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УЧЕБНОЕ ПОСОБИЕ ПО ЧТЕНИЮ  
НА АНГЛИЙСКОМ ЯЗЫКЕ  
ПО СПЕЦИАЛЬНОСТИ “СОЦИОЛОГИЯ”

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Пособие предназначено для студентов II курса гуманитарного факультета специальности “Социология”. Пособие содержит оригинальные тексты, касающиеся социологии как науки, ее методов исследования и анализа. Кроме того, предоставлены тексты о современном государстве, демократии и политических системах.

Лексические упражнения направлены на активизацию и закрепление лексики, проверку понимания текстов. Даны грамматические упражнения по неличным формам глагола. Включено несколько текстов для внеаудиторного чтения.

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## **Предисловие**

Данное пособие предназначено для студентов II курса гуманитарного факультета специальности «Социология».

В соответствии с требованиями министерской программы по иностранному языку в неязыковых вузах пособие ставит своей целью сформировать у студентов навыки и умения самостоятельного чтения оригинальной литературы по специальности на английском языке, умение вести беседу, используя специальную терминологию.

Материал пособия отобран из оригинальной английской литературы, использованы также справочники и материалы прессы.

Пособие состоит из пяти тематических блоков, каждый из которых включает два текста. К каждому тексту дается тематический список слов для активного усвоения и понимания текста. Послетекстовые упражнения предусматриваются для проверки понимания прочитанного, формирования языковых и коммуникативных навыков.

Для усвоения и закрепления грамматического материала II курса даются грамматические упражнения по неличным формам глагола и сослагательному наклонению.

Пособие содержит следующие темы: социология как наука, методы исследования, используемые в социологии: обзоры, эксперименты, этнография, исторические исследования; современное государство, демократия и политические системы.

В пособие включено также несколько текстов для внеаудиторного чтения.

Пособие апробировано на занятиях со студентами II курса специальности «Социология».

На основе материалов пособия составлены две компьютерные программы.

### **Unit I**

Talk: Sociology as a science.

## Grammar: the Infinitive and its functions.

### *Active vocabulary*

1. Social services - система социального обеспечения; социальное обеспечение
2. in conjunction with - вместе с
3. approach - метод, подход
4. to explore - исследовать
5. to sustain - поддерживать; подтверждать
6. to distinguish - различать(ся); отличать(ся)
7. to draw connections - устанавливать связи
8. methodology - методология
9. verifiable - выверенный
10. misleading - вводящий в заблуждение
11. inductive - индуктивный
12. body - масса, совокупность
13. to favor (favour) - предпочитать, высказываться за
14. belief - убеждение, мнение
15. to shape society to - сформировать, приспособить общество для ...

### **Text 1**

## **SOCIOLOGY**

Sociology is the human behavioral science that investigates the nature, causes, and effects of social relations among individuals and between individuals and groups. It also studies social customs, structures and institutions as well as the effects on individuals of participation in groups and organizations.

Although the analysis of society has been a part of Western thought since the ancient Greeks, the modern science did not develop until 18-th and 19-th centuries. Along with other social sciences, it originally was an aspect of moral philosophy and was strongly influenced by theories of biology and evolution.

Early sociologists tried to apply Charles Darwin's theory of evolution to society.

Although August Conte created the word sociology in 1838, nearly 60 years passed before it gained the status of scientific specialization.

The first academic department of sociology was created by Albion Small at the University of Chicago in 1892, and by the late 1890-s many educational institutions offered courses in the subject. International sociological associations and publications then appeared, and the science grew in professional and scientific status. Today sociology has many applications in government industry, education and social services.

Modern sociology involves a variety of approaches that are often used in conjunction with one another. Robert Merton, Talcott Parsons, Pitirim A. Sorokin and other were among the first to investigate the nature of social organizations and their effects on human behaviour (functional - structural analysis). Parsons explored what social systems need to sustain themselves and also developed a classification of social structures by distinguishing their particular functions. Kurt Lewin studied small social units such as families and professional groups and few connections between the individual's

«psychological life space» and «social space». A later development has been the attempt to use various types of mathematical analysis in the study of society.

Among the principal concerns of modern sociology is that of developing more accurate and verifiable methodologies. Early sociologists tended to propose a theory first and then gather facts to prove it, or to rely on data that can be misleading. In the 1970-s Robert E. Park evolved a more inductive approach in which theory grew out of a body of carefully assembled information. Modern sociologists use several methods including controlled experimentation, direct and indirect observation, and statistical analysis.

Two basic questions about the social world are: «What holds society together?» and «What is the relationship between the individuals and society?»

In answering the first question, some sociologists favor a functional perspective (a belief that the different parts of society contribute to the whole); other favor a power perspective (a belief that those who control most of society's resources are likely to shape society to their own advantage). The second question is usually answered from a structural perspective (a belief that individual choices can be explained by forces that arise from the ways in which society is organized) or an action perspective (a belief that society is shaped by the actions of people).

### **Section I. Text work.**

**Exercise 1.** *Give the Russian equivalents of the following words and phrases.*

1. a part of Western thought 2. an aspect of moral philosophy 3. to be strongly influenced by 4. international sociological associations 5. a variety of

approaches 6. small social units 7. to rely on data 8. carefully assembled information 9. to contribute to 10. to arise from

**Exercise 2.** *Give an English rendering of:*

1. Наука о поведении человека.
2. Использовать теорию эволюции Ч. Дарвина для объяснения законов общества.
3. Получить научный статус.
4. Функционально-структурный анализ.
5. Жизненное пространство.
6. Разработка точной методологии.
7. Прямое и косвенное наблюдение.
8. Индивидуальный выбор.

**Exercise 3.** *Answer the following questions.*

1. What does sociology study?
2. Did it develop until 18-th and 19-th centuries?
3. Was it originally strongly influenced by theories of biology and evolution?
4. What did early sociologists try to do?
5. Who created the word «sociology»?
6. When and where was the first academic department of sociology established?
7. What applications has sociology today?
8. Who was the first to investigate the nature of social organizations and their effects on human behavior?
9. What social groups did Kurt Lewin study?
10. What is the principal concern of modern sociology?

11. What methods do modern sociologists use?

**Exercise 4.** *Make up the plan and retell the text according to it.*

## **Section II. Grammar.**

**Exercise 1.** *Find in the text the sentences in which infinitives are used. Translate them and state the functions of infinitives.*

**Exercise 2.** *State the forms and functions of the infinitive and translate the sentences.*

1. Nature has many secrets to be discovered.
2. Our country was the first to use atomic energy for peaceful purposes.
3. Well-read people are interesting to talk to.
4. To err is human.
5. He was too astonished to speak.
6. She is pleasant to look at.
7. His wish was to write a monumental work on the art galleries of Europe.
8. You'll have to be examined again.
9. The water in the pond is too dirty to drink
10. The children were delighted to have been taken to the Zoo.
11. He hoped to have been given the part of Hamlet.
12. Maggie was very sorry to have forgotten to feed the rabbits.
13. This car was the last to be repaired.
14. We were waiting for dinner to be announced.
15. My brother must have passed his exams.
16. Surely it is not at all necessary to go into details.



**Exercise 3.** *Use the Infinitive as predicative.*

1. Our plan was ...
2. To act like this meant ...
3. The first thing he did was ...
4. The main problem is ...
5. Our next step must be ...
6. What I want is ...

**Exercise 4.** *Complete the following, using the infinitive as subject with the anticipatory it :*

1. It gives me pleasure ...
2. It will take you 10 minutes ...
3. It is wise of him ...
4. It does people a lot of good ...
5. It was natural ...
6. It surprised me ...

## **Text 2**

### **FAMOUS SCIENTISTS AND THEIR CONTRIBUTION TO SOCIOLOGY**

Task 1. Translate the text in writing.

Task 2. Be ready to speak about the theories and concepts of Adam Smith, Max Weber, Jeremy Bentham, George Mead and Emile Durkheim.



Adam Smith

Adam Smith (1723-1790) was a Scottish philosopher, a founder of rational - choice theory which holds that in making decisions people choose the course of action that is most advantageous to them.

Jeremy Bentham (1748-1832) expanded this concept; he maintained that government intervention is needed to help society function smoothly and to allow as many people as possible to benefit from society's resources.



Jeremy Bentham

Emile Durkheim (1858-1917) focused on social forces that bind a society together, a phenomenon he called social solidarity.

Max Weber (1864-1920) was one of the most important German intellectuals of his day. He is important for introducing into sociology an awareness of the subjective nature of social life and for balancing Marx's emphasis on economic forces with an equal stress on politics and culture. He believed that society is produced by the actions of individuals and this action orientation is central to his theory.

George Mead (1863-1931), a philosopher at the University of Chicago. He believed that through social interaction we come to learn our «Places» in the

social world. He and other interactionists focused on language and symbolic communication, maintained that people address and respond to others depending on how they interpret the social situation.

## Unit II

Talk: Research Methods (Surveys).

Grammar: Infinitive Constructions.

### Text 1

#### *Active Vocabulary*

1. survey - обследование, обзор
2. public opinion - общественное мнение
3. designated - определенный
4. sample - выбранная единица, группа, объект (исследования)
5. respondent - отвечающий
6. questionnaire - анкета, опросный лист
7. valid - веский, обоснованный
8. generalization - обобщение
9. to canvass - обсуждать; вербовать, собирать (голоса перед выборами)
10. subset - подгруппа
11. ballot - избирательный бюллетень
12. voter - избирать

13. sophisticated - усложненный, сложный  
14. random number - произвольное число

## Text 1

### SURVEYS

Sociologists use surveys to measure public opinion, to test assumptions about behaviour, and to predict how people will act. Surveys are the systematic gathering of answers to standardized questions from a designated sample of respondents. Respondents may be asked to answer questionnaires by mail, over the phone or in face-to-face interviews. Surveys are especially useful when sociologists want information about events they can not measure directly.

Surveys are common in the US; their results turn up on the nightly news and in popular magazines. Sociological surveys involve much more than simply asking people a few questions. If the results are to be reliable and valid, sociologists have to be systematic in choosing whom to question and how to ask the questions.

#### Choosing a sample.

Most surveys are designed to collect information from a small member of people that can be used to make generalizations about attitudes, behaviour or other characteristics of a much larger population.

Because it is usually too costly and time consuming to interview everyone

in a population, sociologists canvass a sample - a limited but representative subset of



People wait in line for food during the Great Depression

the population being studied.

Many people think that a large sample gives more accurate results than a smaller one, but that is not always so. Perhaps the most famous counterexample was an attempt to predict the outcome of the 1936 presidential election. A popular magazine, Literary Digest, sent postcard ballots to 10 million people whose names were collected from telephone directories and car registrations. From the two million postcards returned, the magazine predicted that Alfred London would beat Franklin D. Roosevelt. Meanwhile a young man named George Gallup sampled a mere 312,551 people and correctly predicted that Roosevelt would win. In this case, the smaller sample was more representative of the population at large. For one thing, in 1936, deep in the Great Depression, many voters did not own cars or telephones. These people - most of whom voted for Roosevelt - were excluded from the Literary Digest sample. Gallup used a random sample, in which every one within the population had an equal chance of being selected. In sophisticated sociological surveys, each group of a population is assigned a number, and then a sample is drawn by using a table of random numbers. Sociologists may choose every tenth person in the population, or every hundredth person, depending on the size of the sample that they want to use.

### **Section I. Text work.**

**Exercise 1.** *Quote the sentence in which the word "counter-example" is used.*

*Translate it. Try to guess the meaning of the following words:*

Counteraction, counterblow, counter-balance, counter-offensive, counter-revolution, counter-intelligence.

**Exercise 2.** *Give the Russian equivalents of the following words and word combinations:*

1. to test assumptions;
2. a designated sample;
3. nightly news;
4. to be systematic in choosing...
5. postcard ballot;
6. telephone dictionary;
7. to assign.

**Exercise 3.** *Explain the meaning of the following words and word combinations in English.*

1. face-to-face interview;
2. sample;
3. outcome;
4. the Great Depression.

**Exercise 4.** *Answer the following questions:*

1. What method do sociologists use to measure public opinion to predict how people will act?
2. What is the essence of this method?
3. When are surveys especially useful?
4. Do these surveys involve much more than simply asking people a few questions?
5. How can sociologists achieve reliable and valid results?
6. What are most surveys designed for?

7. Why do sociologists canvass a sample?
8. Do many people think that a large sample gives more accurate results than a smaller one? Give the counterexample.
9. What is George Gallup famous for?
10. Do sociologists use sophisticated surveys?

**Exercise 5.** *Topics for discussion.*

1. The role of surveys in research methods of sociologists.
2. The importance of choosing a proper sample (Speak on an attempt to predict the outcome of the 1936 presidential elections in the USA).

**Section II. Grammar.**

**Exercise I.** *Point out the Objective Infinitive Construction and translate the sentences.*

1. He wanted me to be quiet.
2. We all know it to be impossible.
3. What makes you think you have any talent.
4. I watched her move away from us.
5. They all considered Jeffrey to be a man of the world and were embarrassed by his decision.
6. He imagined our theatre to be larger than it really is.
7. They recommended the article to be published.
8. We believe the play to be a great success.
9. I know him to have been an actor once.

10. The teacher expected him to give a better answer at the examination.

**Exercise 2.** *Point out the Subjective Infinitive Construction and translate the sentences.*

1. He seemed to have gained all he wanted.
2. Human fatigue appeared to have played a part in the tragedy.
3. He was believed to be preparing a report on the incident.
4. Some professors are known to have disagreed with the authorities on students' demands.
5. The victim is believed to have been poisoned.
6. He is expected to report on his findings to the committee.
7. The building is reported to have been damaged in the air-raid.
8. He is unlikely to answer well.
9. The scientist proved to have solved this difficult problem.
10. The weather seems to be changing.
11. He is known to have a good command of several foreign languages.
12. Our sportsmen are expected to gain good results at the coming Olympic games.

## **Text 2**

### *Active vocabulary*

- |                         |  |
|-------------------------|--|
| 1. to dovetail          | - совпадать, соответствовать, подходить; |
| 2. sequence             | - последовательность;                    |
| 3. pattern of responses | - стиль (характер) ответов;              |



- 4. to reverse the order - поставить в обратном порядке;
- 5. wording - формулировка;
- 6. to fire - увольнять;
- 7. advancement - продвижение, успех, прогресс;
- 8. to volunteer - вызваться добровольно (что-либо сделать);
- 9. to resort to - обращаться;
- 10. to tailor - приспособливать, изменять;
- 11. pace - темп;
- 12. recipient - получатель;
- 13. inquisitive - назойливо-любопытный;
- 14. persevering - упорство, настойчивость.

## Text 2

### CONSTRUCTING AND ASKING QUESTIONS

**POLLS** Will the next year be better than the previous one?

Year	1993	1994	1995	1996	1997	1998	1999	2000	2001
Sure	4	5	6	5	5	4	2	6	8
I hope so	35	42	38	33	28	31	27	48	51
It cannot get worse	12	10	15	17	12	20	14	17	18
No changes	21	23	20	26	30	25	27	18	17
It will probably be worse	23	11	15	13	19	9	23	6	4
Not sure	6	8	8	8	7	11	8	7	4

The very wording and sequence of the questions that sociologists ask in interviews or on questionnaires affect the validity and reliability of the data that they get.



Wording. The choice of words in survey questions can and does affect the results of the research. In 1976 some respondents were asked, «Do you think the United States should forbid public speeches against democracy?» Other were asked, «Do you think the US should allow public speeches

against democracy?» The responses did not dovetail: 21.4 % said that they would forbid the speeches, but 47.8 % said that they would not allow the speeches.

*Sequence.* The order in which sociologists ask questions can affect the pattern of responses. Issues raised in earlier questions can affect how respondents think about later questions. Sometimes sociologists get different results just by reversing the order of two questions. For example, people were asked the following two questions: (a) «Do you think the US should let newspaper reporters from communist countries come here and send back to their papers the news as they see it? And (b) «Do you think a communist country like Russia should let American newspaper reporters come there and send back to America the news as they see it?» When people were asked question **a** first, 54.7 % said yes to it. But when people were asked question **b** first, 74.6 % said yes to question **a**.

### *Form of Response.*

On surveys, people can answer questions in one of two forms. In a closed response question, respondents must choose from the set of answers provided by the researchers. In an open response question, respondents answer in their own words. For example, sociologists might want to know what people most prefer in a job. They can ask this on a closed form: «Would you please look at this card and tell me which thing on this list you would most prefer in a job? The card then lists 5 choices: high income, no danger of being fired, short working hours, chances for advancement etc. The question can also be in an open form: «People look for different things in a job. What would you most prefer in a job». When people were actually asked these questions, the answers differed with the form of presentation. For example, 17.2 % of the respondents chose «chances

for advancement» when they saw it among the responses. But only 1.8 % volunteered this answer when they were asked the question in an open form.

### Interviewing.

For some kinds of research, sociologists need more information than a short questionnaire allows. Then they may resort to interviewing by phone or in person. Good interviewers know that the validity and reliability of interviews depend on the interaction between interviewer and respondent. They learn to tailor the tone or the pace of an interview to different kinds of respondents.

The sociologist Harriet Zuckerman was interested in investigating the careers of scientists who had won a Nobel Prize. She wanted to interview this ultra-elite about their family histories, education, relationships with other scientists and the changes in their lives since winning the Nobel Prize. First she had to make contact with the Nobel recipients and persuade them to talk with her. This can be one of the most difficult and time-consuming stages of a study. Not everyone-especially not a busy scientist - is eager to spend an hour or two with an inquisitive sociologist. Zuckerman was quite successful in making contact: she managed to interview 44 of the 55 Noble laureates living in the US in 1983. She suggests that she overcame some resistance by clearly stating the purpose of the interview, by mentioning the names of other Nobel laureates who had agreed to participate, and by persevering. She prepared thoroughly for each interview, not only constructing in advance the set of questions that she would ask, but also researching the background of each scientist.

The talk with Nobel laureates were semi-structured interviews - that is the general and specific issues to be covered were worked out in advance but the subjects were free to talk about each topic in the terms most meaningful to them. In contrast, structured interviews are ones in which the wording and sequence

of questions are carefully planned in advance. In an unstructured interview, the questions and topics are not predetermined and the interviewer and the subject engage in free-flowing conversation.

### **Section I. Text work.**

**Exercise I.** *Give the Russian equivalents of the following words and word combinations:*

1. validity and reliability of data;
2. public speech;
3. to raise issues;
4. high income;
5. form of presentation;
6. ultra-elite;
7. to persuade;
8. time-consuming;
9. to overcome resistance;
10. to prepare thoroughly;
11. predetermined;
12. free-flowing conversation.

**Exercise 2.** *Find in the text English equivalents for the following words and word combinations:*

1. запрещать;

2. выбор слов;
3. в открытой форме;
4. тон и темп интервью;
5. лауреаты Нобелевской премии;
6. устанавливать контакты;
7. разрабатывать (готовить) заранее.

**Exercise 3.** *Explain the meaning of the following terms in English.*

1. Closed response question.
2. Open response question.
3. Semi-structured interviews.
4. Structured interviews.
5. Unstructured interviews.

**Exercise 4.** *Answer the following questions:*

1. What affects the validity and reliability of the data the sociologists get?
2. Prove that the choice of words in survey questions affects the results of the research.
3. Can the sequence of questions influence the pattern of responses?
4. Do sociologists get sometimes different results by reversing the order of two questions?
5. Do the answers of respondents differ depending on the form of question presentation?
6. When do sociologists resort to interviewing?
7. What do the validity and reliability of interviews depend on?
8. Whom did the sociologist Harriet Zuckerman want to interview?
9. Was she successful in making contact with Nobel laureates?

10. Did she prepare thoroughly for each interview?
11. Did Harriet Zuckerman research the background of each scientist?
12. What kind of interviews did she use in her research?

**Exercise 5.** *Topics for discussion.*

1. The importance of wording, sequence of questions and forms of presentation for sociological researches.
2. Prove that Harriet Zuckerman was a good interviewer and sociologist.

**Section II. Grammar.**

**Exercise 1.** *Complete the following. Use the Objective Infinitive Construction.*

1. He made ...
2. I watched ...
3. Did you notice ...
4. I should like ...
5. I wish ...
6. She considers ...

**Exercise 2.** *Answer the following questions using Objective and Subjective Infinitive Constructions.*

1. Have you ever seen your city football team lose a game?
2. What do you consider your friend's weak point to be?
3. Do you believe English to be difficult to master?
4. Do you expect your group to do well in the exams?
5. Do you like people to disturb you when you work?
6. Why do you hate people to interrupt you when you speak?

7. Has the doctor ever made you stay in bed?
8. Have you ever watched the ice flow down the river?
9. Where are the coming Olympic Games expected to take place?
10. What sportsmen are expected to gain good results?
11. Is this orchestra reported to play in the local concert hall?

### **Unit III**

Talk: Research Methods (Experiments).

Grammar: Participles I and II, their functions, Complex Object, Complex Subject with Participles.

#### **Text 1**

##### *Active Vocabulary*

1. artificial - искусственный;
2. associate - партнер, коллега, помощник;
3. to deceive - обманывать;
4. hazard - риск;
5. procedure - методика проведения (эксперимента);
6. confidentiality - конфиденциальность;
7. to give consent - согласиться.

#### **Text 2**

##### *Active Vocabulary*

1. to benefit - извлекать пользу;
2. welfare benefit - пособие по социальному обеспечению;
3. to discourage from - удерживать от;
4. on one's own - самостоятельно;
5. evidence - данные;
6. reward - вознаграждение.

### **Text 1**

## **LABORATORY EXPERIMENTS**

In laboratory experiments sociologists bring subjects into artificial conditions that can be regulated carefully by the investigator. For example, social psychologist Bibb Latané and his associates (1979) studied the behavior called «social loafing» under laboratory conditions. Social loafing is the tendency for people to work less hard when they are in group than they are not.

First, Latané and his associates brought volunteers into the laboratory, where they were asked to cheer and clap (the task) alone and in groups of 7, 4 and 6 people. When the researchers measured the sound of the cheering and clapping, they found that the amount of sound from each person diminished as the size of the group increased. The experiment showed that an increase in group size caused people to participate less in the task. The larger the group, the more the social loafing.

To get the data about social loafing however, the researchers had to deceive the volunteers. The researchers did not say the real purpose of the experiment. This kind of «deceptive methodology» has been common in laboratory social experiments. But in the last few decades the issue of protecting people from



harm in research has been raised. Current guidelines for this type of research are clear: explain the experiment or procedure to the subject; do not lie; warn the subject about any hazards; describe how the data are to be used; ensure the subjects' confidentiality; make certain that before a subject gives consent, he or she is fully informed about the experiment.

## **Text 2**

### **FIELD EXPERIMENTS**

Until recently, sociologists thought that it was unethical or impossible to manipulate conditions of the real world for the sake of an experiment. Years ago, however, Durkheim insisted that sociologists had a duty not only to investigate social problems but to try and solve them. Perhaps special research could be conducted that would actually benefit the participant.

The experimental group (those who actually underwent the experimental conditions) got a guaranteed annual income. The control group got traditional welfare benefits. Interviews and monthly reports of income and expenses provided the researchers with information about whether, first, a guaranteed income was a more efficient way to distribute money than a traditional welfare system and, second, whether a guaranteed income would discourage people from finding better paying jobs. The experiment yielded some unexpected results.

People who were given a higher guaranteed annual income earned less on their own than those who received a lower guaranteed income, but the evidence did not suggest that guaranteed income discouraged people from trying to find better paying jobs. Surprisingly, more marital breakups occurred among the families receiving guaranteed incomes than among welfare recipients.

When the experiment began, the researchers could not predict its outcome. Some of the study's effects, such as increased marital instability, might be seen as harmful. Some subjects in the experimental group got more financial rewards than others. Undoubtedly, experiments in the real world as well as in the laboratory raise serious questions about research ethics.

### **Section I. Text Work.**

**Exercise 1.** *Find in the texts the sentences in which the following words and word combinations are used. Translate them.*

1. under laboratory conditions
2. the amount of sound
3. to participate
4. the real purpose
5. deceptive methodology
6. current guidelines
7. fully informed about
8. for the sake of an experiment
9. better paying job
10. marital break up
11. harmful

**Exercise 2.** *Give English equivalents for these words and word combinations:*

1. выдвигать (поднимать) вопрос;
2. убедиться;
3. гарантированный годовой доход;
4. обеспечивать информацией;
5. неожиданные результаты;

6. более эффективный способ;
7. удивительно;
8. несомненно;
9. этика исследования.

**Exercise 3.** *Give the interpretation of the following expressions:*

1. social loafing;
2. deceptive methodology;
3. marital instability.

**Exercise 4.** *Answer the following questions:*

Text 1.

Do sociologists bring subjects into artificial conditions in laboratory experiment?

What behavior did Bibb Latané and his associates study?

What did the experiment show?

Did the researchers say the real purpose to the participants of the experiment?

What are current guidelines for this type of research?

Text 2.

Was it unethical to manipulate conditions of the real world for the sake of an experiment?

What did Durkheim insist on?

What information did the researcher get by means of interviews and monthly reports?

What was the result of the experiment?

Could the researchers predict the outcome of their experiment?

Did some subjects in the experimental group get more financial rewards than others?

Do these experiments raise serious questions about research ethics?

## **Section II. Grammar.**

**Exercise 1.** *State forms and functions of the Participles and translate the sentences.*

1. The sleeping children didn't hear when he came at home.
2. The lecture delivered by our professor was very interesting.
3. Being well-prepared he answered readily.
4. When reading an interesting article I always make notes.
5. Having devoted much time to the experiments the scientists got the desired results.
6. The first rays of the rising sun lit up the top of the hill.
7. Being ill he postponed his trip.
8. Having been shown the wrong direction the travellers soon lost their way.
9. While using a needle you should be careful.
10. The extensive research being conducted in this field must be mentioned at the conference.
11. The decision arrived at was to everybody's satisfaction.

**Exercise 2.** *Open the brackets using the correct form of the participle.*

1. (To tell) that Gert wanted to see him, Lanny left the party.
2. (To enter) the room he saw Gert (to sit) at the table motionless and impersonal.
3. (To open) his eyes Lanny saw Sarie (to bend) over him. Painfully Lanny got
4. up and stood (to hold) his stomach. (To give) a bowl of water Lanny began

slowly to wash the blood from his face. (To watch) him Sarie wondered whether she should give him a towel to wipe his face. (After Abrahams).

**Exercise 3.** *Point out the Objective and Subjective Participial Constructions.*

*Translate the sentences.*

1. I heard him groaning with pain.
2. He was often seen walking to the village with his bag on his shoulders.
3. I had my piano tuned.
4. The front door was heard slamming.
5. Arriving at the airport, he went to have his luggage weighed and registered.
6. The patient heard the doctor giving instructions to the nurse.
7. On clear nights millions of stars are seen twinkling in the sky.
8. The Baskerville hound was often heard barking in the dead of night.

## **Unit IV**

Talk: Research Methods (Ethnography. Historical Studies).

Grammar: Absolute Participial Construction.

### **Text 1**

#### *Active Vocabulary*

- |                     |                            |
|---------------------|----------------------------|
| 1. everyday setting | - повседневная обстановка; |
| 2. overt            | - открытый, нескрываемый;  |
| 3. an access to     | - доступ к;                |
| 4. to upset         | - нарушать;                |

5. perception	- понимание, восприятие;
6. routinely	- обычно;
7. to settle somebody's conflict	- урегулировать (уладить) конфликт;
8. dual purpose	- двойная цель;
9. convert	- скрытый, тайный;
10. bona fide	- настоящий, истинный;
11. intrusion	- вторжение, внедрение;
12. outsider	- посторонний.

### Text 1

## ETHNOGRAPHY

In experiments sociologists attempt to influence or change people's behavior. In ethnographies this is not usually the case. Ethnographies are studies in which researchers observe people in every day settings, usually over a considerable period of time. The



researchers' goal is to provide detailed descriptions and interpretations of social life as it happens – among, for example, children on playgrounds, street gangs in urban neighborhoods.

*Overt participant observation.*

In an overt participant observation, the investigator participates in the social life of his or her subjects.

The sociologist William Corsaro (1985) acted as an overt participant observer of children's play. For several months he watched and recorded how nursery school children played together. He did not try to hide the purpose. The children thought of him as a "big person" who acted more like them than other adults.

In conducting the participant observation, Corsaro had to solve some problems of method. How could he enter the children's world without upsetting or changing it? When he had the adults' permission, he watched the children, learned their names and got a sense of how they routinely interacted.

Corsaro played with the children but did not affect the nature or the flow of episodes between them. (He considered play episodes the central unit of behavior in his study). He never tried to start an activity or to substantially redirect one. He never settled children's conflicts. During this time Corsaro filled many notebooks with field notes. Later, he brought video and audio taping equipment to the play ground so that he could replay episodes between children as many times as he needed for his analysis.

Like other ethnographers, Corsaro had a dual purpose: to understand the subjective meaning of events to his subject, and to remain analytical, systematic and sociological in his investigation.

#### *Covert Participant Observation.*

Sociologists sometimes do not tell their subjects that they are being observed for an ethnography. In covert participant observation sociologists enter social world without identifying themselves as researchers and try to pass as bona fide members of the groups they are studying. Covert participation solves the problem of intrusion (that the sociologist's presence might alter the

group's behavior) and allows sociologists to observe groups that are usually closed to outsiders. But this research method, in turn, raises serious ethical questions.

### Nonparticipant Observation.

In this case sociologists do not join in the activities of the group under study. They simply observe the group in its everyday settings as its members go about their daily business. When nonparticipant observers are successful, the group does not notice that it is being studied.

### **Section I. Text Work.**

**Exercise 1.** *Write out the sentences in which the following words and word combinations are used in the text. Translate them.*

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. in everyday settings             | 7. subjective meaning               |
| 2. to hide the purpose              | 8. try to pass as bona fide members |
| 3. access to the children's culture | 9. closed to outsiders              |
| 5. without upsetting or changing    | 10. go about                        |
| 6. got a sense                      |                                     |
| 6. redirect                         |                                     |

**Exercise 2.** *Give English equivalents for the following words and word combinations.*

- |  |                            |
|--|----------------------------|
| 1. цель исследователей;                | 5. закрыт для посторонних; |
| 2. подробное описание и интерпретация; | 6. присоединиться к;       |
| 3. решить проблему вторжения;          | 7. не замечать наблюдения. |
| 4. изменить поведение группы;          |                            |



**Exercise 3.** *Give the interpretation of the following terms.*

1. ethnography;
2. overt participant observation;
3. covert participant observation;
4. nonparticipant observation;
5. bona fide members.

**Exercise 4.** *Answer the following questions:*

1. What is the researcher's goal in ethnographies?
2. What methods do sociologists use in ethnographies?
3. Did William Corsaro try to hide the purpose of his research?
4. What problems did he have to solve in conducting the research?
5. Did Corsaro affect the nature of the flow of episodes between children?
6. Did he try to start an acting or redirect one?
7. Do sociologists always tell their subjects that they are being observed?
8. When do sociologists enter social world without identifying themselves as researchers?
9. What problem does covert participation solve?
10. Do sociologists join in the activities of the group under study in nonparticipant observation.
11. Does the group notice that it is being studied?

**Exercise 5.** *Topics for discussion:*

1. Difficulties of a researcher in an overt participant observation.
2. Ethical problems of a covert participant observation.
3. Imagine that you study a social group using the method of non-participant

observation. In what way would you act?

## **Section II. Grammar.**

**Exercise 1.** *Point out the Absolute Participial Constructions. Translate the sentences.*

1. The bridge having been swept away by the flood, the train was late.
2. It being late, they decided to postpone their visit.
3. The weather being changed, we decided to stay where we were.
4. The airplane approaching the airport, we saw a wide panorama of the city.
5. An architect designs the building, an engineer providing for its construction.
6. The motor having been inspected, the engineer went to the laboratory.
7. The sun having set an hour before, it was getting darker.
8. Circumstances permitting, they will start tomorrow.
9. The door and window of the vacant room being open, we looked in.
10. His own thoughts no longer depressing him, for the moment he was happy.
11. There being no other matters to discuss, the old man said that he was going to bed.
12. He went into the house, with a curious sadness pressing upon him.
13. The three stood in a triangle before the fire, the two men smoking, and the woman sniffing at an October rose.
14. Independence having been achieved, attention could be given to the foundation of a national culture.

**Exercise 2.** *Change the following complex sentences into simple ones using the Absolute Participial Construction.*

1. When the packing had been done, the girls left for the station.
2. As the stop was a long one, the girls got off the train.
3. As the article was interesting, Olga offered to read it.

4. When the matches are over, she intends leaving for the Caucasus.
5. If time permits, come a few days earlier.
6. When the operation was over, Bill felt the pain leave him.
7. When the alterations had been made, she ironed the dress carefully.

## Text 2

### HISTORICAL STUDIES

#### *Active Vocabulary*

- |                           |   |
|---------------------------|---|
| 1. to bring about         | - осуществлять, приводить к ...;              |
| 2. to unfold              | - разворачиваться;                            |
| 3. to draw on             | приближаться, заимствовать, обратиться к ...; |
| 4. to uncover             | - раскрывать, обнаруживать;                   |
| 5. to reveal              | - раскрывать, обнаруживать;                   |
| 6. manifest               | - явный;                                      |
| 7. latent                 | - скрытый;                                    |
| 8. occurrence             | - случай, событие;                            |
| 9. qualitative analysis   | - качественный анализ;                        |
| 10. quantitative analysis | количественный анализ.                        |

## Text 2

### RESEARCH METHODS

#### *Historical studies.*

Sociologists can only observe in the here and now. But understanding the past is often extremely useful for understanding the present.

Sociologists are more likely to choose a historical approach when studying sociological phenomena that do not occur frequently.

In such instances, sufficient statistical data might not be available, and interviews and surveys may be impossible to conduct.

Theda Skocpol (1979) conducted a historical study of 3 successful revolutions: the French Revolution of the late 18-th century and the Russian and Chinese revolutions of the 20-th century. She addressed some of the important questions about social change that had concerned early sociologists. Skocpol also examined data from several unsuccessful revolutions and looked at examples of non revolutionary change to see how social modifications brought about by successful revolutions differed from other types of social change.

Sociologists conduct historical studies when analyzing events that unfold over extended periods of time.

Finally, in doing historical and other research, sociologists may draw on documents created for other purposes. They study business records, old newspapers, diaries, church records on births and deaths; and data and statistics collected by government agencies.

### Content Analysis.

Sociologists often employ content analysis to uncover relevant information in historical and contemporary materials. Content analysis may be applied to almost any type of recorded communication – letters, diaries, autobiographies, memoirs, laws, novels, constitutions, newspapers, even paintings, all of which can reveal much about people's behavior. This research method is especially useful in historical studies because it provides a way to systematically organize and summarize both the manifest and latent content of communication. The sociologists use the computer as a powerful research tool.

Content analysis is a good example of research that combines qualitative and



quantitative research. Researchers generally use quantitative analysis when a common occurrence or form of behavior is being studied. Qualitative analysis is more likely to be used when a behavior or event occurs rarely or the information needed exists as words, pictures or the like.

### **Section I. Text Work.**

**Exercise 1.** *Find in the text the sentences in which the following words and word combinations are used. Translate them.*

- |   |                                |
|---|--------------------------------|
| 1. in the here and now                  | 6. government agencies         |
| 2. occur frequently                     | 7. recorded communication      |
| 3. examples of nonrevolutionary change  | 8. as a powerful research tool |
| 4. over extended periods of time        | 9. a common occurrence         |
| 5. documents created for other purposes |                                |

**Exercise 2.** *Give English equivalents for the following words and word combinations.*

1. социальные изменения;
2. деловые официальные документы;
3. правительственные учреждения;
4. соответствующая информация;
5. анализ содержания;
6. современный;
7. необходимая информация в виде слов, картин и т.д.

**Exercise 3.** *Explain the meaning of the following terms.*

1. recorded communication;

2. qualitative analysis;
3. quantitative analysis.

**Exercise 4.** *Answer the following questions:*

1. When do sociologists choose a historical approach?
2. What historical study did Theda Skocpol conduct in 1979?
3. Did she also examine data from several unsuccessful revolutions?
4. Can you imagine what conclusions did she draw after this historical study?
5. May sociologists use documents created for other purposes in doing their historical research?
6. What do sociologists often employ to uncover relevant information in historical and contemporary materials?
7. Why is content analysis especially useful in historical studies?
8. What do sociologists use as a powerful research tool?
9. What is the difference between qualitative and quantitative analysis?

**Section II. Grammar. Revision exercises on Participles and their Constructions.**

**Exercise 1.** *Translate the sentences. State the function of the participles.*

1. People interfering in other people's affairs are most unpleasant to deal with.
2. He could not give any figures providing his theory.
3. Machines produced by our plant are exported to Hungary.
4. The doctor sent for has been treating Ann for years.
5. Lost time is never found again.
6. The review being discussed is written by James Aldridge.
7. Not remembering the title of the play I looked it in the catalogue.
8. Asked what he thought of the play he said he had not seen it.

**Exercise 2.** *Translate the sentences. Mind Complex Object, Complex Subject and Absolute Participial Constructions.*

1. He wants the question studied further.
2. We were watching the luggage weighed.
3. I heard my name mentioned.
4. Dorian heard him first stopping on the pavement and then hurrying after him.
5. The President was shown shaking hands, embracing or being embraced.
6. These very important details were found missing from a later description of the manuscripts.
7. The rent being very high, the Carters had to move to another boarding-house.
8. Pedestrians not observing traffic rules, there are many road accidents in America.
9. With everybody working, the job was done quickly.

## **Unit V**

Talk: The State. Democracy and Political Systems.

Grammar. Gerund, Complex Gerundial Constructions. The Subjunctive Mood.

### **Text 1**

#### *Active vocabulary*

- |             |   |  |
|-------------|---|--|
| 1. welfare  | - | благосостояние, благополучие,<br>благоденствие |
| 2. to trace | - | проследить, рассмотреть, фиксировать           |

3. to boost	-	поднимать, помогать подняться, поддерживать
4. to debilitate	-	ослаблять
5. indivisibility	-	неделимость
6. to enforce contracts	-	выполнять контракты
7. to redress	-	исправлять, компенсировать
8. repercussion	-	влияние, отдача
9. legitimacy	-	законность
10. to avert	-	предотвращать
11. relief	-	помощь, пособие
12. spending	-	расходы, затраты
13. counterproductive	-	контрпродуктивный
14. implicit	-	косвенный
15. to argue for	-	выступить за

### **Text 1**

## **THE MODERN WELFARE STATE**

In the US and in other relatively rich industrialized democratic countries - Canada, New Zealand, Australia, and most of Western Europe - the state has expanded dramatically since the early 19-th century.

In the US we usually trace the development of the broadly expanded state - now known as the welfare state. The set of wide - ranging government programs was instituted in the 1930-s to deal with the Great Depression - to boost the debilitated economy, cope with wide-spread unemployment, and to provide for the general welfare of ordinary citizens (hence, the name «welfare state»). However, the depression did not affect only the US. Other countries began expanding the role of government at around the same time. The greatest and



most influential theorist of government's expanded role was the English economist John Maynard Keynes (Schott 1983). Keynesian theory has provided a basis for the enormous growth in government social programs for the poor and unemployed, for peacetime support of the military (including defense research), and for an enlargement of the government work force - in other words, of the bureaucracy.

As the state grew toward becoming the modern welfare state, it took on roles in several major areas. First, it provided assistance to people who could not help themselves - the poor and the aged. Second, the government began to provide collective goods - goods that cannot easily be bought and sold by individuals because of high costs and the indivisibility of goods themselves.

Examples of collective goods include national defense, a high level of education, efficient public transport systems, and clean air and water. These cannot be adequately handled by the private economy.

Collective goods can themselves be broken down into several types. Enabling goods, for instance, help establish proper conditions for carrying out private activities.

The minting of currency by the government allows us all to buy and sell with some consistency of value. The Federal Reserve System provides for efficient banking. Highway and transportation departments build and maintain roads to enable us to travel and ship goods. State regulatory activities oversee the functioning of private activities and protect the public from potential ills. That is, the state regulatory agencies establish licensing criteria and thus ensure that private activities are carried out according to commonly understood rules. The Civil Rights Commission, for example, exists to ensure, that all people are treated equally, according to their state-guaranteed civil rights.

Some state activities can be seen as both enabling and regulatory. Think of the modern civil (non criminal) legal system, which enables citizens to sign contracts and go about their daily business assured that their contracts will be enforced and problems redressed.

The state's control over the economy has enormous repercussions. Some sociologists have pointed out the number of basic contradictions at the heart of the welfare state in a strongly capitalist society (O'Connor 1973; Offe 1984-1985). A capitalist economy necessarily creates inequalities and economic hardships for those who lose in its competition. Poverty and a very unequal distribution of wealth can become a threat to the legitimacy of both the state and the economic system in a country with acknowledged democratic ideals - that is, citizens may start to question their government's legitimacy. In order to quiet the criticism and avert a crisis, the government begins to spend money on welfare programs. However, if (or when) these programs start to become «too expensive», the middle class may resist footing the bill for helping the poor, and question the state's right to make them do so. Thus, a social crisis may result because the cost of the welfare programs may be higher than the amount the state can raise through taxes (O'Connor. 1973).

The Reagan administrations have been somewhat successful in reducing regulatory and relief programs. There have also been heated debates about whom the social programs actually benefit - the poor? The middle class? No one at all? ... All of these answers have been offered. Some influential critics, particularly Charles Murray (1984) have claimed that government spending on social programs has increased perhaps by a factor of twenty from 1950 to 1980, and has been counterproductive. It has reinforced dependency, added to unemployment and contributed to the rise in single-parent families and the disintegration of family life and values. These arguments have provided

important support to the emerging conservative political movement. Liberal social critics, however have accused Murray and others of implicit racism against blacks and Hispanics, since it is these minorities who are disproportionately helped by welfare programs such as Aid to Families with Dependent Children (Block 1987).

Sociologists such as Fred Block, Richard Cloward, Barbara Ehrenreich and Frances Fox Piven (1987) have argued for new social programs and an expanded welfare state based on some challenging principles: a critique of our consumer culture, the centrality of true material equality and an emphasis on democratic participation.

### **Section I. Text work.**

**Exercise 1.** *Give Russian equivalents of the following word combinations:*

1. to cope with wide - spread unemployment
2. peacetime support of the military
3. the poor and the aged
4. collective goods
5. efficient public transport system
6. to establish proper conditions for ...
7. minting of currency
8. the state regulatory agencies
9. according to commonly understood rules
10. to enforce contracts
11. at the heart of the welfare state
12. to quiet the criticism
13. relief program
14. heated debates
15. implicit racism

**Exercise 2.** Find in the text English equivalents for these words and word combinations:

1. ослабленная экономика
2. гражданские права, гарантируемые государством
3. экономические трудности
4. не выдерживать конкуренции
5. признанный
6. предотвратить кризис
7. собирать налоги
8. несоразмерно
9. усиливать зависимость

**Exercise 3.** Explain the meaning of the following word combinations:

1. enabling goods
2. potential ills
3. to foot the bill for
4. counterproductive
5. single-parent family
6. consumer culture

**Exercise 4.** Answer the following questions:

1. What was the aim of wide-ranging government programs instituted in the 1930-s in the US?
2. Did other countries begin expanding the role of government at the same time?
3. Who was the greatest and most influential theorist of government's

expanded role?

4. What has Keynesian theory provided a basis for?
5. When did the state take on roles in several major areas?
6. Can you explain the meaning of the term «collective goods»?
7. What examples of collective goods do you know?
8. Can collective goods be adequately handled by the private economy?
9. What do state regulatory activities oversee?
10. What do they ensure?
11. What state activities can be seen as both enabling and regulatory?
12. What contradictions have some sociologists pointed out at the heart of the welfare state?
13. Can poverty and a very unequal distribution of wealth become a threat to the legitimacy of both the state and the economic system?
14. What does the government begin to do in order to quiet the criticism and avert a crisis?
15. When may the middle class resist footing the bill for helping the poor?
16. Why have social programs become counterproductive? (according to Charles Murray)
17. What have liberal social critics accused Murray of?
18. What principles are new social programs based on?

**Exercise 5.** *Make up the plan and give a summary of the text.*

**Exercise 6.** *Topics for discussion.*

1. The state regulatory activities.
2. Social programs and their significance.
3. Is the US a truly welfare state?

## **Section II Grammar.**

**Exercise 1.** *State forms and functions of the Gerund and translate the sentences.*

1. Children are fond of being read to.
2. Jane was punished for having struck her cousin.
3. Jane Eyre remembered having been locked up in the red room for contradicting her aunt.
4. The cold wet weather prevented the girls from going for long walks.
5. David was tired of being constantly punished for nothing.
6. He was much pleased at having found his aunt.
7. Ann was in the habit of asking Mr. Dick his opinion.
8. Sleeping with wide open windows is good for health.
9. I could not help laughing.
10. We succeeded in booking tickets for this performance.
11. She denied having been at the station that evening.
12. Don't miss the opportunity of hearing this pianist.
13. There was no possibility of following the thief or catching him.
14. Nancy avoided meeting and speaking with Godfrey, which she could not help noticing.
15. Molly had left the town without telling anyone where she was going.
16. He had little hope of remaining alive.
17. On arriving at the cottage she had found it locked.
18. On getting up in the morning I found a letter on my doorstep.
19. In defending myself against this lady I have a right to use any weapon I can find.
20. Is there any chance of selling any of his pictures?
21. In my fear of being too early I had walked three times round the cathedral.

22. I like your way of working.
23. I came out of deep sleep with the feeling of being looked at.
24. I have to give evidence of catching a woman shoplifting.
25. After completing the letter I felt a certain satisfaction of having stated my position.
26. Instead of staying at school I spent the following winter on the Riviera.
27. Without turning his head he said, «There was a mistake».
28. If this what you intend asking me, stop wasting your time.
29. I burst out laughing and the others followed.
30. I did not think of going abroad any more.
31. They accuse me of having dealt with the Germans.

**Exercise 2.** *Use the appropriate form of the Gerund.*

1. Excuse me for (to give) you so much trouble.
2. He was proud of (to award) the prize.
3. I don't remember ever (to see) you.
4. The boy was afraid of (to punish) and hid himself.
5. The boys were punished for (to break) the window.
6. After (to examine) by the doctor, the young man was admitted to the sport club.

**Exercise 3.**

a) *Complete the following using gerunds:*

1. Has it stopped ...
2. We must go on ...
3. The guide began ...
4. The doctor continued ...

5. The boy kept on ...
6. You should avoid ...
7. Do you intend ...
8. They denied ...

b) *Complete using gerunds and necessary prepositions:*

1. The boy is very clever ...
2. I don't insist ...
3. We were tired ...
4. Did you succeed ...
5. Who is responsible ...
6. His friends accused him ...

**Exercise 4.** *Translate into English using the Gerund.*

1. Простите, что я опять напоминаю вам об этом.
2. Переходить улицу в этом месте опасно.
3. Секретарь занята печатанием этого материала.
4. Публика разразилась аплодисментами.
5. Он настаивал на разговоре со мной.
6. Я не возражаю, чтобы он открыл окно.
7. Она не любила оставаться здесь по вечерам.
8. Мы удивились тому, что он ответил на этот вопрос.
9. Эту идею стоит рассмотреть

**Exercise 5.** *Translate into Russian. State the functions of the gerundial complexes.*

1. Mr. Osborne was indignant at his son's having disobeyed him.



2. She was not pleased at my coming.
3. They did not approve of my playing at roulette.
4. They were informed of his refusing to take part in this conference.
5. I know of his having been sent to work to the Far East.
6. They objected to his remaining at home.
7. The librarian didn't object to the reader's keeping the book one day longer.
8. She insisted on my doing morning exercises regularly.
9. I appreciate your coming to my defense.
10. She came out and said that she knew nothing about the door having been left open.
11. Do you mind my asking you one or two questions?
12. Nobody had the slightest hope of his winning the fight.
13. Her parents are terribly upset at the thought of her giving evidence.
14. Mendeleev's having created the Periodic Table was very important for chemistry.

## Text 2

### *Active Vocabulary*

- |                |   |
|----------------|---|
| 1. capricious  | - своевольный   |
| 2. arbitrary   | - произвольный, деспотический                               |
| 3. adherence   | - приверженность, строгое соблюдение<br>(правила принципов) |
| 4. to entrust  | - вверять, возлагать, поручать                              |
| 5. to overstep | - переступать, переходить границы                           |
| 6. notion      | - понятия, представление                                    |
| 7. to persist  | - оставаться, продолжать существовать                       |

- |                           |   |
|---------------------------|---|
| 8. framer                 | - создатель   |
| 9. to correlate with (to) | - находиться в определенном (со) отношении, устанавливать соотношение |
| 10. to foster             | - поощрять, благоприятствовать  |
| 11. comprehensive         | - всесторонний, исчерпывающий   |
| 12. pervasive             | - проникающий, распространяющийся                                     |
| 13. anxiety               | - повсюду   |
| 14. to compel             | - беспокойство, тревога   |
| 15. electoral college     | - вынуждать<br>коллегия выборщиков (президента и вице-президента США) |

## **Text 2**

### **DEMOCRACY AND POLITICAL SYSTEMS**

The idea of democracy is very old, it is one of the forms of government described by classical Greek thinkers, such as Plato and Herodotus. The word itself comes from the Greek: demos, meaning «the people», and kratos, meaning «authority», hence, authority of the people, or government by the people.

Democratic politics are based on the belief that power should not be used in capricious or arbitrary ways. Democracy is based on adherence to the democratic rules of the game - such as holding of free and open elections, acceptance of the will of the majority and respect for the rights of minorities within the system. The government has the power to implement its politics, but that power is limited. Individuals or parties are granted only temporary authority. If the state oversteps the powers people have entrusted to it, the people have a right - even a duty - to oppose it.

These notions of democracy have persisted for centuries. The framers of the US Constitution saw the democratic republic as one of three possible forms of government. The other were the aristocracy and the monarchy.

What social and economic conditions does democracy require? This question has been long debated. The notion that democracy rests on the existence of a strong middle class is widely accepted. Many sociologists have argued that capitalism (which is often linked to the rise of the middle class) is the strongest economic basis for democracy (Berger 1987). The economic freedom on which capitalism rests does seem to correlate with and even foster political freedom. And in fact, there have been few long-lasting non capitalist democracies however. There is no consensus on why this is so. Many scientists argue that in principle political democracy can be combined with economic socialism.



In this century we can observe the rise of communist and fascist states. A totalitarian state differs from a traditional tyranny in degree of effective control. A totalitarian government has the capacity to control far more

aspects of people's lives - in other words, its power is much more comprehensive and pervasive. Totalitarian authority typically rests on ideological grounds. Leaders justify their right to rule by claiming that they embody an ideological cause. Power tends to be concentrated in the hands of one ruling party which is identified with the government. The party and the state are one. The government directs all economic activity. It also seeks to create ideological uniformity by controlling education, the mass media, and the arts

and literature. The power of authorities is so great that it may be exercised in capricious and arbitrary ways. The resulting atmosphere of anxiety and insecurity compels citizens to demonstrate active loyalty to the state.

But the totalitarian regimes are seldom completely totalitarian, democratic regimes are seldom completely democratic. Even the American political system which is generally considered to be highly democratic, lacks at least some of the elements included in a strict definition of democracy. For example, it is the electoral college that directly elects US. Presidents, not the citizens themselves.

### **Section I. Text work.**

**Exercise 1.** *Quote the sentences in which the following words and word combinations are used in the text. Translate them.*

1. in capricious and arbitrary ways
2. to implement
3. to foster
4. aspects of people's life
5. to justify
6. to compel
7. electoral college

**Exercise 2.** *Find in the text English equivalents for these words and word combinations.*

1. приверженность
2. уважать права меньшинств
3. основатели (создатели) Конституции
4. общепринятый
5. идеологические принципы

6. концентрироваться в руках одной правящей партии
7. средства массовой информации
8. атмосфера тревоги и неуверенности

**Exercise 3.** *Interpret in English the meaning of the following words and word combinations:*

1. democracy
2. democratic rules of the game
3. temporary authority
4. to oppose
5. middle class
6. consensus
7. comprehensive
8. loyalty (to the state)

**Exercise 4.** *Make up 12 questions based on the text and answer them.*

**Exercise 5.** *Topics for discussion.*

1. The role of middle class in a society
2. A totalitarian state
3. A democratic state
4. The advantages of the American political system
5. The political system in Russia.

## **Section II. Grammar.**

**Exercise 1.** *Explain the use of the Subjunctive Mood. Translate the sentences.*

1. We wished she hadn't told us it at all. 2. We wish he were healthy. 3. I wish I had not interfered. 4. Gemma began to wish she had not come. 5. I wish I knew how to answer this question. 6. I wish you would stop arguing. 7. I wish you wouldn't take things so close to heart. 8. He wished he had known about the Godfly's illness earlier. 9. I wish I had a dress like hers. 10. I wish you wouldn't spend so much time indoors.

**Exercise 2.** *Write the correct form of the verbs in the brackets.*

1. I wish I (know) all the circumstances. 2. I wish I (not eat) so much ice-cream; I have a stomach-ache. 3. I wish I (be) at yesterday's performance. It must have been very interesting. 4. The unfortunate sailor wished he (not set) foot board the brig. 5. I wish I (consult) the doctor when I first felt the pain. 6. I hate the cold, I wish it (be) warm and sunny all the year round. 7. I wish I (not have) to get up early every day.

**Exercise 3.** *Complete the following:*

1. I wish this problem ...
2. I wish the holidays ...
3. I wish the weather ...
4. I wish I ...
3. I wish you ...

**Exercise 4.** *Translate into English.*

1. Хорошо бы сейчас была весна! 2. Жаль, что я не знаю испанского языка. 3. Жаль, что я не последовал вашему совету. 4. Как жаль, что я пошел туда. 5. Я теперь жалею, что последовал его совету. 6. Мне бы хотелось, чтобы вы еще раз продумали мое предложение.

**Exercise 5.** Rewrite the sentences putting the verbs in brackets in the Subjunctive Mood.

a) 1. Members of the rescue party suggested that they (to set out) in spite of the thick fog. 2. The passengers demanded that the driver (to stop) the bus immediately. 3. The doctor demanded that every drop of water (to boil). 4. I insist that you (to give) your opinion frankly. 5. The monitor demanded that all the students (to be) present at the meeting. 6. The trainer insisted that the players (to give up) smoking.

b) 1. It is necessary that the students (to take interest) in public life. 2. It is requested that the ticket (to retain) till the end of the performance. 3. It is impossible that he (to swim) across the river. 4. It is necessary that all pedestrians (to know) the traffic regulations. 5. It is desirable that everybody (to consult) a doctor before going to the South.

**Exercise 6.** Replace the Infinitives in brackets by the Subjunctive Mood in Subject Clauses after the expression "it is (about, high) time".

1. It is time you (to understand) it is no joking matter. 2. It's high time you (to change) your opinion of him. 3. It is about time he (to express) his own point of view. 4. It's high time you (to have) breakfast. 5. You are not a child. It's time you (to feel) some responsibility. 6. Look, the flowers have drooped their heads. Isn't it high time they (to water)?

**Exercise 7.** Define the type of the subordinate clause and translate the sentences.

1. It was as if this man had known her recent history; yet he was a total stranger. (Hardy). 2. "You look as if the ocean of the world's misery had passed over your head, - you that used to be so full of joy of life!" (Voynich). 3. Then he shaded

his eyes with his hand and began to look down the street as if he had discovered something of interest going on in that direction (M. Twain). 4. She cried bitterly as if she had lost all hope. 5. It looks as though nobody knew the answer. 6. He spoke in a quiet distant voice as though his thoughts were far away. 7. The child behaves as if it were a grown-up.

**Exercise 8.** *Explain the use of the Subjunctive Mood and may (might) with the Infinitive in adverbial clauses of purpose. Translate the sentences.*

1. I dictate slowly lest you should miss some words. 2. She opened the window that she might get a breath of fresh air. 3. Documents and letters of importance must be registered lest they should be lost. 4. Excursions are organized so that people may get acquainted with different places of interest. 5. The boys played in the churchyard and I watched them from a distance within the room, being ashamed to show myself at the window lest they should know I was a prisoner. 6. He locked the door that it might not be opened. 7. Instinctively he turned his back more to the light lest she might see the shame that burned upon his forehead.

**Exercise 9.** *Explain the use of the Subjunctive Mood in complex sentences with subordinate clauses of unreal condition. Translate the sentences.*

1. This village would be a delightful place for a holiday if there were not so many people there. 2. If you did that, you would not regret it afterwards. 3. If I were you, I should not worry. 4. If he had seen her in Cape Town he would have looked once and gone on his way without knowing she was his sister. 5. If I tried to tell mother or any of the others, they would say I'm mad. 6. If he had taken me with him, I should have found peace. 7. If I had not followed your advice, I should have got into trouble. 8. If we had been there at the time, we should have



prevented the accident. 9. If George had been anything but coward he would have gone to the directors and said, "Gentlemen, I have been using the bank's funds for my own uses". 10. Had the audience got their way, she would have sung all night. 11. If it had not been for me, his own brother would have shut him up for life. 12. If you had taken into consideration all these facts, you would not have come to such incorrect conclusions. 13. If he understood the situation, he would act differently.

14. Should you meet them in the library, tell them about it.

**Exercise 10.** *Rewrite these sentences to show unreal condition.*

1. If it is not too cold, I shall go for a bathe. 2. If no one comes, we shall be obliged to postpone our trip. 3. What will happen if a storm breaks out? 4. They will all laugh if I propose such a thing. 5. Will you be very disappointed if we don't come? 6. What will you do if you have no medicine at home?

**Exercise 11.** *Write the correct forms of the verbs in brackets.*

1. The photographs would have been much better if it (to be) lighter in the room. 2. He (to die) if the surgeon hadn't operated on him. 3. If you had strained your ears, you (to hear) a slight noise in the bushes. 4. If I had not been absent from the lesson yesterday, I (to understand) the new grammar material. 5. If it had not been for his friend's help during his illness, he (not to do) so well at his exams. 6. It (to be) more interesting if you had read the book in the original. 7. If you had prepared the dialogue yesterday, you (to answer) today rather well.

**Exercise 12.** *Omit the conjunctions using inversion.*

1. If it were not so late, I should go with you to see the new film. 2. If you should run into him, tell him to try to reserve tickets by phone. 3. If she should fall ill, we shall call a doctor at once. 4. If she should need an operation, she would be taken to hospital. 5. If the rain had damaged the crops, this year's harvest wouldn't be rich.

## **Texts for Home Reading**

### **Text 1**

#### **SOCIOLOGY: BETWEEN SCIENCE AND RACKET**

Sociologists managed to find out early in the 1980-s that "Kino i Zhizn" (Cinema and Life) weekly was the most popular film publication in Russian provinces. No such magazine actually existed, but sociologists established with sufficient accuracy the number of its readers and their social origin.

The readers of the non-existent magazine were people who wanted to look modern and well-read (at least in the opinion of pollster girls), but who from the offered list of cine-publications chose something bit simpler, that suited more than the others their "image".

Whether this experiment was ethical or not is another question, but it was carried out with a very serious objective: to measure the level of conformism in our hypocritical society and to show what a horrible instrument of misinformation and deceit applied sociology can be in the hands of dishonest people.

However, in the 1980-s pseudo-sociology presented no real danger. Now it seems the results of polls have turned into an influential factor of political and economic life. In fact, when readers are told that a representative poll held by an

authoritative research centre shows people are reaching their limits, and the computerized model of the situation projects the parameters as nearing disaster, the readers heartbeats become alarming similar to the ticking of time bomb. But when the poll reports that 67.8 % of respondents have started adapting gradually themselves to high prices, readers start to think less about barricades, and more about how to earn extra money.

Having realized that questionnaires are a convertible currency, enterprising people rushed to the fanciful sphere of half-science and half-art calling for talent, experience and knowledge. In a year or two these people managed to turn applied sociology into a kind of racket. I'm not talking about their intentions as much as their results.

Which TV information agencies do you trust the most? This question was put to Muscovites by anonymous employees of the Moscow branch of a respected research centre. The answers were: the programme Utro (morning) – 4 %, Novosti (news) – 26 % and so on. I read and think – either TV is a field of wonders or Moscow is a land of fools. Both Utro and evening News get their information from the same source – ITA. Then why in the evening it is trusted by 5.5 times more people than in the morning? Finally, I begin to understand where the problem lies. Today, Utro viewers make up about 10 % of television watchers, the average figure for the News is about 50 %. Hence, both programmes are trusted by half of their viewers. Then why confuse the matter? If I sleep in the morning it does not mean that I do not trust the programme Utro.

Quite obviously, in this case the programme was discredited not with malicious intent, but due to an inability to think things through. Unfortunately similar "scientific methods" often serve to deliberately discredit competing programmes. A similar and much more refined situation develops if real professionals join in the same dishonest games.

I have before me Nezavisimaya Gazeta (The Independent from Moscow) from April 22. The independent Vox Populi (VP) service published in its research results: "Whose programmes are better?" The question is not difficult for a professional. Viewers may be requested to name their favourite programmes or give a list of the best programmes of competing companies (in the given case Ostankino and RTV) and suggest that viewers assess them. The researchers chose the simpler way: they asked viewers to name them. It turned out that the majority of "favourite" are Ostankino programmes. But don't rush to conclusions. "Most of the polled," VP sums up, "preferred the Russian channel". Thus, viewers like more programmes on Channel One, but prefer Channel Two. Are they idiots? This is nonsense. How could it happen?

Very simple. It was no more difficult to find viewers admiring Russian TV, than readers of a nonexistent magazine. It was sufficient to ask a question which cannot be answered even by competent experts. The question was: Which programmes do you prefer – of Channel One or Russian Channel: a) on the whole, b) considering the objectivity of the events they cover, c) based on the amount of new information presented?

The poor viewers hardly understood the cynicism of researchers who didn't even take the trouble to correct this abracadabra (what does "considering the objectivity of the events they cover" mean?). Viewers have been placed in the position of fools, who cannot take a decision without being pushed from the outside. And they were given a light shove, almost imperceptible except to a pro. In the introduction it was explained that Channel One is all that remains of the old Central TV, but Russian TV has appeared at last ...

"How is it possible, Boris Andreyevich?" I asked Prof. Grushin, head of the independent VP service. "What can be done?" he answered, "I conducted the poll at the order of the Russian company, not yours. Don't get upset: looking at

the list of preferable programmes, a clever person will understand everything by himself ..."

I am a dependent sociologist and work for Ostankino. It is my duty to defend the interests of my company, which boil down to knowing the real state of affairs. So far, the situation is as such: the average percentage of viewers during one hour of broadcasting of our company (according to daily estimates in Moscow) is 9.5 %, of the Russian TV – 6 %. The programme Novosti is watched daily by 51.5 % of viewers, Vesti (Russian TV News programme ) – 44.5 % but the latter is seen as somewhat more trustworthy in spite of the figures quoted in **Nezavisimaya Gazeta**. Today the number one TV star is Russian TV anchor-woman Svetlana Sorokina (honestly, I love her too). Viewers cannot give a definite answer as to how informative one or other programme is and which of them is more objective in elucidating events. Even a content-analysis reveals no great differences. The most outstanding documentary shows – the Theme and the Fifth Wheel – are on the same 12 % mark. But journalists find it difficult to keep viewers on this level.

The head of VP has a right to doubt the facts I've quoted. I suggest to verify them: the method of daily polling about the actual list of programmes on all channels makes it possible to make parallel control measurements. This is no challenge to a sociological duel. This is an appeal to overcome, by joint effort, the sociological crisis, by creating a mechanism making the truth independent of the whims of those who are paying.

## Text 2

### HOW TO STOP BRAIN DRAIN



*In late November,  
on express orders from*

*the Russian president, the government held a special session to discuss ways of retaining young scientists. What measures are being proposed? Can they stop those who are packing their bags or bring back those who have already left? Prof. SERGEI YEGEREV, D. Sc. (Physics/Mathematics), an expert on scientific research organization, and IRINA DEZHINA Cand. Sc. (Econ.), an expert on Russia's science and technology policy, are interviewed by MN's NATALYA DAVYDOVA.*

**The government discussed a resolution on support for young scientists. Do you know the authors of the draft?**

**I.D.:** The proposals were prepared by several teams. The initiative came from Putin. Addressing a general meeting of the Russian Academy of sciences last May, the president said: "We need a national program to draw young people to science". And everyone rushed to act on it.

**Is it a bad idea?**

**S.Ye.:** Any good idea can be torpedoed by ill-advised action.

**Is it wrong, as it was proposed at the session, to pay higher salaries to young scientists and help them solve their housing problems?**

**S.Ye.:** These are trite words and measures. Six years ago, they already proposed to bring back emigrant scientists by offering them housing in Russian. Also, it was assumed that the objective of the research school support program, implemented by the Russian Foundation for basic Research (RFBI) through a system of grants, was to gain new knowledge. Now it is maintained that the program was originally designed to target young people. You may as well think that universities are supplied with heating specifically to make them attractive to youth.

**I.D.:** What is proposed in some projects I have seen – 20 or 30 apartments for young scientists nationwide – is simply ludicrous. Or take RFBI grants. If

they are increased by 10 to 30 percent, that will add just 100 to 300 rubles to the monthly payment. How can this possibly help keep young scientists in Russia?

**And what if the government provided more money?**

**S.Ye.:** That would not basically change anything. What matters in real life? Career advancement is a good incentive to many. This is perhaps the only thing that can work for our science. In the West, scientists are of course better paid but it is very difficult to advance.

**I.D.:** In the West, jobs that are generally available are the so-called post-doctoral positions. But this involves a heavy workload and very little pay – by Western standards. Americans say. This is our great invention – in effect, free work force. He who finally makes it, will over time take up the position equivalent to our lab chief: These researchers have their own budget and can invite other specialists to participate in a project.

**How many of our scientists who moved to the West managed to do that?**

**I.D.:** Recently, I visited one of the famous American National Institutes of Health. In some laboratories there, eight in 10 people come from Russia. But of the eight one at best has a permanent position while everyone else keeps moving from to place.

**Do you think those who have stayed at home will have a better future?**

**S.Ye.:** Yes, if talent is given an opportunity to move up the career ladder.

**I.D.:** Incidentally, the situation with young scientists in Russian science is probably less dramatic than with people in their thirties or forties, who, according to official statistics, have been quitting one and a half times more often in the past four years. Meanwhile, the number of students pursuing research at universities has been more or less stable.

**So, young people are going into science even without special government programs?**

**I.D.:** We are now seeing a new trend: There are people who are interested in science for the sake of science – for example, young people from well-to-do families who do not see a good compensation package as the main incentive. There are also young people who went into business, did very well there, and are now sponsoring the development of ideas and projects that they once abandoned.

**S.Ye.:** Meanwhile, seniors are putting up a defense, keeping young people back. The system must be overhauled. After all, you won't see an 80-year-old colonel in the army. I wonder why they did not address this problem at the government session.

**I.D.:** On the other hand, it is wrong to set scientists of different generations against each other: Support should be based on competition. According to one proposal, university graduates should be paid no less than 8,000 rubles a month. Considering that everybody else will get much less, this is a surefire recipe for social conflict.

**What mission for science do you think society would support?**

**S.Ye.:** Say, a health maintenance and life span extension mission.

**I.D.:** Our expenditure on medical research projects and development of new drugs is not rising, even though this a national priority in many countries. Americans joke: Congress provides so much money for biology and medicine because congressmen hate dying.

**Don't we have scientific priorities?**

**I.D.:** There is a state approved list of the so-called critical technologies – 70 in all, some of them holdovers from the Soviet era. We have 38 federal



research programs, as compared to 17 in the United States. This list will hardly impress young people.

**S.Ye.:** There are plenty of mottoes and slogans, which have been changing every two years. Meanwhile, scientists continued to flee the country in droves.

**Two years ago, in its feature on the brain drain problem, MN reported that foreign companies were recruiting young scientists at the most prestigious polytechnics. Has anything changed since?**

**S.Ye.:** Nationwide, demand has grown for such specialties as computer technology, communication systems, and electronics. Very good compensation packages are being offered – incidentally, considerably higher than the 8,000 a month mentioned here. But little has changed for those pursuing fundamental research.

**Do you believe they need a government support program?**

**I.D.:** It is more important to adopt a state program to provide direct and indirect incentives. Today, there is an overemphasis on direct funding: A priority is set and funds are provided. This, however, could be done in a different way – by varying tax regimes and depreciation standards. According to 1990 regulations, a computer depreciation period is eight years. This is ridiculous, given the current pace of technological advance. But if there is no reasonable depreciation procedure, there is no incentive to replace obsolete equipment. If normal conditions are provided for science as a whole, the youth problem will resolve itself.

**Will the powers that be ever understand that?**

**I.D.:** I am rather inclined to pin my hopes on businessmen, some of whom suddenly began investing in science, and on financial-industrial groups. Rossiisky Kredit, Interros, and Yukos award grants to students, provide additional financial support to teachers, and supply equipment. Meanwhile, year

after year, the state has been providing barely half of the 4 percent of budget expenditures it should allocate under the law. Moreover, it is now going to revise the law itself – to eliminate even this basic guideline.

**S.Ye.:** Incidentally, the "brains" that have left would now like to return.

**I.D.:** I published an article with an American co-author in *Nature*, trying to answer the question: Is Russian science recovering? We found some positive examples to that effect – in biology, physics, and some other spheres. I started getting letters from people who had left the country some time before: "What are things like in Russia now? Tell us more: We would very much like to go back".

**Do you think they will?**

**I.D.:** That depends on so many things.

### Text 3

## BRITISH QUALITY

*The British Council held an exhibition and a conference in Moscow on The Best Private School of Britain.*

*By Dmitry Balburov and Svetlana Kirillova. Moscow News.*



*Business ladies most often come from public schools*

It was no accident that the British Council decided to introduce the Russians to Britain's private education system. An expensive commodity needs world-wide advertising. And education at

British public schools (some of them have been rearing the country's elite since the 16-th century) is traditionally expensive. One year at a public school costs a British family \$25,000 to \$30,000. To compare: In the United States, this sum is enough to cover a year at a prestigious medical school. A year at an Oxford college in Britain costs slightly less than that. A good private school in the New World can set a child's parents back \$7,000 a year; in Russia, \$ 12,000.

The British education system is multistage. At age five to seven, children receive a primary education; a secondary education, at age seven through 13, and a complete secondary education, leading to GCSE, at 13 to 16. If a teenager wants to go on to a university, they need to receive an advanced secondary education – the so-called A-level education. Schools offering A-level education have career counseling departments where an aspirant can apply for a university of their choice. If the university administration is satisfied with the young aspirant's performance at school, it can enroll him or her in the first year of university on condition that the student achieves a certain grade at the final examinations. Others have to take entrance examinations.

In all, there are approximately 1,300 accredited private, or independent, schools in Britain today. British parents who have decided to give their child a private education can easily get information about a particular private school in the country: tuition terms, accommodation, teaching staff, and prospects for entering a university. Unlike Russia, where the only way to find out about education standards at private schools is from one's own (oftentimes bitter) experience, in Britain major national periodicals, such as *The Times* and *The Daily Telegraph*, regularly publish private school ratings for parents. Eton is the most prestigious school in the country, famous for its broad international mix of students: It has seen children and grandchildren of many state leaders – from

grandchildren of Queen Elizabeth to Boris Yeltsin's grandson. Eton stands apart from other public schools as having more lenient discipline.

Russian parents who imagine that big money guarantees teachers and guidance counselors will pamper their offspring are surprised to learn about the Spartan atmosphere of these educational establishments. It was not until a decade ago that corporal punishment was abolished at British public schools. Not all schools provide a separate room for every student. This is a matter of principle for the British public school: A student should get accustomed to always being in public. At the same time a teenager is supposed to be as neat and self-possessed as possible. Rules at certain schools with old traditions require teenagers to wear a fresh flower in the buttonhole every morning.

No wonder the British themselves prefer to send their children to private schools in other countries, which espouse milder pedagogical principles: Swiss closed private schools, which make students fluent in German and French, are especially popular with British parents. The offspring of well-to-do Britons often complete their secondary education at Swiss boarding schools, where they are treated a little more kindly than at British public schools. Recently Russians have been taking an interest in Switzerland, but experts warn that education standards at that country's private schools are generally lower than in Britain.

For all the difference of outlook, Russian and British parents are very similar in one respect: They are willing to pay for a prestigious education. Britain's strict public schools with high academic standards are popular not only with the Russian president's family but also with those parents who are ready to deny themselves some creature comforts in order to send their child study in Britain. A young Russian can cross the English Channel with any command of English (although different schools set their own standards for admission). As a rule, the atmosphere of a private boarding school, where students communicate

only with each other and with their teachers, is conducive to rapid progress in English. Private school leavers have excellent chances of entering the country's most prestigious universities.

True, speaking at The Best Schools of Great Britain conference, Nadezhda Frolova, an education projects expert with the British Council, noted: If parents want to see their child a physicist or mathematician, there is no point in sending them to Britain. The Russian school of exact sciences does a better job teaching kids than its British counterpart. As for humanities, British universities are traditionally renowned for their excellence in the history of arts and classical languages – Latin and Ancient Greek. Future economists will find it especially exciting to study in Britain. Local schools strike the right balance between theory and practice while Russian schools of economics tend to err on the side of theoretical training. And of course the world's best school, the London School of Economics, is in Britain, too.

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**Скакунова Апполинария Алексеевна**

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НА АНГЛИЙСКОМ ЯЗЫКЕ  
ПО СПЕЦИАЛЬНОСТИ “СОЦИОЛОГИЯ”**

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