

Владимирский государственный университет

ИНОСТРАННЫЙ ЯЗЫК В ВУЗЕ

MY SPECIALITY IS SOCIOLOGY

**Учебное пособие по обучению чтению
и развитию навыков устной речи на английском языке**



Владимир 2024

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«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»

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Автор-составитель Л. В. Новикова

Рецензенты:

Кандидат педагогических наук
доцент кафедры профессиональной языковой подготовки
Владимирского юридического института
Федеральной службы исполнения наказаний
С. П. Фокина

Кандидат педагогических наук
доцент кафедры иностранных языков профессиональной коммуникации
Владимирского государственного университета
имени Александра Григорьевича и Николая Григорьевича Столетовых
В. И. Горбатов

Кандидат педагогических наук, доцент
доцент кафедры второго иностранного языка
и методики обучения иностранным языкам
Владимирского государственного университета
имени Александра Григорьевича и Николая Григорьевича Столетовых
М. В. Гайлит

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Предназначено для студентов 2-го курса направления подготовки 39.03.01 «Социология». Может быть полезно в качестве справочника для студентов заочной формы обучения с элементами дистанционных образовательных технологий.

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PREFACE

Учебное пособие нацелено на развитие и совершенствование у студентов практических умений и навыков чтения и говорения в сфере профессионального общения. Пособие призвано научить студентов быстро извлекать информацию при чтении, излагать содержание по-английски просто и понятно, самостоятельно делать сообщения, вести диалог на иностранном языке, обсуждать темы различного характера. Составлено в соответствии с требованиями к результатам освоения основных образовательных программ для студентов бакалавриата второго курса специальности 39.03.01 «Социология».

Структурная единица пособия – учебный модуль (UNIT), который включает в себя:

- базовый текст на английском языке, содержащий основную смысловую информацию урока;
- текст на русском языке для перевода на английский язык, несущий в себе познавательную информацию;
- комплекс упражнений, направленных на развитие навыков разговорной речи;
- творческие задания, формирующие умение выразить свое отношение к обсуждаемой проблеме;
- грамматические упражнения как для работы в аудитории, так и для самостоятельной работы.

В плане языковой организации тексты, представленные в пособии, выдержаны в нейтральном стиле, имеют среднюю степень сложности и нацелены на освоение и закрепление профессиональной социологической лексики.

Издание обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку и направлено на решение задач межличностного и межкультурного взаимодействия.

Part I

APPLYING THEORY TO PRACTICE

Unit 1. INTRODUCTION TO SOCIOLOGY

I. Read and translate the text A.

THE BIRTH OF SOCIOLOGY IN RUSSIA

The history of sociology is an integral part of the theory of sociological knowledge, because it explores the process of formation and development of science. The history of Russian sociology until recently, despite its significance, remained poorly studied not only in world but also in domestic science. In the middle of the 19th – early 20th centuries sociology in our country was banned by the tsarist government, in the 30s of the 20th century declared bourgeois pseudoscience, and even its partial rehabilitation in 1956 began with borrowings from the USA and Western Europe.

We began to study our own sociological tradition in earnest only after the collapse of the Soviet Union. Sociology in Russia is often referred to as a “peripheral” science, recognizing the primacy in the field of sociological thought for such countries as the USA, England, France, Germany.

Despite difficult historical conditions and difficulties in relations with power structures, Russian sociology has successfully developed and managed not only to reach the world level, but also in some aspects to outstrip Western European and American models of scientific thought. Russian sociologists have made a significant contribution to the development of scientific ideas about social reality, proudly imprinting their names in the history of sociological thought.

The emergence of sociology required the presence of interest on the part of the scientific community in the study of social life and a special way of understanding the world, called science.

The time of the emergence of sociology is considered to be the 60s.

19th century, and the first sociologist and creator of this field of scientific knowledge – Auguste Comte. He wrote his main work “A Course in Positive Philosophy”, in the 1930s and 1940s of the 19th century. In Russia until the 60s of the 19th century the writings of Auguste Comte were virtually unknown. The first mention of it is considered to be the work of Valerian Maykov “Social Sciences in Russia”, published in 1845 in the “Finnish Bulletin”.

The regular publication of sociological literature in Russia begins with the works of P. L. Lavrov “Positivism and Its Tasks” (1868), “Historical Letters” (1869); N. K. Mikhailovsky “What is progress?” (1869).

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

История социологии; составная часть; теории социологического знания; исследовать; процесс становления социологии; развитие социологии как науки; российская социология; зарубежные ученые; до недавнего времени; несмотря на; значимость социологических проблем; оставаться слабо изученным предметом; не только в мировой, но и в отечественной науке; в середине XIX – начале XX века; в нашей стране; запрещать; царская власть; объявить буржуазной лженаукой; изучение собственной социологической традиции; распад Советского Союза; относиться как к «периферийной» науке; признавать первенство в области социологической мысли; известная узкому кругу специалистов; привлекать внимание широкой общественности; созвездие ученых; достояние самых разных слоев населения; понимание развития общества и его социальной мысли; современное развитие социологической науки и практики; особая наука; процесс зарождения, становления и функционирования.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Since any science; formation and development means; first of all; the formation and functioning of directions, trends and schools; industries and spheres; theories and concepts; paradigms and models; so far as; consideration of the history of sociology; the identification and understanding of these directions, schools, theories, paradigms; to determine the process of change in sociological knowledge; unfamiliar concept of a paradigm; the course on the history of sociology; a specialist in the study of the history of science; the first to introduce the concept; scientific achievements; recognized by all; a certain period of time; problems and their solutions; the scientific community; developing science; most significant achievements; anyone who wants to become a professional sociologist; the foundations of this science; basic historically emerging and established concepts; theories and values; studying the history of sociology; to form an idea of the origins of sociological science; the main stages of its development; the development of science and society; many concepts and the principles of sociology; today arouse keen interest; formulated much earlier; unfortunately; a consequence of ignorance of the historical process of development of this science.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Study our own sociological tradition; in earnest; only after the collapse of the Soviet Union; a “peripheral” science; recognizing the primacy; in the field of sociological thought; such countries as; an integral part of the theory of sociological knowledge; borrowings; the tsarist government; the process of formation and development of science; despite difficult historical conditions; difficulties in relations; power structures; Russian sociology; successfully developed; to reach the world level; in some aspects to outstrip; European and American models; scientific thought; a significant contribution; scientific ideas; social reality; names in the history of sociological thought; the first sociologist and creator of this field of scientific knowledge – Auguste Comte; sociological literature in Russia; the emergence of sociology; the interest on the part of the scientific community.

VI. Insert the missing words and word combinations.

1. The ... mention of it ... considered to be the of Valerian Maykov “Social Sciences in...”, published in ... in the “... Bulletin”.

2. Russian sociologists ... a significant ... to the development of scientific

3. ... difficult historical conditions and ... in relations ... power structures, Russian ... has successfully ... and

4. Russian sociology ... successfully developed ... only to ... the world level, but ... in some ... to outstrip ... European and ... models of scientific

5. The ... publication of sociological ... in ... begins with the works of P. L. ... “Positivism and ... Tasks” (1868), “Historical ... ” (1869); N. K. Mikhailovsky “What is ... ?” (1869).

6. The ... of sociology ... the presence of ... on the part of the scientific ... in the study of ... and a special way of ... the world, called

7. The time of the ... of sociology is ... to be the ... century, and the first sociologist and creator of this field of scientific knowledge –

8. He ... his main ... , “A Course in Positive ...”, in the 1930s and 1940s of the ... century.

9. In ... until the 60s of the ... century the writings of Auguste ... were virtually

10. The ... of sociology ... an integral ... of the ... of sociological

11.... explores the ... of formation ...development of

12. We ... to study our ... sociological ... only after the collapse of the Soviet Union.

13. Sociology in ... is often referred ... a “peripheral”

14. The ... in the ... of sociological ... belongs ... such countries as the USA, England, France, Germany.

15. In the ... of ... 19th – early 20th centuries ... our country was ... by the ... government.

16. The ... of Russian sociology ... recently, despite ... significance, remained poorly

VII. Translate into English the text B using the dictionary.

ВОЗНИКНОВЕНИЕ СОЦИОЛОГИИ

Для нашей страны, нашего общества социология – сравнительно необычная социальная дисциплина, которая ставит во главу угла экспериментальное, количественное, статистическое изучение общественной жизни. Социология выделяется из ряда других наук благодаря своим методам – анкетированию, интервьюированию, опросам, анализу статистических данных, таблиц, графиков, вычислений. Она отличается прежде всего (это отличие наиболее интересное и очевидное) резко выраженным эмпирическим подходом к изучению общества, стремлением использовать новейший аппарат научного мышления, в том числе аппарат количественного анализа.

По сравнению с другими общественными науками социология рассматривает не отдельную сферу деятельности общества, а нечто более целостное: общественную жизнь как систему отношений и отдельные сферы как части этой структуры.

Известно, что жизнедеятельность человека не ограничивается исключительно сферой труда. Любой человек, независимо от профессии, одновременно живет и действует и в сфере производственной, и в сфере нормативной, юридической, моральной, эстетической и т. д. Но из всех общественных наук только социология ставит вопрос о социальных взаимоотношениях как целостной системе, независимой от сфер, в рамках которых движутся отдельные традиционно сложившиеся общественные дисциплины. Рассмотрение общества как целостной системы, а отдельных его элементов как подсистем, связанных с системой, – один из специфических признаков социологии [1, с. 12].

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. Relationship between the individual and society.
2. Sociological issues that arise from the world's population.
3. Some sociological problems remain as troubling as ever.
4. What methods of studying science are used by sociologists?
5. Sociology considers social life as a system of relations in society.
6. What specific features of sociology do you consider important in modern society?

X. Make up your own presentation on the topic: "What is the Sociology?"



GRAMMAR FOCUS

The Article

Артикль – один из определителей имени существительного, его ставят перед существительным или перед словами, являющимися определениями к последнему.

Неопределенный артикль a (an) перед словами, начинающимися с гласной) происходит от числительного *one* и означает «один из многих, какой-то, любой». Если перед существительным в единственном числе стоит неопределенный артикль, то во множественном числе его опускают (*This is a book. These are books*). Иногда артикль *a (an)* переводят словом «один» (*in a month* – через (один) месяц).

Определенный артикль the происходит от указательного местоимения *that*. Часто его переводят словами «этот, эта, это, эти». Его употребляют перед существительными и в единственном, и во множественном числе.

Определенный артикль употребляют в следующих случаях.

1. Когда речь идет об определенном лице или предмете.

Where is the professor? – Где профессор? (известный нам).

2. Перед существительным, если ему предшествует прилагательное в превосходной степени или порядковое числительное.

The Moscow Metro is the longest in Russia – Московское метро – самое протяженное в России.

The first examination will be in Mathematics – Первый экзамен будет по математике.

3. Перед географическими названиями (названиями океанов, морей, рек, горных хребтов, частей света и т. д.).

The Pacific Ocean – Тихий океан; *the Volga* – Волга; *the Black Sea* – Черное море; *the Urals* – Уральские горы; *the North* – север; *the South* – юг.

4. Перед названиями ряда стран и местностей.

The United States of America – Соединенные Штаты Америки; *the Crimea* – Крым.

5. Перед существительными, единственными в своем роде.

The Sun – солнце; *the Moon* – луна.

6. В выражениях.

In the afternoon, in the day-time – днем; *in the morning* – утром; *in the evening* – вечером.

Определенный артикль не употребляют в следующих случаях.

1. Перед именами собственными.

Vladimir, Moscow, England, St. Petersburg, London, Smith, Petrov.

Однако перед фамилиями, употребленными во множественном числе для обозначения членов одной и той же семьи, ставят определенный артикль.

The Petrovs – Петровы; *the Hutts* – семья Хаттов.

2. Перед названиями времен года, месяцев и дней недели.

We have our exam periods in winter and in summer – У нас сессии зимой и летом.

English classes are on Monday – Занятия по английскому языку состоятся в понедельник.

GRAMMAR EXERCISES

1. Fill in the blanks with definite or indefinite articles.

Jim, ... old friend of mine, used to work in downtown Los Angeles. He had ... good job in one of ... biggest law firms in ... city. He was ... honest, hard-working lawyer, but he hated his job. So he decided to quit,

and to become ... surfer instead. Now Jim spends his days surfing ... waves of Malibu. It isn't ... easy life, but it makes him happy. Soon after he quit his job, Jim met ... beautiful surfer named Jenny. After they went out for ... couple of months, they decided to get married.

2. Fill in the blanks with either definite or indefinite articles or no articles.

1. They usually spend their holidays in ... mountains.
a) the; b) no article; c) a.
2. Los Angeles has ... ideal climate.
a) no article; b) an; c) the.
3. This is ... best Mexican restaurant in the country.
a) no article; b) a; c) the.
4. I can't live on ... 500 dollars a month.
a) the; b) no article; c) a.
5. Someone call ... policeman!
a) a; b) the; c) no article.
6. Someone call ... police!
a) no article; b) the; c) a.
7. He is ... real American hero.
a) no article; b) the; c) a.
8. I don't like ... dogs, but I like my brother's dog.
a) a; b) no article; c) the.
9. I haven't seen him in ... five years.
a) no article; b) the; c) a.
10. Kobe Bryant is ... basketball player.
a) the; b) a; c) no article.

3. Insert suitable articles where necessary.

1. He studies ... Chinese history at ... college.
2. Before ... people invented ... wheel, they could not transport heavy loads easily.
3. I won't let you leave in such ... stormy weather.
4. What ... wonderful journey, I'm happy I've joined you.

5. Not ... word was said at ... dinner about ... accident that had happened in ... morning.

6. Last year when I was at ... school I never took ... interest in ... ancient art. Now any kind of ... information in this field is very interesting to me.

7. Yesterday I came from ... work very tired and went to ... bed immediately.

8. ... nature is usually wrong (*J. Whistler*).

9. Without ... music ... life would be ... mistake (*F. Nietzsche*).

10. ... diplomat is ... person who can tell you to go to hell in such ... way that you actually look forward to ... trip (*C. Stinnett*).

11. ... dog is ... only thing on ... earth that loves you more than you love yourself.

12. ... Americans like ... fat books but ... thin women (*R. Baker*).

13. ... optimist is ... person who thinks ... future is uncertain.

14. ... diplomacy is ... art of saying “nice doggie!” until you can find ... stone.

15. California is ... great place if you happen to be ... orange (*F. Allen*).

4. Fill in the blanks with definite or indefinite articles where it is necessary.

Ten months ago Peter and Sarah Moore came back to ... United Kingdom from ... States, where they had run ... language school for ... immigrants for ... last seven years. When ... couple moved into their old house they got ... chance to create ... completely new interior. They decided to design ... kitchen they always wanted, with ... large window, ... double oven, as they are both ... very keen cooks, and ... traditional, country-style cupboards. ... budget wasn't huge so they couldn't afford to hire ... architect to design ... interior. They did everything themselves – Peter painted ... walls pale green using ... mixture of different paints, Sarah found ... furniture and kitchen equipment in ... department stores and ... second-hand shops. ... final result is impressive – ... airy, spacious room with a lot of natural light. ... kitchen is now ... heart of their home and ... family just love it.

5. Use the articles with the proper names. Fill in a, an, the or nothing. Choose the right answer.

1. ... Lake Baikal is the deepest freshwater lake in the world.
a) A; b) An; c) The; d) nothing.
2. ... Nile is the second-longest river in the world.
a) A; b) An; c) The; d) nothing.
3. ... Fifth Avenue separates the East Side of Manhattan from the West Side.
a) A; b) An; c) The; d) nothing.
4. Bunin was the first Russian to receive ... Nobel Prize for literature in 1933.
a) A; b) An; c) The; d) nothing.
5. When ... UN was founded in 1945, it had 51 member states.
a) A; b) An; c) The; d) nothing.
6. ... NATO was established in 1949.
a) A; b) An; c) The; d) nothing.
7. Amundsen and his companions reached ... South Pole on December 14, 1911.
a) A; b) An; c) The; d) nothing.
8. Europe, Asia, Africa, and Australia are in ... Eastern Hemisphere.
a) A; b) An; c) The; d) nothing.
9. Beautiful beaches and mild climate make ... Bahamas a popular tourist resort.
a) A; b) An; c) The; d) nothing.

6. Fill in the blanks with the articles where it is necessary.

1. In ... United States of ... America ... national language is ... English. Four hundred years ago ... some English people sailed to ... North America, and they brought ... English language to ... new country. Now in ... USA people speak ... American English. Many ... worlds are ... same in ... American and in ... British English.

2. One of ... first novels in ... history of ... literature was written in ... England in ... 1719. It was ... "Robinson Crusoe" by Daniel Defoe. ... Daniel Defoe was born in ... London in ... family of ... rich man. When he

was ... schoolboy, he began to write ... stories. At ... age of ... sixty he wrote ... novel “Robinson Crusoe”. ... novel made him famous.

3. All ... world knows William Shakespeare as ... one of ...greatest poets and ... playwrights. He was born in ... small town of Stratford-upon-Avon in ... England. He grew up in ... large family. Not much is known of ... Shakespeare’s family and his life. He became ... actor and soon began to write ... plays for his company.

7. Fill in the blanks with the articles where it is necessary.

1. ... Stonehenge is ... circle of ... stones on ... Salisbury Plain in ... England. ... Stonehenge is about 5,000 years old. ... stones are huge and heavy.

2. There are lots of ... pyramids in Egypt. ... most famous is ... Great Pyramid of ... King Cheops ... pyramid is about 5,000 years old.

3. ... London is ... capital of ... Britain. ... London is famous for ... its museums and parks. ... famous clock ... “Big Ben” is also in ... London.

4. Halloween is ... evening of ... October ... 31st. It is ... children’s festival in ... Britain and ... USA. ... children dress up in ... witch or ... host costumes.

8. Choose the correct sentence.

1. a) There is a good Italian restaurant nearby;

b) There is good Italian restaurant nearby.

2. a) Smiths have bought a new flat;

b) The Smiths have bought a new flat.

3. a) I am reading a interesting book;

b) I am reading an interesting book.

4. a) The largest river in the USA is the Mississippi River;

b) The largest river in USA is Mississippi River.

5. a) Jane is a student;

b) Jane is student.

6. a) They went to Alps every summer;

b) They went to the Alps every summer.

7. a) Jack is a good worker;

b) Jack is good worker [2, c. 3 – 7].

Unit 2. WORLD FAMOUS SOCIOLOGISTS

I. Read and translate the text A.

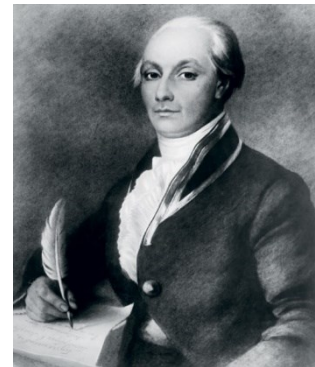
FORMATION AND EVOLUTION OF SOCIOLOGY IN RUSSIA

In the second half of the 18th century, a group of liberal enlighteners appeared, who critically examine Peter's reforms and at the same time looking for progressive methods in society's life.

The thinkers of the first half of the 19th century are in fact laying down a program of sociological research, which will be implemented in the second half of the 19th and early 20th centuries.

A. N. Radishchev (1749 – 1802) – Russian writer, philosopher, revolutionary thinker.

He brought the tradition of radicalism in Russian literature to prominence with his 1790 novel *Journey from St. Petersburg to Moscow*. His depiction of socio-economic conditions in Russia resulted in his exile to Siberia until 1797.



A. I. Galich (1783 – 1848) – Russian philosopher, teacher of Latin and Russian literature.

A. I. Galich formulates the foundations of the anthropological tradition of Russian philosophy and sociology. Galich was a teacher of Alexander Pushkin, and a writer and philosopher who was one of the first followers of the German philosopher Friedrich Wilhelm Joseph Schelling in Russia.



N. I. Nadezhdin (1804 – 1856) – Russian critic, journalist, historian, ethnographer and philosopher.

N. I. Nadezhdin introduces the idea of historicism into social thought and in many ways acts as the founder of theoretical sociology in Russia.

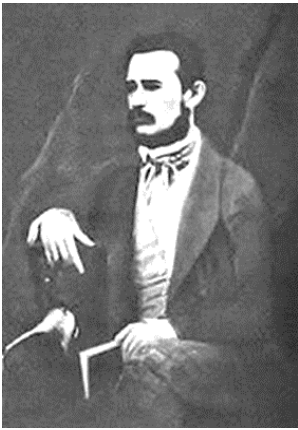


P. I. Pestel (1793 – 1826) formulates the idea of a revolutionary transformation of society as a way of its progress.



Since 1821, Pavel Ivanovich began the preparation of an extensive project of socio-economic and political transformations in Russia.

A special role belongs to **V. N. Maikov** (1823 – 1847), who was the first to introduce O. Comte's ideas to Russia and began to speak the language of sociology.



In the article “Social Sciences in Russia” (1845) V. N. Maikov, not accepting Comte's term “sociology”, sets the task of forming a new “social philosophy” as a social science about the laws of the social life of people. Russian publicist and literary critic.

P. Ya. Chaadaev (1794 – 1856) is a Russian philosopher (according to his own assessment – a “Christian philosopher”) and publicist. He is one of the most remarkable figures of the 19th century, who found the direction of philosophical and sociological research in Russia, who set the task of finding new ways of understanding social facts, based on the unity of human history and its lawful nature.



At the turn of the 1960s and 1970s, the first actual sociological works of P. L. Lavrov and N. K. Mikhailovsky were written in line with the methodology of positivism.

Russian sociology, especially thanks to the activities of M. M. Kovalevsky, enters the international arena, Russian sociologists actively participate in the work of the International Institute of Sociology, whose congresses were held every three years. Three Russian sociologists (P. F. Lilienfeld, M. M. Kovalevsky, P. A. Sorokin) were elected presidents of the Institute, which indicates the international recognition of Russian sociology.

However, after the October Revolution of 1917, a totalitarian dictatorship was established in the country, which did not need sociological science, especially “bourgeois”. With “criticism” P. A. Sorokin was made by the leader of the new regime V. I. Lenin. The result was the expulsion of leading social scientists from the country and the complete defeat of Russian sociology as a science [3].

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Вторая половина XVIII века; группа просветителей; критиковать; Петровские реформы; социальный прогресс; русская социология; благодаря деятельности; международная арена; русские социологи; активно работать; Международный институт социологии; конгресс; раз в три года; избираться на должность; президент института; международное признание русской социологии; программа социологического поиска; реализовать проект; формулировать основы антропологической традиции; социальная мысль; идея историзма; основоположник теоретической социологии; идея революционного преобразования общества; социологический язык; в статье говорится; общественные науки; социология; ставить задачу; формирование новой «социальной философии»; наука о законах социальной жизни людей и народов; выдающийся деятель; способы осмысления социальных фактов.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Sociology in Russia; the second half of the 19th century; the reform of 1861; to proclaim; the beginning of a new era; social, political and spiritual progress; it is necessary to name; the largest scientific discoveries; the evolutionary theory of Charles Darwin; cell theory of T. Schwann and M. Schleiden; strict and precise methods; similar questions regarding society; focused on certain aspects; related to the activities of the

community; economic, economic and labor processes; the destruction of serfdom and autocracy; new concepts; to play a significant role in the emergence of sociology; the idea of historicism; revolutionary transformation of society; condition for progressive development; the introduction of a new positive science of society – sociology; the key figures in Russian social thought; who contributed with his famous philosophical letter; a significant contribution; fruitful ideas accumulated by humanity; critical views.

V. Insert the missing words and word combinations.

1. In the article “Social ... in Russia” (1845) V. N. Maikov, not accepting Comte’s ... “sociology”, sets the ... of forming a ... “social ...” as a social science.

2. Russian sociology, especially ... to the activities of M. M. ... , enters the international

3. A special role belongs ... V. N. ... (1823 – 1847), who was the ... to introduce O. Comte’s ... to Russia and began to... the language of

4. In the ... half of the ... century, a group of ... enlighteners

5. However, after the ... Revolution of ... , a totalitarian ... was established in the ... , which did ... need sociological

6. With “criticism” P. A. ... was made by the ... of the V. I. Lenin.

7. The result was the ... of leading social ... from the ... and the complete ... of Russian ... as a science.

8. ... Russian sociologists (P. F. Lilienfeld, M. M. Kovalevsky, P. A. Sorokin) were ... presidents of the ... , which indicates the international ... of Russian sociology.

9. N. I. Nadezhdin (1804 – 1856) introduces the ... of historicism into ... thought and in many ways ... as the ... of ... sociology in Russia.

10. The ... of the first ... of the 19th ... are in fact laying ... a program of sociological... .

11. The first actual sociological works of P. L. Lavrov and N. K. Mikhailovsky (1842 – 1904) were written in line with the methodology of positivism.

12. In the ... “Social Sciences in ... ” (1845) V. N. Maikov formed a new “... philosophy” as a social science ... the ... of the social ... of people.

VI. Translate into English the text B using the dictionary.

ВОЗНИКНОВЕНИЕ СОЦИОЛОГИИ

Первое упоминание о социологии как возрожденной научной дисциплине относится к 1955 году, когда академик В. С. Немчинов охарактеризовал ее как одну из отраслей философского знания, предмет которой – развитие общества. К 1965 году социологию определяют как науку о законах и движущих силах развития общества. Ее предметом считают исследование исторически сменяющих друг друга общественных формаций, общественных закономерностей, исследование развития социальных отношений людей, различных форм социального взаимодействия. Наибольшую известность получило определение, данное Ю. А. Левадой: «Социология – это эмпирическая социальная дисциплина, изучающая общественные системы в их функционировании и развитии». Это был компромисс между разными трактовками диалектики «эмпирического и теоретического» в социологии. В 1962 году была основана Советская социологическая ассоциация. В 1969 году на базе отдела социологических исследований Института философии АН СССР был создан Институт конкретных социальных исследований (с 1972 года – Институт социологических исследований, а с 1990 года – Институт социологии АН СССР).

В ряде НИИ были организованы отделы социологических исследований. Расширилась сеть социологических лабораторий в вузах страны, были введены спецкурсы по прикладной социологии. Для аспирантов и студентов были изданы первые учебные пособия по социологии и ее истории. Развитие российской социологии в последнее десятилетие XX века проходило под знаком диверсификации, которая выражалась, прежде всего, в возникновении множества социологических институций, занятых сбором и анализом текущей экономической, социальной и политической информации.

В целом ряде российских вузов, в том числе с 1998 года и во Владимирском государственном университете, была открыта социологическая специализация и начата подготовка профессиональных социологов [3, с. 47].

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Name the leading models of society in sociology of the 20th century.

2. Do you agree with N. Ya. Danilevsky that the diversity of cultural and historical types follows from the characteristics of peoples, the degree of development of which is determined by their “life force”?

3. Three phases can be distinguished in the evolution of sociology, coinciding with historical stages. Tell us about them.

4. Give a brief description of the three stages in the development of Russian sociology.
5. What progressive thinkers do you know? Tell about them.
6. What direction in sociology would you like to pursue in the future?

IX. Make up your own presentation on the topic: “Historical Milestones of Sociology as a Science”.



GRAMMAR FOCUS

The Noun

Существительное – это название лица (*engineer* – инженер), предмета (*table* – стол), явления (*sunrise* – восход) или процесса (*calculation* – вычисление). Род существительного в английском языке в отличие от русского определяют только по значению существительного. Название лица мужского пола относится к мужскому роду; вместо него употребляют местоимение *he*. Название лица женского пола относится к женскому роду; вместо него употребляют местоимение *she*. Название неодушевленного предмета относится к среднему роду; вместо него употребляют местоимение *it*.

Исчисляемые и неисчисляемые существительные

К исчисляемым существительным относятся названия предметов и лиц, которые можно пересчитать, поэтому они употребляются как в единственном, так и во множественном числе (*a room* (комната) – *two rooms*; *a worker* (рабочий) – *many workers*).

К неисчисляемым существительным относятся названия предметов, которые не подлежат счету. Они употребляются только в единственном числе: 1) вещественные существительные (*steel* – сталь; *oil* – нефть, *air* – воздух и др.); 2) отвлеченные существительные, обозначающие состояния, действия, науки, процессы и т. п. (*freedom* – свобода; *labour* – труд; *mathematics* – математика и др.)

Число существительных

Множественное число существительных образуется путем прибавления окончания *-s* или *-es* к форме единственного числа. Окончание *-s*, *-es* произносится как [s] – после глухих согласных: *a desk* (стол, парта) – *desks*; *a subject* (предмет) – *subjects*; [z] – после звонких согласных и гласных: *an angle* (угол) – *angles*, *a lecture* (лекция) – *lectures*; *a boy* (мальчик) – *boys*; [ɪz] – после шипящих и свистящих *se, ce, ge, s, ss, sh, ch*: *a gas* (газ) – *gases*; *a brush* (щетка) – *brushes*; *a page* (страница) – *pages*; *an inch* (дюйм) – *inches*.

GRAMMAR EXERCISES

1. Give the plural of the following nouns.

Leaf; child; man; tooth; knowledge; mouse; sheep; woman; medium; fish; country; goose; gooseberry; deer; dish; piano; lady; crisis; deary; news.

2. Read the following nouns first in the singular and then in the plural.

1. Bag, dog, bird, verb, pan, hen, spoon, noun, room, ring, thing, evening, song, girl, apple, table, article.

2. Tree, pie, cow, fly, lady, baby, teacher, letter, mirror, berry, play, toy, city.

3. Cake, snake, fork, map, lamp, hat, clock, rat, coat, goat, skirt, shirt, plant, sonant, jacket, object, attribute.

4. Shelf, leaf, knife, wife, roof, chief, handkerchief.

5. Bus, class, glass, dress, piece, slice, horse, house, rose, nose, blouse, box, fox, match, bench, bridge, cage, cottage, bush, radish.

6. Man, woman, child, foot, tooth, goose, mouse, ox, fish, trout, fruit, swine, mouse, louse, deer, sheep.

7. Phenomenon, crisis, stimulus, formula, axis, thesis, criterion.

3. Give the plural form of the words underlined.

Pattern: I met a man at the meeting last night. – I met *some men* at the meeting last night.

1. I saw a mouse running across the floor.
2. The baby got a new tooth.
3. I need a match.
4. He cooked a potato for dinner.
5. The professor is reading a thesis.
6. I visited a city in the Ukraine.
7. She photographed a leaf.
8. I caught a fish.
9. I saw a sheep in the farmyard.
10. She talked to a child.
11. The children hid behind the bush.
12. In science class we studied about a species of fish.
13. When I was in the park yesterday, I saw a goose.
14. When we spoke in the cave, we heard an echo.
15. He packed a box.
16. Every day I read in the newspaper about a new crisis in the world.
17. The wagon is being pulled by an ox.
18. I told the children a fable about a wolf and a fox.
19. We read a story about an Indian chief.
20. At the meeting last night, we were listening to a speech.
21. In science class, we studied a phenomenon of nature.

4. Use the nouns in the brackets in the Possessive Case.

1. My (*nephew*) dog.
2. (*Julie*) new boyfriend.
3. The (*men*) room.
4. My (*sister-in-law*) husband.
5. The (*women*) leader.
6. The (*officers*) residence.
7. For (*goodness*) sake.
8. (*Jesus*) resurrection.
9. The (*prince*) palace.
10. My (*brother-in-law*) new automobile.
11. (*Clinton*) saxophone.
12. The (*children*) toys.
13. A (*three-hour*) drive.
14. The (*labourers*) union.
15. (*Burns*) employees.
16. (*Beethoven*) 9th symphony.
17. (*Aristoles*) yacht.
18. (*Aristotle*) work.
19. (*Bush*) daughter.

5. Use the Possessive Case instead of nouns with of.

1. The supporters of Mr. Collins.
2. The passports of the drivers.
3. The father of Roy.
4. The parents of everyone else.
5. The shop of the Jones Brothers.
6. The songs of the Pointer Sisters.
7. The child of Mary and Henry.
8. The hats of the ladies.
9. The shop of the florist.
10. The Park of Saint James.
11. The law of Archimedes.

6. Choose the right variant.

1. The coats of the ladies –
 - a) the lady's coats;
 - b) the ladies' coats;
 - c) the ladies's coats.
2. The hobbies of the women –
 - a) the woman's hobbies;
 - b) the women's hobbies;
 - c) the womens' hobbies.
3. The shoes of the players –
 - a) the players' shoes;
 - b) the players's shoes;
 - c) the player's shoes.
4. The future of our boys –
 - a) our boy's future;
 - b) our boys' future;
 - c) our boys's future.

5. The bathtub of Archimedes –
 - a) Archimedes's bathtub;
 - b) Archimede's bathtub;
 - c) Archimedes' bathtub.
6. The business of Anne and Francis –
 - a) Anne and Francis' business;
 - b) Anne's and Francis' business;
 - c) Anne and Francis's business.
7. The diary of my boss –
 - a) my boss's diary;
 - b) my boss' diary;
 - c) my bosses diary.
8. The clothes of men –
 - a) mens clothes;
 - b) men's clothes;
 - c) mens' clothes.
9. The girlfriend of my brother-in-law –
 - a) my brother-in-law's girlfriend;
 - b) my brother's-in-law girlfriend;
 - c) my brother's-in-law's girlfriend.

7. What do we call these things and people? Use the structure noun + noun.

Pattern: A ticket for a concert is a *concert ticket*.

1. A magazine about computers is ...
2. Photographs taken on your holiday are your ...
3. Chocolate made with milk is ...
4. Somebody whose job is to inspect factories is ...
5. A hotel in central London is ...
6. The results of your examinations are your ...
7. The carpet in the dining room is ...
8. A scandal involving a football club is ...
9. A question that has two parts is ...
10. A girl who is seven years old is ...

8. Translate into Russian.

A tennis ball; a bank manager; a television producer; a road accident; income tax; the city centre; a television camera; language problems; a vegetable garden; a television programme; apple juice; trade talks; consumer goods; food sales; exchange rate; wheat consumption; flax production; power station equipment; cane sugar; sugar cane; coal supply situation; a television studio [2, c. 9 – 15].

Unit 3. SOCIAL INSTITUTIONS

I. Read and translate the text A.

SOCIAL INSTITUTION AND CHARACTERISTICS OF THE PROCESS INSTITUTIONALIZATION

Social practice shows that it is vital for human society to consolidate certain types of social relations, to make them obligatory for members of society or individual groups. This applies to those social relations that enter share in which people provide the satisfaction of the most important needs necessary for the effective functioning specific social group or society as a whole.

A social institution is an organizational system of connections and social norms, which combines significant social values and procedures that meet the basic needs of society. For example, the institution of the family includes:

- 1) a set social values (love, humane attitude towards children and old people, respect and trust between generations of the family, family life);
- 2) public procedures (concern for the upbringing of children, their physical development, family rules and obligations);
- 3) interweaving of roles and statuses (husband, wife, child, brothers, sisters and other relatives of the spouses).

Each institution includes many groups and associations. For example, the institution of the family is a set of certain connections, norms and roles that are manifested in the activities of small groups. The institution of education is realized through collectives educational

institutions; the church is considered an institution, and its parishioners are association. A social institution is a peculiar form of human activity based on a clearly developed ideology, a system of rules and norms, as well as a developed social control for their execution.

The process of institutionalization consists of several successive stages:

- 1) the emergence of a need, the satisfaction of which is possible through joint organized actions;
- 2) formation of common goals;
- 3) the emergence of social norms and rules in the course of spontaneous interaction (carried out by trial and error);
- 4) the emergence of procedures related to rules and regulations;
- 5) institutionalization of norms and rules, procedures, that is, their practical application;
- 6) establishment of a system of sanctions to maintain norms and rules, differentiation of their application in individual cases; creation of a system of statuses and roles covering everyone without exception.

The end of the process of institutionalization can be considered the creation, in accordance with the norms and rules, of a clear status-role structure socially approved by the majority of participants in the given social process. No modern society can exist without social institutions and processes of institutionalization.

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Институционализация; нормы и правила; практическое применение; установление системы санкций; в отдельных случаях; создание системы статусов и ролей; без исключения; создание четкой статусно-ролевой структуры; социально одобренный; социальный процесс; социальные институты; возникновение потребности; совместные организованные действия; формирование общих целей; метод проб и ошибок; институт семьи; общественные ценности; гуманное отноше-

ние к детям и старикам; уважение и доверие между поколениями семьи; забота о воспитании детей; семейные правила и обязательства; социальная практика; человеческое общество; жизненно необходимо; типы социальных отношений; члены общества; отдельные группы; социальные отношения; наиболее важные потребности; эффективное функционирование; конкретная социальная группа.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

A social institution; an organizational system; the basic needs of society; the patterns of behavior in group processes; a system of social connections; the family institution includes; public procedures; interweaving of roles and statuses; the institution of noble honor; to settle relations within this class of society; many groups and associations; a set of certain connections, norms and roles; the Institute of Education; the church is considered an institution; a unique form of human activity; based on a clearly developed ideology; a system of rules and norms; as well as developed social control for their implementation; large unplanned products of social life; people unite in social groups in search of the optimal way to satisfy their needs; in the course of practice; to find acceptable patterns of behavior; repetition and evaluation; to turn into standardized habits and customs; public opinion.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Public procedures; physical development; family rules and obligations; a set social values; love, humane attitude towards children and old people; roles and statuses; other relatives of the spouses; the process of institutionalization; in accordance with the norms and rules; the majority of participants; social process; modern society can exist without social institutions; social practice shows; human society to consolidate; to make them obligatory for members of society or individual groups; the most important needs; necessary for; specific social group or society as a whole; each institution includes many groups and associations; the institution of

the family; norms and roles; the activities of small groups; the institution of education; the church; its parishioners are association; a social institution is a peculiar form of human activity; a clearly developed ideology; social control for their *execution*.

VI. Insert the missing words and word combinations.

1. A social institution organizational system of ... and social norms, which ... significant ... values and ... that meet the of society.

2., the institution of the family ... : a set social ... (love, humane attitude ... children and ... old people, ... and ... between ... of the family.

3. The process of ... consists ... several ... stages: the ... of a need, the ... of which... possible ... joint organized... .

4. No modern society without social ... and processes of institutionalization.

5. For example, the institution of the ... includes: public ... (concern for the upbringing ... children, their ... development, family ... and obligations).

6. The ... of the process of ... can be considered the ... , in accordance ... the norms and rules.

7. Social practice ... that it is ... for human ... to consolidate certain types of social relations.

8. This ... to those social ... that enter 19 share in which people ... the satisfaction of the ... important ... necessary for the effective ... specific social group or ... as a whole.

9. The ... of institutionalization several successive stages: the ... of a need, the ... of which ... possible through ... organized actions.

10. For example, the institution of the ... includes: ... of roles and statuses (husband, ... , child, ... , sisters and other ... of the spouses).

11. The process of ... consists of several ... stages: ... of common ... ; the ... of social ... and rules in the ... of spontaneous ... (carried out by ... and error).

12. The institution of ... is realized through ... educational ... ; the church is ... an institution, and its parishioners are

13. The process of ... consists of several ... stages: ... of a system of sanctions ... norms and rules, ... of their application in ... cases.

14. A ... institution is a ... form of ... activity based ... a clearly developed ideology.

VII. Translate into English the text B using the dictionary.

ИНСТИТУЦИОНАЛЬНЫЕ ПРИЗНАКИ

Все социальные институты имеют общие признаки (наличие культурных символов, кодекса поведения, идеологии и пр.) и специфические особенности. Для выполнения своих функций социальный институт должен учитывать специфику функционеров, формировать стандарты поведения, строго следовать основным принципам, взаимодействовать с другими институтами. Некоторые институты могут не обладать полным набором институциональных признаков. Это означает, что институт либо несовершенен, либо переживает упадок, либо находится на стадии формирования.

Культурным символом института может стать любой материальный или нематериальный элемент культуры, выражающий в наиболее концентрированном виде основные специфические черты данного института. Например, символические культурные признаки государства – флаг, герб, гимн, гербовая печать; института семьи – свадебный ритуал и обручальные кольца.

Люди, включенные в деятельность институтов, должны принимать предназначенные им роли. Система этих ролей чаще всего выражается в формальных кодексах: присяга на верность стране, клятва жениха и невесты, клятва Гиппократова. Эти кодексы поддерживают институционально закрепляемые роли и являются важной чертой социального контроля. Формальный кодекс поведения, конечно, производит сильное внешнее впечатление, но не гарантирует должного исполнения ролей.

Во всех институтах роли будут успешно исполнять только те, кто обучен необходимым ролевым установкам и ролевому поведению. Финалом процесса институционализации можно считать создание в соответствии с нормами и правилами четкой статусно-ролевой структуры, социально одобренной большинством участников данного социального процесса. Ни одно современное общество не может существовать без социальных институтов и процессов институционализации.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. No modern society can exist without social institutions and processes of institutionalization.

2. The process of institutionalization consists of one stage, is it?

3. People unite in social groups in search of the best way to satisfy their needs.

4. A social institution is a peculiar form of human activity based on a clearly developed ideology, a system of rules and norms.

5. Social institutions exist as long as there is a sense of the need to meet the needs associated with their functioning.

IX. Make up your own presentation on the topic: “What is the basic principles of social institutions and the process institutionalization?”



GRAMMAR FOCUS

The Adjective and Adverb

Прилагательное – часть речи, выражающая качество или свойство предмета (явления, лица). В английском языке прилагательные не изменяются ни по числам, ни по падежам, ни по родам и переводятся в соответствии с родом, числом и падежом существительного, к которому относятся (*a young man* – молодой человек; *a young woman* – молодая женщина; *young people* – молодые люди). В предложении прилагательное выполняет роль определения или именной части сказуемого. В функции определения прилагательное стоит перед определяемым словом, а в функции составной части сказуемого – после глагола-связки (*He used a new method in his work* – Он использовал новый

метод в своей работе. *This method is new* – Этот метод – новый). Некоторые прилагательные (*present* – присутствующий; *dependent* – зависящий; *essential* – существенный; *different* – различный; *able* – способный) в функции именной части составного сказуемого переводят на русский язык соответствующим глаголом (*Water is always present in the air* – Вода всегда присутствует в воздухе).

Наречие – это часть речи, указывающая на признак действия или качества. По форме наречия делятся на две группы: простые (*here* – здесь, сюда, *now* – теперь, *soon* – скоро и др.) и производные. Последние образуются от прилагательных или других частей речи при помощи суффикса *-ly* (*easily* – легко, *daily* – ежедневно). Некоторые наречия совпадают по форме с прилагательными, но часто отличаются от них по значению (*long* – длинный, долгий и *long* – давно; *very* – самый, тот самый и *very* – очень; *only* – единственный и *only* – только; *far* – далекий и *far* – далеко; *hard* – трудный; и *hard* – упорно).

Некоторые наречия, образованные от прилагательных при помощи суффикса *-ly*, также отличаются по значению от соответствующих прилагательных (*real* – настоящий и *really* – действительно; *direct* – прямой и *directly* – сразу, непосредственно; *hard* – трудный и *hardly* – едва; *ready* – готовый и *readily* – быстро, легко; *large* – большой и *largely* – очень, в основном, главным образом).

Некоторые наречия имеют две формы: одну без суффикса, совпадающую с прилагательным, другую с суффиксом *-ly*. Последние часто не совпадают по значению с соответствующими прилагательными.

Прилагательные	Наречия без суффикса	Наречия с суффиксом
Hard – трудный	Hard – упорно	Hardly – едва, очень, чрезвычайно
High – высокий	High – высоко	Highly – очень, крайне, чрезвычайно
Wide – широкий	Wide – широко	Widely – очень, значительно
Near – близкий	Near – близко	Nearly – почти
Late – поздний	Late – поздно	Lately – недавно, за последнее время
Close – близкий	Close – близко, рядом	Closely – тщательно, внимательно

GRAMMAR EXERCISES

1. Choose between the adverb and the adjective given in the brackets to complete the sentences.

1. It is (*correct / correctly*).
2. Spell the word (*correct / correctly*).
3. You know it (*well / good*).
4. Of course it is (*well / good*).
5. It is (*cold / coldly*) in the room.
6. Don't look so (*cold / coldly*) at me.
7. I can do it (*easy / easily*).
8. I always worry if you come home (*late / lately*).
9. You are tired. You mustn't work so (*hard / hardly*).
10. She looks just (*wonderful / wonderfully*) in that new dress.
11. I can't hear the actors (*well / good*) from the last row.
12. I think it a (*real / really*) good play.
13. This soup makes me feel (*bad / badly*).
14. The actress is speaking (*soft / softly*), but I can hear her (*clear / clearly*).
15. The roses will (*sure / surely*) smell (*sweet / sweetly*).
16. The victim of the accident looked (*helpless / helplessly*) across the road.

2. Give the comparative and the superlative degree of the following adjectives.

Thin, joyful, yellow, free, comfortable, polite, shy, dry, just, recent, free, narrow, deep, wicked, right, real, sweet, grey, complete, glad, happy, strong-willed, good-natured, wide-spread, far-fetched, kind-hearted, broad-minded, well-known.

3. Add the missing forms of the adjectives and adverbs.

Positive	Comparative	Superlative
Well		
	Worse	
		Farthest
		Best
	Older	
Near		
		Biggest
	Happier	
Little		

4. Translate into Russian.

1. He thought he was the happiest man in the world.
2. The new car is more comfortable than the previous one.
3. The Neva is wider and deeper than the Moskva River.
4. Last year he spent less time on English than this year.
5. The sooner they finish the construction of the plant the better.
6. The book is not so interesting as you think.
7. The more time you spend in the open air the sooner you will recover after your illness.
8. He has much more free time than I have.
9. Tom runs fast. Dick runs faster, but Harry runs fastest.
10. This road is the worst I've ever travelled over.
11. If you listen to the teacher more attentively you'll understand better.
12. Tennis and football are the games I like best.
13. This is the hottest day we have had for several weeks.
14. Smiles is the longest word in the English language because there is a mile between two "s".
15. Yesterday was hotter than any other day we had this summer.

5. Use the suitable form of the adjectives given in the brackets.

1. Kate is (*young*) than Mary.
2. John is the (*clever*) boy in the class.
3. The weather is (*dull*) today than it was yesterday.
4. London is one of the (*big*) cities in the world.
5. This sentence is (*difficult*) than the first one.

6. My dog is as (*good*) as yours. 7. His dog is (*good*) than yours. 8. Her dog is the (*good*) of the three. 9. The cat is much (*happy*) in her new home. 10. My cold is (*bad*) today than it was yesterday. 11. This mountain is the (*high*) in Europe. 12. This piece of homework is as (*bad*) as your last one. 13. This piece of homework is (*bad*) than your last one. 14. This piece of homework is the (*bad*) you have ever done. 15. Richard is not as (*tall*) as Tom. 16. Tom is (*tall*) than Richard. 17. Tom is the (*tall*) boy in the class. 18. Athens is (*far*) from London than Rome is. 19. Jack is (*rich*) than Richard, but I don't think he is (*happy*) than Richard. 20. Summer is (*warm*) than winter. 21. Robert and Paul are the (*noisy*) boys that I know. 22. Boys are always (*noisy*) than girls. 23. Summer is the (*warm*) of the four seasons. 24. Winter in London is (*foggy*) than in Paris.

6. Translate into English.

1. Последний поезд прибывает в полночь.
2. Моя сестра на два года старше меня.
3. Этот текст гораздо труднее, чем тот, который мы переводили на днях.
4. Комната хорошая, но все же не такая, как мне бы хотелось.
5. Я не так молод, как Вы.
6. Этот мальчик – старший сын моего старейшего друга.
7. Скажите, пожалуйста, где ближайшая остановка автобуса?
8. Ждите дальнейших распоряжений.
9. Эта проблема не так серьезна, как Вам кажется.
10. Ваша сестра очень талантлива. Пожалуй, самая талантливая из молодых художников.
11. Сибирь – один из самых богатых регионов нашей страны.
12. Нам нужен стол поменьше, так как комната небольшая.
13. Вам нужны обои посветлее, тогда Ваша комната будет не такой мрачной.
14. Я читала обе статьи. Первая значительно интереснее второй.
15. Ей столько же лет, сколько мне, хотя она и выглядит значительно моложе.
16. Чем внимательнее Вы будете выполнять задания, тем успешнее будет Ваша учеба.
17. Чем труднее задача, тем больше времени занимает ее решение.

7. Fill in the correct form of the words in brackets (comparative or superlative).

1. My house is (*big*) than yours.
2. This flower is (*beautiful*) than that one.
3. This is the (*interesting*) book I have ever read.
4. Non-smokers usually live (*long*) than smokers.
5. Which is the (*dangerous*) animal in the world?
6. A holiday by the sea is (*good*) than a holiday in the mountains.
7. It is strange but often a coke is (*expensive*) than a beer.
8. Who is the (*rich*) woman on earth?
9. The weather this summer is even (*bad*) than last summer.
10. He was the (*clever*) thief of all.

8. Fill in the comparison with *as... as*.

1. John is (*tall*) Glen.
2. Janet is (*beautiful*) Jennifer.
3. You are (*crazy*) my sister.
4. We can run (*fast*) they can.
5. My mom is (*not / strict*) your mum.
6. Your mobile phone is (*not / trendy*) mine.
7. Matrix II was (*not / interesting*) Matrix I.
8. This yoghurt (*not / taste / good*) the one I bought yesterday.
9. I can do (*many / press-ups*) you.
10. I (*not / earn / much / money*) you do.

9. Fill in the correct form of the following adjectives.

1. London is the (*large*) city in Great Britain.
2. No other British city has as (*many*) inhabitants as London.
3. The London underground, the tube, is the (*old*) underground in the world.
4. The Tower of London is one of the (*famous*) London sights.
5. Another sight is the London Eye. With its 135 meters, it is (*tall*) than any other big wheel in the world [2, c. 21 – 28].

Unit 4. STATUS AND SOCIAL ROLES OF THE PERSON

I. Read and translate the text A.

THE SOCIAL STATUS OF THE INDIVIDUAL

Social status in sociology is understood as a set of rights and obligations assigned to a particular group, in which includes the individual. Social status is usually determined as the rank or position of an individual ***in a group or a group in relation*** to other groups: a group of top managers, a group of middle managers, a group of assistants and advisers to the first the head of the enterprise, ordinary specialists, etc.

In primitive (traditional) societies, statuses are most often being prescribed, that is, assigned to the individual from birth (ethnic and social origin, ***gender (sex)***, place of birth, surname).

Prescribed and attained statuses are fundamentally different, but despite this, they can intersect and interact. For example, it is easier for a man to achieve the status of prime minister or president than a woman. In many ways, the line between prescribed and achieved status is purely conditional. In a number of cases, acquired status becomes prescribed: for example, people having titles of champions or academic titles or having reached the political Olympus (the first President of the USSR M. S. Gorbachev).

In addition, each person from all the statuses he occupies the main one stands out, as a rule, it is connected with the fact that a person has determined for himself the most important in life. In modern society, the choice is most often between a profession and a family.

Occupation by a person of a position in a particular group requires from him teaching social roles. From this point of view, social roles are the expected behavior of an individual associated with his status. Social roles are divided into formal, that is, those which are officially assigned to the individual and may be lost if these official relations are terminated by one of the parties (marriage contract, employment contract) and informal (style of dress, demeanor).

Each social role can be described with the help of five characteristics: degree of formalization, method of obtaining, scale, motivation, emotionality. So, for example, informal roles are characterized by a large scale (mother always remains a mother), emotionality, their motivation is associated with such values as love, friendship, kindness, talent, etc.

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Концепция; авторитарная личность; антропологический тип; установки мышления и поведения; социальная база; авторитарный и тоталитарный режимы; аномия; исследование проблемы; поддержание социальной солидарности; при переходе от традиционного общества к обществу современного типа; согласно закономерностям; максимальная репрезентативность; случайная выборка; отбираются произвольно; генеральная совокупность; при условии; вероятность; социальная роль; образец поведения; контрактный статус людей; в определенном обществе; социальный статус; модель поведения; социальные действия, совершаемые человеком; семейное положение; материальное положение; совокупность всех социальных статусов личности.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Social status; a set of rights and obligations; to determine; a group of top managers; ordinary specialists; primitive society; assigned to the individual from birth; ethnic and social origin; gender; place of birth; surname; prescribed and attained statuses; intersect and interact; to occupy; to stand out; as a rule; to connect with; the most important in life; modern society; the choice; between a profession and a family; to occupy a position; social roles; from this point of view; behavior of an individual; to divide into formal groups; may be lost; official relations; to terminate by; marriage contract; employment contract; informal style of dress; with the

help of; characteristics feature; degree of formalization; method of obtaining; scale; motivation; emotionality; for example; informal roles; to remain; to associate with; such values as love, friendship, kindness, talent; teaching process; inner world; to take out a time; to play the role of a housewife; role learning; to occur unconsciously and painlessly; the process of socialization.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Sociology is understood; a particular group; which includes; is usually determined as; a group of middle managers; to the first the head of the enterprise; traditional societies; being prescribed, that is; from birth; place of birth, surname; prescribed and attained statuses; despite this; they can intersect and interact; can be described; with the help of five characteristics; degree of formalization; motivation; for example, informal roles; characterized by; remains a mother; with such values as love; by a person; in a particular group; teaching social roles; this point of view; expected behavior of an individual; divided into formal; officially assigned; may be lost; terminated by one of the parties; demeanor; it is easier for a man; to achieve the status; in many ways; purely conditional; in a number of cases; becomes prescribed; people having titles of champions; reached the political Olympus; in addition; each person from all the statuses; the main one stands out; it is connected with the fact; for himself the most important in life; in modern society; between a profession and a family.

VI. Insert the missing words and word combinations.

1. ... by a person of a ... in a particular group ... from him ... social roles.

2. From ... of view, social roles are the expected ... of an individual ... with his status.

3. Social roles ... divided ... formal, that ... , those which ... officially assigned ... the individual and ... be ... if these official relations are ... one of the parties.

4. Social status in ... is understood as a ... of ... and obligations assigned to a

5. Social status ... usually ... as the rank or ... of an individual in a group in ... to other groups.

6. In primitive (...) societies, statuses ... most often being ..., that is, assigned to the... from birth (ethnic and social ..., gender (sex), ... of birth, ...).

7. ... and attained ... are fundamentally ..., but despite ... , they can intersect and

8. Each social ... can be described ... the help of ... characteristics.

9. degree of ... , ... of obtaining, ... , motivation,

10. So, , informal roles ... characterized ... a large scale (mother always ... a mother).

11. Emotionality is associated ... such ... as love, friendship, ..., talent, ... and others.

12. For example, it is ... for a man to ... the status of prime minister or president ... a

13. In ... ways, the ... between ... and achieved status is ... conditional.

14. In a ... of cases, acquired ... becomes prescribed: for ... , people having ... of champions or ... titles or having ... the political

15. In ... person from ... the statuses ... occupies the main ... stands ... it is connected... the fact that a ... has determined for... the most important in life.

16. In ... society, the ... is most ... between a profession and a

VII. Translate into English the text B using the dictionary.

РОЛЕВОЕ НАПРЯЖЕНИЕ И РОЛЕВОЙ КОНФЛИКТ

Ролевое напряжение может нарастать в связи с неадекватной ролевой подготовкой, ролевым конфликтом или неудачами, возникающими при исполнении данной роли.

В жизни каждого человека в современном обществе возможно возникновение нескольких критических точек, когда индивид может

быть не подготовлен к исполнению будущих ролей (например, начало трудовой деятельности по профессии, отцовство, смена места работы, развод, уход на пенсию).

Ролевые конфликты бывают двух типов: между ролями и в пределах одной роли. В силу того, что человек выполняет сразу несколько ролей, часто возникают ситуации, в которых он сталкивается с необходимостью соответствовать двум или более несовместимым ролям. Примером конфликта, происходящего в пределах одной роли, может служить положение специалиста, получившего распоряжение от руководства предприятия и принявшего его к исполнению, несмотря на внутреннее несогласие с ним. Во многих исполняемых индивидами ролях – от сантехника до бизнесмена – существуют так называемые конфликты интересов, в которых обязанности быть честными по отношению к традиции или людям входят в конфликт с желанием «делать деньги».

Лишь очень немногие роли свободны от конфликта и внутренних напряжений. Если конфликт обостряется, то он может привести к отказу от выполнения ролевых обязательств, отходу от данной роли, внутреннему стрессу.

Существует несколько видов действий, с помощью которых ролевая напряженность может быть снижена, а человеческое «Я» защищено от неприятных переживаний: рационализация ролей, разделение ролей, регулирование ролей. Рационализация – это один из способов защиты от болезненного восприятия личностью какой-либо ситуации с помощью социально и персонально желательных для нее понятий. Рационализация скрывает реальность ролевого конфликта путем бессознательного поиска неприятных сторон желанной, но объективно не достижимой цели [4].

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. Social roles are the expected behavior of an individual associated with his status.

2. Society's control over justice in determining statuses allows the social system to be flexible.

3. The status of a woman is different from the status of a man, so she is expected to behave in a different way from that of a man. Prove your opinion.

4. The family is not only the most important social value, but also a spiritual, moral, deeply philosophical value, which is a special whole unique world.

5. Reactions that fix public expectations for performance by a person of certain roles are also divided into formal and informal. List these reactions.

X. Make up your own presentation on the topic: "Institution of the family and its important role in the world".



GRAMMAR FOCUS

To Be и To Have, оборот There + To Be

Глагол to be в Present, Past и Future Indefinite имеет следующие формы.

Present Indefinite	Past Indefinite	Future Indefinite
I am	I <i>был</i>	I shall / will be <i>буду</i>
He } She } is <i>есть</i>	He } She } was <i>была</i>	He } She } will be <i>будет</i>
It } We } are	It } <i>было</i>	It } We } shall / will be <i>будем</i>
You } They }	You } were <i>были</i>	You } They } will be <i>будете</i>

В вопросительном предложении глагол *to be* ставят перед подлежащим. Например: *was he in africa last year?* – Он был в Африке в прошлом году? *Where were you yesterday?* – Где вы были вчера?

Отрицательная форма глагола *to be* в *Present* и *Past Indefinite* образуется без вспомогательного глагола; отрицание *not* следует непосредственно за глаголом *to be*. Например: *the institute isn't far from the metro station* – Институт находится недалеко от станции метро.

Функции глагола to be

1. Перед обстоятельством, обычно выраженным наречием или существительным с предшествующим предлогом, выступает в роли

смыслового глагола со значением «быть, находиться» (*His books were in the bag* – Его книги были в портфеле).

2. В сочетании с *Participle II* смыслового глагола употребляется для образования всех времен страдательного залога (*Passive Voice*) (*The work was finished in time* – Работу закончили вовремя).

3. В сочетании с *Participle I* смыслового глагола употребляется для образования глагольных времен *Continuous* и *Perfect Continuous* (*They are still waiting for him* – Они все еще ждут его); *They have been waiting for him since breakfast* – Они ждут его с завтрака).

4. В сочетании с инфинитивом другого глагола с частицей *to* имеет модальное значение долженствования и указывает, что действие должно иметь место в соответствии с намеченным планом (*The teacher is to come at five* – Преподаватель должен прийти в пять часов) [2, с. 33].

Глагол To Have

Глагол *to have* в *Present, Past* и *Future Indefinite* имеет следующие формы.

Present Indefinite	Past Indefinite	Future Indefinite
I у меня We у нас You } have у вас They } у них } у него He у неё She } has у неё It)	I у меня We у нас You у вас They } had у них } у него He у неё She) It)	I shall/will у меня We have у нас You у вас They } у них } will have у него He у неё She) It)

Вопросительная форма глагола *to have* может быть образована двумя способами.

1. Путем постановки глагола *to have* перед подлежащим (*Had you a lecture on philosophy yesterday?* – У вас вчера была лекция по философии?).

2. С помощью глагола *to do* (*Did you have a lecture on philosophy yesterday?* – У вас вчера была лекция по философии?).

Отрицательная форма глагола *to have* может строиться двумя способами.

1. При помощи отрицательного местоимения *no* (или отрицательной группы *not any*) перед существительным (*They have no car* – У них нет машины; *I have not any car* – У меня нет машины).

2. Обычным способом образования отрицательной формы глагола, т. е. при помощи вспомогательного глагола *to do* (*I did not have much work to do yesterday* – Вчера у меня было немного работы). В разговорной речи вместо *to have* очень часто употребляют *have, has got ('ve / 's got)* (*I've got a good car* – У меня хорошая машина; *Have you got an English dictionary?* – У вас есть английский словарь? *I haven't got an English dictionary* – У меня нет английского словаря).

Функции глагола *to have*

1. Перед существительным выступает в роли смыслового глагола со значением «иметь, обладать» (часто с *got*) (*They have (got) a house in the country* – У них дом (они имеют дом) за городом).

2. В сочетании с *Participle II* смыслового глагола употребляется для образования глагольных времен группы *Perfect* (*We have introduced a new system of work* – Мы ввели новую систему работы).

3. В сочетании с инфинитивом другого глагола с частицей *to* имеет модальное значение долженствования (часто переводится как «приходится, пришлось» и т. п.) (*I have to buy another newspaper* – Я должен (мне придется) купить еще одну газету).

Оборот *There + To Be*

Оборот *there + to be* имеет значение «есть, находится, имеется, существует». Глагол *to be* ставят в личной форме (*is, are, was, were, will be*) и согласуют с последующим именем существительным. Перевод таких предложений надо начинать с обстоятельства места или со сказуемого, если обстоятельство отсутствует (*There are many new books at the Institute library* – В институтской библиотеке много новых книг; *There are different methods of learning English words.* – Существуют различные методы (способы) заучивания английских слов).

В вопросительном предложении глагол в личной форме ставят на первое место перед *there* ('*Is there a school in your street?*' 'Yes, there is / No, there is not' – 'На вашей улице есть школа?' 'Да, есть / Нет'). **Общий вопрос:** *Is there anything in the box?* **Специальный вопрос:** *What is there in the box?* **Разделительный вопрос:** *There are some people in the room, aren't there?*

GRAMMAR EXERCISES

1. Put the sentences into the Future and Past Tense changing the verb to be and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.

1. Victor is free in the evening.
2. John is in America.
3. I am very busy.
4. She is at the lecture.
5. The child is 10 years old.
6. This work is interesting.
7. The expedition is in Africa.
8. The new film is long.
9. My mother is at home.
10. The workers are at the factory.
11. The students are at the Institute.

2. Make the sentences negative and interrogative.

1. You are students.
2. They will be engineers in five years.
3. My father is a very busy man.
4. I was at the University yesterday.
5. She will be free tomorrow.
6. The students are in the classroom now.
7. My sister is 15 today.
8. I was in Moscow yesterday.
9. Her work is very interesting.

10. He is from New York.
11. She is 16.
12. They are married.
13. Jane was ill last week.
14. I am a student.
15. It was cold last winter.

3. Explain the use of the verb to be in the sentences below and translate them into Russian.

1. They were at home last night.
2. He is a well known scientist.
3. They are to leave Moscow tonight.
4. The children were walking down the street.
5. She is an experienced teacher.
6. The letter will be posted at once.
7. He is in Kiev now.
8. We were to part that day.
9. The letter was written by the secretary.
10. They were to have arrived at seven o'clock.
11. The purpose of his visit was to negotiate for the purchase of timber.

4. Translate into English.

1. Ее нет здесь сейчас, она дома.
2. Его не было дома вчера вечером.
3. Он один из лучших врачей нашей больницы.
4. Его задача заключается в том, чтобы собрать материал по этому вопросу к 1 июня.
5. Он находится сейчас в Крыму.
6. Она будет там в пять часов.
7. Пароход должен прийти в 6 часов вечера.
8. Его брат инженер.
9. Я должен был встретиться с ним в 8 часов вечера.
10. Он будет рад вас видеть.

5. Explain the use of the verb to have in the sentences below and translate them into Russian.

1. She has come home.
2. He has a large family.
3. We have to leave home early, in the morning.
4. He had the letter typed.
5. He has dinner at home.
6. They had to complete their work on Monday.
7. We shall have plenty of fruit in the autumn.
8. He will have read the story by ten o'clock.
9. They will have the book you need in 5 days.

6. Translate into English.

1. У меня нет ее адреса. 2. У меня был вчера очень интересный разговор с профессором Д. 3. У него есть очень интересные книги по радио. 4. Я должен буду пойти туда еще раз. 5. У нас завтра будет собрание. 6. Я должен вставать теперь очень рано. 7. Вы вчера обедали в ресторане? 8. Есть ли у вас красный карандаш? 9. У меня не было времени навестить его вчера. 10. Нужно ли вам идти в библиотеку сегодня?

7. Put the sentences into the Future and Past Tense changing the verb to have and using suitable adverbial modifiers of time: yesterday, tomorrow, next week, last month, next year, at 5 o'clock, etc.

1. They have a big house in the country.
2. My friend has many interesting books.
3. His mother has a nice garden.
4. She has a good map of London.
5. We have a good dog.
6. I have a beautiful picture.
7. These students have five examinations.
8. His parents have a comfortable flat.
9. John had good work.
10. These pupils have four lessons every day.

8. Put the sentences into the Future and Past Tense changing the verb to be.

1. There are twelve students in our group.
2. There is a beautiful garden near the house.
3. There is a big blackboard in the classroom.
4. There is a letter for him on the table.
5. There are two lifts in the house.
6. There is a new stadium in the town.
7. There is a table in the middle of the room.
8. There is a hospital in the village.
9. Are there many sentences in this exercise?

10. Is there much work to do at home?
11. There are no pictures in the book.

9. Paraphrase according to the pattern using suitable forms of the verb to have.

Pattern: There are no books in his bag. – *He has no books in his bag.*

1. There is no TV-set in his room.
2. There are no mistakes in his dictation.
3. There is no garden near his house.
4. There are no pictures in her room.
5. There are no French books in her library.
6. There is no English newspaper on her table.
7. There is no coffee in my cup.
8. There is no telephone in my flat.
9. There are no maps on the walls of our classroom.
10. There is no sugar in Peter's tea.

10. Put general and special questions to the sentences below using any where it is necessary.

1. There is a tea-pot on the table. 2. There are some flowers in the vase. 3. There are some English books on the shelf. 4. There is somebody in the garden. 5. There is a lot of milk in the jug. 6. There are some mistakes in your test. 7. There is some ink in your pen. 8. There are some pictures on the wall of the room. 9. There is some coffee in the cup. 10. There are six continents in the world. 11. There are a lot of flowers in the garden. 12. There is something in the box. 13. There are some new words in the text. 14. There is a lot of snow in the forest.

11. Translate into English using there is / there are; pronouns any, some, no and words formed from them.

1. В вашей семье есть дети? 2. На улице много народу. 3. В кувшине нет молока. 4. За вашим домом есть сад? 5. За вашим садом есть площадь, не так ли? 6. В вашем городе есть парки? 7. У вас есть вопросы? 8. На столе около окна стоят часы. 9. На полке мои

книги и тетради. 10. В моем столе ничего нет. 11. В этом журнале есть что-нибудь интересное? 12. Что там на столе? Там стоят чашка и три стакана. 13. Есть кто-нибудь в соседней комнате? 14. На столе есть соль, но мало. 15. Времени нет.

12. Fill in the proper form of to be in present, past or future.

1. She travels a lot. Yesterday she ... in Paris. Today she ... in London. Tomorrow she ... in New York.

2. ... you at home yesterday?

3. ... you ... at home tomorrow?

4. I ... in Great Britain last week.

5. '... you ready yet?' 'Not yet. I ... ready in five minutes.'

6. The weather ... nice today.

7. My sister is going away for a few days, so she ... at home tomorrow

8. I ... a pupil. I go to school.

9. ... You in the country last summer?

10. It's Tom's birthday next Sunday. He ... 11.

11. I ... cold. Can you close the window, please?

12. You may visit Jane tomorrow. She ... busy.

13. Where ... Ann yesterday?

14. My brother and I ... good tennis players. We like to play tennis very much.

15. '... the soup ... ready soon?' 'Yes, it ... ready in a few minutes.'

13. Fill in is, are, was, were.

1. There ... three people in the photo.

2. There ... a woman, a man and their child in our garden now.

3. There ... an exhibition in our town last month.

4. I didn't like the hotel because there ... a lot of furniture in the room.

5. He was thirsty but there ... no drinks in the fridge.

6. The furniture was very old, there ... two chairs and a table in the room.

7. She is at her office now. There ... a lot of people waiting to see her.
8. Today there ... a lot of snow on the ground.
9. There ... some chicken and fish in the fridge now.
10. ... there any furniture in the room?
11. ... somebody in the kitchen now.
12. There ... no one on the roof of the house at the moment.
13. There ... no flowers in our garden last summer.
14. There ... a sports centre near our house.
15. There ... 26 letters in the English alphabet.

14. Fill in *is / are / was / were / have / has*.

1. Tom ... lost his note-book.
2. This bridge ... built ten years ago.
3. ... you finished your work yet?
4. This town is always clean. The streets ... cleaned every day.
5. Where ... you born?
6. I ... just made some coffee. Would you like some?
7. Cheese ... made from milk.
8. This is a very old photograph. It ... taken a long time ago.
9. Mike ... bought a new car.
10. ... Ann working today?

Unit 5. SOCIOLOGY AND RELIGION

I. Read and translate the text A.

PREREQUISITES FOR THE EMERGENCE OF THE SOCIOLOGY OF RELIGION

The sociology of religion is the branch of sociology that studies the relationship between religion and society. The sociology of religion studies religious practices, the historical experience of the interaction between religion and society, universal themes and the role of religion in social processes.

The sociologist deals with religion as a social phenomenon; he studies religion as the social behavior of a person (individuals and groups) accessible to observation, empirical methods of research: how religious groups and institutions are formed and function, thanks to which they persist or cease to exist, what are the relations between religious groups, why conflicts arise between them, what lies at the basis of ritual actions, etc.

For the sociologist, religious beliefs are not interesting and important in and of themselves. Unlike the philosopher, for example, what matters to him is not the question of whether they are true or false, but the question of how these beliefs-along with religious organizations-influence people's behavior. *The problem is to identify* the motivation of human actions.

At the same time, beliefs do not necessarily affect behavior: an individual can become a member of a religious group without knowing the beliefs that it adheres to. The sociology of religion gets empirical data that characterize religion as one of the social subsystems, and, generalizing this data, develops its theoretical model within the framework of general sociological theory.

Being a part of sociology, the sociology of religion uses the concepts and methods developed by it, without which it is impossible to know social reality as an integral system (group, role, power, culture, etc.) and within it – individual social phenomena (family, class, economy, etc.). It can be seen from the history of sociology that such prominent scientists as E. Durkheim, M. Weber, G. Simmel, B. Malinovsky appeared in their works both as the founders of sociology in general, and as the founders and classics of the sociology of religion.

Sociology is guided by an approach that E. Durkheim formulated as follows: social phenomena must be explained in social categories. For the analysis of religion, the sociologist uses the methods developed and applied by sociology in the study of social phenomena in general: survey and statistical analysis; observation and experiment; cross-cultural comparative analysis; content analysis, analysis of written sources, historical documents.

Thus, the sociology of religion deals only with the external side of religion, its external manifestations, fixes only what lies on the surface and

leaves out of sight the “essence” of religion. Based on empirical data, sociology in this area also reaches to cognize real, real connections, interactions, institutions, penetrating into the essence of social phenomena, comprehending their nature, revealing religion as a social phenomenon to the very foundations.

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Социология религии; богатый фактографический материал; социология религии не ставит своей целью; взаимоотношения между религией и обществом; изучать религиозные практики; были заложены в эпоху французского Просвещения; методологический, теоретический и эмпирический уровни; оценка религиозных убеждений; взаимодействие религии и общества; требовавший упорядочения и осмысления; универсальные темы и роли религии; в отличие от философии религии и теологии; предпосылки возникновения данной отрасли социологии; современная социология религии; можно представить; совокупность трех уровней знаний; исторический опыт; в социальных процессах; история социологии религии; отрасли социологии; к этому времени; по истории христианства и неевропейских религий; идеологи французского Просвещения; критический интерес к религии как социальному институту; основоположники современной социологии религии.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Interaction between religion and society; branch of sociology; religion studies; religious practices; the historical experience; social processes; the sociologist deals with; religion as a social phenomenon; behavior of a person, individuals' behavior; groups' behavior; to observe; empirical methods of research; thanks to which; to exist; ritual actions; the

external side of religion; manifestations; lies on the surface; to leave out of sight; the “essence” of religion; based on empirical data; to cognize; interaction; penetrating into the essence; a social phenomenon; sociologist; religious beliefs; unlike the philosopher; true or false; to influence people’s behavior; to identify; the motivation of human actions; at the same time; a religious group; to adhere to; to get an empirical data; of the social subsystems; to generalize data; to develop theoretical model; the framework of general sociological theory; to guide; an approach; to explain in social categories; the analysis of religion; survey; statistical analysis; observation; experiment; cross-cultural comparative analysis; content analysis; analysis of written sources; historical documents; the concepts and methods developed by... ; impossible to know; social reality; an integral system; individual social phenomena; it can be seen from the history of sociology; the founders of sociology; prominent scientists; classics of the sociology of religion.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Characterize religion; as one of the social subsystems; uses the concepts and methods; group, role, power, culture, etc.; from the history of sociology; E. Durkheim, M. Weber, G. Simmel, B. Malinovsky; appeared in their works; by an approach that; must be explained; categories; the sociologist uses; content analysis, analysis of written sources, historical documents; the problem; the motivation of human actions; deals only with; fixes only what lies; the “essence” of religion; in this area; also reaches to cognize real connections; comprehending their nature; the very foundations; he studies religion; behavior of a person; accessible to observation; how religious groups and institutions are formed; they persist or cease; why conflicts arise between them; what lies at the basis of ritual actions; are not interesting and important; for example, what matters; but the question; how these beliefs along with religious organizations; at the same time; affect behavior; can become a member of a religious group; that it adheres to.

VI. Insert the missing words and word combinations.

1. The sociologist religion as a social phenomenon.
2. The sociologist religion as the social behavior of a
3. The sociologist uses the ... methods of
4. The sociologist studies how religious ... and ... are formed and
5. The ... asks questions about the ... between ... groups, why conflicts ... between ..., what ... at the basis of ... actions, etc.
6. ... , the sociology of ... deals only ... the external side of religion, its ... manifestations, ... only what lies on the ... and leaves ... of sight the "...” of religion.
7. Based ... empirical ..., sociology in this... also ... to cognize real connections, ..., institutions, ... into the of social
8. The ... of religion is the ... of sociology that studies the ... between religion and
9. The sociology of ... studies religious ... , the ... experience of the interaction between ... and society, universal ... and the role of religion in ... processes.
10. ... the sociologist, religious ... are not interesting and ... in and of themselves.
11. ... the ... , for example, what matters to ... is not the ... of whether they are true or , but the ... of how these beliefs-along with religious organizations-... people’s
12. The problem is to ... the motivation of human
13. At the ... time, beliefs do not ... affect behavior.
14. can become a ... of a religious group without... the beliefs that it ... to.
15. The sociology of religion gets that characterize religion of the social
16. The sociology of religion generalizes empirical ... , develops ... theoretical ... within the ... of general sociological
17. Being a ... of sociology, the sociology of ... uses the ... and methods developed
18. It is impossible to ... social ... as an integral ... (group, ..., power, ... , etc.) and individual social ... (family, ... , ... , etc.).

VII. Translate into English the text B using the dictionary.

МЕТОДЫ ИССЛЕДОВАНИЯ В СОЦИОЛОГИИ И РЕЛИГИИ

Социолог использует для анализа религии методы, выработанные и применяемые социологией в исследовании социальных явлений.

Один из важнейших – *метод опроса*, который проводят либо в виде стандартизованного интервью, когда вопросы задает интервьюер, либо в форме письменного заполнения анкеты респондентом.

Респондентам задают вопросы об их религиозной принадлежности; о том, как часто они посещают церковь, молятся; насколько хорошо знают вероучение; как относятся к отдельным его моментам, например, верят ли в жизнь после смерти, в существование дьявола и так далее, т. е. вопросы, которые позволяют судить о характере и интенсивности религиозности.

Опросный метод полезен в установлении корреляций между теми или иными специфическими чертами религиозности и определенными социальными установками.

Еще один метод эмпирических исследований – *наблюдение*. Это может быть стандартизированное наблюдение, когда социолог располагает определенной программой исследования и осуществляет по определенной процедуре фиксацию выделенных им показателей, либо включенное наблюдение, когда исследователь живет или работает в среде тех, кого он изучает. Последний метод используют, в частности, социологи, изучающие новые религиозные движения. Участвуя в жизни группы, социолог имеет возможность наблюдать поведение людей в религиозном контексте.

Метод экспериментирования, применяемый в других областях социологического исследования, в социологическом изучении религии почти не применяют по той причине, что религия затрагивает глубокие, сокровенные чувства личности, которые по этическим мотивам не должны становиться объектом манипулирования в каких бы то ни было целях. Правда, есть все же ситуации, когда по тем или иным причинам индивиды согласны с проведением эксперимента и его проведение не сопряжено с этическими проблемами.

Достаточно строгим методом анализа содержания разного рода документов является **контент-анализ** – выделение исследователем религиозных тем или невысказываемых, непроговариваемых предположений в исследуемых материалах. Это может быть, например, анализ текстов проповедей, характерных для какого-то отдельного проповедника или религиозной организации, течения; анализ популярной религиозной литературы и т. п. Контент-анализ дает возможность увидеть реальное религиозное сознание данной группы, которое отличается от официального учения (как обыденное сознание отличается от идеологических концепций).

Таким образом, социолог располагает разнообразными и взаимодополняющими методами, позволяющими на эмпирическом уровне исследовать религиозное поведение, накапливая необходимые данные для теоретических обобщений [5, с. 13 – 14].

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. The sociology of religion as the branch of sociology.
2. The sociology of religion studies the relationship between religion and society.
3. The sociology of religion and its issues that arise from the world's population.
4. Some problems remain as troubling as ever in the field of sociology and religion.
5. Sociological problems are the same problems as of religion ones.
6. What methods of researching social problems are you interested in?

X. Make up your own presentation on the topic: "Relationship between Religion and Society?"



GRAMMAR FOCUS

The Indefinite Tenses

The Present Indefinite (Simple) Tense

The Present Simple широко используют в устной речи и употребляют:

- 1) для выражения обычных, регулярных, повторяющихся или постоянных действий в настоящем времени, факта (*The sun rises every morning; Penguins live in the Antarctica*).

Часто употребляются обстоятельства времени, выражающие частоту и повторность действия (*always, often, usually, regularly, every day etc.*): или редкую повторяемость и ее отсутствие (*never, seldom, sometimes etc.*): *We often go to the movies on Sundays; My friend sometimes lends me his book;*

2) выражения мыслей и чувств (*I think so, I like it*). Во фразах типа *I promise, I agree, etc. (I promise I'll pay you back);*

3) выражения заранее намеченных действий в ближайшем будущем, по расписанию, программе, главным образом с глаголами *to leave, to start, to come, to return, to go, to arrive etc.*: *What time does your train leave tomorrow? The match starts at half past seven; The new supermarket opens this Friday.*

В утвердительных предложениях используют **глагол в форме инфинитива без частицы to**. Если подлежащее 3-го лица единственного числа (*he, she, it*), то к форме глагола-сказуемого присоединяют окончание **-es/-s**. Например:

I / We / You / They	drive / work / do
He / She / It	drives / works / does

Вспомогательный глагол **do / does** используют в вопросительных и отрицательных предложениях.

Question			Negative		
<i>Do</i>	I / we / you / they	<i>work?</i> <i>drive?</i>	I / We / You / They	<i>don't</i>	<i>work</i> <i>drive</i>
<i>Does</i>	he / she /it	<i>do?</i>	He / She / It	<i>doesn't</i>	<i>do</i>

GRAMMAR EXERCISES

1. Fill in *am / is / are*:

1. I ... an English student.
2. His name ... George Brown.
3. Mr. and Mrs. Brown ... his father and mother.

4. My brother's name ... Benny, and my sister's names ... Betty and Rose.

5. We ... members of one family.

6. ... Helen married?

7. ... they married?

8. Mr. Sandford ... Betty's brother-in-law.

9. How old ... you? – I ... eighteen.

10. What ... you all? – We ... all students.

11. ... your girl-friends students.

12. ... Betty's school-mates kind and jolly?

13. His companions ... well-bred.

14. ... Benny eager to have a dog?

15. She ... a naughty child.

16. I ... eager to have a girl-friend.

17. I ... two years younger than my cousin.

18. He ... as young as his boyfriend.

19. My niece ... eighteen months old.

2. Put the verb in the brackets into the correct form of the Present

Simple.

1. Ann ... doesn't drink (*not / drink*) tea very often.

2. What time (*the library / close*) here?

3. I've got a computer, but I (*not / use*) it much.

4. Where (*your friend / come*) from? He's British.

5. What (*you / do*)? I'm a tutor.

3. Translate into English.

1. Моя семья обычно обедает в ресторане.

2. Наши друзья всегда пьют кофе на завтрак.

3. Днем у нее масса работы.

4. Я занимаюсь английским по вечерам.

5. Мы никогда не едим мясо.

4. Make the sentences negative and interrogative.

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. He comes from Germany.
6. They live in the USA.
7. He plays football every day.
8. His father works at an office.

5. Complete the sentences by putting in the verbs. Use positive or negative meanings of the Present Simple.

Pattern: Claire is very sociable. *She (know) knows lots of people.*

We've got plenty of chairs, thanks. We (*not / want*) **don't want** any more.

1. My friend is finding life in Paris a bit difficult. He (*not / speak*) French.
2. Most students live quite close to the college, so they (*walk*) there.
3. I've got four cats and two dogs. I (*love*) animals.
4. No breakfast for Mark, thanks. He (*not / eat*) breakfast.
5. What's the matter? You (*not / look*) very happy.

6. Put the verb into the correct form. Write sentences about yourself. Use always / never / often / sometimes / usually.

Pattern: Watch television. – *I never watch television / I usually watch television in the evening (etc.)*

1. Read in bed.
2. Get up before 7 o'clock.
3. Go to university / by bus.
4. Drink coffee.
5. Watch soap operas.

Unit 6. THE HISTORY OF RUSSIAN SOCIOLOGY IN THE 19th – 20th CENTURIES

I. Read and translate the text A.

DEVELOPMENT OF SOCIOLOGY IN RUSSIA

The history of the sociology of Russia in the 19th and early 20th centuries is part of the global sociological science. Thanks to personal communication in the West, they learned about the scientific life in Russia. There, E. V. De Roberti, Ya. A. Novikov, M. M. Kovalevsky and one of De Roberti's works was published in Russia in translation from French. The processes that took place primarily in the economic sphere and, in connection with this, required knowledge about society as an integral interconnected system, became the main reason for the emergence of sociology in Russia. A stimulating factor for the development of sociology in Russia was the complication of the social structure of Russian society.

There was a rapid growth of urban estates which, before the reform, were completely invisible against the background of the peasantry and the nobility. The development of capitalism also led to an increase in the complexity of the urban population, a mass of new professions appeared, and the mobility of the population increased, which led to the breakdown of old cultural standards.

All these changes contributed to the increased interest of different social groups of Russian society in social problems. Russian intellectuals were eager to help the oppressed people. The answer to the question: "What is considered the most important for the good of the people?" became the main theoretical achievements of sociological thought in Russia.

In the middle of the 19th century, Russian society faced the need for fundamental changes in the political and economic spheres. The need for this remained even after the reforms of the 60s, such as the abolition of serfdom, the reform of zemstvos and judicial reform, etc.

In the second half of the 19th century. Russia was rapidly moving into the rails of a new, industrial civilization, which led to the exacerbation

of old and the identification of new social problems. It was impossible to solve these problems with the help of the old social philosophy. There was a need for new, more accurate knowledge.

And the intellectual need caused by the real situation of that time, to focus on a scientific and rationalistic explanation of social processes in their connection with the *social whole*, the desire for a clear understanding of life led to the development of sociology in Russia in the traditions of positivism. Russian positivist sociologists have found recognition and fame all over the world.

The beginning of the 20th century is associated with the onset of the third stage in the development of Russian sociology. At this time there is a clear self-determination of sociology as a general theory of sociology. The leading school is “Neopositivism” with prominent representatives and leading experts in this field A. S. Zvonitskaya, P. A. Sorokin, K. M. Takhtarev.

Monument to the famous Russian and American sociologist P. A. Sorokin, installed on the site in front of Syktyvkar State University, which bears his name. American sociologist and cultural scientist, teacher. One of the founders of the theories of social stratification and social mobility [6].



(<https://commons.wikimedia.org/w/index.php?curid=39429176>)

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

История социологии в России; наименее изученный раздел мировой науки; изменяется структура общества; обусловлено историческими причинами; опираться на весь запас имеющихся знаний; динамично развивается; появляются новые классы; неблагоприятные условия; в отличие от социологов Запада; новые направления в науке; работали социологи в странах Западной Европы и США; несмотря на все трудности; отечественная социологическая мысль; успешно развивалась; в политической сфере и политической мысли; национально-этнические отношения; начинающиеся изменения в общественной структуре общества; уровень мировых достижений; превзойти по времени западные образцы; именно русскими социологами; впервые поставлены проблемы; значительно позже; развитие науки в России; отечественные социологи; творческая мысль; общество не стоит на месте; субкультуры; социологические элементы; дальнейшее развитие общества; наука, изучающая общество; закономерности развития общества; особенности общества; различные социологические школы; тенденция доминирования психологизма; новый виток развития; социологическая мысль; важные достижения в данный период; именно на этом этапе; личность; место в обществе; взаимоотношения с обществом и государством.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Global sociological science; thanks to; personal communication; learn about; the scientific life in Russia; to be published; to take place; primarily; economic sphere; in connection with; to require; knowledge about society; an integral interconnected system; the main reason; the emergence; a stimulating factor; the development of sociology; a rapid growth of urban estates; invisible; the background; the peasantry and the nobility; to increase; the urban population; the mobility

of the population; cultural standards; the intellectual need; caused by; to focus on; a scientific and rationalistic explanation of social processes; a clear understanding of life; the traditions of positivism; recognition and fame; to be associated with; a clear self-determination of sociology; prominent representatives; to contribute; social groups; intellectuals; to be eager to help; the oppressed people; the good of the people; the main theoretical achievements of sociological thought; to remain; the abolition of serfdom; the reform of zemstvos; judicial reform; in the second half of the 19th century; Russia was rapidly moving into the industrial civilization; the exacerbation; to solve problems; accurate knowledge.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

The beginning of the 20th century; the development of Russian sociology; a general theory of sociology; the leading school; leading experts; the 19th century; the rails of a new, industrial civilization; the identification of new social problems; impossible to solve; the help of the old social philosophy; there was a need; these changes contributed; Russian society; Russian intellectuals; the answer to the question; became the main theoretical achievements; sociological thought in Russia; the middle of the 19th century; faced the need; for fundamental changes; a rapid growth of urban estates; completely invisible; the development of capitalism; the mobility of the population; remained even after the reforms; the abolition of serfdom; judicial reform; the processes that took place; in connection with; an integral interconnected system; sociology in Russia; the complication of the social structure of Russian society; a stimulating factor; the history of the sociology; a part of the global sociological science; to personal communication in the West; was published in Russia in translation from French.

VI. Insert the missing words and word combinations.

1. All these ... contributed to the increased ... of different ... groups of Russian ... in social

2. The ... for this remained ... after the ... of the ... , such as the abolition of serfdom, the reform of ... and ... reform, etc.

3. The ... of the sociology of Russia in the ... and early ... centuries is ... of the global ... science.

4. Russian ... were eager to ... the oppressed people.

5. Thanks to ... communication in the West, they ... about the ... life in Russia.

6. ... , E. V. De ... , Ya. A. ... , M. M. ... and one of De Roberti's works was published in ... in translation ... French.

7. The answer to the ... : "What ... considered the... important for the ... of the people?" ... the main theoretical ... of sociological ... in Russia.

8. The ... that took ... primarily in the ... sphere and, in connection with this, required ... about ... as an integral interconnected system, became the ... reason for the ... of sociology in Russia.

9. In the ... of the ... century, Russian society ... the need for fundamental changes in the ... and ... spheres.

10. A ... factor for the ... of sociology in Russia was the ... of the social structure of Russian society.

11. There was a rapid growth of which, before the ..., were completely invisible the background... ... peasantry and the... .

12. And the , caused ... the real situation of , to focus on a scientific and ... explanation of ... processes.

13. The development of ... also led to an ... in the complexity of population, a mass of new professions appeared, and the mobility of the population ... , which led of old cultural standards.

14. Russian ... sociologists recognition and fame all ... the

15. The ... of the 20th ... is associated ... the *onset* of the in the development of Russian

16. The leading ... is "... " with prominent ... and leading experts in A. S. Zvonitskaya, P. A. Sorokin, K. M. Takhtarev.

17. At ... time a clear self-... of sociology as a general theory of

VII. Translate into English the text B using the dictionary.

ПЕРИОД САМООПРЕДЕЛЕНИЯ СОЦИОЛОГИИ КАК НАУЧНОЙ ДИСЦИПЛИНЫ

Систематическое социологическое образование во многих странах начало появляться в последней трети XIX века. В это время в Европе, Америке и России предпринимаются первые попытки ввести преподавание социологии в высших учебных заведениях. Это был период самоопределения социологии как научной дисциплины и начало институционализации. В связи с этим появилась потребность в подготовке образованных специалистов по социологии.

В последней трети XIX века на Западе социология стала занимать видное место в духовной жизни общества. С одной стороны, она выступала как важная область научного познания социальных явлений,



а с другой – это было новое утонченное средство идейной защиты интересов буржуазии и борьбы с материалистическим пониманием истории.

В России социология как учебная дисциплина эпизодически стала появляться в высших учебных заведениях уже в конце 70-х годов XIX века. Так, в конце 70-х – начале 80-х годов *М. М. Ковалевский* предпринял первые попытки чтения лекций по социологии.



В Московском университете на кафедре государственного права он начал читать курс лекций по эволюции общественных форм на основе сравнительного анализа.

В это же время в Петроградском университете профессор *Н. М. Коркунов* свой курс по энциклопедии права стал все больше оснащать социологическим материалом. Это привело к тому, что в 80-е годы студентам

вместо «Энциклопедии права» уже читали курс пропедевтики обществоведения.



Н. И. Кареев писал, что, для того чтобы этот курс с полным на то основанием назвать курсом социологии, не хватало только экономического материала.

В начальный период звучали многочисленные возражения против социологии как новой самостоятельной науки общего характера. Социологию или сводили к какой-либо уже сложившейся конкретной науке, либо представляли как совокупность всех конкретных наук. Это было связано с рядом причин.

Во-первых, бытовало мнение о том, что социология не имеет своего специфического объекта для проведения самостоятельного эмпирического изучения, а поэтому она способна только суммировать выводы, полученные другими науками.

Во-вторых, русские социологи в основном не имели специальной социологической подготовки. Если проанализировать уровень их образования и род профессиональной деятельности, то можно заметить, что среди них много историков, юристов и политэкономов, имеются также выпускники военных учебных заведений, естественнонаучных факультетов, чиновники и даже лица, не имеющие законченного высшего образования.

С 80-х годов XIX века слова «социология» и «социологический» становятся очень популярными, появляется много сборников статей, называющихся «Социологические очерки» (или «Социологические этюды»), хотя настоящее содержание статей было совершенно не связано с социологией [6, с. 15 – 18].

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. The first attempts to introduce the teaching of sociology in higher education.

2. A stimulating factor for the development of sociology in Russia in the 19th and early 20th centuries.

3. Sociology in the spiritual life of society.

4. Kovalevsky's activities in the field of sociology.

5. What scientist's ideas became central to sociology in Russia in the 18th century?

6. Representatives of what direction were the first to introduce the term "sociology" into Russian literary usage?

X. Make up your own presentation on the topic: "Sociology in the Spiritual Life of Society".



GRAMMAR FOCUS

The Indefinite Tense

The Past Simple (Indefinite) Tense

Правильные глаголы (Regular Verbs) образуют прошедшее время путем добавления к основной форме глагола окончания **-ed**.

Неправильные глаголы (Irregular Verbs) имеют три основные формы: 1) инфинитив; 2) прошедшее неопределенное время (*Past Simple (Indefinite)*); 3) причастие прошедшего времени (см. прил. *List of Irregular Verbs*).

Отрицательная и вопросительная формы образуются при помощи вспомогательного глагола прошедшего времени **did (not)** и глагола-сказуемого в форме инфинитива **без частицы to** (*He liked the film / He didn't like the film / Did he like the film?*).

The Past Simple используют: 1) для описания факта прошлого, описания привычки, занятий (*Emma passed her exam last year; When she was young she played football*); 2) для перечисления прошедших действий, происходивших одно за другим (*She put on her coat, took her bag and left the house*).

Positive	Question	Negative
I / We / You / She / He / It / They	I / we / you / she / he / it / they	I / We / You / She / He / It / They
<i>enjoyed</i> <i>saw</i> <i>went</i>	<i>enjoy?</i> <i>see?</i> <i>go?</i>	<i>enjoy</i> <i>didn't</i> <i>see</i> <i>go</i>
	<i>Did</i>	

Часто употребляются такие обстоятельства времени, как: *yesterday* – вчера; *last week* – на прошлой неделе; *a year ago* – год назад; *in 1999* – в 1999; *then* – тогда; *when* – когда.

GRAMMAR EXERCISES

1. Complete the sentences with the Simple Past tense of the verbs in the brackets.

1. The boys (*whisper*) secrets to each other.
2. Uncle Ben (*hurry*) to catch his bus.
3. We (*return*) our books to the library.
4. She (*kiss*) the frog and it (*change*) into a prince.
5. Someone (*tap*) me on the shoulder.

2. Write these sentences in the positive, interrogative and negative forms of the Past Simple.

Pattern: He teaches history at the university. – *He taught history at the university. Did he teach history at the university? He didn't teach history at the university.*

1. My parents leave home at 8 o'clock.
2. You smoke a lot.
3. I look very tired.
4. We stop at Oxford.
5. The restaurant closes at 11 o'clock.

3. Translate into English.

1. Мой отец родился в 1965 году.
2. Когда мне было 7 лет, я пошел в школу.
3. Все наши друзья хорошо окончили школу, поступили в университет, нашли вечернюю работу.
4. Летом мы ездили отдыхать на юг.
5. Где ты был вчера?

4. Complete the conversation. Put in the Past Simple negatives and questions.

Pattern: Nina: (*You / have*) **did you have** a nice weekend in Paris?

Mick: Yes, thanks. It was good. We looked around and then we saw a show. (*We / not / try*) to do too much.

Nina: What sights (*you / see*)?

Mick: We had a look round the Louvre. (*I / not / know*) there was so much in there.

Nina: And what show (*you / go*) to?

Mark: Oh, a musical. I forget the name. (*I / not / like*) it.

Nina: Oh, dear. And (*Sarah / enjoy*) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but (*I / not / want*) to go shopping.

Unit 7. SOCIOLOGY OF PERSONALITY

I. Read and translate the text A.

PERSONALITY AND SOCIETY

The problem of personality is a complex problem studied by philosophers, sociologists, psychologists, and educators. Speaking of a person, most often they mean just a single specific person. But besides the concept of personality, we have at our disposal a number of related concepts: man, individual, individuality. In everyday speech, these concepts are often used in the same meaning, but in science they mean different things. The word “individual” denotes a person simply as a single representative of some whole (biological genus or social groups); specific features of real life and the activities of this particular person are not included in the content of this concept. The ambiguous term “individuality”, which we will analyze in more detail later, on the contrary, denotes that special, specific thing that distinguishes this person from everyone else. Society and the individual are not identical, moreover, in everyday experience they act as opposites. Society is perceived as a border,

a frame of my activity, and personal – as something that belongs only to me and distinguishes me from others.

The process of introducing an individual to social experience also acts as a two-way process: “either a person masters a ready-made, pre-given standard of social consciousness (“training”), or certain ideas of a person become a common property, i. e., in a sense, a social standard (“creation”). Personality is studied by different sciences, but in different aspects. First of all, distinguish between intra-individual and inter-individual, interpersonal, approaches. In the first case, traits, attitudes, personality traits are studied, in the second – the patterns of the interaction process. When we try to define some properties or features of an individual, we immediately find that they are formed and manifested only in his interaction with other people. The etymology of the word “personality” shows that it has a meaning only in the context of certain social relations.

Neither in everyday speech nor in the system of scientific concepts can we describe the behavior and relationships of the individual with other people and social institutions otherwise than in terms of the social roles he performs.

The concept of social role is widely used in modern Western sociology and social psychology. However, they understand it differently. The behaviorist concept, fixing attention on the directly observed behavior of people, limits the subject studies by direct interaction between individuals: the action of one individual is a stimulus that elicits a response from another.

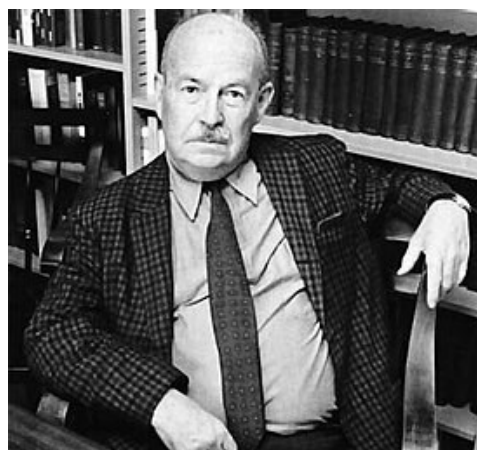
Such a concept allows only an external description of the process of interaction, it does not reveal either the internal structure of the individual (different people react differently to the same stimuli), or the structure of social relations (people’s behavior takes place within certain social institutions, depends on their social position).

The authors, who are not satisfied with this scheme (in particular, the sociologists *T. Parsons*), supplement it with an indication that, on the one hand, a person has his own internal structure (ideas, desires, attitudes), which disposes him to one and no other roles; on the other hand, the “role expectations” themselves are not random situational factors, but follow from the requirements of the social system [7, с. 5 – 17].

Describing a person in terms of his social roles seems simple and a natural thing. But any social role implies a certain social position, the position occupied by an individual in a system public relations. And this, in turn, correlates with society as whole.

References

T. Parsons (1902 – 1979) – representative of American sociological theory, head of the school of structural functionalism, one of the founders of modern theoretical sociology.



II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Личность в социологии; целостность социальных свойств человека; продукт общественного развития; включение индивида в систему общественных отношений; субъект общественных отношений; определенная степень; независимость от общества; личная независимость; контролировать поведение; самосознание, самооценка; личность как объект общественных отношений; влияние общества на личность; зависимость от социальных и культурных ожиданий; социальные установки; среда, в которой формируется личность; социализация личности; процесс усвоения культурных норм; социальные роли; благодаря социализации; дееспособный член общества; обучаться жить в обществе; в мире общественных отношений; социальное свой-

ство; чувство совести; ответственность; честь; на генетическом уровне; пребывание в социальной среде; решающая роль; превращение человека в индивида и в личность; совпадать с основными жизненными циклами.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

The concept of personality; at our disposal; a number of concepts; individual; individuality; everyday speech; used in the same meaning; to mean; the word “individual” denotes; to describe; social roles; to imply; a certain social position; to occupy by; public relations; correlates with society as whole; a single representative; biological genus or social groups; specific features; real life; activities of the particular person; in the content of the concept; the ambiguous term; to analyze; in more detail; on the contrary; specific thing; to distinguish; society and the individual; not identical; experience; to perceive; a border; a frame; to belong; to introduce; a two-way process; a ready-made; pre-given standard of social consciousness; a common property; first of all; intra-individual and inter-individual; traits; attitude; interaction process; to define some properties; features of an individual; immediately; the etymology of the word; certain social relations; the system of scientific concepts; the behavior and relationships; social institutions; otherwise; to satisfy; in particular; supplement; internal structure; the requirements of the social system; to allow; an external description; the process of interaction.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Personality; different sciences; distinguish between intra-individual and inter-individual; personality traits are studied; the patterns; we try to define some properties; immediately find; with other people; shows that it has a meaning; certain social relations; such a concept allows; it does not reveal; different people react differently; people’s behavior takes place;

certain social institutions; the concept of social role; social psychology; the behaviorist concept; limits the subject studies; the action of one individual; elicits a response from another; a complex problem; studied by philosophers, sociologists, psychologists, and educators; speaking of a person; a single specific person; we have at our disposal; in everyday speech; but in science they mean different things; simply as a single representative; specific features of real life; not included in the content; the ambiguous term; will analyze in more detail later; specific thing that distinguishes this person; from everyone else; in everyday experience; they act as opposites; society is perceived as a border; something that belongs only; the process of introducing; also acts as a two-way process; of a person become a common property.

VI. Insert the missing words and word combinations.

1. ... a person in ... of his social ... seems simple and a ... thing.
2. And this, in ... , correlates ... society as
3. But ... social role ... a certain ... position, the position an individual in a system ... relations.
4. The ... , who are not satisfied with this ... supplement it with an ... that, a person has his ... internal
5. On the ... hand, the “role ...” themselves are not ... situational ... , but follow from the the social
6. The ... of social role is widely ... in modern ... sociology and social
7. However, they understand it
8. The ... concept, fixing ... on the directly ... behavior of
9. The action of one ... is a stimulus that ... a response ... another.
10. ... a concept ... only an external ... of the process of
11. It does not ... either the ... structure of the
12. ... in everyday ... nor in the ... of scientific ... can we describe the behavior and ... of the individual ... other

13. ... we try to define ... properties or ... of an individual, we ... find that they ... formed ... manifested ... in his interaction ... other people.

14. The ... of the word “...” shows that it has a ... only in the ... of certain ... relations.

15. The problem of ... is a complex problem ... by ... , sociologists, ... , and educators.

16. In ... speech, these concepts ... often ... in the ... meaning, ... in science they ... different

17. ... of a person, ... often they ... just a ... specific

18. But ... the concept of ... , we have disposal a ... of ... concepts: man, ... , individuality.

VII. Translate into English the text B using the dictionary.

ЗАГАДКА ЧЕЛОВЕЧЕСКОГО «Я»

«Человек есть индивидуальность в силу наличия у него особенных, единичных, неповторимых свойств; человек есть личность в силу того, что он сознательно определяет свое отношение к окружающему. Человек есть личность, поскольку у него свое лицо... Субъект в специфическом смысле слова (как “Я”) – это субъект сознательной, “произвольной” деятельности. Ядро его составляют осознанные побуждения – мотивы сознательных действий», – писал С. Л. Рубинштейн.

Человек не только действует во имя определенных целей, но и осознает себя в качестве деятеля, отделяет себя как деятеля от продуктов своей деятельности и самого ее процесса. Свойство это чрезвычайно существенно.

Необходимый элемент «Я» – определенная самооценка и самоуважение. Сознание собственной идентичности, разумеется, предполагает и включает в себя представление о единстве физиологических и психических процессов индивида. Но решающее значение здесь

имеет социальный момент, характеристика «Я», складывающаяся в процессе социального взаимодействия с другими людьми. Личность воспринимает себя как объект в определенной системе символов, которая включает в себя не только непосредственные связи, но и элементы прошлого и будущего. Человек, начисто забывший свое прошлое (в результате так называемой амнезии), даже если он полностью сохраняет речь и все свои профессиональные знания, всё равно становится беспомощным и неполноценным как личность. Кстати, устойчивость личности не исчерпывается ее непосредственным индивидуальным опытом; так, человек, сознающий свою связь с предками, воспринимает замечания в их адрес от посторонних людей как личное оскорбление. Сознание своей идентичности для человека не просто знание себя, а динамическая установка, определенное отношение к себе.

Особенно важна при этом идентификация с той или иной социальной (возрастной, половой, этнической, экономической, профессиональной и т. д.) группой. Для понимания самосознания личности весьма существенно, какие именно роли и группы человек называет при самохарактеристике. Сама формулировка вопроса «Кто я?» ориентирует на употребление в ответе имен существительных. Если бы вопрос стоял «Какой я?», оценочных характеристик, выраженных прилагательными, было бы, вероятно, больше. Тем не менее очевидно, что самосознание личности есть прежде всего отражение определенной системы интернализированных ролей, вне которой человеку трудно себя представить.

Образ своей собственной личности, сложившийся в самосознании человека, отличается большой устойчивостью. Психологические исследования показывают, что информация о себе, противоречащая сложившемуся у личности образу «Я», усваивается гораздо хуже, чем информация, подкрепляющая данный образ, а иногда и вовсе не воспринимается.

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. “***Ideal Self***” depends on the norms and patterns that have been instilled person in childhood.

2. A person sets goals in accordance with objective conditions.

3. Self-images inherent in our self-consciousness are difficult to explore objective ways.

4. Of all the elements of self-consciousness, the most definite is self-esteem.

5. We evaluate ourselves (as well as others) for the most part not as a whole, but through certain manifestations and qualities.

X. Make up your own presentation on the topic: “Personality as a Product and Subject of Public Relationships”.



GRAMMAR FOCUS

The Indefinite Tense

The Future Simple (Indefinite) Tense

The Future Simple образуется при помощи вспомогательного глагола **will** и **основы инфинитива основного глагола**. *The Future Simple* употребляют для обозначения: действия, которое, возможно, произойдет в будущем, предположения по поводу будущего (*We'll travel around the world one day; You'll be a great doctor one day*), намерения, решения, принятого спонтанно, в момент разговора (*The bag is too heavy, I'll help you*), будущего действия после слов *hope, think, expect, I'm sure, I'm afraid, probably, perhaps* (*We hope we'll see them tonight*).

Positive	Negative	Question
I / We / You / She / He / It / They <i>will wash</i>	I / We / You / She / He / It / They <i>will not (won't) wash</i>	I / we / you / she / he / it / they <i>Will wash?</i>

Часто употребляются такие обстоятельства времени, как: **tomorrow** – завтра; **next week** – на следующей неделе; **soon** – скоро; **in many years** – через много лет; **tonight** – сегодня вечером; **the day after tomorrow** – послезавтра.

GRAMMAR EXERCISES

1. Write down the sentences using the verbs in brackets in Future Simple

1. I (*to see*) them next Saturday.
2. They (*to be*) here tomorrow.
3. We (*to have*) the test in a week.
4. She (*to spend*) holidays in the country.
5. The journey (*to take*) three hours.
6. I (*to open*) the door for you.
7. I (*to go*) to school tomorrow?
8. They (*to come*) back next week?

2. Put in *will ('ll)* or *won't*.

Pattern: Can you wait for me? I *won't* be very long.

1. There is no need to take an umbrella with you. It ... rain.
2. If you don't eat anything now, you ... be hungry later.
3. I'm sorry about what happened yesterday. It ... happen again.
4. I've got some incredible news! You ... never believe what happened.
5. Don't ask Amanda for advice. She ... know what to do.

3. Make the following interrogative and negative.

1. The meeting will begin at eight.
2. They will be in Brussels the day after tomorrow.
3. She will cook breakfast for us.
4. We shall start at dawn.
5. The boy will be seven next year.
6. The plane will take off in five minutes.
7. We shall climb the mountain next week.
8. I shall see you on Monday.
9. I'll buy a camera next month.
10. They'll tell us about it.

4. Translate into English.

1. Мой друг окончит университет в следующем году.
2. Кто будет переводить этот текст?
3. Вероятно, я вскоре получу интересную работу.
4. Как долго твои родственники пробудут в нашем городе?
5. У нас не будет экзаменов зимой.

5. Write down the sentences using the verbs in brackets in Present Simple or Future Simple. All the sentences refer to future.

1. When I (*to see*) him, I (*to phone*) you.
2. If he (*to decide*) not to do it, he (*to be*) right.
3. Tell me when she (*to come*) to visit you.
4. I (*to give*) it to him when he (*to visit*) us.
5. You (*to pass*) your exam if you (*to work*) hard.
6. We (*to go*) to the country next week if the weather (*to be*) fine.
7. As soon as we (*to know*) results, we (*to inform*) you.
8. Don't open the car door before it (*to stop*).
9. You (*not like*) this film when you (*to see*) it.
10. Wait for me till I (*to return*).

6. Write down the sentences using the verbs in brackets in Present, Past, Future Simple

1. She (*not / to teach*) English at school.
2. You (*to meet*) him yesterday?
3. The firm (*to buy*) new computers next month.
4. The Dean (*to ask*) many questions at the lecture last week.
5. Where you (*to go*) next summer?
6. They (*to use*) new scientific data for their last experiment.
7. When the concert (*to be over*) all the people (*to leave*) the hall.
8. Every year students (*to take part*) in scientific research.
9. The first computer (*to appear*) in the 1960s.
10. If the weather (*to be*) fine, we (*to go*) to the village.

Unit 8. FORMATION OF PERSONALITY IN THE FAMILY

I. Read and translate the text A.

THE FORMATION OF THE CHILD'S PERSONAL QUALITIES

The primary stage of a child's socialization is the family. A group of Freudian anthropologists even saw in the specific methods of caring for a child the key to understanding not only his individual character, but also the character of a given society, culture as a whole.

However, over time, scientists began to focus on such facts as the general emotional atmosphere in which the child grows up, how parents treat him, whether he feels loved, surrounded by care, or, conversely, abandoned.

Summarizing the results of many special studies, B. Berelson and G. A. Steiner consider it established that the less affection, care and warmth a child receives, the slower he matures as a person, the more he is inclined to passivity and apathy, the more likely he is to have a weak character. Since manifestations of parental love make the child feel the value of his own "Self", the lack of such care reduces the emotional self-esteem of the child, which also affects at an older age.

If the requirements for a child, starting from infancy, uncertain or contradictory, this hinders the formation of his self-consciousness, makes him weak and unstable. Too harsh, overbearing parents suppress the initiative of the child, in the future this negatively affects his relationships with peers.

The formation of a child's personal qualities is influenced not only by conscious educational influences of parents, but also the general tone family life. If parents live by great social interests, this contributes to the expansion of the horizons of children, who often learn more lessons from overheard conversations of adults than from special conversations. And vice versa, if the father does not consider it shameful to bring state property from production, the children also begin to consider this normal and natural.

The importance of the family as the primary unit of society and the most important factor socialization of the child is difficult to exaggerate. Talk about the “withering away” of the family, which are going on among some foreign sociologists, is not take into account three important factors.

First, only direct parental affection and care can provide the emotional warmth that the child needs so much, especially in the first years of life.

Secondly, the family is a basic group in which intimate contact is carried out not only between children and parents, but also between children of different ages. In the family, children gradually become attached to the complex world of adults. This is very significant. There is evidence that pupils of even the best pre-school children’s homes lag behind children of the same age who are brought up in the family in some aspects of their development.

The reason is simple: they are practically isolated from frank conversations of adults, and this slows down their familiarization with certain aspects of social life (relationships between adults at work, the cost of money, etc.). It is no coincidence that the development of a system of public education (boarding schools, etc.) is combined in our country with attempts to imitate family life for children deprived of parents (adoption, or when a child spends Sundays in the family of a friend, etc.).

Thirdly, parental feelings and concern for children are natural human feelings that enrich the individual as a person. Just as a child needs to be taken care of, and this gives him a sense of the reliability and stability of the world, so an adult feels the need to take care of another, to be a support for the weak, thus feeling his own strength and significance.

As the *American sociologist J. Bossard* writes, “family relations include not only what parents pass on to their children and children to each other, but also what children pass on to their parents. These “gifts” of children are:

- 1) in the enrichment of intra-family ties;
- 2) in expanding the circle of interests of the family;
- 3) in emotional satisfaction that lasts a lifetime;
- 4) in the possibility of returning to the passed stages of life;

- 5) in control over the development of a new human personality;
- 6) in a deeper understanding of life and the “true meaning of life”.

Of course, the meaning and correlation of these feelings and moments can change, but there is no reason to think that humanity will abandon them altogether [7, с. 194].

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Семья; семейное воспитание; особая интимная группа; социальное объединение; общность, члены которой связаны брачными или родственными узами; общность быта; воспроизводство населения; преемственность поколений в семье; социализация детей; поддержка существования членов семьи; взаимная моральная ответственность; основа семейного воспитания; авторитет родителей; дела и поступки; семейные традиции; иметь влияние на детей; семейные обстоятельства; накладывать отпечаток; на всю жизнь; предопределять судьбу; успешность воспитания; зависит; единство и согласованность; влияние семьи; учебно-воспитательные учреждения; стимулирующий фактор развития; создание трудовой атмосферы в семье; вносить положительный вклад; благополучие семьи; учитывать возрастные и индивидуальные особенности детей; относиться уважительно; формировать правильные взаимоотношения.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

The enrichment; intra-family ties; to expand; the interests of the family; in emotional satisfaction; the passed stages of life; human personality; correlation of feelings; humanity; to abandon; to summarize the results; to consider; warmth to a child; to mature as a person; passivity; apathy; parental love; to care for a child; to focus on facts; the emotional atmosphere; to treat; conversely; frank conversations; adults; familiarization; aspects of social life; the cost of money; coincidence; to combine; attempts; to imitate; to deprive; parental feelings; to enrich; to be

taken care of; a sense of the reliability and stability; the need to take care of another; to be a support for the weak; own strength and significance; to intimate contact; to become attached to; the complex world of adults; significant; evidence; pre-school children's homes; lag; the same age; the primary unit of society; to exaggerate; the "withering away" of the family; to take into account; a child's personal qualities; conscious; social interests; the expansion; special conversations; vice versa; shameful; to consider; normal and natural.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

The meaning and correlation; no reason to think; concern for children; enrich the individual as a person; just as a child needs; the reliability and stability of the world; thus feeling his own strength and significance; influenced not only by conscious educational influences; live by great social interests; the expansion of the horizons of children; the father does not consider it shameful; also begin to consider; a child's socialization is the family; group of Freudian anthropologists; the key to understanding not only his individual character; scientists began to focus on; the child grows up; surrounded by care, or, conversely; summarizing the results; the less affection; the slower he matures as a person; to have a weak character; the child feel the value of his own "Self"; the emotional self-esteem of the child; as the American sociologist D. Bossard writes; to their children and children to each other; these "gifts" of children are; the circle of interests; to the passed stages of life; a new human personality; "true meaning of life"; the reason is simple; practically isolated; their familiarization with certain aspects; a system of public education; with attempts to imitate family life; the importance of the family; socialization of the child; talk about; among some foreign sociologists; direct parental affection; in the first years of life; a basic group; between children of different ages; children gradually become attached; to the complex world of adults; pupils of even the best pre-school children's homes; brought up in the family; in some aspects of their development.

VI. Insert the missing words and word combinations.

1. Summarizing the ... of many special ... , B. Berelson and G. A. Steiner ... it established that the less ... , care and ... a child ... , the slower ... as a person.

2.... ... he is inclined to ... and apathy, the more ... he is to ... a weak character.

3. Since ... of parental ... make the child ... the value of his ... “Self”.

4. The ... is simple: they ... practically isolated from ... conversations of

5. This slows ... their familiarization with ... aspects of ... life (relationships between ... at work, the ... of money, etc.).

6. It is no ... that the development of a system of (boarding schools, etc.) is combined in with attempts to life for children.

7. The ... of the ... as the primary ... of ... and the most ... factor socialization of the ... is difficult to

8. the “withering away” of the ..., which ... going ... among some foreign ..., is not ... into account ... important factors.

9. ... , only direct and care can provide the that the child needs so much, especially in the ... years of

10. As sociologist writes, “family relations ... not only what ... pass on to their ... and children to each”

11. These “...” of children ... : 1) in the ... of intra-family ties; 2) in expanding the ... of ... of the family; 3) in ... satisfaction that lasts a ... ; 4) in the ... of returning to the ... stages of ... ; 5) in the development of a new ... personality; 6) in a ... understanding of ... and the “true ... of life”.

12., the meaning and ... of these feelings and change, but no reason to think that ... will ... them altogether.

13. ... , parental ... and concern for natural ... feelings that enrich the individual person.

14. Just as a child ... to be of, and this ... him a ... of the ... and ... of the world.

15. So an ... feels the ... to take ... of another, to ... a support for the... , thus feeling his own ... and

16. ... , the family is a in which intimate contact not only between children and ... , but also between ... of ... ages.

17. In , children gradually ... attached to the ... world of

18. This ... very significant.

19. There ... evidence that... of even the ... pre-... children's homes ... behind ... of the ... age who ... brought... in the ... in some ... of their development.

VII. Translate into English the text B using the dictionary.

ЛИЧНОСТЬ В АНТИЧНОМ ОБЩЕСТВЕ

В условиях первоначальной родовой цельности греки, как и другие народы, не придавали самостоятельной ценности человеческой индивидуальности, и свидетельства этого существуют и в позднейших источниках. Исследователи Гомера отмечают в его описаниях людей очевидное преобладание общих черт над индивидуальными, причем в самом этом индивидуальном внешние стороны фиксируются гораздо полнее, чем внутренние. Особенно слабо описывается внутренний мир человека. У Гомера еще нет термина, который бы характеризовал целостность духовной жизни человека; ярко живописуя быстрые ноги и мускулистые руки, он не находит слов для характеристики духа; свои поступки герои Гомера мотивируют прямым вмешательством и волей богов. С этим гармонирует и общий дух греческой скульптуры: лица статуй не передают индивидуального характера; психологизм, необходимый для искусства портрета, появляется много позже.

Развитие обмена и разделения труда ставит индивида в прямые и косвенные отношения со множеством других людей, увеличивается число факторов социализации и референтных групп, мнение которых приходится принимать во внимание. Усложнение ролевой структуры личности делает ее относительно более независимой от каждой из ее референтных групп (семья, возрастная группа, определенный социальный слой и т. д.). Наряду с борьбой различных классовых и политических группировок рождается конкуренция между индивидами.

Греческие историки и философы подробно описывают такие чувства, как зависть, честолюбие и другие, которые невозможны там, где индивид и общество слиты. Усложнение социальной структуры и дифференциация социальных ролей сказываются и на механизмах социального контроля, и на индивидуальном самосознании. Формула Протагора «Человек есть мера всех вещей», уяснение софистами относительности социальных и нравственных норм, сократовский призыв «Познай самого себя» и вытекающий из него принцип моральной ответственности за деяние – все это симптомы формирования индивидуальности и одновременно разрушения первоначальной слитности личности и общества. В классовом обществе налицо множественность социальных и нравственных норм и принципов, которые не только не тождественны, но даже противоречат друг другу. Перед индивидом стоит теперь вопрос не просто о том, соблюдать или не соблюдать данную норму, но и о том, какая именно норма является правильной и почему. Возникает целая серия вопросов: что такое правильная жизнь? Что такое добро? Какой из многих путей и стилей жизни надлежит выбрать? Это дает личности значительную автономию, которой не было и не могло быть раньше [7, с. 196].

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. Influence of parents on children.
2. Influence of society on children.
3. What values of the “SELF” do you find important?
4. What factors, in your opinion, influence the formation of personal qualities of a person.
5. Keeping family traditions.
6. Today’s children – who are they?

X. Make up your own presentation on the topic: “The Problem of Individual Freedom”.



GRAMMAR FOCUS

The Continuous Tenses

The Present Continuous (Progressive) Tense

The Present Continuous образуется при помощи вспомогательного глагола **to be** в соответствующем времени, лице и числе (*I – am; He / she / it – is; They / we / you – are*) и глагола-сказуемого в форме инфинитива без частицы **to** с окончанием **-ing**.

The Present Continuous означает: 1) длящийся процесс, действие которого происходит в момент речи (*I'm waiting for the train I'm at the station now*); 2) середину какого-либо процесса, пусть даже он происходит не в момент речи (*I'm quite busy these days; I'm doing a course at university*); 3) встречи, события, запланированные на ближайшее будущее; то, что, возможно, занесено в ваш ежедневник; часто с глаголами *go, come, see, meet, stay, have, leave* (*I'm meeting Henry at six o'clock; We're having a party tomorrow*).

Positive / Negative			Question		
I	<i>am (not)</i>		<i>Am</i>	I	
He / She / It	<i>is (isn't)</i>	<i>living</i>	<i>Is</i>	he / she / it	<i>living?</i>
We / You / They	<i>are (aren't)</i>	<i>doing</i>	<i>Are</i>	we / you / they	<i>doing?</i>
		<i>watching</i>			<i>watching?</i>

Часто употребляются такие обстоятельства времени, как: **now** – сейчас; **at the moment** – в данный момент; **at present** – в настоящее время, теперь; **these days** – теперь.

С глаголами, которые обозначают не действие, а состояние (non-continuous verbs), **Present Continuous** обычно не употребляется: *to be, to feel, to forget, to live, to love, to like, to want, to think, to hear, to see, to remember, to know, to stay, to mean, to understand, to believe, to belong, to sound, to smell, to prefer, to have(=possess) и т. д.*

GRAMMAR EXERCISES

1. What's happening at the moment? Make up true sentences.

Pattern: (I / eat). – *I'm not eating.*

1. I / learn / English.
2. The sun / shine.
3. My teacher / sit / on a chair.

4. You / listen / to music.
5. Students / wear / shoes.

2. Fill in the blank spaces with the Present Continuous tense of the verbs in the brackets.

1. He (*fix*) my bike in the garage.
2. I (*help*) Mom in the kitchen.
3. My sister and I (*watch*) television in our bedroom.
4. They (*come*) with us to the museum.
5. We (*paint*) some pictures for Aunt Susan.

3. Translate into English.

1. Не входите в аудиторию! Студенты пишут там контрольную работу.
2. Этот писатель пишет новую книгу.
3. Не мешайте мне. Я готовлюсь к докладу.
4. О чем вы думаете?
5. Осторожно! Та машина едет с огромной скоростью!

4. What can you say in these situations? Add a sentence with the Present Continuous.

Pattern: A friend rings you up in the middle of your favourite film. – *Is it important? I'm watching the most impressive blockbuster.*

1. A friend is at your flat and suggests going out, but you can see rain outside. – I don't want to go out now. Look, ____ .
2. A friend rings you up at work. – Sorry, I can't talk now. ____ .
3. You want to get off the bus, but the old lady next to you is sitting on your coat. – Excuse me, ____ .
4. A friend of yours wants to discuss the latest news with you, but you've just started to make a report. – Can I talk to you later? ____ .
5. You have been ill, but you're better now. – I'm OK now. ____ .

5. Complete the sentences. Put in the Present Continuous or Present Simple of the verbs in the brackets.

Pattern: (I / write) **I'm writing** to my parents. (I / write) **I write** to them every weekend.

1. (It / snow) outside. (It / come) down quite hard, look.
2. Normally (I / start) work at eight o'clock, but (I / start) at seven this week. We're very busy at the moment.
3. I haven't got a car at the moment, so (I / go) to work on the bus this week. Usually (I / drive) to work.
4. The sun (rise) in the east, remember. It's behind us so (we / travel) west.
5. I'm afraid I have no time to help just now (I / write) a report. But (I / promise) I'll give you some help later.
6. (I / want) a new car (I / save) up to buy one.

6. Complete the following sentences with either the Simple Present form or the Present Continuous form of the verbs in the brackets.

1. The teacher always (give) us interesting project work.
2. The wind (blow) very strongly today.
3. I (like) chocolate ice cream.
4. Be quiet! We (try) to listen to the radio.
5. Let's go inside now. It (begin) to rain.
6. Penguins (eat) fish.
7. Dad never (let) us play in the street when it's dark.
8. The children (go) swimming every day.
9. We're trying to catch the ball that (roll) down the hill.
10. My teacher (know) a lot about plants and animals.

Unit 9. PERSONALITY AND CULTURE

I. Read and translate the text A.

PERSONALITY IN DIFFERENT CULTURES

In sociology, culture is considered in an aspect that is directly related to the regulation of human behavior, social groups, the functioning and development of society as a whole. The main attention here is paid to the study of culture as a symbolic, value and normative system that guides and regulates the activities of people. Culture, as a value-normative mechanism for regulating social interactions, ensures the integrity of society and social order. Language, social values, social norms, traditions and rituals are distinguished as the main, most stable components of culture.

The concept of personality as an independent subject of social relations, relying on its own internal forces to one degree or another, exists in every developed culture. However, there is a noticeable and often fundamental difference in the status of the personal principle and its content in different cultures, which depends to a large extent on the nature of the religious components of a given culture.

Western culture affirms a person as an autonomous subject of activity; “My Own Self” emphasizes, first of all, his or her unity, integrity, identity of the “I” in all its demonstrations.

In Eastern cultures, role functions are largely overlapped by the self-awareness of the individual. Here, a person is considered, first of all, as the focus of particular obligations and responsibilities arising from his belonging to a family, community, clan, religious community and state. In the classical Chinese tradition, the subordination of a person to legal norms and the suppression of his “I” by him was considered the highest virtue. Confucian principles asserted the need to limit emotions, the strict control of the mind over feelings, and the ability to express one’s experiences in a strictly defined, accepted form.

The relation of the individual to society in the classical Indian tradition looked somewhat different. In philosophical systems, the human

“I” turned out to be conditioned not by any specific reasons, but by the reality of a super personal spirit, in relation to which the corporeal and empirical “I” is a temporary and transient phenomenon. In addition, belief in karma as a series of transmigrations of souls makes the existence of each individual conditional, deprives him of independent value.

Only in European-American culture did the personal principle receive the status of unconditionally, not subordination to other regulatory principles (sacred principles, the holiness of enduring values, Holy Scripture, a universally binding ideology). The stability of the inner world of a person does not depend on any external authorities, since in himself the individual finds those unconditional principles that help him to endure in any circumstances and give them meaning, relying on his own judgment, guided by a sense of responsibility in debugging his activities.

Language is a system of signs and symbols endowed with a specific meaning. It is the initial condition for the formation of any communities and performs various functions, the main of which is the creation, storage and transmission of information. The language also acts as a relay of culture, i. e. its distributor. Social values are socially approved and accepted beliefs about what a person should strive for. In the mechanism of influence of culture on social life, it is especially important that culture establishes value systems and criteria that determine them. Man’s behavior is determined by his needs; on the basis of which interest is formed, those some needs are given more importance. Individuals and groups must constantly choose ways to meet their needs. In such situations of choice, values and criteria come into play that determines the scale of values.

Cultural elements are combined into a cultural complex, all parts of which are interconnected. Thus, each type of human activity contains specific cultural complexes, which can be analytically decomposed into a number of separate cultural elements.

Personality refers to a systemic social quality acquired by an individual in objective activity and communication and characterizing the level and quality of representation of social relations and the individual. Personality is characterized by activity, i. e. the desire of the object to go beyond its own limits, to expand the scope of its activities. Personality is

always individual, and its individuality is multifaceted. The personality may manifest common features of a type or side that do not exist in isolation, but are connected together, forming an integral character structure.

Thus, on the one hand, society affects the individual, and on the other hand, the individual affects society.

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Личность; культура творит человека; архетип; специфический способ деятельности человека; индивидуальная культура; эпоха существования древних цивилизаций и их культур; культурогенез; человеческие сообщества; менталитет; толерантность; культурантропология; взаимодействие культуры и личности; духовные и материальные ценности; духовно богатая личность; социокод; национальный характер; динамическая система символов; идеалы; образцы; социальное развитие человека; духовный мир; человек творит культуру; исторически и логически; мифологический этап; первобытный; примитивный; индивидуальность; определенная социальная общность; личность в произведениях культуры; уважать стремления, мысли, взгляды, убеждения человека; эпохи Возрождения и Просвещения; формирование личности; система культуры; система творческой человеческой деятельности; образцы поведения; в библейских сюжетах; культура оказывает определяющее влияние; традиции; нормы поведения; социально развитая личность; стремления к истине, добру и красоте.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Society; tradition; philosophical system; any specific reasons; the reality of a super personal spirit; the corporeal and empirical; a temporary and transient phenomenon; a series of transmigration; souls; the existence;

to deprive; independent value; to refer; social quality; to acquire; objective activity; a desire; to expand the scope; multifaceted; manifest common features; constantly; needs; choice; values; criteria; to determine; cultural elements; a cultural complex; interconnect; analytically decomposed; signs and symbols; endow; a specific meaning; the initial condition; creation; storage; transmission of information; a relay of culture; socially approved and accepted beliefs; strive for; influence of culture; man's behavior; on the basis of; receive the status; sacred principles; the holiness of enduring values; Holy Scripture; a universally binding ideology; stability of the inner world; external authorities; unconditional principles; to endure in any circumstances; judgment; guided by; a sense of responsibility; debugging smb. activities.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

In sociology, culture is considered; the functioning and development of society as a whole; thus, on the one hand; and on the other hand; language, social values, social norms, traditions and rituals; is paid to the study of culture as a symbolic, value; regulates the activities of people; as a value-normative mechanism; the integrity of society and social order; the concept of personality; exists in every developed culture; a noticeable and often fundamental difference in the status; the religious components of a given culture; in Eastern cultures; by the self-awareness of the individual; first of all, as the focus of particular obligations; a family, community, clan, religious community and state; the subordination of a person to legal norms and the suppression; Confucian principles asserted the need to limit emotions; to express one's experiences; a system of signs and symbols; the initial condition for the formation of any communities; the creation, storage and transmission of information; the language also acts as a relay of culture; socially approved and accepted beliefs; it is especially important that culture establishes value systems; determined by his needs; individuals and groups must constantly choose ways; values and criteria come into play; combined into a cultural complex; human activity contains specific

cultural complexes; in objective activity and communication; representation of social relations and the individual.

VI. Insert the missing words and word combinations.

1. Personality ... characterized ... activity, i. e. the ... of the object to go ... its own limits, to ... the scope of ... activities.

2. Personality ... always individual, and ... individuality ... multifaceted.

3. The ... may manifest common ... of a type or side that ... not exist in isolation.

4. Thus, on the ... hand, society ... the individual, and on the ... hand, the individual ... society.

5. The ... of the individual to ... in the classical ... tradition looked ... different.

6. In ... systems, the human "I" turned ... to be conditioned not by... specific reasons, but ... the reality of a ... personal

7. In addition, ... in ... as a series of transmigration of ... makes the existence of each ... conditional, ... him of independent

8. The concept of ... as an independent ... of social relations, relying ... own ... forces to one ... or another, exists in ... culture.

9. ... , there ... a noticeable and ... fundamental ... in the status of the personal... and its content in ... cultures.

10. ... and groups must ... choose ways to ... their needs.

11. In such situations of ... , ... and ... come into play that determine the ... of values.

12. ... elements ... combined into a ... complex, all parts of which ... interconnected.

13. ... , each type of human ... contains ... complexes, which ... analytically decomposed ... a number of ... elements.

14. ... is a system of ... and ... endowed with a specific

15. It is the... ... the formation of any ... and performs ... functions.

16. The main ... is the ... , ... and ... of information.

17. The ... also ... as a relay of culture, i. e. its

18. ... are socially ... and ... beliefs about what a ... should ... for.
19. In the ... of influence of ... on social ... , it ... especially ... that culture ... value ... and ... that determine
20. ... is determined ... his needs.
21. On the basis of which ... is formed, ... some ... are ... more importance.

VII. Translate into English the text B using the dictionary.

СОЦИОЛОГИЯ ЛИЧНОСТИ

Социология личности – это отрасль социологии, которая изучает личность как объект и субъект социальных отношений. Она исследует взаимоотношения личности и общества, общества и личности, межличностные отношения, типы личности, вопросы социализации личности.

Социология изучает личность не как продукт природы, а как совокупность общественных отношений, т. е. предмет ее изучения не биология личности, а отношения личности, ее взаимосвязи. Социология рассматривает связи личности и общества, личности и группы, вопросы регуляции и саморегуляции поведения личности, включения ее в различные виды деятельности, что предполагает исследование желаний, стремлений, жизненных и ценностных ориентаций, потребностей личности.

Прежде всего социология ищет ответ на вопрос: что такое личность? Дело в том, что в общественных науках для обозначения человека используют несколько понятий: индивид, личность, индивидуальность.

Человек – понятие весьма широкое. Оно употребляется для характеристики всеобщих, присущих всем людям качеств и свойств, отличающих их от других биологических систем. Это родовое понятие, указывающее на принадлежность данной особи к человеческому роду – высшей ступени развития живой природы, генетически связанной с другими формами жизни.

Человек – существо биосоциальное. Как живое существо, он подчиняется биологическим и социальным законам. Специфика человека, по сравнению с животными, заключается в том, что он обладает членораздельной речью, мышлением, сознанием, потребностью и способностью к практической, творческой деятельности.

Понятие «индивид» характеризует отдельного человека. Индивид – это единичный представитель человеческого рода, конкретный носитель социальных, психологических, биологических качеств (разума, воли, потребностей, интересов и т. д.).

Близко к понятию «индивид» понятие «индивидуальность». Оно может быть отнесено к человеку, личности, животным, растениям, вещам. Человек, личность, животное и так далее всегда имеют свою индивидуальность, т. е. то, что характеризует их индивидуальные особенности (рост, вес, кровь, наличие бороды).

Понятие «личность» определяет не природную, а надприродную сущность человека. Личностью не рождаются, ею становятся в общении с себе подобными. Выросших в волчьей стае или иной животной среде называют «феральными людьми». Они продукт социальной изоляции.

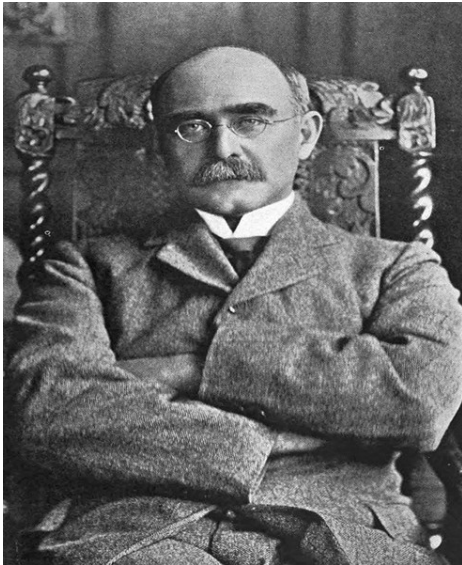
Оказавшись среди людей, несмотря на генетическую предрасположенность человеческого рода к обучению, феральные люди не в состоянии овладеть человеческой речью, у них фактически отсутствует абстрактное мышление, им недоступны обычные школьные знания. Усвоение некоторых элементарных бытовых навыков и до 300 необходимых, не связанных в предложения слов – максимум возможного для них. Историю о мальчике, воспитанном волчьей стаей в джунглях, рассказывает *Р. Киплинг* в книге «Маугли».

Личность – это конкретный человек в совокупности индивидуальных и социально значимых черт и свойств. Это индивид, прошедший большой путь формирования в себе необходимых ему лично и обществу свойств, качеств и особенностей, усвоивший материальные и духовные продукты человеческой культуры. Личность постоянно взаимодействует с людьми, чем обогащает общество.

Соотношение понятий «индивид», «личность» и «индивидуальность» можно передать формулой: индивидом рождаются, личностью становятся, индивидуальность отстаивают [8].

References

J. R. Kipling (1865 – 1936) – English writer, poet, journalist and traveler. Kipling’s fiction includes “The Jungle Book”, “Kim”, and many



stories, including “The Man Who Would Be King”. His poems include “Mandalay” (1890), “Gunga Din” (1890), “Gods of Basic Truths” (1919), “The White Man’s Burden” (1899) and “If...” (1910). In 1907, Kipling became the first Englishman to receive the Nobel Prize in Literature, as well as the youngest Nobel laureate in literature in the history of the prize. In the same year he received awards from the universities of Paris, Strasbourg, Athens

and Toronto. He was also awarded honorary degrees from Oxford, Cambridge, Edinburgh and Durham universities.

Mowgli is the main character in the collection of stories “The Jungle Book” by the English writer Rudyard Kipling, a human child. Raised by a wolf pack, Baloo the bear and Kaa the python.

Mowgli was born in India. Mowgli is dark and black-haired. His parents left him in the jungle to escape the tiger Shere-Khan. The boy miraculously survived and was raised by a family of wolves. Mowgli is accepted into the pack. The bear Baloo becomes his teacher, and the panther Bagheera becomes his friend and protector. When Mowgli grows up, he is captured by the Bandar-logs; restores the power of the wolf leader Akela; fights with red dogs. But Shere-Khan could not forget that unsuccessful hunt when he was left without prey, so he pursues Mowgli. At the end of the book, Mowgli kills Shere Khan.

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. Modern followers of sociologism argue that most of what distinguishes men and women (character, abilities, interests, areas of activity, etc.) are not biologically determined, but socially constructed, and as such, are subject to fluctuations and changes.

2. The natural prerequisites of a leader, a poet, a musician can manifest themselves only in a social environment.

3. A distinctive feature of a person as a person is the presence of self-consciousness, which acts as a unity of three components:

– separation of oneself from the surrounding social environment and awareness of one's own "I";

– assessment and awareness of the attitude of others towards oneself;

– the implementation of the regulation of one's behavior on the basis of self-assessment of the place of one's "I" among other people, one's capabilities and prospects.

4. Interests, value orientations, conviction, the ability to identify (to identify oneself with a certain ethnic, political, territorial, religious and other affiliation: I am a Belarusian, I am a Minsker, etc.) are the integral social qualities of a person.

5. The social activity of the individual is capable of self-knowledge, self-development and self-regulation. It is open, subject to change.

X. Make up your own presentation on the topic: “Relationship between the Individual and Society”.



GRAMMAR FOCUS

To Be Going To, Will and Be Going To

Оборот *to be going to* («собираться что-то делать») употребляют для обозначения запланированных действий, намерений говорящего, его уверенности в будущем (*Students are going to take exams on Friday. Are you going to take exams?*)

Оборот *to be going to* может сочетаться с любым глаголом, кроме глаголов *to go* и *to come*, а также ряда глаголов движения. Намерение с этими глаголами выражается при помощи *the Present Continuous* (*I am going to the cinema tonight*).

Positive	Negative	Question
I <i>am</i>	I <i>am not</i> (<i>I'm not</i>)	<i>Am</i> I
He / She / <i>is</i> <i>going</i> It <i>to work</i>	He / She / <i>is not</i> <i>going</i> It (<i>isn't</i>) <i>to work</i>	<i>Is</i> he / <i>going to</i> she / <i>work?</i> it
You / We / <i>are</i>	You / <i>are not</i> We / (<i>aren't</i>)	<i>Are</i> you / we / they

GRAMMAR EXERCISES

1. Put these sentences in the question and negative forms.

Pattern: They are going to play football. – *Are they going to play football? / They are not going to play football.*

1. It is going to snow.
2. I am going to listen to the opera today.
3. She is going to make presents for all her family.
4. My parents are going to look for a new house.
5. These students are going to study Japanese.

2. Translate into English.

1. Мы играем в теннис сегодня днем.
2. Мой друг намеревается продать свою машину.
3. Взгляни на небо! Дождь собирается!
4. Что ты собираешься надеть на вечеринку сегодня?
5. Она не будет завтракать, она не голодна.

3. Complete the sentences, putting the verbs into the *be going to*.

Pattern: My parents (*bring*) **are going to bring** their tent with them.

1. His brother (*look*) for a new job soon.
2. Watch out! The glass (*break*).
3. We (*not / stay*) with friends. We (*find*) a hotel.
4. I (*not / pass*) my driving test.
5. You (*watch*) that film on the television tonight.

4. What would you say? Use will or be going to.

Pattern: You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon?

You: Yes, I'm *going to look round the museum*.

1. You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly.

You: It's coming towards us... .

2. You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think... .

3. You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister?

You: Well, I heard that... .

4. You suddenly decide you want to invite Nalini for a meal.

Your friend: Do you know Nalini will be in town next weekend?

You: No, I don't... .

Will and be going to

5. Complete the conversations. Put in will or be going to with the verbs.

Pattern: **Nicky:** Have you got a ticket for the play?

Saniel: Yes, I'm going to (*see*) **see** it on Thursday.

1. **Saniel:** Did you buy this book?

Phatew: No, Emma did. She (*read*) it on holiday.

2. **Laura:** Would you like tea or coffee?

Sarah: Oh, I (*have*) coffee, please.

3. **Trevor:** I'm going to miss a good film on TV because I'll be out tonight.

Laura: I (*video*) it for you, if you like.

4. **Rachel:** I'm just going out to get a paper.

Emma: What newspaper (*you / buy*)?

Unit 10. SOCIALIZATION AND SOCIAL PERSONALITY TYPES

I. Read and translate the text A.

THE FORMATION OF A PERSON AS AN INDIVIDUAL

The formation of a person as an individual occurs in the process of socialization. Socialization is the process of the formation of a person, the assimilation of knowledge, norms, values and requirements of society, the acquisition of socially significant characteristics of consciousness and behavior that form the relationship between the individual and society. The process of socialization is not unilinear. Due to biological, individual properties and social factors, socialization forms different types of personalities.

In an attempt to understand and explain human behavior, scientists have grouped the recurring, existing qualities and properties of people based on certain traits. As a result, various psychological, physical, social and other types of personalities have been formulated.

On the basis of psychological qualities and traits, such types as choleric, phlegmatic, sanguine, melancholic are distinguished. The most common in modern sociology is the typology of personality, based on the value orientations of a person. According to them, the following types are distinguished:

- traditionalist – a person characterized by a low level of independence, creativity, self-realization and focused on law-abiding, strict observance of social norms and values of society;
- a realist – a person who combines the desire for self-development with a developed sense of duty;
- frustratal type – unbalanced, having low self-esteem and a predominantly depressed state, personality;
- hedonist – a person focused mainly on the satisfaction of their consumer desires;
- altruist – focused on disinterested care for others people;
- egoist – focused on selfishness, self-interest, preference for one's interests to other people and other types.

Based on the needs of society, there are:

- modal type – prevailing in a given society. This type has generally accepted features that are characteristic of a representative of a certain people (Belarusian, Russian, American);

- ideal type – a type of personality, move away from reality, not “tied” to the specific conditions of a given society;

- basic type – maximally meeting the needs of a given society (totalitarian, authoritarian, liberal personality);

- marginal type – transitional, having lost its original status and not having received a new one. On the basis of social communities, the personality of a doctor, teacher, worker, and others is distinguished.

It is important to note that certain failures can occur in the process of socialization, which are due to various factors. A manifestation of failures in the process of socialization is deviant (deviant) behavior. Deviant behavior is an attempt to get away from society, to overcome the state of uncertainty and tension through compensatory forms disapproved of by the social environment (alcoholism, hermitism, prostitution, etc.).

However, deviant behavior is not always negative. It can be associated with the desire of the individual for something new, advanced, an attempt to overcome the conservative, which hinders moving forward. Various types of scientific, technical, artistic creativity can be attributed to deviant behavior [8].

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Associated with; the desire of the individual; an attempt; to overcome; hinder; creativity; deviant behavior; the assimilation of knowledge; requirements of society; acquisition; consciousness; due to; psychological qualities and traits; choleric; phlegmatic; sanguine; melancholic; distinguish; an attempt to understand; traditionalist; characterized by; independence; creativity; self-realization; focused on; law-abiding; strict observance; to combine; self-development; sense of

duty; unbalanced; the satisfaction of consumer desires; disinterested care for others people; certain failures; to occur; to get away from society; through compensatory forms; disapprove; the social environment; selfishness; self-interest; preference for one's interests to other people; the needs of society; generally accepted features; move away from reality; the specific conditions; totalitarian; authoritarian; liberal personality.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

The formation of a person; socialization is the process; the assimilation of knowledge; consciousness and behavior; the individual and society; the most common in modern sociology; based on the value orientations of a person; types are distinguished; a low level of independence; strict observance of social norms and values of society; based on the needs of society; prevailing in a given society; accepted features; a certain people; a type of personality, divorced from reality; conditions of a given society; meeting the needs of a given society; lost its original status and not having received a new one; in an attempt to understand and explain human behavior; based on certain traits; other types of personalities have been formulated; a doctor, teacher, worker, and others is distinguished; however, deviant behavior is not always negative; associated with the desire of the individual for something new; various types of scientific, technical, artistic creativity.

V. Insert the missing words and word combinations translate the sentences.

1. It ... important ... note that certain failures ... occur in the process of ... , which ... due to ... factors.
2. A manifestation of ... in the process of ... is deviant (...) behavior.
3. is an attempt to get... from society, to ... the state of uncertainty and compensatory ... disapproved of ... the social ... (alcoholism, hermitism, ... , etc.).
4. The ... of socialization is unilineal.

5. ... biological, individual ... and social factors, ... forms different types of

6. On the ... of social ... , the personality of a doctor, teacher, worker, and others

7. However, ... is not always negative.

8. It can be ... with the ... of the individual for something

9. Various types of ... , ... , ... creativity can be attributed to ... behavior.

10. ... – prevailing in a given society.

11. This type has generally ... features that are ... of a representative of a

12. Ideal type – a type of ... , divorced ... reality, not “...” to the ... conditions of a given

13. Basic type – ... meeting the ... of a given society (... , authoritarian, ... personality).

14. Marginal ... – transitional, having ... its ... and not having received a ... one.

15. The ... in modern sociology is ... of personality, based ... the value ... of a person.

16. ... to ... , the following types ... distinguished.

17. ... – a person characterized by a ... level of ... , creativity, self-realization.

18. ... focused on ...-... , strict ... of social norms and ... of society.

19. A realist – a ... who combines ... for self-... with a developed sense of

20. ... – unbalanced, ... low self-... and a predominantly ... state, personality.

21. Hedonist-a person ... mainly ... the ... of their ... desires.

22. ... – focused ...disinterested ... others people.

23. ... – focused ... , ... -interest, preference ... interests to ... people and other... .

24. The ... of a person as ... occurs in ... of socialization.

25. ... is the process of ... formation of ... , the assimilation of ... , norms, ... and ... of society.

VI. Translate into English the text B using the dictionary.

СОВРЕМЕННАЯ ЗАРУБЕЖНАЯ СОЦИОЛОГИЯ

Бурное развитие социологической науки в XX веке породило много течений, которые придерживались самых различных концепций, взглядов как по общеметодологическим позициям, так и по частным проблемам. Наиболее полно основы структурного функционализма изложил *Т. Парсонс*¹ (1902 – 1979), который опирался в своих поисках на идеи *Г. Спенсера*² и *Э. Дюркгейма*³.

Базовая идея структурного функционализма – идея «социального порядка», который олицетворяет стремление поддержать равновесие социальной системы, согласовать между собой различные ее элементы, добиться согласия между ними. Эти представления долгое время господствовали в западной социологии, иногда под несколько видоизмененным названием «структурализм». Во Франции его развивали *М. Фуко*⁴, *К. Леви-Стросс*⁵ и др.

Основной подход теории структурного функционализма состоит в определении частей общества, выявлении их функций, в таком их объединении, которое складывается в картину общества как органического целого.

Вместе с тем данная теория вскоре была подвергнута критике, которая была признана и самим ее создателем (Т. Парсонсом).

Дело в том, что структурный функционализм практически отвергал идею развития, призывая к поддержанию «равновесия» внутри существующей системы, согласованию интересов различных подсистем. Такой вывод был сделан на основе анализа общественного и государственного устройства США, которое Т. Парсонс считал эталонным и стабильность которого расценивал как большое достижение.

Совершенствовать структурный функционализм был призван *неоэволюционизм*. Т. Парсонс в совместной с *Э. Шилзом*⁶ работе «К общей теории действия» осуществил заметный сдвиг от анализа структур к анализу функций.

Кроме того, Т. Парсонс обратился к проблеме человека и пытался объяснить процесс усложнения социальных систем через возрастающую дифференциацию функций, выполняемых индивидами в системе. Однако попытки улучшить структурный фундаментализм идеей эволюции свелись лишь к усложнению системы и увеличению ее

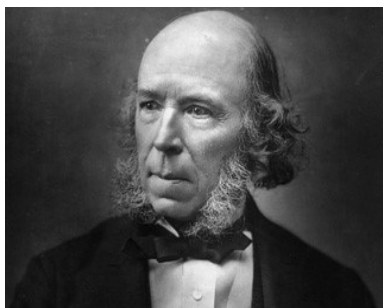
адаптивной способности. Американский социолог **Р. Мертон**⁷, пытаясь преодолеть метафизичность структурно-функционального подхода, создал теорию социальных изменений путем введения понятия «дисфункция». Он заявил о возможности отклонения системы от принятой нормативной модели. Таким образом, Р. Мертон пытался ввести в функционализм идею изменения, но он ограничил изменение «средним» уровнем (уровнем конкретной социальной системы).

Идея социальных изменений привела к необходимости поиска причинно-следственных связей, и самые разные социологи (например, У. Ростоу) предпринимали попытки найти их, что реализовалось в разработке и применении в анализе нескольких видов **детерминизма** – от биологического и технологического до экономического.

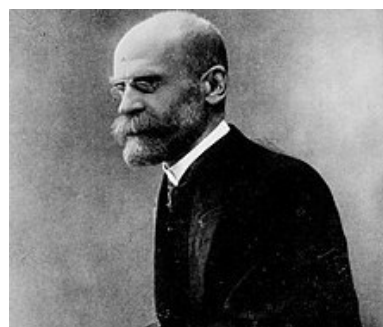


References

1. **T. Parsons** (1902 – 1979) – representative of American sociological theory, head of the school of structural functionalism, one of the founders of modern theoretical sociology.



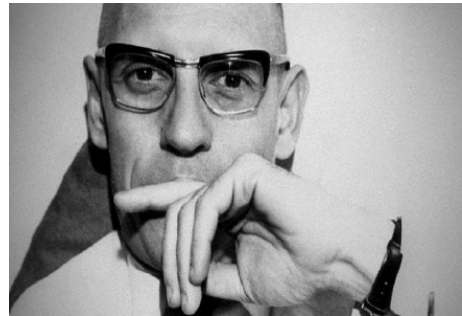
2. **H. Spencer** (1820 – 1903) – English philosopher and sociologist, one of the founders of evolutionism, whose ideas were very popular at the end of the 19th century, the founder of the organic school in sociology, the ideologist of liberalism.



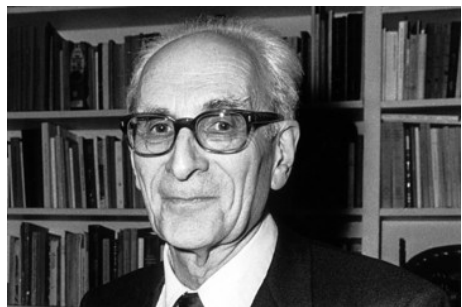
3. **D. E. Durkheim** (1858 – 1917) – French sociologist and philosopher, founder of the French sociological school. E. Durkheim considered sociology to be the highest level of knowledge and put it on a par with the natural sciences. He stood at the origins of the definition of the subject of sociology, singling out as a subject social facts (social institutions), which are

objective phenomena available for observation: marriage, family, social groups, etc.

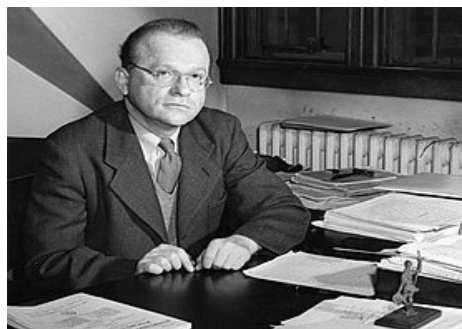
4. **M. Foucault** (1926 – 1984) – created the first department of psychoanalysis in France, was a teacher of psychology at the Higher Normal School and at the University of Lille, headed the department of the history of systems of thought at the College de France. He worked in the cultural representations of France in Sweden, Poland and Germany. He is one of the most famous representatives of antipsychiatry. Foucault's books on the social sciences, medicine, prisons, insanity and sexuality made him one of the most influential thinkers of the 20th century.

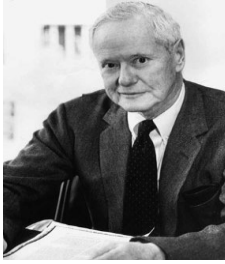


5. **C. Levi-Strauss** (1908 – 2009) – French-Belgian ethnologist, sociologist, ethnographer, philosopher and culturologist, creator of his own scientific direction in ethnology – structural anthropology and the theory of incest (one of the concepts of origin culture), researcher of kinship systems, mythology and folklore. Levi-Strauss revolutionized anthropology by placing culture at its foundation and making it independent of the natural sciences.



6. **E. A. Shils** (1911 – 1995) – American sociologist, representative of structural functionalism. Shils was distinguished by his wide knowledge in various areas of history and culture, he was especially interested in Great Britain, India and China. Shils' theoretical developments were centered on the functional role of center and periphery in societies, the place of intellectuals in the maintenance of tradition and modernization processes, the sociology of education and the academic profession. Together with T. Parsons, he developed a general theory of social action. He attracted major European historians and sociologists to the University of Chicago (A. Momigliano, R. Aron, and others).





7. **R. K. Merton** (1910 – 2003) is one of the most famous American sociologists of the 20th century. R. K. Merton formed the foundations of the sociological analysis of science as a special social institution with its inherent value-normative regulators.

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. Man is an integral species being characterized by unity of biological, mental and social principles.

2. Man is a product not only of society, but also of its entire history.

3. From the point of view of sociology, consciousness is a way of human orientation in the surrounding world.

4. Human thinking is not autonomous. Human thinking is the space in which the absolute thinking of the cosmos opens.

IX. Make up your own presentation on the topic: “Socialization of Personality”.



GRAMMAR FOCUS

The Continuous Tenses

The Past Continuous (Progressive) Tense

The Past Continuous образуется при помощи вспомогательного глагола **to be** в соответствующем прошедшем времени, лице и числе (I / He / she / it – **was**; They / we / you – **were**) и глагола-сказуемого в форме инфинитива **без частицы to** с окончанием **-ing**.

The Past Continuous означает: 1) действие в процессе, которое совершалось в определенный момент или протекало в течение четко ограниченного периода времени в прошлом (*I was watching television at 17.30 yesterday; We were all dancing at the party the whole night*); 2) два и более действия, которые происходили в одно время в прошлом (*They were dancing while he was playing the guitar*); 3) действие в процессе, которое совершалось в прошлом (*Past Continuous*), пока другое однократное действие его не прервало (*Past Simple*) (*He was painted the bedroom (процесс в прошлом) when suddenly he fell off the ladder (однократное действие)*).

Глаголы состояния (non-continuous verbs) в Past Continuous не употребляются.

Positive / Negative			Question		
I / He / She / It	<i>was</i> (<i>wasn't</i>)	<i>living</i> <i>doing</i>	<i>Was</i>	I / he / she / it	<i>living?</i> <i>doing?</i>
We / You / They	<i>were</i> (<i>weren't</i>)	<i>watching</i>	<i>Were</i>	we / you / they	<i>watching?</i>

Часто употребляются такие обстоятельства времени, как: *at... o'clock yesterday* – вчера в... часов; *at that time* – в то время; *from 5 till 6 last Sunday (from 5 to 6 o'clock)* – с 5 до 6 в прошлое воскресенье; *the whole evening* – весь вечер.

GRAMMAR EXERCISES

1. Answer the questions using the words from the round brackets

Pattern: – Where were you at 6 o'clock? (*Library / read a book.*)

– *I was reading a book in the library.*

1. Where were you at this time last week? (*Spain / stay at the hotel.*)
2. What was your grandmother doing the whole yesterday evening? (*Armchair / watch a serial.*)
3. What were you doing from 2 to 3? (*Home / make lunch.*)
4. Where was your brother at midday? (*Walk with his dog / park.*)

2. Complete the sentences with the past progressive tense of the verbs in brackets.

1. At the party lots of people (*dance*) in the street while our neighbours (*have*) a barbecue.
2. I (*sit*) in my bedroom and (*read*) a book from 4 till midnight.
3. Someone (*make*) a very loud noise in the street.
4. Why you all (*laugh*) when I came in?
5. Sally (*practice*) the piano the whole morning.

3. Translate into English.

1. Где вы работали сегодня в 9 часов утра?
2. Он с друзьями занимался английским весь день.
3. Мы смотрели телевизор, а они слушали радио.

4. Во время обеда она читала научный журнал.
5. Автобус стоял на остановке с 3 до 4, а затем уехал.

4. Add a sentence with the past continuous to say that an action lasted a long time.

Pattern: You had to work yesterday. The work went on all day. –
I was working all day.

1. You had to make phone calls. The calls went on all evening.
2. Students had to wait in the rain. The rain lasted for half an hour.
3. We had to make sandwiches. This went on all afternoon.
4. The lorry had to stay in a traffic jam. It was there for two hours.
5. Your neighbour played loud music. This went on all night.

Past Continuous or Past Simple?

5. Put in the correct form of the verbs in the brackets using the Past Continuous or Past Simple.

Pattern: When Martin (*arrive*) **arrived** home, Anna was (*talk*) **talking** to someone on the phone. Martin (*start*) **started** to get the tea.

1. I (*lie*) in the bath when the phone (*ring*). It (*stop*) after a few rings.
2. It (*be*) cold when we (*leave*) the house that day, and a light snow (*fall*).
3. Your friend who (*come*) here the other day (*seem*) very nice. I (*enjoy*) meeting her.
4. When I (*open*) the cupboard door, a pile of books (*fall*) out.
5. I (*walk*) along the street when I suddenly (*feel*) something hit me in the back. I (*not / know*) what it was.

6. Each of these sentences has a mistake, correct them.

Pattern: The hotel were very quite. – *The hotel was very quiet.*

1. It was peaceful, and the birds were sing.
2. I washed my hair when the phone rang.
3. You came to the club last night?
4. As I was watching him, the man was suddenly running away.
5. Everything was seeming OK.
6. Where bought you that bag?

Unit 11. DEVELOPMENT OF SOCIOLOGY IN RUSSIA IN THE 19th – EARLY 20th CENTURIES

I. Read and translate the text A.

SOCIOLOGICAL SCHOOLS IN RUSSIA

The geographical direction was most clearly represented by L. I. Mechnikov (1838 – 1888), who in his work “Civilization and great historical rivers. Geographic development theory modern societies” explained irregularity of social development under the influence of geographical conditions, mainly water resources and communications.

It is these factors, according to his opinion, determine the main trend in the development of mankind – from despotism to freedom, from primitive forms of life organization to economic and social achievements based on cooperative forms of management.

Another sociogeographer A. P. Shchapov (1831 – 1876) actively developed the zemstvo-communal, federal theory of Russian history, substantiated the natural-psychological and socio-territorial features of the life of the Russian people.

The second direction – the organic school – is represented by E. V. de Roberti (1843 – 1915), A. I. Stronin (1827 – 1889), P. F. Lilienfeld (1829 – 1903), Ya. A. Novikov (1830 – 1912). At the foundation De Roberti’s theory was based on the concept of “supraorganic”, which goes through two stages in its development: simple psychophysical relations, which are the starting point of sociality, and psychological interactions, subdividing into four large groups.

These are such groups as science, philosophy (or religion), art and practical activity, which refers to the behavior of people in technology, economics and politics.

A noticeable, most important place in sociological thought belongs to the *sociological and legal direction* – scientists who worked in the field of law and sociology: N. M. Korkunov (1853 – 1904), L. I. Petrazhitsky (1867 – 1931), P. I. Novgorodtsev (1866 – 1924), B. A. Kistyakovsky (1868 – 1920), B. N. Chicherin (1828 – 1904), who were interested in the

interaction of social, physiological and biological causes in law. The merits of legal sociologists, especially P. I. Novgorodtsev, also consisted in the fact that they wrote a lot about legal consciousness, about its role in regulating the life of society, about normative and asocial behavior.

Outstanding representatives of social and sociological thought were N. Ya. Danilevsky (1822 – 1885), M. M. Kovalevsky (1851 – 1916) and P. A. Sorokin (1889 – 1968) who prepared the creation of the first Sociological Society in Russia. The school has become ***a unique phenomenon in Russian sociology***, prominent representatives of which were P. L. Lavrov (1823 – 1900), N. K. Mikhailovsky (1842 – 1904), N. I. Kareev (1850 – 1931). Individual, according to P. L. Lavrov, is the only real the moving force of society, and therefore “sociology is a science that studies the forms of manifestation, strengthening and weakening of solidarity between conscious organic individuals.” M. K. Mikhailovsky attached great importance to the interaction of man with society. N. I. Kareev paid special attention to the role of the individual in history, the main component of the unit of the organized environment [9].

II. Make up your own questions to the text.

III. Translate the words and word combinations using the dictionary and memorize them.

Individual; according to; the moving force of society; therefore; a science; the forms of manifestation; strengthening and weakening of solidarity; conscious; organic individuals; great importance; the interaction of man with society; to pay special attention to; the role of the individual in history; the main component of the society; environment; a unique phenomenon; outstanding representatives; Geographic development theory; modern society; to explain the unevenness of social development; under the influence of geographical conditions; opinion; to determine the main trend; the development of mankind; despotism; freedom; primitive forms; life organization; economic and social achievements; based on; cooperative forms; management; sociogeographer; the zemstvo-communal; federal theory of Russian history; to substantiate; the natural-psychological

and socio-territorial features of the life; at the foundation; the concept; goes through; psychophysical relations; sociality; psychological interactions; philosophy; religion; art; activity; to refer to; the behavior of people.

IV. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

A noticeable, most important place; belongs to the sociological and legal direction; interested in the interaction of social, physiological and biological causes in law; consisted in the fact; legal consciousness; regulating the life of society; normative and asocial behavior; outstanding representatives of social and sociological thought; prepared the creation of the first Sociological Society in Russia; the organic school; theory was based on the concept of “supraorganic”; the starting point of; subdividing into four large groups; such groups as; in technology, economics and politics; Civilization and great historical rivers; explained the unevenness of social development under the influence of geographical conditions; water resources and communications; according to his opinion; from despotism to freedom; to economic and social achievements; cooperative forms of management; actively developed the zemstvo-communal; psychological and socio-territorial features of the life of the Russian people; has become a unique phenomenon in Russian sociology; prominent representatives; the only real the moving force of society; therefore sociology is a science that studies the forms of manifestation; strengthening and weakening of solidarity; great importance to the interaction of man with society; paid special attention to the role of the individual in history.

V. Insert the missing words and word combinations.

1. The was most clearly represented (1838 – 1888), who in his ... “... and great historical rivers. ... development ... modern ...” explained the ... of social development under the ... of ... conditions, mainly ... resources and

2. It is ... factors, ... to his opinion, ... the main ... in the development of ... – from despotism to ... , from ... forms of life ... to economic and ... achievements ... cooperative ... of

3. Another ... A. P. Shchapov (...-...) actively developed the ...-... , federal theory of ... , substantiated the ...-... and socio-... features of the ... of ... people.

4. N. M. Korkunov, L. I. Petrazhitsky, P. I. Novgorodtsev, B. A. Kistyakovsky, B. N. Chicherin ... interested in the ... of social, ... and ... causes in

5. The merits of ... , especially ... , also consisted in the fact that they ... a lot about

6. Individual, according to ... , is the only real the moving ... of ... , and therefore “sociology is ... that studies the ... of ... , strengthening and ... of solidarity ... conscious ... ”.

7. M. K. Mikhailovsky ... great ... to the interaction of ... with

8. N. I. Kareev ... special ... to the role of the ... in history, the ... component of the ... of the organized

9. Outstanding representatives of ... and ... N. Ya. Danilevsky (1822 – 1885), M. M. Kovalevsky (1851 – 1916) and ... who prepared the ... of the first Sociological ... in Russia.

10. The ... direction – the ... school – is ... E. V. de Roberti (1843 – 1915), A. I. Stronin (1827 – 1889), P. F. Lilienfeld (1829 – 1903), Ya. A. Novikov (1830 – 1912).

11. At the ... de Roberti’s theory was ... the concept of “...”, which goes through ... stages in its

12. Simple ... relations are the starting point of ... , and psychological ... , subdividing into ... large

13. These ... such ... as ... , philosophy (or ...), ... and practical ... , which refers to the ... of people in ... , economics and

14. ... development theory of modern society ... the ... of social development under the... of geographical ... , mainly ... resources and

15. The geographical direction was most clearly represented by ... (...-...) .

VI. Translate into English the text B using the dictionary.

СОВРЕМЕННЫЕ СОЦИОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ

Социология порождает особый способ видения окружающего мира. Мирвосприятие социолога регулируется категориальной структурой социологического мышления, создающей особый род интуиции, – способность схватывать тонкую материю социального взаимодействия.

Социология – наука серьезная. В настоящее время наряду с экономистами, юристами и психологами на рынке труда растет спрос на социологов. Представители разных наук по-разному воспринимают один и тот же объект. Так, если взять семью, то экономиста прежде всего заинтересуют ее бюджет, доходы и расходы; юриста – права и обязанности родителей и детей; демографа – детность; психолога – мотивы вступивших в брак супругов; политолога – авторитет родительской власти. Социолог примет все это во внимание и поставит вопрос по-своему: какова сплоченность семьи?

Социология отнюдь не умозрительная наука. Во-первых, потому что она опирается на мощную экспериментальную базу, успешно используемую также и другими общественными науками; во-вторых, потому что сама служит надежной теоретической опорой социальной практики.

Но тогда как экономические, юридические и психологические науки достаточно развиты и успешно конкурируют с зарубежными направлениями, социология для современной России – наука относительно молодая. Если не считать эмпирических социологических исследований, проводившихся в СССР в 1920-х и отчасти в 1930-х годах, и тех, что проводятся начиная с 1960-х годов, а также теоретических социологических разработок, на них опирающихся, то можно считать, что в СССР фактически не было такой науки, как социология [10].

VII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

VIII. Discuss the following statements.

1. What is the sociological meaning of the doctrines of “universals”? How it was solved by the representatives of modern sociological directions?

2. Sociological schools in Russia developed along several lines. Name these areas.

3. Who is the author of the scientific study presented in the work “Social Mobility”?

4. What factors were analyzed in the work of P. A. Sorokin “Social mobility”?

5. Who emphasized the role of emotions as an autonomous dominant factor in social behavior?

IX. Make up your own presentation on the topic: “Main field of research in modern sociology”.



GRAMMAR FOCUS

The Continuous Tenses

The Future Continuous (Progressive) Tense

The Future Continuous Tense образуется при помощи вспомогательного глагола **to be** в соответствующем будущем времени (**will be**) и глагола-сказуемого в форме инфинитива **без частицы to** с окончанием **-ing**.

The Future Continuous употребляют для выражения действия, которое будет длиться в точно указанный момент или период в будущем (*This time tomorrow I'll be working at home*).

Глаголы состояния (non-continuous verbs) в Future Continuous не употребляются.

Positive / Negative			Question			
I	will be	living	I			living?
He / She / It	(won't	doing	Will	he / she / it	be	doing?
We / You / They	be)	watching		we / you / they		watching?

Часто употребляются такие обстоятельства времени, как: *this time tomorrow* – в это время завтра; *from 8 till 9 tomorrow* – с 8 до 9 завтра; *tomorrow at 6 o'clock* – завтра в 6.

GRAMMAR EXERCISES

1. Write these sentences in question and negative forms.

1. We will be relaxing on the beach at this time on Saturday.
2. Students will be answering the teacher's questions at 10 o'clock tomorrow.
3. You will be taking an exam from 8 to 12 on Wednesday.
4. Bill will be making a report on economy the whole day tomorrow.
5. I will be fixing a car at 5.

2. Describe your tomorrow day. Begin with:

1. Tomorrow at 9 am I will be...
2. At midday I...
3. My best friend from 10 to 2 pm...
4. At 6 o'clock in the evening my parents...
5. At midnight our group mates...

3. Make the questions according to the answers.

1. ... will you be doing at 6? – I'll be taking an exam.
2. ... will Steve be writing the article? – Tomorrow.
3. ... will they be making the presentation tomorrow at 1 o'clock? – They were absent yesterday.
4. ... will my mother be planting flowers after breakfast? – In the garden.
5. ... will we be watching after supper? – A new documentary about our planet.

Unit 12. SOCIOLOGICAL RESEARCH METHODS

I. Read and translate the text.

TYPES OF RESEARCH IN SOCIOLOGY

The classification of sociological research can be based on several principles should be laid down, in connection with which the distinguished species differ from each other in terms of goals, the nature of the tasks, features of organization and conduct, as well as functionality.

First of all, the studies are *informative and methodical*. The first is getting information about actual phenomena of social life; the second is the improvement of the very process of sociological research.

Based on the goals and objectives, information, measurement and socioengineering studies are singled out. Information research is used very often and aims to quickly obtain primary, shallow information about the object of study.

Measurement studies are more complex in terms of technique and procedure. Their purpose is to measure the quantitative parameters of the studied social phenomena, obtain deep analytical information, and develop practical recommendations for solving social problems.

Social engineering (social management) research is aimed not only at collecting information and developing advice and recommendations, but also at creating social projects and technologies. At the same time, the sociologist himself controls the process of implementing his recommendations into practice, supervises the functioning of management technologies.

From the point of view of the depth of analysis of social phenomena, as a rule, such types of research are carried out as: *exploratory, descriptive and in-depth analytical*. Intelligence research is used to obtain preliminary information, in such varieties as: benchmark survey and sociological pilot testing.

Descriptive research is considered a very complex type of sociological activity. They use the most voluminous tools, such as a

questionnaire. The expected final result, as a rule, is seen in obtaining the most complete, diverse and more detailed information.

Unlike those described above, *in-depth analytical studies* provide scientists with a more complete, comprehensive description of the object under study. This type of research requires carefully organized work, as a result of which the sociologist receives the most detailed and valuable information, and also develops practical instructions for overcoming visible social problems.

Sociological research, as is commonly believed, consists of four main stages.

The preparatory stage includes the development of a general plan – schedule for the study, forecasting material and other types of costs, legally competent execution of various kinds of documents, of which the research program is the main one. In addition, the so-called tools are being developed: a questionnaire, a questionnaire for interviews, an observation form, and others necessary for collecting sociological data.

The field stage of the study involves the collection of sociological information using a variety of research methods adopted in sociology. Further, after the collection of empirical data, the processing of sociological information, qualitative and quantitative calculations follow [9].

References

Types of questionnaires

1. Handout inquiry. It can be carried out in two main versions: individual survey and group (classroom) survey. When conducting an individual questionnaire survey, the respondent receives the questionnaire from the hands of the questionnaire and fills it out in his presence. Group (classroom) survey – a method of one-time, but individual questioning of respondents gathered in the same room.

2. Post inquiry. This form of correspondence individual questioning is quite common, especially in those cases where it is not possible to meet with respondents in person (for example, when there is a large geographical spread of the sample or when lack of a permanent network of questionnaires). It is based on postal distribution of questionnaires.

3. *Press inquiry* – a type of survey in which the questionnaire published in a printed periodical with a request to fill it out and send it to the editorial office of a newspaper or magazine.

4. *TV and radio inquiry*. The list of questions of interest to researchers is broadcast on radio or television or in advance published in the newspaper, and then the respondents call, naming the code numbers of their answers (and this is reminiscent of the situation of a telephone interview).

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Типология социологических исследований; проблемная ситуация; описание; объяснение; детальный анализ; социальная информация; степени теоретической изученности данной проблемы; определенный стратегический план; описательный план; описательные гипотезы; предположения; систематическое количественно-качественное описание объекта; сбор информации; монографическое или выборочное исследование; типичные примеры исследований; опросы общественного мнения; фиксировать оценки и суждения населения; проблемы общественной жизни; классификация данных в рамках поставленных задач; детальное описание структуры предмета исследования; интерпретация установленных фактов; особенности исследуемых носителей информации; социально-профессиональный аспект; социально-демографический аспект; территориальный аспект; теоретические подходы; разработка социального проекта.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Research methods; a variety of research methods; further; the collection of empirical data; the processing of sociological information; qualitative and quantitative calculations; a general plan – schedule; forecasting material; costs; legally competent execution; various kinds of

documents; the research program; tools; a questionnaire; interview; an observation form; goal; features of organization and conduct; first of all; informative and methodical; phenomena of social life; measurement studies; to measure the quantitative parameters; to obtain analytical information; to solve social problems; social management research; to develop recommendations; to create social projects and technologies.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

At the same time; the process of implementing some recommendations; from the point of view; intelligence research; supervises the functioning of management technologies; the depth of analysis of social phenomena; exploratory, descriptive; benchmark survey and sociological pilot testing; is considered a very complex type of sociological activity; the most voluminous tools, such as a questionnaire; in obtaining the most complete, diverse and more detailed information; provide scientists with a more complete, comprehensive description of the object; research requires carefully organized work; practical instructions for overcoming visible social problems; consists of four main stages; the development of a general plan – schedule ; forecasting material; the main one; the so-called tools are being developed; others necessary for collecting sociological data; involves the collection of sociological information; research methods adopted in sociology; qualitative and quantitative calculations follow.

VI. Insert the missing words and word combinations.

1. Based ... the goals and ... , information, measurement and ... studies ... singled out.

2. Information... is ... very often and ... to quickly obtain ... , shallow information about ... object of... .

3. The classification of can be several principles laid down, in connection ... which the distinguished species ... from each other in terms of ... , the nature of , features of ... and ... , as well as functionality.

4. ... those described ... , in-depth analytical studies provide ... with a more complete, ... of the object ... study.
5. ... research, as ... commonly ... , consists of ... main stages.
6. The ... stage includes the development of a general ... – ... for the ... , ... material and other types of
7. The research ... is the main
8. This type of research ... carefully organized ... , as a ... of which the sociologist ... the most ... and ... information.
9. This ... of ... also develops practical ... for overcoming ... problems.
10. ... research ... a very complex type of ... activity.
11. In addition, the so-called ... being developed: a ... , a questionnaire for ... , an observation ... , and others ... for ... sociological data.
12. They use the most ... , such as a questionnaire.
13. Social ... (social ...) research ... aimed not only at collecting ... and developing ... and
14. The expected ... result, as a rule, ... in obtaining the most ... , diverse and more ... information.
15. At the ... , the sociologist ... the process of ... his recommendations into ... , supervises the functioning of management
16. ... the ... of ... of the depth of analysis of social phenomena, as a rule, such types of research... carried ... as: ... , ... and in-... .
17. ... research ... to obtain preliminary ... , in such varieties as: ... survey and sociological

VII. Translate into English the text B using the dictionary.

МЕТОДЫ СБОРА ИНФОРМАЦИИ В СОЦИОЛОГИЧЕСКОМ ИССЛЕДОВАНИИ

В социологии, как известно, существует четыре основных метода сбора данных: *социологический опрос, наблюдение, анализ документов и эксперимент*. На сегодняшний день в практике социологических исследований наиболее популярен метод опроса. *Опрос* – это

способ непосредственного или опосредованного сбора первичных вербальных данных, незаменимый прием получения информации о субъективном мире людей, их склонностях, мотивах деятельности, мнениях. С его помощью в мире собирается от 90 до 95 % всей социологической информации.

Анкетирование предполагает жестко фиксированный порядок, содержание и форму вопросов, ясное указание способов ответа, причем ответы регистрируются респондентом либо наедине с самим собой (и тогда речь идет о заочном опросе), либо в присутствии анкетера (очный, прямой опрос). **Анкета** как инструмент сбора информации представляет собой объединенную общим исследовательским замыслом систему вопросов, направленных на выявление количественно-качественных характеристик объекта и предмета изучения.

Социологическое интервью – метод сбора социологической информации, основанный на вербальном социально-психологическом взаимодействии между респондентом и интервьюером с целью получения данных, интересующих исследователя. **Интервью** – это целенаправленное общение, беседа, проводимая по определенному плану и предполагающая прямой контакт интервьюера с самим опрашиваемым.

Социологическое наблюдение – это целенаправленное, систематическое, непосредственное визуальное восприятие и регистрация значимых с точки зрения целей исследования социальных явлений, процессов, а также отдельных признаков, свойств, характеристик изучаемого объекта.

Помимо опроса и наблюдения в социологии используются еще два основных метода познания социальной действительности: **анализ документов и эксперимент**, а также ряд дополнительных, пришедших из других наук: различные тестовые процедуры, социометрический метод изучения малых групп и другие методы [9, с. 189].

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. What does the term “methodology of sociological research” mean?
2. What types of sociological research do you know?
3. What studies can you single out in terms of the depth of analysis of a social phenomenon? What are their main differences?
4. What is a sociological survey as method collecting information? Why do experts call survey methods universal?
5. Describe the main varieties of the survey method.
6. What are the features of a sociological interview? What types of interviews do you know?
7. Describe the main types of sociological observation.
8. What are the stages of the process of sociological research? Describe the main stages and procedures of the study.

X. Make up your own presentation on the topic: “Features of the preparation of questionnaires surveys and interviews”.



GRAMMAR FOCUS

The Perfect Tenses

The Present Perfect Tense

The Present Perfect образуется при помощи вспомогательного глагола **to have / to has** (в 3-м лице ед. ч.) и причастия прошедшего времени **Participle II (-ed / III форма неправильного глагола)** глагола-сказуемого.

The Present Perfect употребляется: 1) когда виден результат того, что происходило в прошлом (опыт, события, новости) (*I have done my report on history; She has already cooked the birthday cake*); 2) чтобы рассказать о действиях, которые начались в прошлом и все еще продолжают в настоящем (*I have known Mary for ten years; Bob has been in love since last year*); 3) говоря о событии, которое произошло в неистекший отрезок времени (*today, this week, this month*) (*I have bought a book today*).

Positive	Negative	Question
I / You / We / They <i>have</i> washed	I / You / <i>haven't</i> We / They washed	<i>Have</i> I / you / we / they washed?
He / She / It <i>has</i> washed	He / She / <i>hasn't</i> It washed	<i>Has</i> he / she / it washed?

Часто употребляются такие обстоятельства времени, как: **already** – уже (что-то сделано, произошло); **yet** – уже (что-то сделано, произошло); **just** – только что (что-то произошло); **never** – никогда (не делал,

не совершал за все это время); *ever* – когда-либо (за все это время) – вопросительные предложения; *for (ten years)* – в течение (десяти) лет; *recently* – недавно, за последнее время; *so far* – до сих пор, пока, до настоящего времени; *since Friday* – с пятницы (и до настоящего времени). ‘How long have you known him?’ ‘I have known him for ten years’. – ‘Как долго / Сколько лет ты его знаешь?’ ‘Я знаю его десять лет’.

GRAMMAR EXERCISES

1. Change the sentences into Present Perfect and translate them.

1. Students are writing a dictation.
2. They are having tea.
3. We are looking for more CDs with good music.
4. Molly is translating a difficult article from German into Russian.
5. I'm telling my friends an interesting story.

2. Complete the sentences using word in brackets.

Pattern: My friend (*open*) *has opened* a shop in the village.

1. I (*not / do*) my homework yet.
2. (*You / send*) aunt Mary a birthday card yet?
3. Nalini (*not / hear*) from his brother for two months.
4. We (*have*) a lot of work to do recently.
5. They (*be*) in France for two years.

3. Translate into English.

1. Я никогда не видел таких прекрасных картин.
2. Мы только что говорили с деканом о моем новом проекте.
3. Твой друг когда-нибудь был в Волгограде?
4. Студенты недавно успешно сдали сложный экзамен.
5. Где вы были все это время?

4. Make a sentence. Use the present perfect.

Pattern: I'm tired. (*I / walk / miles.*) – *I've walked miles.*

1. Emma's computer is working now. (*She / repair / it.*)
2. It's cooler in here now. (*I / open / the window.*)

3. The visitors are here at last. (*They / arrive.*)
4. Mark's car isn't blocking us in now. (*He / move / it.*)
5. We haven't got any new videos. (*We / watch / all these.*)

Present Perfect or Past Simple?

5. Put in the correct verb form.

Pattern: (*I / do*) ***I've done*** all the housework. The flat is really clean now.

A young couple (*buy*) ***bought*** the house next door. But they didn't live there long.

1. Our visitors (*arrive*). They're sitting in the garden.
2. There's still a problem with the television. Someone (*repair*) it, but then it broke down again.
3. (*I / lose*) my bank card. I can't find it anywhere.
4. The match (*start*). United are playing well.
5. My sister (*run*) away from home. But she came back two days later.
6. (*We / plant*) an apple tree in the garden. Unfortunately it died.
7. Prices (*go*) up. Everything is more expensive this year.
8. (*I / make*) a cake. Would you like a piece?

6. Choose the best sentence a) or b).

Pattern: – Have you heard about the woman walking across the US?

– Yes, *she's reached* the Rockies.

a) The walk is continuing; b) *The walk has finished.*

1. – Have you ever played beach volleyball?

– Yes, we played it on holiday.

a) The holiday is still going on; b) The holiday is over.

2. – Did you know old Mr. Blacsmith?

– No, I never met him.

a) Mr. Blacsmith is probably alive; b) Mr. Blacsmith is probably dead.

3. – David Green is a great footballer.

– Yes, he's scored 200 goals for United.

a) David Green still plays for United; b) David Green has left United.

Unit 13. SOCIOLOGY OF CONFLICTS

I. Read and translate the text A.

“CONFLICT” IN MODERN SOCIOLOGICAL THEORIES

Social conflict is understood as any kind of struggle between individuals, the purpose of which is the achievement (or preservation) of the means of production, economic position, power or other values that enjoy public recognition, as well as the subordination, neutralization or elimination of a real (or imaginary) enemy.

As a rule, the conflict develops through the confrontation of private and public interests. At the same time, the conflict itself must be distinguished from other forms of confrontation, which may be the result of:

- 1) lack of agreement (for example, between the participants in the discussion);
- 2) conflicts of interests (of different groups or individuals);
- 3) collisions (moral or legal norms);
- 4) rivalry (for example, in the field of economics);
- 5) competitions (for example, for the title of the best in the profession).

None of these forms of confrontation is in itself a conflict, although it can lead to its occurrence. *Social conflict* is always a struggle generated by the confrontation of public and group, not individual interests. Along with the concept of “conflict” in sociology, terms similar in meaning, but not identical in content, are used – “competition”, “rivalry”, “hostility”.

Competition is a special type of conflict, the purpose of which is to obtain benefits (profit) or facilitate access to scarce material and spiritual values. The peculiarity of competition lies in the use of only those forms of struggle that are recognized as approved by law and morality in a given society. In other words, competition is such a conflict of interests, where the confrontation of the parties is conducted according to the rules of the “game”, approved by the normative structure and cultural system of a certain society or community. Another content is embedded in the concept

of rivalry. It is characterized by the demonstration of mutual superiority by people through the achievement of generally significant, prestigious goals.

Rivalry is a struggle for recognition of personal achievements and creative abilities on the part of an individual, group, society. The object of rivalry is the best social or professional positions, awards, assessment of subordinates, recognition of colleagues or senior management.

If a conflict is a specific form of social interaction, i. e., a struggle between social subjects, then *hostility* is a fixed psychological attitude, a readiness for conflict behavior. Hostility does not always result in conflict, since hostility should not dominate in any social conflict. Therefore, different types of conflicts and even different phases of the same conflict process are characterized by an unequal degree of hostility between the parties to each other [9, с. 212].

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Агенты конфликта; первичные группы; объективно или субъективно несовместимы; оппоненты; удовлетворить групповые интересы; конфликтующие стороны; вносить косвенный вклад в развитие конфликта; не стремиться участвовать в конфликте; период нарастания конфликта; те, кто заинтересован в выгодном для себя решении конфликтной проблемы; типы конфликта имеют особую переменную; разногласие; формировать отношение участников к конфликту; согласно мнению других социологов; устранить разногласия или противоречие интересов; противоборствующие типы поведения; довести конфликт до более высокой стадии; подчиниться другой группе; снизить уровень напряженности; мирно завершить конфликт; резкое расхождение взглядов оппонентов; объективное видение конфликта; основа для достижения взаимопонимания в группе; объяснение природы и содержания конфликта; три типа причин; условия, усиливающие несовместимость ценностных различий; агрессивные установки, прямо ведущие к конфликтному поведению.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Specific form of social interaction; to enjoy public recognition; neutralization; struggle; hostility; the means of production; psychological attitude; conflict behavior; economic position; power; values; to dominate; therefore; creative abilities; conflict process; an unequal degree of hostility; the achievement; to scarce material and spiritual values; preservation; as well as; the subordination; elimination of a real enemy; at the same time; group; the conflict itself; to approve by law and morality; must be distinguished from; lack of agreement; terms; similar in meaning; not identical; the participants; the discussion; private and public interests; conflicts of interests; competition; the purpose; to obtain benefits; profit; to facilitate access; the peculiarity of competition; rivalry; recognition of personal achievements; an individual; society; the object of rivalry; the best social or professional positions; awards; assessment; recognition of colleagues; mutual superiority by people.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

None of these forms of confrontation; lead to its occurrence; along with the concept of “conflict” in sociology; but not identical in content; to obtain benefits (profit) or facilitate access; a struggle generated by the confrontation of public and group; material and spiritual values; it is characterized by the demonstration of mutual superiority by people; the concept of rivalry; the purpose of which is to scarce; is a special type of conflict; the peculiarity of competition; approved by law and morality in a given society; in other words; not individual interests; the normative structure and cultural system; conducted according to the rules of the “game”; significant, prestigious goals; rivalry is a struggle; the object of rivalry is the best social or professional positions; colleagues or senior management; for recognition of personal achievements; different types of conflicts and even different phases; a specific form of social interaction; fixed psychological attitude; since hostility should not dominate in any social conflict; any kind of struggle between individuals; that enjoy public

recognition; the conflict develops through the confrontation of private and public interests; the conflict itself must be distinguished from; lack of agreement; conflicts of interests; collisions; rivalry; for the title of the best in the profession.

VI. Insert the missing words and word combinations.

1. Social understood as ... kind of ... between individuals.
2. The purpose of is the achievement (or ...) of the means of production, ... position, ... or other values.
3. As a rule, the ... develops ... the confrontation of ... and ... interests.
4. It may be the result of lack of ... (for example, between the ... in the discussion).
5. At the , the conflict itself ... be ... from other forms of ... , which may be the result of ... (for example, for the ... of the best in the ...).
6. It may be the result of conflicts of ... (of different ... or ...).
7. If a ... is a specific form of ... interaction, i. e., a ... between social subjects, then ... is a ... psychological ..., a readiness for
8. ... , different types of ... and even ... phases of the same are characterized unequal degree of ... between the ... to each other.
9. It may be the result of ... (moral or ... norms).
10. ... does ... always result in ... , since ... should ... dominate in any ... conflict.
11. ... is a special type of ..., the purpose of which... to obtain ... (...) or facilitate... to scarce ... and ... values.
12. Another ... is embedded in the ... of rivalry.
13. It may be the result of ... (for example, in the ... of
14. It ... characterized ... the demonstration of ... superiority ... people through the ... of generally ..., prestigious
15. The ... of ... lies in the use of only those ... of ... that are recognized as approved and ... in a given society.

16. The ... of the parties ... conducted according ... the rules of the “ ... ”.

17. It is approved by the ... structure and ... system of a certain ... or community.

18. In ... words, ... is a conflict of interests.

VII. Translate into English the text B using the dictionary.

ПРИРОДА СОЦИАЛЬНОГО КОНФЛИКТА

В зарубежной литературе социологическое изучение социального конфликта имеет давнюю историю. Его истоки восходят к *М. Веберу*¹ и Э. Дюркгейму. Среди современных концепций следует выделить теорию *Р. Дарендорфа*². Он поставил три ключевых вопроса, на которые и призвана была ответить его теория: каким образом в структуре общества возникают конфликтующие группы? какие формы принимает борьба конфликтующих групп? как влияет групповой конфликт на изменение социальной структуры? Пытаясь выстроить концептуальную модель конфликта, Р. Дарендорф выделил три типа переменных: группа, вид разногласий, причина. Конфликт рассматривается в рамках социального контекста как социальный процесс, затрагивающий при этом функциональные и нормативные аспекты, отражающие структуру человеческих ценностей. Поэтому социальный контекст и ценности выступают главными элементами в «конфликтной теории» этого ученого.

Согласно мнению других социологов, конфликт появляется в том случае, когда существуют устранимые разногласия или противоречие интересов (*Д. Т. Кэмбелл*³, Г. Аксельрод). Конфликт возникает в тех ситуациях, когда разногласия предполагают противоборствующие типы поведения (*Л. Козер*⁴, Р. Шмидт, Х. Обершалл). В процессуальной модели Л. Понди расхождение оппонентов во взглядах относится к ранним или поздним стадиям конфликта.

Резкое расхождение взглядов оппонентов персонализирует конфликт. Но благодаря этой дифференциации субъекты приобретают объективное видение конфликта. Однажды возникнув, конфликт мо-

жет затем стать основой для достижения взаимопонимания в группе, т. е. началом интегративной фазы.

Если конфликт вызван к жизни борьбой противоположных тенденций, то его надо рассматривать в качестве показателя ясного понимания субъектами противоречивости своих интересов как членов конкретных социальных групп. Кризис в обществе – это результат патологических изменений в содержании и формах жизни населения, серьезных нарушений механизма социального контроля в политике, экономике и культуре; результат массового недовольства граждан; наконец, радикального разрыва с традиционными нормами и ценностями. Если общественный кризис подпитывается предшествующими ему социальными конфликтами, то далеко не каждая конфликтная ситуация порождает кризис. Противоречие устойчивее и глубже конфликта: оно представляет собой движущую силу развития, а конфликт демонстрирует подвижное равновесие, «игру» противоречивых интересов, ценностей и сил [9, с. 217].

References

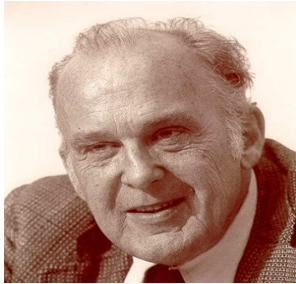
1. **M. K. E. Weber** (1864 – 1920) was a German sociologist, historian, jurist and political economist, who is regarded as among the most important theorists of the development of modern Western society. His ideas profoundly influence social theory and research. While Weber did not see himself as a sociologist, he is recognized as one of the fathers of sociology, along with Karl Marx and Émile Durkheim.



2. **R. G. Dahrendorf** (1929 – 2009) is an Anglo-German philosopher, sociologist, political scientist and public figure. Former Chairman of the German Sociological Society, Member of the Bundestag, Parliamentary Secretary of State at the Ministry of Foreign Affairs, Member of the European Commission, Director of the London



School of Economics and Political Science. One of the founders of the University of Konstanz and a former member of the British House of Lords. Member of the British Academy (1977), foreign member of the US National Academy of Sciences (1977), Russian Academy of Sciences (1994).



3. **D. T. Campbell** (1916 – 1996) was an American psychologist, sociologist, and philosopher. Doctor. Member of the US National Academy of Sciences (1973) and the American Philosophical Society (1993), President of the American Psychological Association (1975). Known for works in the field of methodology and as the author of the term “Evolutionary Epistemology”.



4. **L. A. Coser** (actually Ludwig Cohen) (1913 – 2003), USA – German and American sociologist. One of the founders of the sociology of conflict.

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. The concept of “conflict” in modern sociological theories.
2. Features and dynamics of the development of the conflict as a social process.
3. The nature of conflicts in organizations, social groups and teams. Give examples.
4. What are the main ways to resolve political conflicts?
5. Modern methods of resolving social conflicts from the standpoint of their advantages and disadvantages.
6. Features of political conflicts in the modern world.

X. Make up your own presentation on the topic: “Outstanding sociologists who have made the most significant contribution to the study of the problem of social conflicts”.



GRAMMAR FOCUS

The Perfect Tenses

The Past Perfect Tense

The Past Perfect Tense образуется с помощью вспомогательного глагола *to have* в прошедшем времени *had* и *Participle II (-ed / III форма неправильного глагола)* глагола-сказуемого.

Глагол в *Past Perfect* обозначает действие, законченное к определенному моменту в прошлом или до начала другого действия

(*He had read the book by 10 o'clock yesterday; When we came to the airport the plane had already landed*).

Время употребляется в предложениях, в которых одно действие завершилось до другого действия, дящегося в прошлом (*He had read the book and was watching TV when I came*).

Positive	Negative	Question
I / You / We / They / He / She / It <i>had</i> washed	I / You / We / They / He / She / It <i>hadn't</i> washed	<i>Had</i> I / you / we / they / washed? he / she / it

Часто употребляются такие обстоятельства времени, как: ***by the time*** – к этому времени; ***already*** – уже; ***till / until*** – до (какого-то времени).

GRAMMAR EXERCISES

1. Put these sentences in the question and negative forms.

1. You had studied English before you entered the University.
2. They had arrived at the station by 6 o'clock.
3. James had finished reading the book by last Sunday.
4. I had done my lessons by the time you called me up.
5. The teacher had given the students their homework before the bell rang.

2. Read the situation and write the sentences from the words in brackets.

Pattern: You went to Sue's house, but she wasn't there. (*She / go / out.*) – ***She had gone out.***

1. You went back to your home town after many years. It wasn't the same as before. (*It / change / a lot.*)
2. I invited Ian to the party but he couldn't come. (*He / arrange / to do something else.*)

3. You went to the cinema last night. You got to the cinema late. (*The film / already / begun.*)

4. It was nice to see Dan again after such a long time. (*I / not / see / him / for five years.*)

5. I offered my parents something to eat, but they weren't hungry. (*They / just / have breakfast.*)

3. Translate into English.

1. Когда вы пришли, я уже перевел весь текст.

2. К тому времени как вы позвонили, гости еще не собрались.

3. Вы изучали английский перед тем, как поступили на эти курсы?

4. Дождь уже прекратился, когда мы вышли из дома.

5. Сколько страниц этой книги твой брат прочитал к концу прошлой недели?

4. Make the questions to the underlined words.

1. The people went home after they had finished their work.

2. The young man has decided to buy the new vase after the old one had fallen down and broken to pieces.

3. The lecture has begun by the time I entered the room.

Unit 14. THE CONCEPT OF "SOCIETY" IN SOCIOLOGICAL SCIENCE

I. Read and translate the text A.

SOCIETY AS A SYSTEM IN MODERN SOCIOLOGICAL THEORIES

Many humanities and social sciences study society, but from different sides, from different angles. Sociology also does not have a monopoly on scientific knowledge of society in general, but considers it in its own way, in the system of its own concepts and categories. In modern

sociology, there have been many approaches to understanding society, used by the main schools and directions.

Society is one of the largest and most complex objects of sociology.

At all times, questions have arisen about how society exists and develops, how the mechanisms of its stability, organization and social order work, what the goals and interests of society lead to.

Since ancient times, humanity has been reflecting on the phenomenon of society, its nature, structure and elements. Heraclitus, Plato and Aristotle viewed society as specific a structured reality that is subject to constant change and has a huge impact on social behavior and the communication, relationships and activities of individuals and social groups. According to G. Hegel, people and society are “the community of all units and each of them is always dominated by the common.”

The founder of classical sociology, O. Comte, used new terms when analyzing such social reality as society: “social organism”, “social system”, “and social existence”. He identified and substantiated the dual nature of society: on the one hand, it is a continuation of the animal world, on the other hand, it has a fundamentally new quality – “sociality”.

Sociality, according to Comte, is a natural state of a person, acquired by him in the process of upbringing and education. Society dominates over individuals, determining the laws of their activities; in turn, they can only modify, strengthen or weaken existing social phenomena and trends.

A more convincing disclosure of the nature of society as an objective social reality was carried out by E. Durkheim. According to his concept, society is a supra-individual reality formed from “social facts”. Social facts are the spiritual and material elements of society, based on collective ideas and expressed in such forms as legislation, moral norms, rules of behavior, religious beliefs, customs and traditions.

E. Durkheim’s goal was to prove that social facts are largely external to individuals and therefore can be studied objectively, as external “social events”, such as suicide rates in societies. E. Durkheim in his work “Rules of Sociological Method” (1895) defined his sociological theory as resting on “the principle that social facts should be studied as things.”

Thus, according to Durkheim, society largely determines human consciousness and behavior, which derivative and dependent on it.

The famous American sociologist T. Parsons, the successor of the systematic approach to the interpretation of society in modern times, defined it as a set of interconnected social systems, each of which is formed on the basis of interaction between individuals.

Each of them at the same time acts as a subject of social action with its own goals and the object of social influence from other subjects and from oneself. Society is considered as “a type of social system among any universe of social systems that achieves the highest level of self-sufficiency as a system to its environment.” He identifies five environments of the social system: higher reality, cultural systems, personality systems, behavioral organisms and the physical-organic environment [9, с. 97].

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Общество как сложный объект социологии; существование и развитие общества; обеспечение его устойчивости; организованность; социальный порядок; множество индивидов и групп; преследовать самые разные цели и интересы; противоположные цели и интересы; диаметрально противоположные взгляды и убеждения; «общество» – одно из важнейших понятий социологии; целый ряд трудностей и разногласий; общее для большинства научных школ; признание системной природы общества; организованная сверхсистема; фундаментальным элементом общества являются; индивиды; общественная система; определенное социальное образование; природа общества, структура и его элементы; общество как специфическим образом устроенная реальность; социальное поведение и общение; отношения и деятельность индивидов и социальных групп.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Social systems; the highest level of self-sufficiency; on the basis of interaction; the communication; environment; to identify; reality; cultural systems; the successor of the systematic approach; personality systems; behavioral organisms; scientific knowledge; the physical-organic environment; to the interpretation of society; a set of interconnected social systems; since ancient times; humanity; the phenomenon of society; to constant change; a huge impact on social behavior; relationships and activities of individuals; according to G. Hegel; dominated by the common; humanities and social sciences; from different sides; in its own way; many approaches to understanding society; the largest and most complex objects; how society exists; organization and social order work; at the same time; a subject of social action; own goals; social influence.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

He identifies five environments; each of them at the same time acts; from other subjects and from oneself; society is considered as; a more convincing disclosure of the nature of society; was carried out by E. Durkheim; society is a supra-individual reality; social facts are the spiritual and material elements; such forms as legislation, moral norms, rules of behavior, religious beliefs, customs and traditions; E. Durkheim's goal was to prove that social facts; such as suicide rates in societies; E. Durkheim in his work "Rules of Sociological Method"; the founder of classical sociology; "social organism", "social system", "social existence"; sociality, according to Comte; in the process of upbringing and education; society dominates over individuals; determining the laws of their activities; in turn, they can only modify; social phenomena and trends; Many humanities and social sciences study society; sociology also does not have a monopoly on scientific knowledge of society; in modern sociology, there have been many approaches to understanding society; society is one of the largest; questions have arisen about how society exists and develops; interests of society lead to.

VI. Insert the missing words and word combinations.

1. Since ... times, humanity has been ... on the phenomenon of society, its ... , structure and elements.

2. Heraclitus, ... and ... viewed society as specific a structured ... that is subject to constant ... and has a huge impact on social ... and the communication, ... and activities of individuals and

3. According to G. ... , people and ... “the community of all ... , and each of ... is always ... by the”

4. The ... of classical ... , O. Comte, used new ... when analyzing such social ... as society: “social ... ”, “social ... ”, “social ... ”.

5. He ... and substantiated the ... nature of society: on the ... , it is a continuation of the ... world, on the ... hand, it has a fundamentally ... quality – “... ”.

6. The famous American ... T. ... , the ... of the systematic approach to the ... of society in modern times, ... it as a set of ... social systems, each of which ... on the ... of interaction between

7. Each of ... at the same ... acts as a ... of social ... with its own ... and the ... of social ... from other ... and from

8. ... is ... as “a type of ... among any universe of ... that achieves the ... level of self-... as a system to its environment.”

9. He identifies ... of the social system: higher ... , ... systems, ... systems, ... organisms and the ... -organic environment.

10. Sociality, according to ... , is a natural state of a ... , acquired by him in the process of ... and education.

11. ... dominates over ... , determining the ... of their activities; in turn, they can only modify, ... or ... existing social ... and trends.

12. A ... convincing ... of the nature of ... as an objective ... reality was carried ... E. Durkheim.

13. According ... his ... , society ... a supra-... reality formed ... “social facts”.

14. ... facts ... the ... and ... elements of society, based ... collective... and ... in such forms as ... , moral ... , rules of behavior, ... beliefs, ... and traditions.

15. E. was to prove that social facts ... largely external to ... and therefore studied objectively, as ... “social ... ”, such as suicide rates in

16. E. Durkheim in his work “... of Sociological ...” (...) defined his sociological... as resting ... “the principle that should be ... as things.”

17. ... , according to ... , society largely consciousness and ... , which derivative and dependent

VII. Translate into English the text B using the dictionary.

СОЦИАЛЬНЫЕ ТЕХНОЛОГИИ В ОТЕЧЕСТВЕННОЙ СОЦИОЛОГИИ

Термин «*социальные технологии*» – один из новейших в социологической науке. В отечественной социологии разработкой проблем, непосредственно связанных с данным понятием, занимались такие ученые, как Ю. П. Аверин, *А. К. Зайцев*¹, В. Н. Макаревич, В. С. Дудченко, Л. Я. Дятченко, *Ю. Д. Красовский*², *В. И. Патрушев*³, *А. И. Пригожин*⁴, В. В. Щербина и особенно интенсивно *В. Н. Иванов*⁵. Социальные технологии представляют собой способ организации и упорядочения целесообразной практической деятельности, совокупность приемов, направленных на определение или преобразование (изменение состояния) социального объекта, достижение заданного результата. При этом речь идет о специфических социальных средствах.

Специфика технологий в том, что она алгоритмизирует деятельность и поэтому может быть многократно использована, тиражирована для решения сходных задач, достижения заданных результатов посредством профессиональной культуры. Особую значимость социальные технологии имеют в условиях современной России, осуществляющей сложнейший и неизвестный до сих пор в мировой практике переход от жестко планируемой организации общественной жизни к

обществу, основанному на экономической и политической свободе, инициативе и ответственности человека.

Поиск новых форм и способов организации общественной жизнедеятельности во всех сферах требует выработки и реализации самых разнообразных социальных технологий, особенно в управленческих процессах, где отчетливее всего проявляется эффективность технологизации. Основа для развития социальных технологий – знания и опыт, накопленные социологической наукой.

До недавнего времени методы социологии развивались в основном как методы получения знания, в результате чего исследователи, имея доказательные выводы о сути явлений, не могли дать рекомендаций о способах воздействия на неблагоприятные тенденции, подсказать пути разрешения выявленных проблем. Как отмечает А. И. Пригожин, контраст между достоверностью выводов и зыбкостью рекомендаций начал постепенно преодолеваться благодаря переходу социологии из сферы одних только исследований и разработок в стадию «активной социологии» – выявления проблем и выработки их решения. Иначе говоря, потребовались социальные технологии осуществления реальных изменений.

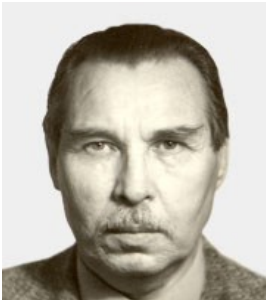
Социальная технология – это элемент человеческой культуры, возникающий эволюционно либо в связи с потребностью быстрого и крупномасштабного тиражирования новых видов деятельности. Построение социальной технологии осуществляется за счет разделения деятельности на отдельные операции, процедуры при условии глубокого понимания природы и специфики той области, в которой разворачивается практика. Обзор имеющихся точек зрения по определению сущности и содержания социальных технологий позволяет сделать вывод о том, что социальная технология – это совокупность последовательных операций, процедур целенаправленного воздействия и реализации ранее намеченных планов (программ, проектов) и получения оптимального социального результата. Социальная технология – это важнейший элемент механизма управления, средство перевода языка намерений на конкретный язык практики управления [11, с. 17 – 18].

References

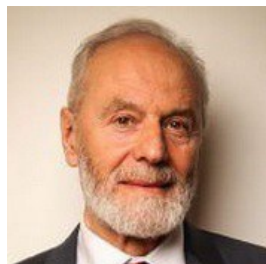
1. **A. K. Zaitsev** (1946 – 2015) – Russian scientist in the field of social sciences, Doctor of Philosophy, professor. In 1991 he became president of the Russian Society of Sociologists.



2. **Y. D. Krasovsky** (was born in 1934) – Doctor of Sociological Sciences. Consultant to senior management of Russian enterprises on problems of organizational and corporate development of personnel of companies and holdings. Author of the original scientific and practical diagnostic concept and adjustments to organizational management, which has no analogues in domestic and foreign publications, in many respects ahead of American authors, in demand in elite Russian universities.



3. **V. D. Patrushev** (1925 – 2008) is a famous Russian sociologist, a leading scientist in the field of studying the use of one of the most important resources of society – time, a researcher of problems of social time. His scientific contribution to the founding and development of this important branch of sociology was appreciated not only in Russia, but also abroad. Specialist in the field of labor sociology.



For the first time, he methodologically substantiated the time balance schemes of society and the methods for calculating it.

Participant in a large-scale international study of the time budget of urban populations in 12 countries.



4. **A. I. Prigozhin** (was born in 1940) is a Russian sociologist, specialist in the field of sociology of organizations, industrial sociology and sociology of disasters.

5. **V. N. Ivanov** (was born in 1934) – Soviet and Russian sociologist, Doctor of Philosophy, professor, corresponding member of the Russian Academy of Sciences (RAN), honorary member of the Russian Society of Sociologists.

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. Power and institutions of civil society.

2. The special significance and role of social technologies in the conditions today's Russia.

3. Mechanisms of stability, organization and social order of society.

4. According to G. Hegel, people and society "are the community of all units, and each of them is always dominated by the common." Do you agree with this statement? Justify your opinion.

5. Name the terms that the founder of classical sociology, O. Comte, used when analyzing such social reality as society. Reveal their essence.

6. Do you agree with the statement that society dominates individuals, determining the laws of their activities? Justify your point of view.

X. Make up your own presentation on the topic: “Social technology as an element of human culture”.



GRAMMAR FOCUS

The Perfect Tenses

The Future Perfect Tense

The Future Perfect – сложная временная форма, образующаяся при помощи вспомогательного глагола *to have* в *Future Simple (will have)* и *Past Participle (-ed / III форма неправильного глагола)* глагола-сказуемого. *Future Perfect* обозначает действие, которое будет закончено до определенного момента в будущем (*By the end of the term we'll have read four English books*).

Positive	Negative	Question
I / You / We / They / He / She / It <i>will have asked</i>	I / You / We / They / He / She / It <i>will not (won't) have asked</i>	I / you / we / they / he / she / it <i>Will have asked?</i>

GRAMMAR EXERCISES

1. Put these sentences in the question and negative forms.

1. Trevor and Laura *will have lived* here for four years next April.
2. This chess game is going to last ages. They *won't have finished* it until midnight.
3. *I will have read* this book by the time it's due back to the library.
4. My husband *will have finished* his work by half past eight, so he should be home about nine.
5. Phone me after 8 o'clock. *We'll have finished* dinner by then.

2. Translate into English.

1. Моя сестра вернется домой к 10 часам. Позвоните позднее.
2. К концу сентября мы получим хорошую премию.
3. Я плохо себя чувствую, но к концу недели я выздоровею.
4. На следующей неделе у меня будет больше времени, так как я сдам все экзамены.
5. Когда мой папа вернется домой, он будет очень усталым.

3. Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

Pattern: I hope I'll *have won lots of prizes* before I'm twenty.

1. Perhaps ... my own exhibition by the age of twenty-five.
2. I wonder if ... by the time I'm thirty.
3. Maybe ... by the age of thirty-five.
4. I hope ... by the age of forty.

4. How good is your maths? Can you work out the answers?

Pattern: It's quarter to six. Melanie is putting something in the oven. It needs to be in the oven for an hour and a half. *When will it have cooked?* It will have cooked ***at quarter past seven.***

1. It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. *How many pages will he have written?* He will have written ... pages.

2. It's Monday morning, and Sarah is travelling to work. It's twenty miles from her home to the office. *How far will she have travelled to and from work by the time she gets home on Friday?* She will have traveled ... miles.

3. Matthew is doing press-ups – one every two seconds. *How many will he have done after five minutes?* He will have done ... press-ups.

Unit 15. THE PRACTICAL SIGNIFICANCE OF SOCIOLOGY

I. Read and translate the text A.

PRACTICAL IMPLICATIONS OF SOCIOLOGY

Sociology has many practical implications for our lives. Sociological thinking and research contribute to practical policy-making and social reform in several obvious ways. The most direct is simply through providing clearer or more adequate understanding of a social situation than existed before. This can be either on the level of factual knowledge, or through gaining an improved grasp of why something is happening (in other words, by means of theoretical understanding). For instance, research may disclose that a far greater proportion of the population is living in poverty than was previously believed.

Any attempt to foster improved living standards would obviously stand more chance of success if based on accurate rather than faulty information. The more we understand about why poverty remains

widespread, however, the more likely it is that successful policies can be implemented to counter it. A second way in which sociology aids in practical policy-making is through helping to foster greater cultural awareness on the part of different groups in society. Sociological research provides a means of seeing the social world from a diversity of cultural perspectives, thereby helping to dispel prejudices which groups hold towards one another. No one can be an enlightened policy-maker who does not have a cultivated awareness of varying cultural values. Practical policies which are not based on an informed awareness of the ways of life of those they affect have little chance of success. Thus a white social worker operating in a West Indian community in a British city will not gain the confidence of its members without developing sensitivity to the cultural differences which often separate white and black in Britain. Third, sociological research has practical implications in terms of assessing the results of policy initiatives.

A programme of practical reform may simply fail to achieve what its designers sought, or bring in its train a series of unintended consequences of an unpalatable kind. For instance, in the years following the Second World War, large public housing blocks were built in city centres in many countries. These were planned to provide high standards of accommodation for low-income groups from slum areas, and offered shopping amenities and other civic services close at hand. However, research showed that many of those moved from their previous dwellings to large apartment blocks felt isolated and unhappy. High-rise buildings and shopping malls often rapidly became dilapidated and provided breeding-grounds for mugging and other violent crimes. Fourth, and in some ways most important of all, sociology can provide self-enlightenment-increased self-understanding to groups in society. The more people know about the conditions of their own action, and about the overall workings of their society, the more they are likely to be able to influence the circumstances of their own lives. We must not picture the practical role of sociology only as assisting policy-makers that is, powerful groups to take informed decisions.

Those in power cannot be assumed always to have in mind the interests of the less powerful or underprivileged in the policies they pursue. Self-enlightened groups can respond in an effective way to policies pursued by government officials or other authorities, and can also form policy initiatives of their own. Self-help groups (like Alcoholics Anonymous) and social movements (like women's movements) are examples of social associations which directly seek to bring about practical reforms. Should sociologists themselves actively advocate, and agitate for, practical programmes of reform or social change? Some argue that sociology can preserve its objectivity only if practitioners of the subject are studiously neutral in moral and political controversies, but there is no reason to think that scholars who remain aloof from current debates are necessarily more impartial in their assessment of sociological issues than others. There is bound to be a connection between studying sociology and the promptings of social conscience.

No sociologically sophisticated person can be unaware of the inequalities that exist in the world today, the lack of social justice in many social situations or the deprivations suffered by millions of people. It would be strange if sociologists did not take sides on practical issues, and it would be illogical as well as impractical to try to ban them from drawing on their sociological expertise in so doing [12, c. 15].

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Область социологических исследований; изменения материальных и духовных потребностей; материальные и духовные потребности; социальное поведение; ожидаемые и желательные изменения в сфере социальной структуры; социальные последствия научно-технического и общественного прогресса; социальные основы образа жизни; социальные последствия трансформации общества; процесс глобализации; научно-технический прогресс; ожидаемые изменения в социальной структуре; образ жизни; социологическое прогнозирование

ние; характер социальных процессов; прогноз ситуации в сферах трудовой занятости населения; стабильность политической ситуации; прогнозные исследования; необходимый объем и достоверность получаемой информации; косвенные результаты [13, с. 838 – 839].

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

Sociological thinking; social reform contribute; more adequate understanding; to try to ban them; practical policy; the deprivations; obvious ways; a social situation; factual knowledge; previously; to gain; to improve; to grasp; in other words; by means of theoretical understanding; for instance; to research; to provide high standards of accommodation; disclose; to live in poverty; sophisticated person; from slum areas; to exist in the world today; low-income groups; the lack of social justice; to suffer; to take sides on practical issues; illogical; impractical; practical reform; simply fail; to achieve; a series of unintended consequences; large public housing blocks; civic services close at hand; previous dwellings; large apartment blocks; isolated and unhappy.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Cannot be assumed; to have in mind; in the policies they pursue; self-enlightened groups; sociology can preserve its objectivity only; an effective way to; will not gain the confidence; scholars who remain aloof from current debates; officials or other authorities; third, sociological research; self-help groups; are examples of social associations; which often separate white and black in Britain; practical reforms; practical policies; to be a connection between studying sociology; actively advocate; reform or social change? studiously neutral; in moral and political controversies; more impartial in their assessment of sociological issues; the promptings of social conscience; policy-maker; a cultivated awareness of varying cultural values; an informed awareness of the ways of life; have little chance of success; a white social worker; in a British city; the cultural differences; has practical implications in terms of assessing the results of policy initiatives.

VI. Insert the missing words and word combinations.

1. This ... either on the ... of factual ... , or through ... an improved ... of why something ... happening.

2. Practical ... which ... not ... an informed ... of the ways of life of those they ... have little ... of

3. Thereby helping to ... prejudices which ... hold towards ... another.

4. ... thinking and ... contribute to policy-... and social reform in several ... ways.

5. It would ... illogical ... well ... impractical to ... ban them from drawing on their ... expertise in so

6. ... can be an ... policy-maker who ... have a cultivated ... of varying cultural... .

7. ... would ... strange ... did not take sides on ... issues.

8. Thus a ... social ... operating in a ... community in a ... city will not gain the ... of its members without ... sensitivity to the ... which often separate ... and ... in Britain.

9. Sociology ... practical implications for

10. ... most direct ... simply ... providing ... or more ... understanding of a social ... than ... before.

11. Sociological ... provides a ... of ... the social world from a ... of cultural perspectives.

12. ... sociologically sophisticated ... can ... unaware of the ... that exist in the world ... , the ... of social ... in many ... situations or the ... suffered ... millions ... people.

13. For instance, ... may disclose that a far ... of the ... is living in ... than was ... believed.

14. Any ... to foster improved ... would obviously ... more chance of ... if based on ... rather than ... information.

15. The ... we ... about why poverty ... widespread, ... , the more ... it is that ... policies can be ... to counter it.

VII. Translate into English the text B using the dictionary.

СОЦИОКУЛЬТУРНЫЕ СУПЕРСИСТЕМЫ

В современном мире четко просматриваются идущие из глубин истории две основные социокультурные тенденции (взаимодействующие, обогащающие друг друга, но сохраняющие свою целостность): Запад и Восток.

Запад и Восток как две мировые традиции выявляют свои различия при решении коренных вопросов бытия. В отношении личности западный человек основывает видение мира на себе самом, а восточный – на идее ложности индивидуальных форм духовной жизни, культивирует идею отказа от личного «Я» в пользу безличного абсолюта. В отношении к миру, к реальности Запад склонен подчеркивать активную позицию человека по отношению к условиям своего существования, к внешнему миру, в том числе и социальному. Восток скорее предпочитает доктрину «недеяний» во внешнем мире, уход в себя, в поиск нирваны как подлинного смысла бытия человека. В отношении возможностей разума для Запада характерны ни перед чем не останавливающаяся рациональность, открытая силе логической мысли и эмпирической данности, прагматизм. Восток тяготеет к интуитивному познанию, чем и обусловлено внимание к медитации и самовнушению.

Анализ великих культур человечества или локальных цивилизаций всегда привлекал внимание ученых, а с конца XIX века он был подкреплен новыми наблюдениями, новой системой аргументации научных теорий. Большинство исследователей (О. Шпенглер, А. Тойнби, Н. Я. Данилевский) особое внимание уделяли различиям между цивилизациями, адресовали свой интерес группам народов, близким друг другу географически, стремились выделить повторяющиеся этапы, циклы развития подобных цивилизаций (их возникновение, рост, «надлом», упадок и разложение, по А. Тойнби, определяются законом вызова географической, исторической ситуации и ответа, который может дать данная цивилизация, прежде всего теоретическое меньшинство).

А. Тойнби создал теорию исторического круговорота культуры. Представлял всемирную историю как совокупность отдельных замкнутых и своеобразных цивилизаций, количество которых варьиро-

валось от 14 до 21. Каждая цивилизация, подобно живому организму, проходит стадии зарождения, роста, кризиса (надлома, разложения). На этом основании Тойнби выводил «эмпирические законы» повторяемости общественного развития, движущая сила которого – элита, творческое меньшинство, носитель «жизненного порыва» [14, с. 145].

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. Sociological research provides a means of seeing the social world from a diversity of cultural perspectives.

2. Practical policies which are not based on an informed awareness of the ways of life of those they affect have little chance of success.

3. Sociological research has practical implications in terms of assessing the results of policy initiative.

4. Sociological research provides a means of seeing the social world from a diversity of cultural perspectives.

5. There is bound to be a connection between studying sociology and the promptings of social conscience.

X. Make up your own presentation on the topic: “Sociocultural trends: West and East”.



GRAMMAR FOCUS

The Perfect Continuous Tenses

The Present Perfect Continuous (Progressive) Tense

The Present Perfect Continuous Tense образуется при помощи вспомогательного глагола **to be** в *Present Perfect (have been, has been)* и глагола-сказуемого с окончанием **-ing**. *The Present Perfect Continuous* обозначает действие или состояние, которое началось в прошлом и продолжалось в течение определенного периода до момента речи и либо все еще продолжается в этот момент, либо закончилось непосредственно перед ним (*I have been waiting for him for two hours*).

Глаголы состояния (non-continuous verbs) в Present Perfect Continuous не употребляются.

Positive	Negative	Question
I / You / We / They He / She / It	I / You / We / They He / She / It	I / you / we / they he / she / it
<i>have been</i> washing	<i>haven't been</i> washing	<i>Have</i> <i>been</i> washing?
<i>has been</i> washing	<i>hasn't been</i> washing	<i>Has</i> <i>been</i> washing?

Часто употребляются такие обстоятельства времени, как: **for (ten years)** – в течение (десяти) лет; **for a long time** – на протяжении

долгого времени; *all day long* – в течение всего дня; *since Friday* – с пятницы (и до настоящего времени).

GRAMMAR EXERCISES

1. Write a question for each situation.

Pattern: You ask: (*You / swim?*) – *Have you been swimming?*

You meet Sam as he is leaving the swimming pool.

1. You have just arrived to meet a friend who is waiting for you.

You ask: (*You / wait / long?*)

2. You meet a friend in the street. His clothes are completely wet.

You ask: (*What / you / do?*)

3. A friend of yours is now working in a supermarket.

You ask: (*How long / you / work / there?*)

4. The fellow student tells you about his job – he sells computers.

You want to know how long.

You ask: (*How long / you / sell / computers?*)

2. Translate into English.

1. Как долго вы изучаете испанский язык?

2. Мы живем здесь только год.

3. Дождь идет с раннего утра.

4. Чем он занимается с тех пор, как мы виделись с ним в последний раз?

5. Я пытаюсь отремонтировать компьютер на протяжении всего дня.

3. Put in the verbs. Use the present perfect continuous.

Pattern: Emma: It's OK. (*I / not / wait.*) – *I haven't been waiting long.*

Iona: Sorry I'm late.

Emma: What (*you / do*)?

Nelly: I've been with Mrs. King. (*She / help*) me with my English.

Nelly: Your English is very good. You don't need lessons, surely. How long (*you / study*) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England. (*I / try*) to improve it. I think (*it / get*) better lately.

Nelly: Your accent is fine, Ilona. Honestly.

Unit 16. SOCIOLOGY OF CULTURE

I. Read and translate the text A.

CULTURE AS A SUBJECT OF SOCIOLOGICAL ANALYSIS

In culture as a subject of scientific research, sociology studies the specific structure and composition of the means, forms and methods of creating, assimilating and transmitting cultural products. This should be taken into account when sociologically analyzing and assessing the state of culture of any society, including ours.

The level of development of spiritual culture is measured by the volume of spiritual values created in a given society, the scale of their distribution and depth of assimilation by people.

Sociologists are closely involved in the study of specific features, forms of manifestation and functioning of individual cultures. The differences between "higher" and "lower" are being actively studied cultures, popular culture, folk and mass culture.

However, there is no consensus among specialists in assessing the role and functions of popular culture: some emphasize its ability to express popular values, desires and ideals; others, on the contrary, argue that it is controlled by advertisers, television, cinema, pop music and other branches of the mass communications industry that form the population conforms to the ruling elite.

The same is true with approaches to "mass culture" in modern society. On the one hand, these are standardized and relatively homogeneous, mass-produced products of material and spiritual culture intended for the general population. However, from the point of view of

critics of the concept “mass society”, the main features of mass culture are not the number of its users, nor the stereotyped nature of its products.

Mass culture is blamed for the transformation of man into a mass anonymous member of the crowd, his alienation from his individual essence, social isolation and escape from reality, which is similar in effect to a drug. In addition, mass culture threatens national cultures. By exporting the system of values and way of life of developed Western countries, spreading alien ideals, mass culture erodes, for example, the integrity of Russian and Slavic culture, undermines the cultural identity of many nations and nationalities inhabiting modern Russia.

“*Americanization*” and “*Westernization*” of the Russian cultural space destroys traditional spiritual foundations and connections without creating positive new ones [9, с. 169].

II. Make up your own questions to the text.

III. Translate the words and word combinations from Russian into English using the dictionary and memorize them.

Социологический анализ; формы проявления культуры; оценка состояния культуры; уровень развития духовной культуры; различия между «высшими» и «низшими» культурами; духовные ценности; создавать; кино; средства, формы и методы; распространение культуры; изучать конкретные особенности; функционирование отдельных культур; активно изучаются; популярная культура; желания и идеалы; народная культура; массовая культура; социология изучает; конкретная структура; способность выражать народные ценности; утверждать; управлять; рекламодатели; отрасли индустрии массовых коммуникаций; телевидение; поп-музыка; население; конформизм; господствующая элита; современное общество; с одной стороны; культура как предмет социологического анализа; культура как предмет научного исследования; создание, усвоение и передача продуктов культуры.

IV. Translate the words and word combinations from English into Russian using the dictionary and memorize them.

It is important to evaluate; the treasury of human culture; have only statistical quantitative indicators; called a “subculture”; moreover; the ability of each person; the quality of the product; inventions; performances and films; spiritual products; antisocial in the dominant culture; education; scientific discoveries; indicators characterize; the object of specific sociological research; the ultimate goal of culture; to master the knowledge; accumulated during history; values; practical skills; personal contribution; to enrich; within a certain culture; as a rule; it operates a system of beliefs; values and norms; actively used by a minority of individuals; to depend on; the “big” dominant culture; subcultures; have been studied by sociologists; from the perspective of class; deviant behavior; youth culture; to study cultural features; the subculture of criminal social groups; goals; drug dealers; counterfeiters; extremist groups.

V. Find the sentences with the following words and word combinations in the text A and translate them into Russian.

Approaches to “mass culture”; in modern society; these are standardized and relatively homogeneous; for the general population; from the point of view of critics; nor the stereotyped nature of its products; involved in the study of specific features; of individual cultures; the differences between “higher” and “lower”; popular culture, folk and mass culture; no consensus among specialists; some emphasize its ability to express popular values; argue that it is controlled by advertisers; conforms to the ruling elite; a subject of scientific research; structure and composition; transmitting cultural products; this should be taken into account; culture of any society, including ours; development of spiritual culture; spiritual values created in a given society; depth of assimilation by people; blamed for the transformation of man; social isolation and escape from reality; mass culture threatens national cultures; the system of values and way of life; for example, the integrity of Russian and Slavic culture; nationalities inhabiting modern Russia.

VI. Insert the missing words and word combinations.

1. “Americanization” and “ ... ” of the Russian cultural space ... traditional spiritual ... and connections without ... positive new ones.
2. Mass blamed for the transformation of ... into a mass anonymous member of the ... , his alienation ... his individual ... , social isolation and escape ... reality.
3. In ... , mass culture threatens ... cultures.
4. ... exporting the system of ... and way of ... of developed ... countries, spreading ... ideals.
5. Mass culture erodes, for ... , the integrity of Russian and ... culture, undermines the cultural... of many nations and ... inhabiting modern
6. In culture as a ... of scientific ... , sociology studies the specific ... and ... of the means, ... and methods of ... , assimilating and ... cultural
7. This should into ... when sociologically ... and ... the state of culture of any ... , including
8. The level of ... of spiritual culture is ... by the volume of created in a given ... , the scale of their ... and depth of people.
9. Sociologists involved in the study of specific ... , forms of manifestation and individual cultures.
10. The differences between “...” and “...” are being actively studied cultures, ... culture, ... and ... culture.
11. However, no consensus ... specialists in assessing the ... and ... of popular
12. Some ... its ability to express popular ... , desires and
13. Others, on the ... , argue that it is controlled ... advertisers, ... , cinema, ... music and other ... of the mass that form the population conforms ... the ruling
14. The same ... true ... approaches ... “mass culture” in modern
15. On the , these ... standardized and ... homogeneous, mass-produced ... of material and intended for the general population.
16. However, from the of critics of the concept “... .. ”, the main features of culture are not the number of , nor the stereotyped ... of its products.

VII. Translate into English the text B using the dictionary.

НОРМА В СОЦИОЛОГИИ КАК ИНСТРУМЕНТ СОЦИАЛЬНОГО КОНТРОЛЯ

Общение между людьми проявляется в различных формах, а способ общения определяется *культурными нормами*, которые более или менее четко предписывают, как должны вести себя по отношению друг к другу мужчины и женщины, старшие по статусу или возрасту, иностранцы и «коренные жители». *Норма в социологии* представляет собой стандартное правило, регулирующее поведение субъекта в социальной ситуации. Идея о том, что социальная жизнь как упорядоченный функционально целесообразный процесс зависит от ожиданий и обязательств, которые предъявляют друг другу взаимодействующие субъекты, широко распространена в различных социологических школах и теориях.

Кроме того, *нормы служат важным инструментом социального контроля*, их соблюдение подкрепляется различными положительными или отрицательными средствами воздействия на поведение, в том числе на девиантное поведение. Нормы, действующие только в малых группах, направлены на сохранение и регулирование субкультуры входящих в них членов, их называют «групповыми привычками» или правилами. Так, в молодежных компаниях доминирует молодежная субкультура, среди постоянных посетителей стадионов распространена особая культурная модель поведения болельщика своей любимой команды.

Нормы, присущие макросоциальным группам общества, выступают в качестве «общих правил» и принимают форму обычаев, традиций, нравов и манер поведения, этикета. Влияние норм на социальное поведение взаимодействующих субъектов ярко проявляется в процессе межкультурного общения, которое предполагает, что между ними имеется четкое понимание «социальных ролей» и каждый из партнеров соблюдает те требования, которые обусловлены культурой страны пребывания [9, с. 173 – 174].

VIII. Be ready to give the summary of the text orally. Pay attention to the following expressions and using them make up your own sentences based on the text A.

The text deals with (the problem of)...

It touches upon...

The extract from the article is concerned with...

The article is about...

The text centres round the problem of...

The article focuses on the problem of...

According to the text...

According to the author...

It further says that...

According to the figures (data, information, opinions) from the text...

It is clear from the text that...

The problem of the text is of great importance...

To sum it up...

On the whole...

In conclusion it is possible to say that...

IX. Discuss the following statements.

1. Representatives of different cultures experience difficulties in establishing social communications.

2. Knowledge of a foreign language, correct use of accepted rules of politeness, knowledge of the characteristics of various types of social relations are very important components in national-ethnic communities.

3. Methods and forms of communication between members of various social groups and communities depend on those cultural norms, customs and traditions that prescribe the order, rules, and mechanisms of behavior, communication and treatment of participants in social communication.

4. The influence of norms on the social behavior of interactants subjects is clearly manifested in the process of intercultural communication.

5. The norms inherent in macrosocial groups of society act as “general rules” and take the form of customs, traditions, mores and manners of behavior, and etiquette.

X. Make up your own presentation on the topic: “Types of modern cultures and subcultures”.



GRAMMAR FOCUS

The Passive Voice

Глагол-сказуемое в *Passive Voice* (страдательном залоге) показывает, что в предложении подлежащее является объектом действия со стороны другого лица или предмета (*I wrote three letters yesterday* – Past Simple of the Active Voice). (*Three letters were written yesterday* – the Past Simple Passive).

*Времена страдательного залога образуются при помощи вспомогательного глагола в соответствующем времени действительного залога и глагола-сказуемого в форме причастия прошедшего времени **Participle II (-ed / III форма неправильного глагола)** глагола-сказуемого – объект действия выражен подлежащим, а субъект действия либо совсем не упоминается, либо указан с предлогами **by** или **with** (*Football is played all over the world; The sky was covered with clouds*).*

Времена **Perfect Continuous** и **Future Continuous** в страдательном залоге не употребляются.

Tenses	Active	Passive
Present Simple	We <i>bake</i> the bread here	The bread <i>is baked</i> here
Present Continuous	We <i>are baking</i> the bread	The bread <i>is being baked</i>
Present Perfect	We <i>have baked</i> the bread	The bread <i>has been baked</i>
Past Simple	We <i>baked</i> the bread yesterday	The bread <i>was baked yesterday</i>
Past Continuous	We <i>were baking</i> the bread	The bread <i>was being baked</i>
Past Perfect	We <i>had baked</i> the bread	The bread <i>had been baked</i>
Future Simple	We <i>will bake</i> the bread next	The bread <i>will be baked</i> next
To be going to	We <i>are going to bake</i> the bread	The bread <i>is going to be baked</i>
Modals	We <i>should bake</i> the bread soon	The bread <i>should be baked</i> soon

GRAMMAR EXERCISES

1. Open the brackets.

1. Those magazines (*return*) to the library yesterday.
2. Why your home task (*not / do*)?
3. The children (*take*) to the circus this afternoon.
4. Dictionaries may not (*use*) at the examination.
5. This room (*not / use*) for a long time.

2. Translate into English.

1. Его часто посылают за границу.
2. Телеграмма была получена вчера.
3. Когда будет переведена эта книга?
4. Кому поручили это задание?
5. Мне предложили очень интересную работу.

3. Rewrite these sentences beginning with the underlined words.

Pattern: Thieves robbed a woman. – *A woman was robbed.*

1. They may ban the film.
2. They offered Nancy a pay increase.
3. We need to correct the mistakes.
4. Someone reported that the situation was under control.
5. They are testing the new drug.

Part II

TEXTS FOR ADDITIONAL READINGS

Text 1. HIGHER EDUCATION



I. Study and memorize the following words and expressions:

- 1) **the jurisdiction** – юрисдикция;
- 2) **the Ministry of Science and Higher Education** – Министерство науки и высшего образования;
- 3) **responsible for** – ответственный за;
- 4) **the accreditation and licensing** – аккредитация и лицензирование;
- 5) **State Educational Standards** – государственные образовательные стандарты;
- 6) **to maintain** – поддерживать;
- 7) **to construct** – создавать, придумывать;
- 8) **at least** – по крайней мере;
- 9) **a secondary education** – среднее образование;
- 10) **pursuit** – стремление;
- 11) **prestigious** – престижный;
- 12) **demands** – требования;
- 13) **educational establishments** – образовательные заведения;
- 14) **annually** – ежегодно;
- 15) **to involve** – включать (в себя);
- 16) **to employ** – предоставлять работу, нанимать;
- 17) **an applicant** – кандидат, соискатель;
- 18) **public and non-public (nonState)** – государственный и негосударственный;
- 19) **postgraduate higher education** – послевузовское высшее образование;
- 20) **to receive** – получать;
- 21) **to be capable** – быть способным;
- 22) **mutual recognition** – общее признание;

- 23) **validation** – признание законной силы;
- 24) **seal** – гарантия, доказательство;
- 25) **irrespective** – независимо от, несмотря на;
- 26) **ownership pattern** – формы собственности;
- 27) **assessment week** – зачетная неделя;
- 28) **assignment works** – задания, работы;
- 29) **to defend course projects** – представлять к защите дипломные проекты;
- 30) **in recent years** – в (за) последние годы;
- 31) **drastic changes** – кардинальные перемены;
- 32) **comprehensive transformation** – всестороннее преобразование;
- 33) **diversification** – расширение области деятельности;
- 34) **emergence** – учений.

II. Find Russian equivalents to the following words and word combinations.

The jurisdiction; State Educational Standards; basic higher education; postgraduate higher education; in the middle of the 18th century; very prestigious; began to change; academic year; each semester; the national emblem; similar to that of Britain; in Soviet times; evolutionary reformation; open for everything new; another type of education; the international educational organizations; people are employed in the sphere of education; levels of higher education; major international experts.

III. Find English equivalents to the Russian words and word combinations.

Образовательная система России; поступать в вуз; сдавать единый государственный экзамен; участие в конкурсе; самый образованный народ; государственные образовательные учреждения; частные школы; учиться в гимназии; быть ответственным за что-либо; требование времени; учиться на бакалавра; получать степень магистра; увлекаться спортом; стать широко образованной личностью; поступать в аспирантуру; заниматься наукой; принимать участие в российских и международных симпозиумах; публиковать научные работы; выступать на различных научных конференциях.

IV. Insert the missing words and word combinations.

1. The system was ... similar to that of	Constructed;
2. The ... of higher education was and still is considered to be	very flexible;
3. There are ... educational establishments of in the Russian Federation.	Germany; pursuit;
4. More than are employed in the	very prestigious;
5. ... has the most in the world.	180,000 academic year;
6. I wash the dishes, go shopping and ...	all types and categories;
7. About 300,000 applicants from of the world come to study at	6 million people;
8. in Russia is provided by	sphere of education;
9. Major... . . . have noted that Russian ...	Russia;
10. The starts on 1 st of September and ends at	educated population;
11. Russian educational system is that is why it is always open for everything new.	the end of June;
	all the countries;
	Russian universities;
	Higher Education;
	public and non-public (non-State);
	international experts;
	educational;
	system developed and advanced.

V. Read and translate the text A.

HIGHER EDUCATION IN RUSSIA

History of education in Russia

Russia's higher education system started with the foundation of the universities in Moscow and St. Petersburg in the middle of the 18th century. The system was constructed similar to that of Germany. In Soviet times, all of the population in Russia had at least a secondary education. The pursuit of higher education was and still is considered to be very prestigious. Due in great part to demands of the international



educational organizations, the system of education in Russia began to change over the past four to five years. Universities began transitioning to a system similar to that of Britain and the USA: 4 years for the Bachelor's degree and 2 years for a Master's degree.

Educational establishments



There are 180,000 educational establishments of all types and categories in the Russian Federation. About 35 million people or 25 % of the total population of the country are annually involved in one or another type of education. More than 6 million people are employed in the sphere of education. Russia has the most educated population in the world. More than half of Russians have higher education qualification. About 300,000 applicants from all the countries of the world come to study at Russian universities. Higher Education in Russia is provided by public and non-public (non-State) accredited higher education institutions. There are two levels of higher education:

- Basic higher education (4 years) leading to the Bakalavr's degree, the first university level degree. This is equivalent to the B. Sc. degree in the US or Western Europe;
- Postgraduate higher education (5 – 6 years or more). After two years, students are entitled to receive a Magistr's degree. This is equivalent to a Master's Degree (M. Sc, M. A.) in the US or Western Europe. After a Master's degree, students can continue to study towards a doctoral degree: Kandidat Nauk degree (the first level, equivalent to Ph. D.) and Doktor Nauk degree (the second, highest level, equivalent to Professor).

In the Russian Federation there are:

- More than 700 State Higher Educational Institutions;
- More than 15 million students;
- More than 350,000 foreign students studying at Russian State Universities.

Russian system of higher education

Major international experts have noted that Russian educational system is one of the most developed and advanced educational systems in the world. In the context of a changing society, the educational system proved to be capable of adapting to rapid transformations of new realities and to the phase of prolonged evolutionary reformation. Only accredited higher education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights, and are covered by the international agreements on mutual recognition and validation of education documents. Only accredited higher education establishments have the right to use the seal with the national emblem of the Russian Federation. All state degrees award specific qualifications to a graduate, irrespective of the type of educational institution (University, Academy, and Institute) and the ownership pattern (state, municipal, non-state), are equal in status.

Academic year and semester

The academic year starts on 1st of September and ends at the end of June. It is divided into an autumn and spring semester. A study period of 16 weeks in autumn term and a study period of 15 – 16 weeks in spring term. Each semester ends with one assessment week during which students take course tests and present assignment works and defend course projects.

Exam session: Two or three weeks' period of examinations and final assessments take place each semester.

In recent years, the system of education of the Russian Federation has been undergoing drastic changes in the framework of the comprehensive transformation of the country as a whole. The main changes have been proceeding along the diversification: emergence of new types of educational institutions, introduction of a multi-level higher education system (Bachelor's and Master's Degrees in addition to the traditional Diploma – Specialist Degree), and profound changes in curricula. Russian educational system is very flexible that is why it is always open for everything new [15].

VI. Comprehension check. Answer the following questions.

1. Under whose jurisdiction is higher education in Russia?
2. What is the Ministry of Science and Higher Education in the Russian Federation responsible for?
3. What did Russia's higher education system start with and when did it start?
4. What was the higher education system constructed similar to?
5. What education did the population in Russia have in Soviet time?
6. Is the pursuit of higher education considered to be very prestigious or not?
7. Why did the system of education in Russia begin to change over the past years?
8. How did universities begin transitioning?
9. How many educational establishments of all types and categories are there in the Russian Federation?
10. How many people are employed in the sphere of education?
11. What part of the population in Russia has higher education qualification?
12. How many levels of higher education are there and what are they?
13. How many Higher Educational Institutions are there in Russia?
14. What is the number of students in Russia?
15. How many foreign students are studying at Russian State Universities?
16. What have international experts noted about Russian educational system?
17. What did the Russian educational system prove in the context of a changing society?
18. What education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights and mutual recognition and validation of education documents?
19. What qualifications do all state degrees award to graduates?
20. When does the academic year start and end? How many semesters are academic years divided?
21. How does each semester end?
22. What main changes have been proceeding along the diversification of the education system?

VII. Find the English equivalents of the following words and expressions in the text A.

Государственные образовательные стандарты; Министерство науки и высшего образования Российской Федерации; среднее образование; стремление получить высшее образование; степень бакалавра; степень магистра; государственные и негосударственные аккредитованные высшие учебные заведения; выдавать дипломы государственного образца; тип учебного заведения; учебный год; многоступенчатая система высшего образования.

VIII. Match the words and expressions with their translation.

- | | |
|-------------------------|---|
| 1) responsible; | a) переход; |
| 2) accrediting; | b) сфера образования; |
| 3) changing society; | c) конструировать, образовывать, строить; |
| 4) construct; | d) меняющееся общество; |
| 5) demand; | e) ежегодно; |
| 6) transitioning; | f) взаимное признание; |
| 7) annually; | g) аккредитация; |
| 8) sphere of education; | h) претерпевать, подвергаться; |
| 9) mutual recognition; | i) возникновение; |
| 10) validation; | j) требование; |
| 11) adapting; | k) рамки; |
| 12) framework; | l) легализация; подтверждение; |
| 13) emergence; | m) ответственный; |
| 14) undergo. | n) приспособление, адаптация. |

IX. Tell whether the sentences below true or false. Start your corrections with the words: it is true, it is false. Correct the false statements.

1. Higher education is under the jurisdiction of various ministries.
2. Russia's higher education system started with the foundation of the universities in the 12th century.

3. In Soviet times, all of the population in Russia had at least a secondary education.

4. Universities began transitioning to a system similar to that of Germany.

5. There are more than 200,000 educational establishments of all types and categories in the Russian Federation.

6. Russia has the most educated population in the world.

7. Higher Education in Russia is provided only by public higher education institutions.

8. In the Russian Federation there are more than 1000 State Higher Educational Institutions.

9. Only universities have the right to issue state diplomas and degrees ensuring full vocational and academic rights.

10. The academic year is divided into three semesters; a study period of 4 weeks in each semester.

X. Translate sentences into English.

1. Высшее образование находится в ведении Министерства науки и высшего образования Российской Федерации, которое отвечает за аккредитацию и лицензирование высших учебных заведений, а также за разработку и поддержание государственных образовательных стандартов.

2. В советское время у всего населения России было как минимум среднее образование.

3. Во многом благодаря требованиям международных образовательных организаций за последние четыре-пять лет система образования в России начала меняться.

4. В Российской Федерации насчитывается 180 000 образовательных учреждений всех типов и категорий.

5. На обучение в российские вузы приезжают около 300 000 абитуриентов со всех стран мира.

6. Крупнейшие международные эксперты отмечают, что российская система образования – одна из самых развитых и передовых в мире.

7. Только аккредитованные высшие учебные заведения имеют право использовать печать с государственным гербом Российской Федерации.

8. Экзаменационные сессии с двух- или трехнедельным периодом экзаменов и итоговых оценок проводятся каждый семестр.

9. В последние годы система образования Российской Федерации претерпевает кардинальные изменения в рамках комплексной трансформации страны в целом.

10. Российская система образования очень гибкая, поэтому всегда открыта для всего нового.

XI. Divide the text into logical parts and speak briefly about Russia's higher education.

XII. Make up your own presentation on the topic: "Education in Russia".

Text 2. EDUCATION IN BRITAIN

I. Read and translate the text.

EDUCATION IN BRITAIN'S UNIVERSITIES

The academic year in Britain's universities, Polytechnics, *Colleges of Education*¹ is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 109 recognized universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.



Good A-level results in at least two subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it *a grant*² from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with the Degree of *Bachelor of Arts*³, Science, Engineering, Medicine, etc. Later he may continue to take *a Master's Degree*⁴ and then *a Doctor's Degree*⁵. Research is an important feature of university work.

The Oxford and Cambridge Universities date from the 12th and 13th centuries.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the 15th and 16th centuries.

In the 19th and the early part of the 20th centuries the so-called *Redbrick universities*⁶ were founded. These include London, Manchester,



Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 “new” universities were set up. Sometimes they are called “concrete and glass” universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and *sandwich courses*⁷. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject.

Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing,

engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There is an interesting form of studies which is called *the Open University*⁸. It is intended for people who study in their own free time and who “attend” lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry [13].

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1. **College of Education** – педагогический колледж (*трехгодичный педагогический институт; в 1965 году такие колледжи получили статус университетов*).

2. **Grant** – стипендия (*обычно выплачивается студентам из средств государственного бюджета или местных органов власти*).

3. **Bachelor of Arts** – бакалавр искусств (*обладатель степени бакалавра по одной из гуманитарных или математических наук в университете*).

4. **Master's Degree** – ученая степень магистра (*присуждается университетом лицам, успешно завершившим по крайней мере год учебы и выполнившим исследовательскую работу после окончания университета*).

5. **Doctor's Degree** – ученая степень доктора.

6. **Redbrick universities** – «краснокирпичные» университеты (*разговорное название университетов, появившихся в XIX – начале XX века*).

7. **Sandwich course** – курсы «сэндвич» (*для работающих; обычно при техническом колледже, где занятия чередуются с работой на предприятии*).

8. **Open University** – открытый университет, университет для всех (*функционирует с 1971 года*).

II. Comprehension check. Answer the following questions.

1. How many terms is the academic year in Britain's universities, Polytechnics, Colleges of Education divided into?
2. How long do the terms usually run?
3. How many universities are there in Britain?
4. Where are the oldest and best-known universities located?
5. What is necessary to get a place at a university?
6. How do universities choose their students?
7. What does a place at a university bring with it for all British citizens?
8. How do English universities differ from each other?
9. What degree will a university graduate leave with after three years of study?
10. What other degrees can university graduates get?
11. What is an important feature of university work?
12. What centuries do Oxford and Cambridge Universities date from?
13. What centuries do the Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from?
14. When were the so-called Redbrick universities founded?
15. When were 20 "new" universities set up? How are they sometimes called?
16. What degrees and courses did the Polytechnics offer?
17. What courses do Colleges of Education provide?
18. Where may those who decide to leave school at the age of 16 go?
19. What can they study at further education colleges?
20. Who is the Open University intended for?
21. How do people study and attend lectures at the Open University?
22. How do they keep in touch with their tutors?
23. How many overseas students study at British universities or further education colleges?

III. Give a short summary of the text B using the following words and word combinations.

The academic year; Britain's universities; divided into; terms; usually run; recognized universities; the oldest and best-known universities; A-level results; at least two subjects; necessary; greatly differ from each other; The Scottish universities; date from the fifteenth and sixteenth centuries; the Government set up; full-time and sandwich courses; the graduate specializes; strong ties with commerce and industry; the Open University; study in their own free time; by watching television; listening to the radio; be unable to enter; overseas students; further education; train in nursing, law, banking or in industry.

IV. Translate into English.

1. Образование – важная часть современной жизни.
2. Быть образованным – значит знать много необходимых и полезных вещей для жизни.
3. В последнее время происходит положительная динамика роста числа иностранных студентов.
4. После окончания 11-го класса средней школы, лицея или гимназии ученики могут получить высшее образование.
5. Учиться в России престижно и выгодно. Вы можете быть уверены, что получите все необходимые знания по выбранной специальности.
6. Получать образование можно как на коммерческой основе, так и бесплатно, при поддержке Правительства России.
7. История высшего образования в России возвращает нас к 1755 году, когда в Москве был основан первый университет по инициативе Михаила Ломоносова.
8. Многие учебные заведения предлагают степень бакалавра с четырехлетней программой и степень магистра с двухлетней программой обучения.
9. После получения высшего образования можно дополнительно поступать в аспирантуру и учиться еще в течение трех лет.
10. Высшее образование – это своеобразный признак интеллигентности и высокого уровня культуры личности.

V. Make up your own dialogue with your group-mates using the following words and word combinations.

Nice to meet you; University; enter exams; favorite subjects; years old; friendly; good looking; canteen; party; curriculum; tutor; teaching staff; mark; mid-sessional exam; sessional exam; a freshman; tuition; paid by the students; free of charge; the term of studying.

VI. Tell about your institution using the following sentences.

1. My name is I'm a ... year student at the ... institute of the ... university.

2. I study these subjects:

3. After I graduate from the university, I'll be ... (a teacher, an engineer, a lawyer, ... etc.)

4. My university was founded in

5. It's one of the ... (oldest, newest, largest) higher education establishments in Russia.

6. The university campus consists of a number of big buildings, including the teaching blocks, administrative block, libraries and hostels.

7. There are ... institutes at university , including the faculty of ... and

8. The overall number of students studying at University in the daytime, evening and extra-mural departments is about ... thousand (hundred).

9. Most of them live in the hostel, the others live either with their families or rent rooms.

10. We students take an active part in social work. Most of us also go in for sport.

VII. Discuss the following statements.

1. Higher education plays a very important role in our life.

2. There are many good universities in our country.

3. I think that choosing a future profession and university is a serious step in every person's life.

4. Higher education gives many future possibilities.

5. Higher education gives the chance to find an interesting and well-paid job after graduating from the university.

6. Education makes people kin, helps them understand each other better.

7. Human progress mostly depended upon well-educated people.

VIII. Make up your own presentation on the topic: “Education in Britain”.

Text 3. ENGLISH-SPEAKING WORLD



I. Study and memorize the following words and expressions:

- 1) **adult population** – взрослое население;
- 2) **aeronautical and maritime communications** – авиационные и морские системы связи;
- 3) **approximately** – приблизительно;
- 4) **estimate** – оценивать;
- 5) **in descending order** – в убывающем порядке;
- 6) **international treaty** – международный договор;
- 7) **native speaker** – носитель языка;
- 8) **percentage** – процентное отношение;
- 9) **taught as a foreign language** – преподаваемый как иностранный язык;
- 10) **the European Union** – Европейский Союз;
- 11) **the United Nations / the United Nations Organisation / the UN** – Организация Объединенных Наций;
- 12) **widely spoken language** – широко распространенный язык.

II. Find Russian equivalents to the English words and word combinations.

The following percentage; multiple regional varieties; feed back into the language; open to language shift; lead to; increasing use of the English language; web content; English literature predominates; came from authors; articles; magazines and journals; approximately; 330 to 360 million people; speak English; as their first language; more than half; a majority of native English speakers; the first place where English was spoken; the most widely spoken language worldwide; non-native speakers; native English speakers.

III. Find English equivalents to the Russian words and word combinations.

Открытый для изменения язык; написанные авторами; многочисленные местные диалекты; подпитывать язык; увеличение использования английского языка; приводить к чему-либо; информационное наполнение сайта; английская литература доминирует; статьи и журналы (популярные и научные периодические издания); следующее процентное соотношение; огромный импульс; превосходить численно; подсчитывать; огромное заблуждение; неизвестные диалекты; не до конца изученный; влияющий на; современная наука; изучение движения языков; известные ученые-лингвисты; существующий века.

IV. Read and translate the text.

ENGLISH-SPEAKING WORLD



Approximately 330 to 360 million people speak English as their first language. More than half of these (231 million) live in the United States, followed by some 60 million in the United Kingdom, the first place where English was spoken.

English is the third largest language by number of native speakers, after Mandarin and Spanish.

Estimates that include second language speakers vary greatly, from 470 million to more than 1 billion. David Crystal calculates that non-native speakers as of 2003 outnumbered native speakers by a ratio of 3 to 1. When combining native and non-native speakers, English is the most widely spoken language worldwide.

There are six large countries with a majority of native English speakers that are sometimes grouped under the term Anglosphere. They are, in descending order of English speakers, the United States (at least 231 million), the United Kingdom (60 million), Canada (19 million), Australia (at least 17 million), Ireland (4.2 million), and New Zealand (3.7 million).

India has the largest number of second-language speakers of English, India has more people who speak or understand English than any other country in the world.

Because English is so widely spoken, it has often been referred to as a “world language”, the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. It is, by international treaty, the official language for aeronautical and maritime communications. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee.

English is studied most often in the European Union, and the perception of the usefulness of foreign languages among Europeans is 67 percent in favour of English ahead of 17 percent for German and 16 percent for French (as



of 2012). Among some of the non-English-speaking EU countries, the following percentages of the adult population claimed to be able to converse in English in 2012: 90 percent in the Netherlands, 89 percent in Malta, 86 percent in Sweden and Denmark, 73 percent in Cyprus and Austria, 70 percent in Finland, and over 50 percent in Greece, Luxembourg, Slovenia and Germany. In 2012, excluding native speakers, 38 percent of Europeans consider that they can speak English.

Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly

used language in the sciences with Science Citation Index reporting as early as 1997 that 95 % of its articles were written in English, even though only half of them came from authors in English-speaking countries.

In publishing, English literature predominates considerably with 28 percent of all books published in the world and 30 percent of web content in 2011 (from 50 percent in 2000).

This increasing use of the English language globally has had a large impact on many other languages, leading to language shift and even language death, and to claims of linguistic imperialism. English itself has become more open to language shift as multiple regional varieties feed back into the language as a whole [15].

V. Match the adjectives with the nouns:

- | | |
|--------------------|-----------------|
| 1) largest; | a) communities; |
| 2) federal; | b) territories; |
| 3) dependent; | c) language; |
| 4) modern; | d) government; |
| 5) linguistic; | e) colony; |
| 6) international; | f) era; |
| 7) former British; | g) treaty; |
| 8) foreign. | h) imperialism. |

VI. Match the words and word combinations in A with their synonyms in B.

A: native, to publish, to complain, official, to exclude, to understand, to teach, to study, to claim, indeed.

B: natural, to grumble, keep out, ceremonial, to train, comprehend, to demand, to lean, make public, certainly.

VII. Comprehension check. Answer the following questions.

1. How many people speak English as their first language?
2. Where do more than half of them live?
3. Where was English first spoken?
4. How does English rate in the world by number of native speakers?

5. What is the number of the second language speakers of English?
6. How did the number of non-native English speakers outnumber native ones in 2003?
7. How does English rate in the world when combining native and non-native speakers?
8. What is the term “Anglosphere” mean?
9. What country has the largest number of second-language speakers of English?
10. Why has English often been referred to as a “world language”?
11. In what fields is English the official language by international treaty?
12. In what international organizations is English one of the official languages?
13. How is English treated in the European Union?
14. What percent of Europeans considers that they can speak English?
15. Are books, magazines, and newspapers written in English available in many countries around the world?
16. What language is the most commonly used in sciences?
17. What did Science Citation Index report as early as 1997?
18. What situation with the English language can be observed in publishing?
19. What will the increasing use of the English language globally lead to?
20. How has English changed?

VIII. Arrange the following sentences in the order they appear in the text.

1. There are six large countries with a majority of native English speakers that are sometimes grouped under the term Anglosphere.
2. English is the third largest language by number of native speakers, after Mandarin and Spanish.
3. Estimates that include second language speakers vary greatly, from 470 million to more than one billion.
4. Approximately 330 to 360 million people speak English as their first language.

5. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee.

6. India has the largest number of second-language speakers of English, India has more people who speak or understand English than any other country in the world.

IX. Translate the sentences into English.

1. Английский язык широко распространен в странах Европейского Союза.

2. Согласно данным Французской академии наук, современное человечество говорит почти на 3 тысячах языков. Все языки делятся на семь.

3. Английский язык относится к германским языкам индоевропейской группы языков.

4. Английский язык – официальный язык Великобритании, Новой Зеландии, Австралии и 31 штата Америки.

5. Сегодня английский язык становится популярным во всем мире.

6. Насчитывается около 500 млн человек носителей английского языка в 12 англоговорящих странах, а людей, использующих английский в качестве второго языка, – около 600 млн человек.

7. Современному образованному человеку требуется владение хотя бы одним иностранным языком, потому что границы образования, науки, экономики, бизнеса, спорта распространяются далеко за пределы одной страны.

8. Ученые доказали, что дети, которые владеют иностранным языком, намного внимательнее, сообразительнее и организованнее, чем их ровесники, не изучающие иностранный язык.

9. Владение иностранным языком в современном мире – это одна из базовых характеристик успешного человека.

10. Сегодня значение английского языка в науке, где он играет роль языка научной коммуникации, особенно велико.

11. Очевидно, что современная наука в любой стране не может замыкаться внутри своего национального языка, подобная тенденция ведет к снижению конкурентоспособности в научной сфере и, как следствие, к снижению уровня исследований.

X. Fill in the gaps with an appropriate English words and word combinations and translate sentences into Russian.

1. English is (*изучаться*) most often in the European Union, and the (*осознавать*) of the usefulness of foreign languages among Europeans is 67 (*процент*) in favour of English ahead of 17 percent for (*немецкий язык*) and 16 percent for (*французский язык*).

2. This (*возрастающий*) use of the (*английский язык*) globally has had a large (*толчок*) on many other languages, leading to language (*изменяться*) and even language death, and to (*заявлять*) of linguistic imperialism.

3. English is the most (*как правило*) used language in the (*науках*) with Science Citation Index.

4. (*Приблизительно*) 330 to 360 million people speak English as their (*первый язык*).

5. (*Более половины*) of these (*231 million*) live in the United States, followed by some 60 million in (*Соединенное Королевство Великобритании*), the (*первое место*) where English was spoken.

6. English is the third largest language (*по числу носителей языка*), after Mandarin and Spanish.

7. There are six large countries with (*большинство*) of native English speakers that are (*иногда*) grouped (*под термином*) Anglosphere.

8. They are, (*в порядке убывания*) of English speakers, (*Соединенные Штаты Америки*) at least 231 million, the United Kingdom – 60 million, (*Канада*) – 19 million, (*Австралия*) – (*как минимум*) 17 million, (*Ирландия*) – 4.2 million, and (*Новая Зеландия*) – 3,7 million.

9. (*Индия*) has the largest number of (*носители второго языка*) of English, India has more people who (*говорить*) or (*понимать*) English than (*любая другая страна в мире*).

10. Books, magazines, and newspapers (*написанные на английском языке*) are (*доступны*) in many countries (*во всем мире*).

11. It is, (*согласно Международному договору*), the official language for (*аэронавигационный*) and (*морской*) communications.

12. English is one of the official languages of (*Организация Объединенных Наций*) and many other international organizations, (*включать*) the International (*Олимпийский комитет*).

XI. Discuss the following statements.

1. International English is the concept of the English language as a global means of communication in numerous dialects, and the movement towards an international standard for the language.

2. There have been many proposals for making International English more accessible to people from different nationalities.

3. The modern concept of International English does not exist in isolation, but is the product of centuries of development of the English language.

4. English language teaching is almost always related to a corresponding culture, e. g., learners either deal with American English and therefore with American culture, or British English and therefore with British culture.

5. International English sometimes refers to English as it is actually being used and developed in the world; as a language owned not just by native speakers, but by all those who come to use it.

6. International English reaches toward cultural neutrality.

7. Many non-native English speakers study the subject with the goal of doing business with English-speaking countries, or with companies located outside the English-speaking world.

XII. Give a short summary of the text “English-Speaking World”. Use active words and word combinations from the text.

XIII. Make up your own presentation on the topic: “English as an International Language”.

CONCLUSION

Учебное пособие предназначено для студентов, изучающих специальность «Социология» в курсе дисциплины «Иностранный язык». Основная цель курса – сформировать у студентов умение читать, переводить оригинальную литературу, обсуждать насущные проблемы в области социологии на английском языке.

Тексты подобраны с учетом их познавательной ценности, актуальности и воспитательного значения. Учебный материал отражает различные проблемы социологии, а именно: историю становления и развития социологии, современное понимание социальных проблем, а также включает в себя историю социальных учений выдающихся мыслителей минувших лет.

Социальная жизнь общества, роль семьи, воспитание молодежи – темы, актуальные и сегодня. Знание лексики на английском языке пригодится при участии и подготовке выступлений на международных студенческих форумах и круглых столах, поможет правильно оценить современные общественные процессы.

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SUPPLEMENT

LIST OF IRREGULAR VERBS

Infinitive	Past Indefinite	Participle II	Перевод
1) to be	was, were	been	быть
2) to bear	bore	born	рождать
3) to beat	beat	beaten	бить
4) to become	became	become	становиться
5) to begin	began	begun	начинать(ся)
6) to blow	blew	blown	дуть
7) to break	broke	broken	ломать, разбивать
8) to bring	brought	brought	приносить
9) to broadcast	broadcast; ~ed	broadcast; ~ed	передавать по радио
10) to build	built	built	строить
11) to burn	burnt	burnt	гореть, жечь
12) to buy	bought	bought	покупать
13) to catch	caught	caught	ловить, хватать
14) to choose	chose	chosen	выбирать
15) to come	came	come	приходить, приезжать
16) to cost	cost	cost	стоить
17) to cut	cut	cut	резать
18) to deal (with)	dealt (with)	dealt (with)	иметь дело с
19) to do	did	done	делать
20) to draw	drew	drawn	рисовать, чертить
21) to dream	dreamt; ~ed	dreamt; ~ed	мечтать
22) to drink	drank	drunk	пить
23) to drive	drove	driven	везти, управлять
24) to eat	ate	eaten	есть (принимать пищу)
25) to fall	fell	fallen	падать
26) to feed	fed	fed	кормить, питать
27) to feel	felt	felt	чувствовать
28) to fight	fought	fought	бороться

29) to find	found	found	находить
30) to fly	flew	flown	летать
31) to foresee	foresaw	foreseen	предвидеть
32) to forget	forgot	forgotten	забывать
33) to freeze	froze	frozen	замерзать, замораживать
34) to get	got	got	получать, становиться
35) to give	gave	given	давать
36) to go	went	gone	идти, ехать
37) to grow	grew	grown	расти, становиться
38) to hang	hung	hung	висеть, вешать
39) to have	had	had	иметь
40) to hear	heard	heard	слышать
41) to hold	held	held	держать, владеть
42) to keep	kept	kept	держать, хранить
43) to know	knew	known	знать
44) to lay	laid	laid	класть
45) to lead	led	led	вести
46) to learn	learnt; ~ed	learnt; ~ed	учиться, узнавать
47) to leave	left	left	оставлять, уезжать
48) to let	let	let	позволять, пускать
49) to lie	lay	lain	лежать
50) to light	lit (lighted)	lit (lighted)	зажигать, освещать
51) to lose	lost	lost	терять
52) to make	made	made	делать
53) to mean	meant	meant	значить, предполагать
54) to meet	met	met	встречать
55) to overcome	overcame	overcome	преодолевать
56) to pay	paid	paid	платить
57) to put	put	put	класть
58) to read	read	read	читать
59) to ring	rang	rung	звонить, звенеть
60) to rise	rose	risen	вставать

61) to run	ran	run	бежать
62) to say	said	said	говорить, сказать
63) to see	saw	seen	видеть
64) to sell	sold	sold	продавать
65) to send	sent	sent	посылать
66) to set	set	set	ставить, устанавливать
67) to shine	shone	shone	сиять, блестеть
68) to show	showed	shown	показывать
69) to sit	sat	sat	сидеть
70) to sleep	slept	slept	спать
71) to speak	spoke	spoken	говорить
72) to spend	spent	spent	тратить, проводить
73) to split	split	split	расщеплять
74) to spread	spread	spread	распространять(ся)
75) to stand	stood	stood	стоять
76) to strike	struck	struck	ударять
77) to swim	swam	swum	плавать
78) to take	took	taken	брать
79) to teach	taught	taught	учить, обучать
80) to tell	told	told	рассказывать
81) to think	thought	thought	думать
82) to throw	threw	thrown	бросать
83) to undergo	underwent	undergone	подвергаться
84) to understand	understood	understood	понимать
85) to wake	woke; ~ed	woken; ~ed	будить, просыпаться
86) to wear	wore	worn	носить
87) to win	won	won	выигрывать
88) to withstand	withstood	withstood	противостоять
89) to write	wrote	written	писать

Учебное электронное издание

MY SPECIALITY IS SOCIOLOGY

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и развитию навыков устной речи на английском языке

Автор-составитель
НОВИКОВА Людмила Васильевна

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Редактор Е. А. Платонова
Технический редактор Ш. Ш. Амирсейидов
Компьютерная верстка Л. В. Макаровой, А. Н. Герасина
Корректор Н. В. Пустовойтова
Корректор иностранного языка Т. И. Койкова
Выпускающий редактор А. А. Амирсейидова

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Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых
Изд-во ВлГУ
rio.vlgu@yandex.ru

Гуманитарный институт
кафедра иностранных языков профессиональной коммуникации
novickova.lyud@yandex.ru