить своих родителей
- 38) прямая взаимосвязь.

Exercise 10. Say whether these statements are true (T) or false (F), and say why (see appendix 4)

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.

T F 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) The elements of culture and their aspects
- 2) Language as the foundation of culture.
- 3) The efforts of the government to maintain the linguistic integrity in some countries.

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 [ˌsəʊʃəlaɪ'zeɪʃən], appropriate [ə'prəʊpriət], immediate [ɪ'mi:diət], occur [ə'kɔː], heredity [hɪ'rɛdɪti], neglect [nɪ'ɡlekt], emphasize ['ɛmfəsaɪz], 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 parental neglect	Ничто не может служить 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.
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READING

SELF-IDENTITY AND 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 in the text 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 text 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.

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:

3. важные жизненные этапы
4. детство, юность, взросление
5. беспомощный младенец
6. становится самосознательным
7. в первые годы жизни
8. увековечивая их ценности
9. пожизненные последствия
10. подвергают риску
11. серьезные правонарушения
12. в подростковом возрасте
13. сталкиваются с различными психиатрическими проблемами
14. вступают в брак
15. подростковый возраст
16. хотят независимости
17. становятся серьезной проблемой
18. заметные физиологические последствия
19. повышает вероятность правонарушений
20. стресс приводит к антисоциальному поведению
21. общаются со старшими подростками
22. романтические отношения
23. зрелость
24. развиваем первоначальное чувство себя
25. стремятся помочь своим детям социализироваться
26. группы сверстников
27. роль «значимых других»
28. примерно своего возраста
29. побудить кого-то нарушить нормы и ценности общества

30. в переходе к взрослой ответственности
31. остаются экономически зависимыми
32. стали важными агентами социализации
33. помочь детям в развитии основных навыков
34. рекламные ролики

Exercise 10. Say whether these statements are true (T) or false (F), and if they are false, say why (see appendix 4).

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.

T F 9. The family is the institution most closely associated with the process of socialization.

T F 10. The school is less important in social development.

T F 11. Peer groups increasingly assume the role of «the significant others».

T F 12. Peer groups don't play any roles in the transition to adult responsibilities.

T F 13. Adulthood is usually defined as the 18–64 age span.

T F 14. The second transitional period, the midlife transition, typically begins at about age 30.

T F 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 разделены.
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.
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. Comment on the following using your examples: “As a child grows older, the family becomes somewhat less important in his or her social development”.

UNIT 5

SOCIAL INTERACTION

Could you answer the following questions?

1. How do you understand the term “social interaction”?
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)|, perception |pə'sepʃən|, evaluation |ɪ,vəlju'eɪʃ(ə)n|, negotiation |nɪgəʊʃi'eɪʃ(ə)n|, objective |əb'dʒɛktɪv|, elaborate |ɪ'læbərət|, acquired |ə'kwɪrəd|, survival |sə'vaɪv(ə)|, puberty |'pjʊ:bəti|, accomplish |ə'kʌmplɪʃ|, privileges |'prɪvəlɪdʒɪz|, unequal |ʌn'i:kw(ə)|, prerequisite |pri:'rɛkwɪzɪt|, simultaneously |,saɪml'teɪniəsli| (Am.E.), |,saɪml'teɪnəsli| (Br.E.), static |'stætɪk| (Am.E.) |'statɪk| (Br.E.), apparent |ə'pærənt| (Am.E.), |ə'par(ə)nt| (Br.E.).

VOCABULARY

1. accomplish - выполнять
2. achieved status - общественное положение, определяемое личными достижениями и успехами
3. acquired - приобретенный, нажитый
4. agreement - соглашение; to reach agreement – прийти к соглашению

5. apparent - 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 - сложный, тщательно, детально разработанный; продуманный; подготовленный
12. evaluation - оценка
13. focus on - сосредотачиваться; фокусироваться на чем-л.
14. fulfill a social role - выполнять роль в обществе
15. maintain - поддерживать
16. master status - главный, основной статус, доминирующий над всеми остальными статусами.
17. negotiation - переговоры
18. objective - цель
19. perception – ощущение, восприятие
20. predictable - предсказуемый
21. prerequisite - - предпосылка; (необходимое) предварительное условие или требование
22. privilege - привилегия; преимущество
23. puberty - половая зрелость, возмужалость
24. simultaneously - одновременно
25. social interaction – социальное взаимодействие; взаимопроникновение культур
26. social reality - социальная реальность
27. static - статический, неподвижный
28. survival - 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. Ten demerits and he lo There are several different ways to accomplish the same task.ses his privileges.
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 achieved status 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 4).

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 achieved 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 characteristics 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 called 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 about the status and its kinds, the social role and the social group using your own experience to illustrate these sociological terms.

Exercise 9. Speak about the social institutions and different perspectives used by sociologists to view them. Which of these perspectives do you share and accept? Why?

Exercise 10. Comment on the table given in the text and develop the ideas introduced in it.

UNIT 6

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.), |,mæɪə'hwa:nə| (Br.E.) opium |'əʊpiəm|, provocative |prə'vɒkətɪv|, violate |'vɪəleɪt|, law |lɔ:|, insomnia |ɪn'sɒmniə|, severity |sɪ'verɪti|, offence |ə'fens|, behavior - |bɪ'heɪvjə|.

VOCABULARY

4. accept - принимать
5. acceptable – приемлемый
6. anger – гнев
7. appropriate behavior - соответствующее поведение
8. conversely - обратно, противоположно, наоборот
9. cope with - справиться с
10. crime - преступление
11. deviance - отклонение от нормы; девиантное поведение
12. disappointment – разочарование

13. engage in the same behavior втягивать в такое же поведение
14. fine - штраф
15. harmful behavior – приносящее вред поведение
16. insomnia - бессонница
17. jail sentences – приговор к краткосрочному тюремному заключению
18. law – закон
19. obey social norms – подчиняться социальным нормам
20. ostracism - остракизм, изгнание из общества
21. prevent – мешать, припятствовать, предотвращать
22. provocative - провокационный, вызывающий
23. respect - уважать
24. ridicule – насмешка
25. rural - сельский
26. severity of the offense – строгость преступления
27. successfully applied – успешно применяется
28. violate – 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 disappointment.
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. наказать 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 4).

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.

TF 6. Deviance is behavior that doesn't violate social norms and arouses negative social reactions.

TF 7. Social control refers to ways in which a society tries to prevent and sanction behavior that violates norms.

TF 8. If we want to reduce violent crime we must understand its reasons.

TF 9. Many sociological theories explain the importance of the social environment.

TF 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. In what ways is deviance considered relative?
15. Why did Durkheim consider deviance a normal part of society?

Exercise 8. 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?

UNIT 7

THE FAMILY, THE RELIGION

Could you answer the following questions:

1. What types do sociologists divide families in?
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 |'peɪtrɪɑ:ki|, matriarchy |'meɪtrɪɑ:ki|, egalitarian |ɪ,ɡalɪ'te:riən|, inequality |ɪnɪ'kwɒlɪti|, injustice |ɪn'dʒʌstɪs|, upbringing |'ʌpbrɪŋɪŋ|.

VOCABULARY

1. affection - привязанность, любовь, влияние
2. constitute - 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 - неудача
8. inequality - неравенство
9. kin groups - группа, объединённая родственными связями cross-cultural view
10. kinfolk - родственники, родня

11. kinship - родство, сходство, подобие
12. male - мужской; мужского пола
13. marriage - брак
14. married couple – супружеская пара
15. matriarchy - матриархат
16. monogamy - моногамия, единобрачие
17. patriarchy - патриархат
18. polygamy - многобрачие
19. preference - предпочтение
20. prosperity - процветание
21. provide assistance – предоставить помощь
22. pursue – преследовать
23. social injustice – социальная несправедливость
24. spouse – супруг, супруга
25. upbringing - 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.

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.

Descent Patterns: To Whom Are We Related?

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.

Family Residence: Where Do We Live?

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.

Authority Patterns: Who Rules?

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.

Functions of the Family: Do We Really Need the Family?

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.

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 моногами
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 социальную норму.
25. способствует социальной несправедливости
26. ограничивает свободу
27. обобществление
28. ценности и язык
29. в рамках семейного круга.
30. товарищеские отношения
31. когда они нам понадобятся
32. семейные ресурсы

Exercise 5. Answer the following questions.

- 1) What is the family as far as its composition is concerned?
- 2) What living arrangements exist in human society?
- 3) How can you prove that the extended family offers certain advantages over the nuclear family?
- 4) What forms of marriage do you know?
- 5) What does the cross-cultural view about the family residence show?
- 6) How do societies vary in the way that power within the family is distributed?
- 7) Do you agree that in the egalitarian family spouses are regarded as equals?
- 8) Do you believe that the egalitarian family will replace the patriarchal family in our society?
- 9) What are the functions of the family in modern society?
- 10) Why do you think it is helpful to examine the functions the family fulfills?

Exercise 6. Speak on the family, its aspects, structure, patterns and functions in brief and illustrate your reports with examples and situations of your own.

Exercise 7. Comment on the title of the text «The family: Universal but Varied».

Case tasks:

Speak about your family, your parents and kin viewing them from the sociological perspective and employing the sociological terms described in the text.

EXTRA READING

RELIGION

We have already studied cultural universals, i.e. general practices found in every culture — such as dancing, food preparation, the family, and personal names. Religion is clearly such a cultural universal and religious institutions are evident in

all societies. At present, an estimated 3.6 billion persons belong to the world's major religious faiths.

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.

But not all social scientists look upon religion in this perspective. Karl Marx described religion as an «opiate» particularly harmful to oppressed peoples. In his view and later in the view of conflict theorists, religion often drugged the masses into submission by offering them a consolation for their harsh lives on earth: the hope of happiness in an ideal afterlife. In simpler terms, religion keeps people from seeing their lives in political terms and diverts their attention from earthly problems. From Marx's perspective, religion promotes stability within society and therefore helps to maintain social inequality. Religion reinforces the interests of those in power and the subordination of the powerless. Finally, Marxists suggest that religion lessens the

possibility of collective political action that can end oppression and transform society.

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.

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 в
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 do you think that religion is a cultural universal?
- 2) What are the world's principal 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, if viewed from the sociological perspective?
- 6) How are these functions fulfilled by religion?
- 7) In what perspective did Karl Marx and other conflict theorists look upon religion?
- 8) What diminishes the role and influence of religion within the contemporary society?
- 9) How can you prove that religion will survive and remain an important aspect of life in modern industrial societies?

Speak on the following topics:

- 1) The world's principal religions.
- 2) Basic forms of religious behavior.
- 3) Functions of religion as a social institution.
- 4) Different sociological approaches to

religion. Which of them do you share and why? 5) Secularization of modern society.
6) The increasing influence of religion within the contemporary Russian society.

Exercise 10 Translate the sentences into English.

1) Хотя организация семьи значительно отличается в разных обществах, существуют определенные общие принципы определения ее состава, происхождения, местожительства и старшинства.

2) Некоторые исследователи, отмечая высокий уровень разводов в современном обществе, предложили более точный термин «последовательное единобрачие».

3) Вам будет интересно узнать, что большинство обществ во всем мире отдали предпочтение многобрачию, а не единобрачию.

4) Исследователи пришли к выводу, что в современной истории нет общества, которое действительно имело бы организацию семьи, называемую матриархатом.

5) Родители и другие родственники контролируют поведение ребенка и передают ему поведенческие нормы, нравственные ценности и язык данной культуры.

6) Семья обязана проявлять любовь и дружеское участие к своим членам.

7) Мы надеемся, что наши родственники поймут нас, позаботятся о нас и будут рядом с нами, когда мы в них нуждаемся.

8) Трудно определить наверняка, когда возникла религия, но антропологи утверждают, что религиозные отношения существовали по крайней мере уже 100 000 лет назад.

9) Хотя определенные религиозные верования господствуют в некоторых областях и странах мира, сейчас даже внутри одного общества существует большое разнообразие верований и обрядов, которые характеризуют религиозную жизнь этого общества.

10) В современном мире еkkлeсия имеет тенденцию ослаблять свою власть.

11) Ни одна нация в мире не имеет столько вероисповеданий, как Соединенные Штаты, так как переселенцы в «Новый свет» привезли с собой религию своей родины.

12) Социологи признают важное значение религии в человеческом обществе и ее привлекательность для отдельного индивидуума.

13) Религия предлагает людям вечные ценности, которые помогают обществу укрепить другие социальные институты и общественный порядок в целом.

14) Религия предлагает людям утешение, давая надежду на вечное счастье в загробном мире.

15) Карл Маркс и другие теоретики рассматривали религию как опиум, особенно опасный для угнетенных народов, так как религия отвлекала их внимание от земных проблем и снижала возможность коллективного политического действия, направленного на то, чтобы покончить с угнетением и преобразовать общество.

16) Секуляризация современного общества ослабляет влияние религии на общественную жизнь, но было бы неверно заключить, что религия в наше время находится в упадке.

Appendix 1

РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ АННОТАЦИИ К СТАТЬЕ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация — это независимый от статьи источник информации. Ее пишут после завершения работы над основным текстом статьи. Она включает характеристику основной темы, проблемы, объекта, цели работы и ее результаты. В ней указывают, что нового несет в себе данный документ в сравнении с другими, родственными по тематике и целевому назначению. Рекомендуемый объем — 150-200 слов.

Аннотация выполняет следующие функции:

- позволяет определить основное содержание статьи, его релевантность и решить, следует ли обращаться к полному тексту публикации;
- предоставляет информацию о статье и устраняет необходимость чтения ее полного текста в случае, если статья представляет для читателя второстепенный интерес;
- используется в информационных, в том числе автоматизированных, системах для поиска документов и информации.

Аннотации должны быть оформлены по международным стандартам и включать следующие моменты:

- вступительное слово о теме исследования;
- цель научного исследования;
- описание научной и практической значимости работы;
- описание методологии исследования;
- основные результаты, выводы исследовательской работы.
- ценность проведенного исследования (какой вклад данная работа внесла в соответствующую область знаний);
- практическое значение итогов работы.

В аннотации не должен повторяться текст самой статьи (нельзя брать предложения из статьи и переносить их в аннотацию), а также ее название.

В аннотации должны излагаться существенные факты работы, и не должна содержать материал, который отсутствует в самой статье.

В тексте аннотации следует употреблять синтаксические конструкции, свойственные языку научных и технических документов, избегать сложных грамматических конструкций. Он должен быть лаконичен и четок, без лишних вводных слов, общих формулировок.

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 ... (<u>www.wikipedia.com</u> – 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, describes, states) The author starts by telling the reader about... According to the text... The author stresses... Further the author reports that...</p>	<p>Вначале автор предоставляет информацию (информирует нас, описывает, утверждает ...) С самого начала автор дает информацию о (сообщает нам, описывает, утверждает) Автор начинает с того, что... Согласно тексту ... Автор подчеркивает ... Далее автор сообщает, что..</p>

<p>As is clear from the article ...</p> <p>He touched upon.. .</p> <p>I want to single out the key points on which the article is based.</p> <p>Let's look through the text for figures, data which are very important for the general understanding the problem discussed.</p> <p>I want to point out the following facts that turned out to be new for me.</p> <p>I'm going to state the main problem discussed in the article.</p> <p>The text came to the conclusion that...</p> <p>Then he</p> <p>Further he dwells upon (tries to convince, argues, boasts of ...)</p> <p>In conclusion, the author ...</p> <p>I think (consider, believe) ...</p> <p>There is no doubt ...</p> <p>As the title implies the article describes ...</p> <p>The paper is concerned with...</p> <p>It is known that...</p> <p>It should be noted about...</p> <p>The fact that...</p> <p>... is stressed.</p> <p>A mention should be made about ...</p> <p>It is spoken in detail about...</p> <p>It is reported that ...</p> <p>The text gives valuable information on...</p> <p>Much attention is given to...</p> <p>It is shown that...</p>	<p>Как ясно из статьи ...</p> <p>Он затронул...</p> <p>Я хочу выделить ключевые моменты, на которых основана статья...</p> <p>Давайте рассмотрим цифры, данные, которые очень важны для общего понимания обсуждаемой проблемы.</p> <p>Я хочу выделить те факты, которые оказались новыми для меня..</p> <p>Я собираюсь установить главную проблему статьи.</p> <p>Текст заканчивается тем, что...</p> <p>Затем он...</p> <p>Далее он рассматривает (пытается убедить, утверждает, хвастается ...)</p> <p>В заключение, автор ...</p> <p>Я считаю</p> <p>Без сомнения ...</p> <p>Как следует из названия, в статье описывается</p> <p>Этот документ касается...</p> <p>Известно, что...</p> <p>Следует отметить, о...</p> <p>Дело в том, что ...</p> <p>... подчеркивается.</p> <p>Также следует упомянуть о ...</p> <p>Подробно рассказывается о...</p> <p>Сообщается, что ...</p> <p>Текст дает ценную информацию о...</p> <p>Большое внимание уделяется...</p> <p>Показано, что...</p>
<p>5. Express your own point of view on the problem discussed.</p> <p>The following conclusions are drawn...</p> <p>The paper looks at recent research dealing with...</p> <p>The main idea of the article is...</p> <p>It gives a detailed analysis of...</p>	<p>Можно сделать следующие выводы...</p> <p>В статье рассматриваются последние исследования, связанные с...</p> <p>Основная идея статьи...</p>

<p>It draws our attention to...</p> <p>It is stressed that...</p> <p>The article is of great help to ...</p> <p>The article is of interest to ...</p> <p>..... is/are noted, examined, discussed in detail, stressed, reported, considered</p> <p>In my opinion, the article is interesting (useful, amusing, instructive, boring, depressing)</p> <p>It's extremely hard to predict...</p> <p>Needless to say that...</p> <p>As far as can be judged from the text...</p> <p>The article contains a lot of key, important words (terms).</p> <p>The article contains (very) important facts.</p> <p>The essence of news is...</p> <p>To have one's fingers on the pulse of current events, public opinion...</p> <p>To appeal to a wide readership;</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>Он дает подробный анализ...</p> <p>Он обращает наше внимание на...</p> <p>Он подчеркнул, что...</p> <p>Эта статья является большим подспорьем для</p> <p>Статья представляет интерес для ...</p> <p>..... можно отметить, изучен, обсужден в деталях, подчеркнул, сообщила, рассмотреть</p> <p>По моему мнению, статья интересная (полезная, развлекательная, поучительная, скучная, угнетающая).</p> <p>Чрезвычайно трудно предсказать...</p> <p>Нет необходимости говорить, что...</p> <p>Насколько можно судить из текста...</p> <p>Статья содержит много ключевых, важных слов (терминов).</p> <p>Статья содержит (очень) важные факты.</p> <p>Сущность событий состоит в том, что...</p> <p>Держать палец на пульсе текущих событий, общественного мнения...</p> <p>Обращаться к широкому кругу читателей.</p> <p>Статья выражает (не выражает) 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>
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Appendix 2

VERBS TO BE USED TO EXPRESS YOUR ATTITUDE TO THE ARTICLE / TEXT

add - добавлять
admit to smb - допускать, что...
advise - советовать
agree with smb upon/on/about smth - соглашаться с кем-то по поводу чего-либо
answer - отвечать
argue (with smb) - спорить (с кем-то)
ask - спрашивать
assure of smth - уверять в чем-то
appeal to smb - умолять кого-то
begin - начинать
boast (to smb about smth) - хвастаться, гордиться
bet - заключать пари
believe that - верить, что; быть уверенным в том, что
claim - претендовать, требовать
comment on - комментировать
complain of smth - жаловаться на что-то
confess - признавать
confirm - подтверждать
consider - полагать, учитывать
convince smb of smth - убеждать
demand - требовать
deny - отрицать
describe - описывать
discuss - обсуждать
doubt - сомневаться
determine - определять
dream of - мечтать
discover - обнаруживать
decide - решать
explain - объяснять, оправдываться
expect - предполагать, ожидать
forbid - запрещать
fear - опасаться
foresee - предвидеть
frown - неодобрительно относиться
grumble at smb - ворчать
guarantee - обещать

guess - предполагать
grin - усмехаться
growl - огрызаться
hint at smth - намекать
imply - подразумевать
inform - сообщать
insist on smth - настаивать
invite - приглашать, располагать к ...
intend - намериваться
imagine - воображать
judge - судить
long for smth - страстно желать
maintain - поддерживать
mention - упоминать
muse about/over/on smth - размышлять
note - замечать, упоминать
object to - возражать
observe - наблюдать
order - приказывать
persuade smb of smth - убеждать
predict - предсказывать
proclaim - провозглашать
promise - обещать
propose smth - предлагать
prove - доказывать
pretend to smth - претендовать
pretend - притворяться
reflect - отражать
recommend - советовать
refuse - отвергать
repeat - повторять
reply - отвечать
report - сообщать, описывать
request - просить
shout at smb - кричать на ...
stipulate - оговаривать, обуславливать
storm at - горячиться, нападать на ...
require - требовать
reveal - разоблачать, открывать
regret - сожалеть
suggest - предлагать
suppose - допускать, предполагать
sense - отдавать себе отчет, чувствовать

teach - учить, проучить
threaten - угрожать
urge - настоятельно просить, подгонять
vow - клясться
wail for/over - сетовать на ...
warn of smth - предупреждать
write - писать
worry - беспокоить(ся), надоедать
wonder - желать знать
yearn after - тосковать о ...
yearn for/to - жаждать
yield - уступать

Appendix 3
INTERMEDIATE PHRASES

I wonder if I (we) can ...	Интересно, можно ли ...
We've left out one point	Мы упустили один вопрос
I'd (We'd) like to clear up one more point	Хотелось бы выяснить один вопрос
Now comes the next point	А теперь следующий вопрос
What (How) about...?	А как насчет ...?
Let's get on (pass on) to ...	Давайте перейдем к вопросу о
By the way we'd like to see (to look) at ...	Между прочим, мы хотели бы посмотреть...
Is there anything else you'd like to take up?	Вы еще что-нибудь хотите обсудить?
In the first place (First)..., in the second place (then)...	Во-первых, ... во-вторых,
On the one hand...., on the other hand ...	С одной стороны..., с другой стороны ...

Appendix 4

LINKING DEVICES TO AGREE / DISAGREE

TO AGREE USE THE FOLLOWING:

1. I'm exactly of the same opinion.
2. That's quite right.
3. Oh, exactly.
4. I can't help thinking the same.
5. 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 5

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 6
SPEECH PATTERNS
SUGGESTION

**DIS
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If you ask me	Я считаю ...
I think that ...	Я думаю , что ...
I'd say that ...	Я бы сказал ...
The point is ...	Дело в том, ...
Wouldn't you say that ...	Не хотите ли Вы сказать, что ...
Don't you agree that ..	Вы согласны, что ...
As I see it ..	Я полагаю ...
I'd just like to say that I think that ...	Мне бы хотелось сказать, что ...
Well, you see ..	Хорошо, дело в том
The reason is ...	Причина в том ...
Well, the thing is ...	Дело в том ...
My reason for asking is this ..	Я спрашиваю потому, что ...
It's because ..	Это потому ...
It's rather complicated but you see ..	Это достаточно сложно, но дело в том ...
... and that's why I'd like to и поэтому мне бы хотелось ...
... and that's my reason for asking if I can поэтому я и спрашиваю, могу ли я ...

I sometimes think that ...	Я иногда думаю, что ...
Well, I've heard that ...	Я слышал, что ...
Would you agree that ...	Согласитесь, что ...
Do you think it's right to say that ...	Вы считаете правомерным, что ...
I didn't quite follow what you were saying about ...	Я не совсем понял, о чем вы говорили...
I don't quite see what you mean, I'm afraid.	Боюсь, я не понимаю, что Вы имеете в виду.
I don't quite see what you are getting at.	Я не совсем понимаю, к чему Вы ведете...
That's not quite what I meant ...	Это не совсем то, что я имел в виду.
Sorry, let me explain.	Простите, позвольте мне объяснить.

MAKING SUGGESTION AND GIVING ADVICE

You should (shouldn't) ...	Вам (не) следует ...
I think you should make inquiries	Я считаю, Вам следует навести справки ..
First of all I'd advise you ..., secondly ...	Вначале я советую Вам ... , затем
I'd recommend you ...	Я бы порекомендовал Вам ...
You'd better ... If I were you, I'd ...	На Вашем месте ...
I was wondering if you'd ever thought of ... Have you ever thought of ...	Вы никогда не думали о ...
Might it be an idea to ... Don't you think it might be an idea to ...	Не кажется ли Вам ...

Why don't you ...	Почему бы Вам ...
You could always ...	Вы всегда могли бы ...

ANSWERING TECHNIQUES (DELAYING, AVOIDING, PERSUADING)

Well, let me see...	Позвольте подумать ...
Well now ...	Теперь ...
Oh, let me think for a moment ...	Позвольте подумать минутку ...
I'm not sure, I'll just have to find out ...	Я не уверен, позвольте мне выяснить это ...
That's a very interesting question ...	Это очень интересный вопрос ...
I'm not really sure ...	Я не совсем уверен ...
I can't tell you off-hand, I'm afraid ...	Боюсь, не могу вам сказать сразу ...
I'm terribly sorry, I really don't know.	Мне действительно очень жаль, но я не знаю.
I've no idea, I'm afraid	Боюсь, я ничего не знаю об этом.
I can't answer that one, but I'll tell you where you can find out.	Я не могу ответить на поставленный вопрос, но могу подсказать, где это можно выяснить.
I'd rather not answer that, if you don't mind.	Если Вы не возражаете, я не буду отвечать на этот вопрос.
That's all very well, but ..	Все хорошо, но ...
That's easier said than done, you see ...	Легче сказать, чем сделать.
You don't seem to realise that ...	Кажется Вы не понимаете, что ...
That's quite a good idea, but...	Хорошее решение проблемы, но ...

EXPRESSING DISAPPOINTMENT, REGRET AND REACTING TO THEM

It is really a shame that .. It's such a pity that ... I'm really disappointed that ...	Действительно жаль, что
What's wrong?	В чем дело?
Still, it can't be helped.	Этому уже не поможешь
Still, it's nothing to worry about, I suppose.	Не о чем беспокоиться
Well, it's no good crying over split milk.	Слезами горю не поможешь
Well, you can't win them all.	Всех не покоришь (Всего не переделаешь)
That's life.	Такова жизнь.
Oh well, not to worry, I suppose.	Я думаю, не о чем беспокоиться.
Don't worry, it'll be all right.	Не волнуйся, все будет хорошо.

Appendix 7

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

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English for future sociologists. Учебное пособие.

Заказ 56.